

TECHNOLOGY BASED VOCABULARY LEARNING AND GENDERS

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ABSTRACT

Using the computers as a learning tool has great promise, but also poses significant challenges. Theories and research confirm the importance of students' engagement in self-regulated learning processes for effective learning. In this article the Authors, the Authors discuss recent empirical research with 68 advanced students learning English as a foreign language at Zanjan University on the effectiveness of using computer to increase vocabularies. Based on their performance on the *Nelson English Language Test* as a proficiency test, 82 homogenous students were selected from 100 participants. To homogenize them in terms of vocabulary, the subjects participated in the teacher-made test of vocabulary as the pre-test, and 32 males and 36 females, were randomly divided into four groups across two genders as two control and two experimental groups. During the sessions the control group received vocabulary instruction, in tradition way, using the hard copy of the textbook while the experimental group was taught by the computerized version of the same textbook. Parametric statistics was run to compare the performances of the groups across genders. The results indicated no significant difference between males and females in control and experimental groups.

Keywords: *Computerized Version; Genders; Vocabulary*

INTRODUCTION

The significance of vocabulary in language learning has been reported by many researchers (Schmitt, 2002). Accordingly, practitioners have introduced numerous types of approaches, techniques, exercises, and practices to teach vocabulary (Hatch & Brown, as cited in Lotfi, 2007).

Learning vocabulary on the computer offers students a powerful way to rapidly expand their vocabularies, as long as they are able to self-regulate their word learning. Because learning on the computer has become so accessible, it holds great potential as a tool to help students build their vocabularies.

The benefit of interacting with words in multiple and varied contexts on the computer are supported by the incremental theory of word knowledge. According to this perspective, knowing the meaning of a word is not all-or-nothing but, instead, a matter of degree (Nagy & Scott, 2000). Moving from an incomplete to a comprehensive understanding of a word requires multiple and varied encounters with the word.

The computer may accelerate movement toward acquiring comprehensive knowledge about word meanings by providing students with immediate access to multisensory and varied experiences with words.

Ebner and Ehri's (2012) findings indicated that using CALL tools and resources facilitate students' multidimensional word knowledge. In that study, 48 college students used the CALL to learn the meanings of particular terms contained within an article. Results showed that students significantly increased their knowledge of each term's general meaning, grammatical usage, and meaning within the context of the computerized article.

In addition, results indicated that computerized word learning was more effective for some students than for others, for considerable variability was evident in the amount of word knowledge that students gained. Findings revealed that computerized word learning was not influenced by the particular way in which text was read (i.e., linearly vs. nonlinearly) but, rather, by differences in cognitive and motivational factors such as participants' perceived competence in understanding the material, which was related to their prior knowledge and interest in the learning topic.

In EFL teaching and learning, there have been contradictory perceptions towards vocabulary instruction. Kawauchi (2005) noted: "language teachers generally recognize the importance of vocabulary learning and are exploring more effective ways of promoting it". Therefore, it is important for researchers to

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observe ways to improve instruction of foreign language vocabulary. As a result, how to teach vocabulary and use it in a productive way has become main concern of all educators and instructors.

Vocabulary instruction is “generally restricted to presenting new items as they appear in any activity without preparing the learners through activation of prior knowledge or helping them regularly revise the previously learned vocabulary items until they are thoroughly learnt” (Kilickaya and Krajka, 2010). To overcome this limitation, instructors and learners have started to use technology in EFL instruction and learning. Lin (2010) stated that current development in information technologies had resulted in rapid advances in the application of instructional and educational technology. One pedagogical method is introducing new words with computer vocabulary teaching programs or software.

Iheanachu (1997) states: “from the time of the appearance of computers in education, the research scope has extended to the use of computer in the form of computer-assisted instruction (CAI). Within CAI, many researchers and educators have been interested in computer-assisted language learning (CALL).”

The emergence of CALL seems to provide a new outlook for language teaching and learning as well as vocabulary acquisition. Numerous CALL programs and online materials have flooded the field of language teaching and learning with the progress of computer and network, and they are becoming popular. These programs provide various activities for learners. Incorporating technology into the learning process empowers students on their ways toward improving English. This study tried to focus on how technological programs can trigger improved vocabulary acquisition.

MATERIALS AND METHODS

Methodology

Participants

This study was conducted with 40 male and 40 female advanced level students learning English as a foreign language at Zanjan University. For the purpose of homogeneity, Nelson English Language Test (1976) was administered and based on the results of the proficiency test 72 homogeneous participants whose scores were between one standard deviation minus and plus the mean were selected as the participants of the study. After administering the pretest of vocabulary 68 were randomly divided into four groups across the genders. That is, males were divided to two groups with 16 participants in each one, and females were assigned into two groups with 18 students in each group. The age range of the participants was from 14 to 18.

Procedure

After selecting the participants, Nelson English Language Test (1976) was administered to the students as a proficiency test. Based on the results, those students whose scores fell between one standard deviation minus and plus the mean were selected to take part in the study.

Prior to conducting the main study, the researcher-made tests were to 10 students similar to participants of the main study. These tests were administered two times to the students with an interval of two weeks for the purpose of minimizing the practice effect, and before the treatment, a piloted ($R=0.83$ and 0.86) Teacher-made test of vocabulary (Appendix A) was administered to the participants as the pre-test. This test included 40 multiple-choice items. Each item bore a sentence drawn from the *504 Absolutely Essential Words* book with a blank space for a word selected from among new words of the books. Students were supposed to select the choice which best completed the meaning of the sentence.

After the pretest, the participants study was randomly divided into four groups – two groups of males and two groups of females. For each gender, one of the two groups was taken as control group and the other as experimental group randomly. Then, all groups were taught the *504 Absolutely Essential Words*. The same activities were conducted in giving the instruction to the control and experimental groups. The only difference was the media of instruction. Students in the control groups were taught the vocabulary, in traditional way, using hard copy of the textbook. It means that students read each word, its pronunciation – presented in phonetic alphabet – and the provided meaning by the help of the teacher. Next, they read three example sentences which contained the newly introduced word. Then, they were supposed to read the brief article involving the new words of each session.

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Students in the experimental group read each word presented in the software screen and simultaneously heard the pronunciation of the word. Next, they went to the next page of the software in which each example sentence was presented to them. Afterwards, they moved to the brief article containing the new words presented in the lesson. It was possible for students to move back and forth between pages and also listen to the pronunciation of words more than once by pressing the speaker icon provided at the top of the page. The treatment period for all groups was 14 sessions.

After finishing the treatment, a post-test, (Appendix B) parallel to the pre-test, was given to the students in all groups; each group's mean scores on the post-test were compared with its own mean scores on the pre-test to investigate the effect of computer-assisted language learning on the vocabulary learning of the participants. In addition, the mean score of the students' post-tests in experimental and control groups were compared to each other to find the gender on which the two methods of teaching – software-based and computerized – were more effective. All comparisons were carried out using parametric statistics analysis,

Design

The design of the study was *quasi-experimental* as the participants were not randomly selected out of the population. In this study, treatment was the independent variable (with two levels of textbook and software) and its effect on the vocabulary learning was the dependent variable.

RESULTS AND DISCUSSION

Results

The English Language Proficiency Test

A Nelson English Language Test was used to homogenize the participants of the study. To select the participants, all initial 100 students took part in Nelson English Language Test, and students whose score was between one standard deviation minus and plus the mean participated in the main study.

Overall mean and standard deviation of the initial participants' Nelson English Language Test scores were 35.72 and 8.978, respectively. From among this population, 82 students whose score were between 27 and 44 were chosen as the participants of this study.

Descriptive Statistics for Control Group

Male participants' pre-test mean score in control group was 26.75 with the standard deviation of 3.109, and female participants' pre-test mean score in control group was 27.00 with the standard deviation of 2.870. As far as the post-test is concerned, male participants' mean score was 29.75 with the standard deviation of 3.215, and female participants' mean score was 30.00 with the standard deviation of 3.272.

Descriptive Statistics for Experimental Group

It has been found that male students' mean score in pre-test was 26.12 with the standard deviation of 2.778, and females' mean score in pre-test was 26.50 with the standard deviation of 3.015. In the post-test, male students' experimental group revealed a mean score of 33.38 with the standard deviation of 3.481 and females' experimental group showed a mean score of 33.72 with the standard deviation of 3.461.

The Results of the First Research Question

In order to make sure about the normal distribution of the scores in both of control and experimental groups of male students, the researcher ran a One-Sample Kolmogorov-Smirnov Test on four sets of scores.

Results of the analysis indicated that, P-value for each set of scores is higher than 0.05; therefore, all sets of scores have normal distributions, and the parametric test of ANCOVA can be used.

In order to investigate the research hypothesis and eliminate the effect of pre-test on students' performance on the post-test, an analysis of covariance (ANCOVA) was run with the SPSS software version 17.

One of the assumptions of the ANCOVA is the equality of the variances between groups. The equality of the variances between two groups was checked by Levene's test. Table 1 shows the results of Levene's test of equality of error variances.

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Table 1: Levene’s Test of Equality of Error Variances

| F | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 1.547 | 1 | 30 | .123 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Males Pre-Test + Groups

From the above table it is clear that the underlying assumption of homogeneity of variance for the one-way ANCOVA has been met – as evidenced by $F(1, 30) = 1.547, p = 0.123$. That is, $p(0.123) > 0.05$. With regard to the first null hypothesis of the study, that is, *using vocabulary software does not affect the vocabulary learning of Iranian male EFL learners*, an ANCOVA was conducted. The results of this analysis are shown in Table 2.

Table 2: Analysis of Covariance (ANCOVA) for Males’ Group

| Dependent Variable: Male Post Test | | | | | | | |
|------------------------------------|-------------------------|----|-------------|--------|------|-----------------|-----|
| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Squared | Eta |
| Corrected Model | 313.775 ^a | 2 | 156.888 | 35.517 | .000 | .710 | |
| Intercept | 23.092 | 1 | 23.092 | 5.228 | .030 | .153 | |
| Male Pre Test | 208.650 | 1 | 208.650 | 47.236 | .000 | .620 | |
| Male Groups | 138.394 | 1 | 138.394 | 31.330 | .000 | .519 | |
| Error | 128.100 | 29 | 4.417 | | | | |
| Total | 32320.000 | 32 | | | | | |
| Corrected Total | 441.875 | 31 | | | | | |

a. R Squared = .710 (Adjusted R Squared = .690)

As it is shown in Table 2, the first line highlighted indicates that male participants’ pre-test is significantly related to the post-test ($P < 0.05$) with the magnitude of 0.620. The next line is the indicator of the main effect of the using software on the dependent variable – males’ vocabulary post-test. After adjusting for pretest scores, there was a significant effect of the group, $F(1,29) = 31.330, p < 0.05$, partial $\eta^2 = 0.519$. As P-value is less than 0.05, the difference between two groups is significant, and the positive effect of using vocabulary software on vocabulary learning of male participants is confirmed. Therefore, the first null hypothesis was rejected.

The Results for the Second Research Question

The normal distribution of the female students’ scores in control and experimental groups was checked through One-Sample Kolmogorov-Smirnov Test.

Results of the analysis indicated that, P-value for each set of scores to be higher than 0.05, therefore all sets of scores are normally distributed and using the parametric test of ANCOVA is allowed. The equality of the variances between two groups was inspected by Levene’s test.

Concerning the second null hypothesis of the study, that is, *using vocabulary software does not affect the vocabulary learning of Iranian female EFL learners*, another ANCOVA was run. The results of this analysis are presented in Table 3.

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Table 3: Analysis of Covariance (ANCOVA) for Females’ Groups

| Dependent Variable: Female Post Test | | | | | | | |
|---|-------------------------|----|-------------|--------|------|-----------------|-----|
| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Squared | Eta |
| Corrected Model | 128.505 ^a | 2 | 64.253 | 5.554 | .008 | .252 | |
| Intercept | 337.937 | 1 | 337.937 | 29.209 | .000 | .470 | |
| Female Pre Test | 3.811 | 1 | 3.811 | .329 | .001 | .570 | |
| Female Groups | 127.560 | 1 | 127.560 | 11.025 | .002 | .250 | |
| Error | 381.800 | 33 | 11.570 | | | | |
| Total | 37055.000 | 36 | | | | | |
| Corrected Total | 510.306 | 35 | | | | | |

a. R Squared = .252 (Adjusted R Squared = .206)

As it is can be observed in Table 3, the first line highlighted shows that female participants’ pre-test is significantly related to the post-test ($P < 0.05$) with the amount of 0.570. The next line shows the main effect of the using software on the dependent variable – females’ vocabulary post-test. After adjusting for pretest scores, there was a significant effect of the group, $F(1,33) = 11.025$, $p < 0.05$, partial $\eta^2 = 0.250$. As P-value is less than 0.05, the difference between two groups is significant, and the effect of using vocabulary software on vocabulary learning of female participants is confirmed. Hence, the second null hypothesis was also rejected.

The Results for the Third Research question

In order to determine whether there was any significant difference between vocabulary learning of Iranian male and female learners using software version of the vocabulary book, an independent samples t-test was run. Table 4 reports the results of this analysis.

Table 4: Male and Female Participants’ Vocabulary Learning Difference by Using Software Version

| | | Levene’s Test for t-test for Equality of Means | | | | | | | 95% Confidence Interval of the Difference | | |
|---------------------------|-----------------------------|---|----------|-------------|----------|-----------|------------------------|------------------------|--|--------------|--------------|
| | | Equality of Variances | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Software Post-Test | Equal variances assumed | | .000 | .986 | -.291 | 32 | .773 | -.347 | 1.192 | -2.776 | 2.082 |
| | Equal variances not assumed | | | | -.291 | 31.489 | .773 | -.347 | 1.193 | -2.778 | 2.084 |

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Levene’s Test for Equal variances yields a p-value of 0.986. This means that the difference between the variances is statistically insignificant, and the statistics in the first row should be used. In the first line, the p-value is equal to 0.773 which is higher than 0.05 and indicates that there is not any significant difference between vocabulary learning of Iranian male and female learners using software version of the vocabulary book. The 95% confidence interval for the difference between two means is (-2.776, 2.082).

The Results for the Fourth Research Question

The difference between vocabulary learning of Iranian male and female learners using computerized version of a vocabulary book was checked through another independent samples t-test the results of which are presented in Table 13.

Table 5: Male and Female Participants’ Vocabulary Learning Difference by Using Computerized Version

| | | 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 | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Computerized Post-Test | Equal variances assumed | .012 | .914 | -.224 | 32 | .824 | -.250 | 1.115 | -2.521 | 2.021 |
| | Equal variances not assumed | | | -.224 | 31.658 | .824 | -.250 | 1.114 | -2.520 | 2.020 |

As it is clear from Table 5, the p-value of the Levene’s Test for Equal variances was 0.914 which indicates an insignificant difference between the variances of two groups. Therefore, the statistics in the first row should be used. The p-value is equal to 0.824 which is higher than 0.05 and reveals that there is not any significant difference between vocabulary learning of Iranian male and female learners using computerized version of a vocabulary book. The 95% confidence interval for the difference between two means is (-2.521, 2.021).

Discussion

Educators have an important role to play in supporting students' vocabulary learning. In keeping with the theories and research discussed in this article, effective use of the CALL for vocabulary learning may be compromised unless students are able to effectively engage in self-regulatory learning processes. Instructing students how to use or adapt the structured procedure can provide a concrete and effective means for supporting students' vocabulary development.

This study examined the effect of using computerized and software version of a vocabulary book on vocabulary learning of Iranian EFL learners. The findings of this study revealed that there was a significant difference between the post-test scores of the experimental and control groups.

Among the factors that could be argued as effective in helping the CALL group participants gain higher vocabulary scores might be the quality of the word activities presented on the computer and their greater availability on the computer, which is more encouraging for the learners to practice more on them and achieve higher vocabulary scores. Superiority of the software over the traditional vocabulary teaching

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might be attributed to the several exercises which existed in the software to practice and recall the vocabulary items which were taught.

The findings of the present study are compatible with the results achieved by Hosseini, (2013). The results obtained throughout his study indicated that there was a significant difference between CALL users and nonusers in favor of the experimental group ($p < 0.05$).

The results of this study are also in line with the findings of Alzu'bi & Nimer Sabha, (2013). The statistical analysis of the pre-test and post-test of both groups of their study revealed that there was a significant difference between experimental and control group regarding their vocabulary knowledge. They found that the experimental group had a higher mean score than the control group.

The results of the present study partly differ from the study which was conducted by Abraham (2007). They explored the efficiency of teaching aids on Iranian learners' vocabulary achievement. They did not find any significant difference between the post-test scores of the participants in two groups. The difference in the results emerging from this study and those obtained by Aryadoust and Lashkary can be ascribed to a number of issues involving the efficacy of the teaching aids and the type of tests through which the learning outcome was assessed. Moreover, the selection of vocabulary teaching aids could have also had an effect. It might be said that in Aryadoust and Lashkary's study, the teaching aids which they used were not as efficient as the teacher-based vocabulary teaching. As a result, they did not have any superiority over each other. But, in the current study, the vocabulary teaching software was superior to traditional vocabulary teaching.

Conclusion

In our modern information age, CALL is a new realm towards learning a language in general, and learning L2 vocabulary in particular. The question which was to be answered is: Does using software in teaching vocabulary have any impact on the vocabulary achievement of the Iranian EFL learners? Based on the results obtained, those who had learned the words through CALL had better values of mean in the post-test in comparison with those who had learned the words through traditional vocabulary teaching; however, traditional method was also effective. It indicates that in using CALL program, learners have an intensive mental processing which results in better acquisition of words.

Considering the fact that users of CALL had better performance on the post-test, the researcher came to the conclusion that CALL produced better results in vocabulary learning than ordinary traditional textbook-based vocabulary teaching method among both male and female learners. Although it may imply that CALL is a better way of expanding lexical knowledge in short period of time, the purpose of learning new vocabulary should also be considered.

This study provides support for the value of CALL, and due to the results of this research the writer has come to the conclusion that the CALL can be an effective teaching tool when integrated into classroom teaching. Of course, it will not replace teachers, but it will change the role of the teacher from that of knowledge transmitter to the far more significant role of planning and providing those higher-order learning experiences that cannot be provided by technological devices. In addition to the empirical findings, the researcher made the following observations during her investigations.

- The number of absentees during the study was zero in the experimental group, but some students missed the class in the control group each time. The implication is that students in the experimental group enjoyed learning medium.
- The computer based class consisted of active, lively, interested, and energetic students, but students in the control group were non-participatory and quiet.

In sum, educators need to know how best to support students' vocabulary learning using technology. Further research on optimal methods for acquisition of word knowledge is needed. Based on Ebner's (2012) research, instructing students to use, or adapt a variation of, the structured think-aloud procedure may provide a concrete and effective way to help them stay metacognitively engaged in computerized vocabulary tasks. This in turn will help students take full advantage of the CALL for vocabulary learning.

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APPENDIX A

Vocabulary Pre-test

In the Name of God

Name:

Choose the correct answer:

- A microscope tiny cells.
a) magnifies b) resigns c) departs d) precedes
- Babies and children must be to be resistant against some diseases.
a) navigated b) vaccinated c) redeemed d) retained
- Because of the many farmers began to migrate to more fertile regions.
a) drought b) summit c) morgue d) obesity
- It is time for the bad tempered teacher to his bad behavior with the students.
a) amend b) expose c) recede d) jeopardize
- When the rock climbers reached the of the mountain, they put the flag of their country there.
a) heir b) summit c) jest d) idol
- Extreme fatness is a disease called
a) wad b) obesity c) swarm d) drench
- Someone who owes something to another is called
a) debtor b) tyrant c) vandal d) arsonist
- My mother cannot dirt and mess.
a) unearth b) flee c) discard d) abide
- The author included a famous scientist's in one of the chapters of his book.
a) biography b) ballot c) vague d) tumult
- The disease was a(n) one and day by day more and more people in the area caught it.

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- a) jolly b) epidemic c) abused d) loyal
11. Some changes happened in her family life and made her so sensitive.
- a) vulnerable b) drastic c) volunteer d) wad
12. Stories about King Arthur and his knights are popular
- a) legends b) swarms c) colleagues d) torments
13. There was a huge on top of the gate of the stadium which reminded the fanatics of being friendly to each other.
- a) morgue b) placard c) wasp d) multitude
14. She usually likes to change her old with the modern ones very often.
- a) opponent b) tempest c) rage d) utensils
15. She won the big and gained a good wealth.
- a) warden b) lottery c) wharf d) mystery
16. The between the color of the furniture made the environment relaxing.
- a) vandal b) traitor c) harmony d) linger
17. The speech which he gave was not actually distinct. In fact, he was just
- a) abusing b) mumbling c) extracting d) resigning
18. The police the corpse for her family to recognize her.
- a) uttered b) resented c) revised d) exposed
19. The fugitive gave his not to try to escape again.
- a) vapor b) parole c) conflict d) villain
20. Nobody could understand about Jeff's actual decision. It was so
- a) vague b) verdict c) vertical d) jolly
21. After the problem, he could finally solve it.
- a) absorbing b) pondering c) nourishing d) appealing
22. Alice is so that she couldn't stop crying when talking to the sad child.
- a) grateful b) sympathetic c) massive d) amateur
23. To get a higher rank at job is called to a higher position.
- a) preserve b) elevate c) reveal d) moisturize
24. The was such a useful one that everyone was listening to it carefully.
- a) symbol b) pile c) lecture d) fierce
25. Yesterday evening, we went to the stadium to watch the football
- a) nimble b) plea c) platform d) event
26. The need of the injured people in the war for the blanket and sheet was completely felt.
- a) vital b) vision c) fiction d) harvest
27. People usually do not read the newspapers carefully, they just them.
- a) exaggerate b) innovate c) skim d) validate
28. The second floor of the house was and became very beautiful. But the expenses were high.
- a) rehabilitated b) manipulated c) pledged d) surpassed
29. The eagle was and going towards the mountain peak.
- a) soaring b) compiling c) discarding d) obtaining
30. We took a(n) test after the written test.
- a) narcotic b) oral c) illegal d) frigid
31. The Eiffel is one of the ancient places in France.
- a) church b) mosque c) temple d) tower
32. When I go abroad I always a lot of photos.
- a) take b) do c) get d) draw
33. I broke your vase, but I it with glue.
- a) destroyed b) mended c) cracked d) solved

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34. Luke wants to leave his job because he's so
a) fed up b) pleased c) happy d) successful
35. We had an awful holiday because the hotel was so
a) clean b) messy c) tidy d) neat
36. Juan considered his family pictures so that he put them in a safe with his money.
a) valueless b) valuable c) worthless d) inexpensive
37. Gloria was so ashamed when she gave the wrong answer in class she wished she could just and not be seen again.
a) appear b) vanish c) attend d) arise
38. When Alex hit a window with a snowball it into million pieces.
a) shattered b) ruined c) destroyed d) damaged
39. Princess Anna knew that one day she would be the, like her mother, and live in the castle.
a) King b) servant c) knight d) queen
40. Darrell on his bed and watched TV to relax after a long day.
a) jumped b) flinched c) recoiled d) reclined

APPENDIX B

Vocabulary Post-test

Name:

Choose the correct answer:

1. Michael is a kind of person who doesn't hesitate to for the most difficult jobs.
a) volunteer b) skim c) soothe d) prompt
2. Rafael's behavior other people to make relationships with him.
a) mumbles b) hinders c) dwindles d) coincides
3. The hot iron the table cloth.
a) redeemed b) refrained c) resumed d) scorched
4. The lion is the most creature of the jungle.
a) potential b) municipal c) majestic d) vertical
5. James his position as manager of the school.
a) magnified b) resigned c) amendable d) reformed
6. How can the government job opportunities for all the graduates?
a) distress b) torment c) provide d) signify
7. Ignorance is an to progress.
a) abuse b) obstacle c) oral d) epidemic
8. Nowadays, smoking in public is in many countries.
a) illegal b) vital c) hasty d) vague
9. It is really difficult to a good job without a diploma in many countries.
a) kneel b) obtain c) dwindle d) heed
10. Opening the windows the kitchen.
a) jeopardized b) retained c) resumed d) ventilated
11. Chicken-pox is a kind of disease which is
a) contagious b) legible c) wasp d) morgue
12. When we told the news to his father, he couldn't control his
a) legend b) wrath c) ballot d) ponder
13. A is an insect with a slender body and powerful sting.
a) chiropractor b) debtor c) clergy d) wasp
14. The candidates should be for the election.
a) nominated b) ventilated c) jeopardized d) navigated
15. The period from about 13 to 22 years of age is called one's years.

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- a) subsequent b) stationary c) temperate d) adolescent
16. He was in such a hurry that he could just make a visit to me.
a) lottery b) harmony c) hasty d) tempest
17. I think Marry didn't call him haphazardly, she did it
a) deliberately b) randomly c) daily d) manually
18. The decision of the jury was so unfair, actually nobody liked the
a) tempest b) verdict c) vertical d) obedience
19. Working in a organization encouraged her to help poor people more often.
a) obstacle b) obesity c) drench d) charity
20. The king of the country was a and didn't behave the people well.
a) tumult b) verdict c) tyrant d) wobble
21. The is the retired people's salary.
a) morgue b) municipal c) pension d) upholstery
22. Just because my working hours and class times, I'll quit my job.
a) depart b) coincide c) amend d) jeopardize
23. It is for babies to cry when they feel hungry.
a) customary b) annual c) depart d) oral
24. The former president was the second person who dropped his into the box.
a) election b) wrath c) ballot d) legend
25. People who are unable to speak are called
a) wad b) deaf c) blind d) mute
26. In Taleban's period in the country of Afghanistan, it was forbidden to have schools.
a) spontaneous b) abused c) coeducational d) radical
27. Floria is a girl who can hardly avoid crying.
a) temperate b) sensitive c) prompt d) traitor
28. The young damaged the seats at the stadium.
a) vandals b) surplus c) heir d) heed
29. Going down on one's knees means to ".....".
a) wreck b) swing c) wobble d) kneel
30. Julia has a beautiful and handwriting.
a) drench b) contagious c) legible d) tyrant
31. He the ball over the hedge.
a) placed b) watched c) looked d) kicked
32. The is one of the most popular animals in the zoo because of its white and black stripes.
a) lion b) eagle c) zebra d) monkey
33. The baby when her mother took a toy away.
a) wailed b) danced c) practiced d) hurried
34. Many people believe that God created the and everything in it.
a) mosque b) church c) universe d) building
35. Forks, knives, and spoons, or chopsticks, are the most common for eating.
a) dishes b) gadgets c) vehicles d) utensils
36. There are four on the planet Earth: the Pacific, the Atlantic, the Indian, and the Arctic.
a) oceans b) seas c) lakes d) rivers
37. Early in the morning, a farmer lets his cows go out to, to walk around and eat grass all day.
a) region b) habitation c) pasture d) green house
38. Mercury, Mars, and Venus are some of the close to Earth.
a) continents b) planets c) mountains d) countries
39. Kim liked to play with the other who lived on her street.

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- a) dolls b) babies c) toys d) kids
40. Roy would never steal anything. He didn't want to go!
a) prison b) journey c) trip d) store