

Introduction

Given the multitude of competing terms found in the literature, the concept of vocabulary learning strategies (VLSs) should be defined first. VLSs are a subcategory of language learning strategies which in turn are a subcategory of learning strategies in general. If language learning strategies can be defined as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.” (Oxford, 1990: 8), VLSs constitute knowledge about what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (Catalan 2003, Ruutemets, 2005).

To date, several VLS taxonomies have been proposed (Gu and Johnson, 1996; Nation, 2001; Segler et al., 2001). Several advantages of Schmitt's taxonomy over others have been mentioned by researchers. The claim is that it can be standardized as a test, can be used to collect the answers from students easily, is based on the theory of learning strategies as well as on theories of memory, is technologically simple, can be used with learners of different educational backgrounds and target languages, is rich and sensitive to the variety of learning strategies, and allows comparison with other studies, among them Schmitt's own survey (Catalan 2003, Ruutemets, 2005). The most important advantage for the purpose of

this paper is that it is organized around an established (Oxford's) scheme of language learning strategies (Segler et al., 2001).

As mentioned earlier, Schmitt's (1997, in Segler, 2001) taxonomy of VLSs is based on Oxford's (1990) division of language learning strategies into direct (memory, cognitive, and compensation) and indirect (metacognitive, affective, and social) strategies. In order to cover cases where meanings of new words are discovered without other people's assistance, Schmitt introduced another category – determination strategies. Schmitt's taxonomy is two-dimensional. The second dimension, reflecting the different processes necessary for working out a new word's usage and meaning (discovery strategies) and for consolidating it in memory for future use (consolidation strategies), was borrowed from Nation (1990, in Segler, 2001). Schmitt's taxonomy (1997) with sample VLSs is presented as follows:

	<u>Discovery</u>	<u>Consolidation</u>
Determination	guesses from textual context	
Social	ask classmates for meaning	interact with native speakers
Memory		use semantic maps
Cognitive		keep vocabulary notebook
Metacognitive		use L2 media

Before proceeding to a shortcoming of VLS taxonomies as identified by Segler et al. (2001), it is necessary to mention that in relation to language learning strategies in general Ehrman and Leaver (2003) talked about surface, achievement, and deep strategies. Surface strategies are used for a specific task and entail minimum cognitive or emotional investment, the aim of achievement strategies is



Classroom
Techniques

On Applicability of Vocabulary Learning Strategies in Classroom Contexts

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چکیده

بدون تردید یکی از چالش‌های پیش روی زبان‌آموزان زبان خارجی، یادگیری واژگان آن زبان است. یکی از راه‌حل‌های برخورد با این چالش، کمک به فراگیران به منظور مستقل شدن در فرایند یادگیری واژگان است. یقیناً نیل به این هدف از طریق آموزش زبان‌آموزان در جهت به کار بردن هر چه موثرتر راهبردهای یادگیری واژگان می‌شود. هدف اصلی مقاله حاضر پیشنهاد یک چارچوب کلی برای آموزش راهکارهای یادگیری واژگان به زبان‌آموزان در محیط کلاس می‌باشد. در این راستا، در ابتدا این مقاله به تعریف راهکارهای یادگیری واژگان پرداخته و سپس طبقه‌بندی‌های مربوطه را مفصلاً توضیح می‌دهد. در بخش بعدی، مدلی برای آموزش واژگان شامل پنج مرحله آماده‌سازی، ارائه، تمرین، ارزیابی، و بسط جهت اجرا در کلاس ارائه می‌گردد. در بخش پایانی مقاله به برخی ملاحظات مهم که باید مدرسین به آنها توجه داشته باشند اشاره می‌کند.

کلیدواژه‌ها: راهکارهای یادگیری واژگان، طبقه‌بندی، مدل، فرآیندی

Abstract

Undoubtedly, one of the significant challenges that foreign language learners experience during the process of learning a language is vocabulary. One way to deal with this challenge is to help students become independent learners during the process of L2 vocabulary learning. Definitely, this can be achieved through instructing learners to apply vocabulary learning strategies (VLSs) as efficiently as possible. The major premise of this article is to propose a framework for training EFL learners in vocabulary learning strategies in classroom context. In so doing, vocabulary learning strategies (VLSs) are defined and then demarcated, and then several existing taxonomies are elaborated on. The next section of the paper deals with vocabulary learning strategy instruction via a practical five-step model of strategy instruction, a model of strategy instruction that can be implemented as an attempt to enhance the vocabulary acquisition process. The present article concludes with some implications for teaching vocabulary.

Key Words: vocabulary learning strategies (VLSs), taxonomy, model, process

A housewife is a busy person. She has to do all the work in the home. Sometimes she is careless. She puts a pot of hot water on a table. A little child can reach it. Then she goes out of the room. The little child reaches up and drags the pot towards him. The hot water spills over him. The mother hears the cry of pain and rushes into the room, but it is too late. Crying with pain, the child is taken to hospital in an ambulance.

Accidents like this ought not to happen. We should be more careful. Pots and pans containing hot water, or other hot liquids, should not be put within reach of small children. Small children ought not to be left alone.

Many other accidents happen. Kerosene heaters are sometimes knocked over by children playing in the home. The kerosene spills out of the heater and burns. Soon the whole flat is burning. A heater should be put in a safe place.

All things which can cut are dangerous. Sharp knives and scissors should be put away out of reach of children. Small

children should not be allowed to play with them. When you are using a knife or a pair of scissors, you should not hold them in your hand while you are talking. You may accidentally push the point of the knife or the scissors into someone's eye and make him blind.

Electricity is always dangerous. Electricity can keep us warm and it can cook our food but it can also kill us! You should never touch any electric heater or wire if it is switched on. Switch it off first.

Look at the picture. The little boy is behaving very stupidly. He is pushing something into the hole. What has happened? He has been given a big fright! Perhaps he has been badly hurt. He may have to go to hospital.

Medicine makes us better when we are ill.

But if we take the wrong medicine, it can make us ill, or kill us. Sometimes grown-up people are careless. They leave medicine in places where children can reach it. The children find it and swallow it.





start a fire if it is not switched off. Can you think of any other causes of fires?

When a fire begins, we must tell the firemen. Do you know how to do this? Go to the nearest telephone. Dial the emergency number. When someone speaks, tell him about the fire. Speak very clearly.

A fire engine will arrive quickly. The firemen know what to do. They have long ladders to reach high windows. People who cannot get out are rescued by the firemen. If some people are hurt, they are taken to hospital in ambulances.

When all the people have been rescued, the fireman put out the fire. Sometimes this is very difficult. Foolish

people sometimes keep things in passages and on stairs. Then the firemen cannot get past to fight the fire. Sometimes foolish people keep a lot of things that burn easily in their homes. This makes the fire much bigger.

If you want to be a fireman, you must be strong and healthy. Good health and strength are important. A fireman has to be able to carry heavy things. He has to be able to climb ladders and to work in high places. He also has to be brave.



Safety in the Home

We talked about traffic accidents in Unit 18. Many people are hurt or killed every year on the roads and streets of big

cities. But accidents can happen indoors, too. Many young children are accidentally hurt when playing in their homes. How do these accidents happen?



Bread is good for us. It helps us work. It keeps us warm when the weather is cold. But if we do not eat other food as well, we become ill.

Meat, fish, eggs and milk are all very good for us. They help us to grow. They keep us healthy. We must have some of these kinds of food every day.



Two kinds of meat



Sheep give us mutton.



Cows give us beef.

We also need fruit and vegetables. These also help us to grow and be healthy.

They make our bones and skin healthy.

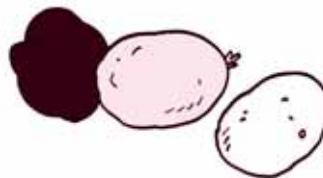
Some vegetables:



peas



beans



potatoes



peanuts



cabbage

A Bad Master

‘Fire is a good servant but a bad master’. This is an old English saying. What does it mean? We talked about fire in Book 5. At one time people did not know how to make fire. Then they learnt how to make it. They also learnt how to use it. They used it to keep them warm. They used it to drive away animals. They also learnt how to cook food with it. Fire was their servant. It did things for them.

But sometimes a building catches fire. Sometimes the building is destroyed and

people lose their homes. Sometimes people even lose their lives. Fire is not the servant then. It has become the master!

Why do fires begin? What starts them? There are many reasons for fires. Perhaps an electric heater has an old wire. The wire may become very hot. Sometimes an oil heater is knocked over. Sometimes a heater is placed too near some curtains. Young children are sometimes allowed to play with matches by foolish parents. An electric iron may



responses, and to make comprehension of a text easier for them.

Meanwhile, some of the passages in high school textbooks lack pictures, and those which contain pictures may not be very different from the passages with no pictures because the pictures used are black - white. This research provides evidence supporting the use of colorful pictorial texts for enhancing the development of comprehension than black-white pictures. Thus, it is recommended that textbook designers consider this fact more carefully and plan interesting colorful textbooks for EFL/ESL learners.

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Samples

Healthy Eating

In' Units 9 and 10 we talked about how to be healthy. We have not yet talked about the most important thing - food. If we want to be healthy, we must have enough food. It must be clean food which has been properly cooked. It must be the right kind of food.

Many people have enough food. We know when we need food because we feel hungry. Then, if we eat a plate of rice, we do not feel hungry. We have eaten enough food. But have we eaten the right kind of food?



texts were given to the students, and they answered the questions. When they received the texts, the pictures were removed.

Experimental group two (EG2) was exposed to the same teaching strategy and testing format except that the subjects were exposed to black-white pictures in the pre-reading phase. Experimental group three (EG3) received no picture in the pre-reading phase, but the texts which were given to them included colorful pictures. Experimental group four (EG4) was exposed to texts similar to EG3 except that black-white pictorial texts were given to this group.

Data Analysis

In order to analyze the data, and to answer the research questions, the performance of the five groups was compared. To make the comparison a one-way ANOVA, and a Tukey HSD were run.

Results

The results of one-way ANOVA on the mean of the five groups in the sessions revealed that in all tests the mean differences were significant indicating the differential achievement of the groups. To check where the difference lied, a Tukey HSD was run. The results showed the ranking of the groups as follows:

EG1, EG3, EG2, EG4 and GE. This result suggests that with respect to the use of pictures: first, the use of pictures is more effective than lack of pictures; second, colorful pictures are more effective than black-white ones; pictures presented in the pre-reading phase are more effective than those presented in the reading phase.

Responses to the Research Questions

The first question can be answered by comparing the means of the control group with the means of the experiment groups. The comparison showed that pictures had a significant effect on reading comprehension. The findings revealed that pictures can improve reading comprehension.

With respect to the second question, based on the results, it can be concluded that presenting pictures prior to reading is more effective than presenting them during the reading. In addition, The results revealed that using colorful pictures led to more comprehension than black-white pictures.

Conclusions and implications

Based on the results of data analysis, pictures are effective in facilitating reading comprehension. It can be concluded that pictures activate students' schema and consequently lead to better comprehension. Findings of this study, thus, seem to support Canning's findings (2000, 2002).

Application of colorful pictures seemed to be more effective than black-white ones. It can be hypothesized that colorful pictures attract readers' attention, make readers more interested in a text, and stimulate emotional reactions. Moreover, using visual aids in the pre-reading phase, pictures in this study, proved to have a more crucial impact on reading comprehension than presenting them during the reading. Based on the present study's result, it is recommended that teachers use colorful pictures as visual aids prior to reading to activate students' background, to make them more interested in reading, to arouse emotional



comprehension. Some researchers (Park and Gabrieli, 1995; Frost, 1998; Canning, 2003) believe that visual stimuli activate schema. On the other hand, there are others (Stanovich and Stanovich, 1990; Samuels, 1970; Solman and Wu, 1995) who take the view that pictorial contexts distract readers' attention and hinder comprehension.

In the context of controversy, the present study, therefore, aims at investigating whether students who encounter pictorial contexts can comprehend passages more successfully than those who read non-pictorial texts. Another question is that whether colorful pictures create any difference compared with black-white pictures. A third question is whether the timing of the presentation of pictures make a difference.

Research Questions

The following research questions are to be investigated:

1. Do the students exposed to pictures have better comprehension than those who encounter non-pictorial contexts?
2. What is the most effective timing of the use of pictures?
3. Is there any significant difference between the use of colorful pictures and black-white ones in terms of their effects on reading comprehension?

Method

Participants

100 female high school students who studied in grade one in Tiran and Karvan region (Esfahan province) were chosen randomly. Then they were randomly assigned to five groups: one control group and four experimental groups each consisting of 20 subjects. After that, a

pretest was administered to check the homogeneity of the groups.

Procedure

All groups took part in a proficiency test which was intended to check their homogeneity. All groups attended the reading comprehension course assigned for each of them for a period of 10 sessions. In each session, they received one text followed by ten reading comprehension questions. But in the last session, they received two reading passages followed by reading comprehension tests.

In each session, at first the teacher presented an outline of the passage orally, then the relevant reading passage was distributed among the students. They had to read the texts and answer the comprehension questions.

Different techniques can be used by teachers to assist students to activate the relevant schema. One of these techniques is the use of pictures which paves the way for learners to get more from a passage, and fulfil the task of reading faster with high degrees of comprehension

The treatment used for the control group was a non-pictorial teaching method while experimental group one (EG1) in each session received relevant colorful pictures in the pre-reading stage. The pictures were put on the board, and then the teacher presented the outline of the passages. After that, the relevant



Introduction

Over the past decades, EFL reading and research have undergone dramatic changes. The view of reading has moved towards a complex psycholinguistic, interactive model consisting of both bottom-up and top-down processes through an intelligent “guessing game” (Goodman, 1970). New trends emphasize the communicative aspects of language. Accordingly, reading theories have also been affected by new interest in communication. Thus, reading is now viewed as a means of improving cross-cultural communication in which readers seek meaning and try to reconstruct the writer’s message. We all know that there is more to using language and communicating successfully with other people than just being able to discuss the language system. Many factors are involved in the process of receiving a linguistic message apart from the language itself (Cook, 1990).

Background knowledge or “schema” is one of these factors. Bartlett (1939) was the first to propose that the organization of a reader’s past experiences directly influences comprehension and retention of a text (Schema Theory). In other words, readers understand what they read by analyzing the text according to their “schema” or internal organization of past personal experiences. That is, as Carrell and Eisterhold (1983) mentioned, no text carries meaning by itself. It is through relating textual material to one’s own knowledge that effective comprehension can be achieved. In this regard, Coady (1979) maintains that readers recreate a replica of the message, and use their previous knowledge (schemata) in the

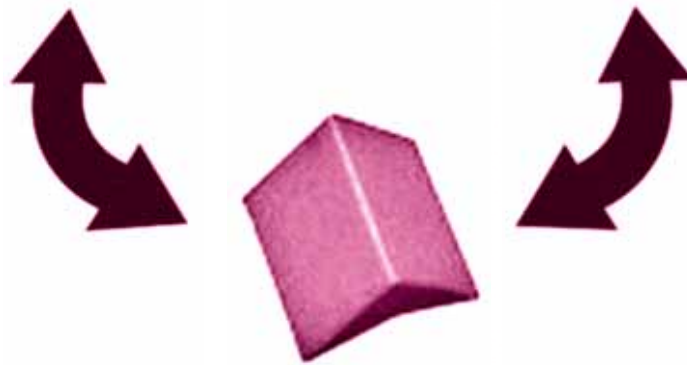
process of reconstruction. According to Steffensen and Joag-Dev (1984) schemata is defined as abstract cognitive structures which incorporate generalized cognitive structures. Thus, we employ our schemata in understanding a text.

One of the essential issues in teaching reading to ESL/EFL students is activating their schemata. Coady (1979) and Canning (2002) maintain that for students’ schemata to be activated the subject of reading materials should be of high interest and relate well to the background of readers. Coady (1979) also mentions that specially for ESL learners, greater background knowledge of a particular subject matter could somewhat compensate for the lack of syntactic control over the language; in a sense, strong schematic input can help compensate for poor syntactic control.

For students’ schemata to be activated, the subject of reading materials should be of high interest and relate well to the background of readers

Pearson (1983) and Canning (2003) state that when teachers activate learners’ background knowledge, they can use their own experience to predict and evaluate story characters, actions and problems. Different techniques can be used by teachers to assist students to activate the relevant schema. One of these techniques is the use of pictures which paves the way for learners to get more from a passage, and fulfil the task of reading faster with high degrees of comprehension (Canning, 2003).

There are disagreements on the effects of pictorial context on reading



Abstract

For many years reading comprehension has drawn the attention of second or foreign language practitioners and researchers, and it has been studied from different perspectives. Reading comprehension is the inseparable part of teaching and the most important and irreplaceable skill in learning a foreign language. The purpose of this project was to study the effect of pictures and the phase of the lesson in which they are presented on reading comprehension.

This research investigated the impact of colorful pictures and black-white pictures in the pre-reading phase and during reading phase on reading comprehension of Iranian high school students. To conduct the research, 100 female students who studied in grade one at high school in Tiran and Karvan region (Esfahan province) were selected. Then they were assigned into five groups; one control group and four experimental groups. To ensure the homogeneity of the groups, a reliable pretest was administered and the results revealed that they were homogeneous. Then, all of the groups had to attend a ten-session course which took four weeks. In each session, different groups received one reading text (except the last session in which they received two texts). The teacher (researcher) presented an outline of the passage orally. After that, the learners read the texts and responded to the comprehension questions. The treatment in each group was different: the control group (CG) did not receive any picture, experimental group one (EG1) received colorful pictorial contexts in the pre-reading phase, experimental group two (EG2) was exposed to black-white pictures in the pre-reading phase, experimental group three (EG3) was exposed to colorful pictures during the reading phase, while experimental group four (EG4) received black-white pictorial texts in the reading phase of the lesson. All of the passages which were taken from Howe's "Start with English" were followed by some questions. The participants had to read the texts and answer the comprehension questions. The results of the statistical analysis indicated that EG1 outperformed the other groups followed by EG3, and EG4. The findings of the present study provide evidence showing that the colorful pictures had a considerable effect on reading comprehension of the learners. Moreover, the results revealed that presenting pictures in the pre-reading phase had greater impact on reading comprehension of learners than presenting them during the reading phase. So, it is suggested EFL teachers use colorful pictures in the pre-reading phase in order to activate students' background knowledge and to provoke their interest in reading texts they use for reading comprehension.

Key Words: reading comprehension, colorful and black-white pictures (pictorial contexts), pre-reading vs during-reading phase

The Effect of Pictorial Contexts on Reading Comprehension of High School Students: Pre-reading vs. During-reading



چکیده

خواندن متن و درک مطلب یکی از بخش‌های عمده در تدریس زبان خارجی است که طی سال‌ها نظریات مختلفی در ارتباط با آن داده شده و روش‌های گوناگونی برای تدریس آن پیشنهاد شده است. هدف مدرس زبان خارجه به عنوان تسهیل‌کننده فرایند یادگیری باید ایجاد زمینه برای درک بهتر و راحت‌تر متن باشد. در این راستا به نظر می‌رسد که استفاده از تصویر باعث سهولت در فرایند درک متن می‌شود. بر این اساس، هدف این تحقیق مشاهده تأثیر تصاویر و نحوه ارائه آنها از لحاظ زمانی بر درک مطلب در دانش‌آموزان دبیرستانی است. بدین منظور ۱۹۵ دانش‌آموز از میان دانش‌آموزان سال اول دبیرستان‌های تیران و کاروان در آزمون زبان عمومی استاندارد شرکت کردند. از میان آنها دانش‌آموزانی با نمرات یک انحراف معیار اختلاف نسبت به میانگین انتخاب شدند. صد نفر دانش‌آموز انتخاب شده به صورت تصادفی به پنج گروه بیست نفره تقسیم شدند. هر کدام از این گروه‌ها می‌بایست در یک دوره ده جلسه‌ای، که چهار هفته به طول انجامید، شرکت می‌کردند. در هر جلسه، گروه‌های مختلف متنی را دریافت می‌کردند. (به جز جلسه آخر که دو متن دریافت کردند). مدرس در آغاز، خلاصه‌ای از متن را به صورت شفاهی ارائه می‌داد. سپس دانش‌آموزان متن موردنظر را می‌خواندند و به سؤالات مربوط به آن پاسخ می‌دادند. البته هر کدام از گروه‌ها متن را به شکلی متفاوت دریافت می‌کردند: ۱. گروه کنترل متنی بدون تصویر، ۲. گروه اول متنی همراه با تصاویر رنگی ارائه شده در مرحله پیش مطالعه، ۳. گروه دوم متنی با تصاویر سیاه سفید ارائه شده در مرحله پیش مطالعه، ۴. گروه سوم متنی با تصاویر رنگی در حین مطالعه (داخل متن)، و ۵. گروه چهارم متنی با تصاویر سیاه سفید در حین خواندن (داخل متن) دریافت کردند. نتایج به دست آمده نشان داد که گروه اول بالاترین میانگین را کسب کرده است. بعد از آن گروه سوم، سپس گروه دوم و سرانجام گروه چهارم به ترتیب میانگین بالایی به دست آوردند. این نتایج حاکی از تأثیر بسزای تصاویر و به ویژه تصاویر رنگی در تدریس متن است. علاوه بر این، نتایج نشان داد که استفاده از تصاویر در مرحله پیش مطالعه باعث برانگیختگی دانش‌آموزان پیش‌زمینه و ایجاد انگیزه بیشتر در دانش‌آموزان می‌شود.

کلیدواژه‌ها: درک مطلب، تصاویر رنگی و سیاه و سفید، مرحله پیش مطالعه و مطالعه