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motivated whereas male students were more extrinsically motivated. Moreover, correlation confidants revealed that as the level of intrinsic motivation in the females and extrinsic motivation in the males increased, their speaking ability ratings increased. The findings can shed more light on the construct of motivation in EFL learning and help EFL teachers in dealing with different EFL learners in their classes.

Are Alliterative Lexical Chunks More Memorable Among Iranian EFL Learners?

Dr. Hadi Salehi, Sima Sarmadi & Bahareh Amiri,

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The present study aims at investigating the effectiveness of alliteration on recalling lexical chunks among Iranian upper-intermediate EFL learners through dictation. To this end, 60 upper-intermediate Iranian EFL learners (females and males), were chosen. All the learners had the same vocabulary size in English, which was assessed by means of Nation's Vocabulary Size Test (2015). Their level of proficiency approved that they were familiar with the target words in the dictation. The EFL learners were divided into two groups. Alliteration was explained for experimental group; however, the other group was blind about the actual aim of the research. Then 30 word pairs were dictated separately, each being read out two times by the instructor. The participants were needed to repeat each dictated item out loud (in chorus) before writing it down. After the dictation, the learners' sheets were collected and they were given a five-minute break. Then, they were asked to write down on a new sheet as many of the dictated items as they could remember. The data were analyzed by a paired-sample t-test to find the differences of recall scores of alliterative items, filler items, and matched controls. The obtained results from both groups were also compared by two-way ANOVA. The results of an unannounced free recall test revealed significantly better recall of the alliterative stimuli, especially for the second group members who were aware of alliteration. The results of this study can be useful for curriculum developers, material designers, teachers, and learners.

Improving Iranian EFL Learners' Vocabulary Knowledge via SMS and Spacing Effect

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Given the importance of vocabulary in language learning, this study tried to investigate the effectiveness of short message service (SMS) and spacing effect on Iranian intermediate EFL learners' vocabulary learning. To this end, 60 male and female intermediate learners, aged 17-27, of an English language institute in Isfahan, Iran, randomly selected, were divided into three equal groups, one control group (CG) and two experimental groups (EG1 & EG2) based on the results of a proficiency test, Quick Oxford Placement Test (QOPT). After administering a pretest and during a 6-week treatment, the participants in EG1 received English vocabularies chosen from Oxford Vocabulary Builder book, as well as definitions and example sentences through SMS without spacing and in EG2 with spacing throughout 18 sessions. However, the participants in control group were taught new vocabularies through conventional board and paper technique for the same period. Then, their pre- and posttest scores were compared using a one-way between-groups ANOVA. The results of vocabulary posttest ($.15 < .05$) indicated that the three groups did not significantly differ on the posttest. The results of this study can have pedagogical implications for language teachers, in that they can use SMS as a useful way of teaching large numbers of vocabularies.