

The Effect of Teaching Semantic Fields on the Improvement of Iranian Kid EFL Learners' Lexical Knowledge

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ABSTRACT This study aimed to find out whether teaching semantic fields has any statistical significant effect on the improvement of Iranian kid EFL learners' lexical knowledge or not. The participants consisted of 60 Iranian elementary EFL learners at Kish Center of Science and Technology in Rasht including males and females, aged between 6 and 12. A pretest-posttest experiment and group framework were used as a research design in the study. The participants were randomly assigned to the experimental and the control group. In the experimental group, the learners received a treatment of vocabulary items which were semantically inter related, and in the control group, the presentation of new vocabulary items were in an unrelated fashion. Both groups were given a pre-test and a posttest. By interpreting the findings of the present study, it can be argued that teaching semantic fields has helped the participants of the current study develop their lexical knowledge. As the results of the study revealed, the participants made significant progress in their vocabulary knowledge after being taught vocabulary items in semantically related fields. The hypothesis of this study read that teaching semantic fields has no statistically significant effect on Iranian kid EFL learners' lexical knowledge. The findings revealed that teaching semantic fields led to better performance of the participants in the vocabulary test. Those participants in the experimental group showed better performance on the posttest, and therefore the null hypothesis was rejected. The findings of the present study may have implications for teachers, learners and materials developers. Language teachers can improve L2 learners' vocabulary learning by using semantic fields and making second language classes more interesting for L2 learners.

Keywords : Semantics, Learner, Improvement

