

# The Study of Vocabulary Awareness Effect on Intermediate Language Learners' Depth of Vocabulary Knowledge in Genuine Persian Texts

Masoumeh Rostami Dehjalali<sup>1</sup> & Siros Izadpanah<sup>1</sup>

<sup>1</sup> Department of English Language Teaching, Zanjan Branch, Islamic Azad University, Zanjan, Iran

Correspondence: Siros Izadpanah, Department of English Language Teaching, Zanjan Branch, Islamic Azad University, Zanjan, Iran. E-mail: cyrosizadpanah@yahoo.com

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## Abstract

Every single day, we use spoken and written words to communicate thoughts, ideas and emotions. Sometimes, we are successful in communication, and sometimes we are not quite successful. We can say what we mean by use of good vocabulary knowledge. Facing with a written text, a good vocabulary is a very important tool. By having a good knowledge of vocabulary, you will be able to choose the best appropriate word. The purpose of the present study was set out to investigate the effects of vocabulary awareness on depth of vocabulary knowledge. In order to measure the effects of vocabulary awareness instruction on students' depth of vocabulary knowledge, a Word Associates Test (WAT) was administered to both groups in pretest and post test. After comparing the mean scores of pre test and post test results, it was revealed that vocabulary awareness instruction group outperformed the control group in reading comprehension performance, but not in depth of vocabulary knowledge, so vocabulary awareness instruction does not influence participants' depth of vocabulary knowledge.

**Keywords:** vocabulary awareness, depth of vocabulary knowledge, language learners

## 1. Introduction

Knowledge of L2 vocabulary is multi-faceted. It not only means direct translation of the L2 vocabulary but involves many other aspects of knowledge as well. Different definitions for have been offered by many researchers. Grendel (1993) defines word comprehension as "knowing the meaning of a word" (p. 141). Vygotsky (1986) states that "a meaningless word is just a sound, no longer a part of human speech" (p. 6). Nation (2001) suggesting a word knowledge framework in a way that a person's knowledge of a word must be both productive and receptive, "in order to cover all aspects of what is involved in knowing a word" (Nation, 2001, p. 26).

According to Nation & Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Miller & Gildea (1987) state that knowing a word by sound and sight and knowing its definition in dictionary are not the same as knowing its usage correctly and understanding it when it is heard or seen in various contexts. It is central to learning a foreign language at primary level and build up a useful vocabulary (Cameron, 2001). Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first. Bernhardt (2005) comments that the most nowadays essential factor in language proficiency and school success is considered knowledge of words, and we can say its related to its close relation with text comprehension. It is not possible to understanding sentences or texts without knowledge of words.

### 1.1 Objective and Research Question

The purpose of the study was to investigate the connection between vocabulary awareness and reading comprehension in genuine Persian texts Based on the main purpose of the present study, the following question was made:

**RQ:** Does vocabulary awareness have any significant effect on intermediate language learners' reading

comprehension?

In order to answer to the above research question, the following research null hypothesis was proposed:

**H0:** Vocabulary awareness does not have any significant effect on intermediate language learners' reading comprehension.

## 2. Literature Review

### 2.1 Vocabulary Learning Strategies

Learning strategies are the "process by which information is obtained, stored, retrieved, and use" (Rubin, 1987, p. 29). They are specific actions, behaviors, steps or techniques that students employ consciously to improve the progress in "internalizing, storing, retrieving, and using the L2" (Oxford, 1992, p. 175) O'Malley & Chamot (1990) divided learning strategies into three major types: metacognitive, cognitive and social/affective. Oxford (1990) added in two other types: compensation and memory while Schmitt (1997) included two more namely, determination and consolidation. In the following, these strategies are described in brief.

#### 2.1.1 Metacognitive Strategies

They are strategies for monitoring the process of language learning and use, taking steps to efficiently regulate and plan the learning processes.

#### 2.1.2 Cognitive Strategies

They are the strategies to manipulate information in a task so that the learners can either acquire or retain the information from the task. When learners meet unknown words, they use social strategies to ask people around them such as the classmates, friends, teachers or parents for the explanation of the words. Thus, they are strategies that relate to human relationship. Affective strategies relate to one's emotional control. They help suppress negative feelings when one meets an unknown word.

#### 2.1.3 Memory Strategies

They involve relating the unknown words with previously learnt words and may need the learners to connect the new unknown words to personal experiences, and pictures and images.

#### 2.1.4 Consolidation Strategies

They are different strategies to consolidate what is learned. By using the strategies, the learners try hard to remember the new words learned. They may do written or verbal repetitions, repeat the words over time, do rote learning, connect the new word with synonyms and antonyms, and take notes in the lessons.

#### 2.1.5 Determination and Compensation Strategies

Determination strategies are used to discover meanings and obtain initial information of unknown words. They involve analyzing the part of speech and affixes of the unknown words, L1 knowledge, guessing from contexts, making use of pictures or images and using dictionaries. Compensation strategies, such as guessing the meaning of unknown words, are used when learners meet unknown words. Determination strategies work closely with incidental vocabulary learning. When learners read texts and meet unknown words, lexical inference skills are employed to decode the words.

### 2.2 Definition of Vocabulary

According to Nation & Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first. Wallace (1982) mentions two main reasons about the importance of vocabulary which is as follows:

- Language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself.
- Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

Furthermore, Lehr & Osborn (2001) explain two kinds of vocabulary description as follows.

*First*, a word has two forms, oral and print.

- Oral vocabulary includes the words that are recognized and used in listening and speaking.
- Print vocabulary includes the words that are recognized and used in reading and writing.

*Second*, word knowledge is composed of two forms, receptive and productive.

- Receptive Vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.
- Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

Furthermore, knowing and understanding words mean knowing their “form” (how they sounds, how they spelt, grammatical change that could be made to them), their “meaning” (their conceptual content, and how they relate to other words and in particular types of language use (Cameron, 2001).

### 2.3 Vocabulary and Its Importance

Learning a language without vocabulary is impossible. In recent years, second or foreign language vocabulary learning has become a topic of much interest for researchers, teachers, curriculum designers and theorists. We can define vocabulary as the words of a language, containing single items, phrases or chunks of words by a particular meaning. Vocabulary includes single lexical items i.e., words with specific meaning and also addresses lexical phrases or chunks. Since without sufficient vocabulary, learners cannot understand others or express their own ideas in communication the importance of vocabulary is central to English language teaching (Allen, 1983; Brown, 1994).

Wilkins (1972) wrote “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 112). Lewis (1993) wrote “lexis is the core or heart of language” (p. 89). As learners develop their expression and fluency in English, it is vital for learners to have more productive vocabulary knowledge and to improve their own personal strategies for learning vocabulary. Learners often instinctively understand the importance of vocabulary for language learning. Schmitt (2010) stated “learners carry around dictionaries and not grammar books” (p. 4), so teaching vocabulary helps learners to understand meaning and communicate with others in English. There are various ways for defining concept of a word, but three significant aspects that teachers need to focus on and be aware of them are form, meaning, and use. Rivers (1984) believes that vocabulary cannot be taught although it can be explained, presented, demonstrated along with other techniques and activities, it must be learned by individuals. Individuals differ in their knowledge of vocabulary. The vocabulary we understand and use varies in nature and quantity from one person to the other. This is also the exact case for native speakers. Acquiring his/her first language, one develops concepts by means of learning how our surroundings express these concepts. Later on, as our competence develops, we use the language to express new concepts to our fellows. Lessard-Clouston (1996, p. 27) wrote that “Vocabulary—words, phrases, idioms, etc. is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing, as well as culture”. McCarthy (1990) states that “How well the student learns grammar is not important, and no matter how successfully the sounds of L2 (second language learner) are mastered, communication cannot happen in any meaningful way in L2 without words to express a wider range of meanings.” An essential part of language is vocabulary. A second language learner will find it difficult to do well in the four skills namely, speaking, listening, reading and writing, without adequate vocabulary knowledge.

### 2.4 Vocabulary Awareness

In recent decades, vocabulary researchers have indicated various but complementary frameworks, to have a definition on what it means to know a word in second language (L2). Most of them claim lexical knowledge is not an all-or-nothing phenomenon, but it involves different degrees of knowledge. Researchers say it should be consist of several levels and dimensions of knowledge and constructed as a continuum, or continua. Most of what is written on word knowledge relates to the well-known vocabulary knowledge framework of Richards (1976). He dandified seven aspects of word knowledge (e.g., associations, syntactic behavior, different meanings, semantic value, underlying form and derivations). Nation (1990) identified eight types of word knowledge (e.g., grammatical pattern, form, function, meaning, relation with other words), that were specified for both receptive and productive knowledge. Chapelle (1998) suggests that a special vocabulary definition should contain four dimensions: (a) knowledge of word characteristics, (b) vocabulary size, (c) lexicon organization, and (d) processes of lexical access. Henriksen (1999) stated three separate but related vocabulary dimensions: (a) a “partial-precise knowledge” dimension, (b) a “depth of knowledge” dimension, and (c) a “receptive-productive” dimension. Qian’s (2002) newly framework, developed on the collective strength of earlier models of vocabulary

knowledge claimed that vocabulary knowledge contains four intrinsically connected dimensions: (a) vocabulary size, (b) depth of vocabulary knowledge, (c) lexical organization, and (d) automaticity of receptive—productive knowledge. The significance of different factors in these dimensions varies based on specific goal of language use. In all reviewed frameworks, there is a clear consensus that vocabulary knowledge should at least contain two dimensions, which are vocabulary depth, or quality and breadth, or size of vocabulary knowledge. Vocabulary breadth is related to the number of words the meaning of which a learner has at least some superficial knowledge. Depth of vocabulary knowledge refers to learner's level knowledge of various aspects of a given word, or how well the learner knows this word. Nation (2001) defined eight different types of knowledge which are necessary to know a word, but later corrected it, adding a ninth aspect "word parts". His explanation of the nine aspects of vocabulary knowledge which are put forth as follows:

- Knowledge of the spoken form of a word
- Knowledge of the written form of a word
- Knowledge of the parts in a word which have meaning
- Knowledge of the link between a particular form and a meaning
- Knowledge of the concepts a word may possess
- Knowledge of the vocabulary that is associated with a word
- Knowledge of a word's grammatical functions
- Knowledge of a word's collocations
- Knowledge of a word's register and frequency.

Further, Nation (2001) separated each of them into receptive and productive knowledge. It could be said that vocabulary knowledge is a systematic procedure that different types of knowledge are acquired until all aspects of knowledge are known for an item and not an all-or-nothing relationship. Acquiring comprehensive knowledge of a word requires substantial takings in all nine aspects of knowledge, and as a result, large number of words, mostly the less frequent ones, may only be partially learned. It also seems possible that some aspects of knowledge are acquired before others. Schmitt & McCarthy (1990) and Schmitt (1997, 2000) claim that knowledge of meaning and form may be acquired before some of the other aspects such as register and collocation.

Rouhi & Mousapour Negari (2013) designed a research to explore the role of size and depth of vocabulary knowledge in reading comprehension performance of Iranian EFL learners. To this aim, 50 EFL students studying at Islamic Azad University of Kerman, Iran participated in the study. A two-tailed Pearson correlation and multiple regression analyses were run in order to analyze the scores obtained from three tests, VLA, WAT and RCT. The results revealed that a) size, depth of vocabulary knowledge and reading comprehension are positively and significantly correlated to each other, b) both size and depth are of equal importance in Iranian EFL learners' success in reading comprehension performance and c) comparatively, size correlated more strongly to the success of Iranian EFL learners' in reading comprehension performance than depth of vocabulary knowledge.

In another study, Ma & Lin (2015) designed a research study to investigate the overall and relative contribution of four subcomponents of vocabulary knowledge to reading comprehension. The four vocabulary subcomponents were vocabulary size, word association knowledge, collocation knowledge, and morphological knowledge. The participants were 124 college students from a university in Taipei, Taiwan. Six instruments were employed:

- A reading comprehension test
- A vocabulary size test
- A test on word association knowledge and collocation knowledge
- A test of morphological knowledge
- Motivation attitude scale
- A self-efficacy scale.

The results can be summarized as follows. First, after the effects of motivation and self-efficacy have been controlled, the four vocabulary subcomponents altogether contributed significantly (20%) to reading comprehension performance. Moreover, depth of vocabulary knowledge (including word association knowledge,

collocation knowledge, and morphological knowledge) provided an additional explained variance (6%) in reading comprehension performance over and above vocabulary size. Finally, among the three subcomponents of depth of vocabulary knowledge, collocation knowledge explained the most proportion of variance (5.6%) in contributing to performance on reading comprehension. Based on these findings, some implications and suggestions for future research were provided.

A similar study which was done by Azman Mokhtar in 2010, the VLT was administered among 360 Malaysian diploma students at University Technology MARA, Perlis. The researchers were concerned in whether the students knew an adequate number of words with high-frequency or not and not strongly concerned with students' total score on the test. Hence, the researchers recognized it essential to prepare a study which there is little consideration on vocabulary in most reading comprehension courses.

Farvardin & Koosha (2011) tried to investigate the connection between vocabulary knowledge and reading comprehension, and to find out which aspect of vocabulary knowledge, breadth or depth, have more effect on reading comprehension performance. So, three language tests were used, a reading comprehension test, Vocabulary Levels Test revised by Schmitt et al. (2001), and Read's (1998) Word Associates Test. The total participants of present study were 78 freshmen majoring in TEFL at Islamic Azad University of Najafabad, Iran. The results of the two-tailed Pearson Correlations and multiple regression analyses revealed that 1) there were a positive correlation between test scores on vocabulary breadth, depth of vocabulary knowledge, and reading comprehension 2) stronger predictor was vocabulary breadth for reading comprehension and not vocabulary knowledge and 3) there was a close correlation between breadth and depth of vocabulary knowledge. The obtained results further indicated that both breadth and depth of vocabulary are useful predictors of reading comprehension performance and even a combination of the both associates better with reading comprehension than either one alone.

### 3. Method

#### 3.1 Participants

The whole population of the present study was 120 female EFL learners who studied English as a foreign language at Iran Language Institute which was located in Zanjan, Iran. These language learners were selected from all female EFL learners of the institute. The study population had studied English for 2 to 4 years in the said language institute. *The Quick Oxford Placement Test* (QOPT) was used for homogenizing the learners. After administration of the placement test, 56 intermediate EFL learners were selected as the main members of the current research.

#### 3.2 Design

The design of this study is quasi experimental. In this study the participant students are divided into two groups. The experimental group receives the specially designed reading comprehension instruction including vocabulary awareness raising activities. However, the control group in this study received reading comprehension instruction based on traditional approach. *The Quick Oxford Placement Test* (QOPT) was used for homogenizing the learners. After administration of the placement test, 56 intermediate EFL learners were selected as the main members of the current research. The intervention occurred in the spring of 2016 in 14 sessions, twice a week (Saturday and Monday). Two classes, as control and experimental groups participated in the study and both groups had the same teacher.

Design schematically shown below:

*Experimental group:* Pretest (reading, WAT) + treatment + Post- test (reading, WAT).

*Control group:* Pretest (reading, WAT) + traditional instruction + Post- test (reading, WAT).

#### 3.3 Instruments

Two instruments were utilized to answer the research question of this study:

- Oxford Placement Test (OPT) (Appendix A)
- Word Associates Test (WAT) (Appendix B)

The vocabulary awareness instruction were as follows

- Some important words from the passage were **bolded**, *italicized*, and underlined. This was done to raise participants' awareness about vocabularies.
- One student was asked to summarize the passage orally with his/ her own words.

- The students were allowed to guess the meaning and also to ask about misconceptions.
- Some realias were used for teaching new vocabularies.
- Different pictures were used for teaching some words.

The treatment lasted for 14 days of instruction: two sessions every week, each session 20 minutes. In the control group, the learners did not use any specific awareness raising strategy. In fact the teacher followed all stages of reading instruction except vocabulary awareness raising step (underlined words, **bolded** words, etc.). As the third step, all participants take the post- test which was the same as pretest. It needs to be added that the test items of WAT had focused on the vocabularies which were used in reading comprehension passages during treatment.

**4. Results**

The participants’ responses, both for pre-test and post-test, were measured, analyzed and the scores were entered into SPSS 18.0 data file. Descriptive analyses were then conducted to measure the mean, standard deviation and normality of distribution for the scores. This information was necessary for deciding what variables could be included with confidence in the primary analyses addressing the study’s research questions. To start analyzing the results, the researcher launched Smirnov-Kolmogorov to check the homogeneity of the participants of both groups. Since the results were satisfactory, the researcher started to compare means of both groups’ test results. The data from reading comprehension and depth of vocabulary knowledge was used to measure the correlation between the two variables before and after their vocabulary awareness was enhanced.

The null hypothesis was concerned with the role of vocabulary awareness on intermediate students’ depth of vocabulary knowledge. An independent samples t-test procedure was used to compare depth of vocabulary knowledge difference of experimental and control group before receiving treatment (vocabulary awareness rising). However, before comparing the results of the two groups on depth of vocabulary knowledge, there was a need to check if mean scores are different or not. Descriptive statistics for the depth of vocabulary knowledge related to pretest among participants of experimental and control group are indicated in Table 1.

Table 1. Descriptive statistics for pretest depth of vocabulary knowledge of control and experimental groups

		Group Statistics			
	Grouping	N	Mean	Std. Deviation	Std. Error Mean
<b>WAT pre</b>	Experimental	28	76.21	20.189	3.749
	Control	27	82.14	11.234	2.123

Since the mean scores of the two groups was not equal (experimental group= 76.21; control group= 82.14), the researcher carried out an independent samples t-test to see if this difference is statistically significant or not. Table 2 Provides detailed information about t-test results.

Table 2. Independent sample t-test for significance of pre-test depth of vocabulary knowledge difference

		Independent Samples Test						
		Levene’s Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
<b>Reading</b>	Equal variances assumed	3.707	.059	-.662	55	.511	-3.039	4.590
	Equal variances not assumed			-.665	52.101	.509	-3.039	4.568

As the table 2 indicates, Levene test result is higher than 0.05, which by itself indicates that the two groups are homogeneous. Since Levene test t-test result is not equal to 0 (=0.59), it is needed to have the equal variance assumed (the first row) for the Sig. (2-tailed), which equals 0.511. As the t-test result indicates the two groups were not significantly different before the treatment. Then, there is a need to check post test results to see if the two groups are different in their depth of vocabulary knowledge scores or not. If mean differences are statistically significant, it can be claimed that the difference has been the result of treatment. As the post test result indicated, the depth of vocabulary knowledge means were different after the treatment. Descriptive statistics for post test depth of vocabulary knowledge score difference of both groups are indicated in table 3.

Table 3. Descriptive statistics for post -test depth of vocabulary knowledge

	Grouping	Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
<b>WAT post</b>	Experimental	28	81.10	19.478	3.617
	Control	27	84.14	14.762	2.790

Descriptive statistics show that while the mean score of experimental group's depth of vocabulary knowledge is  $M=81.10$ , that of control group is  $M=84.14$ . However, the difference needs to be statistically confirmed. To this end, an independent samples t-test was carried out. The t-test results of post treatment depth of vocabulary knowledge indicates that the reading comprehension scores of experimental group has not significantly changed by treatment (Sig. 2-tailed = 0.178). T-test results have been shown in table 4. T-test results for  $p < 0.05$  equaled 0.00

Table 4. Independent sample t-test results for post-test reading comprehension

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
<b>Reading</b>	Equal variances assumed	5.056	.029	-1.365	55	.178	-5.936	4.349
	Equal variances not assumed			-1.378	44.131	.175	-5.936	4.308

Note. \*\*: significant at 0.01.

Therefore, based on the reports of data analysis above, the null hypothesis, predicting an insignificant role of vocabulary awareness in learners' depth of vocabulary knowledge, was retained.

## 5. Discussion

The research question revealed that vocabulary awareness does not influence depth of vocabulary knowledge in a significant way. This finding is in contrast with Nilforushan (2012) who conducted a study to the effect of teaching vocabularies to increase the awareness on the potency and evaluation dimension of deep vocabulary knowledge. This contradiction could be explained by the existing differences between the two studies. The main source of contradiction could have been the adopted approaches toward vocabulary acquisition. While in the present study the researcher worked on reading comprehension vocabularies, Nilforushan (2012) instructed vocabularies through concept mapping.

In another study Rouhi & MousapourNegari (2013) designed a research to explore the role of size and depth of vocabulary knowledge in reading comprehension performance of Iranian EFL learners. Their findings are in contrast with our findings in a way that a two-tailed Pearson correlation and multiple regression analyses were run in order to analyze the scores obtained from two tests, VLA, WAT. The results revealed that a size and depth of vocabulary knowledge positively and importantly are connected to each other, and this contradiction reason may be the gender of participants in these studies, in the present study the participants were female language learners, while Rouhi & Mousapour Negari (2013) used both male and female participants in their study.

The findings showed that although vocabulary awareness enhances reading comprehension, this improvement is not achieved through deepening vocabulary knowledge. Then, if learners are expected to have a deep knowledge of vocabularies, vocabulary awareness instruction is not suggested to be utilized in classroom context. In fact, the effectiveness of vocabulary awareness instruction in developing reading comprehension knowledge of the intermediate participants might have been due to its novelty and would diminish as time goes by. Moreover, the ineffectiveness of vocabulary awareness instruction in enhancing depth of vocabulary knowledge might have been related to insufficient exposure to vocabulary awareness instruction.

The present study indicated that various explanations regarding the obtained results and existing contradictions can be offered. Firstly, learners' proficiency could have been a decisive variable on the effectiveness of vocabulary awareness instruction. Then, it might be the case that for effectiveness of vocabulary awareness instruction EFL learners need to have threshold level of general English proficiency. As mentioned in chapter three the participants of present study were intermediate level students in their English proficiency. Then, the contradiction between this study and previous studies might be because of difference in the nature of the participants. Moreover, the role of context of the study should not be ignored. The contradictory findings of this

study might be due to the fact that previous studies had used different instruments while in this study we used WAT and reading comprehension test in general. The length of treatment might be an important contextual factor too.

The focus on participants, context (general reading comprehension), proficiency, and age lies in the fact that, as mentioned in chapter four, these factors interact with the degree to which vocabulary awareness instruction influences depth of vocabulary knowledge. For instance, advanced participants might be better than intermediate and elementary participants in terms of their ability to use depth of vocabulary knowledge in more efficient reading comprehension (Thomas, 2002).

The results of the third research question suggested that there is no relationship between reading comprehension and depth of vocabulary knowledge, this point implies that language learners can enhance their comprehension even without very deep knowledge of vocabularies.

Whatever the case, the main goal of this study was to investigate the usefulness of vocabulary awareness instruction on intermediate learners' depth of vocabulary knowledge. As the results showed, vocabulary awareness instruction group (experimental group) outperformed the other group (control group) in reading comprehension performance, and not in depth of vocabulary knowledge. Since, the researcher did not assign any classroom time on teaching vocabulary awareness (in fact the time was allocated during material designing through the process of selecting and bolding the target vocabularies, it can be stated that vocabulary awareness instruction is not very time consuming and it can be achieved very easily through input enhancement techniques. Short-term results might not be equal to longer-term results. The effect of long term vocabulary awareness instructions on depth of vocabulary knowledge needs more attention and exploration.

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## Appendix A

### Quick Placement Test

This test is divided into two parts:

**Part One (Questions 1–40)—All students.**

**Part Two (Questions 41–60)—Do not start this part unless told to do so by your test supervisor.**

**Time: 30 minutes**

### Part 1

#### Questions 1-5

- Where can you see these notices?
- For questions 1 to 5, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

1	Please leave your room key at Reception.	A	in a shop
		B	in a hotel
		C	in a taxi
2	Foreign money changed here	A	in a library
		B	in a bank
		C	in a police station
3	AFTERNOON SHOW BEGINS AT 2PM	A	outside a theatre
		B	outside a supermarket
		C	outside a restaurant
4	CLOSED FOR HOLIDAYS Lessons start again on the 8th January	A	at a travel agent's
		B	at a music school
		C	at a restaurant
5	Price per night: £10 a tent £5 a person	A	at a cinema
		B	in a hotel
		C	on a camp-site

#### Questions 6-10

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

#### Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people (6) ..... Scotland speak a different language called Gaelic. There are (7) ..... five million people in Scotland, and Edinburgh is (8) ..... most famous city. Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there (9) ..... many forests, but now there are only a (10) ..... . Scotland is only a small country, but it is quite beautiful.

6	A on	B in	C at
7	A about	B between	C among
8	A his	B your	C its
9	A is	B were	C was
10	A few	B little	C lot

**Questions 11–20**

- In this section you must choose the word which best fits each space in the texts.
- For questions 11 to 20, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

**Alice Guy Blaché**

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, (11) ..... sound and colour. In 1907 Alice (12) ..... to New York where she started her own film company. She was (13) ..... successful, but, when Hollywood became the centre of the film world, the best days of the independent New York film companies were (14) ..... . When Alice died in 1968, hardly anybody (15) ..... her name.

- |      |            |   |           |   |             |   |             |
|------|------------|---|-----------|---|-------------|---|-------------|
| 11 A | bringing   | B | including | C | containing  | D | supporting  |
| 12 A | moved      | B | ran       | C | entered     | D | transported |
| 13 A | next       | B | once      | C | immediately | D | recently    |
| 14 A | after      | B | down      | C | behind      | D | over        |
| 15 A | remembered | B | realised  | C | reminded    | D | repeated    |

**UFOs—do they exist?**

UFO is short for “unidentified flying object”. UFOs are popularly known as flying saucers, (16) .....that is often the (17) ..... they are reported to be. The (18) ..... “flying saucers” were seen in 1947 by an American pilot, but experts who studied his claim decided it had been a trick of the light. Even people experienced at watching the sky, (19) .....as pilots, report seeing UFOs. In 1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television (20) .....went up with the pilot and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats out fishing.

- |      |           |   |           |   |          |   |           |
|------|-----------|---|-----------|---|----------|---|-----------|
| 16 A | because   | B | therefore | C | although | D | so        |
| 17 A | look      | B | shape     | C | size     | D | type      |
| 18 A | last      | B | next      | C | first    | D | oldest    |
| 19 A | like      | B | that      | C | so       | D | such      |
| 20 A | cameraman | B | director  | C | actor    | D | announcer |

**Questions 21–40**

- In this section you must choose the word or phrase which best completes each sentence.
- For questions 21 to 40, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

- 21 The teacher encouraged her students .....to an English pen-friend.  
A should write      B write      C wrote      D to write
- 22 They spent a lot of time .....at the pictures in the museum.  
A looking      B for looking      C to look      D to looking
- 23 Shirley enjoys science lessons, but all her experiments seem to .....wrong.  
A turn      B come      C end      D go
- 24 ..... from Michael, all the group arrived on time.  
A Except      B Other      C Besides      D Apart
- 25 She .....her neighbour’s children for the broken window.  
A accused      B complained      C blamed      D Denied

- 26 As I had missed the history lesson, my friend went ..... the homework with me.  
A by B after C over D on
- 27 Whether she's a good actress or not is a .....of opinion.  
A matter B subject C point D case
- 28 The decorated roof of the ancient palace was .....up by four thin columns.  
A built B carried C held D supported
- 29 Would it .....you if we came on Thursday?  
A agree B suit C like D fit
- 30 This form .....be handed in until the end of the week.  
A doesn't need B doesn't have C needn't D hasn't got
- 31 If you make a mistake when you are writing, just .....it out with your pen.  
A cross B clear C do D wipe
- 32 Although our opinions on many things ..... , we're good friends.  
A differ B oppose C disagree D divide
- 33 This product must be eaten .....two days of purchase.  
A by B before C within D under
- 34 The newspaper report contained .....important information.  
A many B another C an D a lot of
- 35 Have you considered .....to London?  
A move B to move C to be moving D moving
- 36 It can be a good idea for people who lead an active life to increase their .....of vitamins.  
A upturn B input C upkeep D intake
- 37 I thought there was a ..... of jealousy in his reaction to my good fortune.  
A piece B part C shadow D touch
- 38 Why didn't you ..... that you were feeling ill?  
A advise B mention C remark D tell
- 39 James was not sure exactly where his best interests .....  
A stood B rested C lay D centred
- 40 He's still getting .....the shock of losing his job.  
A across B by C over D through

## Part 2

*Do not start this part unless told to do so by your test supervisor.*

### Questions 41–50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions 41 to 50, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

#### The tallest buildings—SKYSCRAPERS

Nowadays, skyscrapers can be found in most major cities of the world. A building which was many (41) .....high was first called a skyscraper in the United States at the end of the 19th century, and New York has perhaps the (42) ..... skyscraper of them all, the Empire State Building. The (43) ..... beneath the streets of New York is rock, (44) .....enough to take the heaviest load without sinking, and is therefore well-suited to bearing the(45) ..... of tall buildings.

- |      |            |   |           |   |            |   |            |
|------|------------|---|-----------|---|------------|---|------------|
| 41 A | stages     | B | steps     | C | storeys    | D | levels     |
| 42 A | first-rate | B | top-class | C | well-built | D | best-known |
| 43 A | dirt       | B | field     | C | ground     | D | soil       |
| 44 A | hard       | B | stiff     | C | forceful   | D | powerful   |
| 45 A | weight     | B | height    | C | size       | D | scale      |

**SCRABBLE**

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s in the USA, when Alfred Butts, an architect, found himself out of (46) ..... He decided that there was a (47) ..... for a board game based on words and (48) ..... to design one. Eventually he made a (49) ..... from it, in spite of the fact that his original (50) ..... was only three cents a game.

- |      |         |   |          |   |          |   |           |
|------|---------|---|----------|---|----------|---|-----------|
| 46 A | earning | B | work     | C | income   | D | job       |
| 47 A | market  | B | purchase | C | commerce | D | sale      |
| 48 A | took up | B | set out  | C | made for | D | got round |
| 49 A | wealth  | B | fund     | C | cash     | D | fortune   |
| 50 A | receipt | B | benefit  | C | profit   | D | allowance |

**Questions 51–60**

- In this section you must choose the word or phrase which best completes each sentence.
  - For questions 51 to 60, mark **one** letter **A, B, C** or **D** on your Answer Sheet.
- 51 Roger's manager ..... to make him stay late if he hadn't finished the work.  
A insisted      B warned      C threatened      D announced
- 52 By the time he has finished his week's work, John has hardly ..... energy left for the weekend.  
A any      B much      C no      D same
- 53 As the game ..... to a close, disappointed spectators started to leave.  
A led      B neared      C approached      D drew
- 54 I don't remember ..... the front door when I left home this morning.  
A to lock      B locking      C locked      D to have locked
- 55 I ..... to other people borrowing my books: they always forget to return them.  
A disagree      B avoid      C dislike      D object
- 56 Andrew's attempts to get into the swimming team have not ..... with much success.  
A associated      B concluded      C joined      D met
- 57 Although Harry had obviously read the newspaper article carefully, he didn't seem to have ..... the main point.  
A grasped      B clutched      C clasped      D gripped
- 58 A lot of the views put forward in the documentary were open to .....  
A enquiry      B query      C question      D wonder
- 59 The new college ..... for the needs of students with a variety of learning backgrounds.  
A deals      B supplies      C furnishes      D caters
- 60 I find the times of English meals very strange—I'm not used ..... dinner at 6pm.  
A to have      B to having      C having      D Have

**Appendix B****Word Associate Test****Time: 40m****1. beautiful** enjoyable  expensive  free  loud  education  face  music  weather**2. bright** clever  famous  happy  shining  colour  hand  poem  taste**3. calm** open  quiet  smooth  tired  cloth  day  light  person**4. natural** expected  helpful  real  short  foods  neighbours  parents  songs**5. fresh** another  cool  easy  raw  cotton  heat  language  water**6. general** closed  different  usual  whole  country  idea  reader  street**7. bare** empty  heavy  uncovered  useful  cupboard  feet  school  tool**8. acute** hidden  often  rich  sharp  angle  hearing  illness  stones**9. common** complete  light  ordinary  shared  boundary  circle  name  party**10. complex** angry  difficult  necessary  argument  passengers  patterns  problem sudden

**11. broad**

full  moving  quiet  wide  night  river  shoulders  smile

**12. conscious**

awake  healthy  knowing  laughing  face  decision  effort  student

**13. convenient**

easy  fresh  near  suitable  experience  sound  time  vegetable

**14. dense**

crowded  hot  noisy  thick  forest  handle  smoke  weather

**15. curious**

helpful  interested  missing  strange  accident  child  computer  steel

**16. distinct**

clear  famous  separate  true  advantage  meanings  news  parents

**17. dull**

cloudy  loud  nice  secret  colour  knife  place  rock

**18. direct**

honest  main  straight  wide  fence  flight  heat  river

**19. favorable**

helpful  legal  possible  positive  habit  response  teacher  weather

**20. secure**

confident  enjoyable  fixed  safe  game  job  meal  visitor

**21. tight**

close  rough  uncomfortable  wet  bend  pants  surface  wood

**22. violent**

expected  smelly  strong  unlucky  anger  death  rubbish  storm

**23. chronic**

continuing  local  serious  unplanned  accident  examination  illness  shortage

**24. compact**

effective  small  solid  useful  group  kitchen  medicine  string

**25. crude**

clever  fair  rough  valuable  behaviour  drawing  oil  trade

**26. domestic**

home  national  regular  smooth  animal  movement  policy  speed

**27. profound**

bright  deep  exact  great  effect  machine  taste  thought

**28. fertile**

dark  growing  private  special  business  egg  mind  soil

**29. formal**

fast  loud  organised  serious  bomb  education  growth  statement

**30. independent**

changed  equal  important  separate  child  country  ideas  prices

**31. original**

careful  closed  first  proud  condition  mind  plan  sister

**32. sensitive**

feeling  interesting  sharp  thick  clothes  instrument  skin  topic

**33. professional**

paid  public  regular  religious  advice  manner  musician  transport

**34. critical**

clear  dangerous  important  rough  festival  illness  time  water

**35. synthetic**

artificial  electronic  expensive  simple  drug  meal  radio  sound

**36. liberal**

free  moderate  plenty  valuable  crops  furniture  parents  transport

**37. dramatic**

exciting  official  surprising  worried  adventure  change  patient  salary

**38. conservative**

cautious  hopeful  traditional  warm  clothes  estimate  meeting  signal

**39. coherent**

clear  normal  recent  together  crime  health  speech  theory

**40. ample**

heavy  large  plentiful  windy  amount  climate  feelings  time

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