The Effect of Teachers' Lexicon Teaching Beliefs on EFL Learners Vocabulary Intake

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Abstract

Belief is a central construct in every discipline which deals with human behavior and learning (Horwitz, 1985). Also Vocabulary instruction occurs in classrooms every day at a variety of levels and for a variety of purposes. After all, words are the currency of education. The teacher's beliefs about learning will lead them to different strategies based on their beliefs and consequently it will effect on the learners' amount of Learning. The researcher aims at investigating whether such influences are significant regarding learning vocabulary or not.

Language teachers' beliefs and understandings of teaching as well as learning play an important role in their classroom practices and in their professional growth. As Harste and Burke (1977) postulated, teachers make decisions about classroom instruction in light of theoretical beliefs they hold about teaching and learning. Teachers' beliefs influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in. The present study investigates teachers' beliefs as one of the most significant issues in education. The researcher wants to identify which one of the teachers' lexicon teaching beliefs is more effective in enhancing learners' vocabulary intake. The beliefs which are under question in this study are divided into three groups. The first one is Memory-based, the second one is meaning-based and the last one is function-based lexicon teaching beliefs. In this study the researcher concluded that On the basis of the findings, it is possible to make the following statements about learning vocabulary by Iranian EFL learners:

1) The Learners who were taught by teachers with higher level of function-based lexicon teaching beliefs are superior in promoting their lexicon learning to those who were taught by teachers with higher level of meaning-based or memory-based lexicon teaching beliefs.

2) The Learners who were taught by teachers with higher level of meaning-based lexicon teaching beliefs are superior in promoting their lexicon learning to those who were taught by teachers with higher level of memory-based lexicon teaching beliefs.

3) The learners who were taught by those teachers with higher level of memory-based beliefs are in the lowest level of promoting their vocabulary learning in contrast with other groups.

Keywords: lexicon teaching beliefs, memory-based belief, meaning-based belief, function-based belief, vocabulary intake

1. Introduction

This study investigates two fields in language teaching: lexicon teaching beliefs and learners vocabulary intake. The study of teachers' beliefs forms a part of the process of understanding how teachers conceptualize their work. In order to understand it, it is necessary to understand the beliefs and principles they operate from (Richards and Gallo 2001).

Teachers' belief regarding teaching vocabulary is an important and relevant area of the study. Understanding the experiences of teachers with varied orientations toward lexicon instruction can provide teacher educators with information to guide the development of future vocabulary methods courses.

This study is a descriptive study, because as John Best stated it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends which are developing (2000: 118). In fact, the researcher cannot control that condition; he just can monitor it and its probable results on the environment. Similarly, in this study, there is no control on teachers' beliefs; the researcher can just

monitor its probable effect on learning. There is no treatment here and it is just an observation of the environment. As Best declared, descriptive studies deal with the relationships between variables, the testing of hypotheses and the development of principles that have universal validity (2000: 119). As he explained, these kinds of studies are done regarding behavioral sciences, because many of the types of behavior that interest the researchers cannot be arranged in a realistic setting (2000). It is a kind of casual-comparative researches. Here the independent variable (beliefs) has already been completed and the researcher cannot manipulate them. The researcher just wants to measure the influence of what was in teachers' minds on students' learning.

2. Teachers' Lexicon Teaching Beliefs

Teacher's belief is a central construct which deals with human behavior and influence teachers' consciousness, teaching attitude, teaching methods, teaching policies, teaching behavior and learners' development (Horwitz, 1985). .During the past thirty years or so, teacher education research has made significant contributions to the exploration of teachers' beliefs and their effects on teaching and learning process. (Zheng, 2009)

This paper has discussed the importance of teachers' beliefs and their effects on learning. In this research, the researcher wants to make identification between different beliefs about vocabulary learning and to investigate their effects on students' learning. Here, the concentration is on three groups which are the most interested beliefs in teaching lexicon which were held by Iranian EFL teachers that are called Memory,Meaning and Function-based. The teacher's beliefs about learning will lead them to different strategies based on their beliefs and consequently it will effect on their amount of Learning. The researcher wants to measure this affect regarding learning lexicon. The goal of the study is to determine whether there is a relationship or not. And if there is, how is it. And, so we can use the research to teach the will-be going teachers the most proper strategies that will form their beliefs. The teachers' beliefs on learning and learners are so important that can whether make learners more innovative and creative or not. Different teachers' beliefs will lead to different classroom managements, different teaching strategies, different practices and so different learners with different amount of intakes.

3. Memory, Meaning and Function Based Teaching Beliefs

In this research, the focus is on three kinds of lexicon teaching beliefs that were called Memory, Meaning-based and Function-based. Memory-based refers to concentrating on memorizing words, analyzing the parts of speech, focusing on affixes, listening and repeating, writing and practicing, imagining the written forms of the words and connecting the words with their synonyms and antonyms. The teachers in this group believe on using keyword methods to memorize the words, concentrating on the form of the words and using any other strategies to remember the words without considerable attention to meaning. Meaning-based refers to making negotiation between meaning and the words by the help of objects, mental images, etc. And it means to make connection between the words of the same family in learners' minds and to use other related techniques to gain its goal.Function-based refers to make negotiation and apply them in the sentences or texts and use other activities to learn the words better or to make relationship between the words and the learners' own experiences. In other words, it means to use the learners' energy for learning instead of just imagining the words.

To clarify it, an example is given here. Suppose that a teacher wants to teach the word "snow", if he believes on memory-based teaching, he may use a list of words which are in the same family with the selected word(such as snowy, snowing,…) or presents some synonyms, antonyms, the words derivations or affixes and asks the learners to memorize them. If he believes on meaning-based teaching, he may use some pictures to clarify the meaning or may ask the learners to imagine one of their remembrances of a snowy day or maybe he asks the learners to try to find out the meaning in their groups by consulting the dictionary.If he is in third group and believes on function-based teaching, he may ask the learners to go outside and touch the snow simply or if it isn't possible he may ask them to create a snowy day in the classroom and use there everything that can be helpful for walking in such a day.

4. Vocabulary Intake

Vocabulary learning is widely regarded as a crucial task for second language learners in their attempts to improve their linguistic competence (Brown & Perry, 1991; Fan, 2004; Gu, 2003, 2005). In fact, people with larger vocabularies even have higher IQs (Bell, Lassiter, Matthews, and Hutchinson, 2001; Hodapp, and Gerken, 1999)! Rather, teachers can have a real impact on children's vocabulary knowledge. Research shows that teachers can do things that significantly increase children's vocabularies (Baumann, and his colleges, 2003; Blachowicz and Fisher, 2000; National Reading Panel, 2000; Stahl and Fairbanks, 1986), and by doing so children's reading comprehension will also improve (National Reading Panel, 2000; Stahl, 1998).

Some teachers believe that in school we need to involve learners in rich, meaningful conversations whenever we can. Some others rely more on reading aloud or using mnemonics (Duke and Mosses, 2003). And the number of these kinds of beliefs is numerous. Surely the teachers' beliefs about teaching will be related to learning the issue. Teachers' knowledge and thinking are the keys for effective teaching. Understanding teachers' knowledge, teachers' thinking and teachers' beliefs can help us to understand teachers' behavior in the classroom. Research in the area provides ample evidence that teacher thinking influences teachers' perceptions, which, in turn, form teacher's beliefs that affect their classroom performances. (Teachers and students thinking and knowledge by Bhasin and Baveja, 2010)

Schmitt's (1997) and others studied on vocabulary strategy surveys to promote learning (Schmitt's strategies: Determination "DET", Social "SOC", Memory "MEM", Cognitive "COG", and Metacognitive "MET"). The identification of these strategy groups suggests the significance of vocabulary learning for EFL learners. So vocabulary knowledge is critical to language learning. It is important to work on it, to foster the development of a large "word bank" and effective vocabulary learning strategies.

5. The Study

The purpose of this study is to answer the following questions:

1) Which one of the lexicon teaching beliefs (Memory, Meaning and Function-based) are superior to other beliefs in promoting their learners' lexical intake?

2) Which one of the lexicon teaching beliefs is the less helpful one in promoting their learners' lexical intake?

And the hypothesis of the study is:

1) There are no differences between lexicon teaching beliefs in promoting learners' lexical intake.

If the results of the study confirm such a relationship, it may mean that students' better performance in one of the groups has been because of the effect of teachers' beliefs in that group that has been able to affect vocabulary learning.

6. Subjects

The participants of the study are150 EFL junior high school learners (who are both male and female and were on grade 3) out of approximately 250 EFL students in junior high schools (in the same grade) in Nowshahr, Mazandaran, Iran, and their teachers (threeteachers, one foreach group) who were willing to participate in the study as the subjects for the researcher to study the research questions. The learners were selected randomly based on the Krejcie and Morgan's table foe identifying the number of samples out of the number of statistical community.

In selecting the teachers, 30 EFL teachers out of 40 were asked to participate in filling the questionnaires randomly and then three of them were chosen based on their answers to the questions for the study. These three teachers were in the highest points of their groups regarding their beliefs in contrast to their colleges (the other 27 teachers) in the same group of beliefs (For example, the teacher who believed more than the others on memory-based strategies for teaching was selected as the teacher of the memory-based group).

The learners were selected based on an OPT test to make different groups homogeneous and the teachers were organized in the groups based on their answers to the questions of lexicon teaching belief questionnaire. There are three groups in this study, 50 learners and a teacher for each one. The first teacher is more function-based, the second one is more meaning-based and the third one is more Memory-based according to their answers to the questionnaire. All of the learners in different groups were made homogenous by OPT test.

7. Materials, Procedures and Data Analysis

All of the 150 students were in the same level of language proficiency before they had been taught by their teachers (They are selected at the beginning of the educational year). And these learners were selected from 250 students. The vocabulary Instruction Orientation Survey includes three teacher descriptions that each includes more memory-based, meaning-based and function-based teaching beliefs.

In this study a lexicon teaching beliefs questionnaire which before utilizing, was modified based on a survey from 30 EFL teachers, was used to do the study. In this survey, the teachers were asked to write their beliefs about teaching lexicon on a piece of paper (the teachers were selected randomly from Nowshahr and Chaloos, two cities in Mazandaran, Iran). Then their beliefs were collected. The result was shown that approximately above 90% of their beliefs was categorized in the groups that were mentioned in this study. So the researcher tried to contain these beliefs in the questionnaire and then 10 Iranian experienced EFL teachers evaluated and

modified it to become appropriate for measuring the Iranian proper level of lexicon teaching beliefs. This group of teachers was expected to underline practices that fell on the memory, meaning and function-based sides of lexicon teaching beliefs.

Having valuable results, the reliability and validity of the questionnaire should be calculated before utilizing it in the study. So, the researcher asked 10 Iranian experienced EFL teachers (who were different from those teachers who evaluated the questionnaire) to mark it and the calculated validity was equal to 87% as content validity. And then the questionnaire was given to a group of teachers to identify the reliability. The Cronbach's Alpha was used here and the reliability estimates as 93%. So it was concluded that the questionnaire is ready and proper to use as a tool to measure teachers' beliefs in teaching lexicon in the study.

This study focuses on an analysis of Iranian EFL learners' beliefs about English vocabulary learning and teaching. Three instruments were used to do the study that all of them were explained in the following:

7.1 Materials

To collect data for this research about teachers' beliefs and learning reactions on vocabulary side of language, a questionnaire and a vocabulary test were developed and implemented. The adoption of a questionnaire as a tool for data collection in studies on beliefs is a common practice in relevant literature (e.g., Horwitz 1985; Peacock 2001). The questionnaire was used for categorizing the teachers in the groups and the vocabulary test was utilized as a tool to identify the results of the research.

In addition, if constructed properly, the data collected from questionnaires may be processed efficiently, especially with the help of modern computers and sophisticated word processing software. Another feature of a questionnaire is its anonymity, which may contribute to elicitation of stress while answering the questions.

In the following part, the researcher elaborated on the relation between the items in the questionnaire and the research. The questions in the questionnaire are designed to organize the teachers' beliefs in three parts: Memory-based, Meaning-based and Function-based.

7.1.1 Memory-based Group Questions

The questions number 5, 9, 10, 11, 12, 16, 17, 19, 26, 27, 30, 31 and 35 lead to the memory-based group that concentrate on memorizing words, analyzing the parts of speech, focusing on affixes, listening and repeating, writing and practicing, imagining the written forms of the words and connecting the words with their synonyms and antonyms. The teachers in this group believe on using keyword methods to memorize the words, concentrating on the form of the words and using any other strategies to remember the words without considerable attention to meaning.

7.1.2 Meaning-based Group Questions

The questions number 1, 2, 4, 6, 13, 14, 18, 20, 21, 23, 29, 36 and 39 lead to the meaning-based group that focuses on making relationship between the words and their pictures of meaning, mental images and semantic networks. In fact in this group teachers believe more on placing words in a group with other items, paraphrasing the words and finding any other clues to make correlation between words and their meaning. Some of the other techniques that teachers in this group believe are using mental images, physical objects and any strategy which can help learners to escape from just memorizing and to elaborate meaning.

7.1.3 Function-based Group Questions

The questions number 3, 7, 8, 15, 22, 24, 25, 28, 32, 33, 34, 37 and 38 lead to the function-based group that focuses on connecting the words with reality and learners experiences, making use of common sense and knowledge of the world, using real objects such as reading newspapers or deliberately study a book and using words in real-life or quasi-real life situations. The teachers in this group believe that an EFL teacher should use some kinds of strategies like "asking learners to use new words in sentences, to group words within a storyline form, to use physical actions to teach vocabularies or to ask learners to do the actions, to ask the students to self-test, present more information that is covered in the book for teaching words and to teach the students to associate between words and the text and to use the text to understand the unknown words. In fact this group is a step beyond the pervious group in that the relationship between words and their meaning will be used here to utilize the words.

7.1.4 Beliefs Can Be Changeable and will Be Hard to Measure

All of the teaching beliefs are not limited to what was covered in the books, papers and other studies. Teachers may use some innovations in teaching, they may produce some new strategies, and new beliefs may be created in their minds. So, we cannot trust in any measurement in humanistic studies such as teaching beliefs. As, the

researcher will explain, 98% of those teachers' beliefs who were the agents of teachers of Nowshahr and Chaloos (Two cities in Mazandaran, Iran), were around the selected groups (Memo-B, M-B and F-B) which were covered in this paper (as they themselves declared). In fact, just 2% of their beliefs was not covered in the questionnaire (It was explained fully in the following). In other words, the researcher imposed to rely on the majority of the beliefs in the statistical community and ignore the minority of them. And also as it was stated, new strategies and beliefs may form in teachers' minds during six months in the study. Therefore, it was concluded that we cannot trust in the results completely in the studies which are related to minds. So, the researcher can just rely on the effect of 98% of the beliefs which were covered in the questionnaire and will ignore the effect of other 2% of them and also those beliefs which may be created during the experiment, and they will be considered as the tolerance of the correction of the results.

7.1.5 An OPT Test

This test was used just to make the learners, in different groups, homogenous. Then we can rely on the results of the vocabulary test. In fact this test is used as a pretest just to use as criteria for arranging the learners in three groups homogenously.

7.1.6 Testing Vocabulary

A test is a procedure used to collect data on subjects' ability or knowledge of certain disciplines. In second or foreign language learning research, tests are generally used to collect data about the subject's ability and knowledge of the language in areas such as vocabulary, grammar, reading, metalinguistic awareness, and general proficiency (Seliger & Shohamy 1989: 176).

The main purpose of using a vocabulary test in this study was to measure the learners' progress in learning vocabulary in relation to teachers' lexicon beliefs. In fact this test was constituted of 42 words that the students just should write or say their meaning at the test time without any preparation for the exam. This test will be given to the learners after at least 6 month that the related teachers have taught them.

According to Nation (1990, p. 8) before testing it is important to be clear about why the learners are being tested and what the information will be used for. These are the reasons for testing in this study:

1) To measure vocabulary knowledge after approximately six months.

2) To keep a continuing check on progress.

3) To see the effectiveness of teachers' beliefs.

4) To investigate vocabulary learning.

7.1.7 Why 42 Words and How They will Be Chosen

The vocabulary test is based on the syllabus of Iranian EFL learners who were on grade three in senior high schools in Iran. In fact, the vocabularies of the stated grade's book are the reference for providing the test. There are 270 words in this book approximately which the learners should learn them in about eight to nine month length. After six months approximately 150 words should be taught. So in this study 42 words were chosen by the help of the computer randomly from these 150 words to be given to learners after six months in different groups and the learners would be asked to write their meanings in English or Persian. The goal is to find a better way (finding the best belief and consequently finding the best strategies) to promote learning this huge amount of vocabulary burden which were included in Iranian EFL learners' books.

7.2 Procedure

The design of this study was organized based on a questionnaire, an OPT test and a vocabulary test. The design and procedure of using each of them will be explained in the following.

7.2.1 Organizing Teachers in Four Groups Based on the Questionnaire

After collecting the information that was gathered by the help of the questionnaire, one of the teachers who believe more on Memory-based lexicon teaching was categorized as Memo-B group, the other one who believes more on Meaning-based lexicon teaching strategies was categorized as M-B group, and the other teacher who believes more on function-based strategies for learning lexicon was organized as F-B group. Here the goal is to compare Memo-B, M-B and F-B groups regarding their influences on vocabulary learning.

7.2.2 Organizing the Learners in the Groups Based on the OPT Test

In this study, OPT test was used for categorizing the homogenous learners in three groups that were constructed as described in the previous part. In fact this test was utilized as an instrument to place all the groups in the same

level so that we can measure the effect of independent variable (lexicon teaching beliefs) on the dependent variable (learners' vocabulary size).This test will be given to the students before they will be taught by the teachers. And the results will help to place the homogenous learners in the groups.

7.2.3 Gathering Information to Make Conclusion Based on the Vocabulary Test

After organizing the groups and placing the selected teachers and learners in them, the learners were taught by their teachers as usual and after at least six months of being taught the vocabulary test was used to identify whether there is any effecton the learners' lexicon size or not. In other words the results of the test in different groups were compared with each other. Note: The learners were not ready for the exam because the goal is to measure the real amount of learning not just a mere memorization.

7.2.4 Pilot Study

Even though the schedules were carefully planned, it could not be guaranteed that they would work well in practice. Because of the potential problems in the use of all elicitation instruments, Nunan (1992, p. 145) argues strongly that all research should have a piloting phase. Bell (1993, p. 84) also points out "All data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data."

For the purpose of this research, a pilot study was used to find out if the questions were yielding the kind of data required and to eliminate any questions which might be ambiguous or confusing to the respondents.

-Pilot subjects

All the questions in the instruments (questionnaire and test) were piloted with a small sample of subjects before being used. As Allison *et al* (1996, p. 95) state: "For this purpose you need people who are of ability and background similar to your target population and who are willing to think aloud while filling in…*They* are the ultimate judges of what is clear and what is not."

The pilot subjects were selected from chaloos, Mazandaran, Iran. Key features of the subjects were summarized in the table (1), which formed a comparison of pilot study subjects and final study subjects.

Table 1. Pilot and final studies

Final study subjects(learners)	*Pilot study subjects(learners)*	*Final study subjects(teachers)*		*pilot study subjects(teachers)*
NO. 100	**NO. 15**	**NO. 4 out of 20**		**NO. 2 out of 4**
50=Memo-B	**5 =Memo-B**	**1=Memo-B**	50 learners for each teacher	**1=Memo-B**
50=M-B	**5= M-B**	**1=M-B**		**1=M-B**
50=F-B	**5= F-B**	**1=F-B**		**1=F-B**

Obviously, there were also differences between the pilot subjects and the final subjects such as the difference between sample numbers but all the subjects in the pilot were living in Mazandaran, Iran and were learning English as a foreign language. Therefore, the pilot study was considered to be valid.

-Pilot procedure

The three instruments were administered to each of the 16 subjects in the pilot study during the educational year in mine and one of my colleges' classes.

-Results of the pilot study

The responses to the pilot study confirmed that F-B teachers are superior to M-B and Memo-B ones in promoting the learners vocabulary intake. Totally the function-based group was the highest group and the Memo-B the lowest one.

-Modifying the instruments

Based on the answers that were given to the questions (in both the questionnaire and the vocabulary test) by the subjects of pilot study, some modifications were applied in the instruments to make the instructions more clear and the research more accurate (As it was explained previously).

7.3 Data Analysis

Answers given to the questions of the questionnaire were summarized and tabulated wherever needed to provide answers to the research questions from a qualitative perspective. And also the results of the vocabulary tests were collected and organized here. The teachers are categorized into three groups based on their answers to the questionnaire. Each of them will be explained in the results. Here, T-test will be used to determine the answer to the question.

8. Results

The number of the questions in the questionnaire that is related to each group was identified before. And here the selected teachers' answers to these questions will be clarified. Each of the groups has 13 items. Totally the whole items in this questionnaire are 39. Now the answers that were given to the questions by EFL teachers will be identified here.

8.1 Categorizing the Teachers in Different Groups

After analyzing the teachers' answers to the questions, the teachers' beliefs should be compared to make organizing them possible. This part is relating to comparing these teachers' beliefs. As it was shown, the table (1) compares three teachers based on the number of their positive answers to each series and the following chart refers to the percent of their positive answers to each series. Noticing to the chart (1) will help us to organize three groups, (Memo-B, M-B and F-B). Based on the results, teacher 1 will be organized as Memo-B teacher as group 1, teacher 2 will be placed in group 2 as F-B teacher and teacher 3 as M-B teacher in group 3.
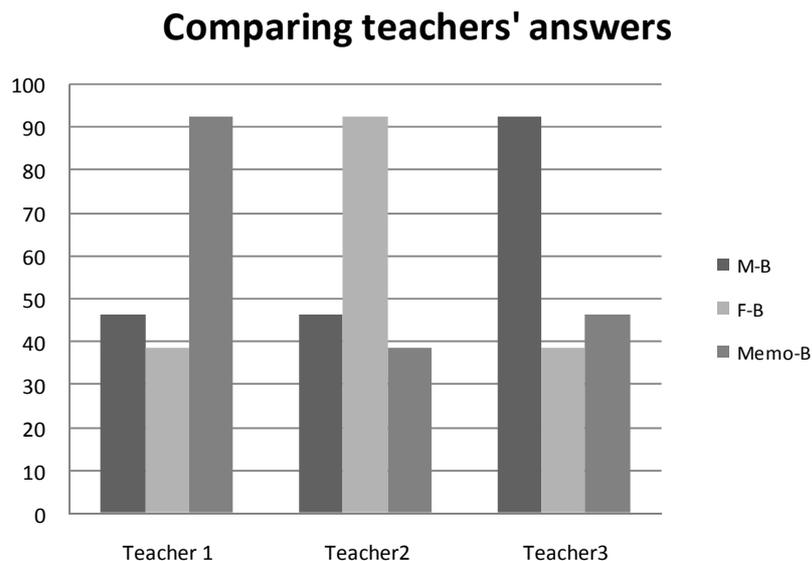
Comparing teachers' answers

Figure 1. Comparing teachers' answers to each part of the questionnaire

So teacher 1 was categorized as teacher who believes more on Memo-B strategies to learn vocabularies , teacher 2was placed as teacher who believes more on F-B techniques and teacher 3 was placed as teacher who believes more on M-B techniques to learn lexicon. Now we have three groups, so we should go to the next step i.e., categorizing the learners in these groups. As it was stated, the learners were categorized in the groups after they will be made homogenous based on an OPT test. In another words, the students in the groups were in the same level of proficiency as EFL learners.

8.2 The Results of Testing Lexicon

After organizing the teachers and learners in the groups, the teachers have taught their learners as usual. After six months, the learners were asked to state the meanings of 42 words in English or Persian based on their syllabus but they were not aware of the exam. Then the words that the learners in each group have stated their meaning

correctly were assumed as criteria for calculating the Mean, Std. and other measures.

8.3 Comparing the Groups

In this part the calculations about learners in different groups will be explained. As you see in the table (2) the Mean and Std.Deviation of each group for learners' marks were identified.

Table 2. Calculations of learners' marks in different groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Number of the Words That the Learners Have Known Their Meaning					Lower Bound	Upper Bound		
Function-based Lexicon Teaching Belief	1981	39.68	1.444	.032	39.61	39.74	35	41
Meaning-based Lexicon Teaching Belief	1372	28.94	5.646	.152	28.64	29.24	12	38
Memory-based	192	5.36	2.769	.200	4.97	5.76	1	10
Total	3545	33.66	9.280	.156	33.36	33.97	1	41

In table 2 the mean of each group was shown to clarify it better. As it is clear, the mean of the scores for learners in F-B group is higher than those of M-B and Memo-B groups. In fact, the learners in F-B groups achieved mean=39.68 out of 42 words but those of M-B group gained mean=28.94 and Memo-B = 5.36 out of 42 words.It means that in F-B group the learners provided correct meanings for 94.47 percent of words that were given to them. But in M-B group the learners provided just 68.90 percent of them and in Memo-B group the students provided just 12.76 percent of them.

As discussed before, this study focuses on Iranian EFL teachers' beliefs about learning and teaching vocabulary. This research was designed to address two research questions that were stated before. For the convenience of presenting the discussion of the findings, the research questions and the hypothesis together are listed here again.

Answers were sought to the following questions:

1) Which one of the lexicon teaching beliefs (Memory, Meaning and Function-based) are superior to other beliefs in promoting their learners' lexical intake?

2) Which one of the lexicon teaching beliefs is the less helpful one in promoting their learners' lexical intake?

And the hypothesis of the study is:

1) There are no differences between lexicon teaching beliefs in promoting learners' lexical intake.

The results were calculated based on one-wayANOVA test to identify whether the null hypothesis will be rejected or not.

8.4 Testing Hypothesis

According to the table (3), because the F value of 9194.034 exceeds the critical value of 999.5 with 99.9% confidence interval, the null hypothesis will be rejected.

Table 3. Calculating ANOVA

The Number of the Words That the Learners Have Known Their Meaning					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	255929.182	2	127964.591	9194.034	.000
Within Groups	49298.338	3542	13.918		
Total	305227.519	3544			

And based on the chart (2), the following conclusions can be stated.
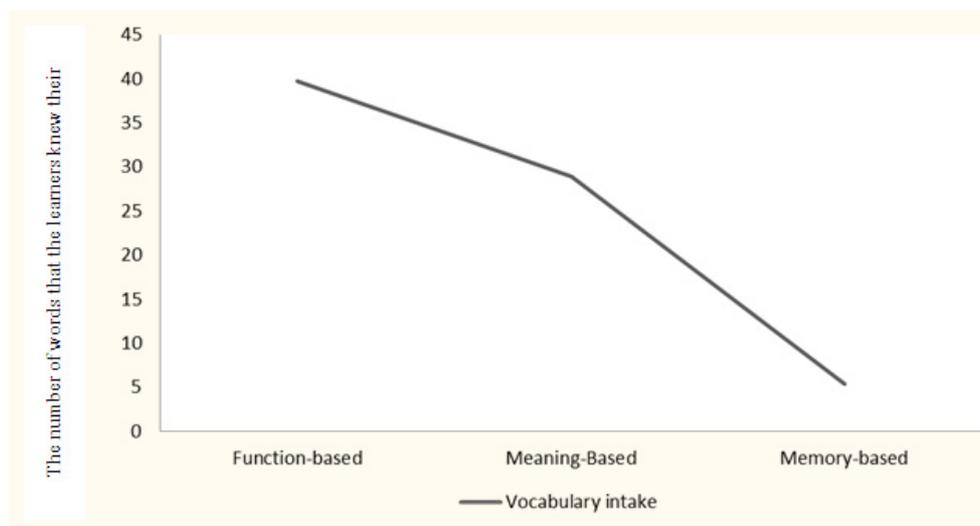

Chart 2. Comparing different groups

It confirms that the teachers who have more function-based lexicon teaching beliefs are superior to the other groups in this study in promoting the learners' lexical intake. And the teachers who have more Memo-based lexicon teaching beliefs are inferior to the other groups in this study in promoting the learners' lexical intake. By this conclusion the results in the pilot study was confirmed. The findings particularly suggest a reflection of the Iranian EFL teachers' beliefs on vocabulary learning. And because there were equal numbers of each gender in both groups, we can generalize the results to both males and females.

9. Conclusion

In this study, the teachers' beliefs about vocabulary learning were compared with each other in three types of Memo-B (Memory-based) which refers to concentrating on memorizing words, analyzing the parts of speech, focusing on affixes, listening and repeating, writing and practicing, imagining the written forms of the words and connecting the words with their synonyms and antonyms. The teachers in this group believe on using keyword methods to memorize the words, concentrating on the form of the words and using any other strategies to remember the words without considerable attention to meaning, M-B (Meaning-based) which refers to making negotiation between meaning and the words by the help of objects, mental images and making connection between the words of the same family in learners' minds and using other related techniques and F-B (Function-based) that refers to making negotiation and applying them in the sentences or texts and use other activities to learn the words better or making relationship between the words and the learners' own experiences and using the learners' energy for learning instead of just imagining the words.

On the basis of the findings of this study, it is possible to make the following statements about learning vocabulary by Iranian EFL learners:

1) The Learners who were taught by teachers with higher level of function-based lexicon teaching beliefs are superior in promoting their lexicon learning to those who were taught by teachers with higher level of meaning-based or memory-based lexicon teaching beliefs.

2) The Learners who were taught by teachers with higher level of Memory-based lexicon teaching beliefs are inferior in promoting their lexicon learning to those who were taught by teachers with higher level of meaning-based or function-based lexicon teaching beliefs.

3) These results are the same for both genders (male and female learners).

Vocabulary development emphasizes that students seek purpose in learning. Thus purposeful learning in vocabulary development means that students perceive reasons for achieving good vocabulary knowledge. And realizing good beliefs (which were constructed from good strategies) can be helpful in promoting will-be going teachers' beliefs for their future teaching classes in teacher training centers for teaching vocabulary.

Consequently better beliefs in teaching lexicon will lead to better strategies and so better learners with higher amount of learning will be appeared. So in this study, the teachers' beliefs about vocabulary learning were compared with each other in two types of M-B and F-B. According to the important role of lexicon in learning a language, the results of this research can be helpful to promote learners' vocabulary intakes.

12. Suggestions for Further Study

Some suggestions will be presented here for further research. One area is the longitudinal study of teacher/learners beliefs and their effects on learning. This study attempted to identify those areas in the belief of EFL teachers related to teaching vocabulary and distinguish between their different influences on learners' vocabulary intakes. This research was presented to compare just three kinds of beliefs because the teachers who were participated here believed more on these kinds of vocabulary teaching .So, other researches can be done about other kinds of beliefs in different areas in the world on different teachers and even on learners. And also attention can be given to other issues in learning a language other than vocabulary part.

Acknowledgment

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Appendix 1

QUESTIONNAIRE ON TEACHERS' BELIEFS ABOUT "TEACHING VOCABULARY"

This questionnaire is an attempt to gather information about Iranian English teachers' beliefs about teaching vocabulary. Your ideas are highly valued and your cooperation genuinely appreciated. The data gathered just serves this research and will remain confidential. Please feel free to share your ideas when answering the following items. If you are interested in the results of this survey, please leave your e-mail address in the end. A copy of the results will be sent to you afterwards.

Part A: Personal information:

Your name: ……………………..   Your age: ……………

1. How many years have you taught English? _____ year(s)

2. Have you received any training on how to teach vocabulary learning strategies?

Yes   (Please specify what type of training: _____) No
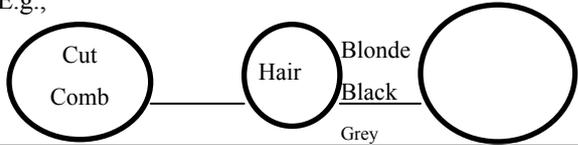
Part B: Close-ended questions

<Instructions> for each statement, there is *one scale* for you to *place a tick.* The following scale is for you to specify *how useful you consider the strategy is* to your students.

The scale:

quite useful	Useful	moderately useful	slightly useful	not at all useful
5	**4**	**3**	**2**	**1**

Number	Belief description	1	2	3	4	5
1	To study a word with a picture of its meaning instead of definition to remember it.					
2	To create one self's own mental images of a word's meaning to remember it.					
3	To connect a word to a personal experience to remember it. (e.g., Connecting the word *snow* to a memory of playing in the snow for the first time)					

Note: The scales are: 1= not at all useful 2= slightly useful 3= moderately useful 4= quite useful 5= quite useful)

Number	Belief description	1	2	3	4	5
4	To place the word in a group with other items based on topic, theme or function (e.g., items about food/art/request)					
5	To connect a word to its synonyms and antonyms to remember it.					
6	To create semantic networks of a word to remember it. E.g.,					
7	To use new words in sentences to remember them.					
8	To group words together within a storyline to remember them.					
9	To use *Keyword Method* to remember words. It means to find some words in Persian that sounds like the English word that we want to teach and make an imagination picture in learners' minds to remember it better.					
10	To repeat a word aloud to oneself to remember a word.					
11	To write a word repeatedly to remember a word.					

12	To imagine the written form of a word to remember it.					
13	To paraphrase the word's meaning to remember it.					
14	To learn the individual words of chunks (e.g. phrases, idioms, or proverbs) and then use the whole chunk as a memory aid for remembering the individual word meanings.					
15	To use physical action (like Total Physical Response) when learning a word to enhance memory.					
16	To listen to tapes/CDs of word lists.					

Note: The scales are 1= not at all useful 2= slightly useful 3= moderately useful 4= quite useful 5= quite useful

Number	**Belief description**	1	2	3	4	5
17	To keep a vocabulary notebook to memorize the vocabularies.					
18	To skip or pass an unknown word which seems inessential for adequate comprehension of a passage. And to use the text to understand its meaning.					
19	To concentrate on analyzing the part of speech (e.g., noun/verb) of an unknown word for the first step.					
20	To look at the clause or sentence containing the unknown word to find clues when guessing the meaning.					
21	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning. (e.g., To pay attention to conjunctions like *but, because, if, when*, or adverbs like *however, thus*.)					
22	To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.					
23	To make use of assumptions and mental images to remember the new words.					
24	Using the whole text to understand the unknown words					
25	Replace the unknown word with guessed meaning to check if the sentence makes sense.					
26	To analyze affixes and roots of an unknown word in an early stage when guessing.					
27	To remember the most common affixes.					
28	Using extensive reading for example newspaper or magazines.					

Note: The scales are: 1= not at all useful 2= slightly useful 3= moderately useful 4= quite useful 5= quite useful

Number	**Belief description**	1	2	3	4	5
29	Learn words by consulting a dictionary.					
30	Study the relation between spelling and pronunciation of a word.					
31	Study a word with other lexical items with similar pronunciation					
32	Deliberately study a vocabulary book.					
33	Use words in real-life situation.					
34	Self-testing.					
35	Use mnemonics to remember a word.					
36	Use physical objects to help vocabulary learning.					
37	Explain example sentences of the new word.					
38	Request students to make sentences with the new word.					
39	Explain the meaning of the new word and guide students to pay attention to the collocation of the new word in sentences					

Note: The scales are: 1= not at all useful 2= slightly useful 3= moderately useful 4= quite useful 5= quite useful

If you are interested in the results, please leave your e-mail:_____

Thanks a lot for joining and corporation