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**Using Language Learning Strategies to Enhance  
Vocabulary Learning in the Armenian EFL  
Environment**

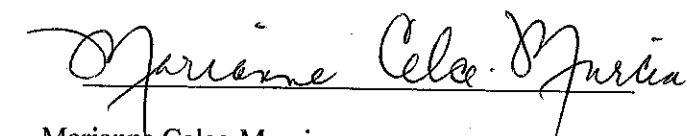
A thesis submitted in partial satisfaction  
of the requirements for the degree Master of Arts  
in Teaching English as a Foreign Language

by

Naira Teknejyan

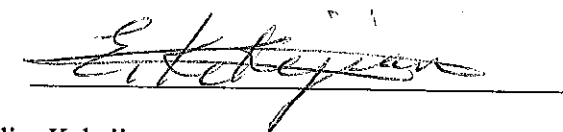
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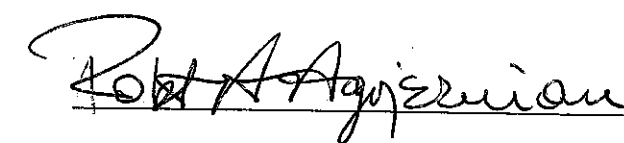
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2006

### Acknowledgments

I would like to express my deepest gratitude to all the people who supported me while carrying out this research and completing my thesis. First of all, I would like to thank my first supervisor, Dr. Jo Lewkowicz, for her noteworthy assistance, significant comments, and immeasurable patience throughout the process of writing the thesis. I am also grateful to my follow-up supervisor, Dr. Robert Agajeenian. I would like to thank also the Dean of the Department of English Programs Professor Marianne Celce-Murcia and Elisa Kekejian for their assistance and care in helping me accomplish the work.

I would also like to express appreciation for the assistance of my students at the European Regional Academy in Armenia. It would have been impossible to implement the research study without their committed participation. My special thanks go to the administrative staff of the same institution for giving me the opportunity to carry out the research.

Finally, I would like to express my gratitude to all my friends for their moral support and encouragement in my mission. I would also like to thank my family members for their great love and inspiration.

### Abstract

This study sets out to investigate if learners are aware of using learning strategies to enhance vocabulary learning, and if strategy training is effective for improving vocabulary learning in the Armenian EFL environment. The study also aimed to discover what types of learning strategies learners use when learning new vocabulary. The research was carried out at the European Regional Academy of the Caucasus within a five-week period. The subjects were thirty-two second-year and third-year students. The language level of the subjects was upper-intermediate. Immediate post tests, a final test and a questionnaire were used for data collection. The first stage of the research was the development and operation of the strategy training courses in the classroom. Four strategies were introduced to the students: word parts: roots, prefixes and suffixes; guessing from context; word associations and semantic mapping; and story making.

Findings of this study indicate that strategy teaching had some impact on students, and strategies can be effective for individual learners. Results show that the strategy of analyzing word parts was quite effective for the Armenian learners. The questionnaire results show that to a strong degree the students are familiar with learning strategies. The students admit that using learning strategies helps them to improve their vocabulary. They also think that using word parts, semantic mapping and word associations, and guessing from the context are effective and most useful strategies.

Acknowledging the benefits of using language learning strategies, the majority of students wanted to continue using learning strategies to enhance their vocabulary learning.

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## Chapter One: Introduction

Teaching, learning and assessing vocabulary knowledge in a foreign language are considered to be complicated issues in the field of language teaching. Language teachers and researchers should be able to develop valid and reliable tools measuring vocabulary if there is to be a clear understanding of the vocabulary acquisition processes and the nature of vocabulary itself. Nation (2005) suggests that there are four aspects of knowledge that are involved in knowing the word: knowing the form of the word (spoken or written), knowing the meaning of the word (conceptual and associative), knowing its position (grammar and collocates) and its function (frequency and appropriateness).

Vocabulary knowledge can be developed explicitly or implicitly. The decisions related to which words are to be given priority are driven by the fact that out of the total number of the words in the language there is a small proportion, constituting from between 1,500 and 2,000 words, that are highly frequent and should be well taught and learned as quickly as possible (Nation, 2005). However, with the introduction of the communicative language teaching approach, teachers nowadays tend to avoid explicit instruction of vocabulary (Read, 2000).

Thus, it is believed that new words are learned when and while learners are reading or listening in a foreign language. The increase in the role of spoken and written discourse in foreign language acquisition leads to the recognition of the use of context in presenting, teaching and learning new vocabulary. The context enables the learner of a foreign language to infer the meaning of unknown words making use of the available contextual clues.

For learners to be able to make full use of contextual clues they should be made aware of such clues and the strategy of inferring the meaning of unknown words. While native speakers may be quite naturally and efficiently applying inferring strategies using contextual clues to guess the meaning of the unknown words which they encounter in reading



or listening activities, learners of a foreign language may have to be made aware of such strategies in order to be able to use them consciously whenever they encounter an unknown word. Learning word-building processes in the foreign language, guessing from context and applying mnemonic techniques are strategies that have proven to be very useful (Celce-Murcia & Olshtain, 2000). Thus, several vocabulary learning strategies should be acquired so that learners can take the responsibility for their individual vocabulary learning and can learn words autonomously.

Consequently, the format of presenting of words will depend largely on the test purpose (Read, 2000). The majority of traditional vocabulary tests measured vocabulary knowledge through presenting words in isolation. However, the new approach to viewing vocabulary in terms of word meanings reflecting use in context recognizes the role of context in vocabulary testing implying that vocabulary should be assessed through presenting words in context rather than in isolation (Celce-Murcia & Olshtain, 2000). In the case of presenting words in context the test-takers are to draw on contextual information and make inferences about unfamiliar words in responding to the test task. However, there has been little research in assessing contextualized vocabulary. There is a need for exploring ways of assessing vocabulary under contextual constraints taking into account the context of vocabulary use, vocabulary knowledge and metacognitive strategies for vocabulary use (Alderson & Banerjee, 2001).

The role of learning strategies in vocabulary learning will be identified with the help of existing literature and a case study. The outcome of the research will be useful in developing vocabulary strategy training courses in the Armenian environment. The research will increase our understanding of the strategies learners use to enhance vocabulary learning.

The present study aims to investigate learners' perceptions of using learning strategies to enhance vocabulary learning in the Armenian environment. We hope to explore the extent

to which the learners are aware of using learning strategies in the learning process. A strategy training session was implemented in actual lessons to make students aware of learning strategies and to see the usefulness and effectiveness of using such techniques.

The study was also aimed at raising Armenian learners' awareness of how learning strategies can enhance vocabulary learning and what strategies can be used in the process of vocabulary learning. As the study was conducted only in Yerevan, there is the assumption that the results may not be generalizable to the whole country.

The following sections are included in this thesis: literature review, methodology, results and discussion, and conclusion. In the literature review section the categories of learning strategies and the use and the effectiveness of learning strategies to enhance vocabulary learning are presented. The methodology section presents the whole procedure and instruments of the implemented strategy training program. The results and discussion section introduces data and findings with detailed discussion. And finally, the conclusion summarizes the research findings, speaks about the limitations of the study, makes suggestions for further research and discusses the contribution of the research.

## Chapter Two: Literature Review

This paper reviews major studies relating to the present research. The main areas to be addressed are (1) teaching and learning vocabulary in general, (2) the role of learning strategies in language learning, (3) the categories of learning strategies, (4) four learning strategies: (a) word parts: roots, prefixes and suffixes; (b) guessing from context; (c) semantic mapping and word associations; (d) story making, (5) learning strategy training, specifically learning strategy training in the Armenian environment, and (6) the use and the effectiveness of learning strategies to enhance vocabulary learning. This will provide the background for discussing some issues concerning the most/least useful and effective learning strategies in the Armenian EFL environment and Armenian language learners' awareness about learning strategies.

### 2.1 Teaching and learning vocabulary

Vocabulary teaching and learning is central in both the teaching and learning process. It is words that make up a language. Vocabulary issues and principles in teaching are very important for language teachers and learners. Teachers need to teach vocabulary. Teachers should take into consideration how much their students already know of the vocabulary in the course, what vocabulary students need to recognize to make sense of the course, what vocabulary they will need to know to function in similar situations in the future (Carter, 2001).

Vocabulary knowledge can be developed explicitly or implicitly. The most frequent practice in explicit vocabulary instruction is systematic memorization of long lists of isolated words (Ellis, 1995). The decisions related to which words are to be given priority are driven by the fact that out of the total number of words in the target language, there is a small proportion constituting from between 1,500 and 2,000 words (Nation, 2005) that are highly frequent and should be well taught and learned as quickly as possible. However, with the

introduction of the communicative language teaching approach, teachers nowadays tend to avoid explicit instruction of vocabulary (Read, 2000). On the other hand, the implicit approach of vocabulary acquisition is based on the vocabulary acquisition process of native speakers of a language. The context enables native speakers of a language to infer the meaning of unknown words making use of the available contextual clues (Ellis, 1995).

Most teachers help learners with vocabulary directly, or 'explicitly,' by providing word lists, or indirectly, 'implicitly,' exposing them to words in the context of texts. Issues of memorization are involved in the teaching/learning process. According to Carter (2001) knowing a word is knowing its spoken and written contexts of use, its patterns with words of related meaning, as well as its collocational partners, and its syntactic, pragmatic, and discursal patterns.

Students develop individual ways of learning vocabulary, e.g. they create vocabulary word cards: students should look at the word, its pronunciation, and related family words on the front of the card to see if they can recall the definition, etc. (Carter, 2001).

Ellis (1995) identifies four main points on an explicit-implicit vocabulary-learning continuum: a strong implicit-learning hypothesis holds that words are acquired largely by unconscious means; a weak implicit-learning hypothesis holds that a word cannot be learned without noticing that it is a new word which is being learned. A weak explicit-learning hypothesis holds that learners are active processors of information, whereas a strong explicit-learning hypothesis holds that a range of metacognitive strategies are necessary for vocabulary learning.

## **2.2 The role of learning strategies in language learning**

Oxford (1990) states that language learning strategies help learners participate in authentic communication, which later develops communicative competence. Learning

strategies give learners opportunities to learn to study without a teacher and become more self-directed.

### 2.2.1 The categories of learning strategies

Oxford (2001) defines 'styles' as one's general approach to learning a language and 'strategies' as the specific behaviors or thoughts learners use to enhance their language learning.

Oxford (2001) also identifies six main categories of L2 learning strategies. *Cognitive* strategies are implemented through reasoning, analysis, note taking, practicing. *Metacognitive* strategies include identifying style preferences and needs, gathering and organizing materials, evaluating success and so on. *Memory-related* strategies link one item with another. *Compensatory* strategies help students guess from context using synonyms and gestures. *Affective* strategies, such as identifying mood, anxiety level, feelings, are considered to be highly related to L2 proficiency. And *social* strategies involve asking questions to get verification, asking for clarification of a confusing point, asking for help, exploring social and cultural norms.

Oxford (2001) presents some implications for L2 teaching such as: assessing styles and strategies in the L2 classroom, attuning L2 instruction and strategy instruction to learners' style needs, remembering that no single L2 instructional methodology fits all students, and preparing for and conducting strategy instruction.

Moreover, the teacher's role is crucial here as he has to adapt the strategies for his learners. It is not necessary to teach the strategy itself, the teaching process should lead the learners in using L2 learning strategies themselves. It is a very effective way to observe the learners' learning styles and based on those observations to develop appropriate strategies, which will coincide with the needs of the learners.

As neither the characteristic features of people nor people themselves can be repeated, one strategy can hardly be used exactly in the same way by everyone. Each learner develops his or her own learning strategies.

Teaching students learning strategies is also a way to increase motivation. The teacher should teach the learners techniques on how to use the vocabulary, prepare for tests and select strategies which will facilitate their learning process. These strategies can be passed on to the whole class. For example, for most Armenian students writing exercises are viewed as translation exercises, as the emphasis is on translation in most schools and universities. Teachers' responsibility is to encourage the learners try to think in English and explain why it is useful. Research shows that strategy training is most effective when it is made explicit and treated as a regular part of the learners' classroom experience (Niederhauser, 1997).

#### **2.2.1.1 Word parts; roots, prefixes and suffixes**

Students should be taught about word parts. Every word has a base, a root or stem. They should know about prefixes and suffixes. There are some procedures for analyzing parts of words such as: asking students to look at a certain word and divide it into parts, to look for familiar prefixes, bases and suffixes. Learning word-building processes in the foreign language, guessing from context and applying mnemonic techniques are strategies that have proven to be very useful (Celce-Murcia & Olshtain, 2000).

#### **2.2.1.2 Guessing from the context**

Thus, for learners to be able to make full use of contextual clues, they should be made aware of such clues and strategies for inferring the meaning of unknown words. While native speakers may quite naturally and efficiently apply inferring strategies using contextual clues to guess the meaning of unknown words which they encounter in reading or listening activities, learners of a foreign language may have to be made aware of such strategies in

order to be able to use them consciously whenever they encounter an unknown word (Carter, 2001).

While studying, students meet words that are unknown to them. There are strategies to deal with unknown words. One of them is to determine whether or not the meaning of the unknown word is important. Guessing is a very useful technique. Students can guess the meaning of a word from the other words around it, as well as using grammatical clues. After students have read and discussed a text, post discussion vocabulary work is done to reinforce the learning of vocabulary strategies.

### **2.2.1.3 Semantic mapping and word associations**

Semantic maps and word associations help learners memorize groups of words. For example, drawing faces to express different emotions such as: happy, sad, tired, angry, bored, etc. aids memory. This strategy also develops analytical thinking. Learners who use mapping and word associations are mostly organized, logical, make lists, like to look at the details and facts. They are motivated language learners, as they like analyzing everything step by step, and come up with individual findings. Hill (2005) claimed that words can be stored in networks, which can be connected with semantic maps to consolidate vocabulary knowledge. She also added that coordination of words and word combinations create a strong basis for developing vocabulary.

According to Oxford (1990:61)

semantic mapping involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines. Such a diagram visually shows how ideas fit together. This strategy incorporates a variety of other memory strategies: grouping, using imagery, and associating/elaborating. This strategy is valuable for improving both memory and comprehension of new expressions.

#### 2.2.1.4 Story making

The strategy of story making can be used as a self help activity, which will be effective and useful for recalling and combining words and word families (Hill, 2005). She also adds that “grouping words together strengthens the connection in the mental lexicon and makes it easier for us to store and retrieve the words again later” (Hill, 2005, p. 44). Oxford (1990) considers story making as one of the most essential learning strategies, as it helps to practice and use the language in an authentic way and construct a meaningful sentence or expression by putting together known and unknown elements in new ways.

#### 2.3 Learning strategy training

According to Oxford (2001), learning strategies are keys to greater autonomy and more meaningful learning. The first step involves identifying the students’ strategies so that the training program will be effective. Once you know how students are currently learning, you can help them to learn more effectively.

Subsequently, several vocabulary learning strategies should be taught so that learners can take the responsibility for their individual vocabulary learning and can learn words autonomously.

A number of researchers like Derry and Murphy (1986), Pearson and Dole (1987) and Graham (1987) (as cited in Oxford, 1996), conducted studies on learning strategy training in reading, writing, vocabulary, discourse analysis and listening comprehension, and they found that there were many good reasons for teaching learning strategies.

After assessing the strategies, Oxford (1990) recommends the actual strategy training. She identifies three types of training: (a) awareness training that introduces the concept of learning strategies to learners, without involving them in using strategies in actual language tasks; (b) one-time strategy training that informs the learners of the value of the strategies, when and how to use them as well as how to evaluate the success of the strategy, and



involving learners in using one or more strategies while completing actual language tasks; (c) long-term strategy training that again teaches learners when and how to use them as well as how to evaluate and control strategies, and involving learners in strategy use while completing a number of actual language tasks for a long period of time. This latter type of strategy training is considered to be the most effective by Oxford (1990).

Oxford (2001) suggests the following eight-step model for strategy training focused on the teaching of learning strategies themselves: determine the learners' needs and the time available, select strategies well, consider integration of strategy training, consider motivational issues, prepare materials and activities, conduct "completely informed training," and evaluate the strategy training and revise the strategy training.

### **2.3.1 Learning strategy training in the Armenian environment**

Vocabulary should be taught and learned by taking into account the context of the vocabulary use. Learners should also be encouraged to develop metacognitive awareness of strategies which are used to infer the meaning of unknown words. This will allow the learners to become more autonomous in their language learning processes (Carter, 2001).

The MA thesis "Student Self-Assessment and Strategy Use as a Means of Promoting Students' Autonomous Learning" (Gasparyan and Harutyunyan, 2001) gives information about Armenian learners' use of strategies. The authors, two Intensive English Program (IEP) instructors at the American University of Armenia, conducted a research study with 68 IEP students to find a correlation between AUA students' self-assessment and strategy use. Oxford's *Strategy Inventory for Language Learners (SILL)* was used by Gasparyan and Harutyunyan (2001) and they found that almost all the students (66 students) set goals for themselves and took responsibility for organizing their studies. The majority (62) of the students was aware of the language areas they needed to work on. Overall, the study showed

that the students were aware of language learning strategies and used them in the language learning process.

Another source of information is another MA Thesis completed at AUA, "Learning Style Preferences and Learning Strategy Use of Armenian University Learners" (Ginosyan and Sargsyan, 2004). The findings of this study show that learners of all the identified 11 individual learning styles regularly showed a strong preference for metacognitive – indirect strategies that dealt with centering, monitoring, controlling and evaluating the learning process. The authors indicate that since Armenian university learners are global, closure-oriented and extroverted, they regularly use metacognitive (indirect) and compensation (direct) strategies and occasionally use memory, cognitive, affective and social strategies. They also add that all Armenian university learners are medium strategy users, i.e. they are neither markedly active nor passive users of the six identified strategy groups.

#### **2.4 The use and the effectiveness of learning strategies**

Oxford (2002) also points out that the teacher's role is of great importance in strategy instruction. She suggests that ESL/EFL teachers engage their students in the conscious use of language learning strategies to make the learning process easier and more effective, and they should make strategy training a regular classroom event in an explicit way. As strategy training can help the students to effectively use multiple strategies ranging from cognitive to social ones, the teacher should introduce a wide variety of strategies instead of only one or two of them.

Oxford (1990) makes another important claim concerning the effectiveness of strategy instruction: she suggests that the strategy training be conducted in two steps: strategy assessment (identifying strategies employed by the learners) and strategy training (actually conducting the training). She suggests the following instruments for assessing learning strategies: observations, interviews and think-aloud procedures, note-taking, diaries and

journals, self-report surveys and questionnaires. Oxford (1990), and Cohen and Scott (1996) (as cited in Celce-Murcia, 2001) have analyzed all these assessment tools and have identified advantages and disadvantages of each of them. In spite of some identified disadvantages (for example, structured questions), the most widely used assessment tool is Oxford's questionnaire, Strategy Inventory for Language Learning (SILL), which has been translated into 20 languages and used in a number of published studies around the world (Oxford as cited in Celce-Murcia, 2001).

## Chapter Three: Methodology

### 3.1 Introduction

This case study was set up to address the following research questions:

- What types of learning strategies do Armenian students use when learning new vocabulary?
- To what extent is strategy training effective for improving Armenian students' learning of vocabulary?

This study was conducted using both qualitative and quantitative research methods. According to McDonough and McDonough (2004), qualitative research is typically concerned with the characteristics of individual cases. In contrast, quantitative research typically attempts to identify patterns across multiple cases and to reach conclusions that can be applied to other cases. A case study was conducted to investigate some characteristics of the effectiveness of learning strategy training. Nunan (1992, p. 74) notes that "methodologically, the case study is the 'hybrid' in that it generally utilizes a range of methods for collecting and analyzing data, rather than being restricted to a single procedure". This chapter considers the whole process of the research: (1) the subjects of the study, (2) the procedure used for the study, and (3) the way the data collection and analysis was conducted.

### 3.2 The selection of the participants

The sample population for this research was second-year and third-year students at the European Regional Educational Academy. Two groups were selected for the research from the five groups the teacher had taught, as those two groups were at the same proficiency level. Based on an institutional placement test, (the test was given at the beginning of the academic year), the groups were of upper-intermediate level. The age of the students was between 18 and 22. The total number of the students was 32. The students of the two groups were from different departments: Software Engineering, Information Technologies, Business

Management, Multimedia and Computing, Economics and European Economic Cooperation Management, Tourism and Ecology, and International Relations and Law. This study was carried out by the researcher who was also the English teacher of the two groups.

### 3.3 Procedure

The teacher was familiar with two of the groups at the beginning of the research. The teacher did not have any experience developing learning strategy training to enhance vocabulary.

According to Oxford (2001:35)

learning strategies are keys to greater autonomy and more meaningful learning. Once you know how students are currently learning, you can help them to learn more effectively.

#### 3.3.1 Language learning strategies

The groups who participated in the research had English classes twice a week. Each class lasted 80 minutes. The students were not informed that they were taking part in a research study. At the very beginning of the research the students were provided with a text (see Appendix A), which included new vocabulary items. The students were asked to underline all the words that were unknown to them. The text was selected on the basis of the new vocabulary, which would be introduced using different vocabulary learning strategies. The students underlined between 30-35 words. Most students underlined the same words. A total of 32 words were chosen for the strategy training.

The underlined words were grouped. Based on those groups of words four strategies were selected for the training: (1) word parts; roots, prefixes and suffixes, (2) guessing from context, (3) semantic mapping and word associations, and (4) story making. It was not possible to come up with the strategies before having identified the words to be taught.

In addition to the 32 words identified from the selected text, a number of words were selected from the wordlist at the back of the students' textbook. In total, 15 words were presented each day (8 from the text and 7 from the wordlist).

According to Oxford (1990:9)

language strategies contribute to the main goal, communicative competence, allow learners to become more self-directed, expand the role of teachers, are problem-oriented, are specific actions taken by the learner, involve many aspects of the learner, not just the cognitive, support learning both directly and indirectly, are not always observable, are often conscious, can be taught, are flexible, and are influenced by a variety of factors.

The training was implemented during the course of two weeks. The teacher and the students met twice a week. Each training session lasted 80 minutes. Four learning strategies were introduced during the training program.

#### 3.3.1.1 Word parts

The first strategy was the introduction of the word parts. The teacher gave some background information about prefixes, roots and suffixes. A few examples were written on the board to make sure that students could differentiate which were prefixes, roots and suffixes.

Hill (2005) finds that by understanding how words are made up, language learners can develop an awareness of word parts creating a consolidation strategy which helps to recognize simple features of words for building words.

Each word part was introduced separately. The more common prefixes were written on the board with their meanings:

e.g. *pre*-before, *auto*-self, *sub*-under, *post*-after, *cent*-hundred, *dec*-10, *bi*-2, *bene*-good

Then some words were written on the board, and the students were told that they were going to work on those words. Once they had already become aware of some prefixes, they

were assigned to separate prefixes from the given words. Five of the 15 words were provided: *infolded, prescribe, emerge, automatic, prejudge*.

The same procedure was followed for roots and suffixes using the remaining 10 words.

### 3.3.1.2 Guessing from the context

The second strategy was guessing words from the context. Carter (2001) states that there are some strategies to deal with unknown words. One of them is to determine whether or not the meaning of the unknown word is important. Guessing is a very useful technique. Students can guess the meaning of a word from the other words around it, as well as using grammatical clues.

The text, where students had underlined the unknown words, was provided. They were told which part they were going to work on (*see Appendix C, Extract A*). The students were asked to guess the meaning of eight words. The following steps according to the guidelines by Hill (2005) were used to make the students' work easier: (1) find the word's part of speech, (2) does the word contain any familiar parts? (3) examine the immediate context, (4) examine the wider context, look at the relationships between the unknown word and other sentences or paragraphs, (5) guess the meaning, (6) check your guess, substitute your guess, does the sentence make sense?

The students were then given a short passage in which seven words were in bold (*see Appendix C, Extract B*). They were told that they were going to work in pairs. Fifteen pairs worked on the task. Their assignment was to guess the meaning of those words from the context. They were given 15 minutes to complete the task. When they finished, each word was discussed to check the meaning of particular words.

### 3.3.1.3 Semantic mapping and word associations

The third strategy introduced was semantic mapping and word associations. Oxford (1990) states that memory strategies help learners build new knowledge with no demand of deep understanding, for example, memorization of new vocabulary or body movement. Fifteen new words (*infant, incident, knob, fixation, tragedy, budget, gaze, odd, conflict, embarrassment, document, journalist, famine, microscope, disaster*) with their detailed definitions were written on the board beforehand. All the words were explained and discussed.

Then an example of mapping was shown on the board.

e.g. *Halloween- costumes-witch, ghost, colors-black, orange, actions- frighten, scare, and decorations-lanterns, spiders.*

The teacher provided the students with posters on which one of the explained words was written. The word was written in the centre of the paper. The students worked in pairs. They were asked to put down all the possible words connected with the given word. They had 10 minutes to complete the task. The students worked with great pleasure and enthusiasm. Later each pair presented the map they had worked on, and the students added some words to each map (see Appendix K).

### 3.3.1.4 Story making

The fourth strategy was story making. The 15 words chosen for this strategy were: *surface, teasing, fragile, confirm, perceive, embrace, neutral, perish, carve, hesitate, barmy, amiably, envy, entirely, valiant*. The words were presented separately with different synonyms. They were written on the board. Then the students were asked to use the words in contexts. This was done orally.

When the teacher was sure that the students understood the words, she split the whole group into 3 groups and gave the students worksheets (see Appendix F). Each group got one



worksheet. The words were given on the worksheet. The students were told that they were to make up a story using the given words. Each group was asked to use only five out of the fifteen words to make a paragraph. The selection of the use of the words was up to the students. They were told that they could use each word only once. When they had written a paragraph, the worksheets were exchanged. Then the second paragraph was written and then the third one (*see* Appendix L). As a result, the teacher got three different stories. All three groups had worked on each story and in each story the 15 words were used.

According to Hill (2005:44)

grouping words together strengthens the connections in the mental lexicon and makes it easier for us to store and retrieve the words again later.

### 3.3.2 Tests

At the end of each strategy training, the students took a test. Five achievement tests were designed for the training course based on the taught words only. Their purpose was to see how successful and effective each strategy training session was. Four of them (*see* Appendices B, D, E, and G) were progress tests that intended to measure the progress that the students were making. The students were given twenty minutes to complete each test. All the 15 new words were tested in each test.

A final test (*see* Appendix H) was administered twenty days after the training program was completed to see how effective the strategies were to enhance vocabulary learning. It was based on the sixty words taught during the four training sessions. The students did not know that they would take a test. So, it can be assumed that they had not revised anything. They were given thirty minutes to complete the whole test.

### 3.3.3 A questionnaire

A questionnaire was developed as one of the instruments of data collection for the purposes of the study. The questionnaire was shown to other teachers for comments and

clarification. The questionnaire (*see* Appendix I) included statements concerning the strategies that the students had been introduced to. The students were asked to complete the questionnaire at the end of the research period. The students were given fifteen minutes to complete the questionnaire.

The questionnaire consisted of two parts and included fourteen statements. Ten statements showed the students' extent of agreement with the statements concerning strategies: whether they were familiar with the taught strategies, which strategies they would continue to use, whether using learning strategies helped the students to improve their vocabulary in English. Four of the statements provided information about the usefulness of each taught strategy. The students rank ordered the four strategies they were introduced to according to their usefulness from 1 (most useful) through 4 (least useful).

#### **3.4. Data collection and data analysis**

The first step was the quantification of the data. The tests and the questionnaires of the students were numbered and coded into S1, S2...S32. The results of the four immediate tests and the final test were both analyzed and interpreted quantitatively and qualitatively.

The final test was divided into four sections corresponding to the four strategies and the score for each student for each section was worked out. The analysis helped to see whether the mean score for the corresponding section on the final test was similar to the mean score on the test administered immediately after the strategy training. This also allowed a comparison of the mean score for the four sections to see whether students had performed differently according to the strategy used.

The questionnaire was also analyzed by counting the numbers of similar responses. The first part of the questionnaire (which included ten statements) and the second part (which included 4 statements) were analyzed separately.

## Chapter Four: Results and Discussion

The data was analyzed using a descriptive method. The following sections will be considered in this chapter: (1) the results of the four immediate tests, (2) the results of the final test, (3) the comparison of the mean score of the four immediate tests and the final test results, and (4) the questionnaire results.

### 4.1 The immediate test results

The first test was based on the strategy of using word parts: roots, prefixes and suffixes. All thirty-two students participating in the treatment took the test. Eight of the students made mistakes on the test (*see Appendix B*). They made mistakes with the following words: *infolded*, *prescribe*, *emerge*, *distinction*, *failure*, *astounded*, *perplexity*, *conclusion* and *sensitive*. Among the fifteen words presented, students made mistakes in using nine words (*see Table #1, p. 21*). The words that students got wrong are italicized in the following tables (correct answers are marked 1, and wrong answers are marked 0).

Table 1. Test 1 Strategy 1, Word parts: prefixes, roots and suffixes

Words	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28	S 29	S 30	S 31	S 32	Wrong answers		
<i>infolded</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	
<i>prescribe</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
<i>emerge</i>	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	2
<i>automatic</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>prejudge</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>distinction</i>	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	6	
<i>failure</i>	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>domination</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>useless</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>astounded</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
<i>increasingly</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>perplexity</i>	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	3
<i>conclusion</i>	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
<i>sensitive</i>	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	3
<i>consultation</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<b>Number of wrong answers</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>20</b>		

The second test was based on the strategy of guessing from context. Nearly all the students had mistakes in the test, only S9 and S17 did not have any mistakes. Thirty students made 92 mistakes in using nearly all the words except *ophthalmologist* and *neurologist* (see Table #2, p. 23).

Table 2. Test 2 Strategy 2, Guessing from the context

Words	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28	S 29	S 30	S 31	S 32	Wrong answers	
<i>notion</i>	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	3
<i>diabetes</i>	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	9	
ophthalmologist	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
neurologist	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
<i>referral</i>	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	6
<i>trace</i>	1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	10	
<i>dementia</i>	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	6	
<i>cultivation</i>	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
<i>variety</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	
<i>weird</i>	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	8
<i>amateur</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
<i>valid</i>	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	22	
<i>survive</i>	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>reluctant</i>	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	5
<i>obvious</i>	0	0	0	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	14	
Number of wrong answers	2	2	4	3	4	2	8	4	-	3	2	2	2	2	2	6	-	6	2	2	2	2	2	2	2	2	5	2	4	2	3	4	92	

The third test was based on the strategy of semantic mapping and word associations. Fourteen students made a total of 25 mistakes in using the following words: *fixation*, *odd*, *tragedy*, *budget*, *embarrassment*, *document* and *disaster* (see Table #3, p. 25).





The fourth test was based on the strategy of story making. Only five students had mistakes using the words *amiably*, *perish*, *embrace*, *valiant*, *neutral* and *envy* with a total of 13 mistakes for the group (see Table #4, p. 27).



#### 4.2 The final test results

In the first part of the final test, which referred to the strategy of using word parts: roots, prefixes and suffixes, among the thirty-two students eighteen of them S1, S3, S5, S6, S10, S13, S14, S15, S16, S17, S19, S20, S21, S22, S23, S24, S25 and S26 made 31 mistakes in nearly all the words except in using the words *automatic*, *useless*, *increasingly*, *conclusion* and *consultation* (see Table #5, p. 29).

Table: 5 Final Test First Part: Strategy 1

Words	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28	S 29	S 30	S 31	S 32	Wrong answers	
<i>infolded</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	2
<i>prescribe</i>	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	3
<i>emerge</i>	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	4
<i>automatic</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>prejudge</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	2
<i>domination</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
<i>distinction</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	6
<i>failure</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	6
<i>uscless</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>perplexity</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3
<i>increasingly</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>astounded</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
<i>sensitive</i>	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	2
<i>conclusion</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
<i>consultation</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
Number of wrong answers	2	-	1	-	4	1	-	-	-	1	-	-	1	1	1	1	1	1	-	2	1	1	1	1	6	3	2	-	-	-	-	-	-	31

In the second part of the final test, which referred to the strategy of guessing from context, twenty-two of the students S2, S3, S4, S5, S6, S8, S10, S12, S13, S14, S15, S15, S16, S17, S19, S20, S24, S25, S26, S27, S28, S29, S31 and S32 made 43 mistakes in using the words: *referral*, *trace*, *variety*, *cultivation*, *weird*, *survive*, *amateur*, *valid*, *obvious* and *reluctant* (see Table #6, p. 31).

Table: 6 Final Test Second Part: Strategy 2

Words	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28	S 29	S 30	S 31	S 32	Wrong answers	
notion	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
diabetes	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
ophthalmologist	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
referral	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3
neurologist	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
trace	1	0	0	0	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	0	0	15
variety	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	
dementia	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
cultivation	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6
weird	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	3
survive	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	2
amateur	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
valid	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	3
obvious	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	5
reluctant	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	3
Number of wrong answers	-	2	1	2	-	1	-	3	-	1	-	4	1	1	1	2	2	-	1	2	-	-	-	2	2	5	2	1	2	-	3	2	43	

In the third part of the final test, which referred to the strategy of semantic mapping and word associations, nine of the students S2, S19, S25, S26, S27, S29, S30, S31 and S32 made a total of 21 mistakes in using the following words: *surface, carve, barmy, teasing, amiably, hesitate, perceive, embrace, neutral, confirm* and *valiant* (see Table #7, p. 33).

Table 7: Final Test Third Part: Strategy 3

Words	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28	S 29	S 30	S 31	S 32	Wrong answers	
<i>surface</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	2
<i>carve</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	2	
<i>barmy</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	
<i>teasing</i>	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	
<i>antibody</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	6	
<i>hesitate</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	2	
<i>perceive</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	2	
<i>fragile</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>entirely</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>perish</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>embrace</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>neutral</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>confirm</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>valiant</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
<i>envy</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Number of wrong answers	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	1	5	1	-	1	6	3	1	21



In the fourth part of the final test, which referred to the strategy of story making, ten of the students S1, S4, S11, S13, S14, S18, S19, S20, S24 and S26 made 15 mistakes in using the following words: *incident, knob, fixation, gaze, conflict, document, disaster and embarrassment* (see Table #8, p. 35).



### 4.3 The comparison of the mean score of the immediate test and final test results

The mean score for the first immediate test, based on the strategy of using word parts: roots, prefixes and suffixes, is 14.4 (see Table #9). The mean score for correct answers of the strategy of guessing from context is 12.1. The mean score of the strategy of semantic mapping and word associations is 14.2 and the mean score of the strategy of story making is 14.6. The highest mean score is for strategy four, then come strategy one, strategy three and then strategy two. Thus, students had the best results in story making, then in word parts, followed by semantic mapping and associations, and last in guessing from the context. In the final test the picture is quite different. The mean score for correct answers of the first part of the final test is 14.0 (see Table #9), which represents the first strategy (using word parts). The mean score of the second part of the final test is 13.7 (guessing from context). The third part mean score is 14.3 (story making), and the fourth part's (semantic mapping and word associations) mean score is 14.5. Consequently, the highest mean score is for the strategy of semantic mapping and word associations, then comes the strategy of story making, followed by word parts and then guessing.

**Table 9: The Mean Score of Immediate and Final Tests**

<i>Immediate Test</i>	<i>Test 1 (Word Parts)</i>	<i>Test 2 (Guessing from context)</i>	<i>Test 3 (Semantic mapping)</i>	<i>Test 4 (Story making)</i>	<i>Total Mean Score</i>
<i>Mean Score</i>	14.4	12.1	14.2	14.6	13.8
<i>Final Test</i>	<i>Part 1 (Strategy 1)</i>	<i>Part 2 (Strategy 2)</i>	<i>Part 4 (Strategy 3)</i>	<i>Part 3 (Strategy 4)</i>	<i>Total Mean Score</i>
<i>Mean Score</i>	14.0	13.7	14.5	14.3	14.1

Table #10 shows that in the final test the students made more mistakes in using the strategy of guessing (43) followed by word parts (31) and semantic mapping (21) whereas they made fewest mistakes in story making (15). The results suggest that for strategy learning

the strategies of story making and semantic mapping were especially useful for the students as students made fewer errors on all their tests for these categories.

**Table 10. Immediate and Final Test Wrong Answers**

<b>Immediate Tests</b>	<b>Number of Wrong Answers</b>	<b>Final Test (4 Parts)</b>	<b>Number of Wrong Answers</b>
<b>1. Word Parts</b>	20	<b>1. Word Parts</b>	31
<b>2. Guessing</b>	92	<b>2. Guessing</b>	43
<b>3. Semantic Mapping</b>	25	<b>3. Semantic Mapping</b>	21
<b>4. Story Making</b>	13	<b>4. Story Making</b>	15

We can also look at Table #10 to see if there were improvements in strategy use from the post test to the final test. The greatest progress occurred in strategy 2 (guessing from context), since the students made 92 errors on the post test but 43 errors on the final test using this strategy. Although this is a large gain, this strategy still accounted for the greatest number of errors on the post test. Students appear to be getting better at using this strategy, but they still need more practice. The strategy of semantic mapping showed minor progress (post test, 25 errors; final test, 21 errors) while story making showed a very slight error increase (post test, 13 errors; final test, 15 errors). The word parts strategy exhibited the largest increase in errors (post test, 20 errors; final test, 31 errors).

From Table #11 (p. 39) we can observe that in the first strategy (word parts) the students had a mistake involving only one word that was repeated both in the immediate and the final test; the other mistakes were quite different in the two tests, but the number of incorrect word tokens was less in the final test although the total number of errors was greater.

As for the second strategy (guessing from context), the students had fewer mistakes involving fewer words in the final test, but they repeated most of the same mistakes they had made in the immediate test.

In the third strategy (semantic mapping), the students made mistakes on more words in the final test, and they repeated their immediate test mistakes in the final test. However, they had slightly fewer mistakes overall on the final test.

In the fourth strategy (story making), the students again had more incorrect words in the final test than in the immediate test and the same mistakes were repeated in both the tests with slightly more errors on the final test than on the immediate test.

Therefore, it seems that the strategy of word parts was quite effective for the Armenian learners as they had fewer persistent mistakes in the final test than in the immediate test and only one mistake was repeated in both the tests, whereas the results with the other strategies were not so encouraging in terms of vocabulary acquisition over time.

Table 11. Immediate and Final Test Wrong Answers in Using the Words

Immediate Tests	Number of Wrong Answers	Final Test (4 Parts)	Number of Wrong Answers
1. Word Parts	infolded prescribe emerge distinction failure astounded perplexity <b>conclusion</b> sensitive	1. Word Parts	automatic useless increasingly <b>conclusion</b> consultation
2. Guessing	<b>notion</b> <b>diabetes</b> <b>referral</b> <b>trace</b> <b>dementia</b> <b>cultivation</b> <b>variety</b> <b>weird</b> <b>amateur</b> <b>valid</b> <b>survive</b> <b>reluctant</b> <b>obvious</b>	2. Guessing	<b>referral</b> <b>trace</b> <b>cultivation</b> <b>variety</b> <b>weird</b> <b>amateur</b> <b>valid</b> <b>survive</b> <b>reluctant</b> <b>obvious</b>
3. Semantic Mapping	<b>amiably</b> <b>perish</b> <b>embrace</b> <b>valiant</b> <b>neutral</b> envy	3. Semantic Mapping	surface carve barmy teasing <b>amiably</b> hesitate perceive embrace <b>valiant</b> <b>confirm</b> <b>neutral</b>
4. Story Making	<b>fixation</b> odd tragedy budget <b>embarrassment</b> <b>document</b> <b>disaster</b>	4. Story Making	incident knob <b>fixation</b> gaze conflict <b>embarrassment</b> <b>document</b> <b>disaster</b>

\* The highlighted words are mistakes both in the immediate and in the final test

Table #12 (p. 41) shows that all the students had some mistakes in using all the strategies in the immediate tests. On the final test, S7 and S10 had no mistakes. S7 is an especially interesting case. He had the most mistakes in the immediate tests (14) whereas in the final test, he had no mistakes. Student 26 is a counter example. This student had 12 errors on the immediate tests and 13 errors on the final test. It appears that with this student there was no vocabulary learning whatsoever during the strategy training. Out of the 32 students in the study, 23 made gains in correct answers from their immediate tests to the final test:

- 1 more correct answer (11 students)
- 2 more correct answers (5 students)
- 3 more correct answers (3 students)
- 5 more correct answers (1 student)
- 6 more correct answers (1 student)
- 7 more correct answers (1 student)
- 14 more correct answers (1 student)

Seven students had losses in the number of correct answers from immediate tests to the final test:

- 1 less correct answer (2 students)
- 2 less correct answers (1 student)
- 3 less correct answers (1 student)
- 4 less correct answers (3 students)

Two students S 15 and S 31 had the same number of mistakes on both types of tests.

Thus, it seems that strategy teaching had some impact on individual students and that strategies can be effective for individual learners.





#### 4.4 The questionnaire

At the end of the research process, the same thirty-two students who had participated in the treatment completed questionnaires (see Appendix I). The questionnaires were given to the students immediately after taking the final test. The questionnaires included statements concerning the four learning strategies. The results of the questionnaire contrasted with the test results.

##### 4.4.1 Analysis of the questionnaire

In the Questionnaire Part 1, the students to a very strong extent agreed with the use of vocabulary learning strategies. In this Part 1 of the Questionnaire, Questions 1-4 ask simply about familiarity with the strategies, but Questions 4-10 ask students value judgment questions and are, therefore, more revealing regarding the effectiveness of the program.

For example, going through the Questionnaire item by item, the following responses were found:

#1 *I was familiar with the strategy of using word parts: roots, prefixes and suffixes.* The responses were extremely positive. Twenty-five students (78.1%) agree with this statement. In fact, out of these twenty-five students, seven of them (21.9% of the total responses) strongly agree. This can be compared to the six students (18.8% of the total responses) who neither agree nor disagree, and only a single student (3.1% of the total responses) disagrees with no one strongly disagreeing (see Appendix J (a) for individual responses, and Appendix J (b) for the tally). Therefore, the vast majority of students reported that they are familiar with the strategy of using word parts.

#2 *I was familiar with the guessing from the context strategy.* Again the responses were particularly positive. Twenty-seven of the students (84.4%) agree with the second statement. Out of these twenty-seven students, ten of them (31.2% of the total responses) strongly agree. Four of the students (12.5% of the total responses) neither agree nor disagree

and only one student (3.1% of the total responses) disagrees with the statement. None of the students strongly disagrees with it. Thus, a significant majority of students reported that they are familiar with the strategy of guessing from the context.

*#3 I was familiar with the strategies semantic mapping and word associations.* Most of the students provided positive responses. Twenty-two students (68.8%) agree with this statement. Actually, out of these twenty-two students, eight of them (25% of the total responses) strongly agree with the third statement. Five of the students (15.6% of the total responses) neither agree nor disagree, and four students (12.5% of the total responses) disagree with the statement. One student (3.1%) strongly disagrees with it. Accordingly, the majority of students reported that they are familiar with the strategies of semantic mapping and word associations.

*#4 I was familiar with the story making strategy.* Sixteen students (49.9%) agree with this statement. In fact, out of these sixteen students, seven of them (21.9% of the total responses) strongly agree with the same statement. This is compared to the six students (18.8% of the total responses) who neither agree nor disagree, and eight students (25% of the total responses) disagree with two students (6.3% of the total responses) strongly disagreeing with it. Therefore, almost half of the students reported that they are familiar with the strategy of story making.

*#5 I'll continue to use word parts to come up with the meaning of the unknown word.* Twenty-five students (78%) agree with this statement. Out of these twenty-five students, fifteen of them (46.8% of the total responses) strongly agree. Three students (9.4% of the total responses) neither agree nor disagree, and three students (9.4% of the total responses) disagree with the statement with a single student (3.1% of the total responses) strongly disagreeing with it. Thus, the majority of students agree that they will continue to use word parts as a strategy for getting at word meaning.

#6 *I'll continue to use guessing from the context to come up with the meaning of the unknown word.* The responses to this statement were extremely positive. Twenty-eight students (87.5%) agree with this statement. In fact, out of these twenty-eight students, twenty-one of them (65.6% of the total responses) strongly agree with the sixth statement. Three students (9.4% of the total responses) neither agree nor disagree, none of the students disagrees with the statement with one student (3.1% of the total responses) strongly disagreeing. Thus, the majority of students reported that they will continue to guess from context to come up with the meaning of the unknown word.

#7 *I'll continue to use semantic mapping and word associations to come up with the meaning of the unknown word.* The vast majority of the students gave positive responses. Twenty-seven students (84.4%) agree with this statement. Out of these twenty-seven students, thirteen of them (40.6% of the total responses) strongly agree with the same statement. Four students (12.5% of the total responses) neither agree nor disagree, and no student disagrees with the statement. Only one of the students (3.1% of the total responses) strongly disagrees with it. The results show that the vast majority of the students agree to continue to use semantic mapping and word associations to enhance new vocabulary.

#8 *I'll continue to use story making to come up with the meaning of the unknown word.* Mostly, the students' responses were positive. Twenty students (62.5%) agree with the eighth statement. Actually, out of these twenty students, fifteen of them (46.9% of the total responses) strongly agree with the statement. This can be compared to the eight students (25% of the total responses) who neither agree nor disagree with the same statement, and three students (9.4% of the total responses) disagree with the statement with one student (3.1% of the total responses) strongly disagreeing with it. Therefore, a significant number of the students agree that they will continue to use the strategy of story making.

#9 *Using learning strategies helps me to improve my vocabulary in English.* The responses to this statement were extremely positive. Thirty students (93.8%) agree with this statement. In fact, out of these thirty students, twenty-four of them (75% of the total responses) strongly agree. None of the students neither agrees nor disagrees, and one student (3.1% of the total responses) disagrees with the statement. And only one student (3.1% of the total responses) strongly disagrees with it. According to the results, for the vast majority of the students the use of learning strategies enables them to improve and enrich their vocabulary.

#10 *Learning strategies help me enhance my language learning in general.* Almost all of the responses to this statement were positive. Twenty-nine students (90.6%) agree with this statement. Out of these twenty-nine students, seventeen of them (53.1% of the total responses) strongly agree. This is compared to the one student (3.1% of the total responses), who neither agrees nor disagrees, and two students (6.3% of the total responses) disagree with no one strongly disagreeing. Accordingly, the students are eager to apply various learning strategies for language learning. It shows that students realize the importance of using different learning strategies to heighten their language learning in general. As Oxford (2002) states, language learning strategies are very effective in promoting the learning process.

In the second part of the questionnaire regarding attitudes about effectiveness, 21.9 % of the students consider the first statement #1 *I find using word parts an effective strategy*, to be most useful and 37.5 % of the students consider it to be useful, which is a majority of 59.4% of the students. While not eliciting as strongly positive response as Question 3 (*I find guessing from the context an effective strategy*), this is still a significant majority of the students. For 25% of the students this strategy is not useful, and for 15.6% of the students it is least useful. Therefore, the results show that for a majority of the students (59.4%) 'using

word parts' is an effective strategy, while for 40.6% of the students it is ineffective (see Appendix J(d)).

A total of 34.3 % of the students consider the statement #2 *I find semantic mapping and word associations effective strategies*, to be most useful, and 21.9% of the students think it to be useful. For 21.9% of the students this strategy is not useful and for 21.9% of the students it is least useful. According to these results, 56.2% of the students find 'semantic mapping and word associations' to be an effective strategy, while 43.8% of the students consider it to be useless. Not endorsed as strongly as most of the others, we can see that this is not an enthusiastic response.

In the third statement #3 *I find guessing from the context an effective strategy*, 43.8% of the students consider it to be most useful and 34.3% of the students consider it to be useful. For 15.6% of the students this strategy is not useful, and for 6.3% of the students it is least useful. Thus, for the majority of the students 78.1% 'guessing from the context' is an effective strategy. Only for 21.9% of the students it is ineffective. It is encouraging to know that the students use and appreciate this strategy. According to Carter (2001), guessing is a very useful and effective technique which helps learners to infer the meaning of unknown words using contextual clues.

In the fourth statement #4 *I find story making an effective strategy*, only 6.3% of the students consider it to be useful. A total of 37.5% of the students consider it to be not useful, and 56.2% of the students assume it to be least useful. Therefore, Question 4 received the most strongly negative responses of all, representing a total of 93.7%. It is likely that students either are not used to this kind of strategy or they are not familiar with it. It can be seen that there is a contradiction between the students' responses to Questions 4, 8 (Part 1 of the Questionnaire) and 4 (Part 2 of the Questionnaire) concerning the strategy of story making. Though 93.7% of the students consider this strategy to be not useful, the majority of

the students (62.5%) reported that they will continue using it. Moreover, half of the students (50.1%) reported that they are not familiar with the strategy of story making, though 93.7% of the students think that this strategy is not useful. Probably, the fact that half of the students are unfamiliar with the strategy makes the students think that the very strategy is useless. The results also show that there is a strong disagreement between the students' responses regarding their test and questionnaire results – that is, the students' performance and opinion do not agree (though the majority of the students find 'story making' an ineffective and useless strategy, they showed the best results in the immediate test and the final test) (*see* Table #10, p. 37).

Thus, the majority of students consider using word parts, semantic mapping and word associations, guessing from the context effective strategies to be most useful. Among these three strategies, the students think that guessing is the most useful one. Then successively come semantic mapping and word associations and using word parts as effective strategies. At the same time the students consider story making to be the least useful. In addition, the results show that there are three students (S5, S18, and S28), whose responses to the first part of the questionnaire regarding students' attitudes towards the four learning strategies, are mostly the same and negative (*see* Appendix J (a)). Perhaps, the students were indifferent while completing the questionnaire.

#### **4.4.2 Summary of the Questionnaire Results**

The questionnaire results show that to a strong degree the students are familiar with all the strategies used and they show interest in using the strategies of using word forms, guessing from the context, semantic mapping and word associations, and the story making later in their learning. The students also admit that using learning strategies helps them to improve their vocabulary in English and enhance their language learning in general. They also think using word forms, semantic mapping and word associations, and guessing from the

context are effective strategies and are most useful. Though, according to the questionnaire results, among the first three strategies the students think that guessing is the most useful one, from Table 13 we can observe that the students made more mistakes in using this strategy both in the immediate test (92) and in the final test (43).

As mentioned above, the students (43 %) believe story making to be the least useful effective strategy, and 28% were at least familiar with the same strategy. However, they showed the best results in the immediate test (13 mistakes) and they also had fewest mistakes (15) in story making in the final test (*see* Table #13). This table furthermore indicates that the strategies that the learners are most familiar with and prefer the most are not necessarily the most effective ones for their learning of vocabulary.

**Table 13: Immediate Test, Final Test and Questionnaire Results**

Immediate Tests	Number of Wrong Answers	Final Test (4 Parts)	Number of Wrong Answers	Questionnaire Results: Student Percentage familiar with the strategies		Questionnaire Results: Student Percentage of want to continue using the strategies	
				Word Parts	78.1%	Word Parts	78.1%
Word Parts	20	Word Parts	31	Word Parts	84.4%	Word Parts	87.5%
Guessing	92	Guessing	43	Guessing	68.8%	Guessing	84.4%
Semantic Mapping	25	Semantic Mapping	21	Semantic Mapping	49.9%	Semantic Mapping	62.5%
Story Making	13	Story Making	15	Story Making		Story Making	

For Table #13, in order to accentuate the students' generally very positive responses, the 'strongly agree' and 'agree' categories of each of the responses were combined.

## Chapter Five: Conclusion

As stated in the introduction, this study aimed to investigate what types of learning strategies Armenian students use when learning vocabulary and the effectiveness of strategy training for improving Armenian students' learning of vocabulary. The test results show that strategy teaching is effective for individual learners. The strategy most effective for the Armenian learners was the strategy of story making followed by semantic mapping and word parts. According to the students, however, learning strategies, in general, help them to improve their vocabulary. Moreover, they subjectively consider using word parts, semantic mapping and word associations, and guessing from the context as most useful strategies. The following sections to be considered in this chapter are: (a) limitations of the study, (b) suggestions for further study and (c) contribution of the study.

### 5.1 Limitations of the study

There are several limitations to the present study that should be noted. The first limitation of the study is the limited number of the participants. The study is not large-scale: it included only 32 students. The participants were also from different departments. In each group there were students from four different departments. The research was conducted with students of the same language proficiency level. Consequently, the findings cannot be generalized to students at other levels or to students in all the universities of Yerevan or the whole country. Secondly, the length of the study was limited. It only lasted five weeks. Third, the number of the taught strategies was limited. Only four strategies were introduced.

Besides this, the teacher and the researcher was the same person. The teacher's awareness of the objectives of the research might have affected the research results.

"The information obtained from the investigation of a case study would not allow the researcher to make valid generalizations about the population"(Farhady, 1995:149). The



author adds that, "however, a case study may provide the researcher with valuable pieces of information which would make generating fruitful hypotheses possible."

### **5.2 Suggestions for further research**

Some questions are raised for further research. The subjects of the study were university level students and had the same level of language proficiency. A similar study could be carried out with different age groups, with different language level groups, for a longer period of time, in different institutions (schools, colleges, state and non-state universities) and then the results compared.

Based on the findings of the research, Armenian learners' strategy use is not restricted in general to any single strategy, it is highly recommended that FL teachers begin specifically to introduce the concepts and the importance of language learning strategies in foreign language learning to raise students' awareness of their own language learning process. Teachers also need to introduce to their students all the new strategies to find out which strategies are the most applicable and useful in the Armenian FL environment.

### **5.3 Contribution of the research**

The present study provides some implications for the future. The use of learning strategies is effective in the language learning/teaching process. It is beneficial for both teachers and learners, as it helps raise students' awareness of their own language learning process and their success. FL teachers in Armenia need to consider the fact that strategy training motivates the learners, gives the learners opportunities to become autonomous learners.

The outcome of the research will be useful in developing strategies in the teaching/learning process to enhance vocabulary knowledge.

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## Appendix A

Read the text and underline the unknown words.

### The Man Who Mistook His Wife for a Hat

Dr P was a musician of distinction, well-known for many years as a singer, and then at the local School of Music, as a teacher. It was here, in relation to his students, that certain strange problems were first observed. Sometimes a student would present himself, and Dr P. would not recognize him; or, specifically, would not recognise his face. The moment the student spoke, he would be recognised by his voice. Such incidents multiplied, causing embarrassment, perplexity, fear- and, sometimes, comedy. For not only did Dr P. increasingly fail to see faces, but he saw faces when there were no faces to see: genially, when in the street, he might pat the heads of water-hydrants and parking meters, taking these to be the heads of children; he would amiably address carved knobs on the furniture and be astounded when they did not reply.

The notion of there being 'something the matter' did not emerge until some three years later, when diabetes developed. Well aware that diabetes could affect his eyes, Dr P. consulted an ophthalmologist, who took a careful history and examined his eyes closely. 'There's nothing the matter with your eyes,' the doctor concluded. 'But there is trouble with the visual parts of your brain. You don't need my help, you must see a neurologist.' And so, as a result of this referral Dr P. came to me.

It was obvious within a few seconds of meeting him that there was no trace of dementia in the ordinary sense. He was a man of great cultivation and charm, who talked well and fluently, with imagination and humor. I couldn't think why he had been referred to our clinic.

And yet there was something a bit odd. He faced me as he spoke, was oriented towards me, and yet there was something the matter- it was difficult to formulate. He faced me with his ears, I came to think, but not with his eyes. These, instead of looking, gazing, at me, 'taking me in', in the normal way, made sudden strange fixations- on my nose, on my right ear, down to my chin, up to my right eye- as if nothing (even studying) these individual features, but not seeing my whole face, its changing expressions, 'me' as a whole. I am not sure I fully realized this at the time- there was just a teasing strangeness, some failure in the normal interplay of gaze and expression. He saw me, he scanned me and yet...

'What seems to be the matter?' I asked him at length.

'Nothing that I know of,' he replied with a smile, 'but people seem to think there's something wrong with my eyes.'

'But you don't recognise any visual problems?'

'No, not directly, but I occasionally make mistakes.'

He saw all right, but what did he see? I opened out a copy of National Geographic Magazine, and asked him to describe some pictures in it.

His responses here were very curious. His eyes would dart from one thing to another, picking up tiny features, individual features, as they had done with my face. A striking brightness, a colour, a shape would arrest his attention and elicit comment- but in no case did he get the scene-as-a-whole.

'What is this?' I asked, and, taking it from me, he proceeded to examine it.

'A continuous surface,' he announced at last, 'infolded on itself. It appears to have'- he hesitated- 'five outpouchings, if this is the word.'

'Yes,' I said cautiously. 'You have given me a description. Now tell me what it is.'

'A container of some sort?'

'Yes,' I said, 'and what would it contain?'

'It would contain its contents!' said Dr P., with a laugh. 'There are many possibilities. It could be a change-purse, for example, for coins of five sizes. It could...'

I interrupted the barmy flow. 'Does it not look familiar? Do you think it might contain, might fit, a part of your body?'

No light of recognition dawned on his face.

No child would have the power to see and speak of 'a continuous surface... infolded on itself', but any child, any infant, would immediately know a glove as a glove, see it as familiar, as going with a hand. Dr P. didn't. He saw nothing as familiar. Visually, he was lost in a world of lifeless abstractions.

'Well, Dr Sacks,' he said to me. 'You find me an interesting case, I perceive. Can you tell me what you find wrong, make recommendations?'

'I can't tell you what I find wrong,' I replied, 'but I'll say what I find right. You are a wonderful musician, and music is your life. What I would prescribe, in a case such as yours, is a life which consists entirely of music. Music has been the centre, now make it the whole, of your life.'

(Extracts from The Man Who Mistook His Wife for a Hat by Oliver Sacks, 1985)

Appendix B

Test 1

Match the words in column A with the definitions in column B.

A

- 1. article      — *p*—
- 2. automatic    \_\_\_\_\_
- 3. prejudge     \_\_\_\_\_
- 4. conclusion    \_\_\_\_\_
- 5. sensitive     \_\_\_\_\_
- 6. consultation  \_\_\_\_\_
- 7. useless       \_\_\_\_\_
- 8. domination   \_\_\_\_\_
- 9. astounded    \_\_\_\_\_
- 10. increasingly \_\_\_\_\_
- 11. perplexity   \_\_\_\_\_
- 12. infolded     \_\_\_\_\_
- 13. prescribe    \_\_\_\_\_
- 14. emerge       \_\_\_\_\_
- 15. distinction  \_\_\_\_\_
- 16. failure      \_\_\_\_\_

B

- a. Control or power over other people or things.
- b. to tell somebody to take a particular medicine or have a particular treatment
- c. lack of success in doing or achieving something
- d. when objects have no purpose or cannot do what they were designed to do
- e. reacting quickly or strongly to something, likely to become angry or upset easily
- f. very surprised or shocked by something, because it seems very unlikely
- g. an automatic machine or process works by itself rather than being operated by people
- h. more and more over a period of time
- i. to make a judgment about someone or something before you know everything
- j. to bend a piece of paper or cloth and press one part of it over another part
- k. to become known
- l. discussion between people or groups before they make a decision, meeting with an expert or professional person to get advice or discuss a problem
- m. the state of feeling confused and anxious because you do not understand something
- n. the quality of being excellent
- o. something you decide is true after thinking about it carefully and looking at all the evidence
- p. a piece of writing about a particular subject that is published in a newspaper or a magazine

Appendix C

*Extract A*

Read the following passage and try to guess the meaning of the underlined words.

The notion of there being 'something the matter' did not emerge until some three years later, when diabetes developed. Well aware that diabetes could affect his eyes, Dr P. consulted an ophthalmologist, who took a careful history and examined his eyes closely. 'There's nothing the matter with your eyes,' the doctor concluded. 'But there is trouble with the visual parts of your brain. You don't need my help, you must see a neurologist.' And so, as a result of this referral Dr P. came to me.

It was obvious within a few seconds of meeting him that there was no trace of dementia in the ordinary sense. He was a man of great cultivation and charm, who talked well and fluently, with imagination and humor. I couldn't think why he had been referred to our clinic.

*Extract B*

Read the following story and try to guess the meaning of the words in bold.

It is impossible to exaggerate the popularity of the guitar. One out of every four **amateur** musicians in the United States plays the guitar. Even a mediocre player can produce a **variety** of music with this unique instrument. Trying to find **valid** reasons for the guitar's ability **to survive** through the years isn't hard. One **weird** theory by a prominent musician states that guitarists find security hiding behind the bulky instrument. But most people are **reluctant** to accept this idea because there are more **obvious** reasons for playing a guitar. It can be carried anywhere, it is inexpensive to buy, and only a few lessons are required to learn to play it well.

Appendix D

Test 2

Place one of the given words in each of the blanks below:

*variety, weird, diabetes, amateur, valid, ophthalmologist, survive, neurologist, reluctant, referral, traces, notion, dementia, obvious, cultivation.*

1. The \_\_\_\_\_ studies and treats the diseases of the nerves.
2. Even though he was not a professional, the \_\_\_\_\_ photographer entered the contest.
3. I have to reject the \_\_\_\_\_ that greed can be a good thing.
4. Most people agreed that he was a \_\_\_\_\_ looking man because of the long red beard.
5. \_\_\_\_\_ makes the patient produce a lot of urine and feel very thirsty.
6. Businessmen work on the \_\_\_\_\_ of a good relationship with local firms.
7. A wide \_\_\_\_\_ of shows is playing at the concert hall.
8. There are a lot of illnesses existing in the world that require \_\_\_\_\_ to hospitals.
9. We all hoped that the small boat would \_\_\_\_\_ the storm.
10. The \_\_\_\_\_ studies and treats the diseases of the eye.
11. She was \_\_\_\_\_ to take on any responsibilities at work.
12. John's reason for quitting his job was \_\_\_\_\_ ; he was not being paid.
13. It's exciting to discover \_\_\_\_\_ of earlier civilizations.
14. The answer to the question was so \_\_\_\_\_ that everyone knew it.
15. \_\_\_\_\_ is a serious mental disorder caused by brain disease or injury.

Appendix E

Test 3

Match the words in column A with the synonyms in column B.

A

- 1. infant \_\_\_\_\_
- 2. incident \_\_\_\_\_
- 3. knob \_\_\_\_\_
- 4. fixation \_\_\_\_\_
- 5. gaze \_\_\_\_\_
- 6. tragedy \_\_\_\_\_
- 7. budget \_\_\_\_\_
- 8. odd \_\_\_\_\_
- 9. conflict \_\_\_\_\_
- 10. embarrassment \_\_\_\_\_
- 11. document \_\_\_\_\_
- 12. journalist \_\_\_\_\_
- 13. famine \_\_\_\_\_
- 14. microscope \_\_\_\_\_
- 15. disaster \_\_\_\_\_

B

- a. starvation
- b. correspondent
- c. an optical instrument
- d. certificate
- e. event
- f. addiction
- g. stare
- h. misfortune
- i. account
- j. weird
- k. button
- l. disagreement
- m. shame
- n. newborn
- o. catastrophe



Appendix F

**Make a story using the following words. Choose five words for each paragraph. Each word can be used once only. You need to put down one paragraph:**

fragile, carve, hesitate, barmy, amiably, teasing, surface, perish, valiant, confirm, perceive, embrace, neutral, entirely, envy.

Appendix G

Test 4

Which Word Means...

From the list of 15 new words that follows, choose the one that corresponds to each definition below.

fragile	carve	hesitate
barmy	amiably	teasing
surface	perish	valiant
confirm	perceive	embrace
neutral	entirely	envy

1. to make objects, patterns, etc. by cutting away material from wood or stone  
\_\_\_\_\_
2. to notice or become aware of something \_\_\_\_\_
3. the outside or top layer of something \_\_\_\_\_
4. easily broken or damaged \_\_\_\_\_
5. to be slow to speak or act because you feel uncertain or nervous \_\_\_\_\_
6. to state or show that something is definitely true or correct, especially by providing evidence \_\_\_\_\_
7. not supporting or helping either side in a disagreement, competition  
\_\_\_\_\_
8. the feeling of wanting to be in the same situation as somebody else  
\_\_\_\_\_
9. pleasantly, friendly and easy to like \_\_\_\_\_
10. to put your arms around somebody as a sign of love or friendship \_\_\_\_\_
11. slightly crazy \_\_\_\_\_
12. in every way possible, completely \_\_\_\_\_
13. in a way that is intended to make somebody feel embarrassed, annoyed  
\_\_\_\_\_
14. to die, especially in a sudden violent way \_\_\_\_\_
15. very brave or determined \_\_\_\_\_

Appendix H (a)  
Final Test

1. Choose the word in the left column which best matches the meaning given in the right column. Write the number of that word next to its meaning. Here is an example.

Example:

- |    |          |                                     |
|----|----------|-------------------------------------|
| 1. | business |                                     |
| 2. | clock    | <u>6</u> part of a house            |
| 3. | horse    | <u>3</u> animal with four legs      |
| 4. | pencil   | <u>4</u> something used for writing |
| 5. | shoe     | <u>5</u> something you wear         |
| 6. | wall     |                                     |

- |    |           |                              |
|----|-----------|------------------------------|
| 1. | evidence  |                              |
| 2. | infolded  | _____ become known, come out |
| 3. | absurd    | _____ set down, recommend    |
| 4. | prescribe | _____ bend a piece of paper  |
| 5. | emerge    | _____ mechanical, regular    |
| 6. | automatic |                              |

- |    |             |                                       |
|----|-------------|---------------------------------------|
| 1. | prejudge    |                                       |
| 2. | postpone    | _____ difference, dissimilarity       |
| 3. | domination  | _____ authority, power                |
| 4. | distinction | _____ breakdown, not a success        |
| 5. | unique      | _____ presuppose, jump to conclusions |
| 6. | failure     |                                       |

- |    |              |   |
|----|--------------|---|
| 1. | useless      |   |
| 2. | perplexity   | _____ more and more, progressively more |
| 3. | popular      | _____ ineffective, hopeless             |
| 4. | increasingly | _____ astonished, amazed                |
| 5. | astounded    | _____ confusion, puzzlement             |
| 6. | client       |   |

- |    |              |                               |
|----|--------------|-------------------------------|
| 1. | employee     |                               |
| 2. | sensitive    | _____ talk, session           |
| 3. | conclusion   | _____ end, finish             |
| 4. | consultation | _____ idea, belief            |
| 5. | notion       | _____ receptive, thin-skinned |
| 6. | approach     |                               |

- |    |                 |                                      |
|----|-----------------|--------------------------------------|
| 1. | diabetes        |                                      |
| 2. | disease         | _____ a doctor who deals with nerves |
| 3. | ophthalmologist | _____ lack of insulin                |
| 4. | referral        | _____ transfer, medical appointment  |
| 5. | neurologist     | _____ a doctor who deals with eyes   |
| 6. | reform          |                                      |

1. trace
2. vacant
3. variety
4. dementia
5. cultivation
6. data

- \_\_\_\_\_ development, promotion
- \_\_\_\_\_ mental disorder
- \_\_\_\_\_ diversity, mixture
- \_\_\_\_\_ draw, sketch

1. inhabit
2. weird
3. bachelor
4. survive
5. amateur
6. valid

- \_\_\_\_\_ stay alive, live on
- \_\_\_\_\_ not professional
- \_\_\_\_\_ applicable, convincing
- \_\_\_\_\_ strange, unusual

1. obvious
2. essential
3. surface
4. annual
5. carve
6. reluctant

- \_\_\_\_\_ outside, exterior
- \_\_\_\_\_ evident, understandable
- \_\_\_\_\_ cut up, slice, shape
- \_\_\_\_\_ unwilling, unenthusiastic

1. barmy
2. teasing
3. amiably
4. typical
5. hesitate
6. theory

- \_\_\_\_\_ be uncertain
- \_\_\_\_\_ warmly, pleasantly
- \_\_\_\_\_ mockery, ridicule
- \_\_\_\_\_ crazy, mad, silly

1. perceive
2. fragile
3. tradition
4. entirely
5. debate
6. perish

- \_\_\_\_\_ be destroyed, die
- \_\_\_\_\_ easily broken
- \_\_\_\_\_ completely, totally, fully
- \_\_\_\_\_ distinguish, recognize, see

1. explore
2. embrace
3. neutral
4. confirm
5. majority
6. valiant

- \_\_\_\_\_ brave, courageous
- \_\_\_\_\_ hug one another, a hug
- \_\_\_\_\_ prove to be true or correct
- \_\_\_\_\_ on neither side of a quarrel or war

Appendix H (b)

2. Which word means...

Match the words in Part A with the definitions in Part B. The number of definitions in part B is more than that of the words given in Part A.

Part A

- 1. article                      o
- 2. envy                      \_\_\_\_\_
- 3. infant                    \_\_\_\_\_
- 4. incident                 \_\_\_\_\_
- 5. knob                     \_\_\_\_\_
- 6. fixation                 \_\_\_\_\_
- 7. gaze                     \_\_\_\_\_
- 8. odd                      \_\_\_\_\_
- 9. budget                  \_\_\_\_\_
- 10. conflict                \_\_\_\_\_
- 11. document              \_\_\_\_\_
- 12. journalist             \_\_\_\_\_
- 13. famine                 \_\_\_\_\_
- 14. microscope            \_\_\_\_\_
- 15. disaster                \_\_\_\_\_
- 16. embarrassment        \_\_\_\_\_

Part B

- a. a baby or very young child
- b. shy, awkward or guilty feelings
- c. something that happens, especially a violent, criminal, or dangerous event
- d. estimate of the amount of money that can be spent for different purposes in a given time
- e. one who writes for, edits, manages, or produces a newspaper or magazine
- f. round switch on a machine such as a television that you use to turn it on or off
- g. something handwritten or printed that gives information or proof of some act
- h. a discussion in which reasons for and against something are brought out
- i. a very strong interest in something that prevents you from paying attention to anything else
- j. keep from harm or change, keep safe, protect
- k. a long steady look at somebody or something
- l. strange or unusual
- m. starvation, great shortage
- n. set too low a value, amount or rate
- o. *a piece of writing about a particular subject that is published in a newspaper or a magazine*
- p. an instrument with a lens for making objects larger so that one can see things more clearly
- q. something very bad that happens and causes a lot of damage or kills a lot of people
- r. jealousy, the object of jealousy, to feel jealous
- s. direct opposition, disagreement

**Appendix I**  
**Questionnaire**

**Please, read each statement.**

**a) Read the statements below and indicate the extent to which you agree with them.**

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

1.	I was familiar with the strategy of using word parts: roots, prefixes and suffixes.	1	2	3	4	5
2.	I was familiar with the guessing from the context strategy.	1	2	3	4	5
3.	I was familiar with the strategies semantic mapping and word associations.	1	2	3	4	5
4.	I was familiar with the story making strategy.	1	2	3	4	5
5.	I'll continue to use word parts to come up with the meaning of the unknown word.	1	2	3	4	5
6.	I'll continue to use guessing from the context to come up with the meaning of the unknown word.	1	2	3	4	5
7.	I'll continue to use semantic mapping and word associations to come up with the meaning of the unknown word.	1	2	3	4	5
8.	I'll continue to use story making to come up with the meaning of the unknown word.	1	2	3	4	5
9.	Using learning strategies helps me to improve my vocabulary in English.	1	2	3	4	5
10.	Learning strategies help me enhance my language learning in general.	1	2	3	4	5

**b) Rank order the following strategies according to their usefulness. Mark from 1(most useful) through 4 (least useful).**

1. I find using word parts an effective strategy.
2. I find semantic mapping and word associations effective strategies.
3. I find guessing from the context an effective strategy.
4. I find story making an effective strategy.

**Thank You!**



Appendix J

a) Questionnaire Results (first part)

State ments	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28	S 29	S 30	S 31	S 32	
1.	2	1	3	2	3	2	2	3	2	3	2	2	2	2	1	2	2	2	3	2	2	3	2	2	1	2	1	1	4	1	2	2	1
2.	1	1	2	1	1	2	1	3	2	2	2	2	3	4	3	2	2	2	1	3	1	1	2	1	2	2	1	2	2	2	2	2	2
3.	1	1	2	1	5	4	2	2	2	3	4	3	3	1	3	2	2	2	4	2	1	2	1	3	1	2	2	2	4	2	1	2	2
4.	2	1	2	2	1	3	4	4	3	4	4	4	3	3	5	1	1	1	4	2	2	3	3	4	5	2	2	1	4	1	2	2	1
5.	1	1	1	2	5	1	3	2	4	2	1	2	1	3	1	2	1	1	1	2	2	4	2	1	4	1	1	1	2	2	2	3	1
6.	1	1	1	1	1	1	1	5	1	1	1	1	1	3	1	2	1	1	3	1	1	2	2	3	1	2	1	2	1	2	1	1	2
7.	1	1	2	1	5	2	2	2	1	2	1	3	1	2	1	1	3	2	2	2	1	3	1	3	1	2	1	2	2	1	2	1	2
8.	1	1	1	1	1	2	3	4	4	4	3	3	1	3	1	1	1	1	3	2	1	2	1	5	3	2	3	1	3	2	1	1	1
9.	1	1	1	1	5	1	2	4	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	1	2	1	1	1	2	1	2	1	1
10.	2	1	1	2	1	1	1	4	1	1	1	2	1	3	1	2	2	2	1	1	2	2	4	2	2	1	1	1	2	1	1	2	1

b) Questionnaire Results (first part)

Statements	Points	Number of answers	Percentage	Total Percent in Agreement
1. <i>I was familiar with the strategy of using word forms: roots, prefixes and suffixes.</i>	1	7	21.9%	78.1%
	2	18	56.2%	
	3	6	18.8%	
	4	1	3.1%	
	5	-	-	
2. <i>I was familiar with the guessing from the context strategy.</i>	1	10	31.2%	84.4%
	2	17	53.2%	
	3	4	12.5%	
	4	1	3.1%	
	5	-	-	
3. <i>I was familiar with the strategies semantic mapping and word associations.</i>	1	8	25%	68.8%
	2	14	43.8%	
	3	5	15.6%	
	4	4	12.5%	
	5	1	3.1%	
4. <i>I was familiar with the story making strategy.</i>	1	7	21.9%	49.9%
	2	9	28%	
	3	6	18.8%	
	4	8	25%	
	5	2	6.3%	
5. <i>I'll continue to use word forms to come up with the meaning of the unknown word</i>	1	15	46.9%	78.1%
	2	10	31.2%	
	3	3	9.4%	
	4	3	9.4%	
	5	1	3.1%	
6. <i>I'll continue to use guessing from the context to come up with the meaning of the unknown word.</i>	1	21	65.6%	87.5%
	2	7	21.9%	
	3	3	9.4%	
	4	-	-	
	5	1	3.1%	
7. <i>I'll continue to use semantic mapping and word associations to come up with the meaning of the unknown word.</i>	1	13	40.6%	84.4%
	2	14	43.8%	
	3	4	12.5%	
	4	-	-	
	5	1	3.1%	
8. <i>I'll continue to use story making to come up with the meaning of the unknown word.</i>	1	15	46.9%	62.5%
	2	5	15.6%	
	3	8	25%	
	4	3	9.4%	
	5	1	3.1%	
9. <i>Using learning strategies helps me to improve my vocabulary in English.</i>	1	24	75%	93.8%
	2	6	18.8%	
	3	-	-	
	4	1	3.1%	
	5	1	3.1%	
10. <i>Learning strategies help me enhance my language learning in general.</i>	1	17	53.1%	90.6%
	2	12	37.5%	
	3	1	3.1%	
	4	2	6.3%	
	5	-	-	



c) Questionnaire Results (second part)

Strategies	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1.	3	1	3	4	3	2	1	2	3	3	2	3	2	2	2	1	1	1	1	1	4	2	2	2	4	3	1	3	2	4	2	4	2
2.	1	2	4	1	2	4	4	1	2	2	3	1	3	1	3	4	4	3	2	2	2	3	3	1	1	2	4	1	4	1	3	1	1
3.	2	4	1	2	1	1	2	3	1	1	1	2	1	4	1	3	2	2	2	3	1	1	1	3	2	1	2	2	1	2	1	2	3
4.	4	3	2	3	4	3	3	4	4	4	4	4	4	3	4	2	3	4	4	4	3	4	4	4	3	4	3	4	3	3	4	3	4

d) Questionnaire Results (second part)  
Responses to statements which require ranking  
(1 the most useful, 4 the least useful)

Statements	Rank	Number of answers	Percentage	Total Percent in Usefulness
1. <i>I find using word forms an effective strategy.</i>	1	7	21.9%	59.4%
	2	12	37.5%	
	3	8	25%	
	4	5	15.6%	
2. <i>I find semantic mapping and word associations effective strategies.</i>	1	11	34.3%	56.2%
	2	7	21.9%	
	3	7	21.9%	
	4	7	21.9%	
3. <i>I find guessing from the context an effective strategy.</i>	1	14	43.8%	78.1%
	2	11	34.3%	
	3	5	15.6%	
	4	2	6.3%	
4. <i>I find story making an effective strategy.</i>	1	-	-	6.3%
	2	2	6.3%	
	3	12	37.5%	
	4	18	56.2%	

## Appendix K: Posters

**Knob-digital**, microwave, computer, telephone, calculator, cellphone, doorbell, botton, remote, +picture

**Gaze-attraction**, interest, fixation, surprise, fright, eyes, face, look, strange feeling, astonishment, **added** stare, lost in thoughts, follow

**Incident-do not pass the exam**, birth, judge, marriage, illness, crash, death, +picture, **added** divorce,

**Embarrassment-ashamed**, puzzle, character, sensitive, confusion, emotion, guilty feeling, shy

**Tragedy-genocide**, accident, suicide, love, earthquake, Mark Anthony, drama, death, + picture

**Odd-person**, strange, magic, Armenians, holiday, mind, crazy, original, story, unusual, +pictures, **added** behavior, character

**Fixation-SAS** supermarket, Tashir, Mankan, heart, Ziziki Biziki, women, car, Tifosi, Mercedes Benz, money \$, Danger, Giani Gold, Mobile, B.B. Club, Viva Cell, ACBA+ pictures

**Microscope-blood type**, cell, lans,-eye, lab, camestry, doctor, disease, virus, atom, discovery, enventory, microb, big

**Journalist-follower**, tolder, aider, communication, reader, informant, critic, writer, magazines, journals, active, editor, collect, organizer, crime, news, yellow press, pen, articles, TV channel, camera, interview, dictophone, paporazze, report, +pictures

**Infant-love**, family, games, toys, bottle, milk, childhood, naughty, kindergarden, yard, school, +pictures

**Budget-incomes**, outcomes, bank, money, tax, family, credit cards, salary, government, public, wallet, crisis, rich people-big budget, poor people-small budget

**Conflict- fight**, war, tourism 3<sup>rd</sup> year, disagreement, argument, big or small, SOS, save our souls box, **added** jealous, lie, battle, and exams+ pictures

**Disaster-SOS**, Help, bird flu, disease, volcano, Armavia A-320-Sochi, aircraft, genocide, snowbound, accident, flood, earthquake, + pictures

**Famine-starvation**, illness, death, hunger, disaster, disease, water shortage, great shortage of food

**Document-paper A4**, student card, constitutional laws, driver license, gradebook, passport, scrap, file folder, declaration, sign, 1,7,10- the important parts of the document, 2,3,4,5,6,9-kind of important document, 10- a kind of thing that powers the document + pictures

## Appendix K: Posters

**Knob-digital**, microwave, computer, telephone, calculator, cellphone, doorbell, botton, remote, +picture

**Gaze-attraction**, interest, fixation, surprise, fright, eyes, face, look, strange feeling, astonishment, **added** stare, lost in thoughts, follow

**Incident**-do not pass the exam, birth, judge, marriage, illness, crash, death, +picture, **added** divorce,

**Embarrassment**-ashamed, puzzle, character, sensitive, confusion, emotion, guilty feeling, shy

**Tragedy**-genocide, accident, suicide, love, earthquake, Mark Anthony, drama, death, + picture

**Odd-person**, strange, magic, Armenians, holiday, mind, crazy, original, story, unusual, +pictures, **added** behavior, character

**Fixation-SAS** supermarket, Tashir, Mankan, heart, Ziziki Biziki, women, car, Tifosi, Mercedes Benz, money \$, Danger, Giani Gold, Mobile, B.B. Club, Viva Cell, ACBA+ pictures

**Microscope**-blood type, cell, lans,-eye, lab, camestry, doctor, disease, virus, atom, discovery, enventory, microb, big

**Journalist**-follower, tolder, aider, communication, reader, informant, critic, writer, magazines, journals, active, editor, collect, organizer, crime, news, yellow press, pen, articles, TV channel, camera, interview, dictophone, paporazze, report, +pictures

**Infant**-love, family, games, toys, bottle, milk, childhood, naughty, kindergarden, yard, school, +pictures

**Budget**-incomes, outcomes, bank, money, tax, family, credit cards, salary, government, public, wallet, crisis, rich people-big budget, poor people-small budget

**Conflict**- fight, war, tourism 3<sup>rd</sup> year, disagreement, argument, big or small, SOS, save our souls box, **added** jealous, lie, battle, and exams+ pictures

**Disaster**-SOS, Help, bird flu, disease, volcano, Armavia A-320-Sochi, aircraft, genocide, snowbound, accident, flood, earthquake, + pictures

**Famine**-starvation, illness, death, hunger, disaster, disease, water shortage, great shortage of food

**Document**-paper A4, student card, constitutional laws, driver license, gradebook, passport, scrap, file folder, declaration, sign, 1,7,10- the important parts of the document, 2,3,4,5,6,9- kind of important document, 10- a kind of thing that powers the document + pictures

**Appendix L: Stories of the 3 Groups**  
(the same word used in the 3 groups)

1. Friendship is a *fragile*, because it is very easy to break.
2. His *fragile* heart with carve into little parts.
3. The *fragile* heart of those young people started to beat strongly.

1. They easily embrace each other and know their *carves*.
2. His fragile heart with *carve* into little parts.
3. He young man was feeling like he knew the girl and he *carved* her shape in his mind.

1. At first love is *hesitate* but then it becomes real love and they don't need to confirm each other.
2. At first he *hesitated* to say about it to his wife.
3. They both did it without *hesitating*.

1. People do *barmy* things when they are with their friends.
2. Every day he was standing under the window and amiably singing a *barmy* song.
3. They were very famous and *barmy* Hollywood stars.

1. At the same time your friend has to be *amiable* to you.
2. Every day he was standing under the window and *amiably* singing a barmy song.
3. They were looking to each other so *amiably*.

1. They spend long hours *teasing*.
2. His friends were *teasing* him because of that.
3. She *teased* him, because she was very angry.

1. By time bad friends will rise on the *surface*.
2. Everything was clear and on the *surface*.
3. They felt like they were flying so close to the sea *surface*.

1. When friendship is not real, it can get the two sides to *perish*.
2. He didn't want to *perish* their marriage.
3. But during that time the girl's husband called her and every feeling immediately *perished*.

1. Don't forget that even the *valiant* friends fall in love.
2. She wife was in love with a *valiant* boy.
3. She was *valiant* to stay calm.

1. At first love is hesitate but then it becomes real love and they don't need to *confirm* each other.
2. He wanted to *confirm* the information.
3. All the time they *confirm* that they entirely fall in love.

1. By time bad friends will rise on the surface and show their real faces and *be perceived* with time only a few will stay with you.
2. The man *perceived* that he can't stand it anymore.
3. They *didn't perceive* to each other.

1. They easily *embrace* each other and know their curves.
2. Once he saw his wife *embracing* with the young boy.
3. Then they *embraced* they didn't want to let each other go like they were afraid of losing one another.

1. It is not good to be *neutral* to the problems.
2. But then he decided to be *neutral*.
3. Their friends stayed *neutral*.

1. Friendship has a feeling of *entirely* devotion.
2. They weren't *entirely* happy.
3. All the time they confirm that they *entirely* fall in love.

1. *Envy* is always disturbing friendship.
2. Once her husband saw that young boy and started to *envy*.
3. Probably he *envied* her because of something she didn't know.