عنوان مقاله:

The Effect of Teaching Memory Strategies on Vocabulary Recall in ESP Students

محل انتشار:

اولین کنفرانس کشوری روند فعلی وجهت گیری های آینده آموزش زبان انگلیسی در مدارس ایران (سال: 1395)

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خلاصه مقاله:

The present study aimed at investigating the effect of teaching memory strategies like LINCS (What are the steps of this strategy? 1. List the parts 2. Identify a reminding word 3. Note a linking story 4. Create a linking picture 5. Self-test) method on learning vocabulary. The subjects of this study comprised 52 elementary EFL learners, both female and male, aging from 10 to 15, studying Family and Friends book 5 at Negar institute in Sari. The whole students were 75 at first but by OPT tests (question from 18 to 27: elementary level) 23 students were failed and just 52 students were passed and the treatment was done on them. Out of 52 students who were reminded 26 students were chosen for control group and also 26 pupils were selected for experimental group. Both groups had the same number of hours of instruction, which was six periods weekly, forty-five minutes each. The dependent variable was the vocabulary of both groups .A posttest was administered to check how much students have improved. The result showed that experimental group performed significantly better on the posttest of vocabulary than the control group did (Sig = .028, P < .05). Hence, the researcher safely rejects the null hypothesis that teaching memory strategies do not have any significant effect on vocabulary recall in ESP students. The independent t-test was run to compare the mean scores of males and females. The result showed that there was no significant difference between girls and boys (sig= .492, P>.05). Accordingly, the researcher accepts the null hypothesis that there is no difference between male and female participants in learning vocabulary by memory strategies.

کلمات کلیدی:

ESP. Memory Strategy. Recall. Vocabulary

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