



Islamic Azad University
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**The Effect of Applying Teacher/Student-based
vs Text-based Approach on the Teaching of
English Vocabulary**

تاثیر روش معلم یا شاگرد محور در مقابل کتاب محور روی آموزش لغات
انگلیسی

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Abstract

The present study aimed at comparing the effect of applying teacher/student-based vs. text-based approach on the teaching of pre-intermediate English vocabulary to the Iranian EFL learners. The sample of the present study was composed of 50 male and female EFL university students of English at the University of Applied Sciences, Branch 12 of Tehran, Iran. These participants aged between 20 and 40 years old and they were chosen from among 68 pre-intermediate EFL learners via Nelson tests. They were non-randomly divided into two experimental groups: A and B of 25 students each. A pre-test containing 40 vocabulary items was administered at the outset of the course. The researcher taught vocabulary items to the students in experimental group A using teacher/student-based approach, but the participants in the experimental group B received vocabulary instruction through text-based approach in 15 sessions of 90 minutes. At the end of the course, both groups took a post-test composing of 40 vocabulary items. *T* value and the significance level for



independent samples *t*-test ($t(48) = 2.56, p = .01, p < .05$) indicated that there is a significant difference in vocabulary scores for teacher/student-based and text-based groups on the post-test on the condition that the two groups had the same level of vocabulary knowledge on the pre-test ($t(48) = .62, p = .53, p > .05$). Hence, it was concluded that teacher/student-based approach is more effective than text-based approach to improve the Iranian pre-intermediate EFL learners' English vocabulary knowledge.

Key words: Teacher/student-based approach, Text-based approach, Pre-intermediate vocabulary, Iranian EFL learners