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The Effectiveness of Using Keyword Based-Instruction on Developing Eighth Graders' English Vocabulary and its Retention in Gaza.

فاعلية استخدام التدريس القائم على الكلمة المفتاحية في تنمية مفردات اللغة الانجليزية لطلاب الصف الثامن في غزة والاحتفاظ بها

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Using Keyword Based-Instruction Strategy on Developing Eighth Graders' English Vocabulary and its Retention in Gaza

أقر بان ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص باستثناء ما تمت الإشارة إليه حيثما ورد، وان هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل الاخرين لنيل درجة أو لقب علمي أو بحث لدى أي مؤسسة تعليمية أو بحثية أخرى.

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Abstract

The Effectiveness of Using Keyword-Based Instruction on Developing Eighth Graders' English Vocabulary and its Retention in Gaza

This study aimed at investigating the effectiveness of using keyword-based instruction on developing eighth graders' English vocabulary and its retention. To achieve the study aims, the researcher adopted the experimental approach in which he purposively selected a representative sample of (78) eighth graders from Al Shaheed Mohammed Addorra Basic School for Boys. The participants were distributed into two equivalent experimental and control groups: a control group consisting of (38) students and an experimental group consisting of another (40) students.

The researcher designed (8) lessons using keyword strategy which were used in teaching the experimental group, while the conventional method was used in teaching the control one during the second term of the school year (2015-2016). The researcher prepared an achievement test (pre, post &delayed) to collect data. The data of the study were analyzed using T-test Independent sample and T-test paired sample. Effect size technique was used to measure the effect size of keyword strategy on the experimental group.

The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and those attained by the control group in the post application of the vocabulary achievement test in favor of the experimental group due to the use of the keyword strategy in favor of the post application. Thus, the findings of the study revealed that the keyword strategy was effective in developing students' English vocabulary and its retention.

In the light of those findings, the researcher recommends the necessity of using the keyword strategy in teaching English vocabulary to eight graders. Moreover, the researcher suggested that further research should be conducted to explore the effect of the use of the keyword strategy on different English language skills and other school subjects and grades.

الملخص

فاعلية استخدام التدريس القائم على الكلمة المفتاحية في تنمية مفردات اللغة الانجليزية والاحتفاظ بها لطلاب الصف الثامن في غزة

هدفت هذه الدراسة إلى الكشف عن اثر استخدام استراتيجية الكلمة المفتاحية على تنمية مفردات اللغة الانجليزية والاحتفاظ بها لدى طلاب الصف الثامن. ومن اجل تحقيق هدف الدراسة، استخدم الباحث المنهج التجريبي حيث طبقت الدراسة على عينة قصديه من (78) طالبا من طلاب الصف الثامن الأساسي في مدرسة الشهيد محمد الدرة الأساسية للبنين حيث توزعت العينة إلى مجموعتين تجريبية وضابطة متكافئتين: تكونت المجموعة الضابطة من (38) طالبا بينما تكونت المجموعة التجريبية من (40) طالبا أخر.

قام الباحث بتصميم (8) دروس باستخدام إستراتيجية الكلمة المفتاحية حيث استخدمها في تدريس مفردات اللغة الانجليزية لأفراد المجموعة التجريبية بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة و ذلك في الفصل الدراسي الثاني من العام الدراسي (2015-2016).

ولقد قام الباحث بإعداد اختبار تحصيلي (قبلي – بعدي – مؤجل) من اجل جمع البيانات اللازمة للدراسة ومن ثم تم التحقق من صدقه وثباته واستخدامه كاختبار قبلي وبعدي ومؤجل. هذا وقد تم تحليل البيانات ومعالجتها إحصائيا باستخدام اختبار (ت) للعينات المستقلة واختبار (ت) للعينات المرتبطة.

أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي لصالح المجموعة التجريبية تعزى لاستخدام إستراتيجية الكلمة المفتاحية و هكذا أثبتت نتائج الدراسة الأثر الفعال لاستخدام إستراتيجية الكلمة المفتاحية في تنمية مفردات اللغة الانجليزية لدى الطلبة والاحتفاظ بها.

وفي ضوء هذه النتائج أوصى الباحث بضرورة استخدام إستراتيجية الكلمة المفتاحية في تدريس مفردات اللغة الانجليزية للصف الثامن الأساسي واقترح الباحث إجراء المزيد من الدراسات للتعرف على اثر استخدام الكلمة المفتاحية على تدريس مهارات اللغة الانجليزية المختلفة وفي تدريس مواد ومراحل دراسية مختلفة .

بسم الله الرحمن الرحيم

قَالَ تَعَالَىٰ: ﴿ قُل لَّوۡ كَانَ ٱلۡبَحۡرُ مِدَادٗا لِّكَلِمَٰتِ رَبِّي لَنَفِدَ ٱلۡبَحۡرُ قَبۡلَ أَن تَنفَدَ كَلِمَٰتُ رَبِّي وَلَوۡ جِئۡنَا بِمِثۡلِهِۦ مَدَدٗا ١٠٩ ﴾

[الكهف: 109]

Dedication

I would like to dedicate this work to:

- The soul of all martyrs of freedom…
- The soul of my parents who will live in my heart and memory forever…
- My dear brothers and sisters who supported me with their prayers to achieve my dream…
- My beloved wife, sons and daughters, Mohammed, Ahmed, Soaad, Mennat Allah, and Tarneem whose love, continual support, and patience encouraged me to reach my goal…
- All my teachers, who guided me towards success…
- All those who gave me love, strength and patience…
- All my friends and colleagues…
- My great country, Palestine…

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List of Abbreviations

App.	Application.
COLT	College of Language and Translation.
CVLS	Cognitive Vocabulary Learning Strategies.
EFL	English as a Foreign Language.
ELTU	English Language Teaching Unit.
ESL	English as a Second Language.
FS	Filling Sentences
FT	Filling Text.
ICT	Information Communication Technology.
KWL	Know what to Learn.
LTM	Long Term Memory.
MANOVA	Multivariate analysis of Variance.
MEVLSI	Memory Enhancing Vocabulary Learning Strategy Instruction
NR	Narrow Reading.
PET	Preliminary English Test.
RV	Reading Plus Vocabulary enhancement.
SLA	Second Language Acquisition.
TESEL	Teaching English as a Second Language.
TPRS	Total Physical Response Storytelling.
UNRWA	United Nations and Relief and Working Agency.

VLS	Vocabulary Learning Strategies.
VLST	Vocabulary Learning Strategies Learning.
VLT	Vocabulary Level Test
WM	Working Memory .
WMC	Working Memory Capacity.
WS	Writing Sentences.
WT	Writing Texts.

Chapter 1

Introduction

Chapter 1
Introduction

This first chapter focuses on the study background concerning the introduction, the need for the study, the statement of the problem, the research questions and hypotheses, the purpose of the study, limitations of the study and the identification of the variables and operational terms of some key terms.

Introduction

Nowadays the English language is one of the most widely spoken and written languages in the world, with 380 million native speakers (Johnson, 2009). Although it may not be the most spoken language in the world, it is the official language in a large number of countries. It is the third most natively spoken language, after Mandarin Chinese and Spanish. One out of every six people in the world speaks English.

Keshta & Al- Faleet (2013) mention that English language is considered one of the most important languages all over the world it is used to facilitate communication with foreigners at home and abroad. Accordingly, the English language is widely used in science, technology, computer services, politics, commerce and internet. Hence, many countries emphasize the importance of teaching English to their citizens.

This universal acknowledgment of English as the language of today and the need for good communication skill in English has created a huge demand for teaching English around the world. This has put a tremendous pressure on scholars to cope with this demand and to contribute to the development of a new and different teaching methodology for teaching English as a foreign language (Hamdona, 2007, p.1).

In order to achieve the process of learning English, one must acquire its vocabulary, grammar, pronunciation and the four skills: listening, reading, speaking, and writing. Wilkins (1972, p.111) asserts that "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed". This clarifies the importance and the

essential role of vocabulary in learning a foreign language. Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language.

Vocabulary learning is an intrinsic part of language teaching. Vocabulary can be a key factor for success, central to a language, and paramount to a language learner. In such a situation, the lexicon may be the most important component for learners (Grass & Selinker, 1994). Nowadays, due to the same reasons, it is widely accepted that vocabulary acquisition should be part of the syllabus design. For example, Schmitt (2008, p.329) believes that vocabulary is an essential part in language mastery. Similarly, Knight (1994, p.1) proposes that acquisition of words can be considered the most important aspect of second language acquisition. Vocabulary has a crucial role in English language achievement. Literature mentions that there is a great link between vocabulary and reading comprehension of EFL learners. This direct link greatly impacts academic growth and performance (Chang, 2006; Glowacki, et al., 2001).

Vocabulary retention is an essential factor in learning English as a foreign language. Thornbury (2002, p.23) indicates that learning is remembering; the learner needs not only to learn a lot of words, but to remember them. Bahrick (1984) states that how well people remember something depends on how deeply they process it. Therefore, various procedures have been recommended to facilitate retention. To retain the meaning of a word, students must engage in a deeper analysis of the word's properties rather than simply understand its meaning in context. In the context of word learning, a deeper level of processing means a stronger connection between the word form and its meaning (Craik&Tulving, 1975). For long-term recall, the successful learner not only can analyze and rehearse the new word and its meanings, but also can elaborate the word-meaning complex and establish it within a suitable network of meaning. This elaboration probably increases the chances that the word and its meaning will be available for use at a later time (Lawson & Hogben 1996, p.104).

Since it is clear that most of our students usually admit that they experience considerable difficulty with vocabulary and many of them identify the acquisition of vocabulary as their greatest source of problems. The problem is to discover which ways or skills will best help learners better learn, retain and retrieve vocabulary. Consequently, it is essential for language teachers to be aware of the effectiveness of different methods of vocabulary teaching to choose the ones that are the most effective to their students.

Vocabulary can be taught either directly through explicit instruction or indirectly through implicit instruction such as reading and discussion. Nevertheless, it appears that direct instruction is more effective and efficient than the indirect one for the acquisition of high frequency vocabulary (Marefat& Shirazi, 2003, D'Alesio, et al., 2007; Min, 2008). This direct teaching requires giving attention to the information in order not to be forgotten. Besides attention, language learners need all information of language to be learnt - including vocabulary - transferred into long-term memory (LTM). English language teachers have to adopt new strategies in their classes in order to improve their students' vocabulary development and retention.

Recent studies examined the facilitation of the keyword strategy on foreign language learning and enhancement of vocabulary recall. Rodriguez and Sadoski (2000) conducted a study to explore the effectiveness of training in the use of the keyword strategy in vocabulary acquisition by students who are experienced in learning a foreign language. It was found that the keyword-trained students maintained a significant and substantial advantage in recall of word definitions over control students. Similarly, Shapiro & Waters (2005) indicate that the keyword strategy of vocabulary learning is a mnemonic method to help students learn foreign vocabulary. The keyword strategy was effective for that it provided a meaningful visual image upon which to base memory for a new word meaning. In Taiwan, researchers also found a positive effect of the keyword strategy on elementary school and senior high school students' vocabulary retention (Chen, 2006; Hsu, 2007; Lin, 2004) and on elementary school students' learning of word meaning (Lin, 2009) as well.

When previous researchers explored the effect of the keyword strategy on learners' retention of vocabulary in L1 and L2 settings, few studies investigated the training effect of the keyword learning strategy on the learners' change of their vocabulary memory strategy use. When recent studies show a positive effect of the keyword strategy training on vocabulary learning (Chen, 2006; Wyra, Lawson, Hungi, 2007), very few of them investigated the role of the keyword strategy training effect on learners' vocabulary memorization process (Wyra, Lawson, Hungi, 2007) and explored students' attitudes towards the keyword strategy training (Chen, 2006). Wyra, Lawson and Hungi (2007) examined the effects on recall of word-meaning pairs of the training in the use of keyword strategy. The researchers used six Spanish words as instruction and 22 Spanish-English pairs used as target words in the learning and testing part and found that the training was a significant predictor of both backward and forward recall performance.

Chen (2006) investigated the effect of the keyword strategy on elementary school students' long-term vocabulary learning in EFL setting in Taiwan and found that the elementary school students in the keyword-given and keyword generated groups indicated that the keyword strategy was not only an interesting tool for learning English vocabulary, but also a skill helping them in acquiring the English words in a faster and easier way which can also increase the level of retention. The lack of the research on the keyword strategy training effect on learners' vocabulary learning process motivated the researchers to conduct further study.

Therefore, learners need to apply strategies that help them to lessen the burden on WM in order to obtain larger WMC and use it in learning. The present study tried to examine one of these strategies, keyword strategy and its effectiveness in enhancing vocabulary development and retention.

1.1 The Need and Rationale for the study

The need for this study emerged from the main aim of the Palestinian syllabus which is to develop students' competence in the four skills, and to encourage students to become confident users of English. The researcher found out that one means of

developing competence is through its vocabulary, which forms the flesh and blood of the whole language. So, students need to apply strategies like the keyword strategy that can stimulate and develop students' vocabulary through the use of a more authentic learning environment.

1.2 Statement of the Problem

The problem of the current study stems from the low achievement level of students in English vocabulary as their English exams results reveal and as other teachers of English affirm. The researcher looked deeply for an effective strategy to facilitate these difficulties. Thus, the students' low achievement level in vocabulary requires serious research for alternative and effective strategies that may increase students' achievement and motivation. This research comes in this context.

The problem of the current study can be stated in the following major question**:**

What is the effectiveness of using keyword-based instruction on developing 8th graders' English vocabulary and its retention?

1.3 Research Questions

Arising from the study major question are the following sub-questions:

1. What is the nature of the keyword–based instruction strategy that may develop eight graders' vocabulary development and retention?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group(taught by keyword strategy) and that of the control group(taught by the traditional method) on the English vocabulary achievement post- test?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group(taught by keyword strategy) and that of the control group (taught by the traditional method) in the English vocabulary achievement delayed (retention) test?

4. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the vocabulary achievement posttest and the delayed (retention) achievement test of the experimental group taught by the keyword strategy?

1.4 Research Hypotheses

This study was designed to test the following null hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement posttest.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement delayed (retention) test.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the vocabulary achievement posttest and the delayed (retention) achievement test of the experimental group taught by the keyword strategy.

1.5 Purpose of the Study

The study aimed at achieving the following objectives:

1. Investigating the effectiveness of keyword strategy in developing English vocabulary and its retention.
2. Familiarizing English language teachers with basic principles of using the keyword strategy in teaching English vocabulary.
3. Examining students' retention of English language vocabulary as a result of using the keyword strategy.
4. Examining students' English vocabulary development as a result of using the keyword strategy.

1.6 Significance of the Study

The significance of the current study emerges from the fact that the keyword strategy has proved to be effective in different EFL contexts as it was clearly noticed through the previous studies. Hence, the current study may contribute to:

1. Directing the attention of EFL teachers and learners towards the effectiveness of keyword strategy in vocabulary achievement and retention.
2. Enriching teaching activities that improve retention of English vocabulary through the designed worksheets.
3. Providing a teacher‘s guide that may help teachers to use keyword strategy in teaching new vocabulary to eighth graders English language course book, 2nd term.
4. Directing the attention of EFL curriculum designers to integrating both visual and verbal materials in an interacting way in order to enhance long-term retention.

1.7 Limitations of the Study

The current study was applied in accordance with these limitations:

1. The sample of the study consisted of eighth male graders in the governmental schools in Khanyounis West Directorate.
2. The study was carried out in the second term of the scholastic year (2015-2016).
3. The study was limited to English vocabulary in the course book of "English for Palestine 8B" units (9-10-11-12) of the students' book.

1.8 Operational Definitions of Terms

1.8.1 Effectiveness

It is the degree of improvement in the students' achievement in vocabulary as a result of using keyword strategy measured by eta square.

1.8.2 English Vocabulary

Vocabulary is the group of words that a person or group of people know how to use. It is all the words that you know and use. Here, the vocabulary are the words that are highlighted in eighth grade students' course book, units 9, 10, 11, and 12.

1.8.3 Eighth Graders

Eighth graders are students aged between (13-14), and enrolled at Palestinian governmental schools and study English for Palestine course book 8B.

1.8.4 Vocabulary Retention

It is the ability to acquire some words and keep them for a long time, and then recall them again in other situations.

1.8.5 Keyword Strategy

Nation (2001) states that keyword strategy involves two steps for teaching vocabulary. The first step is to think of a first language word (the keyword) which sounds like the beginning or all of the unknown words from the foreign language. The second step is to think of a visual image in which the meaning of the unknown word and the meaning of the known word is combined.

Gaul (2004) describes keyword strategy as a paired-associated strategy that requires the use of an acoustically similar word, the keyword, and the creation of a visual image. This visual image is created by searching for a relationship between the keyword and the new vocabulary. The researcher defines it as a mnemonic method for teaching new English vocabulary by relating it to familiar English vocabulary which represents the keyword, and then associating the new English vocabulary with the keyword via an interacting visual image.

Summary

This chapter has presented the study background. The introduction dealt with the different variables of the study: The keyword strategy as the independent variable and vocabulary development and its retention as the dependent variables of the study. This chapter also discussed the rationale of the study from the researcher' point of view. It presented the major question and the four sub questions of the study. The researcher also presented the purpose as well as the significance of the study for the syllabus designers, the supervisors, English language teachers and students. Finally the researcher presented his own operational definitions of variables and operational terms.

Chapter 2

Literature Review

Chapter 2
literature Review

This chapter aims at reviewing the literature related to the variables of the study. It covers two main issues: vocabulary development and retention and keyword-based instruction. Also, this chapter sheds light on the studies related to the above two main issues. In addition, it presents the researcher's commentary on those studies.This section reviews literature related to vocabulary and its retention.

2.1 Vocabulary

Vocabulary is now a current focus in ESL/EFL pedagogy and research and has been increasingly recognized as essential to language use because inadequate vocabulary can lead to the learners' difficulty in language reception and production (Wei, 2007). By learning new vocabulary, learners can improve their listening, speaking, reading and writing skills. Folse (2008) mentions that English language learners need a continuous knowledge of vocabulary in order to improve comprehension and production in the foreign language. He adds that while a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication can happen when learners have acquired more vocabulary. Knowing at least 90 percent of the words in a text enables readers to get the main idea from the reading and guess correctly what many of unfamiliar words mean. In other words, students will not be able to comprehend the text that has too many unfamiliar words that exceed 10 percent (Sedita, 2005).

2.1.2 Historical Overview of Vocabulary Teaching & Learning

The first years of first language (L1) acquisition are often characterized as focusing on language at the lexical level (Piennemann, Johnston, &Brindley, 1988). Likewise, many second language acquisition (SLA) researchers believe that sufficient lexical knowledge is the essential component in developing second language proficiency (Grabe& Stoller, 1997; Kim, 2011). Researchers of SLA (Gass, 1989; Olshtain,

1987; Richards, 1976; Tekmen& Daloglu, 2006) have identified lexical knowledge as including seven major components: (1) knowing various denotations of a word, (2) knowing appropriate uses of a word, (3) knowing its syntactic properties, (4) knowing its underlying forms and derivations, (5) knowing the associations the word has with other words (collocations), (6) knowing the connotations of a word and (7) knowing its frequency of occurrence.

2.1.3 The History of Vocabulary Teaching in the Twentieth Century

In the literature of English language teaching and learning a recurring theme has been the neglect of vocabulary. It was often given little priority in language programs and was often left to look after itself and received only incidental attention in textbooks and language programs (Hedge, 2008; Richards & Renandya, 2002). In the past of language teaching, vocabulary learning and teaching were given little importance. As Moir and Nation (2008) write, at one time it was widely assumed that lexical instruction is not essential as it can happen by itself; therefore, the teaching of vocabulary was not popular (Nation,2003). However, nowadays the significance of vocabulary and its significance in learning a language have become more accepted. Griffiths (2003, 2006) points out, for example, that recently the significance of teaching vocabulary has been acknowledged.

A number of research studies dealt with lexical problems of language learners. Scholars such as Allen (1983) and Bowen (1985) have shown that lexical problems frequently interfere with communication; in other words, communication breaks down when people do not use the right words. Therefore, there is an increased interest in vocabulary as a component of every language.

2.1.3.1 Definition of Vocabulary

Vocabulary is one of the language aspects that has to be learned when people are learning a foreign language. By learning new vocabulary, learners can improve their listening, speaking, reading and writing skills. Folse (2008) mentions that English language learners need continuous knowledge of vocabulary in order to improve comprehension and production in the foreign language. He adds that while a basic level of vocabulary will allow learners to communicate some ideas to a certain

degree, better communication can happen when learners have acquired more vocabulary. It is important to define the term vocabulary because it is the basic foundation in any language and through reviewing the literature, the researcher found the following definitions that share some similarities.

Hornby (2000) in Oxford Advanced Learner‘s Dictionary of Current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about a particular subject or a list of words with the explanation of their meanings in a book for learning a foreign language. In a similar vein, Saputra (2007) gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language, have meanings and consist of some parts like verbs, idioms, pronunciation.

Merriam-Webster Online Dictionary (2010) has three definitions of vocabulary as follows:

1. "a list or collection of words and phrases usually alphabetically arranged and explained or defined."
2. "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge."
3. " a list or collection of terms or codes available for use."

Based on the previous definitions of vocabulary, it is obvious that vocabulary is considered as the most important part for any language. It is impossible for the learners to read, write, listen and speak a foreign language without having enough knowledge of vocabulary. Learning new vocabulary does not only mean memorizing the form of the word but also understanding its meaning in order to use it appropriately. Thus, vocabulary is all the words in any language that have meaning and are used by people to express themselves in different situations.

2.1.3.2 Types of Vocabulary

There are three classifications of vocabulary. One is according to its use in the four skills, the other is according to its frequency, and the last is according to the specialized text where it is found. Gairns and Redman (1991), Nation (2001) and

Pikulski and Templeton (2004) divide vocabulary according to its use into two types: receptive and productive/expressive vocabulary.

A. Receptive vocabulary is the words that learners can recognize and comprehend in the context of reading and listening material.

B. Productive / Expressive vocabulary is the words that learners can recall and use appropriately in speaking and writing to express themselves and to convey their messages.

Gairns and Redman (1991) state that these two types are often called passive and active vocabulary. Furthermore, Pikulski and Templeton (2004) add two other types to the above types which are as follows:

C. Meaning / Oral vocabulary which refers to the combination of listening and speaking vocabulary.

D. Literate / Written vocabulary which refers to the combination of reading and writing vocabulary **(Figure 2.1).**

It is noticed that the above classification takes into consideration the four skills of language and their types: listening and reading (receptive skills), writing and speaking (productive skills).That is why vocabulary is classified into receptive and productive. Nevertheless, the same vocabulary can be either receptive or productive according to its use in any of the previous skills. Nation (a IKAH, 2007) divides vocabulary according to the basis of frequency into two types: high frequency vocabulary and low frequency vocabulary.

A. High frequency vocabulary consists of words that are used very often in normal language in all four skills and across the full range of situations of use. Nation and Newton (1997) mention that the high frequency vocabulary covers 85% of the vocabulary on any page of any book no matter what its subject is. Thus, learning this type of vocabulary helps in learning a foreign language and communicating with it successfully.

B. The low frequency vocabulary, on the other hand, consists of words that are rarely used in common activity of a language in all four skills too. It covers a small proportion of any text.

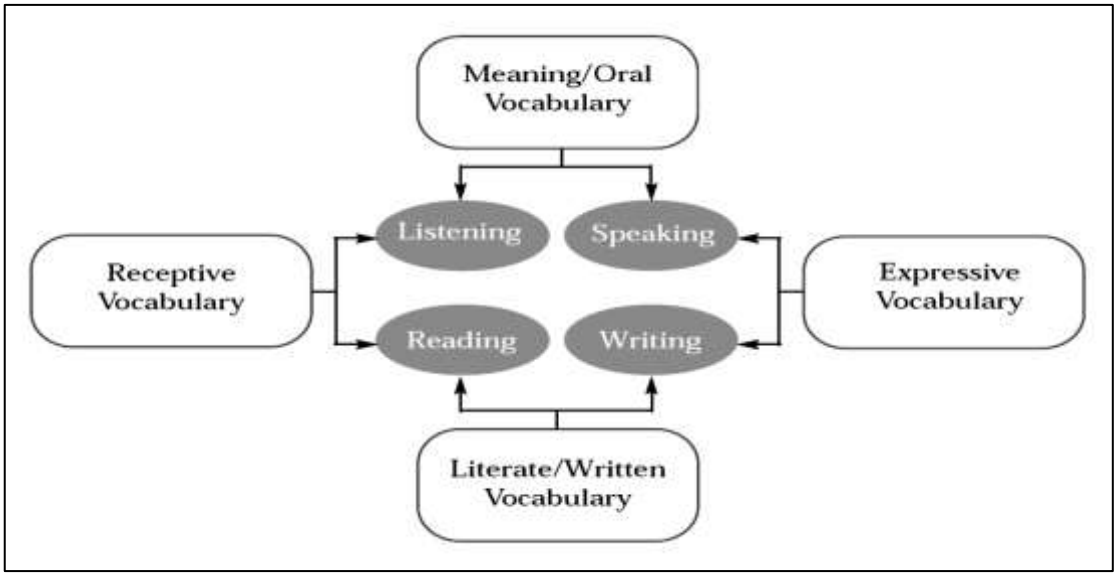

Figure (2.1): Types of Vocabulary (Pikulski& Templeton, 2004)

The matter of vocabulary frequency is actually relative. What is considered to be high frequency vocabulary to one person may be considered as low frequency vocabulary to another one, especially what is regarded with **one's** specialization. Nation & Newton (1997, p. 239) mention that "the division between high frequency vocabulary and low frequency vocabulary Is arbitrary and the researchers do not agree about where the division should be made."

The last type of vocabulary is suggested by Fraser (2006). He states the following types of vocabulary which is found in a specialized text.

Technical vocabulary which is most obviously associated with specialized vocabulary. It can be divided into three categories: fully technical vocabulary whose meaning is clearly technical and not known in general language, crypto-technical vocabulary which has multiple meanings and a hidden technical meaning. It is found in a specialized text and lay-technical vocabulary which is obviously technical, but it is known by a normal person. On the other hand, Nation (2001) asserts that technical vocabulary is specific to a particular topic, field or discipline and has four categories.

These categories depend on form and meaning. In the first category the form and the meaning of the vocabulary rarely appear outside the specialized field. In the second category the form is used in both inside and outside the specialized field but with other meanings. In the third category the form is also used in both inside and outside the specialized field but the meanings it has are accessible through their use outside the field. In the fourth category the form of the vocabulary is more common in the specialized field than elsewhere but the meaning has little or no specialization. So, technical vocabulary can be distinguished from non-technical vocabulary through form in category 1 and through form and meaning in category 2, 3 and 4.

Academic vocabulary is common in academic texts and not so common elsewhere. Nation (2001) mentions that academic vocabulary can be sometimes called sub-technical vocabulary. He also says that learners studying English for academic purposes spend the time of learning in a good way when they learn academic vocabulary because it is a kind of high frequency vocabulary.

General vocabulary includes vocabulary which is not technical and not academic and most of it is high frequency vocabulary.

From the above explanation, it is noticed that every researcher classifies vocabulary differently. But such classifications do not oppose each other because they are based on different sides and aspects of vocabulary. It can be seen in Nation (2001) how he integrates the last two classifications and divides the vocabulary into three types: high frequency vocabulary, low frequency vocabulary and specialized vocabulary which contains academic and technical vocabulary. So, the different classifications of vocabulary can be interrelated with each other.

2.1.4 Knowing a Word

Words are the tools we use to think, to express ideas and feelings, and to learn about the world. Because words are the very foundation of learning, improving students' vocabulary knowledge has become an educational priority. Student word knowledge is strongly linked to academic accomplishment because a rich vocabulary is essential to successful reading comprehension. Furthermore, Laraba (2007, p.136) concludes that "foreign language vocabulary learning is determined by the similarities that may exist, at different levels, between the first language and the second or foreign

language learnt. Nation (1990, p.31) proposes the following list of the different kinds of knowledge that a person must master in order to know a word:

- The meaning (s) of the word.
- The written form of the word.
- The spoken form of the word.
- The grammatical behavior of the word.
- The collocations of the word.
- The register of the word.
- The associations of the word.
- The frequency of the word.

From the above mentioned list, the researcher concludes that knowing a word includes student ability to recognize the meaning, retain the word, and use it appropriately in different situations.

2.1.4.1 Aspects of Knowing a Word

Vocabulary knowledge is important because it represents all the words that must be known to access the background knowledge, express ideas, and learn about new concepts and communicate effectively. Vocabulary knowledge is related to academic success because learners who have large vocabulary can understand new ideas and concepts more quickly and deeply than learners with limited vocabulary (Sedita, 2005). Vocabulary knowledge involves much more than learning word meanings. The concept of vocabulary knowledge is a complex concept with various definitions, depending on research purposes, and it is concerned with the question, what does it mean to know a word? (Nation, 2001; Lin, 2008; Chen, 2009). A learner might know, for example, the definition of a word, but be unable to use it in a context, or might be able to use it in the same situations, but actually has a misunderstanding of its meaning (Papadopoulou, 2007). This complexity has five aspects as Nagy and Scott (2000) indicate. These aspects are as follows:

1. **Incrementality** means that one's knowledge of words grows gradually and takes place in many steps.

2. **Polysemy** means that words have more than one meaning. The more frequent a word is in the language, the more meanings it is likely to have.
3. **Multidimensionality** means that word knowledge consists of several qualitatively aspects of knowledge.
4. **Interrelatedness** means that the knowledge of any given word is not independent of the knowledge of other words.
5. **Heterogeneity** means that knowing a word depends on the kind of word and the knowledge that a person already has about the word.

As indicated before, knowing a word has many aspects to deal with. These aspects are the answer of the question what does it mean to know a word? Chen (2009) claimed in his study that (Richards, 1976) outlined eight aspects of knowing a word which work as a general framework for assessing vocabulary knowledge. These aspects are stated as follows:

Knowing a word will continue to grow as the learners reach adulthood.

1. Knowing a word means knowing the degree of probability of coming across that word in speech or print. For many words the learners also know the kind of words that are mostly associated with those words.
2. Knowing a word implies knowing the limitations on the use of the word according to the different functions and situations.
3. Knowing a word means knowing the syntactic systems associated with the word.
4. Knowing a word involves knowledge of the underlying form of a word and the derivations that can be made from it.
5. Knowing a word entails knowledge of the associations between that word and other words in the language.
6. Knowing a word means knowing the semantic value of a word.
7. Knowing a word means knowing many of the different meanings associated with that word.
8. Knowing a word will continue to grow as the learners reach adulthood.

Nation (2001) explains that knowing a word, at the general level, involves form, meaning and use. He distinguishes between the receptive and the productive

knowledge **(Figure 2.2).** His classification of word knowledge is similar to the distinction between the receptive skills of listening and reading and the productive skills of speaking and writing. Lin (2008) assures that these aspects of word knowledge are interrelated although they are :

Form	Spoken	R*	What does the word sound like?
		P*	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this?
Use	Grammatical functions	R	In what pattern does the word occur?
		P	In what pattern must we use this word?
	Collocations	R	What words or type of words occur with this one?
		P	What words or type of words must use with this one?
	Constrains on (register, frequency…)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Figure (2.2): General Aspects of Word Knowledge (Nation, 2001, p. 27)

*R = receptive , P = productive Table 2.1.

2.1.5 Benefits of Vocabulary

“Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.” This is how the famous linguist David Wilkins summarizes the importance of learning vocabulary in the book "How to Teach Vocabulary" written by Thornburg (David Wilkins in Thornbury, 2002, p.13). Such a significant statement is supported by other experts on vocabulary. To exemplify, McCarthy in his book "Vocabulary" claims that, even if learners manage to master grammar and sounds of the second language, without words to express a wide range of meanings, communication in the second language just cannot happen in any meaningful way.

(McCarthy, 1990, p.VIII) Scrivener (1994, 73) also agrees with Wilkins (1972). He professes that “Vocabulary is a powerful carrier of meaning.” He demonstrates his claim on beginner learners. They often communicate in English by using the accumulative effect of individual words avoiding grammar, and they are successful. The meaning is conveyed by vocabulary itself. On the other hand, good knowledge of grammar is not such a powerful tool if the key word is missing. Unfortunately, vocabulary is neglected in some English language courses (Davies & Pearse, 2000, p.59) and it often seems to be the least systematized and the least well catered for of all the aspects of learning a foreign language (McCarthy, 1990, p.VIII). Moreover, vocabulary often arises in the classroom regardless of the chosen activity, and in spite of any conscious design on the teacher's part (Gairns & Redman, 1986, p.1).

However, words are more complex than they appear to be on the surface and they also behave differently in different languages. While grammar at least seems to be finite, vocabulary is virtually infinite. This means that some words have more than one meaning in different situations such as the word "book" which sometimes means the book we read, but other times it means to get a place somewhere in a hotel for example or to book a place on a plane and so on. (Davies & Pearse, 2000, p.59) Moreover, vocabulary errors are potentially more misleading in communication than those of grammar. (Hedge, 2000, p.11). Therefore**,** Nation (2003) emphasizes the importance of a systematic and principled approach to vocabulary by both the teacher and the learners. He advises teachers to select vocabulary carefully in order to be sure that high priority items are included, provide varied opportunities to practice them and use a wide variety of ways for dealing with them (Nation, 1990, p.1-2).

The researcher concludes that vocabulary is crucial for getting meaning from a written or oral text. Without knowledge of key vocabulary in a text, a learner may have serious trouble understanding the message. Therefore, this sub skill deserves remarkable attention and should be taught systematically.

2.1.6 Vocabulary Instruction and Learning

2.1.6.1 Vocabulary Instruction

Teaching vocabulary is essential in teaching language in general and teaching foreign languages in particular. For this reason, there is a crucial need for more vocabulary instruction at all grades by all teachers. The number of words that students need to learn is exceedingly large (Sedita, 2005; Souleyman, 2009). Effective vocabulary instruction helps students develop word knowledge as Huck (2006) and Butler (2007) indicate. There are some specific guidelines for effective vocabulary instruction as stated by Bromley (2002). These guidelines are as follows: The teacher should:

a) Show an attitude of interest and excitement about language and words.
b) Assess student knowledge and the word importance before teaching it.
c) Vary when teaching new words.
d) Activate students' schema and metacognition.
e) Note multiple meanings of words and provide paraphrased meanings.
f) Teach word structure and relate new words to other words.
g) Invite students to interact with each other about new words.
h) Model and teach word learning as an active strategy for independence.
i) Do not overlook the internet as a way to motivate word learning.

Vocabulary instruction has two methods: direct/explicit instruction and indirect/ implicit instruction. Direct instruction means teaching specific words directly by giving the meanings of the new words and analyzing these words, while indirect instruction means teaching words unintentionally for example through extensive reading (Sedita, 2005; Corbett, 2009). Both methods are important in teaching vocabulary, but direct instruction is more effective for vocabulary development than those that rely exclusively on indirect method (Hunt & Beglar, 2005; Bastanfar & Hashemi, 2010).

A number of principles for direct instruction of vocabulary have been suggested by Schmitt (2008). These principles are as follows:

- Build a large sight vocabulary.
- Integrate new words with old ones.
- Provide numerous encounters with a word.
- Promote a deep level of processing.
- Make new words "real" by connecting them to the student's world in some way.
- Encourage independent learning strategies.
- Diagnose which of the most frequent words learners need to study.
- Provide opportunities for elaborating word knowledge.
- Provide opportunities for developing fluency with known vocabulary.
- Examine different types of dictionaries, and teach students how to use them.

Although direct instruction of vocabulary has its effectiveness, every vocabulary program needs to have direct and indirect elements which may be most effective if integrated together as Schmitt (2008) has pointed to. For this reason, the researcher prepared some vocabulary exercises to be done by the students in worksheets after teaching them the vocabulary directly by using the keyword strategy.

2.1.6.2 Vocabulary Learning

As there are two methods in teaching vocabulary: direct/explicit instruction and indirect/ implicit instruction. There are also two ways of learning vocabulary. English language learners learn vocabulary both indirectly/implicitly and directly/explicitly. They learn indirectly through the experiences they have daily with oral and written language. On the other hand, they learn directly when they are provided with specific word instruction and are taught specific word-learning strategies (Robson, 2009). Attention is an important factor in learning and it is found in both ways of vocabulary learning. Perhan (2008) explains that in the case of direct learning attention is overtly directed towards the learning goal which is learning vocabulary, while with indirect learning attention is still present, but not consciously directed towards remembering new vocabulary items.

Although indirect vocabulary learning is a process that leads to vocabulary acquisition, direct vocabulary learning has a great advantage of learning new

vocabulary in depth. Perhan (2008) adds that learners' attention can be drawn to many aspects of vocabulary at the same time, i.e. orthographic, phonological, morphological, syntactic, semantic, and collocation features. Also, Laufer, 2005 (cited in Perhan, 2008) provides good reasons to argue that vocabulary learning requires explicit attention because (1) learners often do not pay attention to the exact meanings of individual words when engaged in reading for comprehension; (2) guessing from context is often unreliable, especially if the learner does not know 95% to 98% of the words in the text; (3) new words which learners have encountered in discourse need to be met again relatively quickly to avoid their being forgotten. Thus, direct learning is fruitful for vocabulary learning especially for school learners rather than for those who study in universities. Learners in advanced levels have a lot of words that enable them to guess the meaning of new words through reading a text. While beginners and learners in intermediate level still need more opportunities to acquire many words directly. That is why the researcher has chosen the direct method in teaching vocabulary for 8th grade students.

2.1.7 Vocabulary Learning Strategies (VLS)

Foreign language learners use various strategies to acquire vocabulary of that foreign language. There are numerous researchers who have proposed ways of classifying VLS as will be discussed now.

From a general language learning perspective**,** Oxford, 1990 (cited in D'Onofrio, 2009) has identified two approaches: direct approach which includes memory, cognitive, and compensation strategies and indirect approach which includes metacognitive, social, and affective strategies.

Gu &, Johnson (1996) list vocabulary learning strategies as metacognitive, cognitive, memory and activation strategies. Metacognitive strategies consist of selective attention and self-initiation strategies. Learners who employ selective attention strategies know which words are important for them to learn and are essential for adequate comprehension of a passage. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear. Cognitive strategies include guessing strategies, dictionary strategies and note-taking strategies.

Memory strategies are classified into rehearsal and encoding strategies. Word lists and repetition (oral and visual) are instances of rehearsal strategies. Encoding strategies include such strategies as association/elaboration, imagery, visual, auditory, semantic, and contextual encoding as well as word structure (analyzing a word in terms of prefixes, stems, and suffixes). Activation strategies include those strategies through which the learners actually use new words in different contexts. For instance, learners may set sentences using the words they have just learned. VLS taxonomy is proposed by (Schmitt, 1997) cited in (Takac, 2008) which is extracted from the taxonomy of (Oxford, 1990) with an addition of a new category, determination strategies. He classifies the strategies into two groups: discovery strategies that are used in determining the meaning of new words when encountered for the first time, and consolidation strategies which are used in consolidating word meaning when encountered again.

The discovery strategies contain determination and social strategies and the consolidation strategies contain cognitive, metacognitive, memory and social strategies. According to Schmitt‘s taxonomy, learners try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials such as dictionaries (determination strategies). The second way to discover a new meaning is through employing the social strategies of asking someone for help with the unknown words. Practicing and retaining vocabulary are important besides the initial discovery of a word. Ghazal (2007) mentions that according to Schmitt‘s taxonomy, learners use a variety of social, memory, cognitive and metacognitive strategies to consolidate their vocabulary knowledge. Cooperative group learning in which learners study and practice the meaning of new words in a group and talking with native speakers are instances of social strategies.

Memory strategies, traditionally known as mnemonics, involve relating the word with some previously learned knowledge by using some form of imagery or grouping. Cognitive strategies in this taxonomy include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words. Finally, metacognitive strategies are defined as strategies used by learners to

control and evaluate their own learning, by having an overview of the learning process in general.

The last taxonomy of vocabulary learning strategies discussed here, illustrated in **(Figure 2.3)**, is Nation‘s (2001). This taxonomy separates aspects of vocabulary knowledge (planning) from vocabulary sources and learning processes. The planning strategy involves subcategories of strategies which are choosing words, choosing aspects of words, choosing strategies, and planning repetition. Learners should know what their vocabulary goals are, choose what vocabulary to focus on, be aware of the aspects of these vocabulary items, choose the strategies that may help them in going about these tasks and pay a repeated attention to the vocabulary in order to encourage its remembering. The sources strategy means finding information about words. This information can come from analyzing word parts, from context, from a reference source such as dictionaries and glossaries, and from analogies in other languages. Finally, the processes strategy involves ways of remembering vocabulary. Its major categories include noticing, retrieving, and generating. Noticing strategies include: recording, oral repetition and visual repetition.

Retrieval can take several forms: oral/visual, context/decontextualized, open/hidden, and receptive/productive. Retrieval in these last two forms strengthens the link between the retrieved knowledge and the cue. In the receptive retrieval, the retrieved knowledge is the meaning or the use of the vocabulary and the cue is its written or spoken form. In the productive retrieval, the retrieved knowledge is the vocabulary form and the cue is its meaning or the use. So, retrieval occurs in all four skills of language (listening, speaking, reading, and writing).

Like retrieving, generating has many kinds: oral/visual, context/de-contextualized, open/hidden, and receptive/productive. The strategies involved in generating include: word analysis, semantic mapping, using scales, etc. Another type of strategies involved in generating is the rule-based generation such as creating context, using vocabulary in sentences, using mnemonic strategies, and using vocabulary in a new context through the four language skills.

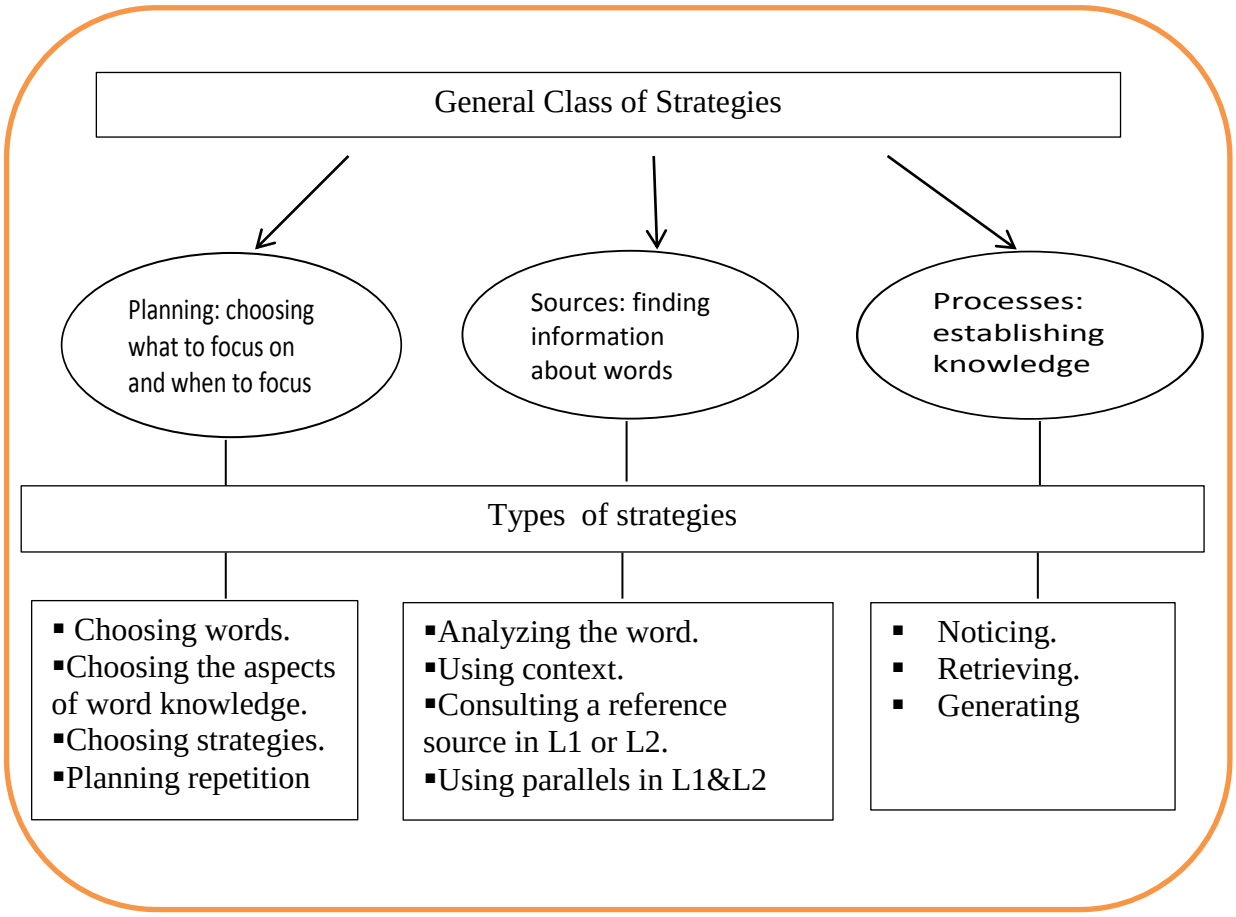

Figure (2.3): A Taxonomy of Vocabulary Learning Strategies (Nation, 2001).

2.1.8 What Helps to Remember Words?

"It would be useful if I present a few principles in this subchapter that can help to move the required word into permanent long-term memory". This is an extract from Thornbury's summary of the principles (Thornbury, 2002, p.24–26) that were found out by research: Repetition: only repetition has not any long-term effect; but there is one exception the repetition of encounters with a word. If words have been met at least for seven times over spaced intervals, for example, when reading, they are on good way to long-term memory. Retrieval practice effect: a kind of repetition that means the retrieval of word from memory, which helps the learner to recall it again later. Spacing: means not to teach too many vocabulary items together, but in small groups and with pauses between them. Pacing: means to provide the pupils enough time for particular work because each of them has his or her own pace and to enable them to work silently and individually. Use: means to put words to use in some

interesting ways. The learners work together in pairs or small groups to list collocates for a given word.

2.1.9 Vocabulary Retention in Language Learning

2.1.9.1 Vocabulary Retention Definition

Merriam Webster Dictionary (2014) defines the word retention as "an ability to retain things in mind; specifically: a preservation of the aftereffects of experience and learning that makes recall or recognition possible". The free Dictionary (2014) also defines retention as "An ability to recall or recognize what has been learned or experienced; memory".

Vocabulary retention is an essential factor in learning English as a foreign language. Vocabulary retention has been defined as “the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught (e.g. grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials' (Richards & Renandya, 2002 cited in Khabiri & Pakzad 2012, p.80). Mohammed (2009, p.16) defines vocabulary retention as “the ability to keep the acquired vocabulary and retrieve it after a period of time to use it in different language contexts Thornbury (2002, p.23) indicates that learning is remembering, the learner needs not only to learn a lot of words, but to remember them. Bahrick (1984) states that how well people remember something depends on how deeply they process it.

Therefore, various procedures have been recommended to facilitate retention. Therefore, various procedures have been recommended to facilitate vocabulary retention. To retain the meaning of a word, learners must engage in a deeper analysis of the word properties rather than simply understand its meaning in context. In the context of word learning, a deeper level of processing means a stronger connection between the word form and its meaning (Craik & Tulving, 1975). For long-term recall, the successful learner not only can analyze and rehearse the new word and its meanings but also can elaborate the word-meaning complex and establish it within a suitable network of meaning. This elaboration probably increases the chances that the word and its meaning will be available for use at a later time (Lawson & Hogben

1996, p.104). Likewise, Haycraft (1978 cited in Khabiri & Pakzad, 2012) states that the words which are related to each other can be easily retained because using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention.

Eyraud et al. (2000) state that teachers can stimulate students' vocabulary growth and retention by rethinking instructional priorities and taking the following steps. First, teachers should involve their students in a vocabulary rich environment to promote the incidental learning of vocabulary. Second, they should increase the amount of reading assigned to their students. Third, they should set aside time for explicit/direct vocabulary instruction in which teachers do not only teach word meanings but also provide opportunities for (a) vocabulary reusing in different meaningful contexts, (b) connections between new and known vocabulary, and (c) active student involvement. Nation (2001) mentions that there are three important processes that may lead to remembering vocabulary. These include noticing, retrieval, and creative (generative) use. Noticing means to give attention to the vocabulary and be aware of it. This noticing has two important conditions which are motivation and interest of the learners. Retrieval means being able to recall the vocabulary from the memory during the task. Retrieval may be receptive as in listening and reading or productive as in speaking and writing. Generative use means using the vocabulary in new context with different meanings. It can also be receptive or productive.

2.1.10 Keyword Strategy - Its Function and Structure

Keyword Strategy is a way of facilitating the link between the form of the new vocabulary and its meaning (Hulstijn, 1997; Nation, 2001). The term was firstly used by Richard Atkinson in 1975 (Campos et al., 2003 Hauptmann, 2004) in learning vocabulary of foreign language (Russian). Nation (2001) states that this strategy has been used with many languages such as English speakers learning English, Spanish, Russian, German, Tagalog, Chinese, Hebrew, French, Italian, Greek, and Latin words, Dutch speakers learning Spanish and Arabic speakers learning English. So, it is used in learning the second language and the foreign as well.

Wieland (1990, p.7) mentions that:

The keyword strategy consists of a two-step process. In the first step, a perceptual link is formed between a foreign word and a native language word (keyword or mediator) which resembles the foreign word. In order to form this link, the learner either derives, or is provided with a native language word, some portion of which is orthographically and/or acoustically to a portion of the foreign word. In the second step, a semantic link is formed between the meaning of the keyword and the translation equivalent of the foreign word. This link can be formed by creating an interactive mental image

Nation (2001) states that the keyword strategy involves two steps for learning vocabulary. The first step is to think of a first language word (the keyword) which sounds like the beginning or all of the unknown word from the foreign language. The second step is to think of a visual image in which the meaning of the unknown word and the meaning of the known word is combined. Campos et al. (2003) call the first step verbal and the second step visual. Gaul (2004) defines it as a paired-associated strategy that requires the use of an acoustically similar word, the keyword, and the creation of a visual image. This visual image is created by searching for a relationship between the keyword and the new vocabulary.

It can be noticed from the two above definitions of keyword strategy that the link between the foreign vocabulary and the keyword can be formed by either a mental image or a visual image. The other point which both definitions agree with is that keyword is derived from the first/native language, but Hulstijn (1997) mentions that keywords can be chosen from the foreign language vocabulary with which the learner is already familiar, and this is what the researcher did in the current study.

2.1.10.1 Characteristics of Keyword Strategy

Nation (2001) states that keyword strategy has positive effects on both immediate retention and long-term retention (one week to ten years), while Takac (2008) mentions that this strategy does not guarantee a long-term retention. These contradicting findings may be due to the extent to which the keyword strategy is

effective. There are some important characteristics of keyword strategy in order to be successful (Higbee, 2001; Hauptmann 2004). These characteristics are as follows:

1- Phonetic similarity

As mentioned in the keyword definition that keyword should be phonetically similar (not necessarily identical) to the target vocabulary. An example for a good keyword is **flower** for the target vocabulary **Florida**.

2- Uniqueness

The association between the keyword and the target vocabulary should be unique in order to avoid the interference with other associations. A girl whose name is Florida is smelling a flower is not unique, but eating it is unique.

3- Exaggeration

As mentioned in the visualization- one of the basic principles of effective mnemonics- that bizarreness is an important factor to make it more effective. Thus, to do this bizarreness there should be an exaggeration in the image which represents the association between the keyword and the target vocabulary. A big flower was eaten by a small girl (Florida) is bizarre and unusual.

4- Sensory nature

Smells, sounds, tasting, movements, should be included in the visual image wherever possible. Florida (the girl) is smelling the flower and eating it improves the process of imagination and therefore memory.

5- Interactivity

The connection between the two objects should be the prime of the image. A girl whose name is Florida is looking to a flower is not effective, but eating it is more effective and remembered.

6- Simplicity

The simpler the connection, the better. The image of the girl (Florida) eating many kinds of flowers is not simple, but to eat one kind of flower is simple and unique, especially if the color of the flower is the same color of her dress.

7- Creativity

Being creative involves the learner much more in the association and increases the depth of processing ; this leads to good retention.

8- Involvement

Memory is basically linked with conscious experience. The more the learner is involved in the experience, the better he/she will remember it. This can be found more in the learner-generated keywords than the teacher generated keywords.

9- Use of one keyword for different target vocabulary

Circumstantial evidence that is made by Hauptmann (2004) suggests that it is not the isolated keyword but the image that causes vocabulary retention. Therefore it seems logical to assume that one keyword can be used for different target vocabulary.

10- Simplified Keywords

A keyword can be embedded in a phrase, a film/book title, a name …etc. in the target language the learner can identify. It is not the keyword itself that aids memory but the imagination it triggers. As an example of that is when presenting the target vocabulary **easy**, the phrase **takes it easy** or the film **Easy Riders** is suggested.

11- Using Substitute Concrete Vocabulary

It is easy to visualize the concrete vocabulary like apple, car and pen, but it is difficult to visualize the abstract one like happiness, peace and justice. The procedures for using imagery to help remember abstract terms is the same for concrete terms except in adding a step using substitute concrete vocabulary to

represent the abstract target vocabulary. One way of doing this is to use objects that symbolize the abstract term: for **justice**, one might picture a judge; for **happiness**, a smiling face. A second way of substituting a concrete vocabulary for an abstract one is to use objects names sound like the abstract vocabulary: happy nest for **happiness**; celery for **salary**.

2.1.10.2 Limitations of the Keyword Strategy

In addition to keyword strategy strengths and power in learning the foreign vocabulary, it also has weaknesses and limitations. Some limitations are valid but the others are not. The valid limitations include: time constraints, abstract material, learning versus retention, imagery ability, and decoding interference. The invalid limitations include: impracticality, not aiding understanding, the memory's overall load, the mediator is a crutch, and it is trick (Higbee, 2001; Hauptmann, 2004).

I) Valid Limitations

a) Time

The visual association in the second step of the keyword strategy takes a little longer presentation time. This is said -as the objection to mnemonics -to be time consuming. Thus, it may be noted that the speed of making visual associations can be improved by practice. Also, the most effective way in implementing the keyword strategy in the classroom is not by asking the learners to provide their own keywords or images, but to have these provided to them by the teacher. In this way the learners spend no more time with the keyword strategy. Retrieval time is another way in which time may limit the use of keyword strategy.

b) Abstract Material

It was discussed before that in dealing with abstract target vocabulary it is supposed to use substitute concrete vocabulary to represent it and then using the visual imagery. This has at least three possible limitations:

1. In forming the image for abstract vocabulary, the time will be longer than the concrete one because of the extra step of thinking of a concrete vocabulary to represent the abstract one (Clark & Paivio, 1987, cited in Higbee, 2001).
2. The substitute concrete vocabulary is only a cue to remind the learner of the abstract idea, but not to recall the abstract vocabulary. It is possible to recall the picture of a smiling face and not be able to recall that it represents happiness.
3. It may be very hard to form good concrete vocabulary for some abstract vocabulary or ideas.

c) Learning versus Retention

It is argued that whether mnemonics helps only learning or also helps retention. There are two considerations that should be kept in mind concerning the issue of learning versus retention. First, whether mnemonics in general and keyword strategy in particular help retention depends on how retention is measured. It can be measured by using the amount remembered the strategy did, and the amount forgotten it did. Then using the percentage remembered or forgotten and see if it helps retention or not compared with other strategies. The second consideration is that this issue of learning versus retention may be an important theoretical distinction to the researcher, but not for the person doing the learning.

d) Imagery Ability

People differ in their imagery ability and in their visual thinking. The adults and the children who have the ability to use imagery benefit more from mnemonics than those who lack this ability. That is why mnemonics-that depends on using visual imagery like keyword strategy may have limited usefulness. Those who have difficulty in using visualization may require some time to develop their ability, but practice can help them acquire the ability faster. If they fail even after practice, they can use verbal mediation rather than visual.

e) Decoding Interference

One picture can represent more than one vocabulary. The interference problem arises in recalling concrete vocabulary that has synonyms that could be represented by the same picture. For example, the picture of a small child could also represent the vocabulary infant or baby. That is why the high imagery is an important factor in the keyword strategy in order to avoid such interference.

II) Invalid Limitations

a) Impracticality

It is claimed that mnemonics are not practical since they are mainly used in memory research in the laboratory. But there are some researches (e.g. Abdel-Majeed, 2000; Gaul, 2004; Sagarra & Alba, 2006) who use mnemonics in the classroom and assure its practicality. The issue of practicality is a relative matter, what is practical depends on individual's interests and needs. For example, one person may see no practical need for using keyword strategy for learning foreign language; while another one prepares to visit another country may find it very useful. Even the educational uses of keyword strategy may not seem as practical to someone who is not in a school.

b) Not Aiding Understanding

One of the objections of keyword strategy is that it does not help understanding of the subject, it just helps memorizing. This limitation is not accurate because using the translation into the first language or the visual imagery will do convey meaning. Also, it should not be forgotten that the use of mnemonics in general is to facilitate remembering not for understanding a concept, so they should not be claimed for not achieving what they are not meant to achieve. Saying that mnemonic systems are not worth using because many learning tasks do not involve straight memory is not true. There are many tasks that do involve straight learning like math problems which involve multiplication and leaning a foreign language also involves memorizing its vocabulary.

c) The Memory's Overall Load

Most mnemonics - like the keyword strategy - increase the amount of material one must remember. They require one to memorize the material to be remembered in addition to the material of mnemonics like images and the keywords. For example, when one wants to memorize 20 vocabularies by using the keyword strategy, he should also memorize 20 keywords in addition to 20 images. Therefore, it is true that mnemonics do add to the amount of material to be remembered and this may require extra effort. This extra effort occurs only once when one first uses the mnemonics but after that and by practicing, the time and the effort will be decreased. Another point is that memory capacity is not a function of the amount of material to be learned, but it is a function of how this material is organized and meaningful. So, once a person learns the additional material involved in the mnemonics, he will find the advantages of organization and meaningfulness outweigh the disadvantages of having additional material to be remembered.

d) The Mediator is a Crutch

The other criticism of keyword strategy and other mnemonics is that a person may become dependent on a mnemonic and use it as a memory crutch. Then he will not be able to remember the material without the crutch. Even if this criticism is true, is it bad to be dependent on a mnemonic to remember certain material? Therefore, it is better to remember material using a mnemonic than to forget the material.

e) It Is a Trick

Mnemonics are very often seen as tricks and referred to as an artificial memory. This view leads that the use of mnemonics is unfair because who uses them does not really remember. To some people understanding the principles of memory and applying via mnemonic is not memorizing. But the keyword strategy can be based on sound psychological theory and neurological evidence as in the thesis of Hauptmann (2004). The existence of the above limitations in the keyword strategy does not necessarily lead to avoid using it in vocabulary teaching and learning. The researcher

in the current study tried his best to overcome some limitations by following some steps:

1. Avoid using the mother tongue in searching for keywords except the names of persons. The keyword is better brought from English language in order not to make mispronunciation for the new vocabulary.
2. Provide the pictures that link between the new vocabulary and the keyword by the teacher instead of generating them by students because not all students have the ability to draw. Also, this way saves the time of teacher at the classroom.
3. To practice the strategy by pupils, the teacher asked them to do two or three words as homework and then correct them in the next time with the whole class.

2.2 Previous Studies:

This section presents studies related to vocabulary development and retention and keyword strategy. In addition, it presents the researcher's commentary on those studies.

2.2.1 Studies Related to Vocabulary

There is much research that investigated vocabulary and its importance in English language learning and academic success. In this section, the researcher is presenting a review for some studies related to vocabulary instruction& learning and retention.

2.2.1.1 Studies Related to Vocabulary Instruction & Learning

Wang, Teng & Chen (2015)

Wang, Teng and Chen (2015) conducted a quasi-experimental study to investigate the effect of iPad App on students' English vocabulary acquisition in a Taiwanese classroom. To this end, two freshman English classes with a total of 74 students in a private university in Taiwan were chosen to be the research participants. The instruments and techniques used in the study were iPad "Learn British English Word Power App" which included approximately 2000 words and phrases showing the spelling, translation, pronunciation, and image related to the words, semantic map method, and appropriate pre and posttests. The research participants were divided into two experimental and control groups. After taking the pretest, the instructor used iPad Application to teach English vocabulary in the experimental group, and used the traditional semantic-map method to teach English vocabulary in the control group. In the treatment period which lasted about 18 weeks (15 minutes each session), students under the iPad instruction were able to study the words by watching words, word pictures, and example sentences through the classroom projector.

The findings of this study were summarized as follow: 1) The iPad App created significant progress in students' English vocabulary acquisition. 2) The experimental group, who learned English vocabulary through the iPad instruction performed better in the English posttest than the control group. 3) Using ICT teaching in the classroom

had positive effects on students' English learning motivation.4) The use of iPad teaching created a relaxed learning environment.5) The use of iPad App in English vocabulary teaching provided lots of pictures, words, sentences, audio-files, and pronunciation practices in the traditional classroom.6) With the use of iPad, there were more interactions between the teacher and students and students seemed to be more focused during the study. 7) The iPad App provided a meaningful learning interface in the traditional Taiwanese classroom.8) The ICT teaching had influenced students' willingness of using computers in English learning.

DeWitt (2010)

DeWitt (2010) conducted a study to introduce and develop supplementary English material for vocabulary instruction by providing memory-enhancing strategies for students with and without disabilities. Five inclusive English classrooms were assigned treatments in a within-subjects crossover design where all students received both treatment conditions – traditional instruction and mnemonic instruction. Memory enhancing strategies are mnemonic devices that target specific vocabulary and provide additional practice using a visual representation to increase comprehension. Participants included (103) students in 10th through 12th grade, including (31) students with disabilities. Two general education teachers and two special education teachers participated in this study. Students received instruction in two units for four weeks and were pre and post tested on all vocabulary introduced. Students were given strategy use and satisfaction surveys. Attitudinal and satisfaction surveys were also given to teachers. Overall findings revealed that students with disabilities performed significantly better on the delayed cumulative posttest. Tenth grade students in the mnemonic condition performed descriptively higher on delayed cumulative posttest than 11th and 12th graders. The majority of students responded that, compared to traditional instruction, they preferred and enjoyed the use of mnemonic strategies as well as learned how to generalize to their own learning preferences. Teacher attitudes varied but mostly favored mnemonic instruction.

Lin (2008)

Lin (2008) designed a study to explore adult individual learners' vocabulary learning processes, and to examine their use of vocabulary learning strategies. The data for the research were primarily derived from the questionnaires, semi-structured interviews and think-aloud protocols. The study illustrated that participants used a variety of vocabulary learning strategies to learn vocabulary. In total, (49) individual vocabulary learning strategies were identified and classified. Further, the differences between the learners were shown to be not only in what strategies they used but also in how they employed them. Finally, the study showed that well-organized and planned learning strategy training should be provided to language learners in order to make sure that they can use the strategies effectively, and that language instructors and the language textbook should play an active role in strategy training.

Nadarajan (2007)

Nadarajan (2007) attempted to explore the need of providing explicit vocabulary instruction from within a meaningful environment. It also investigated the relevance of focus on forms and focus on form practices in helping second language (L2) learners increase the size and depth of word knowledge. The study involved (129) undergraduates from a writing program, and used a pretest and posttest design to measure gains in L2 learners vocabulary knowledge. The results indicated that the vocabulary gains for both implicit (control) and explicit (treatment) instructional context were not very different though the subjects in the implicit instructional group learned slightly more words compared to the explicit instructional group. However, this had more to do with individual instructor effectiveness and learner proficiency. In terms of word use, L2 learners subjected to explicit focus on forms and focus on form tasks increased their word use while the first language (L1) learners and L2 learners from the control groups did not increase their academic words.

Yek (2006)

Yek (2006) investigated the effect of memory enhancing vocabulary learning strategy instruction (MEVLSI) on vocabulary learning. This instruction was a

combination of phonics, word grouping, syllabication, back drill pronunciation, keyword and sentence plus definition explanation method. The subjects consisted of 40 Chinese students, from 10-15 years equally divided into control group and experimental group. For the two - week study, the teacher taught the control group with the traditional vocabulary teaching method, while the experimental group was instructed by using MEVLSI. It was concluded that MEVLSI facilitated participants‘ vocabulary acquisition.

Al-Jarf (2006)

Al-Jarf (2006) conducted a study to investigate problems of vocabulary teaching and learning for EFL instructors and students. The pretest showed that freshman students at College of Languages and Translation (COLT) had difficulty in pronouncing, recognizing the meaning of, using and spelling English words. In their first semester, freshman students were required to take a vocabulary course that consisted of 50 lessons (2000 words), each consisting of a presentation page and a practice page. To help the students learn, retain, apply and relate word, the instructional approach focused on connecting the printed form of the word with its pronunciation, with its part of speech, English & Arabic meanings, usage, component parts, previously-encountered words and others while presenting the new vocabulary items in each lesson. Categorization, association, and visualization skills and mnemonic approaches were emphasized. Out of class extensive reading and listening activities were also encouraged. Quizzes required the students to make the above-mentioned connections. Comparisons of pre and posttest results and of the experimental and control groups‘test scores revealed significant differences in vocabulary knowledge and skills. The experimental approach proved to be effective in enhancing vocabulary learning by struggling EFL college students.

Issariya (2004)

Issariya (2004) investigated the effect of training in five vocabulary learning strategies (VLS) on Thai university students in an L2 normal heterogeneous classroom. The five VLS were 'Dictionary work', 'Keyword strategy', 'Semantic context', 'Grouping word families' and 'Semantic mapping'. Sixty-nine mixed ability

second, third, and fourth year university students, in both the control group (33 students receiving extra reading work) and the experimental group (36 students receiving VLS training) were from various fields of study. Data were collected utilizing three research instruments namely pre-and posttests of vocabulary learning ability, think-aloud protocols and semi-structured interviews. The results showed that after introducing vocabulary learning strategies training (VLST) in class, subjects from the experimental group significantly outperformed subjects from the control group in their ability to learn words. It also showed that the students had a positive attitude towards VLST. Moreover, students showed an increased awareness of the need to select a suitable vocabulary learning strategy to help remember different types of words.

2.2.2 Studies Related to Vocabulary Retention

Abdal Rahim (2015)

Abdal Rahim **(**2015) study aimed to investigate the effectiveness of KWL strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach on a sample of (64) eleventh graders who were purposively chosen from Al Manfalouti Secondary School for Boys. The participants were divided into two equivalent groups: a control group consisting of (32) students and an experimental group consisting of another (32) students. The researcher used 5 instruments to achieve the study aims: 1) a checklist for teachers to determine the most five important reading comprehension skills, 2) a pre and post reading comprehension test, 3) a pre and post vocabulary test, 4) a delayed retention test, and 5) a pre and post attitude scale towards English language. The results of the study revealed that the KWL strategy was effective in developing reading comprehension, vocabulary and its retention and in enhancing the attitudes of students towards English language.

Mohammed (2009)

Mohammed (2009) conducted a study to investigate the effectiveness of total physical response storytelling (TPRS) in vocabulary acquisition and retention of EFL preparatory stage students and their attitudes towards English. The sample of the study was randomly selected from first year preparatory school students. It consisted of 80 students and divided into two groups (experimental and control). The experimental group participants were taught vocabulary by using TPRS, while the control group was taught the same vocabulary by the traditional method. The vocabulary achievement and the attitudes scale were administered as pre- and post-test. The same test of the vocabulary achievement was administered to both groups again as a follow up test to measure the vocabulary retention after a month from the treatment. Findings of the study showed that TPRS method was an effective way in enhancing vocabulary acquisition and retention. They also provided evidence to the effectiveness of using TPRS method in helping the students to change students' negative attitudes into positive ones towards English language.

Min (2008)

Min (2008) conducted a quasi-experimental study to compare the effectiveness of reading plus vocabulary-enhancement activities (RV) and narrow reading (NR) - repeated reading thematically related articles- on vocabulary acquisition and retention among English as a foreign language (EFL) secondary school students. Twenty-five third-year male students with intermediate-level English proficiency participated in each instructional treatment 2 hours per week for five weeks. The RV group read selected texts and practiced various vocabulary exercises. The NR group read thematically related supplemental materials besides the selected texts. A Chinese version of the modified Vocabulary Knowledge Scale was employed to assess students' knowledge of 50 vocabulary items. The results showed that reading plus focused vocabulary exercises were more effective and efficient than the narrow reading approach in enhancing target vocabulary acquisition and retention among EFL secondary students.

Dmitsak (2007)

Dmistak conducted a study to examine the relationship between memory encoding techniques and working memory (WM) ability in college students enrolled in Introductory Psychology courses. The participants who were divided into low, medium, and high WM span groups, studied test booklets with psychology terms and definitions, followed by a repeated definition, a mnemonic device (i.e., keyword), or an example. It was predicted that the high WM span participants would perform better than the low WM span participants overall, that the mnemonic condition and the example condition would aide in the learning of the psychology terms more so than the repeated definition condition, that people with a low WM span would benefit more than the people with high WM span from the use of the mnemonic, and that the definition questions would be easier than the application questions on the multiple choice test. This final hypothesis was the only one supported by the data. However, even though there were no differences between encoding Conditions, the participants rated the keyword and the example conditions as more helpful than the repeated definition condition.

Marefat & Shirazi (2003)

Marefat & Shirazi (2003) examined the effect of teaching direct learning strategies (memory, cognitive, and compensation) and their subcategories on the vocabulary retention -short term and long term- of EFL learners. Participants of the study were 60 Iranian female English Language Learners between the ages of 15 and 17. Before the treatment phase of the study, a questionnaire was given to the participants to see if they already use these strategies even before receiving any instruction, and also to raise their consciousness on the use of them. After the treatment, the participants took two equivalent tests with an interval of two weeks to find out the difference between their short term and long term retention of vocabulary. The results indicated that learners' strategy use in short-term retention far outweighed that in long-term retention. The results also portrayed the superiority of memory strategy use both in short and long term retention. The next most frequently used strategies were cognitive and compensation strategies respectively.

Hermann (2003)

Hermann (2003) investigated the differential effects of reading and paired -associate learning on vocabulary acquisition and retention in adult ESL learners. The sample (N = 34) comprised two intact groups of university students. Subjects in one group were asked to read the novel Animal Farm while subjects in the comparison group memorized a list of words preselected from the novel. Subjects were then administered two post-tests: one to assess initial lexical acquisition, and another three weeks later to assess lexical retention. Only subjects in the paired-associates group were apprised of the vocabulary test. Although multiple comparisons failed to produce sufficient support for the hypothesis that the reading condition would initially acquire more vocabulary than the word list condition, substantial confirmation emerged for the second hypothesis that the reading condition would exhibit superior retention rates. These findings suggest that for the purpose of encouraging long-term lexical retention, reading literature is preferable to paired-associate learning.

Al-Hadlaq (2003)

Al-Hadlaq investigated the effectiveness of four vocabulary learning tasks on l04 Saudi EFL learners' retention of ten previously unencountered lexical items. These four tasks were: 1) writing original sentences (WS), 2) writing an original text (i.e. composition) (WT), 3) filling40in-the-blank of single sentences (FS), and 4) filling-in-the blank of a text(FT). The researcher concluded that composition writing was the most helpful task for vocabulary retention and also for general language learning, followed by FT. Sentence fill-in was considered the least useful activity in this regard.

Yoshii &Flaitz (2002)

Yoshii & Flaitz (2002) investigated the effect that annotation type had on incidental vocabulary retention in a multimedia reading setting. Three annotation types were compared: text-only, picture-only, and a combination of the two. The participants were (151) adult EFL learners at beginning and intermediate language proficiency

levels. The participants read a story for comprehension purposes using the Internet. Three types of instruments were used for vocabulary retention assessment: Picture recognition, Word recognition, and Definition Supply tests. The results indicated that the Combination group (annotations with text and picture) outperformed the Text-only and Picture-only groups on the immediate tests. The Combination group also outperformed the other two groups on the delayed tests, however, the differences were smaller than those for the immediate tests. There was no significant interaction between annotation type and proficiency level for either the immediate or the delayed tests.

2.2.3 Commentary on Previous Studies

The researcher clearly recognized from the previous studies that all of them concentrated on the great importance of vocabulary learning as the root of learning any second language. Moreover, there was an emphasis in all these studies that vocabulary retention is very important which concurs well with the aim of this study. In the light of the findings of the previous studies, the following points could be highlighted:

1. Using pictures in teaching vocabulary has a more positive role in enhancing immediate and delayed retention of vocabulary than using text only as shown in the study of Yoshii & Flaitzand (2002). On the other hand, the results of Al-Hadlaq (2003) did not agree with those two studies and stated that writing text helped learners in enhancing their vocabulary retention. Therefore, studies did not come to a consensus on this point and this led the researcher to investigate this point again by using the keyword strategy that is based on visual pictures.
2. It is noticed that most studies that investigated vocabulary immediate and delayed retention used the same test in both retentions such as Yoshii and Flaitz (2002), and Mohammed (2009). This is what the researcher did in the current study which was not in line with Marefat and Shirazi (2003) who used two equivalent tests in their study because of the short interval between immediate and delayed vocabulary retention test (two weeks).
3. The direct teaching of vocabulary is better than the indirect teaching in enhancing vocabulary acquisition and retention as shown in Waring & Takaki

(2003), Min (2008), and Mohammed (2009). Nevertheless, the results of Hermann (2003) and Nadarajan (2007) studies showed the effectiveness of indirect teaching through reading and contextual teaching in enhancing vocabulary achievement and retention. This disagreement could be due to the difference of the content, test type, and the gender of study samples.

4. It is necessary to teach EFL learners the vocabulary learning strategies and practice them as shown in the studies of Marefat and Shirazi (2003) and Lin (2008). This agrees with what the researcher did in the current study because the keyword strategy can be a learning strategy not just a teaching strategy.
5. Memory strategies are the most effective strategies that enhance vocabulary learning and retention as stated in the studies of Marefat and Shirazi (2003), Issariya (2004), Al-Jarf (2006), Yek (2006) and DeWitt (2010). The current study appears to be complementary for these findings. Keyword strategy is considered to be one of the memory strategies that might enhance vocabulary achievement and retention. Dmitsak (2007) mentions that some common mnemonics used in the classroom are the first letter method, the rhyming method, the method of the loci, the peg word method, and the keyword strategy.

That is why the researcher only discussed them although there are other mnemonics that are used rarely. In the following section, the Keyword strategy will be introduced in details because it is one of the current study variables.

2.2.4 Studies Related to Keyword-based Instruction

Many researchers have attempted to investigate the effectiveness of keyword strategy either alone or combined with other methods in vocabulary learning and retention. Following are some of their studies.

Davoudi & Yousefi (2016)

Davoudi & Yousefi (2016) study aimed at investigating the effect of keyword method, as one of the mnemonic strategies, on vocabulary retention of Iranian senior high school EFL learners. Following a quasi-experimental design, the study used thirty eight (n=38) female senior high school students in grade four from two intact classes at a public high school. The students were randomly assigned to experimental

and control groups. The experimental group was instructed through the keyword method and the control group learned vocabulary through the traditional method. To analyze the data, paired-samples t-test and independent samples t-tests were run. It was found that students in the experimental group significantly outperformed the students in the control group in vocabulary retention by keyword method. Also, a significant difference was found between the performance of the keyword group and traditional group in delay recall posttest. Overall, this study illustrated that the use of keyword method can largely reduce learners' problems in the acquisition and retention of L2 words. The findings of this research may have pedagogical implications for teachers and learners.

Ali (2015)

Ali (2015) study aimed to measure the effectiveness of a training program in improving short–term memory of 20177th male and female graders in the city of Asyut. The study reached the following conclusions: there were no statistically significant differences between the mean scores of male and female students study sample in the short–term memory capacity before the application of the keyword strategy of the program, There were no statistically significant differences between the mean scores of male and female students study sample in the memory capacity of short–range before the application of the aggregation strategy program.

Alakaby (2013)

Alakaby (2013) study aimed to find out the impact of Keyword Strategy on second year intermediate school female pupils' reading comprehension and composition writing. To achieve this aim, a partially controlled post-test/control group experimental design was adopted. The sample of the study consisted of 68 second year female pupils from Al-fadha'el secondary school for girls in Al-ma'amil district/ Baghdad. It was randomly divided into two groups; one experimental group and a control one with 34 pupils in each. The experimental group was taught according to the Keyword Strategy, while the traditional way of teaching was used with the control group. The equivalence of the two groups was checked and secured according to a set of variables. In order to measure the expressive performance of the

two groups of study in the post-test, of the referees and experts. It was quoted from a reading theme that was not taught during the experiment by using the t-test for two samples.

The study findings were as follows: First: there was a statistically significant difference in the average score of the students who studied Reading and Text book in the strategy of the keyword strategy and the average score of the student who were taught the same book in the tradition at a level of 0.05. Second: there is a statistical significance differences in the average score of the students who study Reading and Text book in the strategy of the keyword strategy and the average score of the student who were taught the same book in the tradition at the level of ($\alpha \leq 0.05$). In the light of the researcher concludes: The keyword strategy for its effectiveness and importance in developing the reading understanding and the expressive performance for the second stage students. She recommends the necessity of using the keyword in teaching Reading and Text book in the second stage of intermediate schools. It had many advantages in teaching the skills.

Al-Zahrani (2011)

Al-Zahrani (2011) study aimed to investigate the effectiveness of keyword-based instruction in enhancing English vocabulary achievement and retention of intermediate stage pupils with different working memory capacities. The researcher's instrument was an achievement test. The sample of the study consisted of 3rdintermediate grade pupils from two intermediate schools in Taif (n = 96). The pupils were divided into two groups experimental and control. The experimental group (n =47) was taught the vocabulary of the first term of English language book of 3rdintermediate grade through keyword strategy. The control group (n = 49) was taught the same vocabulary through traditional method. Results revealed that keyword strategy had a positive effect on the learners' vocabulary achievement and retention. Also, results showed that pupils with high WMC were better than pupils with medium and low WMC in both vocabulary achievement and retention.

Guey et al. (2010)

Guey et al. (2010) intended to explore the effect of a new keyword strategy on learning English vocabulary for Chinese learners. The study employed English keyword to learn a group of new English words. One hundred and twenty students of Junior College graduates with roughly eight years of learning English as a foreign language (20-21 years old on average) learned the definitions of 18 new English words(arranged in groups)either by keyword strategy or by direct translation and memory. An English-Chinese paired association task was administered either immediately or 1-week later in a between-subject experimental design. Results showed that both keyword strategy groups made superior performance on recall, and the interaction between methods and duration on recall was also significant. Results indicated that this new keyword strategy may be adopted as one of the means for EFL Chinese students to learn English vocabulary.

Abdul-Razak (2008)

Abdul-Razak (2008) investigated the effectiveness of keyword strategy in the acquisition of Arabic vocabulary among students of national secondary schools in Malaysia. The researcher conducted a field work and experimental research where data were collected from 6 experiments. Two hundred and forty subjects were randomly assigned to two conditions: the experimental and control group. One Hundred and ten Arabic words were selected as the instruments. The experimental subjects were instructed to use the Keyword strategy to learn Arabic words while the control subjects were given no-strategy control. Then all of them would be given an immediate and delayed recall tests individually. The findings showed that the experimental subjects outperformed the control subjects in all experiments. Although the experimental subjects outscored the controls in the experiments, in a delayed recall test, the control subjects comprising the second year students performed as well as the experimental subjects. Besides, a self-constructed questionnaire was employed as one of the instruments in this study and the purpose was to look into students' perception of learning Arabic vocabulary using the Keyword Strategy. The findings demonstrated that this memory improvement technique not only helped the

students in acquiring vocabulary more easily, but also raised their motivation in learning Arabic vocabulary. The findings also indicated that the Keyword Strategy was extremely helpful in building vocabulary.

Ismail (2008)

Ismail (2008) investigated the effectiveness of keyword and context-based methods in developing Preparatory stage Pupils' EFL vocabulary achievement and retention. The instrument designed and used in the study was two equivalent forms of a vocabulary test. Form A of the test was used as a pretest for assessing EFL preparatory stage pupils' vocabulary achievement. Form B of the test was used as a post test that was administered twice, one for assessing pupils' vocabulary achievement and the second administration for assessing pupils' vocabulary retention. The study adopted the experimental design using three groups: two experimental and one control. Experimental group A was instructed using the keyword strategy and the other experimental group B was instructed using the context-based method, while the control group was instructed using the traditional teaching method. The three groups received the pre–post administration of the two equivalent forms of the vocabulary test to measure their achievement and retention in vocabulary.

Results of the study showed that there was a statistically significant difference between the keyword experimental group and the control group on achievement of vocabulary in favor of the keyword experimental group. Also, there was no statistically significant difference between the context experimental group and the control group on both achievement and retention of vocabulary. In addition, there was a statistically significant difference between the keyword experimental group and the context experimental group on achievement of vocabulary in favor of the keyword experimental group. Besides, there was no statistically significant difference among the three groups on the retention of vocabulary.

Richmond, et al. (2008)

Richmond et al. (2008) conducted a study to understand whether students could transfer the use of a mnemonic under both specific and general transfer conditions. One hundred and eight eighth-grade students were randomly assigned to one of four conditions (e.g., method of loci, peg word, keyword, or free study). Over a 2-week period, students learned their assigned mnemonic device, were tested on their ability to transfer their mnemonic under a specific transfer condition (study metal alloy uses) and a general transfer condition (study Revolutionary War battle events). The results of this study indicated that students who used the keyword mnemonic could transfer the use of a mnemonic under specific transfer and general transfer conditions. These results provided evidence to researchers and teachers that teaching the keyword mnemonic to students may increase their repertoire of memory strategies, which in turn enhances academic performance.

Brazley (2008)

Brazley (2008) examined the effects of the mnemonic keyword and rote methods of vocabulary instruction on immediate and delayed word recall and application by high school students with learning disabilities. Seven high school students with learning disabilities received vocabulary instruction for 6 weeks using the mnemonic keyword and rote methods of vocabulary instruction. Tests of immediate word recall and application were given as assessments at the end of each vocabulary instruction session. Tests of delayed word recall and application were given as assessments at the end of each week. Scores on all assessments given indicate that there was no statistically significant difference between the effectiveness of the mnemonic keyword and rote methods of vocabulary instruction.

Fritz et al. (2007)

Fritz et al. (2007) conducted three experiments; in experiment 1, the researcher compared the effectiveness of retrieval practice, the keyword mnemonic and rote rehearsal for learning foreign language vocabulary. Both mnemonic methods produced similar recall and were superior to rote rehearsal. In Experiment 2,

participants learned German vocabulary using keywords, retrieval practice or their own method. Retrieval practice and keyword-based recall were similar and superior to self-directed study. In Experiment 3, participants studied using keywords, retrieval practice, a combination or an elaboration strategy. Criterion testing occurred immediately and after a week. For receptive learning, retrieval practice and keywords were equally beneficial but for productive learning, retrieval practice was more effective. Combining strategies produced mixed results with significant benefits only for receptive learning in the delayed test.

Yaakub (2007)

Yaakub (2007) examined the effectiveness and the practicality of the keyword strategy in teaching and learning Arabic as a foreign language within the Malaysian secondary school curriculum. The study conducted an experiment to see whether the memory learning strategy would have an impact on learners in a controlled environment. By using the keyword strategy, the first test was conducted on 34 students in Form One. They were almost of the same age and same level of Arabic background. They were provided with the keyword strategy to learn a number of Arabic words and its function of usage. While the second test using a standard method (that has been used by all schools in Malaysia) was conducted on 27 students in Form Two from the same school. After analyzing the data, the results of the test showed that the application of keyword strategy had been successful in helping the students with the new vocabulary development.

Sagarra& Alba (2006)

Sagarra and Alba (2006) investigated the effectiveness of three methods of learning vocabulary among 778 beginning second language (L2) learners. Rote memorization consisted of memorizing the first language (L1) translation of a new L2 word by rehearsal. Semantic mapping displayed L1 words conceptually related to the L2 word in a diagram. The keyword strategy involved associating the novel L2 word with an L1 keyword that was acoustically or orthographically similar, and then connecting the L1 keyword with the L1 translation of the L2 word. The results revealed that vocabulary learning techniques requiring deeper processing through form and

meaning associations (i.e., the keyword strategy) yield the best retention. In addition, rote memorization of L1–L2 equivalents was more effective than creating multiple meaning associations (i.e., semantic mapping). This suggested that using the keyword strategy with phonological keywords and direct L1 keyword-translation linked in the classroom lead to better L2 vocabulary learning at early stages of acquisition.

Gaul (2004)

Gaul (2004) conducted a study to examine the effect of student-selection of vocabulary terms on immediate and delayed recall of these terms after students applied the mnemonic keyword strategy. The subjects were 50 sixth grade students from two regular education classrooms in a Southeastern Pennsylvania public school. Students from the experimental classroom received two treatments, the teacher selection/mnemonic keyword strategy and the student selection/mnemonic keyword strategy, in a counterbalanced design. Students in the comparison group received a picture treatment. The picture treatment was similar to the keyword treatment in that they both consisted of drawing pictures that related the vocabulary words to visual images; however the picture treatment did not contain a keyword or acoustic link. A pretest was administered to all the students. After the treatment the posttest was administered immediately and a delayed recall was administered four weeks after the culmination of the experiment. Results showed that when students selected their own terms for study they scored significantly higher on all measures of immediate and delayed recall. Mixed results were obtained for the mnemonic keyword strategy for improving the recall of vocabulary terms because under some conditions the mnemonic keyword strategy alone did not improve recall over the picture comparison.

Hauptmann (2004)

Hauptmann (2004) investigated whether the keyword strategy affected the vocabulary retention and motivation of EFL learners. The researcher conducted five experiments from different levels to obtain empirical evidence. The subjects were 62 learners in the experimental groups who were taught vocabulary by using the

integrated keyword strategy and 23 learners in the comparison groups who were taught vocabulary by context with translation. This study tried to answer the question of vocabulary retention, a questionnaire and three interviews to address the issue of motivation. The results showed that the keyword strategy enhanced vocabulary retention to a great extent compared with comparison groups, and it had a beneficial effect on the motivation of the learners.

Abdel-Majeed (2000)

Abdel-Majeed (2000) attempted to investigate the use of the keyword strategy in a normal classroom situation. The sample was drawn from the population of the students of Faculty of Administrative Sciences and Economics taking English for business and economics at the English Language Teaching Unit (ELTU), University of Qatar. The sample comprised 90 students divided into two groups: an experimental group (45 students) were taught the definition of 20 non-frequent English words and nonsense words using the keyword strategy and a control group (45 students) who were taught the same words using a contextual method. Two booklets were constructed for each learning condition (keyword and control). A 20 item definition recall test (recognition) was constructed to test both short term (immediate recall) and long term retention (delayed recall) of the target words. The immediate recall test was administered on the second day immediately following the end of the second teaching session. The delayed recall test was given two weeks later. In both tests, the subjects were instructed to supply the correct Arabic equivalents of the target words. The results showed that subjects in the keyword strategy performed significantly better than subjects in the control group at the 0.01 confidence level in both the acquisition and retention stages.

Rodriguez (1999)

Rodriguez (1999) investigated the effectiveness of rote rehearsal, context, keyword, and context/keyword strategies on immediate and long-term retention of English as a foreign language (EFL) vocabulary in natural classroom settings. Eight intact ninth-grade EFL classes were randomly assigned to one of four learning conditions: rote rehearsal, context, keyword, and context/keyword condition. Cued recall was

assessed either immediately or after a one-week delay. Results showed that the mnemonic-based methods (i.e., keyword and context/keyword) proved superior to the non-mnemonic - based methods (rote rehearsal and context) in both immediate and delayed recall. Additionally, results showed that the context/keyword strategy produced superior recall to any of the other three methods both immediately and after one week.

2.2.5 Commentary on Previous Studies

A quick survey of the previous studies related to keyword strategy reveals the following important points:

1- Keyword strategy is flexible as it can be used in the elementary, intermediate and secondary stages and in the universities as well. Nevertheless, it is more effective in the early stages of learning the foreign language as shown in the study of Sagarra and Alba (2006) and DeWitt (2010). That is why the researcher selected the intermediate stage pupils to teach them vocabulary through the keyword strategy.

2- There is a strong relationship between keyword strategy and enhancing vocabulary achievement as in the study of Abdel-Majeed (2000), Sagarra and Alba (2006), Yaakub (2007), Fritz et al. (2007), Ismail (2008) , Abdul Razak (2008) and Guey, Cheng and Huang, (n.d.). On the other hand, Dmitsak's (2007) study opposed those results and showed no effectiveness of the keyword strategy in enhancing vocabulary achievement.

3- Keyword strategy has effectiveness in enhancing vocabulary retention either the immediate retention as in the study of Davoudi & Yousefi (2016), Abdel-Majeed (2000), Hauptmann (2004), and Abdul-Razak (2008) or the delayed one as in the study of Abdel-Majeed (2000), Hauptmann (2004). However, the studies of Gaul (2004), Brazley (2008) and Ismail (2008) do not agree with the results of the previous studies.

4- Integrating the keyword strategy with other methods of teaching vocabulary is better than using keyword strategy alone as it was the case in the studies of Rodriguez (1999) and Gaul (2004).

5- Using a unique keyword for each new vocabulary is better than using shared keywords in facilitating the recall stage. That is why the researcher tried his best to avoid repeating the keywords with more than one new word.
6- Employing English keywords to learn the new English words is available as in the study of Guey et al. (n.d.) and this reduces the interference of the mother tongue if the keywords are derived from the first language. The present study agrees with that study in using English keywords to learn the new English words.
7- Keywords can be either provided by the teacher as in Abdel-Majeed (2000) and Hauptmann (2004), or generated by the learners as in Gaul (2004). In this study keywords were provided by the teacher in order to overcome the limitation of time. For practicing this strategy, students were given some new vocabulary and asked them to bring keywords and visual images as homework in every session.
8- There is a strong relationship between keyword strategy and raising the learners‘ motivation towards English language learning as in the study of Hauptmann (2004) and DeWitt (2010). Consequently, this will lead to enhance the learners‘ performance in learning English language.

Summary

In the first section of this chapter, the researcher reviewed literature related to the study variables like vocabulary instruction and learning and its history throughout the previous decades and all subjects related to vocabulary that may benefit both the researcher and the reader as well, besides topics about how to teach the vocabulary using keyword strategy which concurs well with this study. Also, the researcher collected some subjects related to vocabulary retention. Finally, the researcher synthesized literature related to keyword strategy and its history.

In the second section of this chapter, the researcher reviewed previous studies relevant to the subject of the current study which expanded the researchers' background and broadened the subject of the study. Those studies were divided into three domains. The first tackled studies related to vocabulary instruction and learning. The second handled vocabulary retention and the third displayed those studies which were connected with the effect of the keyword strategy on teaching in

general. In fact, from the previous studies the researcher concluded that most of the studies focused on the positive effects of the keyword strategy on teaching and learning in general and on different subjects as follows:

a. Most of the previous studies revealed the existence of a general weakness in students' achievement in English and especially in vocabulary at all levels, which supports the need for this study
b. Most of the previous studies indicated that using keyword strategy created a positive and effective atmosphere for all students at all levels.
c. The previous studies stated that using keyword strategy draws the attention of students who are less attentive and less motivated.

The previous studies were helpful for the researcher to determine the tools of the study such as: the achievement test (pre, post & delayed), in addition, they helped the researcher to decide the statistical treatments of the results. They also helped the researcher in displaying the results, findings and recommendations. To the best knowledge of the researcher, there was no Palestinian study in the field of English language that investigated the effect of keyword strategy on vocabulary. This study concentrated not only on the correlation between the keyword strategy and vocabulary development, but also on developing vocabulary retention and students' attitudes towards English. This encouraged the researcher to conduct this study to investigate the effectiveness of using the keyword strategy in developing eighth graders' vocabulary development and retention.

The researcher found a positive effect of the keyword strategy on intermediate school students' vocabulary development and retention.

Eighth grade students in the mnemonic condition performed descriptively higher in the post and delayed tests than the students who learned in the traditional method, the students performed and enjoyed the use of the keyword. Therefore, the students subjected to explicit teaching focus on the form tasks, increase their words use while their colleagues in the control group did not increase their vocabulary.

Chapter 3

Materials and Methods

Chapter 3

Materials and Methods

Introduction

This chapter covers the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study and the research design. Moreover, it introduces the statistical treatment of the study findings.

3.1 Type of research design

The researcher used the experimental approach requiring an experimental group and a control one. The keyword strategy was used in teaching vocabulary to the experimental group, while the traditional method was used in teaching the control group.

The study includes three variables; the first variable is keyword strategy (independent variable), the second variable is vocabulary development (1st dependent variable), and the third variable is vocabulary retention (2nd dependent variable). The experiment lasted for six weeks. Both groups were taught by the same teacher, the researcher.

3.2 Study Sample

The sample of the study consisted of (78) students distributed into two groups; the experimental group, which consisted of (40) students and the control group which included (38) students. The sample of the study was chosen purposively from Al Shaheed Mohammed Addorra Basic School for Boys in Khanyounis - Directorate of Education. The sample of the study was randomly selected from the eighth grade classes and equally divided into two groups, experimental and control as shown in Table (3.1) below.

Table (3.1): Distribution of the sample according to the groups.

Group	Experimental	Control	Total
No. of a sample	**40**	**38**	**78**

Both groups were all in grade eight aged nearly 13-14 years old. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term exam of the school year 2015 - 2016 and as classes had been distributed according to students 'achievement into equivalent classes by the school administration beforehand, all classes were equivalent in their achievement. A pre-test was used to check the equivalence of achievement between the two groups.

3.3 Study Variables

The study included the following variables:

1. The independent variable was the keyword strategy.
2. The dependent variables were vocabulary development and vocabulary retention.

3.4 Instrumentation

To achieve the aims of the study, the researcher used a vocabulary achievement test as a pre-,post- and retention-test.

3.4.1 Vocabulary Achievement Test

A pre-, post- and retention achievement test prepared by the researcher to measure the subjects' achievement was used as a pretest applied before the experiment and as a posttest applied after the experiment **(See Appendix 1).**

3.4.2 The General Aims of the Test:

The test aimed at measuring the effectiveness of using keyword strategy in developing the eighth graders' vocabulary development and retention in English language.

3.4.3 Sources of Constructing the Test

The researcher depended on "English for Palestine 8B" textbook to construct the vocabulary test. Furthermore, he depended on his experience as a teacher of English. Moreover, the researcher consulted with the English supervisors in Khanyounis West Directorate governmental schools and some colleague teachers. The test was designed according to the table of specifications in accordance with Bloom's taxonomy, and it consisted of (49) varied items as presented in Table (3.2) below.

Table (3.2): Table of specifications.

Level / Units	Knowledge 40%	Comprehension 20%	Application 30%	Hots 10%	Total 100%
Unit 9	4	4	2	2	24.48% 12
Unit 10	5	3	4	2	28.57% 14
Unit 11	4	3	2	3	24.48% 12
Unit 12	5	2	2	2	22.44% 11
Total No. of items	36.73% 18	24.48% 12	20.40% 10	18.36% 9	100% 49

3.4.4 The Items of the Test are Distributed into Eight Questions as Follows:

1- Complete the following by using a suitable word from the box. This question included five items which evaluate the pupils' ability in choosing words according to context. One mark was given to each correct answer. Students had to read the words from the box and then used them to complete the sentences.

2- Choose the correct answer. This question included five items which evaluated the pupils' ability to choose the correct word according to context. A mark was given to each one.
3- Complete with a suitable word from the same word family. This question included five items which evaluated the pupils' ability in developing vocabulary. One mark was given to each correct answer. Students had to read the words between brackets then derive a word from the same word family to complete the sentences.
4- Do as shown between brackets. This question included five items which evaluated the pupils' ability to treat questions with different requirements. A mark was given to each one.
5- Classify the words in the box so as they go under their fields. This question included twelve items which evaluated the pupils' ability to classify words according to category. One mark was given to each one.
6- Match the words on the left in (A) with their opposites in (B). This question included five items which evaluated the pupils' ability in matching words with their opposites correctly, by matching the two words. A mark was given to each one.
7- Complete the table. This question included six items which evaluated the pupils' ability in using appropriate form of words correctly. A mark was given to each one.
8- Write the correct word under the suitable picture as shown in the example. This question included six items which evaluated the pupils' ability to remember word form and meaning through pictures. A mark is given to each one.

The distribution of the vocabulary achievement test is shown in Table (3.3) below.

Table (3.3): Distribution of the vocabulary achievement test**.**

Question	Type	No. of items	Marks
Question 1	Complete the following by using a suitable word from the box.	5	5
Question 2	Choose the correct answer.	5	5
Question 3	Complete the sentences with a suitable word from the same word family.	5	5
Question 4	Do as shown between brackets.	5	5
Question 5	Classify the words in the box so as they go under their fields.	12	12
Question 6	Match the words on the left in (A) with their opposites in (B).	5	5
Question 7	Complete the table.	6	6
Question 8	Write the correct word under the suitable picture as shown in the example.	6	6
Total		**49**	**49**

3.4.4.1 The pilot study:

The test was applied on a random sample of (40) students of Al Shaheed Mohammed Addorra Basic School, who had the same characteristics of the sample of the study. Those were excluded from the experiment and the results were recorded and statistically analyzed to assess the validity and reliability of the test as well as the time needed. The items of the test were modified in the light of the statistical results.

- **Time Estimation**

The trial application on the pilot study helped in estimating the time needed for answering the questions according to the following equation:

$$\frac{\textbf{Time of the first student + time of the last student}}{\textbf{2}} = 30 + 40 \div 2 = 35$$

Therefore, the time of test was (35) minutes.

3.4.4.2 The validity of the test:

Al-Agha (2004, p.104) states that a valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

3.4.4.3 Referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in governmental schools. The items of the test were modified according to their recommendations.

3.4.4.4 Internal consistency validity

Al -Agha (1996, p.121) asserts that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the degree of each domain with the total degree. This validity was calculated by using Guttman Formula, whose results are shown in Table (3.4) below shows the correlation coefficient of every item of the vocabulary test.

Table (3.4): Correlation Coefficient of Test Items with the Total.

	Items	Guttman correlation		Items	Guttman correlation
knowledge	1	**0.841	Comprehension	1	**0.923
	2	**0.747		2	**0.953
	3	**0.782		3	**0.829
	4	**0.768		4	**0.846
	5	*0.413		5	**0.846
	6	**0.712		6	**0.777
	7	**0.836		7	**0.944
	8	**0.804		8	**0.806
	9	**0.593		9	**0.845
	10	**0.864		10	**0.821
	11	**0.623	Application	1	**0.685
	12	**0.857		2	**0.784
	13	**0.693		3	**0.522
	14	**0.811		4	**0.696
	15	**0.835		5	**0.869
	16	**0.607		6	**0.874
	17	**0.814		7	**0.970
	18	**0.687		8	**0.949
	19	**0.673		9	**0.827
	20	**0.772		10	**0.949
	21	**0.476	HOTS	1	**0.712
	22	**0.705		2	**0.879
	23	**0.764		3	**0.845
	24	**0.591		4	**0.811
	25	**0.743			

r table value at df (38) and sig. level (0.05) = 0.304
r table value at df (38) and sig. level (0.01) = 0.393

It can be concluded Table (3.4) that the test was highly consistent and valid as a tool for the study.

3.4.4.5 Reliability of the Test

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Kud-Richardson (K-20) and the spilt- half techniques. According to tables (3.5) and (3.6), the test proved to be reliable. Kud- Richardson (K-20) coefficient was (0.982) and the spilt-half coefficient was (0.938).

Table (3.5): Kud- Richardson (K_R20) Coefficients for the Test Domains.

DOMAIN	TOTAL	(K_R20) coefficient
Knowledge	25	**0.962
Comprehension	10	**0.960
Application	10	**0.942
HOTS	4	**0.824
TOTAL	49	**0.982

Table (3.6): Reliability coefficient by Spilt –half Technique.

DOMAIN	TOTAL	PRE	POST
Knowledge	25	0.952	0.955
Comprehension	10	0.911	0.953
Application	10	0.850	0.919
HOTS	4	0.697	0.822
TOTAL	49	0.937	0.938

3.4.4.6 Analysis of the Items of the Vocabulary Test

3.4.4.6.1 Difficulty Coefficient

The difficulty coefficient of each item of the test was calculated after the test had been applied on a pilot sample consisting of (40) students whose characteristics were

similar to those of the study sample using the following formula was used to calculate the:

$$\text{Difficulty Coefficient} = \frac{\text{No. of incorrect items}}{\text{the total student who answered the items}}$$

Table (3.7) below shows the difficulty coefficient of each item of the test:

Table (3.7): Difficulty coefficient for each items of the test**.**

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.56	26	0.56
2	0.50	27	0.61
3	0.61	28	0.67
4	0.67	29	0.50
5	0.39	30	0.56
6	0.56	31	0.61
7	0.67	32	0.61
8	0.61	33	0.50
9	0.67	34	0.61
10	0.61	35	0.56
11	0.56	36	0.67
12	0.61	37	0.56
13	0.61	38	0.33
14	0.67	39	0.50
15	0.50	40	0.50
16	0.67	41	0.56
17	0.61	42	0.39
18	0.67	43	0.44
19	0.50	44	0.61
20	0.72	45	0.44
21	0.39	46	0.61
22	0.50	47	0.61
23	0.67	48	0.56
24	0.39	49	0.44
25	0.67		
Total difficulty coefficient		**0.56**	

Table (3.7) shows that the difficulty coefficient wobbled between (0.39 – 0.72) with a total average of (0.56), which means that each item was acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

3.4.4.6.2 Discrimination coefficient:

Discrimination coefficient refers to the test ability to differentiate between the high achieving low achieving students.

$$\textbf{Discrimination Coefficient} = \frac{(\text{No. of correctly answered item by high achiever} - \text{No. of correctly answered item by low achiever})}{(\text{No. of high achievers})}$$

Table (3.8) shows the discrimination coefficient for each items of the test:

Table (3.8): Discrimination coefficient for each item of the test.

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.67	26	0.76
2	0.78	27	0.67
3	0.78	28	0.67
4	0.67	29	0.78
5	0.78	30	0.67
6	0.67	31	0.56
7	0.67	32	0.78
8	0.78	33	0.78
9	0.67	34	0.78
10	0.78	35	0.67
11	0.67	36	0.67
12	0.78	37	0.67
13	0.78	38	0.67
14	0.67	39	0.56
15	0.78	40	0.78
16	0.44	41	0.67
17	0.76	42	0.78
18	0.76	43	0.67
19	0.78	44	0.56
20	0.56	45	0.67
21	0.78	46	0.33
22	0.67	47	0.78
23	0.78	48	0.67
24	0.78	49	0.67
25	0.67		
Total discrimination coefficient			0.69

Table (3.8) shows that the discrimination coefficient wobbled between (0.44 – 0.78) with a total average of (0.69), which means that each item was acceptable or in the

normal limit of discrimination according to the viewpoints of assessment and evaluation specialists.

3.4.5 Teacher's Guide

The researcher prepared the teacher's guide to help the teachers apply the experiment. The researcher used the following items to prepare the teacher's guide **(See Appendix 2).**

3.4.5.1 The aim of the teacher's guide and lesson plan

The teacher's guide included the general aim, the specific objectives and the lesson plan. The guide was prepared by the researcher to help teachers apply the experiment.

3.4.5.2 The sources of designing the teacher's guide

The sources of the teacher's guide were the researcher's experience as a teacher of English in addition to the experience of some English supervisors' and English teachers in the governmental and UNRWA schools.

3.4.5.3 Description of the teacher's guide

The teacher's guide includes information about applying the experiment. It includes the objectives and procedures of the lessons. It also includes step by step procedures for employing keyword strategy in teaching vocabulary.

3.6.2.4 The validity of the teacher's guide

Some of English supervisors and teachers shared in revising it. The researcher made the modifications to make the teacher's guide valid **(See Appendix 2-A).**

3.5 Controlling Variables:

The researcher tried to control some variables that might affect the results of the research, such as the achievement test variable and age variables to ensure valid results and avoid any possible external interference. Mackey and Gass (2005, p.128) emphasize that "it would be important that each group of students be relatively

homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

3.5.1 Previous learning variable for achievement test

To make sure that the sample subjects are equivalent in their previous English language achievement, the researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed using T-test.

Table (3.9) shows the mean and the standard deviation of each group in English previous learning. The results analysis indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

Table (3.9): T. test results of controlling previous learning in English variable**.**

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Knowledge	experimental	40	7.412	4.328	0.563	0.575	not sig.
	control	38	7.971	3.841			
Comprehension	experimental	40	2.206	1.343	1.153	0.253	not sig.
	control	38	2.676	1.965			
Application	experimental	40	2.706	1.784	0.868	0.389	not sig.
	control	38	3.088	1.848			
HOTS	experimental	40	0.853	0.857	0.149	0.882	not sig.
	control	38	0.882	0.769			
Total degree	experimental	40	13.176	6.312	0.919	0.361	not sig.
	control	38	14.618	6.610			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

Table (3.9) indicates that there are no statistically significant differences at (0.05) level among the experimental and the control groups due to age variable.

3.6 Procedures

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to the effects of keyword strategy on learning. In addition, the researcher reviewed previous studies related to vocabulary development and retention.
2. Designing a teacher's guide based on using the keyword strategy in teaching the content of the specified units.
3. Presenting the teacher's guide to a number of specialists, including professors of teaching methodology, supervisors of English language and experienced teachers to benefit from their experience.
4. A pilot study was conducted to measure the test suitability to the study.
5. The pre vocabulary - test was applied on the control and the experimental groups in the second term of the scholastic year (2015- 2016). The results were recorded and statistically analyzed.
6. The researcher made sure that both groups were equivalent through the pre – test and then conducted the experiment.
7. The post vocabulary test was applied on the experimental and the control groups. The results were recorded and statistically analyzed.
8. The delayed (retention) vocabulary test was administrated to the experimental and control groups after three weeks of the experiment. The results were recorded and statistically analyzed.
9. Presenting the summary, the suggestions and the recommendation in the light of the study conclusions.

3.7 Statistical Analysis Procedures:

The data was collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples to control the intervening variables and to measure the statistical differences in the means between the two groups due to the study variables.

2. T. Test Paired Sample to measure the differences in the total average score between the post-test and the delayed test of the experimental group.
3. Spearman correlation to determine the internal consistency validity of the test.
4. Pearson correlation coefficient to identify the correlation of the items of the test.
5. Split-half and Alpha Cronbach techniques were used to test the reliability of the test.

Summary

This chapter presented the procedures of designing and applying the instrument, the subjects and the statistical analysis that the researcher adopted in analyzing the results of the pre, post and delayed vocabulary test. The next chapter presents the data analysis and results of the study hypotheses.

Chapter 4

Results and Discussion

Chapter 4
Results and Discussion

This study aimed at investigating the effectiveness of using keyword based-instruction on developing 8th graders English vocabulary and its retention. This chapter highlights the findings of the study regarding the research questions. The researcher used different statistical methods in order to treat the collected data. The results are presented in the form of statistical tables.

4.1 Data Analysis

The data of the study will be presented and analyzed in relation to each study question in the sections that follow:

4.1.1 Answer to the first Research Question

The study first question was stated as follows: What is the nature of the keyword–based instruction strategy that may develop eighth graders' vocabulary and retention?

To answer this question, the keyword strategy is defined as follows: (Refer to chapter 2.4)

Keyword method is a way of facilitating the link between the form of the new vocabulary and its meaning (Hulstijn, 1997 & Nation, 2001). Wieland (1990, p.7) mentions that " the keyword method consists of a two-step process. In the first step, a perceptual link is formed between a foreign word and a native language word (keyword or mediator) which resemble the foreign word. In order to form this link, the learner either derives, or is provided with a native language word, some portion of which is orthographically and/or acoustically to a portion of the foreign word. In the second step, a semantic link is formed between the meaning of the keyword and the translation equivalent of the foreign word. This link can be formed by creating an interactive mental image."

Nation (2001) also states that the keyword method involves two steps for learning vocabulary. The first step is to think of a first language word (the keyword) which sounds like the beginning or all of the unknown word from the foreign language. The second step is to think of a visual image in which the meaning of the unknown word and the meaning of the known word is combined. Campos, Gonzales, & Amor (2003) call the first step verbal and the second step visual. Furthermore Hulstijn (1997) mentions that the keywords can be chosen from the foreign language vocabulary with which the learner is already familiar.

1- Teacher's Guide

The teacher's guide provides information about the procedures that teachers can follow when applying the keyword strategy. This guide contains detailed lesson plans of how to teach vocabulary via the keyword strategy effectively. The objectives of each lesson are clearly identified in the teacher's guide **(See Appendix 3).**

2- Teaching Aids

Several teaching aids including pictures, sounds, different effects such as movements, and real experience were used in the design of the teacher's guide in order to arouse the students' interest, attention and interaction with the teachers.

3. Evaluation tools

The researcher used the pre, post and delayed achievement test to evaluate the effectiveness of the keyword strategy **(See Appendices 1).**

4.1.2 Answer to the second Research Question

The second question inquired about the following: Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement post- test? Out of this question, the researcher derived the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught

by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement posttest.

To examine this hypothesis, the researcher used Independent Samples T-test to measure the significant differences between the experimental group (n = 40), who learned vocabulary via the keyword strategy and the control group (n = 38), who learned vocabulary in the traditional way on the post vocabulary achievement test as shown in Table (4.1) below.

Table (4.1): T. Test independent sample results of differences between the experimental and the control group in the vocabulary post test**.**

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Knowledge	experimental	40	15.118	2.694	8.186	0.000	sig. at 0.01
	control	38	8.588	3.791			
Comprehension	experimental	40	5.294	2.067	4.360	0.000	sig. at 0.01
	control	38	3.059	2.159			
Application	experimental	40	5.735	1.746	3.860	0.000	sig. at 0.01
	control	38	3.853	2.245			
HOTS	experimental	40	2.088	0.965	4.188	0.000	sig. at 0.01
	control	38	1.118	0.946			
Total degree	experimental	40	28.235	4.384	8.182	0.000	sig. at 0.01
	control	38	16.618	7.024			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in table (4.1), the T. computed value (8.182) is larger than T. table value (2.00) in the test, which means that there are significant differences at ($\alpha \leq 0.05$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. Table (4.1) also shows that the mean of the post-test of the experimental group reached (28.235), whereas the mean of the control group was (16.618). This result indicates that using keyword based strategy was more effective than using the traditional method in developing the students' motivation and attracting their attention.

To show the extent of the strategy effect on the experimental groups' achievement in vocabulary, the study applied the "Effect Size" technique (Afana, 2000, p. 42). The researcher computed "²η" using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And "d" value using Jocab Cohen formula:

$$d = \frac{2t}{\sqrt{df}}$$

Table (4.2): The Level of Size Effect (²η) and (d)**.**

Test	Effect volume		
	Small	**Medium**	**Large**
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

The results of "²η" and "d" values shown in Table (4.2) indicate a large effect size of using keyword-based strategy in the post test

Table (4.3) shows the effect size of keyword strategy of the post vocabulary achievement test.

Table (4.3): The Effect Size of keyword based strategy on the Experimental group development in the Post-Test

Skill	t value	η^2	d	Effect volume
Knowledge	8.186	0.504	2.015	Large
Comprehension	4.360	0.224	1.073	Large
Application	3.860	0.184	0.950	Large
HOTS	4.188	0.210	1.031	Large
TOTAL	8.182	0.504	2.014	Large

Table (4.3) shows that the large effect size of keyword-based strategy on students' vocabulary development and achievement. This means that the effect of keyword strategy is significant. This large effect may be due to the activities and techniques which are used in the keyword strategy to develop students' vocabulary.

4.1.3 Answer to the Third Research Question

The third question inquired about the following: Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement delayed (retention) test? Derived from this question was the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement delayed (retention) test. To examine this hypothesis, the researcher used the t. test independent sample whose results are outlined in Table (4.4) below.

Table (4.4): T. Test independent sample results of differences between the experimental and the control group in the vocabulary delayed (retention) test.

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Knowledge	experimental delayed	40	15.588	2.883	8.206	0.000	sig. at 0.01
	control delayed	38	8.706	3.951			
Comprehension	experimental delayed	40	5.559	2.092	4.551	0.000	sig. at 0.01
	control delayed	38	3.206	2.171			
Application	experimental delayed	40	6.029	1.850	3.291	0.002	sig. at 0.01
	control delayed	38	4.294	2.456			
HOTS	experimental delayed	40	2.235	0.955	3.966	0.000	sig. at 0.01
	control delayed	38	1.294	1.001			
Total degree	experimental delayed	40	29.412	4.819	7.812	0.000	sig. at 0.01
	control delayed	38	17.500	7.472			

"t" table value at (66) d f. at (0.05) sig. level equal 2.00
"t" table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.4) above, the T. computed value (7.812) is larger than T. table value (2.000) in the test, which means that there are significant differences at ($\alpha \leq 0.05$) in the total average score of the delayed test between the experimental and control group in favor of the experimental group. Table (4.4) also shows that the mean of the delayed test in the experimental group reached (29.412), whereas the mean of the control group was (17.500). This result indicates that using the keyword-based strategy is more effective than the traditional method in students retain vocabulary.

The results of "η^2" and "d" values shown in Table (4.5) indicate a large effect size of using keyword strategy on the delayed vocabulary achievement test.

Table (4.5): The Effect Size of keyword strategy on the Experimental group development in the delayed Test**.**

Skill	t value	η^2	d	Effect volume
Knowledge	8.206	0.505	2.020	Large
Comprehension	4.551	0.239	1.120	Large
Application	3.291	0.141	0.810	Large
HOTS	3.966	0.192	0.976	Large
TOTAL	7.812	0.480	1.923	Large

Table (4.5) shows that the effect size of keyword strategy is large on students' vocabulary retention. This means that the effect of keyword strategy is significant. This large effect may be due to the activities, techniques, visual images, bizarreness of the sentences and uniqueness which are used in the keyword strategy to help students retain vocabulary. On the other hand, the traditional methods do not guarantee a long term retention the keyword strategy did.

4.1.4 Answer to the fourth Research Question

The fourth question was stated as follows: Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the vocabulary achievement posttest and the delayed (retention) achievement test of the experimental group taught by the keyword strategy? To answer this question, the researcher investigated the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the vocabulary achievement posttest and the delayed (retention) achievement test of the experimental group taught by the keyword strategy.

To examine this hypothesis, the researcher used Paired Samples T-test to measure the significant differences between the experimental group (n= 40), who learned via the keyword strategy in the post–test and the same group in the delayed vocabulary achievement test. Table (4.6) shows the results of T. Test.

Table (4.6): T. Test paired sample results of the differences between the posttest and the delayed (retention) test of the Experimental Group**.**

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Knowledge	Post test	40	15.118	2.694	1.500	0.143	not sig.
	Delayed test	40	15.588	2.883			
Comprehension	Post test	40	5.294	2.067	0.702	0.488	not sig.
	Delayed test	40	5.353	2.073			
Application	Post test	40	5.735	1.746	1.537	0.134	not sig.
	Delayed test	40	5.882	1.855			
HOTS	Post test	40	2.088	0.965	0.274	0.786	not sig.
	Delayed test	40	2.118	0.913			
Total degree	Post test	40	28.235	4.384	1.950	0.060	not sig.
	Delayed test	40	28.941	4.485			

"t" table value at (33) d f. at (0.05) sig. level equal 2.04
"t" table value at (33) d f. at (0.01) sig. level equal 2.75

Table (4.6) shows that the T. computed value (1.950) is less than T. table value (2.000) in the delayed vocabulary retention test, that means there are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score between the post vocabulary test and the delayed vocabulary retention test of the experimental group. Table (4.6) also shows that the mean of the post vocabulary test was (28.235), while the mean of the delayed vocabulary retention test was (28.971). Therefore, the null hypothesis which assumes that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the posttest and delayed test of the experimental group after three weeks of using the keyword strategy is accepted. The researcher attributes this to the long term effect of the keyword strategy on the vocabulary retention of the experimental group

Summary

This chapter showed the data analysis of the study hypotheses and their results. The results of each hypothesis were analyzed statistically using different statistical techniques. It is obvious that there are significant differences in developing vocabulary among students in the experimental group and their counterparts in the control one in favor of the experimental group.

The next chapter presents conclusions and recommendations.

Chapter 5

Conclusions and Recommendations

Chapter 5

Conclusions and Recommendations

Introduction

This chapter discusses the study findings and summarizes the conclusions drawn in the light of those findings. It also puts forward some pedagogical implications which were reached throughout the study. Moreover, the chapter suggests some recommendations which can be valuable for syllabus designers, supervisors, teachers and researchers.

5.1 Study Findings

Based on the findings of this study, the following results were observed:

1. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and control group in the English vocabulary Post- test in favor of the experimental group.
2. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean score between the experimental group and the control group in the English vocabulary delayed – test in favor of the experimental group.
3. There were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the post-test and the delayed test of the experimental group.

5.2 Discussion of Study Findings

This current study aimed at investigating the effectiveness of keyword strategy on Palestinian eighth graders' vocabulary development and its retention. So, the experiment was designed to determine if the use of the keyword strategy would develop students' vocabulary and its retention.

Based on the findings of this study, the results show that using keyword strategy has a significant effect on the students' levels of vocabulary development and its retention in favor of the experimental group, which was taught using the keyword strategy compared with the results of the control group, which was taught by the traditional method. This means that keyword strategy can be considered effective in

improving students' vocabulary development and retention since it leads to activating their previous knowledge and increasing their retention of it.

These findings of the present study coincide with many previous studies results that proved an effective role and impact of the keyword strategy on teaching and learning process worldwide. These are Ali (2015), Alakaby (2013), Alzahrani (2011), Gue, et al. (2010), Abdul-Razak (2008), Ismail (2008), Richmond, et al. (2008), Brazley(2008), Fritz et al(2007), Yaakub (2007), Sagarra and Alba (2006), Gual (2004), Hauptman(2004), Abdul-Majeed (2000), and Rodriguez (1999).

Following is a more detailed discussion of the study findings in relation to its hypotheses.

5.2.1 The Findings in Relation to the Study First Hypothesis

The researcher investigated the first hypothesis which was formulated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught vocabulary by keyword strategy and the control one taught vocabulary by the traditional method in the English vocabulary achievement posttest. The results indicated that the T. computed value (8.182) was greater than T. tabulated value (2.000) in the posttest, which means that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post-test between in favor of the experimental group taught by keyword strategy.

There was also a statistically significant difference between the means of both groups in favor of the experimental group. The mean of the experimental group was (28.235), whereas that of the control group was (16.618). In addition, the researcher found that the effect size was large in the total scores of the post test.

It can be concluded that the results of this hypothesis proved the effectiveness of using keyword strategy on developing students' achievement in English vocabulary. In other words, students in the experimental group improved their achievement in English vocabulary more than those in the control one. This means that the implementation of the keyword strategy had a positive effect on vocabulary development of the experimental group students. Moreover, this result can be

attributed to both the features of the keyword strategy and benefits of the keyword strategy activities and tools when they both are used in an English class. The researcher also attributed these result to the following reasons:

- Using the keyword strategy facilitated learning English vocabulary among the experimental group students as the strategy presented the vocabulary required to be learnt in an interesting and attractive manner suitable for the students.
- The keyword strategy added variety to lessons, which, of course, reduced the students' boredom resulting from seeing and doing the same things all the time.
- These results can also be attributed to using interactive pictures in English vocabulary learning through the keyword strategy, which facilitated vocabulary development and retention.
- The keyword strategy helped students organize new vocabulary and link its form with its meaning in a way that made them get benefit from their WMC (working memory capacity) and then perform well in the vocabulary achievement test.

The results of this question are consistent with those of Al-Zahrani"s (2011), Abdul-Razak (2008), Ismail (2008), Yaakub (2007) and Abdel- Majeed (2000) studies as they all proved the positive effect of using the keyword strategy in teaching English vocabulary. On the other hand, Dmitsak's (2007) study opposed those results and showed that there was no effectiveness of the keyword strategy in enhancing vocabulary achievement. Therefore, in the light of these findings the null hypothesis is rejected and the alternative one is accepted.

The researcher found out that the keyword strategy helped students to understand vocabulary meaning and not just dealing with rote learning. Also, the link between the previously learned vocabulary with the new one in keyword strategy facilitated the interpretation of educational situations and therefore understanding them. This was revealed through the students‘ skills in rewriting sentences by using the vocabulary they learned and determining which vocabulary they should use and replace to give meaningful sentences. The students in the experimental group demonstrated their ability to apply the learned vocabulary in new and concrete separate situations as well as in communicative ones appropriately. This means that

keyword strategy showed a positive effect in VAT. Furthermore, the experimental group showed a clear superiority over the control one in the total score of VAT. This means that keyword strategy has enhanced English vocabulary achievement more than traditional method.

5.2.2 Discussion of the Findings of the Second Hypothesis

The researcher examined the second hypothesis which was formulated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the experimental group taught by keyword strategy and the control one taught by the traditional method in the English vocabulary achievement delayed (retention) test. The findings indicated that the T. computed value, (7.812), was greater than the T. table value, (2.00), in the delayed test. This means that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the delayed -test between the experimental group taught by keyword strategy and the control one taught by the traditional method in favor of the experimental one, who learned via the keyword strategy.

This of course means that learning via the keyword strategy had a longer term effect than the traditional way on longer retaining of vocabulary. Moreover, the findings indicate that vocabulary learning via the keyword strategy transferred vocabulary from the short term memory to the long term memory, which means that the keyword strategy was an effective tool. Moreover, the "$^{2}\eta$" value shown in Table (4.5) indicates that the effect size of the keyword strategy was large on the students' total achievement in the vocabulary achievement delayed test. This large effect indicated the real effectiveness of the keyword strategy and the long effect left on students. Therefore, in the light of these findings the null hypothesis is rejected and the alternative one is accepted.

These findings also indicate that what students learned via the keyword strategy was transferred to the long term memory. This result can be attributed to the different techniques, visual presentation, and sound files used by the teacher to present the new vocabulary, whereas the control group did not show similar retention levels due to the traditional method of learning and this really reinforces the need to use such a

strategy in our schools to increase the students' enthusiasm and motivation towards learning in all school subjects and towards English in particular.

These results are in harmony with the results of many studies such as those of Abdel- Majeed (2000), Hauptmann (2004) and Abdul- Razak (2008) which proved the effectiveness of the keyword strategy on long time retention of vocabulary. Nevertheless, Gaul's (2004), Beazley's (2008) and Ismail's (2008) studies results disagree with the positive results of the second hypothesis as they claimed that the mnemonic keyword strategy was ineffective in improving the recall of vocabulary items because under some conditions the mnemonic keyword strategy alone did not improve recall over the picture comparison.

The researcher revealed that experimental group outperformed the control group in vocabulary retention. This indicated that keyword strategy helped students to retain the vocabulary meaning after three weeks from studying it. The students showed their ability of understanding and interpretation of the sentences given to them in the VAT .

The students in the experimental group demonstrated their ability to use the learned vocabulary in new and concrete separate situations as well as in communicative ones appropriately after a period of time. This means that the keyword showed a positive effect on vocabulary retention. Furthermore, the experimental group also showed a clear superiority over the control one in the total score of VAT. This means that the keyword strategy has enhanced English vocabulary retention more than the traditional method. It helped students to retain and use the vocabulary they learnt after three weeks from studying it.

5.2.3 Discussion of the Findings of the Third Hypothesis

The researcher tried to examine the study third question which was formulated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the vocabulary achievement posttest and the delayed (retention) achievement test of the experimental group taught by the keyword strategy. The findings indicated that the T. computed value, (1.950) was less than the tabulated T

value, (2.000). This means that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total average score between the post-test and delayed test of the experimental group. The mean of the post-test was (28.235) while the mean of the delayed test was (28.941). This result indicates the short-term effect of using the keyword strategy on the experimental subjects' vocabulary retention. This small effect could be attributed to many different reasons, which, of course, do not reduce the great importance of the keyword strategy as follows:

- Students' carelessness in dealing with the tests as they are not recorded or affect their scores at school.
- The students' age characteristics which indicate their tough moods at this stage of life and need for full attention all the time which the teacher cannot afford for all at the same time which leads of course to laziness sometimes and this in turn, reflects negatively on their vocabulary retention.

Therefore, in the light of these findings the null hypothesis is accepted and the alternative one is rejected.

The results are in agreement with those studies of Gual (2004), Brazley (2008) and Ismail (2008), all of which demonstrated that the keyword strategy had small effect on vocabulary retention. In contrast, these results disagree with the results of the studies of Davoudi & Tousefi (2016), Abdul-Majeed (2000), Hauptmann (2004) and Abdul-Razak (2008) which claimed that using the keyword strategy affected students' vocabulary retention.

5.3 Conclusions:

In the light of study findings, it can be concluded that the current study proved that using keyword strategy in teaching English vocabulary was highly effective and fruitful. It was noticed throughout the study that students 'achievement in English vocabulary was improved as a result of using keyword strategy instead of using conventional methods. Moreover, the use of keyword strategy enhanced students' motivation towards learning English as it created an active, co-operative and enjoyable learning environment.

Following the some more detailed conclusions:

1. The current study provided evidence of the effectiveness of using keyword strategy in enhancing vocabulary development and retention.
2. Using interactive pictures in English vocabulary teaching through keyword strategy facilitated vocabulary development and retention.
3. Students were clearly more engaged in learning with the keyword strategy than with the traditional methods as the keyword strategy was more interesting and held their attention longer.
4. The keyword strategy increased students' interaction in class as it was a new strategy for them and very easy to use.
5. The keyword strategy improved the teacher's instruction as the teacher could provide many pictures and sounds easily.
6. The keyword strategy increased the variety of lessons, which of course reduced the students' boredom of seeing the same things all the time.
7. The keyword strategy also increased the students' motivation and involvement in the classroom.
8. The keyword strategy was easy to use in presenting the lessons, keeping the man retrieving them again several times.
9. The keyword strategy considers the individual differences among learners with its various activities and techniques that are suitable for all ages and different students.

5.4 Pedagogical Implications

In the light of the study results, the following implications are put forth:

1. Using the keyword strategy in the teaching / learning process encourages the students to be active and motivated when doing an activity.
2. Teachers should be aware of the importance of the keyword strategy in developing students' vocabulary as it is rich with pictures and sounds.
3. The keyword strategy is effective in developing the eighth graders' vocabulary and increasing its retention.

4. The keyword strategy increases competition between pupils and groups in memorizing the vocabulary and doing the activities.

5.5 Study Recommendations:

In light of the results, the following recommendations are suggested to different stakeholders:

1. Keyword strategy is recommended to be used as a framework for enhancing vocabulary development and retention with both elementary and intermediate school pupils.
2. Curriculum designers of English language should be aware of incorporating interactive and exaggerated images in the English language textbook of beginners.
3. Using keyword strategy to teach English vocabulary to pupils with working memory disorders.
4. Teacher education programs should pay more attention to intentional vocabulary instruction such as the keyword strategy.
5. Supervisors should conduct workshops that aim at familiarizing teachers with the use of keyword strategy.
6. Training teachers on using the keyword strategy effectively.
7. Designing different lessons that can be presented by the keyword strategy to raise students' motivation.
8. English language teachers should benefit from the teacher's guide, which should be distributed to them.
9. More attention should be given to vocabulary learning and how to teach it as it is the core of any language

5.6 Recommendations for Further Studies

The researcher suggests the following recommendations for further studies:

1. The effectiveness of keyword strategy in developing different English language skills.
2. Investigating the effects of keyword strategy on enhancing reading comprehension.
3. Investigating the effects of keyword-based instruction on the students' attitudes towards English as a foreign language.

4. Investigating the effectiveness of keyword strategy in enhancing English vocabulary acquisition in the light of cognitive styles.
5. Investigating the relationship between EFL learners' age and English proficiency level with their generation of keywords.

Summary

This chapter discussed the findings of the study in relation to its hypotheses. It was found out that using the keyword strategy developed eighth graders" English vocabulary and its retention and also increased the students' motivation towards learning vocabulary. The researcher attributed these results to the enjoyable environment rich with visual, aural technological aids, environment. The teaching-learning environment was relaxing and free from any, so students learned at their own paces in a way that suited their ages and levels. This chapter also included some pedagogical implications and recommendations for all stakeholders to adopt keyword strategy in teaching English vocabulary to intermediate learners. Finally, recommendations for further studies were suggested in this chapter.

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Appendices

Appendix (1): Vocabulary Achievement test.

The Islamic University of Gaza

Denary of Graduate Studies

Faculty of Education

Curriculum and Instruction Department

Vocabulary Achievement Test

"Eighth Grade"

Prepared by

Iyad Muhammad Al lahham

Supervised by

Dr Sadek Farwana

Refereeing Achievement Test

Pre-post & Delayed Test for 8th Graders

Dear Dr/ Mr. /Ms……

The researcher is conducting a study entitled **"The Effectiveness of Using Keyword Based-Instruction Strategy on Developing Eighth Graders' English Vocabulary and its Retention in Gaza",** to obtain the Master's Degree in Curriculum and English Teaching Methods. One of the requirements of this study is to conduct a vocabulary achievement test. You are kindly invited to look through the attached test and fill out the form below to indicate whether the items of the test are suitable.

Your notes and responses will be highly appreciated and confidential.

Items		High	Average	Low
1	The different items reflect the test objectives.			
2	The test items are suitable for eighth graders.			
3	The test layout is acceptable.			
4	The assigned time for the test is suitable.			

Any further comments are highly appreciated.

_____

_____

_____

_____

_____

_____

Thanks a lot for your cooperation

Researcher
Iyad Mohammed Saleh Al- lahham

The Islamic University of Gaza

Denary of Postgraduate Studies

Faculty of Education

Curriculum and Instruction Department

Vocabulary Pre-Post & Delayed test for Eighth Graders'

Dear student,

The researcher is conducting a study entitled "The effectiveness of using keyword based- instruction on developing Eighth graders' English vocabulary and its retention in Gaza", to obtain Master's Degree in Curriculum and English Teaching Methods.

One of the requirements of this study is to construct a vocabulary test to investigate the effectiveness of using keyword based-instruction on your vocabulary learning and its retention.

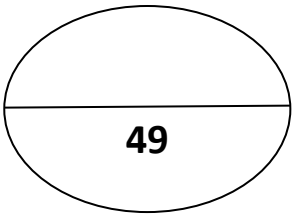
Because of the importance of this vocabulary test, you are kindly requested to answer the questions carefully.

Many thanks for your kind cooperation

The researcher

Iyad Muhammad Saleh Al –lahham

Vocabulary Achievement Test



Grade: 8
Name: _____ Class: _____ Time: 35 minutes

---

1) <u>Complete the following by using a suitable word from the box. (5 marks)</u>

congratulations - celebrate – construct – counselor - ancestors – climate

1. The council plans to ——————— two new schools.
2. I've just passed my driving test! ——————— .
3. ——————— are members of your family who lived a long time ago.
4. The ——————— of Palestine is good for growing olives.
5. It's Dad's birthday and we are going out to ——————— .

2) <u>Choose the correct answer</u>: (5 marks)

1. Our country (exports – imports - quality) olive oil.
2. The men are dancing the traditional _____ (dabka – guitar – zafa) .
3. The women are singing, and the (mans – men –mens) are dancing.
4. He's shaved off his (car – garden – moustache).
5. We usually keep the olives in (tubs – jars – cans).

3) <u>Complete with a suitable word from the same word family</u>: (5 marks)

1. Lots of people in this area are _____. **(farm)**
2. When do Muslims _____ Eid Al-Fitr? .**(celebration)**
3. My father _____ yesterday; he was abroad. **(arrival)**
4. Our friend Ali is in trouble. Can you give him some ?————**(advise)**
5. Japan _____ a lot of computers and cars . **(production)**

4) **<u>Do as shown between brackets</u>: (5 marks)**

1. counsellor - tour - engineer - guitarist **(odd one out)**
2. This house is ugly, and it is full of ——————— (mouse) **(plural form)**

3. His breathing was slow and ————(regularly) **(correct)**
4. I (like – love – do) camping ——— up here in the hills. **(choose)**
5. It takes the people over the sea from place to place ———— (**What is it?)**

5) Classify the words in the box so that they go under their fields: (12 marks)

hand - T- shirt - green - shorts - moustache – orange
jacket - beard - white - pink - hair - trousers

Clothes	Colors	Parts of the body

6) Match A with B: (5marks)

A Word	B Opposite
Free	Empty
Similar	Remember
Forget	Busy
Full	Beautiful
Ugly	Different

7) Complete the table: (6 marks)

Noun	Noun (person)
tour	
	scientist
	traveler

Noun (person)	Noun (activity)
teacher	
	playing
singer	

8) Write the correct word under the suitable picture as shown in the example: (6 marks)

groom – DVD – climate – student – back pack - wife – Muslim - counsellor

for example:

wife

……	……	……

……	……	……

My best wishes

Appendix (2): Teacher's Guide

The Islamic University of Gaza

Denary of Postgraduate Studies

Faculty of Education

Curriculum and Instruction Department

Teacher's Guide

"English for Palestine 8"

How to teach vocabulary lessons using Keyword Strategy

Prepared by

Iyad Mohammed Saleh Al- Lahham

Supervised by

Dr. Sadek Firwana

2016

Appendix (2-A)

Refereeing Teacher's Guide

"English for Palestine 8"

How to teach the vocabulary lessons using the Keyword Strategy

Dear Referee,

The researcher is conducting a study entitled "**The effectiveness of using keyword-based instruction on developing eighth graders' English vocabulary and its retention in Gaza**" to obtain a Master's Degree in Curriculum & Instruction.

You are kindly invited to check the attached teacher's guide, which is intended to help English teachers to implement Keyword-based instruction to teach vocabulary. The vocabulary in the guide is limited to "*English for Palestine 8B"* units (9 - 10 – 11 - 12).

This teacher's guide, which is a suggested lesson plan for each vocabulary lesson based on Keyword strategy, contains the following:

1. Learning objectives for each lesson
2. Procedures and activities.
3. Evaluation

Your notes and comments will be highly appreciated and confidential. Any modifications, additions, or omissions will be taken into consideration.

Any further comments are highly appreciated.

_____

_____

_____

Name of the referee: _____

The degree: _____

Thanks for your time and effort

Researcher

Iyad Mohammed Al-Lahham

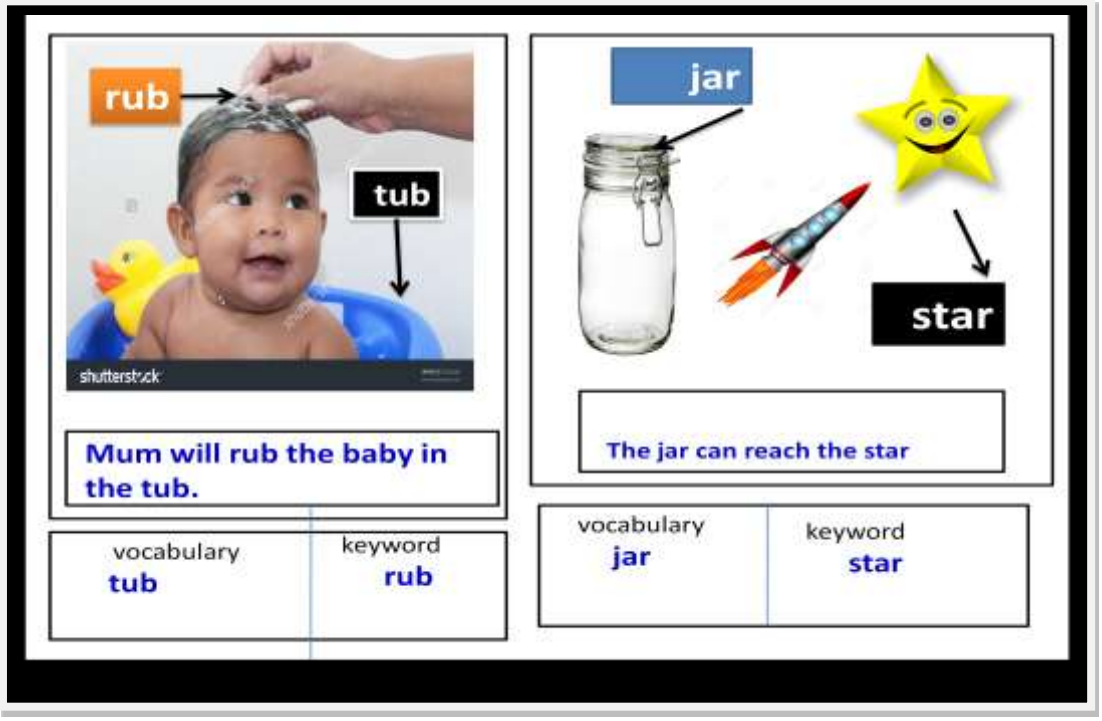
Unit: 9	Title: The world of food	**Period: 1**		**Grade: 8**
New vocabulary	***can – carton – tub - jar - list – liter(A.E) - ground meat – regular – tomato paste*** ***Keywords: man – Martin – rub – star – wrist – twitter – meat - irregular – waste***			
Resources and materials	SB – LCD - MP3 -pictures - work sheets-video clips			**Time: 40**
Objectives	**Stage**	**Activities and procedures**	**Time/minutes**	**Evaluation**
SS. are expected to:	Warming up	SS watch a clip for a food types on the LCD. appendix (2B) Activity(1)	**3**	**SS. answers**
1- elicit food vocabulary	Revision	-T. writes the word food in a circle on the board. SS. guess the words related to food.	**7**	**SS"different responses** **SS. write the words on the board**
2–identify the new vocabulary through given pictures and sentences correctly.	Presentation	-T. writes the words on the board and pronounces them. SS. pronounce the words correctly in groups and individually. -T. explains the word meanings through pictures, examples, definition or translation. SS. listen to the words from the MP3. -T. writes the keywords beside each word and pronounces it. -T. asks the SS. to pronounce the	**10**	

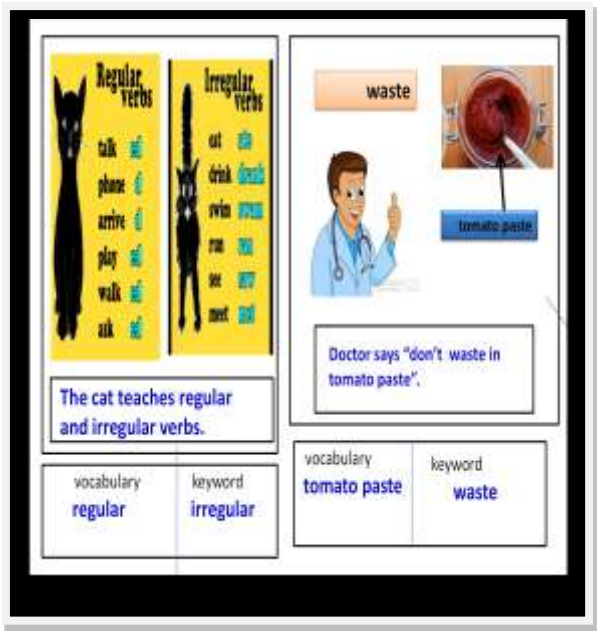
		keyword and notice the acoustic similarity between the words and their keywords. -T. presents the visual pictures through LCD. -T. explains the link between the form and its meaning through pictures. -T. describes the relationship between the words and their keywords which is represented by the pictures. **See pictures(1)**		
Use new words in meaningful sentences	practice	-T. asks students to give meaningful sentences using these words…e.g. -we produce tomato paste in Gaza.	**7**	**Oral practice**
4- complete the sentences with new words	Production	-T. asks SS. to do EX. 1 in their SB. P. 17 in pairs. T. asks some SS. to come and write the correct answers on the board.	**8**	**SS. do the activity in their SB.**
	Homework	-Write a keyword for the word (can) and draw an interactive picture to link between them. Complete answering the questions that were not answered in class.	**5**	

Pictures (1)

can
man
STOP
Miss can is stopping the man.
vocabulary
can
keyword
man
carton
Martin
The carton is the house of Martin.
vocabulary
carton
keyword
Martin

reach
each
The teacher can reach each one.
vocabulary
each
keyword
reach
eat
Miss cat can eat ground meat easily.
vocabulary
ground meat
keyword
eat


rub
tub
shutterstock
Mum will rub the baby in the tub.
vocabulary
tub
keyword
rub
jar
star
The jar can reach the star
vocabulary
jar
keyword
star


Regular verbs
talk
phone
arrive
play
walk
ask
Irregular verbs
eat
drink
swim
run
see
meet
The cat teaches regular and irregular verbs.
vocabulary
regular
keyword
irregular
waste
tomato paste
Doctor says "don't waste in tomato paste".
vocabulary
tomato paste
keyword
waste

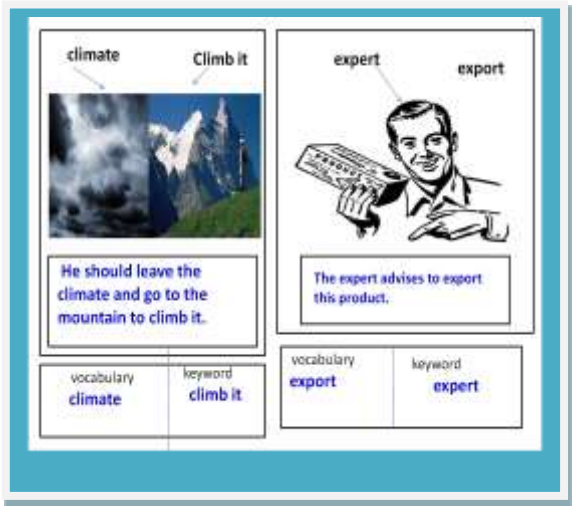
wrist
list
liter
1L
twitter
Mr. Liter is my friend on twitter
Mr. wrist holds a list
vocabulary
wrist
keyword
list
Vocabulary
liter
Key word
twitter

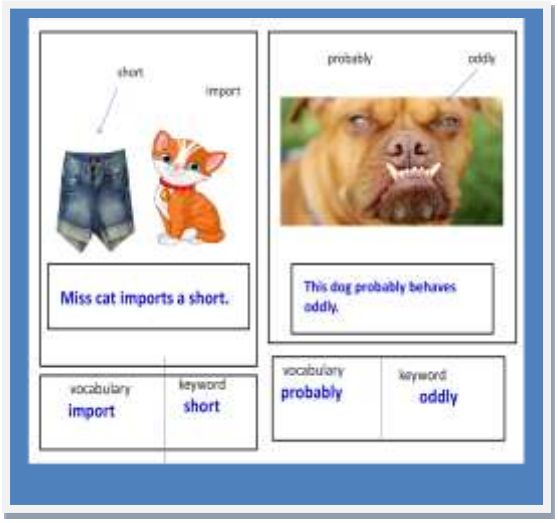
Unit: 9	**Title: the world of food**	**Period: 4**		**Grade: 8**
New vocabulary	***climate– export – import - probably – produce – quality – quantity – spaghetti – wheat .*** ***Keywords: climb it – expert– short – oddly – juice – quantity – ready – eat.***			
Resources and materials	SB – LCD - MP3 – pictures – work sheets- video clips- flash cards.			**Time: 40**
Objectives	**stage**	**Activities and procedures**	**Time/minutes**	**Evaluation**
SS. are expected to:	Warming up	Ss revise the new words of the previous period.	**3**	**SS" answers**
1-Elicit the new words related to food production stages.	Revision	-T. presents the phrase food production stages through LCD. Appendix(2B) Activity (2) Ss. Suggest words related to food production stages.	**7**	**SS" different responses** **SS. write the word on the white board**
1– identify the new vocabulary through given pictures and sentences correctly.		-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation.		

	Presentation	SS. listen to the words from MP3. -T. writes the keywords beside each word and pronounce it. -T. asks the SS. to pronounce the keyword and notice the acoustic similarity between the words and their keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. pictures**(2)**	**10**	
3- use new words in meaningful sentences	Practice	T. asks SS. To give meaningful sentences using these words ……e.g. **We import a lot of things.**	**7**	**Oral practice**

4- complete the sentences with new words	production	-T. asks SS. to do EX. 2 in their SB. P. 19 in pairs. T. asks some SS. to come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	homework	-Write a keyword for the word (produce) and draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	SS. answer EX.2 and 3 in the work sheet

Pictures (2)


climate
Climb it
He should leave the climate and go to the mountain to climb it.
vocabulary
climate
keyword
climb it
expert
export
The expert advises to export this product.
vocabulary
export
keyword
expert


short
import
Miss cat imports a short.
vocabulary
import
keyword
short
probably
oddly
This dog probably behaves oddly.
vocabulary
probably
keyword
oddly

produce
juice
We produce lemon juice.
vocabulary
produce
keyword
juice
IT IS
QUALITY,
RATHER THAN
QUANTITY,
THAT MATTERS.
Quality is better than quantity.
vocabulary
quality
keyword
quantity

spaghetti
ready
I am ready to eat spaghetti.
vocabulary
spaghetti
keyword
ready
wheat
eat
She grinds the wheat before they eat.
vocabulary
wheat
keyword
eat

Work sheet(1)

The world of food

Unit: 9

Name: —————————— **class:——————**

1) **Finish the following sentences with one of the words in the list:**

jar –list - regular – tub – each – ground meat

1. The headmaster gives ——————— student a pencil.
2. The Palestinians keep olives in ——————————.
3. You need ——————————— to make kebabs.
4. Father always writes a ——————————— of things for shopping.
5. The ——————————— size will be fit for me.

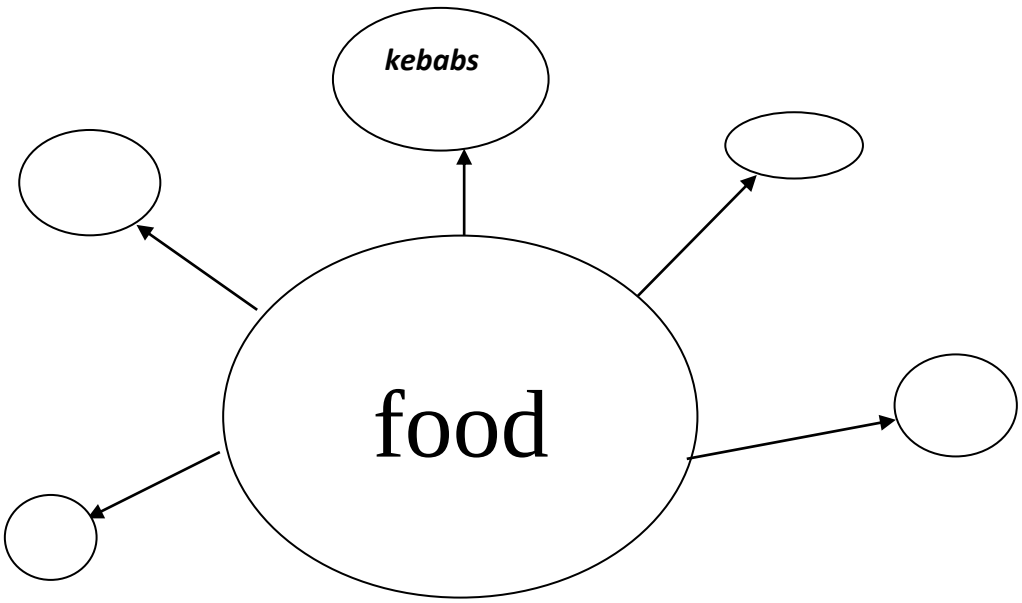
2) **Use these words in meaningful sentences of your own:**

6. A can ——————————————————————————

7. Liter——————————————————————————

8. Tub ——————————————————————————

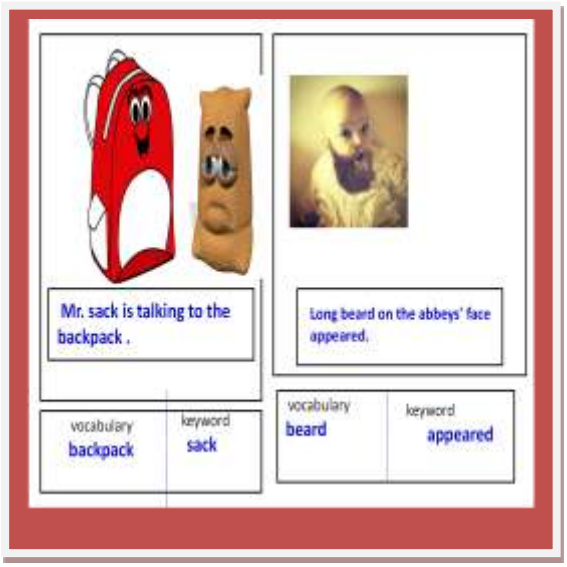
3) **Complete the following diagram with a suitable word.**



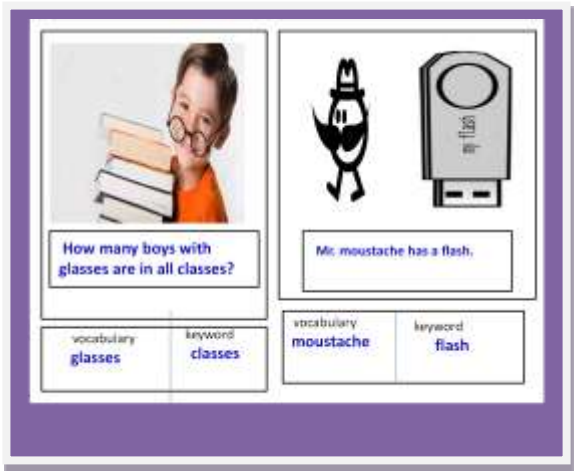
Unit: 10	**Title: Back Home In Palestine**		**Period: 1**	**Grade: 8**
New vocabulary	***Backpack - beard - centre - curly - glasses – moustache - side – straight - wife*** ***Keywords: sack – appeared – enter – early – classes- flash – guide – eight - knife***			
Resources and materials	SB – LCD - MP3 – pictures – work sheets			**Time: 40**
Objectives	**stage**	**Activities and procedures**	**Time**	**Evaluation**
SS. are expected to:	Warming up	SS. mention words that rhyme the same.	**3**	**SS. answers**
1-Elicit the acoustic/ auditory similarity between the two vocabulary (glasses and classes)	Revision	-T. writes the some words on the board and elicits words that are acoustic similar to those words appendix (2B) activity(3).	**7**	**SS. different responses** **SS. write the word on the board**
1– Identify the new vocabulary through given pictures and sentences correctly.	Presentation	-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation. SS. listen to the words from the MP3. -T. writes the keywords beside each word and pronounce it. -T. asks the SS. To pronounce the keyword and notice the acoustic similarity between the	**10**	

		words and their keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. **See Appendix Pictures (3)**		
3- use new words in meaningful sentences	Practice	T. asks SS. To give meaningful sentences using these words ……e.g. **My father shaves his beard every morning.**	**7**	**Oral practice**
4- complete the sentences with new words	production	-T. asks SS. To do EX. 1 in their SB. P. 29 in pairs. T. asks some SS. To come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	Homework	-Write a keyword for the word (wife) and draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	

Pictures (3)


Mr. sack is talking to the backpack .
vocabulary
backpack
keyword
sack
Long beard on the abbeys' face appeared.
vocabulary
beard
keyword
appeared

Miss can not enter in the centre .
vocabulary
centre
keyword
enter
A man with curly hair left early.
vocabulary
curly
keyword
early


How many boys with glasses are in all classes?
vocabulary
glasses
keyword
classes
Mr. moustache has a flash.
vocabulary
moustache
keyword
flash

I NEED A GUIDE
The river side needs a guide.
vocabulary
side
keyword
guide
CLICK HERE FULL RESOLUTION
The men with long straight hair are eight.
vocabulary
straight
keyword
eight

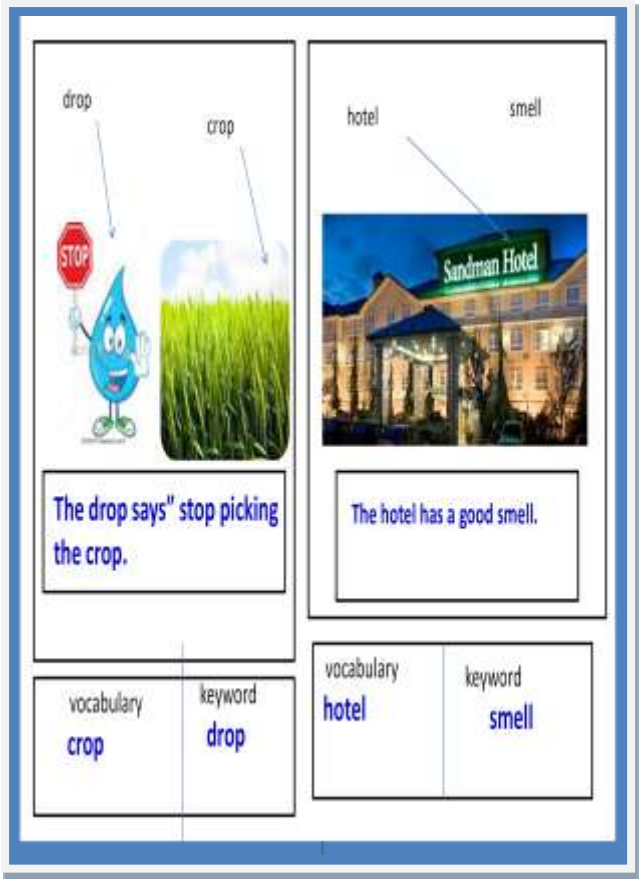
SAFE SLICE
Miss knife helps my wife.
vocabulary
wife
keyword
knife

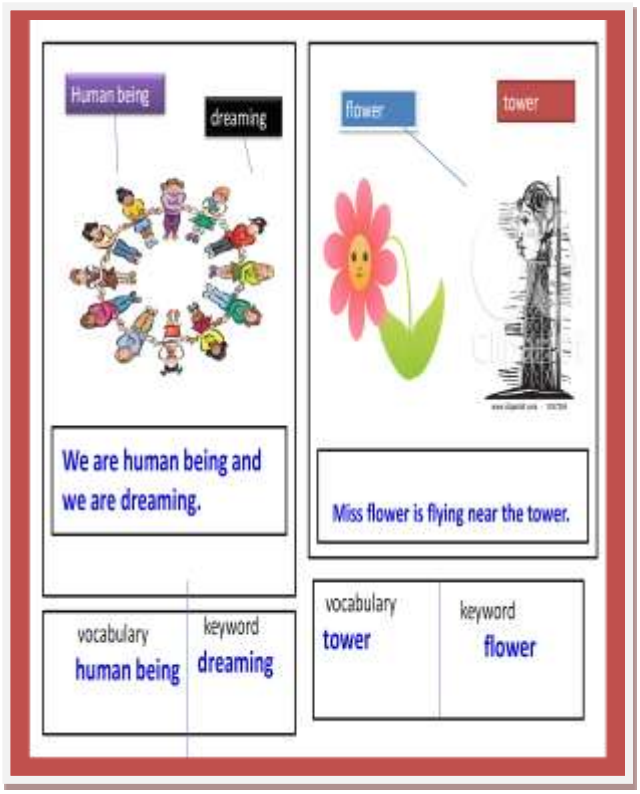
Unit: 10	**Title: Back Home In Palestine**		**Period: 4**	**Grade: 8**
New vocabulary	***area - construct - crop - deep - hotel – human being - tower –various*** ***Keywords: Mareya – duct – drop – Deeb – smell – dreaming – flower - areas***			
Resources and materials	SB – LCD - MP3 – pictures – work sheets			**Time: 40**
Objectives	**stage**	**Activities and procedures**	**Time**	**Evaluation**
SS. are expected to:	Warming up	SS. mention some words that rhyme the same.	**3**	**SS. answers**
1-Elicit construction vocabulary.	Revision	-T. writes the word construction on the board and elicits words that related. Appendix (2B) Activity (4)	**7**	**SS. different responses** **SS. write the word on the board**
1– Identify the new vocabulary through given pictures and sentences correctly.		-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation. SS. listen to the words from the MP3. -T. writes the keywords beside each word and pronounce it.	**10**	

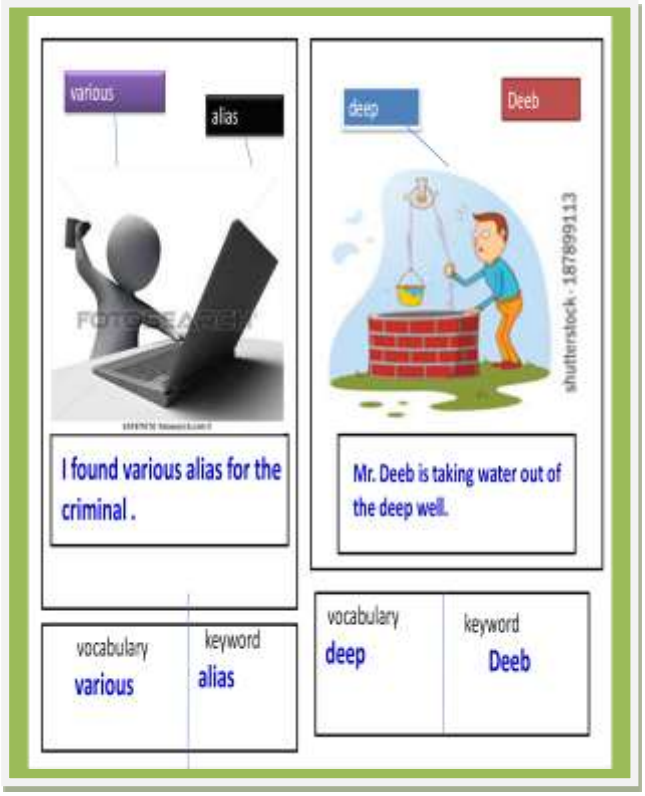
	Presentation	-T. asks the SS. To pronounce the keyword and notice the acoustic similarity between the words and their keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. **See pictures (4)**		
3- Use new words in meaningful sentences	Practice	T. asks SS. To give meaningful sentences using these words ……e.g. **Eiffel tower is in Paris.**	**7**	**Oral practice**
4- Complete the sentences with new words	production	-T. asks SS. to do EX. 2 in their SB. P. 31 in pairs. T. asks some SS. To come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	homework	-Write a keyword for the word (hotel) and draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	

Pictures (4)

Miss Mariya
area
This area belongs to Mariya.
vocabulary
area
keyword
Mariya
duct
construct
Miss duct constructed a house.
vocabulary
construct
keyword
duct


drop
crop
STOP
The drop says" stop picking the crop.
vocabulary
crop
keyword
drop
hotel
smell
Sandman Hotel
The hotel has a good smell.
vocabulary
hotel
keyword
smell


Human being
dreaming
We are human being and we are dreaming.
vocabulary
human being
keyword
dreaming
flower
tower
Miss flower is flying near the tower.
vocabulary
tower
keyword
flower


various
alias
I found various alias for the criminal .
vocabulary
various
keyword
alias
deep
Deeb
Mr. Deeb is taking water out of the deep well.
vocabulary
deep
keyword
Deeb
shutterstock · 187899113

Work sheet (2)

Unit: 10 ***Back home in palestine***

Name: ———————— class:————————

4) Finish the following sentences with one of the words in the list:

glasses – straight - curly – backpack – center - side

1. Lets swim to the other …… of the river.
2. Palestine street is in the …… of Gaza city.
3. He will put all of his things in his ……..
4. Soha used to have long ……hair but, now she made it……
5. Ahmed cannot see well so, he must put on his ……

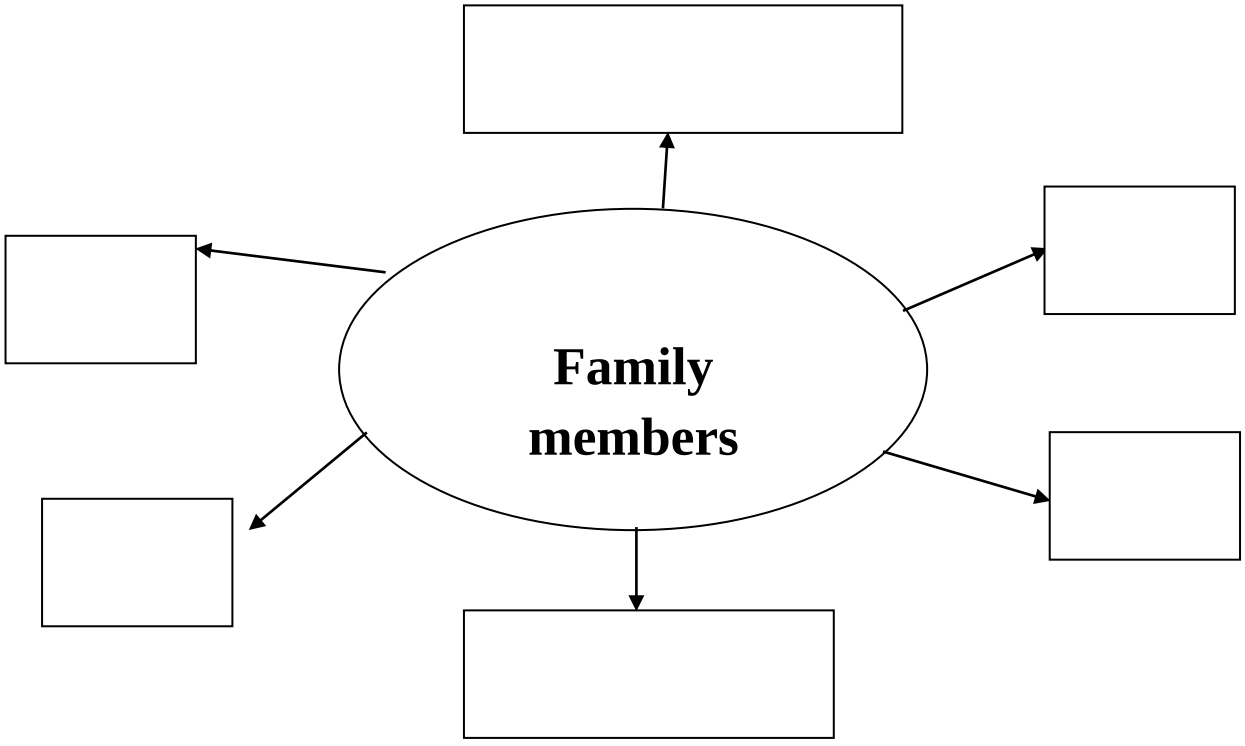
5) Use these words in meaningful sentences of your own:

1. crop……..

2. various……..

3. area…….

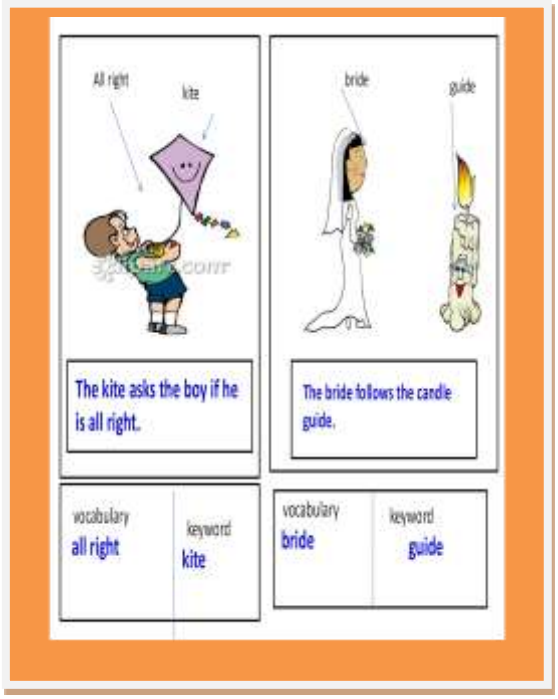
Complete the following chart:



Unit: 11	**Title: A Palestinian wedding**		**Period: 1**	**Grade: 8**
New vocabulary	***all right – bride – congratulations – DVD – follow – full – groom – guest*** ***Keywords: kite – guide – station – bee – hollow – pull – Mr. Bloom- best***			
Resources and materials	SB – LCD - MP3 – pictures – work sheets			**Time: 40**
Objectives	**stage**	**Activities and procedures**	**Time**	**Evaluation**
SS. are expected to:	Warming up	Have you ever attended a Palestinian wedding? When? Where?	**3**	**SS. answers**
	Revision	- T. asks SS about the homework and checks by some SSs' answers.	**7**	**Checking home work orally**
1– Recognize the new vocabulary through given pictures and sentences correctly.	Presentation	-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation. SS. listen to the words from MP3. -T. writes the keywords beside each word and pronounce it. -T. asks the SS. To pronounce the keyword and notice the acoustic similarity between the	**10**	

		words and their keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. **See pictures (5)**		
3- Use new words in meaningful sentences	Practice	T. asks SS. To give meaningful sentences using these pictures……e.g. **I said *congratulations to the groom.*** ***Appendix (2B) activity (5)***	**7**	**Oral practice**
4- Complete the sentences with new words	production	-T. asks SS. To do EX. 2 in their SB. P. 31 in pairs. T. asks some SS. To come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	homework	-Write a keyword for the word (groom) and draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	

Pictures (5)


All right
kite
The kite asks the boy if he is all right.
vocabulary
all right
keyword
kite
bride
guide
The bride follows the candle guide.
vocabulary
bride
keyword
guide

congratulation
station
Miss station says congratulations.
vocabulary
congratulation
keyword
station
DVD
bee
Dr. bee says Hi to the DVD.
vocabulary
DVD
keyword
bee

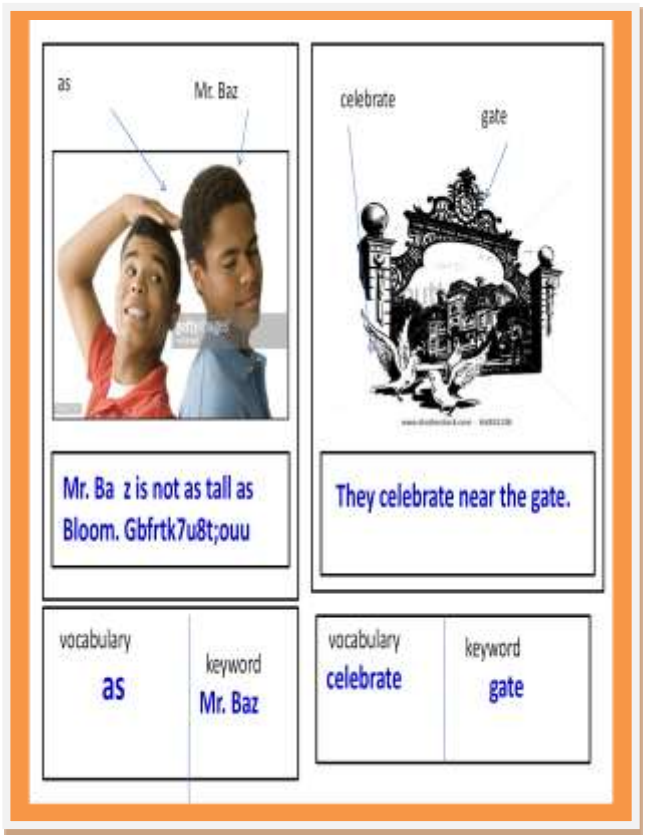
follow
hollow
The sheep follow to climb the hollow tree.
vocabulary
follow
keyword
hollow
full
pull
The boot says I am full please pull.
vocabulary
full
keyword
pull

Mr. Bloom
groom
Mr Bloom is beautiful groom.
vocabulary
groom
keyword
Bloom
guest
best
Welcome Guests
The Sun says" I am the best guest"
vocabulary
guest
keyword
best

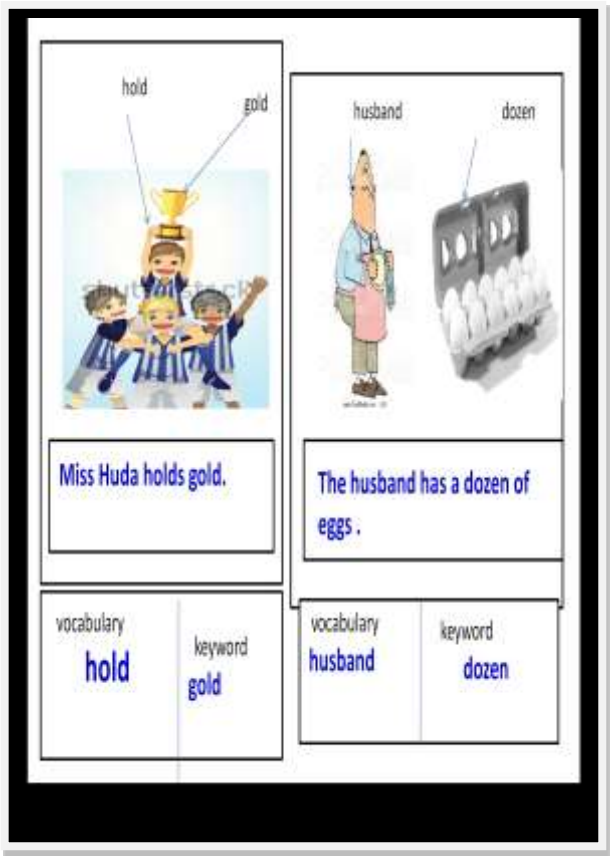
Unit: 11	**Title: A Palestinian wedding**		**Period: 4**	**Grade: 8**
New vocabulary	***As – celebrate – custom – dough – hold – husband – purpose – ring – spirit –stick(v)-*** ***Keywords: Mr. Baz – gate –Mr. Tom – Joe – gold – dozen – Mr. nose – king – Mr. Beret – pick –***			
Resources and materials	SB – LCD - MP3 – pictures – work sheets			**Time: 40**
Objectives	**stage**	**Activities and procedures**	**Time**	**Evaluation**
SS. are expected to:	Warming up	What are the customs in Palestinian weddings? Appendix (2B) activity (6)	**3**	**SS. answers**
1-Elicit the acoustic/ auditory similarity between the two vocabulary (hold and stick)	Revision	-T. writes the some words on the board and elicits words that are acoustic similar to those words.	**7**	**SS. different responses** **SS. write the word on the board**
1– Identify the new vocabulary through given pictures and sentences correctly.	Presentation	-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation. SS. listen to the words from the MP3. -T. writes the keywords beside each word and pronounce it. -T. asks the SS. To	**10**	

		pronounce the keyword and notice the acoustic similarity between the words and their keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. **See pictures (6)**		
3- Use new words in meaningful sentences	Practice	T. asks SS. To give meaningful sentences using these word ……e.g. **Husband and wife went to a picnic.**	**7**	**Oral practice**
4- Complete the sentences with new words	production	-T. asks SS. To do EX. 2 in their SB. P. 43 in pairs. T. asks some SS. To come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	homework	-Write a keyword for the word (**hold**) and draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	

Pictures (6)


as
Mr. Baz
Mr. Ba z is not as tall as Bloom. Gbfrtk7u8t;ouu
vocabulary
as
keyword
Mr. Baz
celebrate
gate
They celebrate near the gate.
vocabulary
celebrate
keyword
gate

custom
Tom
Mr. Tom follows a Palestinian custom.
vocabulary
custom
keyword
Mr. Tom
Mr. Joe
dough
Mr. Joe kneads the dough.
vocabulary
dough
keyword
Joe


hold
gold
Miss Huda holds gold.
vocabulary
hold
keyword
gold
husband
dozen
The husband has a dozen of eggs .
vocabulary
husband
keyword
dozen

purpose
Mr. nose
Mr. nose has a purpose.
vocabulary
purpose
keyword
Mr. nose
king
ring
The king has a ring.
vocabulary
ring
keyword
king

spirit

Mr. Beret

Mr. Beret keeps bad spirit a way from his house.

vocabulary	keyword
spirit	Mr., Beret

stick

pick

He sticks and picks the papers.

vocabulary	keyword
stick	pick

Work sheet (3)

Unit: 11 ***a Palestinian wedding***

Name: ——————————— class:———————

Choose the correct answer from a, b, cor d.

1) It is holiday On Eid alfitr, because Muslims……
   a) Celebrate c) fast
   b) Hold d) ring
   c)
2) The bride shows us her beautiful wedding ……in her hand.
   a) Party c) Dabka
   d) Ring d) bag
3) Muslims read holly Quran to keep the bad……away of their houses.
   a) Food c) things
   b) Merit d) spirit
4) The book is broken, please …… it with gum.
   a) Pick c) take
   b) Stick d) give
5) Dabka is a Palestinian …… in the wedding party.
   a) Custom c) congratulations
   b) Celebrate d) groom
6) Free Palestine is our final…….
   a) Exam c) country
   b) Purpose d) spirit
7) Ahmed is 1.20 mr. He is …….tall as Hani.
   a) Was c) as
   b) Like d) us

Use the following vocabularies in meaningful sentences of your own.

1- Dough

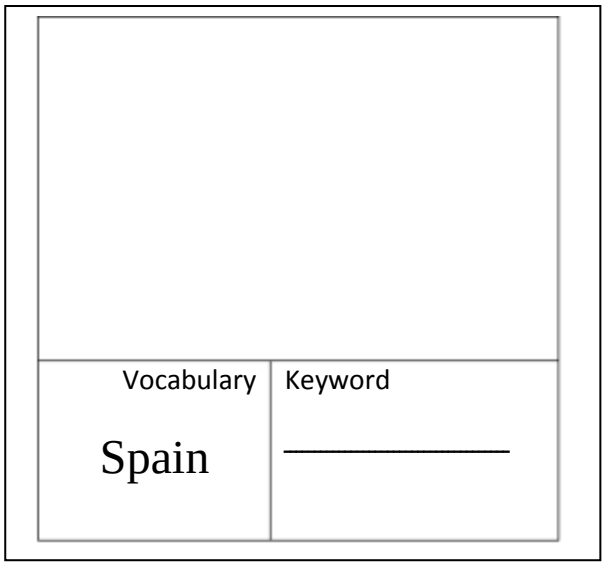
……

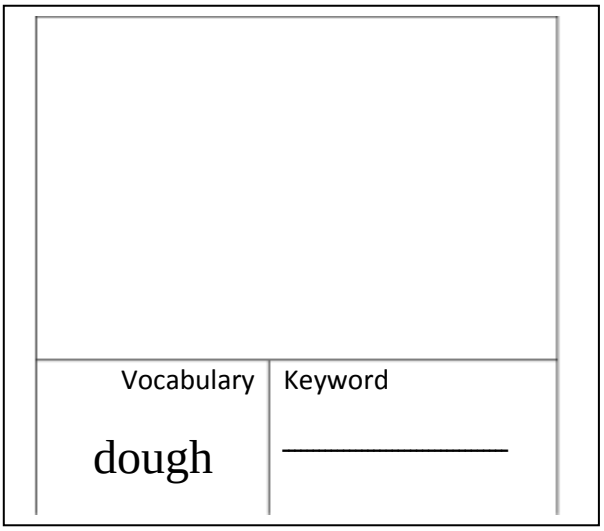
2- Hold

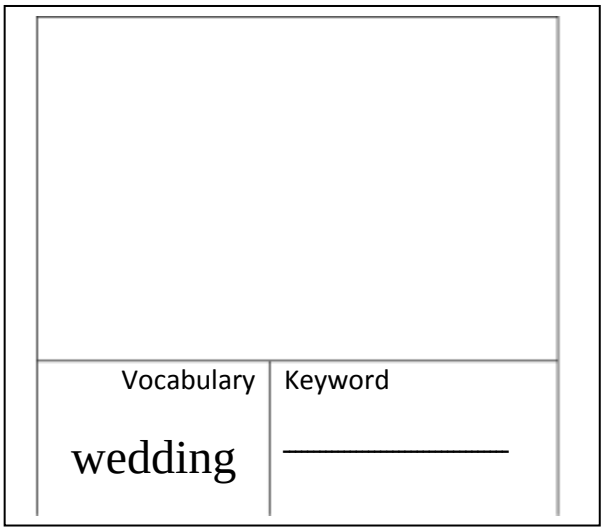
……

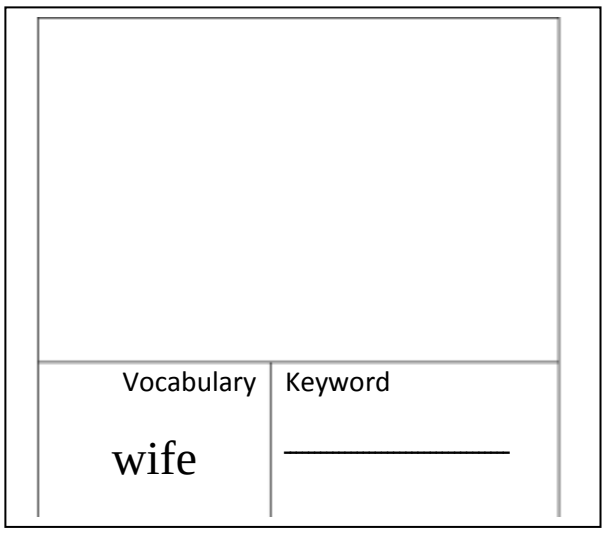
3- Husband

……


Vocabulary
Keyword
Spain


Vocabulary
Keyword
dough


Vocabulary
Keyword
wedding

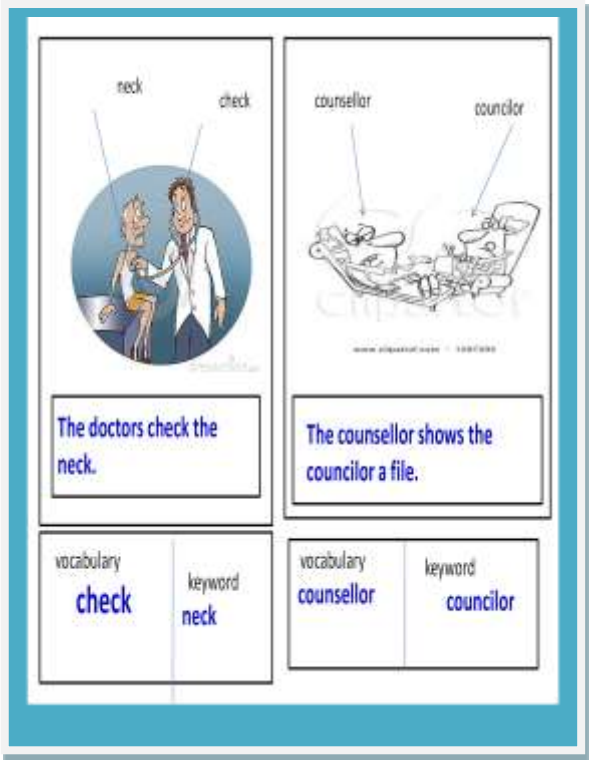

Vocabulary
Keyword
wife

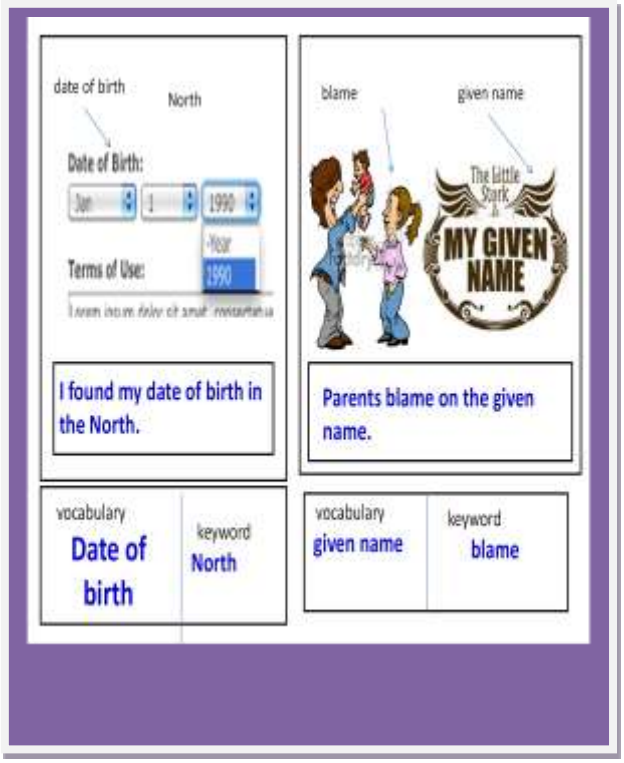
Unit: 12	**Title: finding out about names**	**Period: 1**	**Grade: 8**
New vocabulary	***Check – counsellor – date of birth – given name – personal details – student – right ×wrong - zero*** ***Keywords: neck – councilor – North – blame – whales – unit - song - hero***		
Resources and materials	SB – LCD - MP3 – pictures – work sheets		**Time: 40**

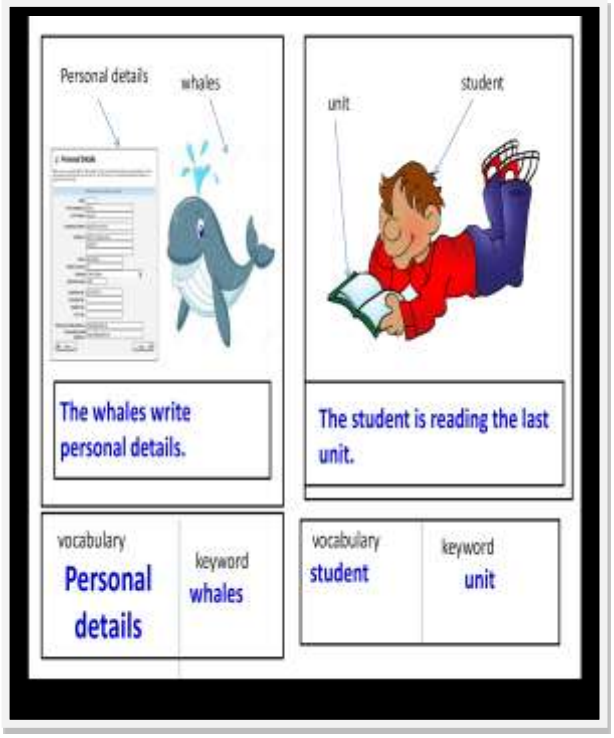
Objectives	**stage**	**Activities and procedures**	**Time**	**Evaluation**
SS. are expected to:	Warming up	SS. mention some words that rhyme the same.	**3**	**SS. answers**
1- Recall the learnt words	Revision	-T. asks SS about the homework and checks by some SSs' answers	**7**	SSs'different responses
1–Identify the new vocabulary through given pictures and sentences correctly.	Presentation	-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation. SS. listen to the words from the MP3. -T. writes the keywords beside each word and pronounce it. -T. asks the SS. To pronounce the keyword and notice the acoustic similarity between the words and their	**10**	

		keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. **See pictures (7)**		
3- Use new words in meaningful sentences	Practice	T. asks SS. To give meaningful sentences using these words ……e.g. **Here are my personal details.**	**7**	**Oral practice**
4- Complete the sentences with new words	production	-T. asks SS. To do EX. 2 in their SB. P. 52 in pairs. T. asks some SS. To come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	homework	-Write a keyword for the word (wrong) and draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	

Pictures (7)


neck
check
The doctors check the neck.
vocabulary
check
keyword
neck
counsellor
councilor
The counsellor shows the councilor a file.
vocabulary
counsellor
keyword
councilor


date of birth
North
Date of Birth:
Terms of Use:
I found my date of birth in the North.
vocabulary
Date of birth
keyword
North
blame
given name
The Little Stork
MY GIVEN NAME
Parents blame on the given name.
vocabulary
given name
keyword
blame

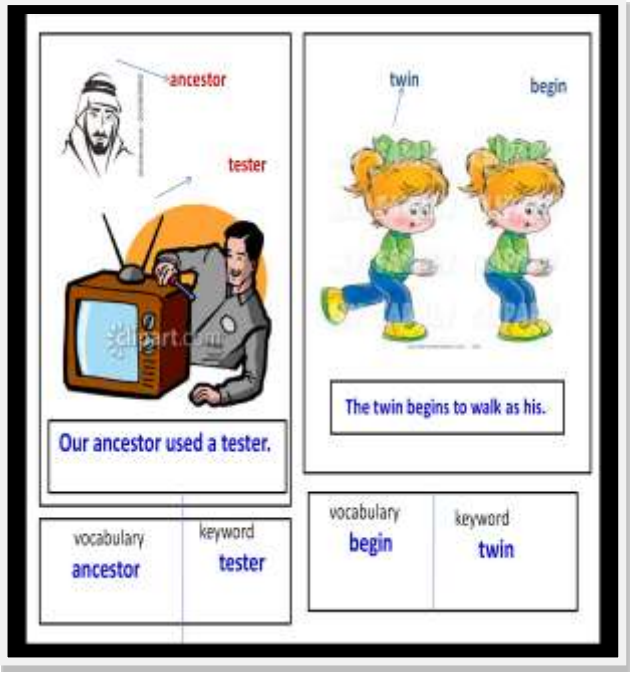

Personal details
whales
The whales write personal details.
vocabulary
Personal details
keyword
whales
unit
student
The student is reading the last unit.
vocabulary
student
keyword
unit

Right wrong
song
Miss right and wrong sing a song.
vocabulary
Right × wrong
keyword
song
ZERO
Mr. zero became a hero.
vocabulary
zero
keyword
hero

Unit: 12	Title: finding out about names	Period: 4		Grade: 8
New vocabulary	***ancestor – begin – long ago – once – on the line – son – text message – Germany- Haifa- Rome - discuss*** ***Keywords: tester –twin – dough – dunce –airline – sun - texas – her money*** ***Khalifa- roam- bus***			
Resources and materials	SB – LCD - MP3 – pictures – work sheets			**Time: 40**
Objectives	**stage**	**Activities and procedures**	**Time**	**Evaluation**
SS. are expected to:	Warming up	Where did our earliest ancestor come from? Who knows? Appendix(2-B) activity (8)	**3**	**SS. answers**
1-Elicit the acoustic/ auditory similarity between the two vocabulary (ancestor and German)	Revision	-T. writes the some words on the board and elicits words that are acoustic similar to those words.	**7**	**SS. different responses** **SS. write the word on the board**
1–Identify the new vocabulary through given pictures and sentences correctly.		-T. writes the words on the board and pronounce them. SS. pronounce the words correctly in groups and individually. -T. explain the word meanings through pictures, examples, definition or translation. SS. listen to the words from the MP3. -T. writes the keywords		

	Presentation	beside each word and pronounce it. -T. asks the SS. To pronounce the keyword and notice the acoustic similarity between the words and their keywords. T. present the visual pictures through LCD. T. explain the link between the form and its meaning through pictures. T. describe the relationship between the words and their keywords which is represented by the pictures. **See pictures (8)**	**10**	
3- Use new words in meaningful sentences		T. asks SS. To give meaningful sentences using these words e.g…**I am roaming in Rome.**		
4- Complete the sentences with new words	production	-T. asks SS. To do EX. 2 in their SB. P. 55 in pairs. T. asks some SS. To come and write the correct answers on the board.	**8**	**SS. do the activity on their SB.**
	Homework	-Write a keyword for the word (discuss) and (Rome) draw an interactive picture to link between them. Complete answering the questions that not answered in the class.	**5**	

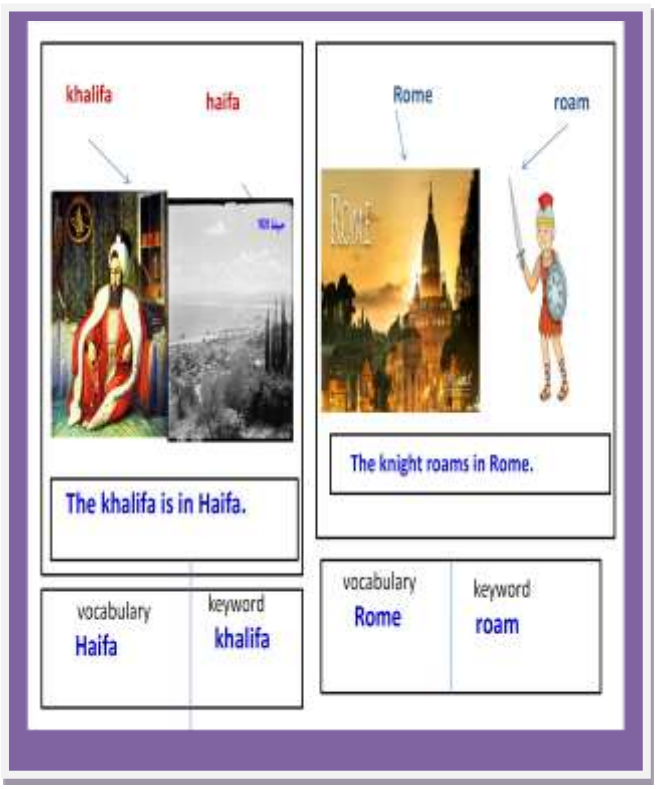
Pictures (8)


ancestor
tester
Our ancestor used a tester.
vocabulary
ancestor
keyword
tester
twin
begin
The twin begins to walk as his.
vocabulary
begin
keyword
twin

Long ago
dough
He made the dough long ago.
vocabulary
long ago
keyword
dough
once
dunce
Clipart Of.com
#210281
He dressed the dunce cap once.
vocabulary
once
keyword
dunce

On the line
airline
Miss airline is on the line.
vocabulary
on the line
keyword
airline
sun
son
My son is playing with the sun.
vocabulary
son
keyword
sun

Text message
Texas
I received a text message from Texas.
vocabulary
text message
keyword
Texas
Germany
money
5 Most Expensive Cities in Germany
They got her money from Germany.
vocabulary
Germany
keyword
her money


khalifa
haifa
The khalifa is in Haifa.
vocabulary
Haifa
keyword
khalifa
Rome
roam
The knight roams in Rome.
vocabulary
Rome
keyword
roam

discuss
bus
They discuss the issue with Mr. bus.
vocabulary
discuss
keyword
bus

Finding out about names

Unit 12

Name ——————————— class ———————————

Work sheet (4)

I) finish the sentences from the list:

ancestor – check – given – counselor – message

1) You must ——————— the car before you drive.
2) I sent Ahmed a text ———————.
3) Where did your ———————come from?
4) My ——————— name is Ali.
5) Mr. Hani is our new school ———————.

II) Match the words with their suitable pictures:

student

Rome

Ancestor

Doctor

check

Appendix (2B)

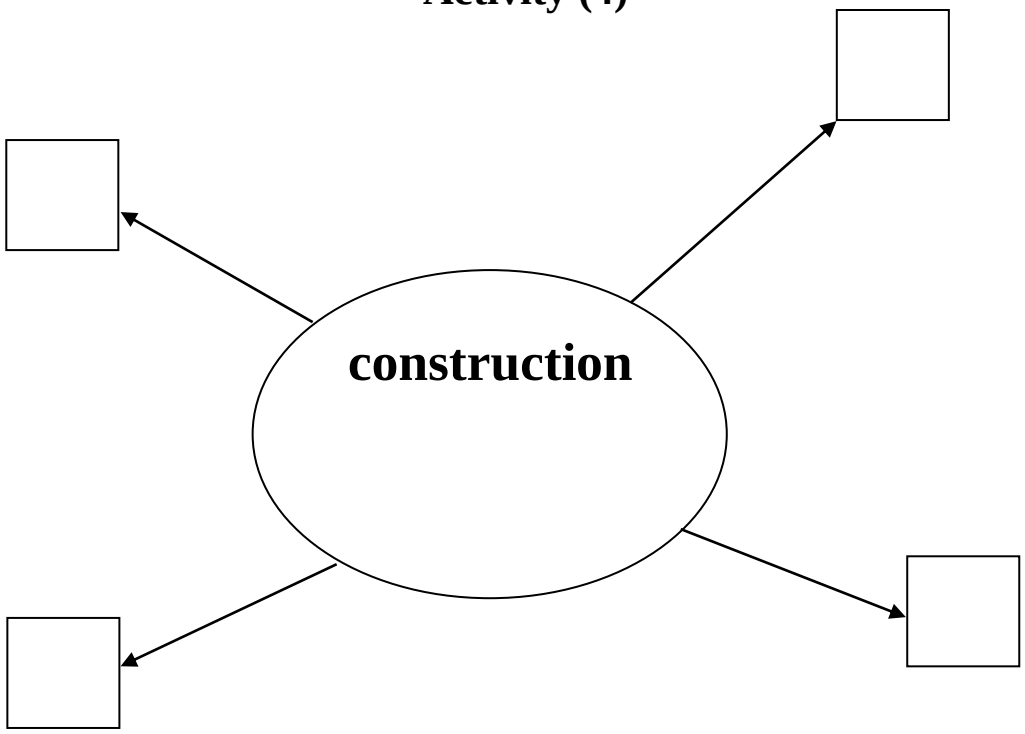
Activity (1)

Activity (2)

Activity (3)

No	The word	The keyword
1	Side	
2	Beard	
3	Uncle	
4	Family	
5	brother	

Activity (4)



Activity (5)

Use these photos to form meaningful sentences:

Activity (6)

Talk about the wedding customs in your country.

Activity (8)

Appendix (2 - C)

Photos of the Experiment

Photo (1)

Photo (2)

Photo (3)

Photo (4)

Appendix (3): Referee" committee

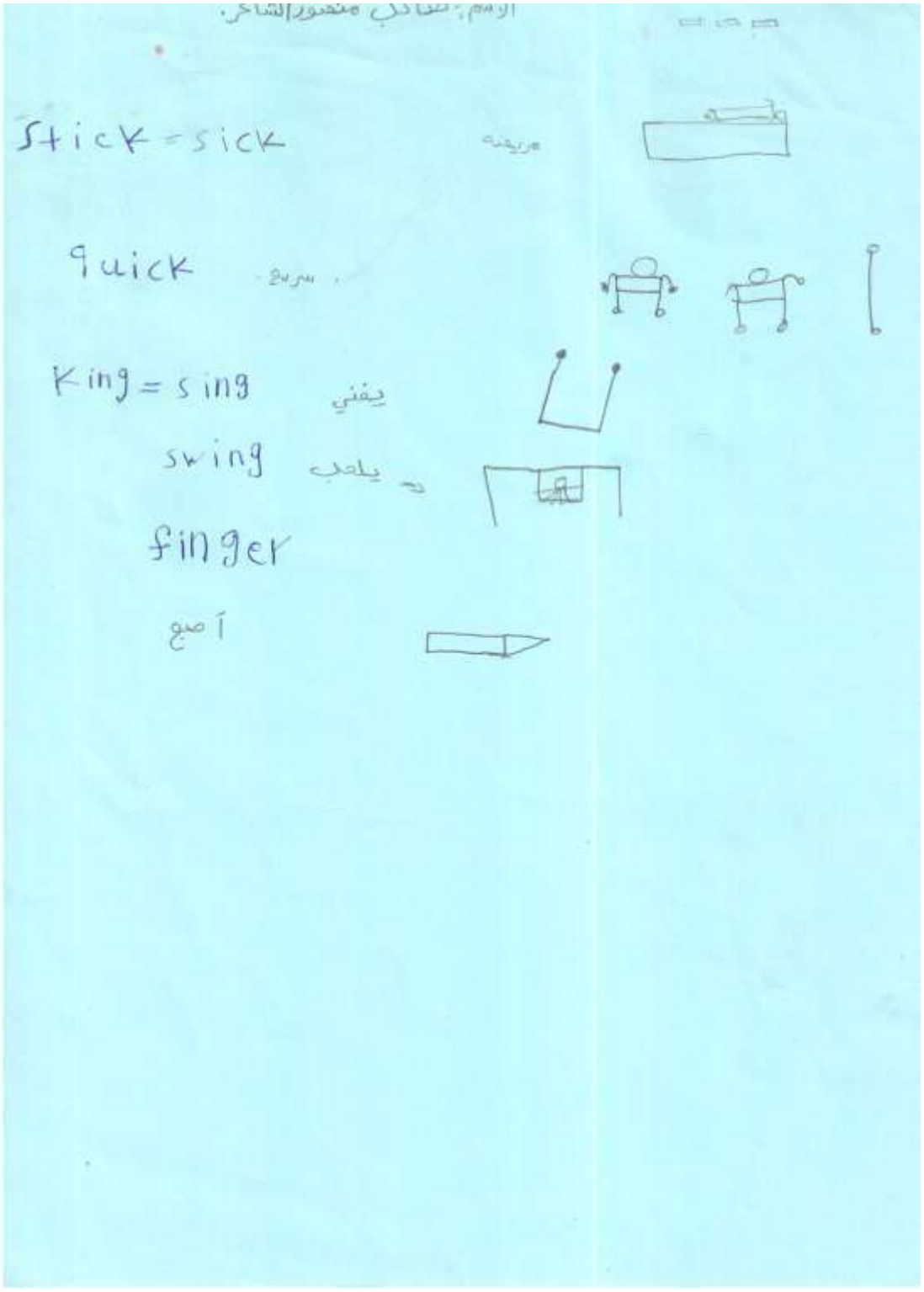
This list includes the names and titles of the referees who refereed the tools of the study and the teacher's guide.

Achievement test = 1 teacher's guide= 2

	name	qualification	institute	1	2
1-	Dr. Sadek Farwana	Ph.D methodology	Islamic University of Gaza.	√	√
2-	Prof. Awad Keshta	Faculty of Education	Islamic University of Gaza.	√	
3-	Prof. Hasan abou jarad	English Department	Al-Azhar University Gaza.	√	
4-	Dr. Sumer abou shaaban	English Department	Al-Azhar University Gaza.	√	
5-	Dr. Kamal Mourtaga	Ph.D. Methodology	Islamic University of Gaza.	√	
6-	Dr. Basel Skeik	English Department	Al-Azhar University Gaza.	√	
7-	Dr. Shawki Ghannam	Ph. D literature	Al- Aqsa University Gaza.	√	
8-	Dr. Reham Shubair	English Department	Al- Aqsa University Gaza.	√	
9-	Dr. mohammed Ashannat	Ph. Socio linguistics	Al- Aqsa University Gaza.	√	
10-	Dr. Mohammed Ateyya Abd Al-Raheem	Assistant Prof. at Department of English	Al- Aqsa University Gaza.	√	
11-	Dr. Said Farahat	English Department	Al- Aqsa University Gaza.	√	
12-	Dr. Hani Al Akkad	Ph. methodology	Ministry of Education	√	√
13-	Dr. Mohammed Shaat	Ph. Methodology	AL quds Open University	√	
14-	Dr. Abdullah Kurraz	English Department	Al-Azhar University Gaza.	√	
15-	Dr. Musheer Amer	Ph.D methodology	Islamic University of Gaza.	√	
16-	Dr. Ahmed Abdelhadi	English Department	Islamic University of Gaza.	√	√
17-	Dr. Abed Rabou Abou Ealian	English Department	Islamic University of Gaza.	√	
18-	Mr. Mahmoud Farwana	M.A. Methodology	Khalid AL Hassan School	√	
19-	Mr. Ryadh Al Farra	M.A methodology	Khan younis Directorate	√	√
20-	Mr. Yehya Al Agha	M.A methodology	Haroon Arrashid School	√	

	name	qualification	institute	1	2
21-	Mr. Maged Salah	M.A methodology	Khan younis Directorate		
22-	Mr. Ismail Harb	M.A methodology	Rafah Directorate	√	
23-	Mr. Sami Ahmed	B.A. Education	UNERWA	√	√
24-	Mrs. Suhair Dahalan	B.A. Education	Jarrar Al- Qudwa School	√	

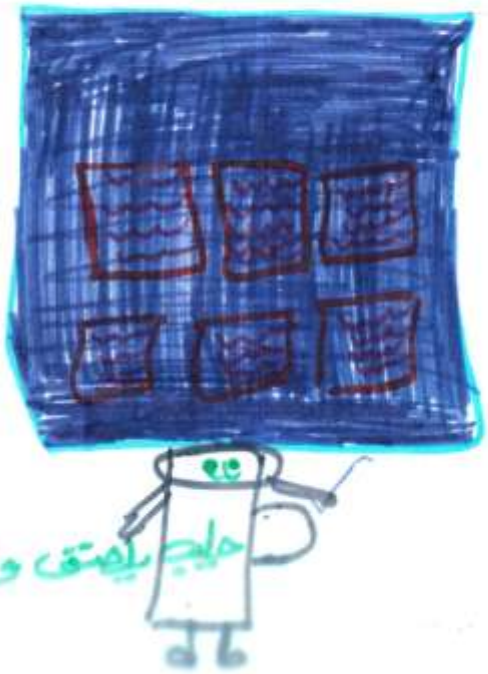
Appendix (4): Examples of Some Students' Drawings



Ahmed Samer Alnajjar

stick milk

حليب



حليب يلصق وزي على الحائط

English Unit (11)

Ahmed Almajjed

check → cake

كيك ←

① KeyWord

the woman cooking the cake ①

Samer Almajjar
English
Zero
Nephow
صفر
ابن الأخ
صفر
Key word
the boy nephow the man
the student take in
the Examination zero.

Appendix (5): Letter of permission and approval

بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
The Islamic University - Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا هاتف داخلي: 1150

الرقم ..... ج س غ/35/ ..... Ref
التاريخ ..... 2016/01/31 ..... Date

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي حفظه الله

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالب ماجستير

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ **اياد محمد صالح اللحام**، برقم جامعي **120140534** المسجل في برنامج الماجستير بكلية **التربية** تخصص **مناهج وطرق تدريس** وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات التي تساعده في اعدادها والتي بعنوان:

فاعلية التدريس القائم على الكلمة المفتاحية في تنمية مفردات اللغة الإنجليزية لطلاب الصف الثامن في غزة والاحتفاظ بها

والله ولي التوفيق،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ. د. عبدالرؤوف علي المناعمة

صورة إلى:-
- الملف

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public@iugaza.edu.ps www.iugaza.edu.ps

بسم الله الرحمن الرحيم

Palestinian National Authority
Ministry of Education &Higher Education
General Directorate of Educational planning

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
الادارة العامة للتخطيط التربوي

الرقم: و.ت.ع ذكرة داخلية (٤١٩)
التاريخ: 2016/02/07
الموافق: 28 ربيع آخر، 1437هـ

السيد/ مدير التربية والتعليم- خان يونس المحترم

السلام عليكم ورحمة الله وبركاته،،،

الموضوع/ تسهيل مهمة بحث

نهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه، يرجى تسهيل مهمة الباحث/ **اياد محمد صالح اللحام** والذي يجري بحثاً بعنوان :

" **فاعلية التدريس القائم على الكلمة المفتاحية في تنمية مفردات اللغة الانجليزية لطلاب الصف الثامن في غزة والاحتفاظ بها** "

وذلك استكمالاً لمتطلبات الحصول على درجة **الماجستير** في كلية **التربية** الجامعة **الإسلامية** بغزة تخصص **مناهج وطرق تدريس**،في تطبيق أدوات البحث على عينة من طلاب الصف الثامن الأساسي بمديريتكم الموقرة، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

أ.رشيد محمد أبو جحجوح
نائب مدير عام التخطيط التربوي

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي

Abour Al-Aabqar

نسخة:
- السيد/ وكيل وزارة التربية والتعليم العالي المحترم
- السيد/ وكيل الوزارة المساعد للشئون التعليمية المحترم
- السيد/ وكيل الوزارة المساعد للشئون التعليم العالي المحترم
- الملف

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