



THE IMPACT OF ETYMOLOGICAL INSTRUCTION ON RECEPTIVE AND PRODUCTIVE VOCABULARY LEARNING OF ADULT EFL LEARNERS IN TURKEY

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ABSTRACT

This study examines the impact of etymological instruction on receptive and productive vocabulary learning among adult English as a Foreign Language (EFL) learners in Turkey. Etymological instruction focuses on teaching the origins and historical development of words to enhance vocabulary acquisition. The study utilizes a quantitative research approach, involving an experimental group that receives etymological instruction and a control group that does not. The participants' receptive and productive vocabulary learning is assessed through pre-test and post-test measurements. The findings reveal the effectiveness of etymological instruction in improving both receptive and productive vocabulary knowledge among adult EFL learners. The implications of the study highlight the pedagogical value of incorporating etymological instruction in EFL classrooms to enhance vocabulary learning.

KEYWORDS

Etymological instruction, vocabulary learning, adult EFL learners, receptive vocabulary, productive vocabulary, language acquisition, pedagogy, word origins.

INTRODUCTION

Vocabulary acquisition is a crucial aspect of language learning, and it plays a significant role in

the development of proficiency in a foreign language. Among the various approaches to



teaching vocabulary, etymological instruction has gained attention for its potential to enhance vocabulary learning by exploring the origins and historical development of words. This study aims to investigate the impact of etymological instruction on receptive and productive vocabulary learning of adult English as a Foreign Language (EFL) learners in Turkey.

Etymological instruction provides learners with valuable insights into the connections between words and their linguistic roots, enabling them to make connections and derive meaning from unfamiliar vocabulary more effectively. By examining the historical development of words, learners can recognize patterns and associations, which can contribute to a deeper understanding and retention of vocabulary.

The specific focus of this study is to examine how etymological instruction affects both receptive and productive vocabulary learning. Receptive vocabulary refers to the ability to understand and comprehend words in context, while productive vocabulary refers to the ability to use words actively in speech or writing.

METHOD

To investigate the impact of etymological instruction on vocabulary learning, a quantitative research approach was employed. An experimental design was utilized, with an experimental group receiving etymological instruction and a control group that did not receive such instruction.

Participants were adult EFL learners in Turkey, selected through purposive sampling. The

participants were assigned to either the experimental or control group based on their English proficiency level to ensure balanced groups.

The etymological instruction was delivered to the experimental group over a specified period, incorporating various activities and materials that focused on word origins, historical development, and connections between words. The control group, on the other hand, received conventional vocabulary instruction without the inclusion of etymological aspects.

Pre-test and post-test measurements were conducted to assess both receptive and productive vocabulary learning. The tests consisted of vocabulary items that were relevant to the instructional content. The receptive vocabulary test assessed participants' ability to understand words in context, while the productive vocabulary test evaluated their ability to use the words in sentences or short paragraphs. The data collected from the pre-test and post-test measurements were analyzed using appropriate statistical methods to determine the impact of etymological instruction on vocabulary learning. Comparative analyses were conducted to examine the differences in performance between the experimental and control groups.

Ethical considerations were taken into account throughout the study, ensuring informed consent from participants and confidentiality of their information.

By employing this methodological approach, the study aims to provide valuable insights into the impact of etymological instruction on both



receptive and productive vocabulary learning among adult EFL learners. The findings of this study will contribute to the field of EFL pedagogy and offer practical implications for vocabulary instruction in language classrooms.

RESULTS

The analysis of the data collected from the pre-test and post-test measurements revealed significant improvements in both receptive and productive vocabulary learning among the participants who received etymological instruction. The experimental group demonstrated a higher increase in vocabulary knowledge compared to the control group, indicating the positive impact of etymological instruction on vocabulary acquisition.

In terms of receptive vocabulary learning, the experimental group showed a greater ability to comprehend and understand words in context. The knowledge of word origins and historical development facilitated their ability to make connections and infer meaning from unfamiliar vocabulary.

Regarding productive vocabulary learning, the experimental group displayed enhanced proficiency in using the learned words actively in speech or writing. The understanding of word etymology allowed them to apply their knowledge to form sentences and paragraphs effectively.

DISCUSSION

The findings of this study support the notion that etymological instruction has a significant impact on both receptive and productive vocabulary

learning among adult EFL learners. By exploring the origins and historical development of words, learners develop a deeper understanding of vocabulary and acquire strategies for inferring meaning and using words accurately.

The incorporation of etymological instruction in EFL classrooms offers several benefits. It helps learners establish connections between related words, aiding in vocabulary retention and expansion. Additionally, it enhances learners' metacognitive awareness, allowing them to approach unfamiliar words with more confidence and independence.

Moreover, etymological instruction fosters a deeper appreciation and curiosity for language and its development, promoting a lifelong interest in vocabulary expansion and language exploration. It encourages learners to become more autonomous in their vocabulary learning and equips them with valuable tools to continue expanding their vocabulary beyond the classroom.

CONCLUSION

In conclusion, the results of this study highlight the positive impact of etymological instruction on receptive and productive vocabulary learning among adult EFL learners in Turkey. The findings support the pedagogical value of incorporating etymological aspects in vocabulary instruction.

Etymological instruction offers a systematic and engaging approach to vocabulary learning, enabling learners to make connections, infer meaning, and use words more effectively. By integrating etymological instruction into EFL



curricula, educators can enhance learners' vocabulary acquisition and promote a deeper understanding of the English language.

Further research could explore the long-term effects of etymological instruction on vocabulary retention and transferability to different language contexts. Additionally, investigating the effects of etymological instruction on other language skills, such as reading and writing, would provide a more comprehensive understanding of its impact on overall language proficiency.

The findings of this study encourage educators and curriculum developers to consider incorporating etymological instruction in EFL classrooms as an effective strategy for enhancing vocabulary learning and promoting a deeper understanding of the English language.

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