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**Vocabulary Recall and Retention: A Comparison between the Translation
Method and the Pictorial Method in Teaching Vocabulary for Elementary
Levels**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in English Didactics**

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Abstract

To guarantee effective vocabulary teaching, teachers resort to different techniques and strategies. One of the most well-known strategies is the translation method, which was under the spotlight as the best vocabulary teaching method for decades. On the other hand, there is the pictorial method, which is considered as an effective strategy to develop and sustain motivation in producing positive attitudes towards language learning and to reinforce language skills. The present study is an attempt to explore the differences between these two vocabulary teaching strategies for elementary levels and their effectiveness in meaning recall and retention and whether the pictorial method is more effective compared to the translation method. In order to investigate the theme, an experimental study was conducted using some tools: A pre-test, four immediate tests and two final tests to test a sample of 24 participants of pre-intermediate (elementary) level who belong to ASPIRE SCHOOL (a private school in El-Milia, Jijel). After the analysis of the results, both hypotheses were confirmed and it has been found out that there is a statistically significant difference between both methods and that the pictorial method scored better.

Keywords: pictorial method -recall-retention-translation method-vocabulary -vocabulary teaching

Dedications

All my gratitude is to Allah, the Almighty

I dedicate this humble work to:

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List of Abbreviations

CLT: Communicative Language Teaching

DS: Discovery Strategies

EFL: English as a Foreign Language

FL: Foreign Language

GTM: Grammar Translation Method

LLs: Language Learners

LLS: Language Learning Strategies

LTM: Long Term Memory

M: Mean

SD: Standard Deviation

SLA: Second Language Acquisition

SL: Source Language

ST: Source Text

STM: Short Term Memory

TL: Target Language

TT: Target Text

V: Variance

2L: Second Language

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General Introduction

The primary focus of the learner in a foreign class is on understanding spoken or written discourse. However; there are inevitably unfamiliar lexical items, some of which may be crucial for adequate comprehension, and the learner should have ways of finding out what they mean. Teachers are aware of this problem in the classroom context and have a variety of techniques at their disposal to address them with texts that they use in class such as: giving a quick oral translation of the word, a physical demonstration, a verbal explanation involving a number of contexts, giving synonyms or asking the learners to look the words up in the dictionary (Hedge, 2000). Vocabulary knowledge is essential when using a foreign language, since one is unable to communicate without words. Learners are usually aware of the importance of words in a language and they also usually realize the fact that learning strategies can help them in their vocabulary learning. Learner autonomy can be enhanced by introducing the learner to different vocabulary learning strategies which can be used in developing the learning process. In addition, learning strategies help students to be more active and take more responsibility for their own learning. Vocabulary learning has been studied more widely since the 1980s. Learning strategies, in general, have been studied for a longer period of time but more specific topics in the field, such as learning strategies used especially for vocabulary learning, have not been studied extensively. However, vocabulary acquisition has moved from being a neglected part of second language acquisition towards a more renowned field of study in theoretical linguistics, and over the last 20 years there has been a great deal of work in the field of vocabulary research. This is why teachers faced the challenge of how best to help students learn and use new words. In this process, vocabulary learning strategies can be used effectively.

Background of the Study

For most foreign language learners, the ultimate goal is to be able to use the language correctly and appropriately and communicate effectively. In order to achieve this language learners must master two main aspects of the language which are the grammar of the language and its vocabulary. Vocabulary is the foundation to build languages, which plays a fundamental role in communication (Hatch & Brown, 1995). In other words, vocabulary is considered a building block in learning a new language. There have been multiple approaches to language learning, each with a different perspective on vocabulary (Richards & Rodgers, 2001). It is globally acknowledged that vocabulary learning has a great impact on language development since it leads to accurate and effective foreign language learning and native language learning. Today, it is widely accepted that vocabulary learning is one of the most essential elements both of acquisition of one's native language and of learning a foreign language (Morra&Camba, 2009).

The field of education in general and language education in particular cannot ignore the fact that lexical knowledge is central to second language acquisition and language use. The relationship between vocabulary knowledge and language use is often described as complimentary. Knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge (Nation, 2001). Furthermore, researchers emphasized that learning vocabulary items plays an important role in language skills (listening, speaking, reading and writing) (Nation, 2011).

On the other hand, learners of language rely heavily on lexical knowledge as a result language researchers and applied linguists are always exploring ways of promoting vocabulary teaching and learning effectively. Recent studies indicated that teaching vocabulary can be

complicated to some extent. In order to gain satisfying results teachers and instructors must find suitable instruction and appropriate techniques to teach vocabulary.

Translation is among the strategies that has been used in vocabulary instructions. It has been unpopular for years in foreign language learning as a result of the unsatisfactory results of the so-called 'Grammar Translation Method', however; recently translation is more frequently used. Recent literature in applied linguistics has shown significant signs of revival of translation in language teaching (Malmkjaer, 1998, p. 144). Using pictures is another technique used to teach lexicon. Pictures are usually used by teachers as a stimulus to attract students' attention and improve motivation. Pictures can be classified as visual aid. The learner remembers better the material that has been presented by means of visual aid (Uberman, 1998). The use of pictures can make the vocabulary material meaningful.

Many studies have been carried out on the importance of teaching vocabulary using different techniques. One of the procedures is mastering some methods and techniques that a teacher mastered in every time of teaching. Techniques in teaching and learning are beneficial either for teachers and students. For teachers, the use of techniques is in order for teachers to become easier and better in teaching and learning process. Teachers can give the instruction to the students in the class so that the lesson can be captured, understood and used by the students well. On the other hand, many studies have dealt with teaching strategies confirming that using translation method might be the most effective way to teach vocabulary. These include a master dissertation by *Dana Shejbalova*. It was hypothesized that the translation method is effective in optimizing the teaching process. At the end of the experimental study, it was successfully proven that translation plays a crucial role in optimizing the teaching process. Another study by *MerySorta* in which it was hypothesized that the translation method is the most effective

presentation technique for young learners. The results after the analysis proved the hypothesis that translation is the best method to teach young learners foreign languages (in this case, English). On the other hand, *Leny* hypothesized in her dissertation, that using pictures is an effective way to teach vocabulary for young learners and this hypothesis was confirmed eventually.

1. Statement of the Problem

Speaking spontaneously and effectively is the ultimate goal for any language learner to achieve. However, achieving this goal might be very challenging. In this context, applied linguists and teachers are in constant search of up-to-date and academically approved strategies and techniques to assist language learners by presenting new vocabulary in a memorable way.

A strong vocabulary, both written and spoken, requires more than just a dictionary. Adequate vocabulary will help language learners in mastering four skills in English which cover listening, speaking, reading, and writing. Thus, without vocabulary, learners will have difficulty to communicate well in a foreign language. Vocabulary acquisition and retention is considered one of the most influential factors of language learning. However, there are some factors that prevent language learners from better vocabulary acquisition and retention. Generally, 2L or FL learners encounter problems or difficulties in English learning. Despite a regular use of the English language inside the classroom settings, language learners still encounter problems in their learning and they generally see unknown words as the first problem to overcome. Also, LLs do not use English vocabulary so often, which develops into a confuse issue of using words. Other LLs face many words with unknown meanings or fail to recognize their part of speech. Mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language (Nyikos and Fan, 2007). Many learners consider the acquisition of a second

language (SLA) as a matter of fact and focus on the question of learning vocabulary. Therefore, they spend a lot of time memorizing the lists of L2 words and rely on their bilingual vocabulary as the main communication resource. As a result, language teachers and applied linguists now generally recognize the importance of vocabulary learning and exploring ways to promote it more effectively. Some of these studies take the form of research strategies that language learners use specifically for vocabulary (VLS). In such cases, language learning and teaching can be made interactive and interesting with the interaction of appropriate vocabulary exercises.

3. Aim of the study

This research aimed to investigate the effectiveness of both Translation method and Pictorial method in teaching vocabulary. The primary aim of this comparative study is to determine if one of the previously mentioned techniques is more successful to teach elementary level language learners, assess the vocabulary growth from their implementation using different pre-tests and tests and measure extent to which the learners are able to recall and retain the lexical knowledge.

4. Research Questions

1. Is there any statistically significant difference between the Pictorial method and the Translation method as vocabulary teaching strategies for elementary levels?
2. Which strategy is considered more effective in teaching vocabulary for elementary levels?

5. Research Hypotheses

In the light of this previously mentioned research questions, it is hypothesized that:

1. There is a statistical difference between the Pictorial method and the Translation method in teaching vocabulary.
2. The Pictorial method is considered as a more effective strategy in recall and retention for elementary level.

6. Significance of the Study

As a matter of fact, developing lexical knowledge for language learners is a top priority for teachers. Already a daunting task in native language, it is more so in the target language. Every teacher wants to run the teaching learning process effectively. The use of suitable instruction strategies to teach lexis would be the key to obtain good outcomes. Using pictures is known to be a very helpful method to make the learners understand something clearly and easily. On the other hand, translation is considered as a vocabulary builder and teachers must be aware of the benefits of incorporating translation in vocabulary teaching. Hence the need to test the effectiveness of these two strategies in the Algerian classroom context is felt as an experimental avenue of research worthy of investigation.

7. Methodology

This study was conducted in a private school where English is taught as a foreign language. The school, by the name of ASPIRE SCHOOL, is located in El Milia (Jijel). Seeking to produce valid and reliable results, the sample was a group of pre-intermediate English learners (24 participants). A pre-test and a post-test will be used to evaluate the participants before and after using both the pictorial method and the translation method. Also, four immediate tests (two pictorial tests and two translation tests) will be used to have a full idea about the real effectiveness of the recall and retention process.

8. Outline of the Study

The current research will be divided into three chapters. Chapter one provides an overview of the related literature and the theories supporting the use of the previously mentioned strategies, also studies in the same field. Chapter two deals with vocabulary teaching, focusing on the different strategies in use in this regard. Chapter Three is the fieldwork, where the methodology adopted for the study, data collection, sampling, tools, analysis and interpretation are presented.

Chapter One: Vocabulary Acquisition and Retention

Introduction

Although the present studies are profound attempts to emphasize the role and importance of vocabulary and the strategies utilized to learn and teach it, they came only after many decades of negligence of such an area. Teaching and learning second language vocabulary has now markedly become the focus of interest of many applied linguistic researchers and language teachers (Barcroft, 2004, p.52; Decaricco, 2001, p.285; Read, 2000). Vocabulary was not given the recognition and acknowledgment it fully deserved due to the overwhelming emphasis laid on syntax for decades (Hurtado, 2002, p. 509). Various researchers nowadays state that vocabulary is an integral part of language and it plays an important role in the language learning process.

Vocabulary acquisition is considered the largest and most important task facing the language learner (Swan & Walter, 1984, p.156). In simpler words, vocabulary development is crucial for mastering a second/foreign language and is one of the most important aspects of foreign language (FL) or second language (L2) learning and teaching (Hunt & Beglar, 2005, p. 23-59). In this context, acquiring words is considered the building block for communication and “an essential part of mastering a L2” (Schmit, 2008, p. 329-363). Mastering a language means mastering the four language skills, which are listening, speaking, reading and writing. Lexical competence is currently recognized by many vocabulary specialists as a core component of communicative competence, which provides much of the basis for how well learners speak, listen, read and write (Coady & Huckin, 1997; Richards & Renandya, 2002, p.254-266). Vocabulary plays a pivotal role in all of the language skills and any lack of vocabulary knowledge will directly affect them. Thus, for both FL/L2 learners and teachers, developing a rich vocabulary is a priority since “without vocabulary nothing can be conveyed” (Wilkins,

2009), and “no text comprehension is possible, either in one’s native language or a foreign language without understanding the text’s vocabulary” (Laufer, 1997, p. 20-34)). One cannot understand a sentence or a text without knowing what the majority of the words mean.

However, learning vocabulary might also be a challenge due to the obstacles learners may experience when trying to recall a new or a pre-stored word. Learners themselves readily admit that they experience considerable difficulty with vocabulary, and most learners identify the acquisition of vocabulary as their greatest source of problems (Meara, 1980). Knowing that vocabulary development is a challenging task, instruction experts worked on creating strategies, techniques, and approaches to address such challenges. L2 and FL learners need multiple exposures to the second language vocabulary in various contexts through a variety of vocabulary instruction techniques and strategies (Nation, 2011, p. 529-539; Schmitt, 2008, p. 329-363). As a result of these techniques, language learners will be able to recall the vocabulary correctly and communicate effectively and appropriately.

1.1 Vocabulary

Besides having a mind, speaking through verbal language to convey different messages and meanings is really what differentiates humans from animals. Vocabulary is clearly important for language learning as it underpins all other language skills, can be a stepping stone to high level language use, and can help the learner to achieve fluency faster.

1. 1. 1. Vocabulary definition

Usually, when individuals are asked to define vocabulary, mostly the answers will be or revolve around *words of a language*, which is correct to some extent. However, vocabulary is broader than just words. According to Hornby in the *Oxford Advanced Learner's Dictionary* of

Current English, it is stated that vocabulary is the total number of words in a language, all words known to a person or used in a particular book, subject, etc. (Hornby, 1995). Also, Nunan stated that vocabulary is a list of target language words (1999). Brown and Hatch also (1995) defined vocabulary as a list of target language words or a list of words that the individual speaker might use to speak. In other words, vocabulary is a stock of words used by language learners when they are learning a foreign language and expressing the meaning or idea to construct a sentence for communication or to convey a message. Vocabulary is central to language and of critical importance to typical language learners, and not having a sufficient stock might be a barrier that prevents language learners from communicating effectively. On the other hand, Penny Ur defines vocabulary as the words that are taught in foreign language. A new item of vocabulary may be more than a single word which are made up of two or three words but express a single idea. (Penny Ur, 1996). Furthermore, we can notice that the more learners have vocabulary the more their four skills will be developed. However, the word vocabulary is more complex than it seems at first sight, not in the sense of word stock a person may have but in how those words were acquired and put to use.

1. 1. 2. Kinds of vocabulary

Developing vocabulary is a timeless process. As we age, we keep picking up new words. Vocabulary is a skill that gets better over time. Language learners pick up vocabulary depending on how to use it, when to use it, and how often to use it. Thus, the most prominent scholars, experts and researchers in this field have agreed to categorize vocabulary into two types: Receptive and Productive Vocabulary. While receptive vocabulary is related to the skills of listening and reading, productive vocabulary is related to the skills of writing and speaking (Schmitt, 2008, p.329-363).

1. 1. 2. 1. Receptive Vocabulary

Bogaards & Laufer (2004, p. 11) agree that receptive vocabulary refers to learning the meaning of a word i.e., to be able to translate it from L2 to L1 . On the other hand, the use of receptive vocabulary involves perceiving the form of a word while listening or reading and retrieving its meaning (Nation 2001). To put it otherwise, it is the ability to distinguish and recognize a word when it is heard or seen from other words that seem similar in writing or pronunciation. Furthermore, Stuart Webb stated that it is the vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2008, p. 79-95). In simpler words, it is the vocabulary or language items which language learners recognize and understand in the context of reading and listening but cannot produce. Grains and Redman (1986, p.64) state that receptive vocabulary means to understand language items which can only be recognized and comprehended in the context of reading and listening material and to which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. However, when individuals encounter these words, they recognize them, even if imperfectly.

In simpler words and according to Jo Ann Aeborsold and Mary lee Field (1977, p. 139), receptive/passive Vocabulary refers to a language items that can be recognized and understood in the context of reading or listening. it refers to the items that can be understood within a given context i.e., while speaking or reading and it encompasses the words that we get through our reading or speaking. Thus, it is the comprehension of the words when language learners read or listen and it is more useful when the language learner is in a higher level of study such as intermediate level or advanced level.

1.1.2.2 Productive Vocabulary

Bogaards & Laufer (2004, p. 11) claim that productive vocabulary refers to learning to express a concept by means of an L2, i.e. Learners are able to translate a word from L1 to L1. Productive vocabulary includes the words and language forms that we use when we speak or write. Productive vocabulary use includes the need to express a meaning through speech or writing and producing the appropriate spoken or written word form. Grains and Redman (1986, p.64) state that productive vocabulary is language items which the learner can recall and use appropriately in speech and writing to convey a message to others. It involves what is involved in receptive vocabulary in addition to the ability to speak or write appropriately. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005, p. 33-52). According to Nation (1990, p.29), knowing a word involves being able to pronounce the word, how to write and to spell it, and how to use it in a grammatical pattern along with the word in usually collocates with it; it also involves not using the word too often if it is typically a low-frequency word, using it in a suitable situation to stand for the meaning it represents, and being able to think of suitable substitutes for the word if there are any.

To put it otherwise Jo Ann Aeborsold and Mary Lee Field state that productive/active vocabulary refers to items the learner can use appropriately in speaking or writing although, in fact, it is more difficult to put into practice. It means that to use the active vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoping to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. (1997, p.139). In other words, active vocabulary is the language items and forms that can

be used by speaker when writing or speaking; to use vocabulary actively means that learners are able to know how to pronounce it, and how to accompany it with correct grammar of the target language.

Based on what has been stated above vocabulary can be categorized and classified into various kinds and types according to different researchers and experts, each with a different view and opinions. Mainly vocabulary is classified into Productive/Active and Receptive/Passive.

In same context the distribution of these definitions seems to limit the knowledge of receptive and productive vocabulary just to function, meaning and word structure. Therefore, Nation (2001) has determined the construction of vocabulary knowledge in a broader perspective by combining several aspects.

The following figure by Nation illustrates what it takes to know a word. In the table, “R” stands for receptive knowledge whereas “P” means the productive knowledge of a word.

Table 1: Knowing a word (Nation 1990:31)

Form		
Spoken form	R	What does the word sound like?
	P	How is the word Pronounced?
Written form	R	What does the word look like?
	P	How is the word written and spelled?
Position		
Grammatical Patterns	R	In what pattern does the word occur?
	P	In what patterns must we use the word?
Collocation the word?	R	What words or types of words can be expected before or after?
	P	What words or types of words must be used with this word?
Function		
Frequency	R	How common is this word?
	P	How often should this word be used?
Appropriateness	R	Where should we expect to meet this word?
	P	Where can this word be used?
Meaning		
Concept	R	What does the word mean?
	P	What word should be used to express the meaning?
Associations	R	What other words does this word make us think of?
	P	What other words could we use instead of this one?

Knowing a word involves knowing the different meanings carried by a single form; while indeed to master a word is not to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form and spoken form.

1.1.3 Vocabulary: The Building Block of Language

Vocabulary was for long an overlooked aspect of learning a language. Nowadays vocabulary has moved to a central position. Vocabulary is now admitted to be the foundation of language. Harmer (1993, p. 153) emphasizes the role of vocabulary in language development saying that “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. In this case, it is fair to say that vocabulary is important because it is the basis of all the language. It is the raw building blocks that we can use to express our thoughts and ideas, share information, understand others, grow personal relationships and communicate. For example, Wilkins (1972), as an early representative advocate of the Communicative Approach, clearly indicated that learning vocabulary is as important as grammar. He stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Thornbury, 2002, p. 13). Thus, even if we barely know a language and have a zero grasp of grammar, we can still communicate. Furthermore, Long and Richards explain that vocabulary, like grammar, is an essential component of all uses of language (1987). According to these experts, if language learners have the right words and do not respect the rules, their ideas would be understood; by contrast, if they master rules of grammar very well and they do not have enough vocabulary, they may use words that will be misunderstood by the listener and that will lead to the breakdown of communication. Clearly, grammar is considered as the only part of the language whose role cannot be neglected. However, the most important thing is that language learners have to possess a good vocabulary to speak effectively and convey ideas

and thoughts. Goodridge suggests that lexical errors do not affect meaning as grammatical ones do (Goodridge, 2010, p. 01). Thus, it is possible to communicate with imperfect grammar but correct vocabulary. In the same context, Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary, saying that knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Vocabulary knowledge is often viewed as a critical tool for 2L learners because a limited vocabulary in a second language can be a barrier to successful communication. Schmitt (2008, p. 329-363) states that vocabulary knowledge is viewed as one of the main factors necessary for mastering another language. Mastering a L2 or FL means mastering the four language skills (listening, reading, writing, and speaking). Thus, vocabulary knowledge is fundamental to these skills, and a lack of vocabulary knowledge affects all four language skills (Gass, 1999, p 319-333; Zhang & Li, 2011, p. 141-154). The main objective of language learning is usually achieving communicative competence and vocabulary is a part of every language skill; therefore, improving vocabulary learning and teaching will contribute to reaching the goal of communicative competence.

1.2 Vocabulary Acquisition and Retention

Vocabulary is considered to be a necessary part of any language learning/teaching. FL/L2 learners also need to know a large number of lexical items in order to operate in another language (Schmitt, 2008, p. 329-363; Nation, 2001). Some studies pointed out that vocabulary learning is easy, some disagree. Carter says Students face some problems for example: students cannot be able to pronounce the words and they don't know how to use the words correctly (Carter,1998, p. 161-178). Thus, it is obvious that language learners often have serious problems

remembering the large amounts of vocabulary necessary to achieve fluency in a foreign language. As a result, vocabulary can never be mastered fully, the expansion and elaboration of which extends across a lifetime since words represent complex and often multiple meanings (Kamil&Hiebert 2005, p.2). Besides, individuals have different sets of vocabulary and they use them for different purposes. For example, oral and printed languages often use different vocabulary and a failure in distinguishing the proper vocabulary for the occasion can lead to misunderstandings (Kamil&Hiebert 2005, p.3). Knowing words is one thing, and knowing how to acquire words is an important matter that needs to be emphasized. Learners use a wide range of strategies to acquire new words and develop vocabulary. Good language learners tend to take responsibility for improving their own vocabulary, while less successful learners do not.

Strategies like incidental learning can help promote vocabulary learning. Incidental learning is the process of learning something without the intention of doing so. “It is also learning one thing while intending to learn another” (Richards & Schmidt, 2002, p. 457). In terms of language acquisition, incidental learning is said to be “an effective way of learning vocabulary from context” (Day, Omura, &Hiramatsu, 1991, p. 541- 551; Jenkins, Stein &Wysocki, 1984; Nagy, Herman, & Anderson, 1985 p. 767-787; Saragi, Nation, & Meister, 1978, 1978, p. 72-78). Hunt and Beglar (1998, p.22) point out that many vocabularies are learned incidentally through extensive reading and listening. Accordingly, motivating learners to read and listen extensively can provide them with great opportunities to learn new language items, where FL/L2 learners are provided with adequate opportunities for extensive reading (Choi, 2016, p.137; Chun, Choi, & Kim, p.125, 2012; Hunt &Beglar, 1998, p.22; Nation & Wang 1999, p.355; Waring &Takaki, 2003, p.130); thus, they are given the chance to guess the meaning of new words from the contextual clues. Incidental Vocabulary promotes deeper mental processing and better retention.

The learners get themselves fully involved in the process of deciphering the meaning through the clues available in the text. Hulstijn and Laufer (2001) state that “the words that learners encounter in incidental vocabulary learning will be retained in the long-term memory and could be used more confidently in different situations” promoting a rich sense of word use and meaning.

Furthermore, intentional vocabulary learning is an approach to vocabulary instruction and learning (Hulstijn et al., 1996, p.327; Hunt & Beglar, 1998, p.258; Schmitt, 2008) based on synonyms, antonyms, word substitution, multiple choice, scrambled words, and crossword puzzles. The intentional/explicit vocabulary learning, according to Schmitt (2008), always leads to “greater and faster gains, with a better chance of retention and of reaching productive levels of mastery” (p. 341). Furthermore, Schmidt (1990, p. 721) in his *Noticing Hypothesis* explains that there is a difference between input and intake in language learning in such a way that input needs to be changed to intake which is noticed and “consciously registered” to be said that language learning has taken place. In other words, noticing second language features and paying attention to them play an important role in learning a new language. This hypothesis provided the foundation for the idea of intentional vocabulary learning. “Intentional learning of vocabulary speeds up the learners’ process of lexical development due to focused repetition or memorization strategies, which can be completed individually in a short period of time” (Hung, 2015, p.107). In intentional learning, direct attention is paid to vocabulary learning itself.

1.2.1 Definition of Acquisition and Retention

1.2.1.1 Acquisition

Language acquisition is the process which involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication. It is based on neuropsychological processes (Maslo, 2007, p. 41). Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000, p. 27). Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007, p. 49). Other ways of describing acquisition include implicit learning, informal learning, and natural learning. In non-technical language, acquisition is "picking-up" a language. Language acquisition cannot be mentioned without reference to Krashen's second language acquisition theory, precisely the learning-acquisition hypothesis. This hypothesis states that adults, unlike children, have two different and independent means for developing ability in L2: the learning ability and the acquisition ability. The former is conscious, the latter is subconscious. Further, what is learned cannot be acquired. It remains separate. Krashen states: "Monitor Theory hypothesizes that adults have two independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning" (Krashen, 1981), where language acquisition is an unconscious process very similar to the process a child undergoes when acquiring a first language, opposite to learning which is a conscious process governed by rules.

1.2.1.2 Retention

Research has shown that, first, there is a close relationship between human memory and its ability to retain and recall information (Ellis, 1997, p.91; Stevick, 1996, p.153). Generally,

retention is defined as the process of recalling information stored in memory to put it to use in the future. Similarly, vocabulary retention is known as the ability to remember lexical items once a period of time has lapsed (Richards & Schmidt, 2002, p. 457). The information, stored in the sensory memory, can be transferred from the short-term memory to the long-term memory if adequate attention is given, enough time is spent, and the information is rehearsed through a consolidation process (Mayer, 2014, p.279). Successful vocabulary learning has been closely associated with the ability to retain and retrieve language items; the more frequently a word is retrieved from memory, the higher its chance to be remembered over a long period of time. To retain words, different strategies might be necessary, although the position could be taken that avoiding inferring and disrupting conditions and refreshing storage by appropriate reacquisition or review activities are the general strategies.

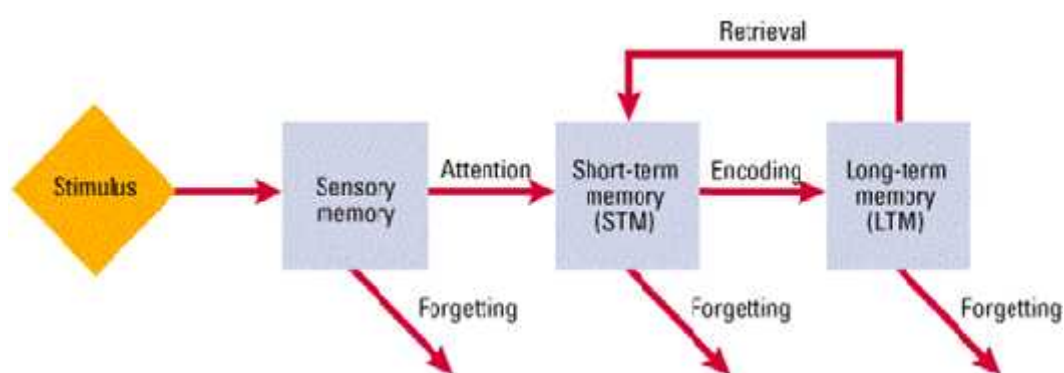


Figure 01: Human Memory (Atkinson, R. and Shiffrin, R., 1968)

As illustrated in the figure above, input from the senses goes into sensory memory. Information that learners pay attention to is transferred to short term memory (STM). That information that is connected together information the learners know can be easily transferred to long term memory (LTM) where it can be stored and retained (retrieved) when needed.

1.2.2 Strategies of Vocabulary Acquisition and Retention

As mentioned before, there is no disputing the fact that learning vocabulary is one of the building blocks of learning a language. Without grammar a learner can still get by, but without vocabulary cannot. So, it makes sense that teachers focus on teaching vocabulary to language learners. There are loads of different ideas and strategies to deal with vocabulary learning but the fact remains that it is an integral part of the EFL teaching- learning process. As such, learners will be able to manage the information received and can retain the new words they have encountered and apply them in day-to-day communication. This is where the concept of retention comes into play. Understanding how students acquire, retain and then use new words is critical for developing the lexical knowledge of FL learners.

Nation (2001, p. 217) makes it clear that “vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies”. In simpler words, vocabulary learning strategies (VLS) are regarded as a part or a subclass of LLS and include any activities, techniques, methods, or ideas used by language learners to help them in acquiring, storing, retrieving, and using a language. Furthermore Sökmen (1997, p.237) defined VLS as “actions made by learners in order to help them to understand the meaning of a word, learn them and to remember them later.” As for Cameron (2001, p. 92), he defined them as “actions that learners take to help themselves understand and remember vocabulary”. Actions made by the learner in order to help them to understand the meaning of a word, learning them and to remember them later.

1.2.2.1 Schmitt's Taxonomy of Vocabulary Acquisition and Retention

Over the past thirty years, scholars have developed numerous classifications for VLS. In the area of vocabulary learning strategy taxonomy development, Schmitt (1997, p.199) made the most notable effort in terms of the range of strategies. Schmitt's taxonomy is based on Oxford's classification of LLS, whereby he has included *social, memory, cognitive* and *metacognitive strategies* established by Oxford (1990), and invented a new category, namely, *determination strategies*. Furthermore, Schmitt (1997) has classified the strategies under two main groups, which are *discovery* and *consolidation strategies*.

Table 02: Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies

Discovery Strategies	a. Determination Strategies b. Social Strategies
Consolidation Strategies	c. Social Strategies d. Memory Strategies e. Cognitive Strategies f. Metacognitive Strategies

1.1.2.2.1 Discovery Strategies

According to Schmitt (1997, p.203, p.203), discovery strategies are strategies used to discover new words. Under this group, there are two subcategories, which are determination strategies, used by learners to discover the meaning of a new word without any additional help, and social strategies, used to learn words through interactions with others. In other words, DS involve discovering the meaning of new words and it refers to strategies used to uncover the meaning of words presented to the learner for the first time by guessing the meaning of unknown words with the help of context, referring to reference materials like dictionaries or asking

someone else. In this context Schmitt explains “When encountering a word for the first time, learners must use their knowledge of the language, contextual clues, or reference materials to figure out the new meaning (Determination Strategies), or ask someone else who knows (Social Strategies)” (Schmitt, 1997, p.205).

1.2.2.1.2 Consolidation Strategies

Consolidation strategies, the second main group in this taxonomy, are strategies used to remember the meaning and other aspects of a newly learned word’s lexical knowledge. Under this group, there are four subcategories: social strategies; memory strategies, used to link new words to one’s prior knowledge; cognitive strategies, mechanical means to memorize new words; and metacognitive strategies, mental processes that involve planning, monitoring and evaluating one’s learning. That is, consolidation strategies are applied to help the learner internalize or memorize the words when he encounters them for the second time.

Conclusion

This chapter discussed mainly, in the first section a brief overview about vocabulary, the definition of a word, knowing a word which involves more than knowing its meaning and form but it entails having mastery of several aspects of word knowledge. Besides the definition of vocabulary and its description, this section also sheds light on the relation between vocabulary and the four skills and how vocabulary is important in language teaching and learning. On the other hand, it also dealt with vocabulary and language teaching, vocabulary and its major teaching strategies, the several strategies and techniques teachers use to explain and teach vocabulary knowledge and the purpose behind teaching vocabulary.

Chapter Two: Vocabulary Teaching

Introduction

Learning and teaching vocabulary has been addressed by many linguists and educationalists; it has constituted much of their discussion. In managing the teaching-learning process, teachers have mastered certain strategies and techniques for learning vocabulary, which is considered the most important aspect for learners. Vocabulary plays a crucial role in the typical language learner and it would be impossible to learn a language without acquiring its vocabulary. Teachers are familiar with this difficulty; therefore, they have different techniques and strategies to use with the text that they use in class, such as giving an oral translation of the word, demonstrating, giving synonyms, or looking the words up in the dictionary.

2.1 Importance of Vocabulary in Language Teaching

Vocabulary plays a pivotal role in learning and acquiring a new foreign language. It concerns the body of words that make up a language; and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meaning, both written and verbal communication will be muddled. Lexical knowledge meaning and the ability to use that knowledge efficiently are recognized as important factors in reading and listening to understand, and we will not be able to express our emotions, points of view, and convey our needs. Thus, Wilkins once said “without grammar, very little can be conveyed, without vocabulary, without vocabulary nothing can be conveyed” (Thoronbury, 2002, p. 13). From this quotation, we can understand the value given to vocabulary. Another possible reason is that, according to Nation (1990), vocabulary is an extremely important factor because nobody can communicate without sufficient words. Words are the most important elements students

must learn for it is considered to be an essential part of helping them whether in their studies or their daily life communication. Pikulshi and Templeton said that in a rational reading panel they assumed that “the importance of vocabulary knowledge has long been recognized in the development of reading skills” (Pikulshi& Templeton, 2004, p. 01). Among the language properties mentioned above, “vocabulary acquisitions are central to language acquisition, whether the language is first, second or foreign" (Decarrico, 2001, p. 285).

To sum up, vocabulary is important and plays a crucial role in language learning and teaching.

2.2 Vocabulary Assessment Tools

Vocabulary is very important in the learning and teaching process. It facilitates all areas of communication (writing, reading, listening, and speaking). Having a vital vocabulary is a benefit for learners in their daily life. The teacher depends on different ways to assess vocabulary depending on the purpose of the study, including: cited in (Mary G.W, 2007)

- a. Define the word:** Teachers ask their students to define certain words;also, identifying the opposite, rather than asking students to define the word, ask them to provide the antonyms of it.
- b. Choose the correct word:** when a student knows the meaning of the word, he can easily find and select the exact word that is closest to the vocabulary word.
- c. Fill in the correct term:** For example, instead of students choosing between which words they use to complete a sentence, the teacher provides a fill-in-the gaps task which is the easiest activity for learners to learn these words.

- d. Use the word in context:** one way to examine whether students know the meaning of the word is to ask them to write a simple sentence including this vocabulary word, then check their answers if they use it correctly or not.

2.3 Methods (Techniques) used in Vocabulary Teaching

Teaching is the heart of learning, for without teaching there is no learning. It is the way of guiding and assisting someone on how to do something and it is the process of sharing and imparting information. Brown (2007, p.7) stated that teaching facilitates the process of learning for learners, guiding them and establishing the condition of learning. Morrison (1934) expressed this concept of teaching through an equation “teaching is learning as selling to buying”. From this quotation, we can understand that the presence of teaching is due to the presence of learners and it cannot be separated from the word learning; they have a strong relationship with each other. Learning is the process of gaining and acquiring knowledge or skills through experience or a good study (Brown, 2007, p.7). Based on the definitions above, we can notice that teaching is the imparting of information or skills to another gridded by the teacher through the learning process. Besides that, teaching vocabulary is important, which is an essential part of learning a language because any language is based on words (Alqahtani, 2015). When a student has enough vocabulary about the language, it will be easy for them to learn another aspect of language (reading, writing). Many teachers of English differed about the best method to use in teaching vocabulary. Typically, there have been numerous.

Methods concerning the teaching of vocabulary in EFL teaching have ranged from Grammar Translation Method, to the Direct Method, to the Audio-lingual Method, to CLT. Each of them has its characteristics and precepts on how vocabulary should be taught.

The Grammar Translation Method (GTM), one of the well-known methods of teaching a foreign language, goes back to the nineteenth and early twentieth century and it was also known as the classical method as it was used to teach classical Latin and Greek literature (Chastain 1988). In the words of Richard and Rodgers (1986), “The Grammar translation method is a way of studying a language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences into and out of the target language” (p.3). It was taught that GTM may help students to understand and learn their native language by learning the grammar rules of the target language, translating and memorizing them through some similarities between the two. The major principles of the Grammar Translation Method are based on the analysis of rules of grammar and their application in translating texts to L1 or vice versa; lexis is taught in bilingual lists, and through dictionary and memorization. Additionally, vocabulary is taught particularly through direct translation from the natural language. Vocabulary teaching through GTM is difficult for learners in terms of the meaning of words, because the latter are not put in any context. But, at least, this method can help learners have the words’ counterparts in the mother tongue or target language (Richard & Rodger. 1986)

The Direct Method is based on the teaching of a foreign language in a naturalist way. It was known as the reform method, the natural method, the anti-grammatical method, and the phonetical method. It is based on the learning of everyday vocabulary and words (using language in natural everyday situations). According to Larsen Freeman, D. (2000) “the direct method has one basic rule: no translation is allowed”. The teacher can convey some meaning through mimicking, gestures, and pictures instead of translation which is banned altogether. One of the major principles of the direct method is getting in touch directly with the target language without translation. In addition to that, it is focused on the speaking skill because it is based on how to

communicate in the target language. Also, grammar in the direct method is taught inductively and only the target language is used in the class.

The Audio-Lingual Method is the second method in our discussion. The major idea behind the advent of the audio-lingual method is the transformation from structuralism to behaviorism. It focuses on the listening and speaking skills, first, and then on reading and writing. Vocabulary is presented in the audio-lingual method through repetition and drilling of sentences and phrases. Students listen to a native speaker model dialogue with repetition and drilling unit by unit several times while the teacher corrects the mispronunciation by modeling the right sound in the target language until the student can read the dialogue without thinking and faults. Teaching vocabulary is contextualized, which means that lexis meaning is embedded in cultural context, and not given in isolation.

The Communicative Language Teaching (CLT), or the communicative approach, is a response to the previous language teaching methods. It mainly focuses on the meaning rather than the structure. In other words, the focus is shifted to the teaching of the reason for which language is used; it focuses on the language itself and how to teach it. The communicative approach, according to Richard and Rodgers (1986), is an umbrella term to describe the methodology and the way how the student will communicate efficiently and is based on their responsibility toward their learning. It stimulates communication through different activities, like group work, self-activity, and dictionary work.

2.3.1 The translation Method

Thornbury (2002:77) declares that several techniques and methods may be adopted in presenting the vocabulary, including the translation method. The translation method means teaching a target

language through translation, which is an effortless way for teachers of teaching a foreign language. The teacher translates words and sentences from one language to another, keeping the same meaning. Translation means “replacing textual material in one language (SL) with equivalent textual material in another language” (Catford 1965, p. 20).

2.3.1.1 Translation Defined

Newmark (1988) defined translation as follows: “translation is rendering the meaning of a text into another language in the way that the author intended of a text into another language in the way that the author intended the text” (p. 5), which means that it is the process of transforming a text (ST) into another language (TT), keeping the same meaning. Newmark claimed that there are many methods of translation, namely, word for word translation, literal translation, faithful translation, semantic translation, adoption, free translation, idiomatic translation, and communicative translation. In word-for-word translation, Newmark (1988, p. 46) said that “the main use of word-for-word translation is either to understand the mechanics of the source language or construct a difficult text as a pre-translation process”. As for Literal Translation Newmark (1988, p. 46) stated that “in literal translation, the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of the context. It means that when the translator translates, the words are translated literally from SL into TL “. On the other hand, faithful translation says that “... attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures” (Newmark 1988, p. 46). Last, in free translation, Newmark (1988, p. 46) states that “free translation is part of TL emphasis which reproduces the matter without the manner or the content without the form of the original”.

2.3.1.2 Use of Translation in Vocabulary Teaching

Nowadays, learners face many problems in learning a second or a foreign language besides their mother language because of the lack of lexical knowledge. One of the most famous methods of vocabulary teaching is translation, which is considered an aid for teachers to diagnose this problem. As we know, the process of translation is the transformation of words and sentences from the source language (L1) into the target language (L2). As already noticed, there are no educational systems or teacher programs teaching vocabulary in isolation as a module because teachers believe that there is no time to do so. Therefore, vocabulary is a very important aspect of language teaching, and translation is one of the most effective ways for teaching vocabularies. Teachers should be aware of this importance. Macaro (2001, p.3) correctly acknowledges “By starting from grammar, the student can reach a higher level of translation and vice-versa, by translating they acquire more competence in the knowledge of grammatical structures”.

2.3.1.2.1 How Translation is used in Vocabulary Teaching

We will attempt to have clear insights into the role of translation in vocabulary teaching in helping learners to acquire new words and knowledge, since vocabulary, we believe, did not have much importance in their everyday lessons. According to many researchers and scholars, translation is a useful tool in learning a foreign language and helpful for learners. In the process of teaching vocabulary of a foreign language, teachers can use their mother tongue in the classroom for the student to be competent to distinguish between similarities and differences between the mother tongue and the foreign language they are learning. Translation from L1 to L2 may help learners to overcome many difficulties they face in the classroom and it facilitates the process of teaching for teachers, too. Moreover, the translation is used to give the synonyms of

new words: “there are numerous ways of conveying the meaning of unknown words”(Sokmen 1997, p.14), which means that teachers can facilitate the meaning of unknown words by using different tools such as pictures, demonstrations, or real objects...

2.3.1.2.2 Advantages and Disadvantages of using Translation in Vocabulary Teaching

The issue of using translation in vocabulary teaching has advantages as well disadvantages. There are both proponents and opponents toward the use of translation in vocabulary teaching.

On the one hand, some scholars, such as Harbord, think that translation should not be used in vocabulary teaching. Harbord argued that “rather than the word for word translation that occur when the learners unconsciously need to make assumptions and correlation between languages is ignored” (1992, p.355). For learners, the easiest way is to understand the meaning but for him, it cannot capture the exact meaning. Lawson (1998) is also against using translation in teaching and learning a foreign language, spotlighting some disadvantages its use: translation keeps one in the circle of interfering with L1 language, in turn, thinking also in one’s L1 language, losing the benefits or the ability to use only one language while learning or teaching. It prevents one from achieving the goals of learning and developing one’s spoken language. Duff (1989) is also against using translation in teaching because he thinks that while using translation there is no communication. In other words, when the teacher uses translation, there will be no communication with each other. On the other hand, other scholars and researchers support the use of translation in vocabulary teaching. Among these is Atkinson (1987), who suggested many reasons for using translation. Firstly, the majority of learners prefer translation as a strategy for learners. Secondly, it is a helpful and advantageous technique for learners to explain their feelings and thoughts, and the reason that translation was crucial and profitable to keep time. Liao (2006) recapitulated the positive side of using translation: it is a practical strategy to

comprehend the L2; and it is beneficial for memory to solve more words, expressions, sentence structure, etc. Translation is helpful for learners by giving them the choice to express their feelings and ideas in another language. Translation is the most motivating way for learners to learn and comfort them. Hill (1965, p.23) stated some arguments for the use of translation in vocabulary teaching which are as follows:

Translation is helpful for learners to know the influence between L1 and L2 and correct different words and errors. It supports students to learn and face difficulties and to avoid them. Translation permits defining the similarities and differences of both languages. Since the translation is used outside the classroom, it is natural to use it inside classes, too.

2.3.2 The Picture Method

Another famous vocabulary instruction method involves the picture method and the focus of this method is the use of pictures as a tool for aiding learners to learn new words and vocabulary.

2.3.2.1 Definition of picture

Jean L, Mckenie defined *picture* in Webster Dictionary as “Picture is an image, or likeness of an object, person, or scene produced on a flat surface, especially by painting, drawing or photography”. In the words of Andrew Wright, “Picture is not just an aspect of method but through its representation of place, object, and people, it is an essential part of the overall experiences” (1989). Vernon S Gerlach stated that “pictures are a two-dimension visual representation of person, places, or things”. Photograph prints are most common, but sketches, cartoons, murals, cut-outs, charts, graphs, and maps are widely used. Pictures are a useful tool for both teachers and learners. For learners it can motivate them and help them to explain their

ideas while for teachers' pictures can facilitate the process of teaching for them. Therefore, both of teachers and learners can communicate with each other.

2.3.2.2 Types of Pictures

In order to help the student to learn a new vocabulary of a foreign language, teachers use pictures as a support helping them because they facilitate the process of teaching and could explain their thoughts. These thoughts, which are represented by pictures, depend on the type of pictures. According to Leny (2006), pictures have two main types that are useful in teaching. First we mention Pictures of individual persons/ things, here pictures may be useful for beginners (elementary level). In this type, when the teacher presents a specific topic, he (she) uses simple vocabulary accompanied by a simple picture (family, car, animal, etc.). Second, we have Picture of the situation. In this type of picture, both persons and objects are in communication. It is a useful teaching aid to identify (Leny, 2006, p. 21).

Andrew Wright, however, provides a different taxonomy of pictures. He classifies them into Pictures of single objects which can talk about everyday objects (food, clothes, etc.). Second; Pictures of persons, these pictures present well-known persons, who those people are, and what are their thoughts and emotions. Also; Pictures of places include different places, where those places are located, for what these places are famous, and where the picture was taken. In addition Pictures from history, these pictures expose some events and actions that happened in the past; for example, the ancient civilizations and wars .Pictures with a lot of Information, these are pictures with plenty of information, usually accompanied by people or some buildings. Pictures of news; generally, this type of picture can be found in articles or captions; it has to do with events and actions; i.e., what, where, and when happened. Pictures of fantasies, this type of picture can be found in old children's stories and books, including their daily activities (playing,

eating, sleeping, etc.). Pictures of Maps and Symbols; generally, one can find this type in geographical books talking about what the symbol stands for, and what should not follow when seeing it. Sequence of pictures, this kind of picture is put to make a full story that may be useful.

As for Betty Morgan Bowen (cited in Leny (2006 p. 37), she gave some types of pictures according to their shapes starting with Wall charts, it is a large piece of paper that includes pictures with information printed on it and is put on the wall. Second, there is the Wall picture, It is a design of a certain idea of something. Also Sequence picture, which is ordered groups of photos used to tell a full story, and they are very connected with each other. Flashcards which can be divided into two types, Word flashcards, is a card having numerals, words, or pictures and it is considered a learning aid; and Picture flashcards, it is used to represent specific concepts

2.3.2.3 Characteristics of Good pictures

In the learning or teaching process, pictures should be chosen carefully and one should be sure that they are suitable and have some specific characteristics, among them: Relevance; pictures should be connected immediately to the topic and it is better to give more details about the topic that words cannot do. Second, authority; before the teacher chooses the picture from where he/she brings it, he /she must examine its sources because there are a lot of unreliable sources online. Last; copyright, the teacher should verify that the picture used is copyright-cleared to avoid problems later on. (Jason, 2010, p. 1)

2.3.2.4 Uses of Pictures in Vocabulary Teaching

According to Maybery (2006, p. 767), teachers use different procedures to engage their students. In learning English, using pictures is considered as a learning aid in teaching vocabulary. Teaching English vocabulary is very hard, especially for beginners and elementary school

students. Using pictures to teach them is a very effective way; for instance, teaching names of concrete things. Finocchiaro (1964, p 179) supports such a use.

Using pictures is believed to motivate and encourage students to learn. Pictures are very important for learners in learning vocabulary. It can act as a successful aid in class.

2.3.2.4.1 How Pictures Are Used in Vocabulary Teaching

Knowing that pictures are beneficial in teaching and learning, teachers use them as an aid in assisting learners to solve different activities.

According to Hamer, there are many activities in which pictures can be used: First; drilling, it depends on the use of flashcards by teachers with their students, where the teacher holds up some pictures and chooses one pupil to get the response then chooses another one, and so on. Gaming: Games help students to communicate with each other. For example, one student describes a picture to his classmates and he guesses what is it or he has to draw the picture that describes it to him. Another possible way is that students can start the conversation by selecting a picture and start to discuss the content of the picture (Harmer, 1993, p. 135). Also; understanding, through pictures, teachers can check the understanding of their pupils. For example, let us take the word 'knife'. To explain this word, we simply show the picture of this word. Prediction, Pictures are used as a tool to help the student to guess what the lesson is about and guess what the main ideas of the lesson are while the teacher starts to read or explain to the students, they compare their attention to what the teacher explains to them (Harmer, 1993, p. 135). Discussion, Pictures can create an atmosphere of communication between students and teachers. For example, the teacher presents a picture and asks the students some questions about it such as: What does this picture represent? What is behind this picture? From their answers, they can interestingly discuss many

topics (Harmer, 1993, p. 136). Reading, Pictures are essential, especially in reading. They inspire and motivate students. Before the lesson starts, the teacher holds up on the board some pictures which have a relation to the subject of reading at hand and some difficult words and their meaning from these Students can identify and know the meaning of hard words. In addition to vocabulary building and review, using pictures is the easiest way to help students learn new terms in comparison to other techniques. For instance, if the teacher wants to teach the students what a screwdriver is, he just presents this tool as easy as speaking and reading. In this case, teachers can divide their students into groups and give them the seven mistaken pictures then they start to discuss the differences between these pictures and speak out about them. Last, Grammar, the teacher should present pictures that represent different actions and places; for example, they present a picture of a girl causing annoying and loud sounds in the hospital:

Teacher: How would you behave if you were in her place?

Student 01: If I were there, I would not annoy patients and talk in a low voice

Student 02: If I were there, I would give some advice to the girl to speak faintly in such a place.

2.3.2.4.2 Advantages and Disadvantages of Using Pictures in Vocabulary Teaching

Vernon S. Gerlach mentioned some of the advantages of the use pictures in teaching:

Pictures are not expensive and available always; i.e., we can find them everywhere and we can use them every time. One picture can explain different actions and scenes at the same time. Through pictures, students can explain their feelings and views, so there are different opinions; also, students can develop their critical judgment. Pictures are helpful and easy to manipulate because students enjoy them. Pictures can draw the attention of the student. Pictures shorten time and energy. As with anything in this world that has positive and negative sides, pictures also,

despite being helpful and useful, have some disadvantages in the teaching and learning process. Here are some: Students pay more attention to the picture than to their study. It is difficult to find a suitable and attractive picture, and this would cost more time. The Quality of the picture may affect the understanding of the student.

2.4 Some Other Techniques Used in Vocabulary Teaching

2.4.1 Verbal Techniques

It means to define a word or to explain the meaning using verbal signs.

2.4.1.1 Definition: in this technique, teachers define the words for learners to understand more.

2.4.1.2 Explanation: words meaning is explained by the teacher to learners.

2.4.1.3 Using synonyms and Antonyms: Giving synonyms according to Hatch and Brown, synonyms are one of the semantics features. They determine the meaning of synonyms as the words that share the meaning (Hatch & Brown, 2001). While according to Lyons (1977) defines antonym as the words which are the opposite in meaning and “antonym” as the oppositeness between words. Which means that providing the learner with another word with the same meaning while giving antonyms means providing him with another word with another opposite meaning.

2.4.2 Non-verbal techniques

Non-verbal techniques refer to all forms of communication that do not involve the use of words. It is usually expressed in some other methods like using parts of body attitudes or action rather than words (Asubiojou, 2005 p. 16)

2.4.2.1 Grouping and scaling

The scaling technique is based on the connection of a new word in different degrees to words that are already known while grouping is putting words or lexical items in groups or categories and labeling them based on specific things such as synonyms, prefixes, adjectives, etc.

2.4.2.2 Use of spider games

Thornbury (2002) indicates that games are the fun factor that helps make words more memorable. (p. 102). It can break the routine of the classroom and motivate the learners to acquire more knowledge.

2.4.3 Practice techniques: Here, the teacher focuses on the practice because practice makes everything perfect.

2.4.3.1 Vocabulary games

Using games in teaching vocabulary is a useful technique, because it is fun, and students can communicate interestingly and enjoy them. (Zhang, 2011, p. 56)

2.4.3. Repetition Drills

The name of this technique indicates the role of the teacher and the student. The student repeats what the teacher has said, and the utterances must be brief enough to be retained by the ear. (Richard. Jack, 2001. p.54)

2.4.4 Training techniques

2.4.4.1 The use of dictionary

Dictionary is an important tool in teaching and learning vocabulary and students should learn how to use it from the beginning. (Zhang, 2011, p. 54)

2.4.4.2 Inference and guessing

In this technique, teachers provide learners with clues to find the meaning of the words indirectly. (Zhang, 2011, p, 54)

2.4.4.3 Asking others

Here, the teacher divides the students into groups in order to do the activity jointly. (Zhang, 2011, p. 55)

Conclusion

Based on what we have mentioned above, vocabulary is clearly important and the process of learning and teaching vocabulary depends on various techniques which can help learners acquire the meaning of different words, obtain several information, and more knowledge .Therefore, they can express their ideas, thoughts, and point of views as well it is helpful for teachers, too.

Chapter Three: Research Methodology, Data Presentation and Interpretation

Introduction

This chapter will be devoted to the presentation and the analysis of the collected data, a description of the subjects who participated in this study, the setting, the procedures, the population and sample of the research, the techniques of data collecting, and the techniques of data analysis. The aim of this study is to investigate the effectiveness of the two common techniques of vocabulary acquisition and retention dealt with in Chapter One.

3.1 Research Methodology

The present fieldwork is an experimental study. The data was collected through a quantitative method to describe a situational phenomenon and gather adequate information and data about it. The data has been categorized through statistical analysis to meet the needs of our research, answer the research questions, and test the hypotheses.

3.1.1 Research Tools

The present study tended to investigate the differences between two vocabulary acquisition strategies. To do so and to collect the related data, an experimental study was conducted at ASPIRE private school, El Millia (Jijel).

This experimental study consisted of one pre-test which consists of 79 English words; two translation immediate tests, each one consisting of 15 Arabic words; two pictorial tests, each consisting of 15 pictures; and two final tests, one translation test consisting of 15 Arabic word and one pictorial test consisting of 15 pictures.

3.1.2 Description of the Experimental Study

This study was conducted to investigate how successful vocabulary recall and retention for primary level learners would be after receiving two different vocabulary teaching strategies. The study was carried out in ASPIRE private school, El Milia. Participants in this study were 24 learners of English as a foreign language, 18 females and 6 males, aged around 11-16 years old and have a minimum of one to two years exposure to English, namely regular English sessions in school. The 24 participants received a pre-test (a multiple-choice test) which consisted of 79 English words. The participants were asked to find the equivalent for each word among four suggestions in Arabic. After that, the 24 participants were randomly divided into two groups, each group consisting of twelve participants. The first group received the translation method as a treatment, while the second group received the pictorial method as a treatment. Each group was required to take two immediate tests and one final test.

The pre-test was mainly the first step before initiating the teaching-learning experience. The test was namely a multiple-choice test, in which the participants were asked to find the equivalent of 79 English words in Arabic among four choices provided. This test allowed us to choose 30 of the most incorrect words to experiment on them: *scarf, lightening, sword, money, necklace, snail, magazine, mud, rain, tornado, lake, astronaut, girl, window, fence, clock, hair, desk, cow, computer, key, Glass, piano, lamp, flower, broom, lion, dress, bicycle, car.*

The following example illustrates the format of the pre-test:

. Choose the suitable word for each Arabic word from the following.

()

1. Box

a. ____

b.

c.

d.

After receiving the treatments, both groups were required to answer two immediate tests for each group. The translation group was given a list of 15 Arabic words; the group members were asked to write the equivalent of each word in English. As for the pictorial method group, the members were given 15 pictures and were asked to find the suitable English word for each picture. The aim of these immediate tests is to test the efficiency of the teaching method and to assess the learners' potential to recall and retain the words that have been taught.

The treatment sessions started one day after the pre-test took place. The first group received translation method as a treatment. During each session, which lasted 30 minutes, 15 English words were taught. Each taught word was displayed on the screen along with its Arabic translation, properly pronounced by the teacher and written on the white board if necessary. All lexical items were constantly repeated by all the members of the group for effective memorization. Likewise, during the pictorial method treatment sessions, which also lasted 30 minutes each, the lexical items were taught via pictures. Each of the 15 pictures was displayed on the screen along with its English spelling. All lexical items were repeated by all the group members to assure successful memorization.

After the treatment sessions and the immediate tests, both groups received final tests. The first group was asked to find the equivalent of 30 Arabic words in English; the words used in the final test were the same words of the two immediate tests combined. The second group was asked to find suitable English words for 30 pictures. All pictures used in the final test were the same used in the previous immediate tests combined. The final tests took place 5 days after the last treatment session was held.

Table 03: Time allocation for the treatment sessions and tests

1 st Session	Pre-test (60 min)	24 Participants	79 Words
2 nd Session (30min) 1 st Treatment session	1 st Immediate test for both G1 & G2 (30 min)	G1: 12 Participants G2: 12 Participants	G1: 15 Words G2: 15 Pictures
3 rd Session (30min) 2 nd Treatment session	2 nd Immediate test for both G1 and G2 (30 min)	G1: 12 Participants G2: 12 Participants	G1: 15 Words G2: 15 Pictures
4 th Session (45 min)	Final tests for both G1 & G2	12 Participants for each group	G1: 30 Words G2: 30 Pictures

The pre-test was distributed on the 4th June and the treatment sessions started the next day. 24 participants of the primary level language learners were present throughout the whole procedures that took place in ASPIRE school. No absences have been recorded; all participants were generous enough to cooperate.

3.1.3 Administration the Experimental Study

The pre-test was distributed on the 4th June and the treatment sessions started the next day. 24 participants of the primary level language learners were present throughout the whole procedures that took place in ASPIRE school. No absences have been recorded; all participants were generous enough to cooperate.

Table 04: Age Range of the participants

Participants	Age range
24	11-16 Years old

3.1.4 Population and Sampling

This research was conducted with English language learners in ASPIRE private school, El-Milia during the recent academic year 2021- 2022. An elementary level class, composed of 24 language learners, was selected as a sample for the study. The choice of the sample was chosen intentionally and for a number of reasons: elementary level learners would serve the aim of this study because they have approximately the same level, they were introduced to English language in school for nearly the same period, and vocabulary learning is known to be the main interest for new foreign language learners. The participants were of both genders, aged between 11 to 16 years old, and came from the same geographic area (El-Milia) however they go to different middle schools. All Algerian middle schools have the same English syllabus thus all participants are exposed to the same educational program. They share Arabic as their mother tongue.

3.2 Data Analysis and Discussion

The second part of the chapter at hand attempts to present data analysis, the results and discussion of the experimental study. As mentioned earlier, the study involved three major procedures: a pre-test, four immediate tests, and two final tests. These tests provided a large amount of data that will be analyzed and interpreted and will eventually help us support or refute the hypotheses of this research. The findings of the present investigation are discussed in this section in the light of the research questions, which inquired about vocabulary recall and retention after using the translation method and the pictorial method for teaching elementary level language learners.

3.2.1 Data Analysis

The experimental design chosen for the present study allowed a detailed description of the data collected. The data were analyzed and the scores of both teaching methods (treatments) were compared using the ANOVA (analysis of variance).

The following tables illustrate the related data to the pre-test.

Table 05: The number and percentage of the participation in the pre-test

Age	Participants	Percentage
11 years old	08	33.3 %
12 years old	08	33.3 %
13 years old	07	29.1 %
16 years old	01	04.1 %
Total	24	100 %

Table 05 illustrates the total number and percentages for each age group of all the participants who took the pre-test. 24 participants answered the multiple-choice pre-test; their age ranged between 11 years to 16 years.

Table 06: The results of the pre-test

Correct answers	Incorrect answers	Total
53%	47%	100%

Table 06 illustrates the results of the pre-test, which was answered by all the 24 primary level English language learners. The participants managed to answer 53% of a total 79 words correctly while they provided 47% incorrect answers. The 30 most incorrectly answered lexical items of such a percentage (47%) were chosen to be used in the following procedures.

Table 07: The statistical scores of the 1st immediate tests

Groups	Participants	Lexical items	M	V	SD
G1: Translation method	12	15 Words	08	9.41	03
G2: Pictorial method	12	15 Pictures	12	2.08	1.4

As shown above, Table 07 illustrates the scores of the first immediate tests for both groups. G1 refers to the group that received the translation method as a treatment while G2 refers to the

group that received the pictorial method as a treatment. The statistical analysis by the ANOVA calculated the mean, the variance and the standard deviation to help identify the overall differences in participants' scores. The results indeed were different to some extent and far apart.

Table 08: The statistical scores of the 2nd immediate tests

Groups	Participants	Lexical items	M	V	SD
G1: Translation method	12	15 Words	11	2.91	1.73
G2: Pictorial method	12	15 Pictures	13	1.25	1.11

Table 08 represents the scores of the 2nd immediate tests for both groups after receiving the second treatments with different lexical items. The scores of both groups were relatively close to some extent, yet different.

Table 9: The statistical scores of the final tests

Groups	Participants	Lexical items	M	V	SD
G1: Translation method	12	30 Words	19	39.56	6.28
G2: Pictorial method	12	30 Pictures	24	24.08	4.97

Table 9 summarized the scoring of the final pictorial and translation tests which were run after the treatment sessions ended to test the efficiency of both groups' members in recalling newly learned lexical items. As the table indicates the scores after the statistical analysis are different.

3.2.3 Discussion of the Results

The study at hand purports to explore the effect of using the translation method and the pictorial method in teaching primary level English language learners on recalling and retaining the newly learned lexical items. Discussing the results generated by our research tools is of cardinal importance. At the first glance, the scores show that there is a difference between the two methods and the pictorial method scores are unexpectedly better than the translation method scores to some extent.

The findings presented in table 03 show the mean of the 1st immediate tests of both translation and pictorial groups. The translation group scored $M=08$ while the pictorial group $M=12$. In other words, the translation group scores revolved around 08, taking in consideration that each correct word equals one point and that the total is 15 words (15points). On the other hand, the pictorial method score revolves around 12. The results in general were quite close and average to some extent with an advantage for the pictorial group. After calculating the standard deviation, it was confirmed that the pictorial group achieved better than the translation group. The translation group scored $SD=03$ while the pictorial group scored $SD=1.4$. The closest the SD is to zero the better the scores are. However, both scores spread around a large range of values, which means that both groups' results were not satisfactory as expected. In this case, the pictorial group did better than the translation group in the first immediate test that consisted of 15 lexical items and took place after the first treatment session.

Compared to the 1st immediate test, the 2nd test results showed a slight improvement on the part of both groups. The translation group did a remarkable progress scoring $M=11$ while the pictorial group scored $M=13$. This means that the scores revolved around 11 for the translation group and 13 for the pictorial group, which was slightly disappointing as we hoped for a bigger progress. On the other hand, the pictorial group score spread out around a range of values that is $SD=1.11$ and the translation group scored $SD=1.73$. The results were close with a slight advantage for the pictorial group. However, the overall results were not very satisfactory as we were expecting both groups to achieve better results.

The final tests results were the cut-off point and as presented in table 05, the mean of the translation group was $M=19$, while the mean of the pictorial group was $M=24$. This means that the scores of the first group revolved around 19 and the scores of the second group revolved around 24, knowing that the total is 30 points (30 words), one point for each correct word. The values were spread out over $SD=6.28$ for the translation group and $SD=4.97$ for the pictorial group. The results were different. The pictorial group did well to some extent while the translation group results were average and could have been more satisfactory. Overall, both groups scored very high standard deviations, and this indicates that both groups' results were average. The instructions were clear and thoroughly explained by the teacher; also, the teaching-learning environment was perfectly appropriate. However, the difference between the two teaching methods was spotted; there was an obvious difference in recalling the new learned vocabulary by the participants. Unexpectedly the pictorial method group performed much better than the translation group, suggesting that using pictures is a successful method in teaching vocabulary for elementary level language learners.

3.3.1 Limitations of the Study

This study aims to investigate the differences between using two vocabulary teaching strategies and how they would affect learners' recall and retention of the English vocabulary. Although this study was conducted in an appropriate and convenient environment, we encountered some obstacles, including time constraints and the study's sample. Finding the appropriate time to conduct the study was complicated due to Ramadan, the 3rd trimester exam, and the beginning of the summer vacation. We noticed many absences during this period. As for the sample number, the study was carried out on a small group of participants (24) in a short period of time. The research would have been more efficient, we believe, if done on a large number of participants and over a longer period of time.

Conclusion

This chapter represented the practical part of the current study. The results obtained from the present study led to the conclusion that there is a difference between the translation method and the pictorial method in vocabulary recall and retention for elementary level language learners and it is noticed that the use of pictures during the classroom have helped pupils a lot in memorizing items and word easily thus both hypotheses are confirmed. It is fair to say in this case that pictures help pupils to learn new words and remember them easily. The results also show that some sort of interaction between pupils and teacher developed after the use of pictures. Furthermore, we can say that it is beneficial for FL and SL learners to use a diverse range of language teaching strategies in order to maximize the learner's productivity.

General Conclusion

Since vocabulary is the heart of mastering any foreign language, it is considered as one of the most important factors in language teaching-learning. In addition to this, teachers and language instructors should carefully choose appropriate methods and strategies to make the process of recall and retrieval not only fast but also effective. By using the appropriate strategies, learners may improve their vocabulary knowledge and communicate effectively and successfully. Learners would better enhance their vocabulary repertoire if teachers used the suitable teaching strategies and methods.

Given the importance of vocabulary teaching strategies in vocabulary recall and retention, the current piece of research has attempted to test the following hypotheses: first, there is a significant difference between the translation method and the pictorial method in teaching vocabulary in terms of effect on recalling and retaining vocabulary items for primary level language learners; second, the pictorial method is considered more effective in teaching vocabulary. The fieldwork was carried out by through an experimental study in ASPIRE Private School, El Milia (Jijel). The data was collected using different tests after several treatment sessions.

The results obtained from this research revealed there is a difference between both strategies in recalling newly taught lexical items, while the pictorial method proved to be more effective in this case. In other words, the results confirmed both hypotheses. It has been said in the literature that for decades, the translation method has overrun the field of vocabulary teaching and it is considered to be one of the most efficient language teaching strategies. Some experts, however, do not recommend this technique (Duff, 1989, p. 12) “if we only give a direct translation, the students cannot see how the word is used in an English sentence”. On the other hand, Nation

(1990, p. 52) thinks that the value of translation depends on how and when we use it. But Harmer (1985, p. 86) thinks that it seems silly not to translate if by doing so a lot of time can be saved. If the student does not understand a word and the teachers cannot think how to explain it, he can quickly translate it. Dana Shejbalova in her thesis entitled *Methods and Approaches in Vocabulary Teaching and their Influence on Students' Acquisition*, came up with the result that confirms that translation is beneficial in language learning and teaching. However, the pictorial method proved to be effective as well and it brought a whole new dimension to vocabulary teaching in general. Leny in her dissertation *Teaching Vocabulary Through Pictures to the Kindergarten Students* confirmed the effectiveness of using pictures in word retention and recall. Apart from what has already been stated, teachers are required to integrate new vocabulary teaching methods to maximize the learning results. Using pictures during the teaching/ learning process makes the classroom a more active and livelier place. It can also be noticed from the results of the research that pictures attract the attention of pupils in learning new words.

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Appendices

Appendix 01

Vocabulary pre-test

. Age:

. Choose the suitable word for each Arabic word from the following.

()

1. Box a. — b. c. d.	2. Bird a. b. c. d.	3. Phone a. b. هاتف c. عصير d.	4. Ghost a. b. c. d. دميمة
5. House a. b. c. d.	6. Table a. b. c. d.	7. Girl a. b. c. d.	8. Comb a. b. c. مدير d.
9. Star a. بطه b. c. نجمة d.	10. Pen a. b. c. d.	11. Apple a. b. c. بندقية d.	12. Necklace a. b. قميص c. d.
13. Spoon a. مزهرية b. c. d.	14. Chair a. b. c. d. بطريق	15. Pillow a. b. c. d.	16. tornado a. هاتف b. c. حنقية d.
17. Perfume a. b. c. d.	18. Cat a. إبريق b. c. d.	19. Car a. b. سيف c. منديل d. سيارة	20. Snail a. b. c. d.
21. Lamp a. b. طحين c. d.	22. Map a. b. خريطة c. بحيرة d. جريدة	23. Book a. b. c. d.	24. Pumpkin a. b. بقطين c. d. بطيخ

25. Window a. نخله b. c. d.	26. Flower a. b. زهرة c. d. حديقة	27. Coffee a. عصير b. c. d. قهوة	28. Umbrella a. بطارية b. c. d.
29. Bread a. b. c. d.	30. Sword a. سيف b. c. d.	31. Boat a. سكين b. c. d.	32. Fox a. b. c. طيار d. فيل
33. Magazine a. حديقة b. جريدة c. d. نخله	34. Mud a. b. طين c. d.	35. Rain a. b. c. d. غيمة	36. Storm a. b. c. d.
37. Crown a. b. c. d.	38. Lake a. بحيرة b. c. نهر d.	39. Scarf a. b. c. بطانية d. حقيبة	40. Planet a. b. c. d.
41. Castle a. b. c. d.	42. Knife a. b. c. سكين d.	43. Glasses a. b. c. d.	44. Astronaut a. b. c. d.
45. Heart a. يد b. c. d.	46. Money a. b. c. d.	47. Grave a. b. c. بريق d. جيش	48. Seaweed a. b. c. d.
49. Curtains a. b. كهف c. d.	50. Fence a. b. c. سياج d.	51. Lightning a. محيط b. c. d.	52. Computer a. b. c. d.

53. Water a. قهوة b. c. d.	54. Tomato a. b. عصير c. ابريق d.	55. Bus a. b. c. سيارة d.	56. Cheese a. b. c. بيض d.
57. Sun a. b. c. d.	58. Milk a. زيت b. c. هدية d. حليب	59. Shoes a. بطانية b. c. d.	60. Nose a. b. c. d.
61. Sand a. b. c. d.	62. Mouse a. b. فيل c. d.	63. Sky a. حديقة b. c. d. غيمة	64. Cake a. b. c. عصير d. بسكويت
65. Hand a. يد b. c. عين d.	66. Moon a. b. c. d.	67. Brush a. b. c. d.	68. Wind a. رياح b. c. d. فيضان
69. Bicycle a. b. c. d.	70. Cup a. b. c. d.	71. Desk a. b. c. d.	72. Lion a. فيل b. فرس النهر c. d.
73. Dress a. b. c. d.	74. Hair a. b. c. يد d. عين	75. Broom a. b. c. d.	76. Clock a. ديك b. c. d.
77. Key a. b. c. d.	78. Screen a. b. c. d.	79. Baby a. رضيع b. c. d. حليب	80. Cow a. b. c. d.

Appendix 02:

1st translation test

-Age:

- write the meaning of each word

- اكتب مرادف كل كلمة مما يلي:

1.	2.	3. سيف
4.	5.	6.
7.	8. طين	9.
10.	11. بحيرة	12.
13.	14.	15. سياج

Appendix 03:

First pictorial test

-Age:

- write the suitable word for each picture (صورة مما يلي)

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 

Appendix 04:

Second translation test

-Age:



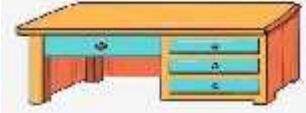
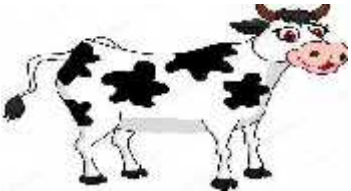











-Give the following meaning of each word (اعطمرادفلكلمة مما يأتي)

1.	2.	3.
4.	5.	6.
7.	8.	9. بيانو
10. زهرة	11.	12.
13.	14.	15. سيارة

Appendix 05:

Second pictorial test

-Write the suitable word for each picture ()

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 
13. 	14. 	15. 

Appendix 06:

Final translation test

Age:

أكتب مرادف كل كلمة مما يلي -

- Write the suitable word for each Arabic word












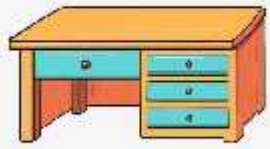
1.	2.	3. سيف
4.	5.	6.
7.	8. طين	9.
10.	11. بحيرة	12.
13.	14.	15. سياج
16.	17.	18.
19.	20.	21.
22.	23.	24. بيانو
25. زهرة	26.	27.
28.	29.	30. سيارة

Appendix 07:

Final picture test

Age:

Write the suitable word for each image

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 

<p>13.</p> 	<p>14.</p> 	<p>15.</p> 	<p>16.</p> 
<p>17.</p> 	<p>18.</p> 	<p>19.</p> 	<p>20.</p> 
<p>21.</p> 	<p>22.</p> 	<p>23.</p> 	<p>24.</p> 
<p>25.</p> 	<p>26.</p> 	<p>27.</p> 	<p>28.</p> 

29.



29. 2000 2000

30.



30. 2000 2000

حاولنا من خلال هذه الدراسة التعرف على فاعلية إستراتيجيتين لتعلم المفردات.

بين كلتا الإستراتيجيتين تم إجراء دراسة تجريبية على مجموعة من متعلمي اللغة الانجليزية من المستوى الابتدائي في مدرسة أسباير الخاصة بالميلية وذلك من خلال إجراء اختبار أولي متعدد الاختيارات وتليه عدة اختبارات أنية خلال حصص التدريس، حيث تكون كل اختبار من خمس عشرة كلمة لفريق الترجمة وخمسة عشرة صورة لفريق الصور. عند نهاية حصص التدريس تم إجراء اختبارين نهائين للفريقين. أظهرت النتائج اختلافا بين الإستراتيجيتين حيث حققت إستراتيجية تدريس المفردات عن طريق الصور نتائج أفضل نسبيا مما حققت إستراتيجية تدريس المفردات عن طريق الترجمة، حيث رأينا أن المتعلمين قدموا أداء لا بأس به. يمكن القول كخلاصة أن استعمال استراتيجيات مختلفة لتدريس المفردات والتي تعتبر أساسا لتعلم أي لغة هو المفتاح الأنجع لتحقيق نتائج مرضية خلال تعلم أي لغة.

Résumé

A travers cette étude, nous avons tenté d'identifier deux stratégies dans l'enseignement des langues étrangères: enseigner le vocabulaire à travers la traduction et enseigner le vocabulaire à travers l'image par des apprenants de langue du primaire. Afin d'identifier les différences entre les deux stratégies, une étude empirique a été réalisée auprès des apprenants d'anglais du primaire à l'école privée *Aspire* d'El-Milia, en réalisant un premier test à choix multiples suivi de plusieurs tests simultanés pendant les sessions d'enseignement, où chacun test consistait en quinze mots pour le groupe de traduction et quinze mots pour le groupe d'image. À la fin des séances d'enseignement, deux examens finaux ont eu lieu pour les deux groupes. Les résultats ont montré une différence entre les stratégies, où la stratégie d'enseignement du vocabulaire par l'image a obtenu des résultats relativement meilleurs que la stratégie d'enseignement du vocabulaire par la traduction. Comme les enseignants ayant appliqué la méthode d'image ont réalisé de bons résultats, on peut dire, en conclusion, que la sélection de la bonne stratégie dans l'enseignement du vocabulaire, qui est à la base de l'apprentissage de n'importe quelle langue, est la clé pour obtenir des résultats satisfaisants lors de l'apprentissage des langues étrangères.