



THE EFFECT OF CONTEXT IN ACHIEVEMENT VOCABULARY TESTS

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Abstract

This study investigated the effect of context on the performances of students in achievement vocabulary tests. Two different tests, discrete and contextualized, having the same target vocabulary items were designed by the researcher and were administered to 123 elementary students at Afyon Kocatepe University English preparatory program. The data were analyzed through descriptive statistics. The results revealed that students performed better in the contextualized test, and there is a significant difference between the performances of students. The results also showed that there was a positive and direct correlation between the tests, and these two tests could be used instead of each other in a degree of 56%, which means context is not a must in achievement vocabulary tests.

Key Words: Vocabulary, testing vocabulary, contextualized tests.