The Effect of Using ZPD Technique for Promoting Iraqi EFL Students` of Vocabulary Acquisition

اثر استخدام تقنية منطقة التطورالأقرب لتحسين اكتساب المفردات للطلبة العراقيين دارسي اللغة الانكليزية لغة أجنبية

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ABSTRACT

This study aims at investigating The Effect of Using ZPD Technique (zone of proximal development) for Promoting Iraqi EFL Students` of Vocabulary Acquisition . To achieve the aim of the present study, the following hypothesis has been put : There is no statistically significant differences at (á≤0.05) between the mean scores of the experimental group who is taught vocabulary acquisition according to ZPD Technique and that of the control group who is taught according to the traditional way in the post test of vocabulary acquisition. The present study is limited to the 5th preparatory female students in the Al-Adnaniya secondary school for girls in Baqubba City for the academic year 2016-2017. The sample of the study is 40 students as the experimental group and 41 as the control group. Then, it is ensured that the two groups are equal through a statistical manipulation of a number of variables such as age, parents' education, achievement scores in English in the previous year, and achievement scores on the pretest. pre& post are designed and The validity of the tests and the lesson plans have been obtained by exposing them to jury members in the fields of EFL and linguistics. The reliability of the test has been secured by using

Kuder Richardson-20 Formula (0.87) . Statistical analysis of data achieved through the test indicates that there are statistically significant differences between the mean scores of the two groups in favour of the experimental group in the post test .

The researcher concludes that using the ZPD technique (henceforth ZPDT) are proven to be more fruitful and effective in promoting the students' storage and retention of vocabulary and give the students more opportunities than those in the textbook to store and retain or retrieve easily what has been taught or learned. . The researcher suggests to use it to make another study for other stages and other subjects .

المستخلص

يهدف البحث التحقق من اثر استخدام (زبد) تقنية منطقة التطور الاقرب لتحسين اكتساب المفردات للطلبة العراقيين دارسي اللغة الانكليزية لغة اجنبية . وللتحقق من الهدف صيغت الفرضية الصفرية (لا يوجد فرق ذو دلالة إحصائية عند مستوى دلالة (0,05) بين متوسط درجات الطلبة في المجموعة التجريبية الذين درسوا وفق تقنية منطقة التطور الاقرب ومتوسط درجات الطلبة في المجموعة الضابطة الذين درسوا وفق الطريقة الاعتيادية في الاختبار البعدي لكتساب المفردات. تبنت الباحثة التصميم التجريبي للضبط الجزئي للمجموعتين التجريبية والضابطة تضبط احدهما الاخرى ذات الاختبار البعدي في اكتساب المفردات. أجريت هذه التجربة على عينة تتألف من (81 طالبة). وحددت الدراسة على صف الخامس اعدادي من جنس الاناث في اعدادية العدنانية للبنات في محافظة ديالى . وكانت العينة تشمل 40 طالبة في المجموعة التجريبية و 41 طالبة في المجموعة الضابطة.بعد ذلك تم التاكد من مساواة المجموعتين من خلال العمليات الاحصائية التي تشمل مجموعة من المتغيرات مثل: العمروتحصيل الوالدين ودرجات الطلاب في السنة السابقة ودرجاتهم في الامتحان القبلي للعام الدراسي 2016-2017. حيث قامت الباحثة بتصميم كلا الاختبارين (القبلي والبعدي) وخطة الدرس وتم التأكد من صلاحية وصدق الاختبارات وخطة الدرس بعرضهما على الخبراء في مجالات طرائق تدريس اللغة الانكليزية وعلم اللغة , وتأكدت الباحثة من ثبات الاختبار من خلال الفا كرونباخ والتي كانت (0.86). وبعد الانتهاء من التجربة تم تحليل البيانات احصائيا" باستخدام الاختبار التائي وقد توصلت الباحثة إلى وجود فروق ذات دلالة إحصائية بين

المجموعة التجريبية والمجموعة الضابطة في مهارة اكتساب المفردات في نتائج الاختبار البعدي ولصالح المجموعة التجريبية .

وقد استنتجت الباحثة ان استخدام تقنية منطقة التطور الاقرب اثبتت بانها تكون اكثر فاعلية وانتاجا في تحسين الخزن والاسترجاع الطويل الامد للمفردات. تعطي التقنيات المقترحة من قبل الباحث فرصا اكثر من التقنيات المستخدمة في المنهج المقرر في خزن واسترجاع ما تم تعلمه وتقترح اجراء دراسات لمراحل ومواد دراسية اخرى باستخدام الستراتيجية اعلاه.

Introduction

Vocabulary learning is of great importance to language learning. It requires a lot of efforts on the part of the learners as well as their teachers for it depends on the development of gradual and well-organized input and output . Chacon et al. (2010: 18) argue that incidental vocabulary learning is essential for language development; this is not to suggest, however, that direct instruction of vocabulary does not play an important role. Recently researchers have become more interested in vocabulary acquisition and there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Vocabulary plays an essential role in the process of teaching and learning FL. Vocabulary is the tool of thought, self-expression, translation and communication.

Vygotsky believes that the normal learning situation for a student is a socially meaningful and cooperative activity. New cognitive functions and learning abilities originate within this interpersonal interaction and only later they are internalized and transformed to become part of the student's inner cognitive processes. Thus, under conditions of collaborative or assisted performance students may reveal certain emergent functions that have not been internalized yet (Kozulin and Garb, 2001:2). Murray and Arroyo (2002: 2) indicate that ZPD can be

characterized from both cognitive and affective perspectives. From the affective perspective the learner should avoid the extremes of being bored and being confused and frustrated. From the cognitive perspective we say that material should not be too difficult or easy. Both boredom and confusion can lead to distraction, frustration, and lack of motivation. Therefore, the lack of enough collaboration, during the process of evaluation, on the part of the teacher may cause difficulties for foreign language learners. Moreover, learners do not know their potential for language learning. This constitutes a problem which is worth investigation. As a result, the present study aims at using Vygotsky's notion of the ZPD as an technique hoping to improve the performance in vocabulary acquisition.

1.1. The problem and its significance

Vocabulary plays an essential role in FL, a large body of research has been accomplished to provide overwhelming evidence that a substantial amount of vocabulary development occurs as a result of incidental (unplanned or indirect learning) encounters with language. Recently researchers have become more interested in vocabulary acquisition and there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Most students in Iraqi classrooms spend many years studying English grammar, but they still cannot speak fluent, natural English. Grammar is only part of a language. No doubt, knowing the grammar can help us speak and write correctly. However, more importantly, you need to have good vocabulary knowledge to speak and write naturally and effectively. Many studies have shown that vocabulary knowledge and background knowledge can help students read and comprehend better. The more vocabulary students know, the better they can decode and understand what they read. Iraqi students face a problem in vocabulary acquisition

which they have learned in that they lack some crucial techniques which enable them to retain the material easily. In fact, their vocabulary achievement is not up to the standard.

1.2 Aims

The present study aims at investigating The Effect of Using ZPD Technique (zone of proximal development) for Promoting Iraqi EFL Students` of Vocabulary Acquisition .

1.3 Hypotheses

It is hypothesized that there is no statistically significant differences at (á≤0.05) between the mean scores of vocabulary acquisition of the experimental group who is taught vocabulary acquisition according to ZPD technique and that of the control group who is taught vocabulary acquisition according to the traditional way in the post test .

1.4 Value of the Study

The present study is hoped to be of some value because :

1. It attempts to propose a technique for Iraqi EFL classroom, which may have a beneficial effect on the teaching of vocabulary acquisition .
2. Its results may be helpful to guide EFL teachers in using better techniques to develop students' performance in vocabulary acquisition .

1.5 Limits

The present study is limited to the following:

1. The material of the prescribed textbook is taken from "Iraqi opportunities 9" and "Exchanges A.B" Books.
2. The fifth grade at the Secondary School for girls in Diyala governorate for the academic year (2016-2017).

1.6 Definitions of Basic Terms

ZPD : represents a phase in development in which a person is unable to perform a task alone but can eventually accomplish and internalize it with the help and supervision of someone more experienced (Zeuli, 1986: 2).

It is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86).

It is operationally defined as the distance between the actual level as determined by independent performance of vocabulary acquisition , and the potential level as determined through performance of vocabulary acquisition under the teacher collaboration.

Vocabulary: is a set of lexemes, including single words, compound words and idioms (Richards and Schmidt, 2010: 629).
It is operationally define as the repertoire of words the students have that enable them to communicate in real-life situations.

Theoretical background

2.1 The Zone of Proximal Development

Vygotsky's concept of the ZPD establishes two developmental levels in each learner: the actual developmental level which is determined by what the learner can do alone, and the potential level which is determined by what the learner can do when assisted by a teacher. To Vygotsky, the transformation from the learner's actual developmental level to the potential level is initiated by and shaped by the dialogic interaction between the teacher and the learner during which gradual and contingent assistance is provided (Burch, 2007: 21)

The ZPD described by Vygotsky (1987: 211-212) is a set of parameters that defines what is accessible to the learner. Instruction should fall neither below the lower threshold nor above the upper threshold of the learner's parameters.

Murray and Arroyo (2002: 2) indicate that ZPD can be characterized from both cognitive and affective perspectives. From the affective perspective the learner should avoid the extremes of being bored and being confused and frustrated. From the cognitive perspective we say that material should not be too difficult or easy. Both boredom and confusion can lead to distraction, frustration, and lack of motivation. Learning takes place within the ZPD, and the purpose of learning is to establish new abilities. Vygotsky emphasises social-recognition development and points out that social interactions are the basis of the internalization process. The student's goal is to transform social knowledge into individual knowledge. This point of view also places emphasis on individual differences.

The ZPD is not fixed. Rather it is an emergent, open-ended and reciprocal trait of a learner .The ZPD is the place where learning and development come together. It is a dialectic unity of "learning-leading-development. a unity in which learning lays down the pathway for development to move along and which, in turn, prepares

ground work for further learning, and so on" (Dunn and Lantolf, 1998: 422).

2.2 Piagetian and Vygotskyian Perspectives

According to Piaget students are considered as learners in their own right who must be active and passive since they are not vessels to be filled with facts. They learn by using their experiences and by assimilating and accommodating information (Pritchard, 2009). He views teachers as facilitators of knowledge whose role is to guide and stimulate their students by allowing them to discover knowledge on their own rather than listening to the teacher's lecture. In other words, teachers should provide students with materials, situations and occasions to allow them to discover new learning. In active learning, the teacher must be confident of the student's ability to learn on their own. On the other hand, Vygotsky emphasizes the value in working with others and learning through talking with peers as he believes that knowledge can be built by cooperative efforts since it is a socially based process rather than an individual one and can therefore occur through interaction with others. He also explains the differences between what a learner can do without any help and what he or she can do with the assistance of others, the zone of proximal development. Indeed, the theories of Vygotsky and Piaget are complementary to each other. The former promotes social interaction in learning while the latter introduces the active and passive learning of learners. Both are essential foundations in CL and neither theory by itself is really able to provide a complete explanation (liang 2002). Thus, Bruner combines these approaches to develop his idea of scaffolding which emphasizes the role of more capable individuals (adult or peers) in the learning process. He also indicates that learners are more likely to remember learning concepts if they discover them on their own and if they apply them to their knowledge by structuring

them to fit into their own background and life experiences (Leonard 2002). So he suggests to have students work in groups to solve problems and to cooperate to try to build a bridge from one point to another. Working together brings students' own knowledge and experience to the task where they have to think creatively and build on their previous knowledge by learning from each other.

2.3 Scaffolding

In the educational perspectives, scaffolding can be defined as the externalized support that is provided to the student by a teacher through social interaction. This externalized support, or scaffold, enables students to complete a task that would be beyond their unassisted efforts, leading to next stage or level of learning (Raymond, 2000: 176) Therefore, the goal of the educator when using the scaffolding is for the student to become an independent learner and problem solver (Hartman, 2002: 34). Scaffolding is closely related to the notion of ZPD. As stated before, learners have the potential to progress from their actual developmental level to their potential developmental level. In the educational setting, scaffolds may include models, cues, prompts, hints, and partial solutions, think-aloud modelling and direct instruction (Hartman, 2002: 245)   .
Teachers, who are practising scaffolding, aim at keeping learner's performance as successful as possible by maintaining the task at a proper level of difficulty, avoiding unnecessary frustration and encouraging learner's independent functioning. Learner's increasing mastery and competence on a task depends on teacher interventions that are tailored to and determined by learner's level of mastery and need for external assistance (Burden and Williams, 2002:156).

2.4 Types of Vocabulary and vocabulary learning

Vocabulary can be classified into the following types :-

A. Receptive vocabulary : it means that a learner can know and recognize the word when it is heard , and of what grammatical pattern the word will occur . In this type , they can distinguish the word from another word with a similar form .

B. Productive vocabulary : it means that how the learner can pronounce the word , how to write and spell it , and how to use it in grammatical pattern a long with the word which usually collocates with it . (Nation , 1990 :29)

Cameron (2001 : 84) classifies vocabulary learning into five steps as below :

1. Having sources for encountering new words ,
2. Getting a clear image where visual or auditory or both , for the forms of new words ,
3. Learning the meaning of the words,
4. Making a strong memory connection between the forms and meaning of the words ,
5. Using the words. By this way new word is learnt or remembered.

2.5 How the Brain Builds Vocabulary

Rich vocabulary reflects success in almost every region of the brain. The brain first recognises the sensory input from seeing, hearing and visualizing in separate but interrelated regions. These sensory response centres connect to higher cortical function for the manipulation of words. It is this active processing (doing things with words, from acting them out to creating graphic organisers) that brings students ownership of the new vocabulary. In neurological terms, that ownership means the

creation of new links in the neuron network that connect the new words to similar words in a patterning and categorisation process (Willis, 2008b: 81-82).

2.6 Motivation and Vocabulary Development

Motivation is important because it contributes to vocabulary knowledge achievement. A large number of studies have shown a positive link between learners' achievement in FL vocabulary learning and motivation (Bernaus and Gardner, 2008: 391). Teachers, peers, books, magazines, and electronic books are excellent catalysts for this motivation and interest. Deng (2010: 1) argues that students' motivation is a necessary step toward identifying the factors that affect students' behaviours and emotion in vocabulary learning.

When learning vocabulary, the focus is going to be on the development of intrinsic motivation, which is concerned with the internal incentive to do things for learner's satisfaction to develop vocabulary knowledge. In this context, motivation refers to vocabulary development and success. Dornyei (2005: 65) argues that without sufficient motivation, even learners with the most remarkable abilities cannot accomplish long-term goals. Thus, Kettemann and Wieden (2011: 244) argue that it could be expected that there would be a direct relationship between the learners' motives and need to learn particular vocabulary items .

2.7 Previous Studies

The following are previous studies that are related to the current study.

1. Teo (2009)

It was conducted in Taiwan. It was based on the notion of ZPD. The purpose of this study was to investigate the effect mediation on Taiwanese college students' reading skills. The sample was five

college students. Both implicit and explicit mediation were provided to measure students' ZPDs. Guidance normally started at a highly strategic (implicit) level, and progressively becomes more specific, more concrete, until the appropriate level was reached. In order to make the evaluation more systematic, in this study the researcher designed a series of mediation which began with the most implicit hints to the most explicit ones. The study showed that appropriately designed mediation played a significant role in promoting learners' reading strategies and realizing their learning potential.

2. Kanold (2010)

This study was carried out in USA. It investigated the impact of estimating ZPD on reading comprehension. The sample was 10 LAs at the secondary level. They were selected according to a cut score in a criterion-reference test. This study follows the technique of test-teach-retest; i.e., three stages. In the test stage, the students were given a test to identify their current ability. In the teaching stage, all students received intervention according to their first test. Scaffolding was provided according the difficulties they face when reading. In the third stage, teacher retested his student without intervention. The results indicated that estimating ZPD was successful in developing students reading skill.

Methodology and Procedures
3.1 The Experimental Design

It is necessary to choose an appropriate design to determine whether or not the obtained results will be valid, objective and accurate. The experimental design applied in the present study to achieve its aim is the *pre-test-post-test non-equivalent groups design*. Gravetter and Forzano (2012: 282) argue that this type of design is a strong one. Krysik and Finn (2013: 238) argue that this type of experimental design is one of the

most commonly used quasi-experimental designs in educational research.

This design does reduce the threat of assignment bias. A pre-test was applied before the administration of the experimental and control treatments, whereas a post-test was applied at the end of the treatment period. The purpose of the pre-test was to allow the researcher to assess whether the two groups are equivalent on the dependent measure or variable before the treatment is given to them (see Table 3.1).

Table 3.1 the experimental design

Experiment group	Pre-test	ZPD technique	Post-test
Control group	Pre-test	Traditional technique	Post-test

3.2.1 Population

The population of the study consists of all the fifth graders at the governmental schools in Diyala /Iraq enrolled in the second semester of the academic year (2016- 2017).

3.2.2 Sample

A sample of (85) female learners is chosen from Al-Adnaniya Secondary School for Girls in Diyala Director General. class has been chosen randomly; This school has two sections, class A and class B. The students are randomly distributed into these sections. Section A seats are (42) students, while section B includes (43) students. The total number is (85) students. Section A is selected as the experimental group (EG) and section B as the control group (CG).Three students from A and four from B have been excluded from the experiment because they are already previous year repeaters. The repeaters are kept in their classes during the period of the experiment. Thus the final number of the sample

subjects is (81) students; (40) students in (EG) and (41) students in (CG). Furthermore, the sample is chosen from the same school to be equivalent in the social, cultural, economic and academic levels.

Table 3.2 the number of sample before and after excluding the repeaters

Group	Section	No.	Repeaters	Final no.
EG	A	42	1	40
CG	B	43	2	41

3.3 The Students' Achievement on the Pretest

An independent t-test formula has been used to compare the mean scores of the EG and CG on the pretest. As shown in Table 4.3, the mean score of the CG is 28.714, whereas the mean score of the EG is 25.685. The calculated t-value is found to be -0.587 at 79 degree of freedom and 0.05 level of significance , which indicates that there are no statistically significant differences between the achievements of the two groups in the pretest. This confirms that the participants assigned to EG and CG is not initially different but homogeneous.

Table 3.3 The Mean, Standard Deviation and T-value of the Subjects' Achievement on the Pretest

Group	No.	M	SD	df	T-value		Level of significance
					Calculated	Tabulated	
EG	40	25.685	18.650	79	0.243	2.00	0.05
CG	41	28.714	19.460				

Validity of the Tests

Validity means that the test should measure what it is supposed to measure (Furlong, et al., 2000:3). Okoli (2000:144) claims that face

validity of the test means that a measure looks as if it is measuring what it purposed to measure. In order to ensure face and content validity of the tests they were exposed to a jury of university and secondary school teaching staff members. The jury agreed that the tests were valid in its face and content

3.7.7 Reliability

Next to validity, reliability is concerned with stability of scores of the same individuals. Thus, reliability can be defined as the degree of consistency between two measures of the same test . It is the consistency with which a set of test scores measure what they are supposed to measure (Mehrens and Lehmann, 1991:249).So, If the scores of the subjects are stable and consistent, the test is reliable; but if the scores tend to fluctuate for one reason or another, then the test is unreliable (Lado,1961:330).

The reliability coefficient of the test has been computed by Alpha – Cranbach formula, where the reliability coefficient is found out to be 0.812 .

2 Results

As shown in Table 4.3, the mean score of the experimental group in the post- test is 51.224 and that of the control group is 34.534. Using the t-test for two independent samples, it is found that the computed t-value is 4.023 which is higher than the t-table value 2.00, with a degree of freedom of 79 and a level of significance of 0.05 . This means that there is a statistically significant difference between the two mean scores and in favour of the experimental group. It follows that the aim of the study

has been achieved and that the null hypothesis is rejected. Thus, an alternative hypothesis is adopted which says that there is a statistically significant difference between the experimental group, who is taught according to zone of proximal development technique and the control group who is taught according to the traditional method on students' vocabulary acquisition as show in table 4.3 .

Table 4.3 T-test Statistics of the Study Subjects' Scores on the Achievement Test

| Group | N | X | SD | df | t-value | | Level of significance |
					Computed	Table	
EC	40	51.224	15.989	79	4.023	2.00	0.05
CC	41	34.534	20.429				

Discussion of the Results

Concerning the amount of development achieved by the application of Zone of Proximal Development Technique , it can be described as being respectful since the difference of the overall performance of EG on the pre-test and that of the pos-ttest is quite noticeable. The result shows that ZPDT is a successful technique in teaching vocabulary acquisition and helped to measure students' abilities so instruction was designed according to students' readiness neither beyond their potential nor less than their current ability. Therefore, the application of ZPDT increased the social interaction and

it built a relationship between students and their teacher. The nature of ZPDT requires mediation on the part of the teacher and responsiveness on the part of the students. Both teacher and his students involved in a social interaction to solve a specific problem. And the teacher's feedback and assessment are necessary when teaching vocabulary acquisition according to ZPD technique because such technique is very important in the promoting of vocabulary acquisition and this, in turn, makes students able to speak and communicate effectively because they have vocabulary repertoire. Such adopted techniques make students more confident, independent and motivated and this reflects their abilities to do better in learning.

Conclusions

In the light of the results obtained, the following conclusions can be drawn:

1. Iraqi secondary school students can be considered rather poor when it comes to vocabulary knowledge, as shown in their achievement in the pre-test.

2. The traditional techniques used in teaching vocabulary in Iraqi secondary classes are effective, as the results of the control group have shown on the pre-test and the post-tests. However, the techniques employed by the researcher, are proven to be more

fruitful and effective in promoting the students' vocabulary acquisition .

3. Zone of Proximal Development Technique could provide valuable Information about the potentials of Low Achievement students.

Recommendations

Many recommendations can be presented in the light of the results such as :

1. Since English vocabulary creates a problematic issue to Iraqi secondary school students, the teaching of vocabulary should be given more attention, as it is not less important than the other types of language phases.
2. Zone of Proximal Development Technique is recommended not only to develop students' skills at vocabulary acquisition but also in other educational situations .
3. Presenting vocabulary should be supported by enjoyable and authentic materials in which students have the opportunities to produce the foreign language mostly for interest and motivation.
4. The notion of ZPD must be included in syllabuses of teachers academic facilities.
5. When teaching vocabulary, special attention should be paid to the criteria of selecting vocabulary.

A Model Lesson Plan for the Experimental Group
Subject : Literature Focus
Grade level : 5th Preparatory
Date : 27\2\2017
Time and Length of Period : 45 Minutes

Goal : Jawad Al-Assadi (Baghdadi Bath)
Objectives : At the end of the lesson, the students will be able to:
1. Understand what is meant by ZBD technique and to use it successfully.
2.Supply and preserve the vocabulary items by using certain techniques such as ZPD technique, dictionary technique, or visual technique.
3. Deduce the meaning & the opposites of some words.
4. Read the text and answer the comprehension questions.
5. Make predictions about the texts.
6. Scan for specific information from texts.
7. Identify the main idea of reading texts.
8. Skim for gist or general impression of text or graphics.
9. Relate text to personal experience, opinion or evaluation.
Materials
1- Student`s book ,
2- Dictionary,
3- Blackboard and chalk ,
4- Sheets and pencils,
5- A picture of the playwrights with his biography

Key Words : -
 The Text :- playwrights , graduated , expatriate , fled , former , regime , stunned , brutality , panic , established , dedicating , cultural .

The Play :- perilous , hostage-taking , execution, occurrences , route , persistent , embodied , occupation , privacy , steam , invasion ,repressed , surviving , war zone , victimized , political candidate , scrubbing .

Procedures:

The researcher, before starting read and express the topic she should imposed some rules and regulations in order to facilitate cooperative skills, individual accountability and democracy in the management of the groups. Examples of these rules as cited in (Liang, 2002):

1. Respect each other's points of views.
2. Be brave to express yourself in your group.
3. Ask for help from your classmate if you have any difficulty in learning.
4. Help your group mate whenever she or he needs you.
5. Every individual in the group is important.
6. Don't chat with group mates during discussion.
7. Don't laugh at your classmates when they make mistakes.
8. Don't swing chairs while seated in groups.
9. Don't shout at your teammates.
10. Work in the spirit of "All for one and one for all".
11. Distribute roles; give each member a particular role to play.

Then the researcher uses preparation stage in order to estimate and judge how much vocabulary repertoire students had got in their previous years about the content area. In the preparation stage of the lesson, the researcher finds out, often through brainstorming or a concrete experience, what students already know about the vocabulary in the content area to be presented and practiced. The researcher presents a quick summary and an idea of the importance of the topic and begins

activating the student's background knowledge by asking them to present questions by themselves through the following questions:

-What is the meaning of the words "graduate", "former", "playwright" or "drama"?

-Do I want to learn to store and retrieve such types of vocabulary items in order to use them later in communication with other?

After that the researcher start applying the (connect and complete game) as scaffolding strategy. Acquisition of vocabulary begins with generating ideas, speculating and creating new associations. As a warm-up or focusing activity, teachers would properly link their students with the subject matter by playing 'Connect and Complete'. The teacher may for instance, ask a student to suggest a word or item that is related to the one you have given him, take for instance, if the word is 'war' you might say 'victims' while the student would in turn be expected to say 'hostage-taking'. The next student then says a word connected with the previous word or complete it for example, 'surviving', 'injured '(forming 'war surviving and war injured' while another student might say 'battle , occupation') and so on. Students should be allowed thinking time in using the 'connect and complete' game and should be briefed ahead of what the use of the game demands so that they are carried along in the brainstorming exercise. One of the advantages of using a teaching method like this is that it encourages role-playing and teamwork. Both intro and extroverts are all engaged and aside, it is in line with the usual participatory approach which is hardly used by teachers in today's lessons because of the poor understanding of how to use the method effectively within the stipulated time allotted for the lesson which in many of our secondary schools in Iraq hardly spans beyond 40 minutes.

Post test

Q 1\ Choose the best word to fit the gap.

1. Your body----------------- usually gives other people information about how you really feel.

A. appearance   B. impression   C. language   D. relationship

2. Layla doesn't like having to------wait for other people to work for her.

A. generate   B. solve   C. resolve   D. tackle

3. Having good --------------may help you to make deals more easily.

A. entertaining   B. manners   C. demonstrations   D. handshaking

4. Ali has to be very organized as his work involves meeting tight-------.

A. problems   B. responsibilities   C. challenges   D. deadlines

5. It's important to understand how other cultures behave so you don't cause -----------------.

A. offence   B. problem   C. disaster   D. behaviour

Q2\ write one sentence to describe each of these people, giving information about their hair, face , height and general appearance .

1. a neighbour   2. Your best friend
2. Your ideal of a handsome man \ a beautiful woman

Now in the same way , describe some body very famous , give some extra clues about them , e.x. star \ politician , and see if someone else can guess who you are describing .

Q3\ pick the best pair of words to form a meaningful analogy .

1. Horse is to animal as ------------ is to ---------------.

a.oak:wood   b.farm:pig   c.cow:milk   d.saddle:stallion

2. city is to mayor as -------------- is to ---------------.

a.president:country   b.goverment:business   c.senate:congress
                    d.business:manager

3.fur to bear as ---------------- is to ---------------.

a.coat:man   b.warmth:animal   c.rug:flower   d.wool:sheep

4. horse is to hoof as ----------------is to ----------------.

a.mane:name   b.man:foot   c.man:head   d.animal:run

5.-------------- is to ocean as ---------------- is to lake .

a.ship:boat   b.island:sea   c.atlantic:erie   d.rough:calm

Q4\ Answer the following questions ?

1. A synonym for precious is _____.
a.   valuable
b.   ordinary
c.   common
d.   bland

2. A synonym for important is _____.
a.   significant
b.   ordinary
c.   message
d.   adjusted

3. A synonym for division is _____.
a.   unification
b.   combination
c.   multiplication
d.   separation

4. A synonym for embarrassed is _____.
a.   ashamed
b.   comforted
c.   pleased
d.   none of the above

5. A synonym for recognize is _____.
a.   identify
b.   mistake
c.   misunderstand
d.   reject

Q5:\ Underline the odd one out word

1-Iran   Egypt   France   Iraqi

2-gree	blue	red	walk
3-read	learn	drink	write
4-uncle	sister	mother	worker
5-minute	day	friend	month

Pre test

Q 1\ Choose the best word to fit the gap.

1. For many people job ------------- is more important than a high salary.

A. satisfaction   **B.** expectation   **C.** achievement   **D.** acceptance

2. This model is fitted ------------ all the latest electronic gadgets.

A. on   **B.** for   **C .**with   **D .**up

3. She made sure that everyone was able to express their points of -------.

A. view   **B.** opinion   **C.** idea   **D.** impression

4. The company will be ------------- a new range of health foods over the next few months.

A. promoting   **B.** encouraging   **C.** competing   **D.** supporting

5. The hotel restaurant is not open 24 hours but room ------------- is always available.

A .menu   **B.** catering   **C.** waiter   **D.** service

Q2\ write a paragraph using the following words . (civil war , refugees , injured , woman , victim , disaster , weapon , battle , dead , shelter , helicopter , survivor) .

Q3\ Fill in the appropriate word in gaps 1-5 from the box. There are three words you do not need to use.

Terms	In the case of	for example	now	according to	policy	
instead of	return					

Dear Mr Becker,

(1) ---------- our records your account is still overdue. We would like to remind you that our (2) ---------- of business are 30 days net. (3)----------- unsettled debts, it is our (4) ---------- to take legal action. We would prefer not to take this course. May we ask you to settle your account by (5)------------. I am enclosing a copy of your invoice for your information.

Yours sincerely, Mrs Jones

Q4:\Write the word that gives the opposite meaning.

1. artficial : …………

2. shy: ……………

3. ancient : ……….

4. beauty : …………..

5. bottom: …….

6. brave: ………

7. enemy: ………..

8. careful: ………….

9. cheap:…………

10. comedy:………..

Q5\ Fill in the gaps with the correct nationality.

1. He lives in Holland so he must be --------------.

2. She comes from the USA so I think she's ----------------.

3. They speak French so they could be --------or-------- (France/Canada).

4. He's a------------- but he can't speak any Swedish.

5. I became a------------ citizen when I married a woman from Hungary.