The Effect of Different Types of Classroom Tasks on Learning New Vocabulary of a New Lesson by Iranian EFL Learners; With a Focus on High School English Books: Vision 2

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Abstract

Learning the new vocabulary of a new lesson by high school students before starting to teach the whole of lesson in every session is the main concern of the writer of this study as an English teacher. So the purpose of the present study is introducing some practical classroom tasks (such as, working with oxford dictionary for looking up the definitions, synonyms, antonyms and examples of new words, sentence writing, paragraph writing, composition writing, flash card making, storytelling and box –play method as a word learning game) for helping the students to learn the new vocabulary before beginning to teach the new lesson. As the writer of this study is teaching the English books of Vision2(one student book and one work book) in high school to eleventh grade students in the range of 17-18 years old in Qazvin province, in Abyek township in Emam Ali High school (2017 – 2018), he performs and uses different classroom tasks as a practice for learning the new vocabulary before starting to teach a new lesson .In this way the writer as an English teacher observes that when he uses different classroom tasks for learning and practicing the new vocabulary , the students learn the new vocabulary and understand the new lesson better than when the teacher does not perform task-based practices in the classroom or maximum performs one or two classroom tasks. The students of a classroom that the teacher uses from different kinds of new vocabulary learning and practicing tasks ,the level of improving vocabulary is high and the students of a classroom that the teacher uses only from one or two tasks, the level of vocabulary learning is low and the students became bored because the classroom isn't action; and in some cases the students want to learn the new vocabulary with more action methods than only repeating the words aloud or looking up the synonyms or antonyms from dictionary. So the writer as an experienced English teacher suggests to the English teachers

try to perform and use different kinds of classroom tasks for learning the new vocabulary of a new lesson and choose the best ones that are practical and enjoyable for students in the classroom for next sessions.

Key words: Vocabulary, Task, Task-Based Learning (TBL), Cloze test

1. Introduction

Learning new vocabulary of a new lesson based on classroom tasks (such as sentence writing, working with oxford dictionary for looking up the definitions of new words and synonyms and antonyms, making flash cards in the classroom, box-play method as a word learning game , short paragraph writing and storytelling) is a kind of classroom exercise and practice for retention the meaning of new words either for using them for understanding the new lesson in English class completely or for using them to communicate with the other students in the classroom for training to communicate with other people in real world (for example in a foreign country as a tourist because the English language is an international language). So learning the vocabularies and practicing them based on classroom tasks, for using them in practical situation such as communication, reading and writing is very important.

Bello Uriarte (2013) mentions that vocabulary is an essential element of any language. And also Richards and Renandya (2002; as cited in Sarani & Sahebi, 2012) assume that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It needs to say that the English teachers usually prefer to teach grammar over vocabulary. As a consequence, students face problems to communicate with their classmates or with other people out of the classroom in English language because they do not know a specific word for a particular context or at least they cannot recall the English words when they need them in communication. Therefore teachers should focus their attention on providing appropriate classroom practices, training and activities for students to develop their receptive knowledge through reading and listening, and productive knowledge through writing and speaking. Additionally Bello Uriarte (2013)

believes that, teachers should be aware of the fact that knowing a word involves not only its most frequent meaning, but also all its features. So teaching vocabulary more effectively requires the teacher to consider the word frequency, the context in which it may be found, and the features or aspects related to knowing a word.

"The teacher also needs to think in advance about the interaction among students to make acquisition to happen, the amount and quality of learners' involvement, the receptive and productive knowledge involved, the teaching methodology, and the tasks through which vocabulary is going to be made more comprehensible and meaningful for EFL learners" (Bello Uriarte, 2013). So the writer of this study believes that at first the teachers should teach the new words by different methods and after that make the students practice the new words by some classroom tasks in the form of doing exercise in the classroom (one task or two tasks in each session) to learn the new words and to retention the meaning of the new words and other aspects of new words. But what the definition of a task is. Some of researchers define the task in different way but the goal is the same. The goal is helping the learners to learn a foreign language.

Different researchers have different definitions of a task however, this study draws on the definition of task by Williams and Burden(1997:168; as cited in Littlwood, 2004) that, define a task as 'any activity that learners engage in to further the process of learning a language'. At the beginning of this research the writer wants to explain that why the learning of vocabulary is so important that the learners should practice them by classroom tasks that is one of hard and time consuming procedures in the field of vocabulary learning. According to Harmer (2015) teaching vocabulary is a major part of the teacher's craft. Or according to Mothe (2013), vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed"(p.111, quotes in Lewis, 2000; Thornbury, 2007:p.13; as cited in mothe, 2013).

The main concern of the writer as an experienced English teacher, that is teaching English more than 27 years to students in high school especially to eleventh grade in Education in Iran, is that the students have serious problem in learning the new vocabulary of the new lesson (for example a 30 lines passage or a conversation with 20 lines dialogues)that the writer as their English teacher wants to teach them in a certain session in the

classroom. If the students learn the new words of a new passage (about thirty lines) or the new words of a conversation (about twenty dialogues), they will learn the meaning of the new subject very well; And may be able to create some new sentences to continue the story of a passage or converse with their partners about that subject on their own (if their English teacher asked them).

The writer as an experienced English teacher has thought about this matter more and more and is very unhappy about this problem. Although the writer during this 27 years that has taught English language could solve this problem by using the different classroom tasks that are methods for doing exercise for learning the new words of the new lesson that he wants to teach in a certain session. The writer believes that learning the new words at the beginning of the class before teaching the new lesson is very important either for the students or for the teacher. If the students learn the new words and learn the meaning of the new words and can distinguish that, those new words are verbs, nouns, adverbs, or adjectives, they can understand the new lesson and can use the new words easily; And if the teacher know that all of the learners have learnt the new words , he will teach the new lesson easily and successfully, because a good teaching related very much to a good learning.

So the writer as an experienced teacher uses different kinds of classroom tasks (such as using an Oxford dictionary to look up the definitions or examples or synonyms and antonyms of new words, box-play method as a word game, making Flash cards in the classroom, writing sentences by using new words, writing a paragraph, storytelling, cloze exercises, and finally words Matching) to practice and exercise the vocabulary of a new lesson in the classroom. According to Harmer (2015) the English teachers can show pictures to make meaning clear and they can make sure that students experience new words in context (in various types of texts), so that they can understand how they are used. Perhaps the best way to introduce the new words is to get the students to read the texts or listen to audio tracks so that they see or hear those words in action. At the end the writer needs to say that, according to Musayeva Vefali (as cited in Pawlak, 2008), we as language teachers do prefer to work with good language learners, who are highly motivated, equipped with effective learning strategies, and achieve well. "We would like our learners to be uninhibited, attentive, willing, analytical, and communicative in terms of language learning and use" (Rubin, 1975; as cited in Pawlak, 2008). However, the reality of the instructional setting does not always meet our professional preferences.

1.1 Statement of the Problem and Purpose of the Study

The main concern of the writer of this study, as an English teacher of Education in Emam Ali high school in Qazvin province in Iran, is learning the new vocabulary of a new lesson by all of the students (especially eleventh grade) that the writer as their English teacher are teaching them the English language in 2018. For the students understand and learn the new lesson fluently in the classroom ,it is better the most English language teachers in Iran pay much attention to vocabulary learning based on classroom tasks in English classes in Education specially in high school and do not pay much attention to learning grammar as the structure of English language.

Thornbury (2002; as cited in Mothe, 2013) opines, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." And according to Harmer (2015) teaching vocabulary is a major part of the teacher's craft .The writer as an experienced English teacher that has taught English to Iranian EFL learners either in high school in Education or in English Institutes more than 27 years has noticed that inability of students in speaking English language mostly related to inability of them in learning English vocabulary specially memorizing the meaning of new words of the new lesson that the teacher wants to teach to them; And because in Iran the students do not have any chance to practice and exercise the English language in society, so the writer tries to create an English vocabulary practicing atmosphere under the classroom task -based procedure to practice the new vocabulary in the classroom by doing different kinds of exercises in the classroom as different classroom tasks. Learning the new vocabulary by classroom tasks is a difficult and time-consuming work but it is necessary to learn the new vocabulary of a new lesson in the classroom.

According to Ostovar-Namaghi (2015) without adequate knowledge of vocabulary, language learners are generally impeded in their academic activities. Vocabulary knowledge is also instrumental in Reading Comprehension (Read,2000; Qian,2002; as cited in Ostovar-Namaghi, 2015). It is shown that knowledge of vocabulary is closely related to Reading Comprehension and speaking English and conversation. Vermeer (2001,as cited Ostovar – Namaghi,2015) suggests that knowledge of vocabulary can be used as one of the best

estimates of language proficiency at school. The result of a survey of L2 learners by Leki and Carson (1994; as cited Ostovar – Namaghi,2015) have also revealed that university students consider insufficient knowledge of vocabulary items as the most important factor impeding their progress in writing tasks. In short the mastery of vocabulary plays a key role in the whole process of second language learning. Without firm mastery in vocabulary, the skills of listening, reading, writing and translating are all attics in the air,(Ostovar – Namaghi, 2015). So the writer believes that by classroom tasks, the students can learn the vocabulary in the classroom by doing some exercises until they can learn their different meanings that lead to understanding the whole of the new lesson. All in all TBL is language learning by doing.

According to Watkins (2014) learning new words is an important part of learning a new language. Or as Wilkins (1972; as cited in Watkins, 2014) wrote: "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So the purpose of this study is to help the students at first to learn the new vocabulary of a new lesson and their roots and became familiar with word formation and second to help them to practice the use of the new vocabulary based on classroom tasks (such as writing sentence, writing a paragraph, storytelling, working with an Oxford dictionary to look up the definitions and synonyms and antonyms of the new words, doing cloze exercises and answering the questions and communicating with other students in the classroom), because unfortunately in Iran the students have no chance to practice the English out of the classroom in society, so creating the English atmosphere in the classroom in the form of doing some tasks for practicing and exercising the use of new vocabulary is a good procedure for retention the meaning of new words of a new lesson.

1.2 Significance of the Study

Learning the new vocabulary of a new lesson based on classroom tasks and practicing and training the other vocabulary that the students have learnt in the previous sessions is very significant either for students or for the English teacher; The writer of this study needs to say that in Iran the students do not have any chance to practice the English language in the society in the language real environment ,so practicing the new words based on classroom tasks is very significant for students to exercise and practice English language in the classroom either on their own or with their classmates in the form of doing group tasks .

Extensive research has been carried out on different aspects of task all over the world, and the writer of this research wants to experiment on the effect of some types of classroom tasks on learning new vocabulary of a new lesson by Iranian EFL learners (in this research high school students in eleventh grade in the range of 17-18 years old in Emam Ali high school in Qazvin province in Iran). The main concern of the writer of this study as an English language teacher, that is teaching English now either in English Institutes or in high schools in Education in Iran, is that the students have problem in learning the new words and the retention of the meaning of the new words, So the writer tries to help the students to learn the new vocabulary by performing the different types of classroom tasks until they can understand the new lesson in the classroom. According to Ostovar-Namaghi(2015) without adequate knowledge of vocabulary, language learners are generally impeded in their academic activities.

According to Harmer (2015) teaching vocabulary is a major part of the teacher's craft. According to Watkins(2014) learning new words is an important part of learning a new language. Or as Wilkins (1972; as cited in Watkins, 2014) wrote: "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The way of teaching the new vocabulary is very important, as Harmer (2007) believes that an English teacher should be skillful in teaching vocabulary. The writer as an experienced English teacher believes that the learning of the new vocabulary based on different classroom tasks, as a key method to retention the meaning of the new vocabulary, is very significant. The writer of this study believes that it is better to encourage the students learn new vocabulary of a new lesson in the classroom by practicing the written forms of learning as the classroom tasks (such as flash card making, sentence writing, writing a paragraph about a subject by using the new words, writing the synonyms and antonyms of new vocabulary by using an Oxford dictionary). So learning the new vocabulary based on different classroom tasks is very significant either for students or for the English teacher. Thornbury (2007) believes that learning English vocabulary is a basic and very important part of learning the English language.

Learning a new vocabulary means more than just understanding what the words mean. To really learn new English words you must understand them and be able to use the words correctly when you speak or write. The writer tries to help the students to learn the new vocabulary by classroom tasks because learning the new key words is very significant.

Nation and Waring (1997; as cited in Mothe, 2013) aptly mentioned, "Such as writing and reading, vocabulary knowledge is one of the components of language skills." Harmer (2007; as cited in Mothe, 2013) clearly states," if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." So if a student wants to use English language effectively he must have good stock of vocabulary. English language is made up of words. According to Throat (2001; as cited in Mothe, 2013), "words are the building block of language." Nagy (2003; as cited in Mothe, 2013) appropriately remarks, " Vocabulary knowledge is fundamental to reading comprehension; One cannot understand texts without knowing what most of the words mean."

1.3 Review of literature:

Learning vocabulary is a basic and very important part of learning the English language. As Thornbury (2002: 2-3; as cited in Keski-Kastari, 2013) and Nation and Gu (2007: 18-33; as cited in Keski-Kastari, 2013) explain, it is not easy for a teacher to determine what to teach exactly when referring to a word. A teacher needs to look not only at the context and try to address as to what the need of the students is and but also how much they already know. Furthermore, on the basis of that the teacher has to make a decision on what to teach and how to explain the information to the students. (Keski-Kastari, 2013).

To learn new vocabulary of English language, the high school students must understand them and be able to use the vocabulary correctly when they write or speak. The students will certainly learn English words faster when they practice the words in the classroom based on different tasks. According to Bengochea (2014) to increase the depth of one's word knowledge, learners must be exposed to and use words in multifaceted ways and across multiple contexts. Fallahrafie(2015) mentions, vocabulary is a core component of language proficiency providing much of the basis for how well learners speak, listen, read and write; And Alfred (2014) believes that a rich vocabulary store could help the learner in all subject especially English language.

The writer of this study as an English teacher believes that learning new vocabulary based on classroom tasks as a classroom exercise (such as working with oxford dictionary for looking up the definitions or synonyms and antonyms of the new words, sentence writing, writing a short paragraph by using the new words, and box –play method and storytelling) is a necessary action at the beginning of the classroom and before starting to teach the whole of

the new lesson. If the students did not learn the meaning of the new vocabulary and did not know the words, they could not learn the new lesson. At first the writer needs to explain what the 'vocabulary' means.

According to Procter (1996,pp.1628-678, as cited in Michael Easterbrook,2013) vocabulary means "all the words used by a particular person or all the words which exist in a particular language or subject"; And also Robinson (2011) states that vocabulary is one of the essential components of a language. The present research is not concerned with all the words used or all the words in English language. The mean of the writer of this research from 'vocabulary' is the new words that exist in every lesson in the books of Vision2 (one student book and one work book) of eleventh grade in high school in Education in Islamic Republic of Iran.

The main purpose of the writer of this study from learning the vocabulary based on classroom tasks at the beginning of the teaching of a new lesson is that, the students can practice the new vocabulary in the classroom and learn them for using them for reading, writing, speaking and listening and not memorize the Persian meanings of the words only, the same as the traditional approach. "The traditional approach to word learning favours systematic vocabulary development which is based on lists of words presented together with their L1 translations that learners have to memorize"(Hulit, 2006; Keren-Portroy, Majorano and Vihman, 2009:235-267, and Tabors, Beals and Weizman, 2001:106; as cited in Alfred, 2014).

According to Cook (2016) the past twenty years have seen a massive explosion in research into the acquisition of vocabulary, seen in books such as Nation (2013). However much of it concerned with the acquisition of isolated words in laboratory experiments and is tested by whether people remember them, not whether they can use them. So the students should use the new vocabulary in the classroom by writing new sentences, writing a paragraph, writing a conversation dialogue in 10 lines for example, looking up the definitions or synonyms and antonyms of the new words or the sentences for learning the use of new words and by this method they can learn where they can use the subjects, objects, adverbs, adjectives and nouns in the sentences.

The type of learning tasks may affect the amount of vocabulary knowledge that is gained (Griffin & Harley, 1996; Stoddard, 1929; as cited in Bengochea, 2014). Researchers

such as Ellis (2003), Alfred (2014), Edwards and Willis (2005), Ellis (2003), Fallahrafie (2015),Hamzeh (2016), Hasan (2014), Mousavi (2015), Jalilifar & Amin (2008), Hedayatipanah (2015), Keski-Kastari (2013), Newton (1995), Sarani (2013), Sarani and Sahebi (2012), Tikiz (2008), Touti and Maleki (2016), Vosoughi and Mehdipour (2013) and the other researchers have researched about the effect of tasks on learning vocabulary. So Task-based language learning especially vocabulary learning is in the core of the most researcher's attention.

So what is a 'task'? Williams and Burden(1997:168; as cited in Littlwood, 2004), define a task as 'any activity that learners engage in to further the process of learning a language'. And alsoTask-based learning (TBL) refers to a method of English teaching that requires learners to use authentic language through a communicative approach to achieve a desired outcome. There are three steps in a task: the pre-task, the during-task and the post-task (Ellis, 2003; Willis, 1998; as cited in Pongsavang, 2012).

The writer of this study believes that learning the new vocabulary based on classroom tasks is time-consuming but is not wasting the time of class. And finally it is needed to mention that, according to Yarahmadi (2011; Kashefian and Maroof, 2010; as cited in Hedayatipanah et al., 2015), many studies revealed that there is no significant difference between male and female in language learning as a whole. Some of educated English teachers insist on vocabulary learning through suitable context (Vosoghi & Mehdipour, 2013). According to Nation (1974) the first point to make in connection with teaching vocabulary is one that most teachers take for granted today that the meanings of words must be taught in context not from lists of unrelated words.

As Touti (2013) mentions that, two of the most commonly used types of written vocabulary tasks in ESL and EFL classrooms are blank fill-in (i.e. cloze) and writing tasks. And also according to Touti (2013), Among the very few studies that have tackled these two tasks are those of Hulstijn and Laufer and Folse. Thornbury (2007:133) presents the fill-in-the-blanks exercise, which is a sentence or text completion task. They can be of two types, open or closed.

As Fallahrafie(2015) mentions, vocabulary is a core component of language proficiency providing much of the basis for how well learners speak, listen, read and write, the writer as an English teacher believes that learning new vocabulary based on classroom

tasks as a classroom exercise (such as sentence writing , working with oxford dictionary for looking up the definitions of the new words , writing a short paragraph by using the new words , writing a composition, and box –play method) is necessary at the beginning of the classroom and before starting to teach the whole lesson. If the students did not learn the new vocabulary, they could not learn the new lesson correctly. Finally the writer of this research needs to say that according to Borisovna Dembovskaya(2009) language learning is a kind of sustained learning that requires from a learner an investment of time and focus over a rather extended period of time in order to progress in language proficiency.

1.4 Research Questions:

In present study the writer as an experienced English teacher, that teaches English more than 27 years to eleventh grade students in the high schools of Education and in the English Institutes, in Iran tries to answer to these research questions:

Question1. Is learning the new vocabulary of a new lesson important for students before the teacher wants to start to teach the new lesson?

 Question2. Is learning the new vocabulary of a new lesson difficult for many of students in eleventh grade in the high school (with the range of 17 and 18 years old)?

 Question3. How many new words should the students learn in each session as the key words to understand the new lesson?

Question4. Are there any significant differences between girls and boys as English language learners in learning the new words in eleventh grade in Education?

Question5. How effective is the different types of classroom tasks on learning new vocabulary of a new lesson?

2. Methods

As the writer is an experienced English teacher that is teaching the English books of Vision2 (the student book and the work book) to the Humanities and Science in eleventh grade classes in Emam Ali high school of Abyek township in Qazvin province of Iran , he can experiment several methods of task-based new vocabulary learning methods in each session . There are about 24 students in each classroom and the writer as an English teacher is experimenting the vocabulary task-based leaning in the classroom, so the writer's method is experimental and

quasi-comparison between the science and the Humanities classrooms. The writer wants to experiment that if a certain kind of task is enough for classroom task-based new vocabulary learning as practicing or different kinds of task- based methods are needed; And the writer wants to prove that for making the classroom active and enjoyable, using different kinds of vocabulary learning classroom tasks as practicing the new words is needed and the amount of learning is high in the classroom that the teacher uses from different kinds of vocabulary learning tasks in the classroom.

2.1 Participants

In this study the participants are the eleventh grade students of Emam Ali high school in Qazvin province in Iran and the range of those students was 17 – 18 years old . The participants were male students in humanities and science course of study .They were not homogenous in first month and this made the study harder. The researcher of this study by performing nearly two cloze tests , found the degree of their heterogeneity and in making the groups of students in the classroom put two top students and one middle class student and one low level student. Little by little the students in different groups became nearly homogenous and their marks became as same as each other and in group work they cooperate with each other and the top students were satisfied from other students. At first the books of Vision 2 (either student book or work book) were very difficult for some of them and because of that the writer as their English teacher tries find a way to facilitate the situation for them till all of them can catch the main points of the lesson at first and little by little they can understand the whole of the new lesson. So by help of top students in first moth the problem was solved and the whole of classes (either humanities or science)became homogenous. There were nearly 24 students in each class.

2.2 Instruments

A lot of instruments have been used in this experiment such as:

2.2.1 materials

2.2.1.1 EFL Textbooks :

Vision2 English for schools (student book) that is written by Alavi Moghaddam.

Vision2 English for schools (work book) that is written by Alavi Moghaddam.

2.2.1.2 The books that the teacher used them for warming up the classroom:

Word Formation written by Sinclair.

OXFORD PICTURE DICTIONARY.

READING SKILLS & TECHNIQUES that is written by Nobel group.

OXFORD PHOTO DICTIONARY.

 73 English short stories that is written by Maryam Hemmatiyan.

100 English short stories that is written by Mohsen Bagherifar.

2.2.1.3 The books that students used them in the classroom for practicing the new words for learning their meanings:

Oxford Elementary Learner's Dictionary.

LONGMAN Handy Learner's Dictionary

Oxford Advanced Learner's Dictionary.

Khate Sefid Vision Dictionary that is written by Hamid Noroozi.

2.2.1.4 The books and booklets that the writer as a teacher used them for testing (pre-testing, testing and post-testing).

Vision2 English for schools (student book) that is written by Alavi Moghaddam.

Vision2 English for schools (work book) that is written by Alavi Moghaddam.

Khate Sefid English book that is written by Zolfaghari M.

The other instruments in this study can be used : 1- a bilingual Haim dictionary. 2- a tablet for each one of them. 3- a mobile phone for each one of them. 4- a video projector. 5- flash cards. 6- white board marker. 7- a lot of pictures in different subjects. 8- a book about synonyms and antonyms 9- hand made wall-papers 10- some computers for connecting to internet for surfing the new materials about the new subject. The teacher by taking some pre tests catches the level of students and by tests make them to study and learn the new lesson and by post test can validate the learning of them.

2.2.2 Tests

The writer as an experienced English teacher tries to use different kinds of tests to evaluate the learning of the students .After teaching the new vocabulary and practicing them based on classroom tasks (such as looking up the definitions and synonyms and antonyms of the new vocabulary and writing them on the Flashcards for memorizing the meaning of them, writing sentence and also writing a short paragraph, story writing or storytelling in the classroom by using the new vocabulary) the teacher takes some post test for evaluating the vocabulary learning of the students. These tests consist of:

2.2.2.1 Cloze Test

In this kind of test the teacher gives a sample text with omitted words in it. The omitted words consist of the new vocabulary that the students should learn during the teaching of the new lesson.

2.2.2.2 Multiple Choice Tests (meaning related tests)

In this kind of test the teacher gives 20 meaning related multiple choice tests to students to choose the best choice among the four choices. The answers more than 50% are the new vocabulary that the students have to learn to understand the new lesson.

2.2.2.3 Reading Passage with some tests at the end

In this kind of test the teacher gives a 15 lines reading passage to students to read the passage and at the end of the reading they should choose the best choice of tests based on the meaning of the passage. The English teacher tries choose a passage that consists of 80% of the new vocabulary that the students should learn them during the teaching of the new lesson.

2.3 Procedure

The present study took place in Emam Ali State High School in Qazvin Provice of Iran. And because the teaching/learning and evaluating periods last nine months (from the beginning of autumn until the end of spring) the experiment lasts nine months and the teacher has enough time to perform his teaching procedure. So the writer as an experience English teacher conducts the experiment based on three following steps:

Step 1: Taking three kinds of short tests(a cloze test, a multiple choice test and a Reading passage test) and a long test : In this phase the teacher takes three kinds of short tests and a long test during first month as pre-tests to gather information about the abilities of the students of the classes.

Step 2: The students were classified into six groups (4 students in every group). In Science class the new vocabulary learning classroom tasks will be based on working with Oxford Dictionary(for looking up the definitions and the synonyms and antonyms and sentences of new words) and paragraph writing and the evaluating of the learning of the students will be based on the writing and reading and finally answering the questions in final tests. But in Humanities class, the teacher will use different kinds of classroom tasks(such as Looking up the definitions and synonyms and antonyms and sentences of new vocabulary and making Flashcards in the classroom, writing a short paragraph in different groups, box-play method as a game for learning new words, story writing or storytelling by using the new words, reading and repeating the new words by top students for learning and practicing and exercising the new vocabulary, physical context, word matching, cloze test, Reading passage test and discussion exercises) in different sessions for practicing the new words. The teacher in this step takes tests from students in every class for evaluating the effect of classroom tasks on learning the new vocabulary and writes down the results for final evaluation.

Step 3: In this step the teacher by means of three short post-tests (such as Cloze-Tests, Multiple Choice Tests and Reading Passage-Tests) and a long post-test evaluates the learning of the students. The writer as an experienced English teacher wants to evaluate if the Science class that the teacher used only two kinds of classroom tasks, have learnt the new vocabulary better or the Humanities class that the English teacher has used the different kinds of classroom tasks in different sessions(the writer needs to say that the English book is a general lesson course in Education in Iran and not related to this matter that in which kind of the course of study the students are studying).

2.4 Validity

Six High School English teachers in Abyek Township Education from different high schools reviewed the writers' tests and provided the researcher of this study with their helpful suggestions (The writer of this thesis is the head of the English teachers' group in Abyek township in Qazvin Province in 2017-2018 and because of that has near relationship with the

English teachers). As a result some questions were omitted and some questions were added and some questions were changed.

2.5 Design

In this research the researcher did an experiment on two classes in eleventh grade (Humanities class and science class) and there were 24 students in every class. These classes did not be homogenous at first and it was shown after two pre-tests in first month (the month of Mehr). The writer as an experienced teacher formed 6 groups in each class and in every group placed two top students and one middle-level student and one low-level student in each group and little by little the students at the middle of second month (the month of Aban) became homogenous. Because the teaching/learning period in Education in Iran is exactly 9 months, so that is very good time to do a scientific experiment.

2.6 Data Collection

At the beginning of the experiment the researcher (as an experienced teacher that has taught English more than 27 years in Education in high school) request the eleventh grade students to take part in the pre-tests for evaluating their power of vocabulary knowledge for placing them in a good and suitable group in the classroom. The teacher prepared three kinds of question papers (one of them was Cloze-test, the other was multiple-choice test and the other was a Reading passage with some tests at the end of passage). The contents of questions consisted of: 50% from their seventh grade, eight grade and nine grade and tenth grade and 25% from general information and 25% the material that the teacher has taught in first week and in turn in second week and in third week.

At the end of first month based on the collected data the teacher can place the students in different groups and can start the experiment. There are 6 groups in Humanities class and also there are 6 groups in science class that there are 4 students in every group. At the end of the first month all of the groups are homogenous. The time for Cloze-test is 20 minutes and the time for Multiple-choice test is 15 minutes and the time for Reading passage test is 25 minutes. At the end of every semester, the teacher takes a test that consists of three kinds of tests in one paper and the allocated time is about 60 or 70 minutes. And when the teaching of the eleventh grade books: Vision 2 (student book and work book) starts; the teacher collects the scores in two classes.

2.7 Data Analysis

The data is collected through the score of the test papers of the two classes (Humanities and science eleventh grade) and the process of collecting data is a little time-consuming that the researcher needs to judge the point (that is based on scores of the students in Humanities and Science eleventh grade classes) seriously.

The scores in pre-test is more important than other tests because the teacher wants to judge that which student is a top-student and which student is middle-level student and which student is low-level student. If every 4 students in 6 groups are top or middle-level or low-level students, the scores will not show the correct new words learning power in next months. The aim of the teacher is that after one month all of the students in every group in every class can participate in classroom new words task-based practicing procedure.

The scores in the part of test and retest will show that which class is more successful than the other class. The students learn the new lesson in the class that the learning of new words is based on two classroom tasks (such as working with oxford dictionary to look up the definitions of new words and looking up the synonyms and antonyms; and writing a short paragraph for example) or the students learn the new lesson in the classroom that the learning of the new words is based on different classroom tasks (such as practicing the new words in context, box-play method, working with oxford dictionary, writing sentences, storytelling or story writing, physical context, Flashcard making in the classroom).

It is necessary to be mentioned that the students-test is calculated by entering the data of the tests in STATISTIC FORMULAS to analyze the data. It is better to use the Statistical Package for Social Science (SPSS) in the treatment of the results of the study. The students-test assesses whether the means of two classes (Humanities and Science in eleventh grade) are statistically different from each other or not.

3. Taking a test and analyzing the results

After grouping the students (either in Humanities or in Science class) in second week, the writer as an experienced teacher started to teach the lesson one and encouraged the students to practice the new vocabularies based on classroom tasks for learning the new vocabularies. Then after two weeks the teacher takes a test and analyzes the results of different groups of two classes (Humanities and Science eleventh grade). After the test the teacher wants to compare the classes to observe that which class could have given the test better. The students

of Humanities class, that their vocabulary learning and practicing were based on different classroom tasks, learnt the new words better than the students of Science class that their vocabulary learning and practicing were based on only two classroom tasks.

3.1 Analyzing the results of test in different groups in Humanities classroom and in Science classroom.

After correcting the test the teacher analyzes the correct answers of the students in different groups and tells them if they have any develops in learning the new vocabulary either in Humanities class or in Science class.

3.2 Discussion of Results of pre-test, test, and post test

For grouping the students of two classes for 6 groups that there are 4 students in every group and for making the 6 group homogenous the teacher designed a pre-test that there are four kinds of items in that pre-test(multiple choice, cloze test, matching part and Reading passage) that there are 20 tests in that exam. The teacher puts two top students, one middle-level student and one low-level student in every group of every class and the result of each student of each group will affect in the result of every group, the top students in every group have to work with middle level and low level students until they catch the points and the top students will get a good mark if their group can catch good mark in tests and also in the part of the post-test if the low-level students take good marks the teacher will give them a good mark or a prize at the end of the exam. The writer of this study needs to say that the students-test is calculated by entering the data of the tests in STATISTIC FORMULAS to analyze the data. It is better to use the Statistical Package for Social Science (SPSS) for getting the results of the study. The students-test assesses whether the means of two classes are statistically different from each other or not. The results show that the students in Humanities class have learnt the lesson better than the Science class, because the teacher had used different classroom tasks for practicing and training the new vocabulary.

4. Conclusions

Learning new vocabulary of a new lesson based on different classroom tasks (such as working with an Oxford dictionary for looking up the definitions, synonyms, antonyms, suffixes and prefixes, writing some example sentences about new words, writing a paragraph, writing a short composition, flash card making, storytelling) is very important either to the students or to the English teacher. According to many researchers, learning vocabulary is

more important than grammar for learning the English language. The writer of this study as an English teacher believes that the high school students (especially eleventh grade students) for understanding the new lesson need to practice and exercise the new words in the classroom by different tasks for retention the meaning of the new words. In the Islamic Republic of Iran the high school students have a little chance to practice the English language in the real world and use the vocabulary for communication in the society, so it is better the English teachers create a real English atmosphere in the classroom until the students practice the use of the words in the classroom with each other. Learning the new vocabulary by classroom tasks is a kind of repeating a lot of words that the students learn them little by little in different sessions. If the students learn 20 or 30 new words in every session and repeat and practice the other important words by classroom tasks, they can learn more than 2000 English words every year in Education in Iran. The main purpose of the writer of this study as an English teacher from learning the new vocabulary based on different classroom tasks, is using the vocabulary by students in writing, reading and speaking in the classroom that is training and practicing for using the words for communication in the real situations. If the students don't have any practice and exercise in the classroom, they will not have any chance for practice and exercise in out of the classroom in Iran. So the writer of this study believes that, learning the new vocabulary of a new lesson based on different classroom tasks not only, do not be a time consuming procedure, but also is a useful and necessary procedure.

4.1 Implications and recommendations

It can be said that learning English in high school level in Iran is hard work but an English teacher as a director of an English class can facilitate this learning. As the writer of this study has explained, by learning the new vocabulary of a new lesson at the beginning of teaching the new lesson, either the students can understand the new lesson or the English teacher become assured that his teaching is useful. So in learning the new vocabulary of a new lesson there are two factors that affect with each other: 1- the students and 2- the English teacher. If the English teacher applies different classroom tasks for practicing and exercising the new vocabulary in the classroom, the students will be encouraged to learn the new vocabulary and try to use them for writing, reading and speaking English in the classroom and finally for communicating with other students in the classroom or with other people in the society. For communicating with others, the students should learn a lot of words and without vocabulary and only with knowledge of grammar they cannot communicate with others. The writer as an

English teacher recommends to other English teachers either in Education or in English Institutes that after teaching the new vocabulary to students encourage them to practice the vocabulary by different classroom tasks. If the students use the new words in making flash cards, in sentence writing, in paragraph writing, storytelling, composition writing, conversing, definition writing, they will learn the new words and the new words will stick their minds and they will use the words when they need them. Only by reading the new words or by repeating them once or twice in the classroom the students will not learn the new words. They should use the words for sentence writing, storytelling, paragraph writing, composition writing, finally they need to play with words in the classroom until learn them. So learning new vocabulary by different classroom tasks is a good and action way that the writer of this study as an experienced English teacher recommends the other English teachers to use from this procedure.

4.2 Suggestions for further research

The Eleventh grade English books of VISION 2(one student book and one work book) are newly designed for students in Education in Iran in 2017. So the present study is limited from different aspects and further research is needed.

Firstly it is a small scale of study which involving only 48 students (24 students in Humanities class and 24 students in Science class) from Emam Ali high school in Qazvin province in the Islamic Republic of Iran. Therefore to obtain more reliable results, a comprehensive study involving a large sample is suggested. For example it is better at least 250 students from different high schools of different eleventh grade classes were examined. Secondly, this experiment just last 7-8 months. Other studies could use more time to do this research. If the students get this method more than 6 months the results of learning new vocabulary of a new lesson based on different classroom tasks of the experimental groups of two classes of Humanities and Science may be not the same as the present findings. Thirdly it is not possible to do analysis to all kinds of tests that is possible in the eleventh grade level for evaluating the power of students in learning the new vocabulary of a new lesson and only the multiple choices, cloze test, matching part and Reading passage is analyzed. So the analysis of different tests in Eleventh grade of high school is suggested.

Fourthly, this study has done in two eleventh grade classes that their students were heterogeneous at first and after a pre-test the teacher hardly make them homogenous in 6

groups that every group consisted of 4 students (two top students and one middle-level student and one low-level student). So may the students in different groups not be completely homogenous and it is suggested that if it is possible, the other researcher choose the homogenous students at the first of study.

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