The Effect of Vocabulary Learning Strategy Instruction on the Iranian Upper Intermediate EFL Learners' Use, Perception of Usefulness of the Strategies and Vocabulary Development

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Research methodology: Study design

Sample size: 0

Data collection: Questionnaire

Measure of effectiveness: Grading

Summary: Vocabulary knowledge is central to language and one of the prominent factors of success in second or foreign language learning. The present study aimed to investigate to what extent teaching vocabulary learning strategies affects the learners' use, perception of usefulness of strategies and L2 vocabulary proficiency in the context of the Iranian EFL learners. One hundred and twenty participants were selected by administrating FCE test at the language school. They were divided into four equal subgroups; three of the groups received training. The data were collected by administering the Schmitt questionnaire twice, before and after the instruction. A six session training program which included teaching three strategies of applying affixes, looking up sample sentences in dictionary and grouping words by topic was implemented. The items of the pre-questionnaire and post-questionnaire were analyzed via descriptive statistics. Additionally, the collected data in the pretest and posttest were compared with each other using ANOVA and paired t-test. The findings indicated the effectiveness of teaching vocabulary learning strategies on the Iranian EFL learners' use, perception of usefulness of strategies, and vocabulary development. Keywords: Language learning strategies, Vocabulary learning strategies, Teaching vocabulary learning strategies, Vocabulary proficiency