Comparing the Performance of Iranian bilingual EFL Students with Monolingual Groups by means of the Treatment of the Etymology of Unknown English Words upon Their Vocabulary Retention

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Abstract

Mastering vocabulary knowledge has always been a major concern for language learners (Nation, 2002). The present research mainly concerned with the impression comparing the performance of Iranian bilingual EFL students with monolingual groups by means of the treatment of the etymology of unknown English words upon their vocabulary retention. The ongoing research aimed at exploring the significant difference between the performance of bilingual and monolingual Iranian EFL learners in learning vocabulary through etymology strategy of unknown words as a trend. To do this, 60 students in third and fourth grades in senior high school, were randomly selected out of 100 male students from the schools of Mahshahr, in Khouzestan province, Iran. Thirty two of them were Arabic-Persian bilinguals (APBs) who were put in group A and 28 were Persian monolinguals (PMs) in group B. Students in group A were mostly studying Persian and English at school and their communication was in Arabic. Their age range was from 17 to 18. A background questionnaire and a list of their scores in the last semester were prepared in order to find personal information and determine the homogeneity of the participants; a PET test was given to them to ensure the level of their English proficiency. The PET questions involved three parts: reading and writing, listening and speaking. To find out the impact of etymology of unknown English words, a researcher made questionnaire which contains 15 originally Arabic words and 15 originally Persian words were taken. Based on the research questions, the following basic hypothesis was generated: The etymology of unknown English words has a significant impact upon Iranian English foreign learners’ vocabulary retention. The results of the study manifested that those receiving treatment in the bilingual group outshone those in the monolingual group.

Keywords: Bilingual, Monolingual, Vocabulary learning, Proficiency

Introduction

We all know that the language is a means for communication, whether this language refers to Arabic, English, Persian, the importance is that we have some sorts of sources for human interaction Vocabulary knowledge would seem to be the most obviously identifiable subcomponent of the ability to speak. In this regard Alexander pope asserts that: “words are like leaves, and where they most abound, much fruit of sense beneath is rarely found”. Undoubtedly, the power which words exercise not only on the realm of education but also on the individuals’ daily lives cannot be ignored. This very strong influence of vocabularies has also proved during the history of human life. Learning vocabulary is a very important part of learning a language. Vocabulary can play an important part in the development of the four skills: speaking, listening, reading, and writing. One potential vocabulary learning strategy is the use of etymology. Etymological analysis as a significant technique in the presentation of new vocabulary and explicit etymology teaching as a must feature for retaining the words.(Trench,1998). The more words the learners know, the more they will be able to understand what they hear and read and the better will say what they want to when speaking or writing. The first things in learning a new English word are what it means and its translation based on their native language. Thinking about new words helps to remember them. By thinking of the vocabularies in different contexts, grasping the words will be better. Vocabularies are difficult to remember out of context. There are many ways to build vocabularies through practicing them in conversation, reading good books, looking through newspapers and magazines, watching TV and videos or radio stations, and listening to books and
lectures on tape. Many resources exist for those who are actively trying to learn new vocabularies. Various kinds of techniques, strategies, and, of course, materials have been designed and developed for effective vocabulary teaching. Using word etymologies, however, remains as one of the least researched techniques for teaching vocabulary, and to the knowledge of the researchers, no serious materials have ever been developed on the basis of etymological accounts. The etymologies of words are not definitions of the words but rather where the word came from and what it may have originally meant. In other words, etymology is not only useful, effective and interesting, but it also is a fast word attack strategy. Etyymology which studies the history of words, their origins, and how their form and meaning have changed over time. The purpose of vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language context when the need arises.

There is no doubt that vocabulary is a crucial component of language proficiency. It provides a base for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new words, learners often achieve less than their potential and may be discouraged from making use of learning opportunities around them such as listening to the radio, listening to native speakers, reading, or watching television. Equipped with a range of different vocabulary strategies, students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and ability to apply them in suitable situation might simplify the learning process of new vocabulary for students (Ruutmets, 2005). This study is related to one of the problems of ELF learners learning English as a foreign language in schools throughout the world. Most ELF learners around the globe have had the problem of learning or acquiring English as a foreign language. The same problem can also be observed in our country. Regarding these explanations, the current study would aim at comparing the performance of bilingual group to monolingual EFL learners in Iran on a controlled productive ability vocabulary test through etymology strategy of unknown words as a trend. Iranian English teachers are faced with a dilemma over which approach is suitable for teaching English unknown words as a foreign language.

However, a gap is perceived in the existing literature that has motivated the researcher to fill in the gap. The question that the researcher will be trying to tackle in this study is: Is there any significant difference between learners acquiring vocabularies through planned focus on pronunciation, meaning among bilinguals and monolinguals? The implications of this study are expected to be of importance for education in general and for vocabulary designers in particular who are interested in word selection and evaluation.

As the learners develop greater fluency and expressions in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies and gradually help the learners to master English for their purposes, since learners often instinctively recognize the importance of vocabulary to their language learning. One potential vocabulary learning strategy is the use of etymology. Etymology deals with the origin or derivation of words. In etymological approach, roots, suffixes, and prefixes are the basic elements. In this approach, learner learns about Latin and Greek prefixes, roots and suffixes and figures out unfamiliar English words by recognizing their etymological structure, the building block from which they are constructed. This kind of knowledge enables learner to construct many English words correctly by learning to put the building blocks together in the proper way and to determine the meanings of thousands of English words that have never seen or heard before (Feki, 2011). This knowledge enables learners to remember new words much longer than they can remind or retain by just learning unrelated word lists. Etymology knowledge enables learners to both deepen their present word knowledge and to understand unknown words encounter in the future and also to identify the meanings of word parts. If learners grasp how combinatorial process of morphemic elements works, they will have one of the most powerful understanding essential for vocabulary growth. Knowledge about strategy variables includes knowledge about both cognitive and metacognitive strategies.

Meta cognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. With etymology, we can come to understand how the pronunciation, orthography, and usage of different words have evolved over time, at times changing almost entirely. Take, for instance, the word "awful". In the fourteenth century, the word meant "inspiring wonder" as an abbreviated version of "full of awe." Now, the word had purely negative connotations. Learning word roots and origins, moreover, will allow you to learn and retain new vocabulary faster than ever. Whether you are studying new words for a standardized test or are simply interested in the evolution of language, etymology provides an engaging and informative look on how the words we use came to be the way they are today. An etymology is the history of a linguistic form, such as a word; the same term is also used for the study of word histories. Words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items-words with specific meanings but it also contain semantic phrases or chunks. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This point reflects my experience with different languages, even without grammar, with some useful words and expressions, can often manage to communicate, lexis is the core or heart of language.

In the English Journal, Suzanne R. Kail reflects on her successful experience in teaching roots of words in her English class and how the knowledge of roots aided in comprehension in other subject areas particularly the sciences (Kail, 2008).

The feasibility of applying etymology in the teaching and learning English vocabulary is based on cognitive school of learning, especially, the meaningful learning theory. Providing etymological knowledge of words during vocabulary teaching and learning is in accordance with the meaningful learning theory in the following two aspects:

A. New knowledge can be associated with the existing knowledge. With the traditional English vocabulary teaching method, teachers teach words from the synchronic perspective, i.e. They teach students the words' spelling, pronunciation parts of speech,
Bilingual versus Monolingual Vocabulary Acquisition

Bilingual children develop a better working memory—which holds processes and updates information over short periods of time—than monolingual children. The working memory plays a major role in the execution of a wide range of activities, such as mental calculation (since we have to remember numbers and operate with them) or reading comprehension (given that it requires associating the successive concepts in a text. The process of learning vocabulary among bilingualism is not exactly the same as the process of learning among monolinguals. Monolinguals have an active language of only one language. Once it was thought that learning two languages was detrimental to a child’s cognitive abilities. This was due to the idea that two languages were learned independently and the knowledge of learning one didn’t transfer into the other. “As more was learned in one language, less could be learned in the other” this gives the idea of there being a total amount of language acquisition, and so the pieces learned in each language together have to add up to this total. For this reason, the limitations were improved and parents and teachers tried to force children to learn only one language instead of cultivating the ability to learn both, especially in Iran’s society.

Methodology

Participants

This research study will use an experimental design. Two groups of 32 and 28 participants as the experimental respectively. The subjects were randomly assigned to experimental groups. Both study groups received a pretest and a posttest. Both experimental groups received the treatment.

The present report aims at finding the effect of the etymology of unknown English words on Iranian learners’ vocabulary retention on monolingual and bilingual. Through a questionnaire, data were collected and after administering pre-test, some treatment was given. Then the post-test was administered and data were analyzed. Simply put, in this study, the whole subjects consisted of 60 male students in third and fourth grades in senior high school were randomly selected from among 100 students from schools of Mahshahr, in Khouzestan province. Thirty two of them were Arabic-Persian bilinguals (APBs) who were put in group A and 28 were Persian monolinguals (PMs) in the group B, both as the experimental groups. The subjects in the group A were mostly studying Persian and English at school and their communication was in Arabic. Their age range was from 17 to 18. A background questionnaire and a list of their scores in the last semester was prepared in order to find personal information about them. Students in both experimental groups were provided with tables of roots, suffixes, and prefixes of unknown English words. As a matter of fact, both experimental groups practiced the application of etymology instruction in identifying the meaning of words and learning them.
Instrumentation

In the current report, three instruments were used to collect data as follows: Firstly, a background questionnaire that covered issues such as the subjects’ age, linguistic, the number of members in each family, parents monthly income, occupations, duration of their residency in Mahshahr and their level of education based on their final scores in previous semesters. The purpose behind it was to ensure the homogeneity of the participants. Secondly, a general English proficiency (PET) as a pretest was used to recognize the participants’ level of proficiency in English. The PET questions involved three parts: reading and writing, listening and speaking, with totally 100 marks and approximately 140 minutes allotted time. Finally, they took part in a researcher made test as the post-test. This test comprised of 30 questions related to unknown English words, 15 originally Arabic and 15 originally related to Persian words and it was in designed in 3 forms: multiple choice item format, completion and matching items. The validity of the test was proved by three experts and the reliability of it was calculated through CRONBACH alpha. All in all, the main purpose of conducting the test was to measure the participants’ knowledge concerning the etymology of unknown English words and its impact upon EFL learners’ vocabulary retention.

Research Procedure

In the process of carrying out the ongoing study, the researcher took the following steps to achieve the intended objectives of the current study. However, in the first step, the investigator selected 60 students randomly from 100male learners who were to participate in this study. The researcher developed a background questionnaire to elicit some personal information about participants such as their bi/monolingual, age, educational qualification of parents, parents’ monthly income, the number of members in their family, parents’ occupations, duration of their residency in Mahshahr and their level of education and prior knowledge based on their previous marks. To prevent any possible misunderstanding or confusion on the part of the participants and to ensure maximum understanding, that background questionnaire was prepared in English along with some word translated in Persian language. After selecting the participants, 32 male bilinguals and 28 male monolinguals accepted to cooperate in this research. Bilinguals were good at Arabic and Persian languages and monolinguals could just speak Persian.

In reality, the background questionnaire and the PET test were given to the participants by the investigator with the help of the school staff to determine their homogeneity and their level of general English proficiency respectively. The conditions for testing were nearly the same for both groups. After collecting the data with regard to the pretest scores, 60 out of 100male students whose score fell between one standard deviation above and one standard deviation below the mean score, were selected as the subjects of the study.

As a matter of fact, before giving the pretest, the researcher made questionnaire which contained 10 multiple choice questions, 10 fill in the blanks questions and 10 matching questions was presented. The time allocated for it was 30 minutes. The questionnaire was prepared based on 15 originally Arabic words and 15 originally Persian words. The validity of the test was confirmed by the supervisor and consulting advisors and the reliability of the test was computed using CRONBACH ALPHA. It was 0.8 which is suitable for conducting this research.

After determining the validity and reliability of the questionnaire, it was given to the participants and some scores were obtained. The purpose of the pre-test was to assess the participants’ knowledge of English unknown words, their etymology and retention before the treatment. Four days later, the participants were called and were taught the words for two sessions. After the treatment, participants were given the same questionnaire and some scores were obtained. The main purpose was to see the etymological impact of unknown English words on vocabulary retention. Then the participants took PET. This test was given to measure the learners’ general proficiency. The time given was 1 hour and thirty minutes. Reading involved 5 parts containing reading comprehension passages and texts with multiple choice questions followed.

After 60 minutes, the time for reading finished and they started writing questions with 3 parts in 30 minutes. The questions mostly involved participants’ ability to fill in the blanks according to the texts, write letters and some sentences with limited words. Listening included 4 parts with 36 minutes. It started with short exchanges and moved to long dialogues and monologues. As soon as the listening finished, speaking which involved 4 parts with 10 to 12 minutes began. First, the participants interacted with the examiner. Second, they interacted with other participants. Four days after treatment, the general proficiency posttest was exactly done the same as the pre-test.

Data Analysis Procedure

In this part of the research, the data were analyzed. To do this, t-tests and MANCOVA were used. The scores of both groups were analyzed in the pre-test and they were grouped as the participants into experimental groups. Both bilinguals and monolinguals worked on etymology instruction. In each session of instruction, the students resorted to their own strategy and devoted enough time to its learning and practice. In fact, both groups resorted to etymology instruction. And were considered as the experimental groups of the study. Anyhow, the basic purpose was to see the effect of this trend upon bilingualism or mono linguisticism. After experiencing the trend they took part in the posttest. A post test was administered to determine the relationship between proficiency level and effectiveness of etymology instruction. Three tables of most common roots, suffixes, and prefixes developed by Davoudi & Yousefi (2009) were introduced. To analyze the data obtained through the post-test, the T-test procedure was employed and the results were reported. Independent sample t-test was run to compare the reading comprehension ability of both groups on the post-test. (MANCOVA) was also used to compare the gain score of learners from different proficiency groups. In each session, about 7 affixes were taught and students were asked to mark taught affixes on their tables. It should be mentioned that the materials were taught by
the researcher. Arabic-Persian bilinguals and Persian monolinguals were asked to follow two steps when trying to find out the definition of unknown words: 1. Break the unknown word into parts: This step requires students to be able to recognize prefixes and suffixes when they occur in words. 2. Relate the meaning of the word parts to the meaning of the words: This step requires students to know the meanings of the common word parts. It also requires learners to be able to re-express the definition of a word including the meaning of its prefix and, if possible, its root and suffix.

To facilitate students’ participation in classroom procedures, they were given some extracts from newspapers or magazines in which novel words have been underlined. Students read and analyzed them. In addition to extracts, students were given worksheets containing matching items or blank sentence completion to practice roots and affix more. All the findings and statistical operations of this quantitative study were calculated by SPSS software packages.

Results

Totally, as shown in tables 1, 2 and 3, the total mean score in per-test is 12.81 with 3.04 in a total standard deviation and the mean score in posttest after treatment is 14.95 and 3.45 in standard deviation and 0.93 in correlation and according to data in table 4-8 in which the statistical dependent T -measure is 13.31 with 59 in unlimited degree and p<0.05 and 2.13 in standard deviation, the first hypothesis is verified. The present research partially pictures the reality of vocabulary learning in some regions of Khuzestan province in Iran. In numerous studies the roles of etymological accounts on the learning of unknown English words have been investigated. Very few studies investigated the efficacy of etymological analysis in improving vocabulary learning and attitudes towards vocabulary retention. A rather small body of research, however, is available on the effectiveness of teaching the vocabulary and idioms through etymology to improve some aspects of learning, especially retention (e.g.Boers,2001,Boers et al.,2007). The result of the research hypothesis is to some extent a support for Boers et al study. Etymology instruction was useful and effective for learners who were given explicit instruction. More recent studies could prove that the use of semantic mapping strategy as a vocabulary presentation technique as well as the use of etymological analysis could lead to improved vocabulary retention and improved reading comprehension (Baleghizadeh & YousefpooriNaeimi, 2011). The use of etymological analysis can be conductive to improved findings regarding vocabulary learning and positive effects on the opinions of learners regarding the use of this technique for the study of retention. Baleghizad & YousefpooriNaeim (2011) indicated that the use of etymology and semantic mapping can lead to improved word retention and better vocabulary acquisition. Bellomo (1999) examined the effect of etymology and concluded that teaching morphological and etymological analysis can result in improved learning of vocabulary through teaching etymologies and the use of meaning fully contextualized words.

Based on H2: The etymology of unknown English words have a significant impact on Iranian EFL learners’ vocabulary retention regarding their linguistics.

As it is indicated in tables 1, 2 and 3, the etymology of unknown English words had a negligible impact on Iranian Arabic-Persian bilinguals versus monolingual peers in vocabulary retention. Based on what was observed, there was no great difference between, monolinguals and bilinguals in etymological impact and vocabulary retention. The bilinguals’ mean score in pre-test was 13.31 and 3.75 in standard deviation whereas the monolingual mean score in pretest was 12.25 and 3.03 in standard deviation.

As tables show, the mean score in group A or bilinguals after treatment in post-test is 15.75 and 2.96 in standard deviation while the mean score in group B or monolinguals in post-test is 14.03 and 2.92 in standard deviation. This means that the difference is not great. Table 4-10 shows the results of independent T- test in which statistical measure is 2.25 with 59 in unlimited degree and 0.028 in mean score. It can be said that there is a significant difference among two groups. p <0.05 and the etymology of unknown English words had a higher impact on Arabic – Persian bilinguals. Therefore, based on descriptive findings and statistical independent T-test, the second hypothesis is accepted. Accordingly, the etymological accounts could further help learners (the author’s view, bilingual learners due to more association and communication) associate a new word with the relevant existing knowledge in their mind in as much as etymological accounts consist of stories that might sound familiar to many learners, and thus help them activate the related schemata when learning new words.

Another theoretical support for the use of etymology as a means to enhance retention comes from Dual Coding Theory which is based on the general assumption that cognition consists of two classes of verbal versus non-verbal representations. Put simply, a verbal form is stored alongside with a mental, non – verbal image in the memory.

Etymology elaboration is likely to call up a mental image of a concrete scene which can be stored in memory alongside the verbal form. This mental image provides a better condition for both comprehension and retention of new words. From the perspective of Dual Coding, we could say that the participants in the group A recalled the words more effectively because they might have managed to form a mental representation of the words or might have developed an affective state associating with the words. A rather small body of research, however, is available on the effectiveness of teaching the etymologies of unknown words or idioms to improve some aspects of learning, especially retention.

The findings of this hypothesis and study are consistent with them, although idioms are supposed to lend themselves much easier and better to etymological accounts. Nevertheless, word etymologies seem to act generally in similar manner and evoke the same mental processes as etymologies for idioms, and this can mainly account for this consistency.

The results of this hypothesis are consistent with superiority of bilinguals over monolinguals in third language learning in Iran and other parts of the world. It has been clearly stated that there is a significant difference in scores of bilinguals (mean = 48.77) and monolinguals (mean = 34.73) on vocabulary test.
Based on H3: Iranian English foreign language bilingual (Arabic-Persian) learners surpass their monolingual peers (Persian) in general English proficiency. H3 is accepted because as it is clear bilinguals scored significantly higher than monolinguals in general English proficiency (means 13.43 and 11.96 respectively). T-value of 2.113 was found to be significant. The unlimited level is 58 with 0.039 in mean score and p<0.05, it can be said that Arabic-Persian bilinguals surpass their monolingual peers in general English proficiency.

He found out that bilingual language learners outperformed their monolingual counterparts at all word difficulty levels. Maghsoudi (2010) notes that there is no difference between 2 groups in acquiring syntactic structure, he even maintains that monolingual participants surpass bilingual peer’s in general English proficiency. In international scope found that since bilingual learners use fewer strategies and different types of listening strategies than monolingual students listening in their mother tongue, they surpass their monolingual peers in listening skill. Although studies conducted over the last decade provide evidence that linguistically diverse children continue to lag behind monolingual English-speaking children in listening performance. “Balanced bilingual” enjoyed a “mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities”.

H4: General English proficiency has a significant effect on Iranian English foreign language learners’ vocabulary retention regarding their legality.

To investigate the effect of general English proficiency on Iranian Arabic – Persian bilinguals and their monolingual peers and the retention of their vocabulary, MANCOVA was administered. The results in table 4-14 are P = 0.039 and F = 4.46 and (P<0.05) in mean score. While based on the dependent variable, the mean score in pre general English proficiency test is 6.001 the mean score in post general English proficiency test is 32.41. According to those statistical data in table 1,2 and 3, it can be concluded that hypothesis 4, general English proficiency has a significant effect on Iranian EFL learners vocabulary retention regarding their linguistics, is accepted and the null hypothesis which claims that GEP does not have any impact on Iranian EFL learners is rejected. This hypothesis supports the findings of other researchers, such as: Cohen (2003) that language proficiency would depend on the extent to which a bilingual person can transfer his thoughts from one language to another. A strong command in two languages would lead an individual to more linguistic information, greater storage and retrieval of information abilities, and the abilities to contrast linguistic systems in developing conceptual thought processes.

Regarding vocabulary retention, reading comprehension and grammar, may depend on the quality of teaching and learning, the interest of the learners and the meaningfulness of the materials (Richard &Schmidt, 2002). In domain of vocabulary learning and retention, the problem is not just in learning second language words; rather in remembering them.

### Table 1. Dependent t-test and mean in pre-test and posttest related to the etymology of unknown words.

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 post test - pre test</td>
<td>2.13</td>
<td>1.24</td>
<td>0.16</td>
<td>1.81 2.45</td>
<td>13.31</td>
<td>59</td>
<td>0.000</td>
</tr>
</tbody>
</table>

### Table 2. Mean scores of the Iranian EFL learners' pre-test in general English proficiency test.

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>32</td>
<td>2.00</td>
<td>18.00</td>
<td>10.56</td>
<td>3.38</td>
</tr>
<tr>
<td>Group B</td>
<td>28</td>
<td>3.00</td>
<td>16.00</td>
<td>9.92</td>
<td>2.98</td>
</tr>
</tbody>
</table>
Table 3. Mean scores of Iranian EFL learners’ post – test of etymology of unknown English words.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>32</td>
<td>9.00</td>
<td>20.00</td>
<td>15.75</td>
<td>2.96</td>
</tr>
<tr>
<td>Group B</td>
<td>28</td>
<td>7.00</td>
<td>19.00</td>
<td>14.03</td>
<td>2.92</td>
</tr>
</tbody>
</table>

Discussion and Conclusion

The data obtained related to this study showed that students in group A (bilingual) outperformed the students in group B (monolingual) in vocabulary learning through the etymology method. If so, this finding will be in line with research findings (i.e., Fekri, 2011) concerning the effect of etymology in enhancing vocabulary learning. And therefore, the null hypothesis stating that etymology strategy has no effect on vocabulary learning was rejected.

As Mirhassani & Davoudi (1996, as cited in Fekri, 2011) state, those words which are related to science and technology are more susceptible to be learned by the use of etymology because they are usually coined by the specialists with a keen eye in regard to generative, potential power of a certain number of well-known Greco/ Latin roots and affixes in every field of study. They believe that these words are normally longer words and contained more affixes as compared to the general vocabulary of language. It is claimed that etymology strategy is more promising for fields of study such as biology, medicine, botany, psychology, and other specific-content fields. Generally speaking, the findings of the present study will indicate that whether etymology strategy instruction has a positive influence on vocabulary learning of EFL learners. Like any other study this research will have certain limitations. The limitations are as the following:

1. Time for intervention will be limited. The treatment is conducted over 4 sessions.
2. The individuals who participate in this study are only 60and only males, which is not enough to confidently generalize the results. Further experimental research is needed to establish a standardized model for etymology instruction, that is, what teaching strategies are most suitable for teaching roots and affixes. One could, for instance, investigate using flash cards or using software in teaching etymology. Also, further research is needed to explore how many prefixes and roots to teach, at what order to teach, and at what grade levels. Another research is needed to prove the generalizability of this study and to refine teaching strategies. Another area for future research would be to explore the duration and intensity of intervention to determine maximum effect. Teachers can try different amounts of time and intensity to determine what will best suit their particular students. Last but not least, one could investigate learners’ attitude toward learning roots and affixes for enhancing vocabulary.

Findings from the present study, including the participants’ introspective data elicited from the attitude survey support the view that using the etymological analysis, word history and etymological traces of studied vocabulary proves effective in meaningful vocabulary learning for EFL learners; therefore, etymological analysis can function as an independent technique for vocabulary retention. It also provides instructional designers and instructors with guided advice and fruitful pedagogical implications for utilizing vocabulary and furnishes them with guided training on the use of etymological analysis. It can be especially helpful for learners in terms of motivation for vocabulary learning. Thus, since the vocabulary is the most known and important component in language instruction, such investigation may assist curriculum designers and writers to evolve more comprehensive and analytical theories about the role of etymological vocabulary and retention.

The interpretations of the finding appear to be primarily beneficial in terms of implication, as well as the application. The findings of the study might highlight further research areas for writers and other fields that directly or indirectly, are related to the main of the study: content analysis. It is evident that investigations are necessary for an understanding of the issues.

Dealing with how to enhance second language learning through better techniques such as: Etymological vocabulary to retain words. Furthermore, the evaluation of the learning vocabulary within bilinguals and monolinguals, particularly, unknown words can solve some of the problems regarding retention of the EFL learners’ vocabulary in our country. If the source of the language teaching is based on acceptable criteria and theoretically well grounded, some of the problems regarding vocabulary retention may vanish.

Conclusively, the findings of the present study will have implications for learners, investigators, and material writers in the realm of TEFL in particular and education in general. One pedagogical and policy implication is that in order to help the bilinguals to learn English, They should be encouraged by educators to develop their linguistics capacities and keep informing and advising the parents with the charismatic impact of bilingualism additional language acquisition if the first two languages are acquired academically, therefore, it may enable them to promote the first language at home.

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