

## عنوان مقاله:

The Effect of Contextual Guessing vs. Word Meaning Negotiation on Vocabulary Retrieval and Retention

## محل انتشار:

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## خلاصه مقاله:

Vocabulary teaching/learning strategies has recently received a remarkable attention by L2 researchers. In this respect, the present study set out to scrutinize the comparative effects of two vocabulary teaching/learning strategies \_ contextual guessing strategy (CGS) and negotiation of unknown word meaning \_ on vocabulary acquisition and retention. Following a quasi-experimental research design, 44 participants from two pre-university centers were selected and randomly assigned to two conditions; contextual guessing (CGS) and word meaning negotiation (WMN) groups. Three text passages including seventy new words were employed as materials and each group received pertinent treatment during the study. Receiving instruction on contextual guessing strategy, CGS group was taught new words through this strategy. WMN group learned new vocabulary items through negotiation and interaction. A week after treatment, immediate posttest was given for all groups and after one month the groups sat for delayed posttest. Using Independent Samples T-Test, the results indicated that the subjects in WMN group was superior to CGS group on immediate and delayed posttest alike; and there was a significant difference between them on delayed posttest. Accordingly, the results revealed a need for negotiation to be included in language classrooms especially for vocabulary teaching and learning

## کلمات کلیدی:

contextual guessing, word meaning negotiation, vocabulary retrieval, vocabulary retention

## لینک ثابت مقاله در پایگاه سیویلیکا:

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