

## عنوان مقاله:

The Effect of Input, Input-output and Output-input Modes of Teaching on Vocabulary Learning of Iranian EFL Learners

## محل انتشار:

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## خلاصه مقاله:

This study was designed to find which one of the three different presentations, i.e. input, input-output, and output-input, will be more effective in Iranian EFL learners' vocabulary acquisitions. To this end, first ۵۴ out of ۶۴ female students, aged from ۱۹ to ۲۳ years, with an average of ۲۱, were selected out of starter-level EFL learners at the University of Tarbiat Moalem in Bandar Abbas, Iran. They were also in three classes of ۱۷, ۱۴, and ۱۴ students. The research was done on three classes based on the book titled American English file (Starter). Tests used in this study contained ۴۰ multiple-choice items of vocabularies related to chapters ۱&۲ of American English Series (Starter). Then, each class was treated based on one of the orders of teaching out of three. After treatment, the same vocabularies which were used in the pretest were given for posttest. Two analytical methods were applied, matched t-test and one-way ANOVA. The result revealed that the output-input group performed better than the input-output and the input-output performed better than input group. In other words, students in output-input group performed best in their post-tests.

## کلمات کلیدی:

Input, Output, vocabulary acquisition, vocabulary teaching

## لینک ثابت مقاله در پایگاه سیویلیکا:

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