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GRAPHIC ORGANIZER AND VISUAL VOCABULARY ACQUISITION:  
A MIXED METHOD INQUIRING

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ABSTRACT

This study was conducted to investigate the effect of graphic organizer vocabulary instruction on Iranian vocabulary learning ability. For this purpose, 80 learners of English participated in this study. All the groups were taught the same textbooks. Oxford Placement Test was used in order to get homogenized groups of participants. They were also given a vocabulary pre test, to measure the learners' initial knowledge of the target words. The treatment procedure took ten sessions and thirty-minutes each session. During each session, the students in the experimental groups were presented with 10 new words' pictures on A4 papers. In the control group, the learners got the list of the new vocabulary with the synonyms and definition. At the end of the course all the groups sat for the post test of lexical knowledge.

However the participants are asked to answer a questionnaire to investigate their attitudes toward learning style. Then the statistical analysis was run through Independent-sample T-test also qualitative analysis was done. The results showed that the experimental group which was taught with graphic organizers outperformed the control group which was taught with a traditional method.

Key words: Graphic organizer, vocabulary learning, Mixed method, Visual learning

INTRODUCTION

Among the difficult task which language learners face in their long journey to learn a L2 is its lexical component. L2 learners have to internalize hundreds of L2 words which bear arbitrary relationship with the objects or concepts they are associated with, they have to learn a great deal of lexical items to be able to understand and make themselves understood in real situation tasks. These words are not only different from those of learners' L1, but also in many cases show internal inconsistencies. For example, the plural form of child is children and the past form of go is went. They do not follow the conventional rule for making plural and past tense (s and ed) respectively (YongqiGu, 2003).

We as non-native language learners in the past and language teachers in the present have experienced the deadening task of internalizing L2 words. We all have experienced the frustration that we have felt after spending a month or so memorizing a self-study vocabulary textbook. After apparent memorization, we have found ourselves incapable of remembering a particular word of the book. Considering

the fact that lexis is an important, if not the most important, ingredient part of every language, we as language teachers must encourage our students to take the bull by the horn and set out internalizing new words in more efficient ways. In their difficult but rewarding task of word learning we should teach them to employ beneficial strategies based on their preferred style(s) to make this arduous task more pleasing and fruitful. We should determine the general preferences of our learners and prescribe appropriate methods of language learning based on that understanding. Having determined the general preferences of our learners we will be in a better position to guide our learners toward more efficient learning in general and vocabulary learning in particular.

A widely used strategy for vocabulary learning is guessing or inferring the meaning of the new word in context. Despite its advantages, over reliance on this method for enhancing repertoire of vocabulary can be detrimental. Ling (2005) points to a couple of problems that may arise when learners make use of guessing and inferring strategy as the main technique for improving vocabulary knowledge: "acquiring vocabulary through guessing in context is probably a rather slow process given the limited amount of time learners can afford in class. In addition, guessing from context does not necessarily help learners commit the guessed words into their long-term memory" (p.29). After referring to a number of studies whose results show the superiority of explicit vocabulary instruction to more implicit ones, Ling (2005) calls for a greater need of an explicit approach to vocabulary instruction, such as word unit analysis, mnemonic devices, etc.

In an interesting study, Gappi (2008) explored on the student's preferred styles of learning and their academic achievements. Particularly, he wanted to answer the following questions: what are the learning style preferences of the students? Do learning style preferences of the students differ with age, gender and academic program? And what is the relationship between the learning style preferences and the students' academic performance? The participants of his study consisted of all the freshman students who were accepted during the first semester of the academic year 2012-2013. The results of his study revealed that generally the students were fairly well balanced in all four dimensions presented in the questionnaire. Regarding the second research question, the results showed that there was no significant effect of gender, age and academic program on the learning style preferences of the students. And finally regarding the last research question the results revealed that there was no statistical significant correlation between the academic achievement and the learning style preferences of the students. Gilakjani (2012) wanted to find out the dominant style of Iranian university students. He asked 100 college students to fill out a questionnaire investigating their preferences. The results of his study revealed that the majority of students' preferred style was visual style..

In their study, Heidari et al.(2012) investigated the effect of VLS instruction on ESP vocabulary achievement and reading comprehension of sixty-six undergraduates. Two groups participated in their study; one received the vocabulary items via strategies the other received the conventional instruction for memorizing them. Their results revealed that the former group outperformed the latter. Tavakoli et al. (2014) were interested to find out which type of VLS leads to better retention in beginners. The employed strategies were translation and pictorial learning. The results of their study demonstrated that learners who received the vocabulary items through pictures gained better results in both posttest and delayed one. Tavakoli and Gerami (2013) compared the efficacy of Key Word Method (KWM), pictorial mode and conventional mode. Their results showed the superiority of KWM to other two groups.

### Literature review

Vocabulary is the main way for learning a language. Words are bases of language. vocabulary is an important component of language use. The significant effect of vocabulary knowledge on second or foreign language learning has been emphasized recently ( Zahedi& Abdi, 2012)

In the early 1930s, it was found that there was a close relationship between English word knowledge and achievement in life. When the vocabulary knowledge is not enough, people have difficulty in expressing their thoughts and ideas. It can be said that low vocabulary is a kind of imperfection ( Sedita, 2005).

People use language for communicating, conveying thought, and sharing beliefs. So there is an important point here: the size of vocabulary to use language successfully is of great importance. On the importance of vocabulary, Krashen ( 1989, as cited in Schmitt 2010, p. 4 ) stated that " a Large vocabulary is of course, essential for mastery of language Vocabulary is generally a matter of remembering, unlike e.g. learning grammar, which is a system based mainly on rules ( Thorn bury, 2004 ). To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in learners' minds and how long term memory is organized. Several authors agree that vocabulary is stored in the mind in a highly organized and complex web- like system, "mental lexicon.

In the mental lexicon words are stored, categorized and interconnected in many ways according to their features such as meaning, form, collocation, syntactic properties, cultural background and etc (Thorn bury 2004; McCarthy 1992 )

One of the important roles of the language teacher is to help their students find the easiest way of conveying new information into the already existing system of the mental lexicon ( Folse, 2004)., However Folse ( 2004 ) advises to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes.

Again, Folse claims that student 'own images have the best influence on remembering When examining this matter, Gairns and Redman ( 1992 ) stressed the importance of meaningful activities in the classroom. They pointed out that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long – term memory. According to Blachowicz ( 2007), "vocabulary learning is long – lasting when students use words in meaningful way "When learners are exposed to new words with different types of instructions, different depths and types of learning may result, then There should be effective strategies to teach vocabulary successfully and effectively.

As Hill (1990 ) pointed out, " the standard classroom" is usually not a very suitable environment for learning languages. That is why teachers search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. Pictures bring not only images of reality, but can also function as a fun element in the class.

Potential of pictures is so great that only a taste of their full potential can be given (Wright, 1990 p. 6)., to be more specific, beside lessons where pictures are in the main focus, they might be use just as a "stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic as so on " ( Hill, 1990, p. 2 ). There are many reasons for using pictures in language teaching. As Wright (1990 ) pointed out.,they are motivating and draw learners 'attention Pictures are suitable for any group of learners independently on age or level, can be used in lotsof various ways. As Hill ( 1990 ) stated, " what done is limited only by the preparation time available, the visual to hand and the imagination of the individual teacher. "Hill ( 1990 ) listed several advantages of pictures, such as availability ( one can get them in any magazines, on the internet, etc.) ; they are cheap, often free ; they are personal ( teacher selects them ) ; flexibility – easily kept, useful for various types of activities ( drilling, comparing, etc) they are " always fresh and different. " which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.

Tonzar, Lotto and job ( 2009 ) compared two learning methods ( picture and word mediated learning) in order to evaluate the vocabulary acquisition of two foreign languages in children. The study results showed that picture – based method leads to a better performance than the word – based method. The same two learning methods were compared by Chen and lung (1989 ). In their study Chen and lung contrasted children (aged about 7) and adult in learning vocabulary

The results showed that child beginners named pictures in the L2 faster than they translated words from the L1 into the L2. On the other hand, adult beginners translated L1 words into L2 faster than naming pictures in L2.

Many studies in the field of recall and retention have shown the increased memory performance for picture stimuli over than word stimuli. A study by McBride and Doshier ( 2002 ) stated that pictures are one source of information that engages deeper level of processing. Pictures represent features of objects ; as a result, meaning can be gained from pictures even if one has little or no experience with the object illustrated ( Ellis & Howard, 2005 ).

Explanations for the picture – superiority effect have been provided by many theorists. Two early theories suggested that picture superiority reflects a difference in the way that the pictures are encoded. The first theory is Paivio's dual – coding theory ( DCT ) (Paivio, 1991, as cited in Hall, & Strongman, 2008 ).

The dual coding theory developed on the role of imagery in associative learning. The theory assumes "an orthogonal relation between symbolic systems and specific sensor motor systems" ( Paivio, 1991, as cited in Hall, & Strongman, 2008 ). The second encoding theory of picture superiority is the sensory – semantic theory which suggested by Nelson ( 1979, as cited in McBride & Doshier, 2002 ) who claims that pictures have two encoding advantages over words. The first advantage, according to Nelson's theory, is that pictures are more distinct than words. As a result, each picture is encoded more uniquely which increases its chances for retrieval.

The second advantage is that picture access meaning more directly than words. Schema theorists postulate that the learners' knowledge is a network of information. So when new information does not fit in to this network, learners would not comprehend new information (Widmayer, 2007 ). In this way, graphic organizer is supported by schema theory, because graphic organizers match the mind and help learners to learn new items in a connected form to their background information and in organized fashion. Noticing hypothesis was discovered by Schmidt in 1990. Noticing means, to give importance to some aspect more than others. He states that noticing is essential in language teaching ( as cited in Iwanaka, 2001 ). Schmidt implies that input does not become intake for language learner unless it is noticed. In vocabulary learning, noticing occurs when language learning strategy makes learners notice a word knowingly.

Graphic organizers as instructional tools that force learners to notice materials are supported with this hypothesis in their effectiveness in language learning. The series of studies conducted by Chun and Plass ( 1993 ; 1996 ), Plass, Chun, Mayer, and Leutner ( 1998 ), Kost, Foss and Lexini (1999 ), Yoshii ( 2001 ), and Al – Seghayer ( 2001 ) consistently evidenced the effectiveness of dual presentation types of vocabulary learning ( text- visual aids ). Underwood (1989) suggested that " a commonplace principle of human learning is visual memory. Were member words better if they are associated with images". There are a few mixed – method researches on visual vocabulary acquisition.

For example, curriculum Q – learning for visual vocabulary acquisition by Ahmed H. Zaidi, Russell Moore and Ted Briscoe. In their research they indicated the need for a curriculum in order to effectively train an agent in the simulated environment.

Creating a dynamic environment guided by a curriculum grounded in pedagogically inspired reinforcement learning may result in improved learning rates for the agent. However a graphic organizer is a visual representation or visual display that shows the connections of facts in pictures ( Hall, 2008 ). The effectiveness of graphic organizers in helping learners is so obvious. There are 12 studies for proving the effectiveness of graphic organizers, 10 of which reported positive results ( Hall et al, 2008 ) Graphic organizers guide learners' thoughts through describing and drawing visual maps or diagrams. It can be said that Graphic organizers are effective strategies for enhancing and facilitating learning. They act as effective instructional tools. Understanding and retention can be enhanced and improved by providing alternative learning activities and environments ( Delgado et al, 2012 ).

### 3. Methodology

There are two research questions in this study :

- 1) Does type of instruction (using vs. not using graphic organizer strategy) have any differential effect on vocabulary learning of Iranian EFL learners ?
- 2) What is their attitudes toward the visual vocabulary learning ?

### 3.1. Design of the study

The purpose of the study was to investigate whether using graphic organizers affects vocabulary learning of elementary EFL learners. The study basically depended on quantitative and qualitative data collection methods. The study was a true-experimental one. It included proficiency test, pre-test, treatment, post-test also a questionnaire in order to know participants attitudes towards vocabulary learning.

### 3.2. Participants

This study intended to use elementary level learners. Therefore, the researchers administered Oxford Placement Test to 147 learners. Eighty students who got below 28 were considered as the elementary level learners. Then the participants were divided into two groups, namely 1) an experimental with graphic organizers and a control with no graphic organizers. Each group consisted of 40 participants.

### 3.3. Instruments

Four sets of instruments and materials were used in the study, which are elaborated upon below.

#### 3.3.1. Oxford placement test (OPT)

As mentioned above, Oxford Placement Test was used to select elementary learners as the main participants of the study. The test included 50 multiple-choice questions which assessed the participants' knowledge of key grammar and vocabulary from elementary to intermediate level. It had a reading text with 10 graded comprehension questions. The participants' were allowed to answer the 50 questions in 45 minutes.

#### 3.3.2. Pretest and post-test

The pretest and posttest had 50 items of vocabulary to be answered in 45 minutes. The tests were prepared by the researchers. Once constructed, they were administered to a pilot group to check their practicality. Each correct answer got one score. The researchers consulted two experienced teachers about the validity of the test. After making sure about the validity, the researchers calculated the reliability which was 0.81.

#### 3.3.3. Treatment materials

The pictures used in the classes during the treatment sessions were adapted from Oxford Word Skill. Also, the words were randomly selected from among the words of the Internet Picture Dictionary (Retrieved from <http://pdictionary.com>).

#### 3.3.4. Learning style

After the proficiency test of OPT, in order to know the participants attitudes toward their learning styles, the researchers administered the style questionnaire (Appendix B) to the learners. The questionnaire (Soloman & Felder, 2008) consisted of 30 Lickert-scale items. The participants were supposed to choose from three options. The questionnaire was not timed and the learners were asked to answer honestly. They were informed that their answers would not affect their final test results. The reliability of the questionnaire was ensured through test-retest method ( $r=0.79$ ). If the learners chose letter A more than B, they considered as visual.

### 3.4. Procedure

First, Oxford Proficiency Test was administered. Based on the scores obtained, 80 students whose scores were below 28 were selected to take part in the next phase of the study.

In the next stage, at first the pre-test was administered to the pilot group in order to assess its practicality then it was administered to the main participants. The aim of the test was to enable the researcher to assess the vocabulary knowledge of the learners prior to the treatment sessions.

After the proficiency test, the researchers administered the 30-item questionnaire. The aim of the questionnaire was to investigate the general tendencies and attitudes toward vocabulary learning. Particularly, it was administered to find out which learners had visual learning style.

In the next stage, the pre-test was administered to the learners. The aim of the test was to enable the researchers to assess the vocabulary knowledge of the learners prior to the treatment sessions.

In the next session, the researcher set out the treatment. Every session she presented some vocabulary items to the learners. Each word was presented in the form of a picture. The picture of each item was illustrated on A4 papers. The word was written on the picture with bold letters to make sure that everybody saw it clearly. Each word was repeated for a number of times. The next session another set of concrete words was presented in the form of pictures on papers. This procedure was followed in the following sessions. In total 100 concrete words were presented in this way. In the experimental group, the instructor presented the new vocabularies with the pictures on the A4 papers. In the control group, the learners just learned the meaning and synonyms of the new vocabularies in the list. There were ten sessions, 10 words were shown to the learners each session. In the last treatment session, the researcher presented all words and she administered the posttest. The posttest was the same as pretest .

### 3.5. Data analysis

The quantitative data collected through three tests were analyzed using SPSS for Windows, version 22.0, with Independent-sample T-test as the main data analysis tool.

## RESULTS

To examine the research question, an Independent-sample T-test was run. The Descriptive Statistics of posttest for both groups are presented in Table 4.1.

Table 4.1: Descriptive Statistics for Vocabulary Posttest Scores of the Two Groups

Group	N	Mean	Std. Deviation
Experimental	40	38.3500	4.50953
Control	40	15.0000	2.64090

As Table 4.1 shows, the total mean value of vocabulary test for experimental group was 38.35 and for the control group, it was 15.00. It is clear that there were sizeable differences in the scores of the two different groups.

Before using T-test analysis, it was necessary to check normality of the scores as a crucial assumption for this statistical tool.

As usual, K-S test was employed to serve this purpose, the result of which as appearing in Table 4.2 below indicated that the scores were normally distributed since the Sig value was far bigger than the alpha level of 0.05.

Table 4.2: Normality Check for the Scores on Posttest

		Kolmogorov Smirnov	
	Statistic	Df	Sig.
Experimental	.122	40	.139
Control	.126	40	.113

Table 4.3 indicates the results of Independent-sample T-test used to compare two groups' performance on vocabulary test. *Independent Sample T-test for Performance of Two Groups on Vocabulary Posttest*

		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
Equal variances assumed		12.548	.001	28.259	78	.000	23.35000	.82629
Equal variances not assumed				28.259	62.935	.000	23.35000	.82629

The result of t- test indicated that the p value for posttest is. 000, so there was a meaningful difference between the mean scores of the two groups. In other words, the results showed that the experimental group which was taught with graphic organizers outperformed the control group which was taught with a traditional method. In other words, the significance level shows that using versus not using graphic organizers in vocabulary teaching/learning can significantly influence student gain in vocabulary learning.

### 5) Discussion & Conclusion

The purpose of the study was to determine whether the use of words with graphic organizer would enhance the vocabulary learning of students with visual learning style. A comparison of the acquisition of vocabulary by two experimental groups showed that the graphic organizer vocabulary presentation was effective on both groups. This study was an attempt to shed more light on the field of vocabulary learning and teaching. This result is in line with the results of some other studies. For example, according to Schmitt (2000), explicit vocabulary teaching strategy is recommended for learners. It is necessary to teach them all words until they have an adequate vocabulary to start make use of different strategies. However, Nation (1978) states that any ways of communicating meaning involve the changing of an idea into more observable form is likely to be misunderstood, and may not convey the exact concept of the word. However, an advantage of using graphic organizer is that learners see an example of the meaning and this may help them to remember the meaning of the word.

This result validates the theory that information processing can be more effective if it engages different levels of the cognitive system. Information is retained better if processing engages deeper semantic levels rather than shallow levels ( Craik & Tulving, 1975, as cited in McBirde & Doshier, 2002). A study by McBirde and Doshier (2002) stated that pictures are one source of information that engages deeper level of processing. Pictures represent features of objects; as a result, meaning can be gained from pictures even if one has little or no experience with the object illustrated (Hochberg & Brooks, 1962, as cited in McBirde & Doshier, 2002).

Graphic organizer is a method that can be used in classroom to teach new vocabulary. It was found to produce a better performance than the translation or giving definitions or synonyms method in some cases (Paivio, 1991). This superiority is due to the fact that this method allows direct link with the conceptual system; as a result, connecting directly the L2 word with the corresponding concept. For the graphic organizing method participants of the present study, this superiority is obvious in the post-test because the learners in the experimental group performed better than the control group. Participants who -look at the pictures may also make their own L1 translation then there is a chance that what Paivio calls "dual encoding" will occur (Paivio, 1991). Learners link new knowledge with their previous knowledge to learn new concepts.

Vocabulary learning strategies simplify vocabulary learning. Training in the application of suitable vocabulary learning strategies is required for the language learning process to be efficient. Within teaching, vocabulary learning strategies will enable learners to learn the target language vocabulary more effectively, and to be able, eventually, to manage their own learning.

This study suggests graphic organizer vocabulary representation as a useful method to help language learners when they are endeavoring to learn new vocabulary. The results of the study, quantitative analyses, more or less skewed toward the positive impacts of integrating graphic organizer presentation in language classes in vocabulary learning. Besides the learners' scores on the vocabulary test, the friendly and active climate appearing in the experimental group encouraged the students to participate more voluntarily in class activities. They were no longer afraid of making mistakes in the meaning of the new vocabulary.

The results of this study demonstrated that the experimental visual group outperformed the audio and control groups. Therefore, it is recommended that teachers try to teach the new vocabulary by showing a graphic organizer to the students and then observe the learners and in the case of any problem help them.

A questionnaire was utilized in order to investigate the participants' attitude towards visual vocabulary learning. Questionnaire comprises thirty multiple questions investigating learners' attitude towards visual learning. In order to ensure the reliability of questionnaire Cronbach's Alpha ( $\alpha$ ) was run on SPSS software. The questionnaire was administered to 80 participants to survey their idea about visual learning and 68 participants ticked the first option which mentions that learners tend to use visual learning strategy more than other ones to learn. This questionnaire also supports our quantitative findings about visual learning which analyzed by SPSS T-test.

Applying graphic organizer vocabulary representation in language classes may lead to a new paradigm in teaching as well as learning. More specifically, teachers might benefit from graphic organizing teaching a lot, in that teachers need to put energy and efforts providing students with some needed pictures for vocabulary activities.

In EFL contexts, the findings of this study may hopefully encourage language teachers to place students in the center of language classes, to shoulder the responsibility of learning and put aside the demanding plethora, which required them to provide the classes with a large amount of linguistic materials. Thereby, students' autonomy increases.

It is necessary to add here that the same results may not be found in other contexts with other participants. Great care needs to be taken in future studies in the design and implementation of the procedures, and the selection of target vocabulary. More research is needed to validate the results of the present study. Further research can investigate the effect of graphic organizer vocabulary teaching in relation to individual differences such as aptitude and level of motivation to learn English.

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## Placement Test

### Reading

Read the text.

## Saucy dragons

Levi Roots, a reggae singer from Jamaica, has a big smile on his face these days. In case you missed it, Levi recently appeared on the famous reality show for people with business ideas, *Dragon's Den*. The participants have to persuade the team of business experts that their ideas are excellent and hope that two or more of the team will decide to invest money in their business idea.

Levi did just that!

The singer, who has been a successful music artist for several years, also sells something he calls 'Reggae, reggae sauce'. It is made using special secret ingredients from his grandmother and is a hot Jamaican sauce that is eaten with meat. Until now it has only been possible to buy the sauce from Levi's website or once a year at the famous Notting Hill carnival. But now, thanks to the TV programme, that is all going to change!

Levi presented his business idea to the team and started with a catchy reggae song about the sauce to make them sit up and listen. He certainly got their attention! He then described his plans for the sauce. This part of his presentation didn't go so well. He made mistakes with his figures, saying that he already had an order for the sauce of 2 and a half million when in fact he meant 2 and a half thousand! But, the team were still interested and amazingly, two of the team offered to give £50,000 to the plan in exchange for 40% of the company. Mr Roots was ecstatic!

Levi is even happier today. It seems that two of the biggest supermarket chains in the UK are interested in having the sauce on their shelves. In addition to this, Levi is recording the 'Reggae, reggae sauce' song and we will soon be able to buy or download this. 'It's all about putting music into food,' says Levi with a big, big smile on his face! And music and food will probably make him a very rich man indeed!

### 1 Are the sentences true or false?

- 1 At the moment Levi isn't very happy. \_\_\_\_
- 2 Levi sells something we can eat. \_\_\_\_
- 3 His song is a big success. \_\_\_\_
- 4 He sang his song on TV. \_\_\_\_
- 5 Some supermarkets want to sell his product. \_\_\_\_

### 2 Choose the best answers.

- 1 *Dragon's Den* is a show about
  - A cooking.
  - B new business ideas.
  - C famous people.
- 2 To make the sauce
  - A you have to go to Notting Hill.
  - B you have to ask a member of Levi's family.
  - C you need a good recipe book.
- 3 When Levi presented his idea
  - A he finished with a song.
  - B two and a half million people were watching.
  - C he talked about the wrong figures.
- 4 Some people on the team
  - A own supermarkets.
  - B didn't like the taste.
  - C bought part of Levi's company.
- 5 Today Levi
  - A is a millionaire.
  - B has two things he can profit from.
  - C prefers music to food.

Mark  /10

### Writing

Imagine you have just returned from a two-week holiday. Write an e-mail to your friend telling him/her about the holiday. Include information about the journey, where you stayed, what you did and the people you met.

Mark  /10

TOTAL  /70

### Appendix B: Learning Style Questionnaire

VAK Learning Styles Self – Assessment Questionnaire (English version) Circle or tick the answer that most represents how you generally behave

1) When I operate new equipment I generally:

- a) read the instructions first
- b) listen to an explanation from someone who has used it before
- c) go ahead and have a go, I can figure it out as I use it

2) When I need directions for travelling I usually :

- a) look at a map
- b) ask for spoken directions
- c) follow my nose and may be use a compass

3) When I cook a new dish, I like to :

- a) follow a written recipe
- b) call a friend for an explanation
- c) follow my instincts, testing as I cook

4) If I am teaching someone something new, I tend to:

- a) write instructions down for them
- b) give them a verbal explanation
- c) demonstrate first and then let them have a go

5) I tend to say:

- a) watch how I do it
- b) listen to me explain
- c) you have a go

6) During my free time I most enjoy:

- a) going to museums and galleries
- b) listening to music and talking to my friends
- c) playing sport or doing DIY

7) When I go shopping for clothing I want to:

- a) imaging what they would think about me
- b) discuss them with the shopkeeper
- c) try them on and test them then .

8) When I am choosing a holiday I usually:

- a) read lots of brochure.
- a) b)listen to recommendations from friends.
- b) imagine what it would be like to be there.

9) If I was buying a new car, I would

- a) read reviews in newspapers and magazines
- b) discuss what I need with my friends
- c) test – drive lots of different types

10) When I am learning a new skill, I am most comfortable

- a) watching what the teacher is doing
  - b) talking through with the teacher exactly what I am supposed to do
  - c) giving it a try myself and work it out as I go
- 11) If I am choosing food off a menu, I tend to
- a) imagine what the food will look like
  - b) talk through the options in my head or with my partner.
  - c) imagine what the food will taste like
- 13) When I concentrate, I most often
- a) focus on the words or the pictures in front of me.
  - b) discuss the problem and the possible solutions in my head.
  - c) move around a lot, fiddle with pens and pencils and touch things
- 14) I choose household furnishings because I like
- a) their colors and how they look.
  - b) the descriptions the sales- people give me.
  - c) their textures and what it feels like to touch them.
- 15) My first memory is of
- a) looking at something.
  - a) b)being spoken to .
  - b) doing something
- 16) When I am anxious, I
- a) visualize the worst- case scenarios
  - b) talk over in my head what worries me most
  - c) cannot sit still, fiddle and move around constantly
- 17) I feel especially connected to other people because of
- a) how they look
  - b) what they say to me
  - c) how they make me feel
- 18) When I have to revise for an exam, I generally
- a) write lots of revision notes and diagrams .
  - b) talk over my notes, alone or with other people
  - c) imagine making the movement or creating the formula
- 19) If I am explaining to someone I tend to
- a) show them what I mean
  - b) explain to them in different ways until they understand
  - c) encourage them to try and talk them through my idea as they do it
- 20) I really love
- a) watching films, photography, looking at art or people watching
  - b) listening to music, the radio or talking to friends
  - c) taking part in sporting activities, eating fine foods and wines or dancing
- 21) Most of my free time is spent
- a) watching television
  - b) talking to friends

- c) doing physical activity or making things
- 22) When I first contact a new person, I usually
- a) arrange a face to face meeting
  - b) talk to them on the telephone
  - c) try to get together whilst doing something else, such as an activity or
- 23) I first notice how people
- a) look and dress
  - b) sound and speak
  - c) stand and move
- 24) If I am angry, I tend to
- a) keep replaying in my mind what it is that has upset me
  - b) raise my voice and tell people how I feel
  - c) stamp about, slam doors and physically demonstrate my anger
- 25) I find it easiest to remember
- a) faces
  - b) names
  - c) things I have done
- 26) I think that you can tell if someone is lying if
- a) they avoid looking at you
  - b) their voices changes
  - c) they give me funny vibes
- 27) When I meet an old friend
- a) I say "it is great to see you ! "
  - b) I say " it is great to hear from you ! "
  - c) I give them a hug or a hand shake
- 28) I remember things best by
- a) writing notes or keeping printed details
  - b) saying them aloud or repeating words and key points in my head
  - c) doing and practicing the activity or imagining it being done
- 29) If I have to complain about faulty goods, I am most comfortable
- a) writing a letter
  - b) complaining over the phone
  - c) taking the item back to the store or posting it to head office
- 30) I tend to say
- a) I see what you mean
  - b) I hear what you saying
  - c) I know how you feel

در هر یک از سوال های زیر گزینیه ای را که بیشتر بانظرو رفتار تان مطابقت دارد انتخاب کنید .

- 1) هنگام کار با یک وسیله جدید معمولا  
(الف) ابتدا دستورالعمل آن را می خوانم.  
(ب) به توضیحات فردی که قبلا "از آن استفاده کرده گوش می کنم.
- 2) هنگام سفر هر گاه به راه نمایی نیاز داشته باشم معمولا  
(الف) به نقشه نگاه می کنم  
(ب) از دیگران سوال می کنم
- 3) وقتی بخوام غذای جدیدی بپزم تمایل دارم  
(الف) به کتاب آشپزی مراجعه کنم  
(ب) از دوستم بخوامطرز پخت آن را برایت توضیح دهد
- 4) وقتی بخوام چیز جدیدی را به کسی آموزش دهم , سعی می کنم  
(الف) آموزشهای کتبی به او بدهم  
(ب) توضیحات شفاهی بدهم
- 5) بیشتر دوست دارم که بگویم  
(الف) نگاه کنید که چگونه کار را انجام میدهم  
(ب) به توضیحاتم گوش کنید
- 6) بیشتر دوست دارم در اوقات فراغت به  
(الف) موزهنمایشگاه بروم  
(ب) موسیقی گوش دهم و یادوستانم صحبت کنم
- 7) هنگامی که برای خرید لباس می روم , تمایل دارم  
(الف) خودم را در آن لباسها تصور کنم  
(ب) در مورد آن با فروشنده صحبت کنم
- 8) وقتی بخوام به تعطیلات بروم معمولا  
(الف) تعداد زیادی گهی تبلیغاتی را بررسی میکنم  
(ب) به توصیه های دوستانم گوش میدهم
- 9) برای خرید یک ماشین جدید "معمولا  
(الف) به روزنامه و مجلات رجوع میکنم  
(ب) یادوستانم مشورت میکنم
- 10) هنگام یادگیری یک مهارت جدید , راحت تر خواهم بود اگر  
(الف) به معلم نگاه کنم که آنرا چگونه انجام می دهد  
(ب) از معلم بپرسم که چگونه باید آنرا انجام دهم
- 11) هنگام انتخاب غذا از روی منو , بیشتر تمایل دارم  
(الف) شکل غذا را در ذهنم تصور کنم  
(ب) انتخابی دیگر را در ذهنم مرور می کنم یا با همراهم مشورت می کنم
- 12) وقتی به کنسرت می روم , ناخواسته  
(الف) به طورهزمنان گروه ها را کسترو تماشاچیان را می بینم  
(ب) همزمان به ترانه و هم به موسیقی آن گوش میکنم
- وقتی روی چیزی تمرکز می کنما اغلب اوقات  
(الف) توجه ام معطوف کلمات و تصاویر است که جلوی رویم قرار دارد  
(ب) مسائل و راه حل های ممکن را در ذهنم مرور می کنم
- 14) انتخاب لوازم مبلمان خانه ام براساس  
(الف) رنگ و شکل ظاهرشان است .  
(ب) توصیه های فروشنده برای خرید آن .
- 15) اولین خاطره زندگی ام  
(الف) خاطره دیدن چیزهای اطراف است .  
(ب) خاطره شنیدن آری از صحبت با طرفیان .
- 16) وقتی نگرانم معمولا  
(الف) بدترین صحنه ها را در ذهنم تصویر سازی می کنم .

ب) باخودمدر باره چیزی که بیشتر نگرانم می کند حرف می زنم.  
(17) رابطهم با دیگران بخاطر  
الف) ظاهر آناست.  
ب) (لحن) کلامش آناست.

(18) وقتی برای امتحان آماده می شوم معمولا  
الف) نکات مهم نمودارها را مطالعه می کنم.  
ب) نکات مهم را در ذهن مرور می کنم یا با دوستانم تبادل اطلاعات می کنم.  
(19) وقتی بخوایم چیزی را برای کسی توضیح دهیم  
الف) (با اعمال) رفتار نشان می دهیم منظورم چیست.  
ب) (به طرق مختلف) توضیح می دهیم تا متوجه منظورم شوند.

(20) فعالیتهای مورد علاقه ام عبارتند از  
الف) تماشای فیلم عکاسی دیدن آثار باستانی و نگاه کردن به مردم.  
ب) گوش دادن به موسیقی رادیو یا صحبت با دوستان.  
(21) اوقات فراغتم بیشتر صرف  
الف) تماشای تلویزیون می شود.  
ب) صحبت با دوستان می شود.  
(22) در اولین برخورد با کسی معمولا  
الف) ترتیب یک ملاقات حضور را می دهیم.  
ب) تلفنی با او صحبت می کنم.  
(23) اولین چیزی که در دیگران توجه مرا جلب می کند  
الف) تیپ ظاهر و لباسش است.  
ب) صدا و لحن کلامش است.

(24) وقتی عصبانی هستم  
الف) مدام در ذهنم با آنچه که مرا ناراحت کرده کلنجار می روم.  
ب) صدایم را بلند می کنم تا به دیگران نشان دهم چه حسی دارم.  
(25) برای مراحت تر است بخاطر آوردن  
الف) چهره ها.  
ب) نامه ها.

(26) به نظرم بتوان گفت کسی که دروغ می گوید  
الف) از نگاه کردن به چشمان شما اجتناب می کند.  
ب) صدایش تغییر می کند.

(27) وقتی یک دوست قدیمی را ملاقات می کنم  
الف) می گویم "از دیدن تو بسیار خوشحالم".  
ب) می گویم از اینکه صدایت را می شنوم خوشحالم.

(28) یادآوری چیزها برای مراحت تر است با  
الف) یادداشت کردن یا نگهداری جزئیات نوشتاری.  
ب) بلند گفتن آنها و تکرار کلمات و نکات کلیدی در ذهن.  
(29) وقتی در باره یک کالای معیوب شکایتی داشته باشم ترجیح می دهیم  
الف) بنویشتن نامه.  
ب) با شکایت کردن پشت تلفن.

(30) من مایلیم که بگویم  
الف) متوجه منظور شما شدم.  
ب) آنچه که گفتید را شنیدم

**Appendix C: Pretest and Posttest**

- 1) The air in the Sahara Desert is .....  
a). humid    b). freezing    c). dry    d). cool
- 2). By the sea you get a nice .....  
a). wind    b). breeze    c). damp    d). humid
- 3). In cold, wet weather, your clothes feel .....  
a). damp    b). humid    c). hot    d). cool
- 4). Do you like watching the .....When it is stormy?  
a). thunder    b). breeze    c). lightning    d). storm
- 5). Where do you post letters?  
a). stamp    b). parcel    c). postcard    d). letterbox
- 6). Who takes parcels to people`s homes?  
a). postman or postwoman    b). envelope    c). address    d). postcard
- 7). You put your box on .....to weigh  
a). office    b). letterbox    c). scale    d). envelope
- 8). You write .....on the envelope  
a). stamp    b). postcode    c). scale    d). postbox
- 9). The .....work in a hotel  
a)staffs    b)café bar    c)gym    d)guests
- 10) A lot of .....visit our city  
a)guests    b)tourists    c)staffs    d)24-hour service
- 11) Hotel guests can go to exercise in .....  
a)tourist information    b)staffs    c)gym    d)minibar
- 12) You can get water from the .....  
a)gym    b)minibar    c)staffs    d)tourist information
- 13) Passengers put their luggage on .....to carry  
a). scale    b). trolley    c). plane    d). airport
- 14). Passengers go to .....to check the passport  
a). ticket    b). boarding card    c). window seat    d). check in desk
- 15). Is beside the window  
a). aisle seat    b). window seat    c). airplane    d). boarding card
- 16). Plane lands in the .....  
a). passengers    b). airport    c). trolley    d). check in desk
- 17). Is a place where people go for a holiday  
a). resort    b). swimming    c). walk    d). lie
- 18). You can swim in this, and it`s not a pool.It is a .....  
a). apartment    b). costume    c). beach    d). resort

- 19). Is laying in the sun  
a). swimming      b). beach      c). sunbathe      d). walk
- 20). Women and men often wear .....on the beach  
a). swimming costume      b). T-shirt      c). shoes      d). hat

**Fill in the blanks with the following words.**

Class country east field forest hungry kitchen letter money morning not o'clock pencil school sea street summer windows winter zoo

- 21). This boy has .....a book
- 22). I am writing a .....
- 23). He is writing with a .....
- 24). There is a ship on the .....
- 25). There are many cars in the .....
- 26). The boys are closing the .....
- 27). I brush my teeth in the .....
- 28). We learn many things at .....
- 29). I got to school at 7 .....
- 30). There are monkeys in the .....
- 31). The sun rises in the .....
- 32). a farmer works in the .....
- 33). They keep animals in the .....
- 34). It is cold in the .....
- 35). It is hot in the .....
- 36). Thailand is a .....
- 37). A rich man has a lot of .....
- 38). She is cooking in the .....
- 39). I eat when I am .....
- 40). There are forty-five students in this .....

Match the words with their equivalents.

Plumber, architect, pilot, dentist, necklace, sweater, surgery, teacher, doctor, postman

- 41). A piece of jewelry worn round the neck
- 42). A knitted jacket
- 43). Operations
- 44). Book
- 45). Teeth
- 46). Plans of buildings
- 47). Water pipes

48). Injection

49). Planes

50). Letter

Scoring Rubric

1. C	11. C	21. Not	31. Field	41. Necklace
2. B	12. B	22. Letter	32. East	42. Sweater
3. D	13. B	23. Pencil	33. Zoo	43. Surgery
4. D	14. D	24. Sea	34. Winter	44. Teacher
5. D	15. B	25. Street	35. Summer	45. Dentist
6. A	16. B	26. Windows	36. Country	46. Architect
7. D	17. A	27. Morning	37. Money	47. Plumber
8. B	18. C	28. School	38. Kitchen	48. Doctor
9. A	19. C	29. O'clock	39. Hungry	49. Pilot
10. B	20. A	30. Forest	40. Class	50. Postman

**Appendix D: Treatment Materials**

letter	swimming	guests	letter	teapot
piece of paper	passengers	dry	money	cupboard
fold the paper	airport	showers	morning	tablecloth
put inside the envelope	luggage	summer	not	coffee maker
address postcode	trolley	months	o'clock	students
put a stamp	check-in-desk	humid	pencil	pencil case
letter-box or post-box	ticket	storm	school	bench
postman or post-woman or delivers	passport	cooler	sea	eraser
country	hand luggage	breeze	street	café bar
post office	plane	thunder	summer	t-shirt
clerk	window seat	lightning	windows	suit
parcel	aisle seat	freezing	winter	sneakers
put it on the scale	boarding card	damp	zoo	lotion
resort	bedroom	class	cardigan	spring
flew	Mini-bar	country	necklace	fall
got a bus to	internet access	east	doctor	staffs
lie on the beach	satellite TV	field	dentist	architect
sunbathe	air conditioning	forest	surgeon	plumber
swimming costume	gym	hungry	pilot	engineer
		kitchen	library	