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**Implementing the Mnemonic Keyword Strategy to Improve  
EFL Pupils' Vocabulary Learning.**  
The Case of Second Year Pupils of Boutighen Mohammed  
Middle School- Tebessa.

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Fulfillment of the Requirements for the Degree of Master in Language Sciences.

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## **Dedication**

In the name of Allah the most beneficent the most merciful all the gratitude goes to him for  
helping me to complete my research.

I dedicate this work to my dear sister, my friend, and my classmate Assma Souane who did  
not live long to graduate together (Allah blesses her.)

. To my beloved mother and father, to my brothers Djallel and Amir whom looked after me  
to realize my dreams with encouragement, care, and patient, may Allah keep them by my side.

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## **Abstract**

Vocabulary is considered as an essential aspect of foreign language learning and teaching process. After the development of language learning strategies within the field of pedagogy and its major focus on pupils' needs, styles and preferences, many studies have been conducted to find helping tools for the acquisition, memorization, and improvement of the foreign language vocabulary. This dissertation investigates the effect of using the Mnemonic Keyword Strategy on vocabulary learning and improvement. Therefore, to achieve this aim, a descriptive and quantitative research design was adopted using a questionnaire as a tool of investigation, which was distributed to fifteen EFL pupils of second year middle school "Boutighen Mohammed - Tébessa." The participants are randomly selected to represent the whole population. The results of the questionnaire were gathered and analyzed to show that the great majority of pupils use the MKS without being aware about it because it guarantees easy storing, and enhances vocabulary retention. To sum up, the findings reveal that the research hypothesis is proved, which assumed the effectiveness of using the MKS in order to learn better and retrieve the new vocabulary, also the research questions are answered, which have been stated to illustrate the process of improving EFL vocabulary learning using the MKS, and to explain the effect of using this strategy. That's way it is recommended for teachers to adopt this strategy, when they can teach pupils and encourage them to use their mental abilities (memory) in learning vocabulary, also this suggests further researches to be conducted on the effect of the Mnemonic keyword Strategy on EFL pupils' long-term retention of vocabulary items.

**Key words:** Vocabulary Learning, Mnemonic Keyword Strategy, EFL Pupils.

## **List of Abbreviations**

**EFL:** English Foreign Language

**FL:** Foreign Language

**LTM:** Long-Term Memory

**L1:** First Language

**L2:** Second Language

**MKS:** Mnemonic Keyword Strategy

**NT:** Note

**SL:** Second Language

**STM:** Short Term Memory

**VLSs:** Vocabulary Learning Strategies

**%:** Percentage

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## **General Introduction**

### **1. Background of the Study**

Vocabulary learning is the corner stone of any language learning, and it is considered as an important part, that takes a huge amount of time and attention in Learning a foreign language, the linguist David Wilkins (1972) argued that “Without grammar little can be conveyed, but without vocabulary nothing can be conveyed”, this explains the significance of learning vocabulary, in order to start reading, speaking and writing. EFL pupils as beginners, and dealing with a foreign language, they are exposed to learn new and unfamiliar words, though the use of repetition, translation, and memorization. In this case, Mnemonic strategies can be considered as an effective way for learning vocabulary, according to Raugh and Atkinson (1975) Mnemonic Keyword strategy recording, relating and retrieving, can change the word to a well-known, through creating a meaningful, interesting acoustic and imagery links, as a keyword between the target language words and pupils’ first language (L1) words. Last but not least, implementing the Mnemonic Keyword strategy may help pupils to improve their vocabulary learning.

### **2. Statement of the Problem**

English foreign language (EFL) usually related to vocabulary learning, where second year middle school pupils tend to learn new vocabulary, after the teacher have elicit their meanings, in his/her first language (L1), or they have looked them in the dictionary, and this allows those pupils to retain what they have been learned over time, and in the following levels. However, pupils are confronted with the problem of remembering, and since they are beginners, they are not aware about the appropriate strategy, for the act of memorization, and for the purpose of retaining the exact needed words. According to these reasons, investigating the effect of using MKS in learning EFL vocabulary may activate pupils’ memory, and improve them to learn more English language vocabulary.

### **3. Research Questions**

1 - How can the Mnemonic Keyword strategy improve EFL Vocabulary learning in second year middle school?

2 -What is the effect of implementing MKS on vocabulary learning within second year middle school?

### **4. Hypothesis**

In the light of the previous reasons and the stated questions, we raise the following hypothesis: -

### **5. Aim of the Study**

This research has been undertaken with the spirit of selecting the Mnemonic Keyword Strategy, which needs to be carefully selected, because English is not just a foreign language (FL), but a language presented to beginners, also, due to the pupils' needs, preferences and styles. So, the purpose of this study aims at investigating the effect of using the MKS, in order to improve EFL pupils' vocabulary learning.

### **6. Methodology and Research Tools**

The method being employed in the present research, takes the form of a survey, which will be designed and administered to EFL second year middle school pupils, in order to test the validity of the stated hypothesis. The questionnaire aims at clarifying whether the use of the MKS has an effect on EFL pupils' vocabulary learning, which may lead to its improvement.

### **7. Structure of the Dissertation**

This dissertation is made up of two Chapters, in addition to an introduction and a general conclusion. The first chapter is devoted to some theoretical aspects and attempts about the effective use of the MKS, in order to improve EFL pupils' vocabulary learning. Starts with the first section, it seeks to give a clear information about; vocabulary definition, types and classification of vocabulary, vocabulary size, vocabulary aspects, the importance of

vocabulary, vocabulary learning, and teaching vocabulary. Next, section two is entitled; the art of memory and mnemonic keyword strategy. It deals with; memory definition, stages of memory, stages of memory storage, problems of forgetting, mnemonics, the importance of mnemonic strategies, mnemonic keyword strategy characteristics, and keyword strategy learning materials. However, chapter two is divided into two main sections. The first section deals with research methodology; this part presents the research design, describes the research participants and setting, and includes questionnaire description and administration. Then, the second part concerned with the data analysis, interpretation, and the discussion of the findings. At last, some pedagogical implications, limitations of the study and further recommendation.



## **Chapter one: Vocabulary Learning and the MKS**

### **Section One: Learning and Teaching Vocabulary**

#### **Introduction**

Vocabulary is considered as one of the most significant aspects in learning and teaching a foreign language. Mastering the vocabulary of any language improves the learners' proficiency and achievements. The objective of this section is to introduce the term vocabulary, some of its definitions, its learning strategies and teaching techniques which may lead to a clear understanding about its significance in the process of second language acquisition.

#### **1.1.1. Vocabulary Definitions**

The term vocabulary was clearly defined by Hatch and Brown in (1995) as a set or a list of words in a particular language which might be used with a speaker. In this case, vocabulary is the needed number of words in order to express speakers' meaning and to communicate ideas. It is commonly known that vocabulary is the use of comprehensible words for second language learning (Oxford Dictionary, 2008). Also, Neuman and Dnayer (2009) stated that vocabulary is the total number of words which holds all the spoken words and their appropriate use "productive vocabulary", and words used in context, recognized and understood. It is also the words we meet in reading "receptive vocabulary" in order to gain the success of communication. Furthermore, it is considered as words used in teaching a foreign language and it is not necessarily to be one word; like, post office and mother-in-law, but they may contain many words with the same meaning (Ur Penny, 2012). In addition, Rupley, Logan and Nichols (1998) believed that stories, thoughts and substances can stand for vocabulary in order to be more understood for children. In short, vocabulary knowledge is a very important aspect in learning and teaching a foreign language. It holds a set of words, which allow pupils to communicate their ideas and express their meanings.

## **1.1.2. Types of Vocabulary**

There are many types of vocabulary, which are divided systematically according to its use. They may help in choosing the appropriate words for a communicative purpose and setting.

### **1.1.2.1. Receptive Vocabulary**

The receptive vocabulary is the use of words in context, that students recognize and understand when they hear or read (listening or reading), which they cannot produce. In listening vocabulary, students listen and understand close to 50,000 of words, and continue learning new words all of their lives. However, reading vocabulary are words that students meet in reading, and understand even when they do not use them in speaking. (Stuart Webb, 2008).

### **1.1.2.2. Productive Vocabulary**

Productive vocabulary is the spoken (pronounced) and understood words which they can be used constructively in writing and speaking. It is considered as an active process that involves receptive vocabularies (reading and listening) at the appropriate time of the ability of writing and speaking. On the one hand, the speaking vocabulary is the type of the spoken words learners produce in all of their conversations and instructions. In addition, the number of speaking vocabulary is relatively limited than the listening one due to ease of use. On the other hand, writing vocabulary are the written words retrieved from receptive vocabulary in order to express thoughts and ideas to others. Last but not least, productive vocabulary is an active process and a tool to express thoughts within conversations or instructions (Stuart Webb, 2005).

### **1.1.2.3. Academic Vocabulary**

Academic vocabulary is a set of words used by learners in formal settings (in the classroom), and at any time during the lesson. It can appear in written forms rather than oral ones e.g. distinguish, indicate, respond, analysis, and significant (DataWORKS, 2014).

#### **1.1.2.4. Content Vocabulary**

Content vocabulary is contrasted with academic vocabulary because it is a collection of words (concept words) presented in a specific given subject area or domain. Those words are used in a form of examples, questions of checking understanding, and definitions to develop a lesson .e.g. dialogues and figurative language (DataWORKS, 2014).

#### **1.1.2.5. Support Vocabulary**

This type is a group of words which can be found in reading passages. Learners need to learn those terms in order to understand phrases and sentences used in lessons. Further, they require short time in teaching them e.g. stock, invested and starboard (DataWORKS, 2014).

#### **1.1.3. The Classification of Vocabulary**

According to the previous types of vocabulary, there are three common tiers. First, words of everyday speech such as work, cold, and understand. These words may be necessary for pupils, and they do not present a big challenge for native speakers because they are automatically learned and known within social interaction. Second, the high-frequency/general academic words which are similar to academic vocabulary used in different written texts (formal) rather than oral form (speaking) e.g. informational texts (formulate), technical texts (periphery), and literary texts (misfortune). Indeed, tier two words are very important for teaching and learning FL vocabulary. Third, the low-frequency/context-specific vocabulary which is similar to content vocabulary; they are words used in specific domains or area of study e.g. brain, mind and memory. This sort of lexemes needs to be taught attentively for it is necessary for learners to understand and use it in a given unit during lesson (Chekhab, W. 2015, pp.11-12).

#### **1.1.4. Vocabulary Size**

According to Wu (2009), vocabulary size has an important role in learning any language. He further argued that mastering a FL stands for a large number of vocabulary size. In

addition, Hai-peng and Li-jing (2007) stated that when vocabulary size is low, this can present a problem of comprehension and accuracy in learning a second language. Accordingly, Hi-peng and Instructors can use several tools like: visual communication or aural or concrete interaction to improve second language learners' vocabulary stock.

Indeed, Nation (1990); after analyzing young native speakers at the secondary level text; proved that mastering English language effectively needs to know about 2,000 and 3,000 word levels. Furthermore, Laufer (1997) suggested that about 3,000; as a huge vocabulary size of words level; are very important for reading comprehension even if the academic ability is high.

In short, the previous studies proved that vocabulary size is the amount of words in human minds (mental lexicon), and the use of language needs around 2000 high-frequency words. For text comprehension success, about 3000 to 5000 vocabulary size words are needed and the amount of words should a foreign language learner learns is about 5000 (Schmitt, 2000). Many researches were conducted to show that vocabulary size for high school pupils is lower than the one of university students. For instance: the vocabulary size for Russian high School students is 9000 words while about 15 000 words for Russian university students (Allen, 1983).

### **1.1.5. Vocabulary Aspects**

According to Nation (2001) any word contains three aspects are: form, meaning and use. First, the form of a word can be written, spoken and word parts. This shows how words are spelled, pronounced and which part of them contains meaning. This is called productive knowledge while the receptive one shows the sound and the form of words.

The aspect of meaning focuses on the form, meaning, concepts and referents in addition to associations. The receptive knowledge presents the meaning of the word form signal, the component of the concept, and people way of thinking about other words. However the

productive knowledge expresses the appropriate form of meaning and the referents of the concept.

The word use presents the grammatical functions, collocations and constraints in use. The Productive knowledge shows the place of the word in the pattern and its relations to other words in addition to people's expectation of meeting words in time, place and form. However, the Receptive knowledge explains the exact use of a word and its types. The table below demonstrates what has been mentioned briefly

<b>Aspects</b>	<b>Components</b>	<b>Receptive knowledge</b>	<b>Productive knowledge</b>
<b>Form</b>	spoken  written  word parts	What does the word sound like?  What does the word look like?  What parts are recognizable in this word?	How is the word pronounced?  How is the word written and spelled?  What word parts are needed to express the meaning?
<b>Meaning</b>	form and meaning  Concepts and referents  associations	What meaning does this word form signal?  What is included in this concept?  What other words does this make people think of?	What word form can be used to express this meaning?  What items can the concept refer to?  What other words could people use instead of this one?

<b>Use</b>	grammatical functions  collocations  constraints on use (register, frequency.)	In what patterns does the word occur?  What words or types of words occur with this one?  Where, when, and how often would people expect to meet this word?	In what patterns must people use this word?  What words or types of words must people use with this one?  Where, when, and how often can people use this word?
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**Table 1:** Aspects of the Word (Nation, 2001, p.27)

### 1.1.6. The Importance of Vocabulary

The recent linguistic research reports that more attention and interest have been given to vocabulary, and it has moved from the periphery to the central position. Vocabulary is considered as a heart of any foreign language learning and teaching process, because without it learners cannot express their thoughts, opinions and communicative purposes (Lewis, 1993). In addition, Wilkins (1972) states: “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Also, Schmitt (2010) proves: “learners carry around dictionaries and not grammar books”. These ideas came to infirm Keith S. Folse’s Myth (2004) that “Vocabulary is not as important in learning a foreign language as a grammar or other areas.” this scholar believed that learning any FL focuses more on grammar and other aspects of language rather than vocabulary, however, he shows a total disappointment and worst concerning his myth, when he spend many hours in Japanese store and left without “flour”, because he did not know the word, or to describe it as

“Pre-bread”, even though he knows Japanese grammatical form. At last, learning vocabulary supports pupils’ goal to communicate and understand each other inside any foreign language environment.

Furthermore Sedita (2005) added that pupils with limited vocabulary size, restricted EFL experience and knowledge, learning and reading disabilities, they will meet obstacles in enhancing their vocabulary learning. The linguist Paul Nation (1994) notes that vocabulary is a corner stone to perform language skills easier, and to build up language proficiency. This explains that learning vocabulary has a great impact in using aspects of language, for instance: the appropriate expression for any conversation, also it helps pupils to evolve listening, speaking, reading, and writing skills.

To sum up, vocabulary does not include just words, but also context, meaning, and pronunciation, it can be learned through conscious study, even incidentally with listening and reading skills or using interpretation clues, the more pupils know words, they will be able to improve their capacity to learn more EFL. For this reason, it is very important for pupils to evolve their vocabulary learning strategies (VLSs), to improve their pronunciation and expression in EFL classes.

### **1.1.7. Vocabulary Learning**

#### **1.1.7.1. Vocabulary Learning Strategies (VLS)**

More attention have also been paid for vocabulary learning by many investigators who have been trying to find an answer to the question about strategies that pupils use to develop their vocabulary understanding and recall. Takç (2008) has defined them as special strategies used in the isolated task of vocabulary learning in the foreign language. Also, researchers presented various classifications of those strategies mainly Oxford’s classification (1990) and Schmitt Taxonomy of VLSs (1997).

### 1.1.7.2. Vocabulary Learning Strategies Taxonomy

This taxonomy is established by Oxford (1990) and the strategies inside were divided into two types. The first type is the direct strategies involved memory, cognitive and compensation strategies. The second type refers to the indirect strategies including meta-cognitive, social and effective strategies. Besides, Schmitt (1997) added the discovery and consolidation strategies based on Oxford classifications. The following table explains Schmitt taxonomy of vocabulary learning strategies (1997):

Strategy Categories	Definition	Examples of Strategies		
<b>Determination strategies</b>	used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise	analyze any available pictures or gestures	guess meaning from textual context	use a dictionary (bilingual or monolingual)
<b>Social strategies</b>	involve interaction with other people to improve language learning	ask the teacher for a synonym, paraphrase, or L1 translation of a new word	learn and practice new words with a study group	interact with native-speakers
<b>Memory strategies</b>	involve relating new words to previously learned knowledge, using some form of imagery or grouping (traditionally known as mnemonics)	use semantic maps	use the keyword method	associate a new word with its already known synonyms and antonyms
<b>Cognitive strategies</b>	entail manipulation or transformation of information about words to be learned, although they are not so specifically focused on mental processing as memory strategies	written repetition	keep a vocabulary notebook	put English labels on physical objects
<b>Metacognitive strategies</b>	involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study	use spaced word practice (expanding rehearsal)	test oneself with word tests	continue to study word over time

**Table 02:** Taxonomies of Vocabulary Strategies (Schmitt, 1997, p.199).



Schmitt classified the strategies into two types. First, the discovery strategies used to discover the unknown words which have two types: determination strategies used in finding meaning without resource to others and social strategies that support working with others to discover meaning. Second, the consolidation strategies used for remember words when their meanings have been discovered. They are classified into: social strategies, memory (mnemonics), cognitive strategies (they are similar to memory but without using mnemonics), and meta-cognitive strategies that involve awareness, overview of learning process through planning, monitoring and evaluating learning (Schmitt, 1997, pp.208-216).

### **1.1.8. Teaching Vocabulary**

In the past learning and teaching vocabulary were have been given a little interest in foreign language, however lately it has been given more attention for its significance in learning and teaching Second language (Richards and Renandya, 2002). Teaching English language vocabulary differs from presenting this foreign language to beginners, and their First language, for this reason, it is very important to know pupils' needs and abilities, in order to choose the appropriate teaching techniques which may help to enhance learning vocabulary.

#### **1.1.8.1. Techniques of Teaching Vocabulary**

There are several techniques in teaching EFL vocabulary; the following are stated by Mofareh Alqahtani (2015):

##### **1.1.8.1.1. Using Objects**

This technique involves the use of concrete vocabulary, and it can help pupils in their memorization, because visual techniques like pictures and objects are very reliable for memory to show meanings. In addition, they can act as cues that present a new word through a real object in order to better recall knowledge.

### **1.1.8.1.2. Using Illustrations and Pictures**

This technique is based on the association between the already existing knowledge and the new one through the use of pictures and illustrations. This process involves the use of the flashcards, magazine pictures, posters, board drawing, and photographs which can help to learn a huge number of words. Any teacher can use materials provided by the school institution such as: course books pictures that present the meaning of the basic words, or can use external aids like: magazine and newspapers pictures. Pictures and illustrations can be taken from any source to make the word more memorable.

### **1.1.8.1.3. Opposite and Synonym words**

Contrasted and similar words can be considered as a technique to learn new words with their opposites and synonyms. For instance, the word “tall” is the opposite of “small” and the word “start” is the synonym of “begin”. However, the same process is impossible for gradable words like: “white” and “black” because they are different but not opposites.

### **1.1.8.1.4. Enumeration and an Enumeration**

This technique involves the use of lists and collection of items to learn a new word meaning. It means, when it is difficult to explain a word visually, the teacher can use a list of words to make it easy e.g. the word” shape” can be introduced in this words like square, oval ...etc. This collection of words makes the word “shape” clear and meaningful.

### **1.1.8.1.5. Mime, Expressions and Gestures**

This technique supports the use of facial expression, mime and gestures in learning EFL vocabulary classes in order to indicate meaning communication in reading or speaking tasks, for instance, illness: "stomach ache", “toothache”. Any teacher can use different understood and memorable gestures.

## **1.1.8.2. Techniques for Young Learners**

### **1.1.8.2.1 Using Mother Tongue**

Implementing the mother tongue in teaching EFL vocabulary based on presenting new words and giving some explanation in the source language to facilitate them for young learners. Indeed, if the teacher used just the foreign language, it could be hard for them because English language is not their mother language. In this case, the teacher could employ the new word in the target language and provide the explanation in the native one. In short, the use of mother tongue to teach EFL vocabulary to young learners can help them to understand the new words and their meaning faster (DesthiaAmalia, 2019).

### **1.1.8.2.2. Using Word Lists**

This technique can help pupils to memorize the new EFL words and their meanings or translation, to deviate somehow from using pictures (DesthiaAmalia, 2019). Milton (2009) notes that words lists are: “effective in acquiring large amounts of vocabulary very quickly”, he proves that word lists as a cognitive technique that may help pupils to learn faster a large amount of vocabulary (2009, p. 231). Furthermore, Schmitt(2000) states that “with rank beginners, it is probably necessary to teach all words explicitly until pupils have enough vocabulary to start making use of the unknown words they need in context” (2000,p.145). Also, Coady (1997) adds that “How can they learn enough vocabulary acquisition through extensive reading when they do not know enough words to read well?” (1997, p.229). This proves that word lists can be provided to pupils as an important process used in teaching and learning EFL’ vocabulary in a short period of time for easy recall.

## **Conclusion**

In conclusion, Vocabulary shows a higher important role as a key of interaction and comprehension during classes for any foreign language learner. The teaching techniques and vocabulary learning strategies need to be carefully handled and selected, in order to enhance EFL learning, understanding and retrieving vocabulary.

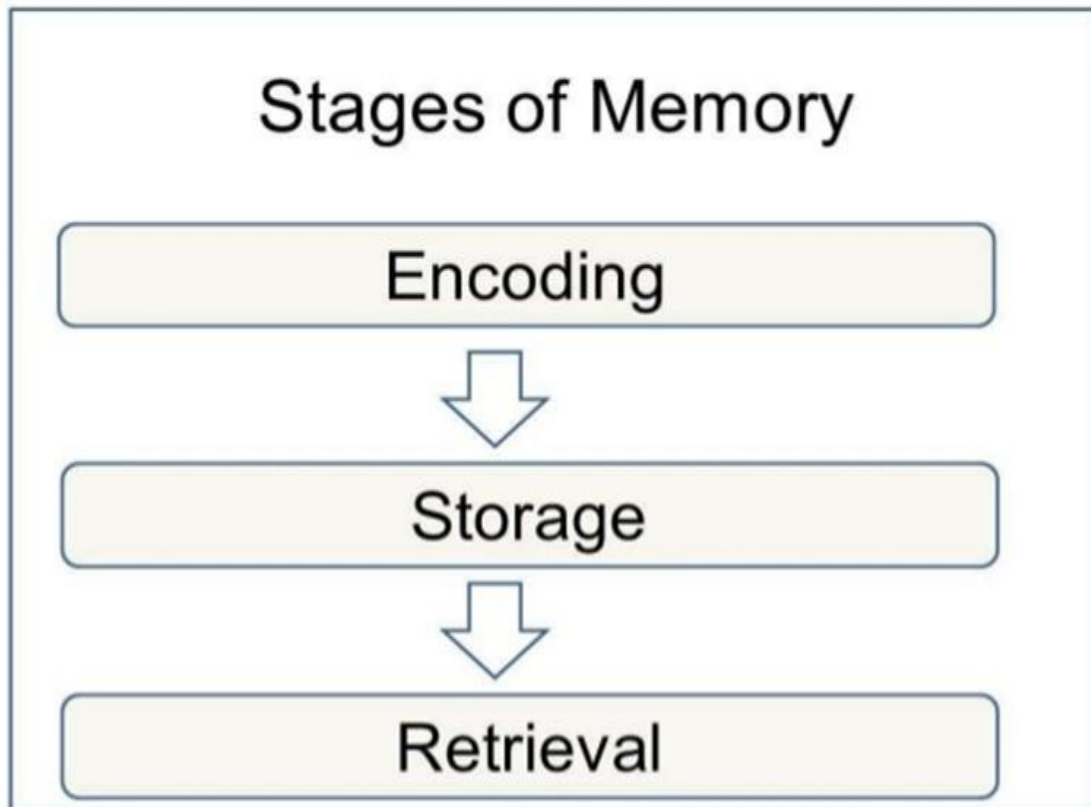
## **Section Two: The Art of Memory and Mnemonic Keyword Strategy**

### **Introduction**

Learning a Second language vocabulary creates some difficulties for learners as beginners because they have no background for this foreign language. They are concerned with leaning and memorizing new words which they find them hard to retrieve and produce during practices or examinations. Thus, their grades and achievements will be low. This section covers the concept of memory as being major in vocabulary learning. It also explains the role of the mnemonic keyword strategy in increasing English foreign language vocabulary learning, storage and use.

#### **1.2.1. Memory Definitions**

Human memory is defined by Ashcraft and Faust (1994,p.11) as a psychological and complex processes of acquiring, retaining and recalling information, and this can happen through a mental storage system. In addition, Sternberg (1999, p. 205) argued:” Memory is the means by which we draw on our past experiences in order to use this information in the present”. In other words, memory is an essential process to operate and remember humans past information (meaning, sounds and images) in the present.



**Figure 1:** Stages of Memory (Adapted from Saul McLeod, 2013).

### **1.2.2. Stages of Memory**

Memory is the process of acquiring, storing, retaining and recalling information. In other words, it covers three important aspects: memory encoding, memory storage and memory retrieval.

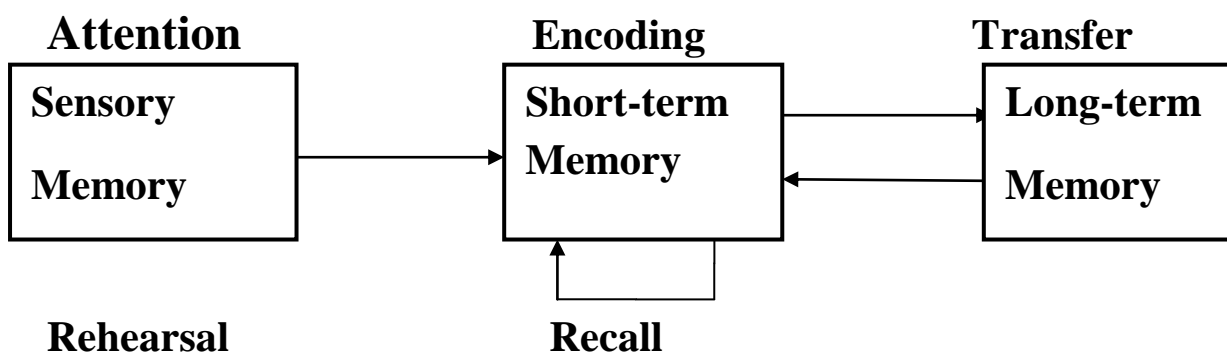
First, memory encoding is the process of changing the information from the sensory input (after paying attention) to a visual (picture), acoustic (sound) or semantic (meaning) information (Shalini Punjabi, 2018, p.205). For instance, in remembering a historical event, you have to look up in your book. If you can see it, then you are using visual coding or if you are repeating it to yourself then you are using your acoustic encoding. The quality of remembering the new information depends on the connection between the new information and the already existing one.

Next, memory storage demonstrates the amount, the type, and the capacity of information stored. The process of storage affects the one of recall which can be accumulated in three main different stages which differ in time and capacity: the sensory memory (SR), the short-term memory (STM), and the long term memory (LTM). Paying attention to the information allows it to pass through those processes and ends up in the LTM (Shalini Punjabi, 2018)

Finally, memory retrieval refers to recalling information and this process is based on the way of organizing it in a form of groups or sequences like size and time, or the way of assimilating the new input with the already existing one. In short, memory is a psychological process of maintaining information that focuses on the way of encoding, storing and retrieving information with multiple types. The treatment of input passes through three main different stores Sensory register, STM and LTM (Saul McLeod, 2013).

### 1.2.3. Stages of Memory Storage

According to Atkinson and Shiffrin (1968), the information passes through three distinct stages in memory in order to be stored in long-term memory (last stage). They proposed the “Multi-store mode” in 1968 in order to describe the three basic stores: the sensory register, short-term memory (STM), and long-term memory (LTM), and each store have its own characteristics (capacity and duration). The information processing starts from environmental input passes through stages into LTM, in order to be retrieved whenever required. The following chart demonstrates what have mentioned:



**Figure 02:** The Multi-Store Model (Adapted from Jonathan K. Foster, 2008, p.27).

### **1.2.3.1. Sensory Memory (Register)**

The sensory memory (register) is the first stage of memory when information passes from the environment through the five senses. It lasts for few seconds but it has a long capacity. This store has three types which are: Iconic memory is the visual sensory memory, the Echoic memory is the auditory sensory memory, and the haptic memory is the tactile sensory memory. Attention is a very important mental process for the input in order to pass to the Short-term memory (Jonathan K. Foster, 2008, p.28).

### **1.2.3.2. Short-Term Memory**

This memory represents the second store where the coming input is processed. The latter lasts for few seconds (20 to 45). A part of this input will be rehearsed (repetition) and stored in this memory (e.g. phone numbers and addresses) .The other part needs to be encoded so as to pass to the following store. Knowledge encoding involves the link between the already existing knowledge in schemata and the new one (Jonathan K. Foster, 2008, p.29). In addition George Miller (1956) argued that most of people can recall between 7 and 9 items because the capacity of short-term memory is around plus 7 and minus 2.

### **1.2.3.3. Long-Term Memory**

Long-Term memory is the last and continuous store. Unlike the STM, the storage and capacity are limitless. According to Baddeley (1990), the information is processed and retrieved inside the LTM after it passes through experience. For this reason, the information is maintained for a long period of time.

Furthermore, Tulving (1972) proposed a distinction between implicit and explicit memory. On the one hand, procedural memory is known as implicit or non-declarative memory. It involves automatic and unconscious thought because it is responsible for motor skills. For instance, knowledge of playing the piano does not require the use of language. On the other



hand, explicit or declarative memory as a part of LTM involves episodic and semantic memory where knowledge or experiences are consciously brought to the mind.

The episodic memory is the ability to remember personally experienced events, for example, telling someone what you did this morning. The semantic memory is responsible for storing information about general knowledge or meaning of words, such as, someone knowing that Cairo is the capital city of Egypt.

In short, Long-term memory is the store of knowledge that someone holds for a long period of time due to its unlimited capacity and different categories (Jonathan K. Foster, 2008, pp.30-31).

#### **1.2.4. Problems of Forgetting**

Most of foreign language learners are suffering from problems of remembering what they have learned at school. This problem proceeds to affect their grades and achievements. Forgetting information may happen under some circumstances. For instance, changed clues may happen when pupils study objects one way, and the teacher asks questions for the material in another way. Also, the mental overcrowding may inhibit learning and remembering when learners receive too much input at the same time as one block. In addition, negative thinking about the low capacity of retrieval that may program the mind to forget. Last but not least, another case that is related to the non-frequent use of the material stored which leads to forget it soon after seeing or hearing it (Mwesigye, 2015).

Moreover, Hermann Ebbinghaus (1885), conducted a research in the field of retention and learning, and he found that roughly 56 percent of information in one hour, 66% after a day, and 75% after six days. Due to this reason, he discovers that without reinforcement, and association with the already existing knowledge, information is quickly forgotten.

### **1.2.5. Mnemonics Definitions**

Mnemonics were derived from the Greek word “mneme” means “to remember”. According to Glen Gillen (2009), mnemonics refer to any strategy such as, poems, acronyms, imagery techniques, and rhymes, which is used to remember something.

In addition, Steward (1829, p.289) added:

“By an artificial memory is meant, a method of connecting in the mind, things difficult to be remembered, with things easily remembered; so as to enable it to retain, and recollect the former, by means of the latter. For this purpose, various contrivances have been proposed, but I think the foregoing definition applies to all of them.”

This description of Steward (1829) shows the ability of memory and its effective enhancing techniques in remembering and recalling information easily. Furthermore, mnemonics are considered as memory tools that help EFL learners for a better vocabulary memorization. This happen when creating a link between the new information and the existing one. Shmidman and Ehri (2010, p.354) argued that mnemonics are considered as an effective device in recalling words from long-term memory. They also increase learning and differentiate between similar words.

### **1.2.6. Mnemonics strategies**

The following stated strategies are the most common and used Mnemonic strategies within EFL classes, in order to acquire and retain vocabulary for later retrieval.

#### **1.2.6.1. Acrostics**

This strategy is based on the use of developed sentences which can help in remembering letters which may present names or a list of words needed in learning e.g. Never Eat Sour Watermelon. This example enables to remember the direction on a compass system (North,

East, South, and West). This strategy can be very effective, if learners already know the vocabulary (Jeffrey. P, B, 2017).

### **1.2.6.2. Acronyms**

Using acronyms is another mnemonic strategy. They are words developed from the first letters of the keywords that need to be remembered. For instance, you may use the acronym ROY G BIV to remember the seven colors of the rainbow (red, orange, yellow, green, blue, and violet) (Jeffrey. P, B, 2017).

### **1.2.6.3. Mnemonic Keyword Strategy**

This strategy is defined by Atkinson and Rough (1975), as acoustic and visual links between the unknown word of the foreign language (L2) and one of the mother tongue (L1). The keyword mnemonic strategy involves the association between the acoustic link of English language vocabulary with the foreign word and creating a memorable mental image (visual association) of English language keyword to the foreign language expression. For example, the word “Hair” is an English word, which means “شعر” in Arabic language (pupils’ native language), and it sounds like “هر” (acoustic link). In this case, pupils create a mental image of a cat wearing a long hair (visual link).

According to Griffith (1980), uniqueness and flexibility are very important aspects of the MKS. The latter can be used when other strategies cannot work effectively; and it is not used for all vocabulary items. This strategy involves the presentation of the foreign word sound linked to the keyword and associating that foreign word definition with the keyword through a mental image. Raugh and Atkinson (1975) believed that this strategy creates unforgettable connection between English translation and the foreign keyword due to the acoustic similarity and the visual association.

Furthermore, the KMS makes unknown information more meaningful and easy to be recalled through the use of pictures. Mastropieri and Scruggs (1991) suggested that, when

developing the mnemonic keyword strategy, learners should follow the three R's which are Reconstruction, Relating, and Retrieving. The first means the need to develop a familiar keyword to the new one through a similar picture or sound. The second demonstrates the creation of a picture or a mental image to the keyword interacting with the definition. The third process is the role of the teacher who needs to train learners on how to move effectively through those steps in order to recall the foreign word and its meaning.

For a better explanation, to learn the English word "Milk" and its meaning in Arabic "حليب" you need to pass through the following steps. First, to develop the keyword "ملك" this is acoustically similar to "Milk", and can be easily imagined. Then, develop a picture of a King drinking a cup of milk. The last step is about asking pupils for the meaning of the word "Milk". In this case, pupils start thinking about the keyword "ملك". They imagine a picture of a "King" drinking a cup of milk, and the answer would be "Milk".

#### **1.2.6.4. Loci Strategy**

The loci strategy focuses on creating a mental imagery through the association between the new words and locations. Bower & Reitman (1972) argued that it is necessary to make a mental association between a conversation and the place it takes; this can help to remember it.

Moreover, Baltes and Kliegl (1992) states: "the key component of the strategy of loci is the forging of mental images or thought linking words to be remembered in order of appearance to an invariant series of mental landmarks. At recall, one mentally revisits the mental locations in order, retrieves the associated mental image or thought, and decodes from these mental images the words to be remembered" (p. 121). This can explain location is mentally imagined successively and words retrieved easily, because it involves the use of the visual image and to connect new words with locations.

Furthermore, Cornoldi and De Beni (1991) believes that Mnemonic Loci strategy can help learners in facilitating memorization and recalling passages, through visualization and logical

words association in order to create possible links, they add that this strategy increases verbal explanation and representation of the passage rather than studying written one individually.

Grin (2005) argued that any individual use loci strategy to retrieve a conversation, s/he must associate the conversation and the place where it has been started .In addition the Mnemonic Loci strategy gives opportunity to remember a large list of vocabulary and any new information, because it has the ability to link illogical words visually, also it creates a sensible association between those words. Therefore, this strategy improves individuals' retention of their short-term memory or long term memory, through making a mental links between places and previous or past events.

#### **1.2.6.5. Peg Word Strategy**

It refers to the explicit interaction between a group of words with the first 10 or the whole numbers, which have the same sounds (Pressley and Levin, 1983, p.56).In addition, Bower and Reitman (1972) states that Peg word strategy is a process of associating a group of pegs(words) with the first twenty(20) numbers or the whole. It must be the same sound pegs (rhyming words), such as “1 is a bun, 2 is a shoe, and 3 is a free.....” Also, in order to create a successive interaction, the learners must visualize an explicit association between the new words and the peg words' referent in practice.

#### **1.2.7. Mnemonic Keyword Strategy Characteristics**

Joern Hauptmann (2004) argued that an effective MKS based on some characteristics which are designed for a purpose in order to activate pupils' memory in learning FL vocabulary. First, phonetic similarity when the keyword should be similar to the foreign word. Pupils, here, have to create a link between both of the words. For example, The EFL word “Bear” and the keyword "بئر"; those words are similar in sounds and give the opportunity to imagine a “Bear” walking behind a “well”. Second, uniqueness when pupils should create a unique acoustic and visual association in order to differentiate between other associations. For

instance; the words Bird and Bread are not unique but working on them is different. Third, sensory characteristic involves sensory imagination like sounds, smells and movements in order to improve the imaginary process of memory. For instance; a bird is moving around windows in order to have some bread's bits. Fourth, creativity involves working on a natural creativity, of the keyword if it is possible in the classes and increasing the mental imagery. At last, involvement can happen when memory is linked with experience of learning. The more pupils practice this strategy, the better they retrieve experience in learning vocabulary (Joern Hauptmann 2004, pp.96-97).

Joern (2004) concluded:

“For people who see a goat as a good animal there is nothing unique, a smelly goat is not unique, and seeing a goat is not unique either. There is no sensory element involved, no interaction, no creativity and no involvement. It was therefore unlikely to enhance memory and was consequently rejected by my students” (p.98).

In short, the previous characteristics must be practiced, because the more pupils experienced in creating a unique, and sensory imagination, that involves a similar acoustic and visual links between L1 and L2 words, the better they succeed in remembering and learning vocabulary of any FL.

### **1.2.8. The Importance of Mnemonics Strategies**

Mnemonics strategies are more helpful for quick and successful learning vocabulary because FL learners store information needed in the future. They are considered as memory devices for those who suffer from memorization problems to recall complex or unfamiliar words. This happens through using more memorable keywords and creating mental imagery (Literary Terms, 2015).

Gerald R. Miller (1967) conducted a research, and he found a higher test scores (77%) for students who are regularly use Mnemonic strategies, according to his results he proves that Mnemonics can facilitate storing, encoding, and retrieving a huge amount of vocabulary in different forms, for example: names, numbers, things, steps, and characteristics (Gerald R. Miller, 1967, p.11).

## **1.2.9. Keyword Strategy Learning Materials**

### **1.2.9.1. Using L1 in the Classroom**

Joern Hauptmann (2004) argued that the mnemonic keyword strategy might be used in bilingual and multilingual classes. Indeed, the majority of EFL teachers are monolinguals (they are speaking pupils' first language) and they tend to use their first language during lessons (in some cases), because pupils are beginners and they have no background about English foreign language. Furthermore, he states that the use of the available materials limits the effect of using the MKS, also in a considerable period of time; teachers have to deviate somehow from the ordinary and natural materials, and they tend to provide their pupils with the MKS in a form of keywords and images, however it would be non-effective and time consuming, when all hours taken into account. For this reasons, the MKS will have an effect on language teaching and learning, and it will increase any foreign language' vocabulary unless it is supported by the authorities of education (Joern Hauptmann 2004, p.111).

### **1.2.9.2. Text Books**

The foreign language text books provide vocabulary lists the teachers use a unit after another. The keyword mnemonic strategy is not included in almost all those books. In this case, the teachers could offer their pupils keywords and pictures in order to enhance their memory for better vocabulary learning (Joern Hauptmann 2004, p.110).

### **1.2.9.3. Dictionaries**

The same strategy can be found in monolingual and bilingual dictionaries, provided with the keyword information, explained in a simple sentence, and make sure that the keyword is not difficult. The MKS can be used with pupils who already learn vocabulary so as to be able to link keywords in the target language (Joern Hauptmann, 2004, p.110).

### **Conclusion**

To sum up, the mnemonic keyword strategy may have a positive effect during EFL vocabulary lessons, where pupils can learn, store, retain and produce vocabulary easily and effectively, through creating the acoustic and imagery links between first language and EFL words. This may give opportunity for the MKS to be supported and involved in the curriculum and school textbooks.



## **Chapter Two: The Field Work**

### **Introduction**

The present research seeks to investigate the effective use of the MKS in improving EFL pupils' vocabulary learning. For this purpose, the second chapter is design upon two main sections. The first section is devoted to describe the choice of the research instrument, the participants, the setting and the description of the questionnaire content and distribution. The second section is considered as the corner stone of this chapter. It represents the data analysis, interpretation and the discussion of the findings. The last part of this chapter is devoted to mention the limitations that hinder the progress of the research and some recommendations for further studies to be done in the same scope of investigation

### **Section One: Research Methodology**

#### **2.1.1. Research Design**

The present research has a descriptive and quantitative nature for it deals with numerical and statistical data analysis. The method being employed takes the form of a survey which is designed for second year middle school pupils to investigate the effect of using the Keyword Mnemonic Strategy in learning English vocabulary. The present questionnaire may answer the following questions:

- How can the Keyword mnemonic strategy improve EFL Vocabulary learning in second year middle school?

- What is the effect of implementing KMS on vocabulary learning within second year middle school? These questions address the following hypothesis:

- If second year middle school pupils use MKS; they will better learn and remember the new vocabulary.

There are two variables presented in this research. The dependent variable is vocabulary learning while the independent variable is the Keyword Mnemonic Strategy effect and use.

### **2.1.2. Research Participants and Setting**

The research is conducted at “Boutighen Mohammed Middle School” Tébessa. The target population is second year pupils who aged between 11 and 14 (2 of them were repeated the year) for the scholar year 2019/2020. The participants are randomly selected in order to represent the whole population.

The choice falls on this particular sample, because they are beginners and they focus more on learning vocabulary which is largely needed for the following years. For this reason, the MKS is investigated as a motivating strategy for learning English vocabulary at early stages.

### **2.1.3. Questionnaire Description and Administration**

The questionnaire is divided into four (04) main sections. The first section contains two (02) questions. The second section contains ten (10) questions, while the last two sections contain ten (10) questions. This gives twenty-two (22) questions in total. Five (5) are YES/NO questions; nine (09) questions are multiple choice questions (M.C.Q). These questions are provided with suggestions for the pupils to choose appropriate answers. In addition, there are eight (08) questions of Likert Scale which are divided into seven (07) agreement questions and one (01) frequency question.

The first section of the survey presents the pupils’ personal background, gender, age and their general examination grade in English language. The second section investigates the pupils’ opinions about English language vocabulary, their attitudes and its importance in the learning process. The last six (06) questions are related to Likert Scale (agreement). They are about English language vocabulary activities and practice. The third section is designed to investigate the pupil’s awareness and employment of the Keyword Mnemonic Strategy or others to develop their vocabulary knowledge. The last part is concerned with how the MKS is used by teachers during classes, its effect on the process of recall and relationship to the mother tongue.

In order to collect data about the effect of using the MKS in learning vocabulary, a questionnaire is designed for fifteen pupils. A part of it is distributed hand by hand to some neighbors and the other part is sent via E-mails because of the present quarantine and the closed schools.

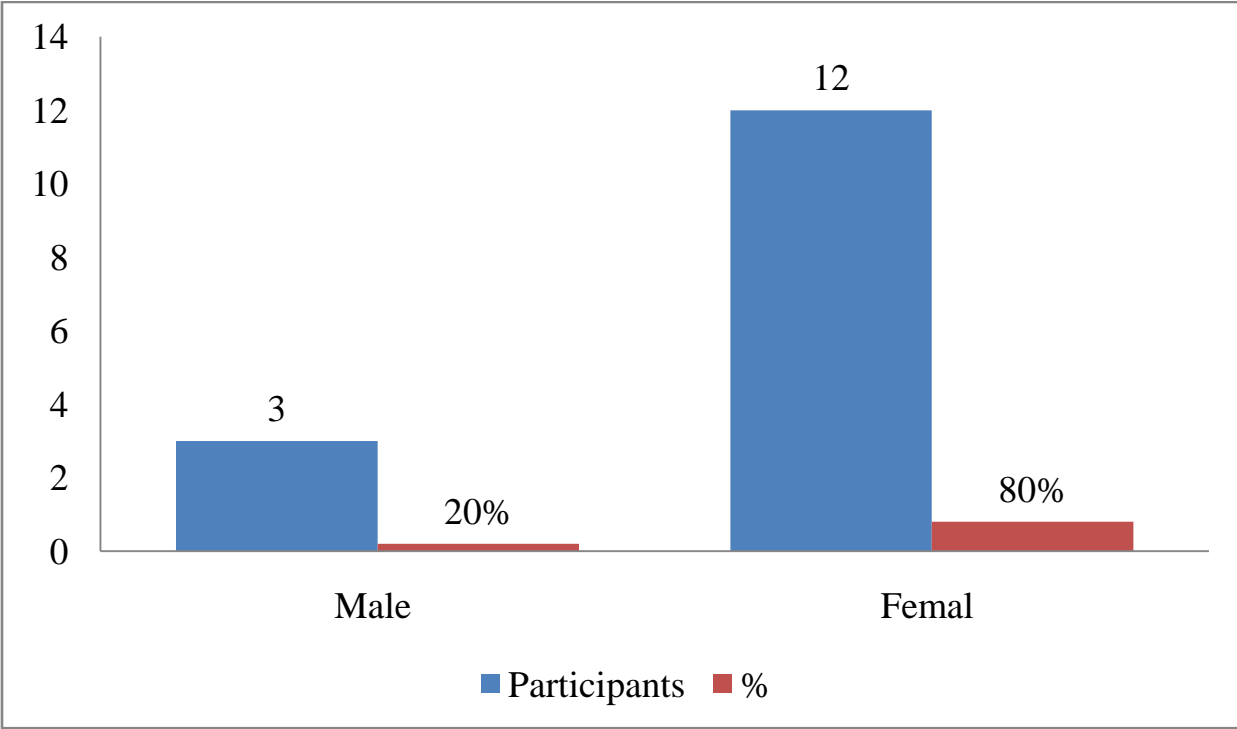
**Section Two: Data Analysis and Interpretation**

**2.2.1. Analysis and Findings of the Questionnaire**

**Section One: Personal Background**

**1. Specify this information**

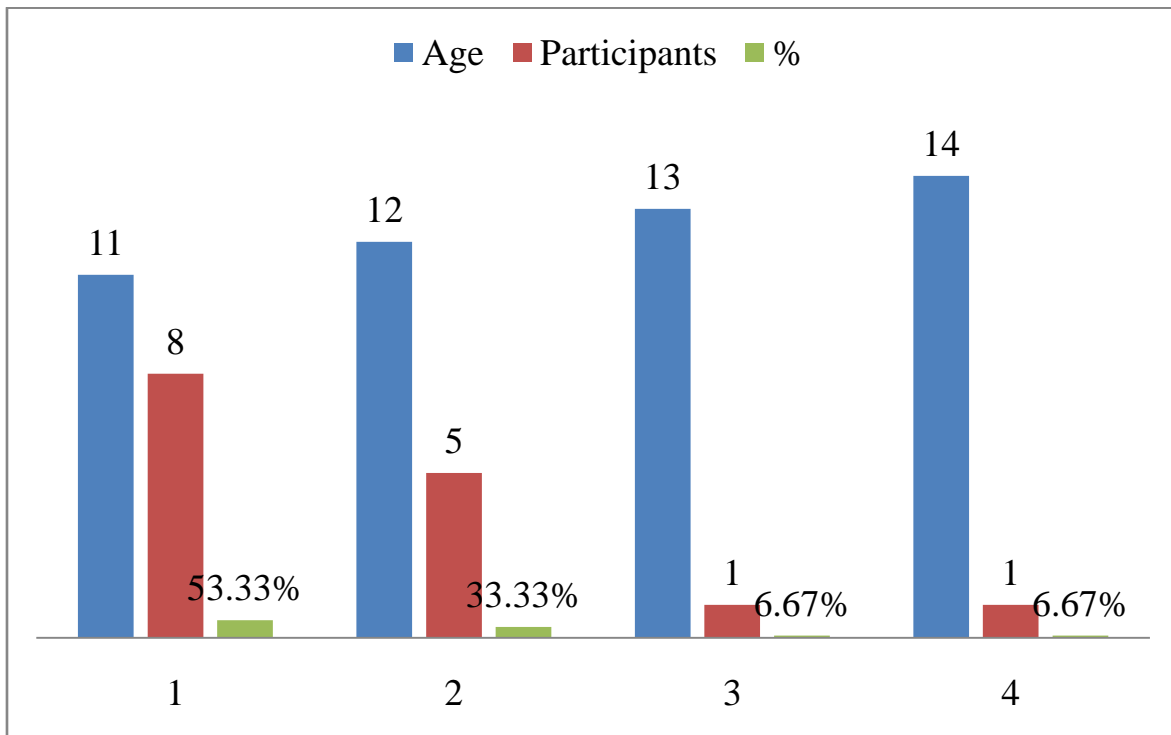
a) You are: Male Female



**Graph 01: Gender of the Participants.**

This question aims to discover the gender of the fifteen (15) participants and finds out that the majority of pupils are females (12) representing (80, 00%), and three (03) males representing (20, 00%).

**b) Your age:**

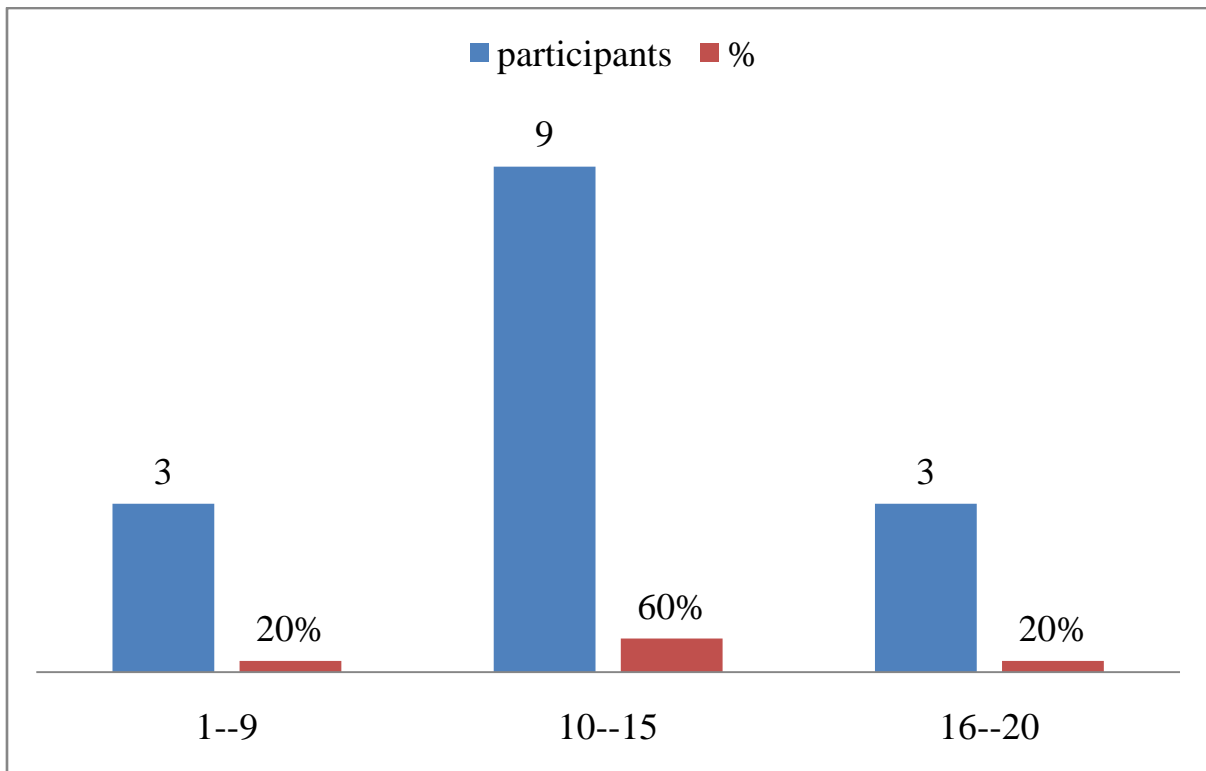


**Graph02: Age of the Participants.**

Objective data from our participants reveals that eight (08) participants representing (53, 33%) are eleven (11) years old, and other five (05) pupils representing (33, 33%) are twelve 12 years old, however, the last two (02) pupils representing (06, 67%) with an average age ranging between 13-14 years old. The number of our participants are aged from 11-12 to 14 years old.

**2. The general examination grade in English is:**

- a) 1-9.
- b) 10-15.
- c) 16-20.



**Graph 03: The General Examination Grade in English.**

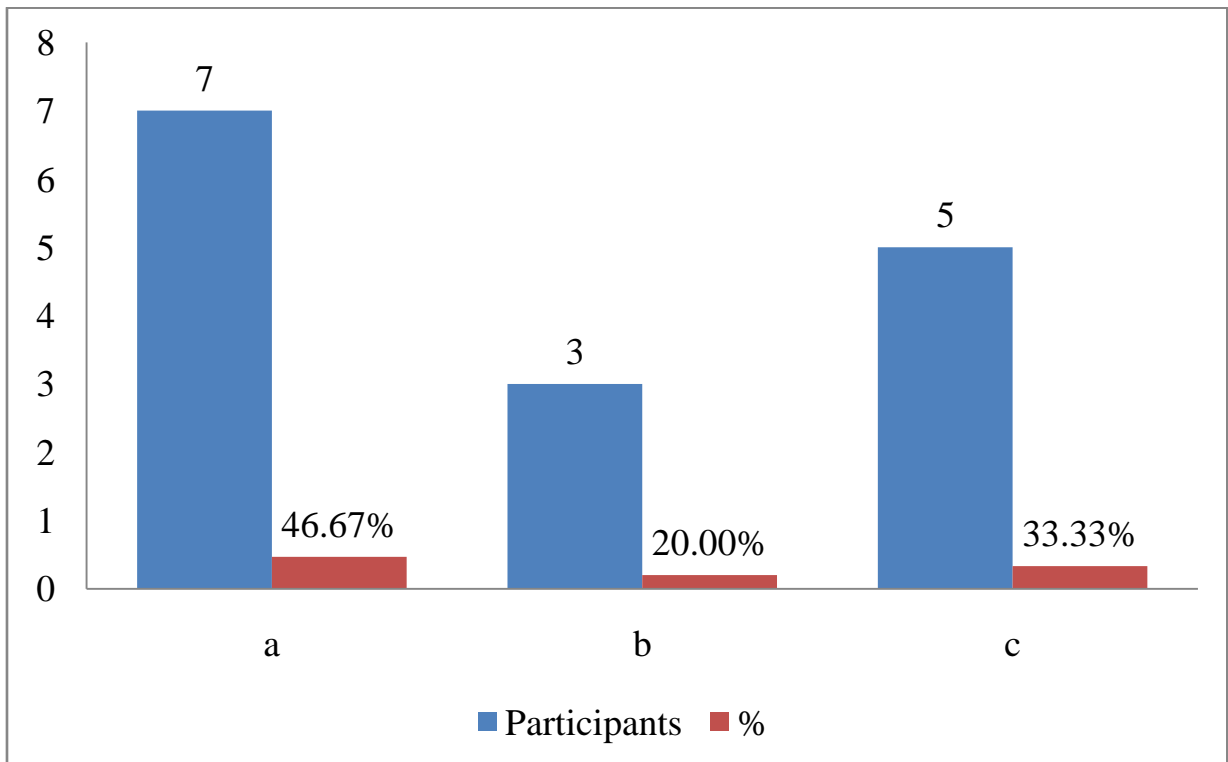
This question aims to discover the general examination grade in English language of the fifteen (15) participants. It will help to determine whether pupils are interested in studying English as foreign language, which may affect their vocabulary learning. As it is stated in the graph above, three (03) pupils representing (20,00%) out of fifteen (15) got marks between one(01) and nine(09), while nine (09) participants representing (60,00%) got marks from ten (10) to fifteen (15). Concerning the last three (03) participants representing (20, 00%) got marks from sixteen (16) to twenty (20). As a result the majority of the pupils have the average (10-15) and they have the ability to improve their level in English language vocabulary at early stages.

## **Section Two: Pupil's Opinion about English Language Vocabulary**

### **3. How do you find English Language?**

- a) Simple.
- b) Difficult.

c) Neither simple nor difficult.



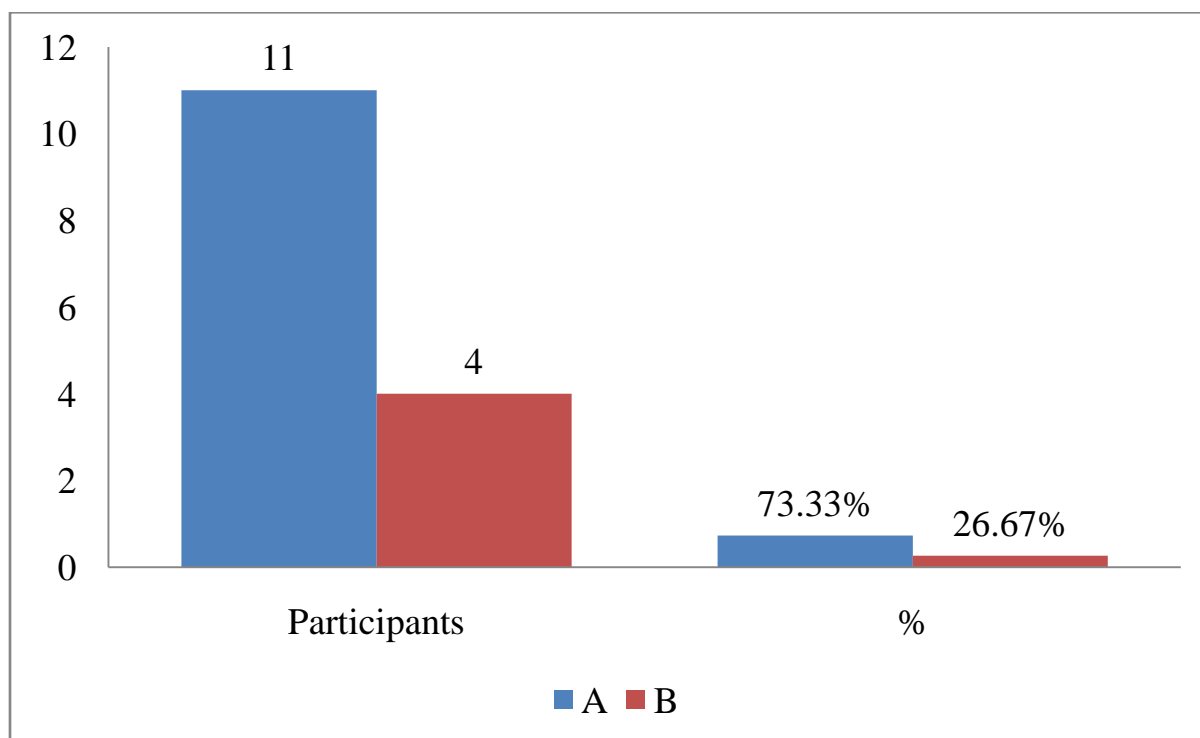
**Graph 04: Pupils Opinions about English.**

The aim of this question is to determine 2<sup>nd</sup> year pupils' opinions concerning English language. The majority of them are Seven (07) participants representing (46, 67%) who consider it a simple language, and this can help them to improve their vocabulary learning. Five (05) pupils representing (33, 33%) out of fifteen (15) choose option (c), this may be explained that studying English language for them is based on the lesson, their mental abilities, and motivation to study this language. However, the last three (03) pupils representing (20, 00%) consider English language as difficult, this is a reason behind their low examination grade.

#### 4. Studying the vocabulary of English language is enjoyable

a) Yes

b) No



**Graph 05: Pupils' Opinions about Enjoying English Language Vocabulary.**

According to our stated findings, eleven (11) participants representing (73, 33%) answer positively, while four (04) pupils representing (26, 67%) find that English language vocabulary is not enjoyable. This may interpret that it is difficult for them, and they do not practice it, or they are not interested to study this language.

#### 5. When learning new English words, you feel:

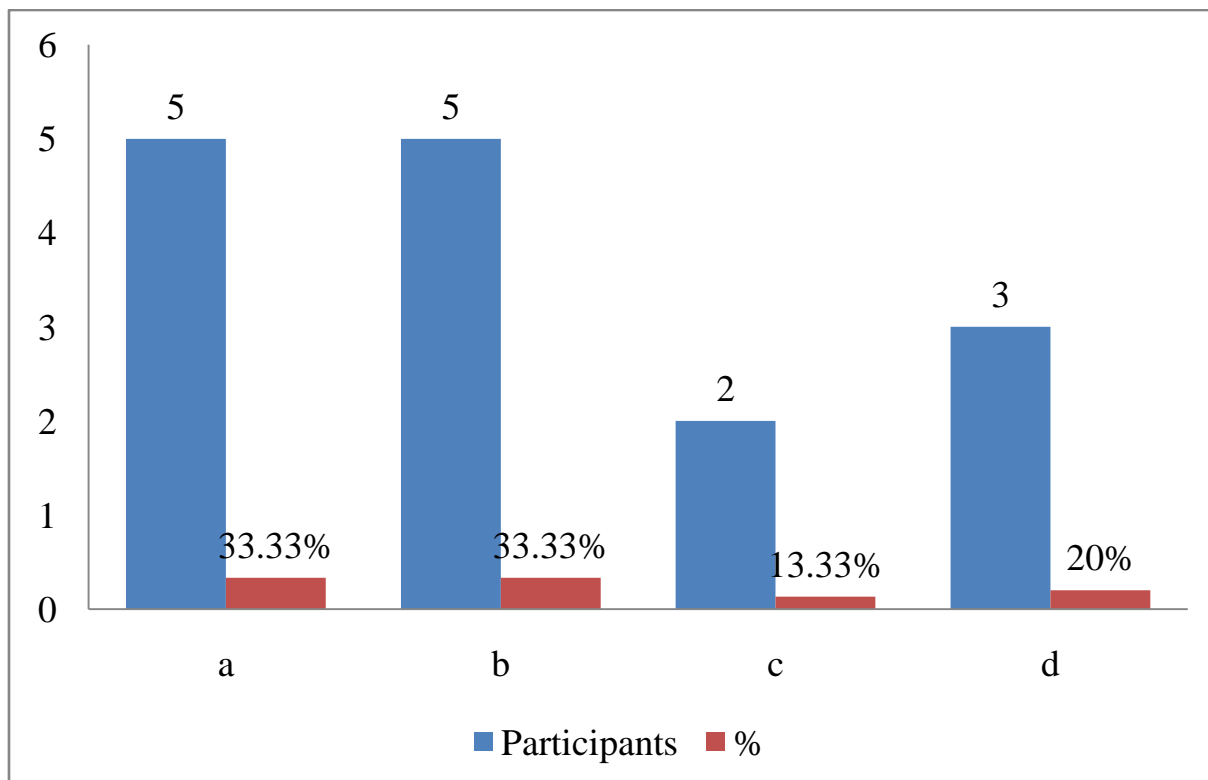
a) Proud

b) Confident

c) Stressed

d) You feel nothing





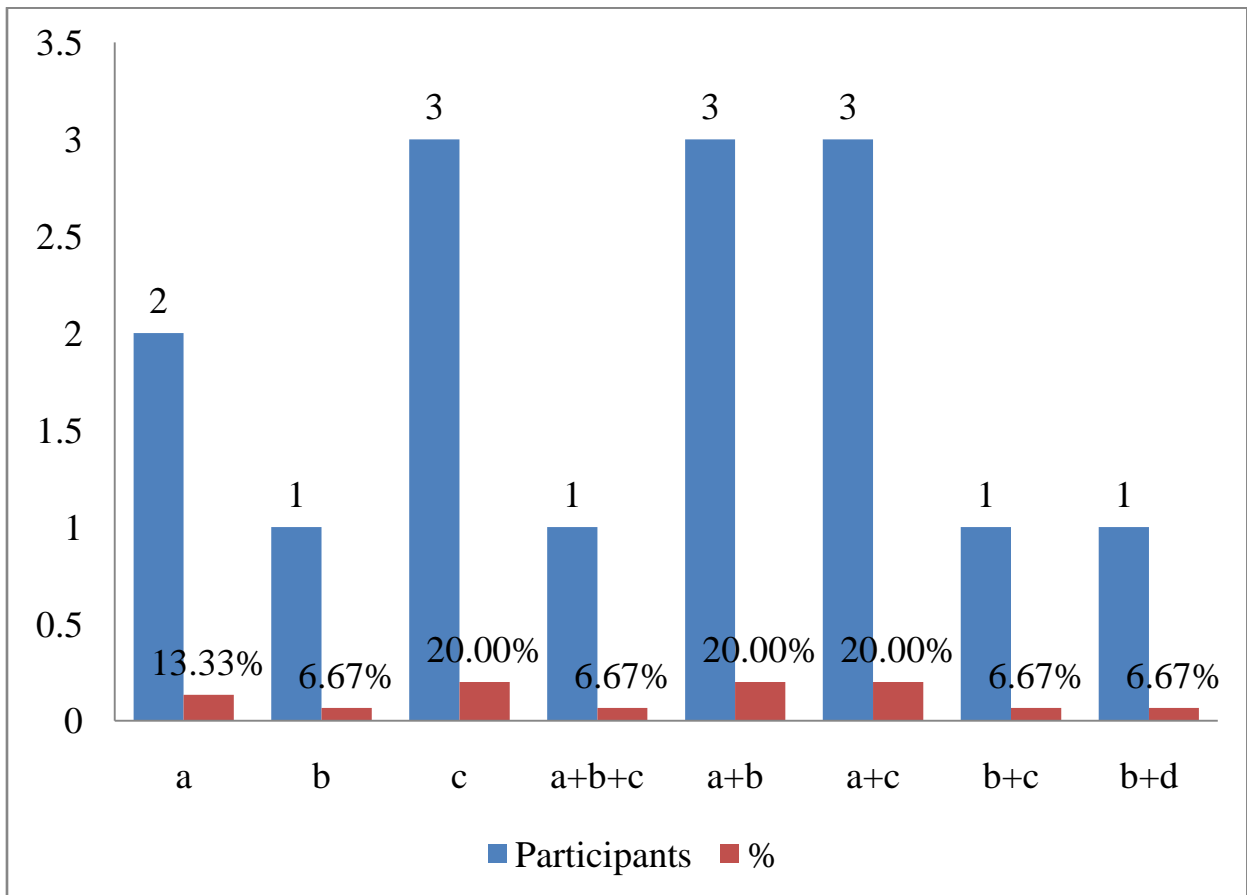
**Graph 06: Pupil's Feeling when Learning English Language Words.**

The aim of this question is to discover the psychological side of the pupils concerning English vocabulary learning and they are free to choose the appropriate answers. As it is stated in the graph above, five (05) out of fifteen (15) of pupils representing (33, 33%) feel proud and other five (05) participants representing (33, 33%) feel confident. This category of pupils shows a positive interaction to English language which may affect their achievements. Three (03) pupils representing (20, 00%) choose option (b), that they feel nothing, in addition to, (13, 33%) of participants feel stressed. According to these findings, this negative psychological side of those pupils may affect their future progress and their improvements in learning vocabulary.

**6. Studying English as a foreign language is important for:**

- a) Watching movies.
- b) Speaking and Understanding foreigners.
- c) Surfing in the Internet Websites.

d) Reading stories and books.



**Graph 07: The Importance of Studying English as a Foreign Language.**

The aim of this question is to know about pupils' views concerning the importance of studying English as a foreign language; they are free to choose the appropriate answers that may go with their interests.

Going through their choices, the table demonstrates that three (03) out of fifteen (15) representing (20, 00%) are studying English language to surf in the internet websites. Other three (03) participants representing (20, 00%) are looking for watching movies and surfing in the internet. In addition, three (03) pupils representing (20, 00%) prefer watching movies, speaking and understanding foreigners; this category of pupils state that they mostly study English language for communication and entertainment.

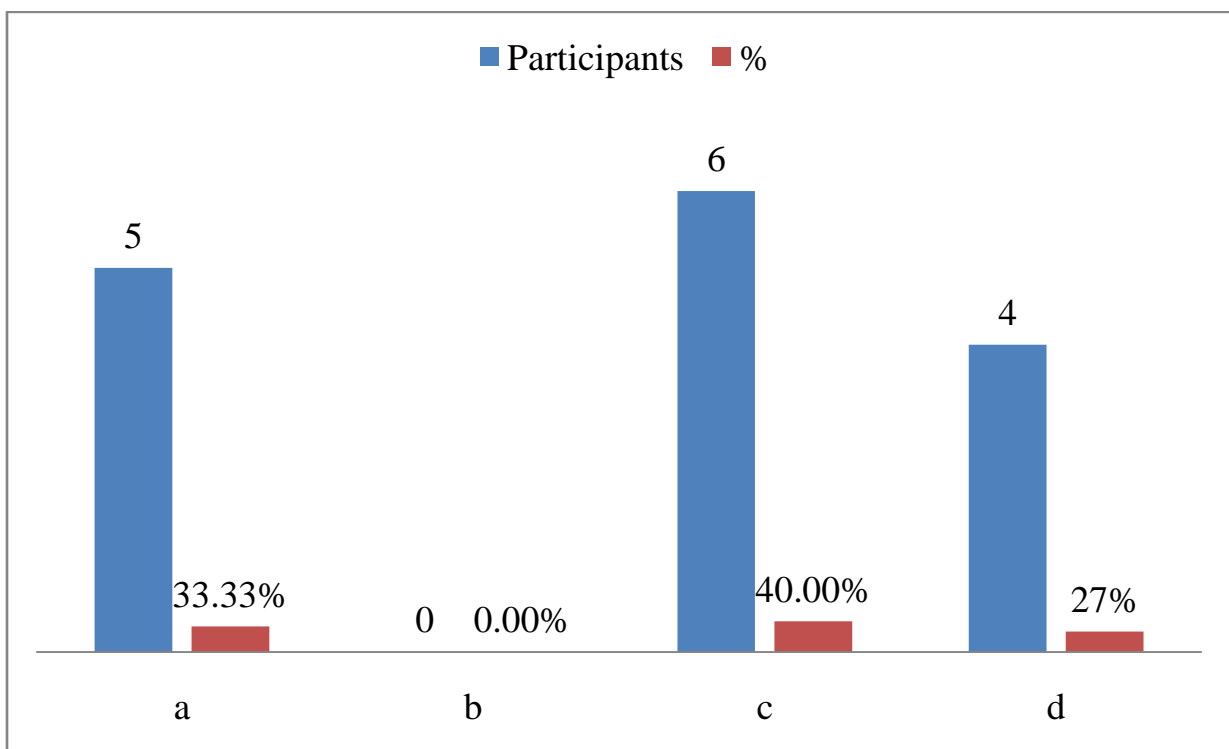
Two (02) participants representing (13, 33%) support the use of English language just for watching movies while one (01) pupil representing (6, 67%) takes the option (b). This may be

explain their desire to improve their listening and speaking skills through communicating with foreigners and understanding movies by themselves without being guided.

The three (03) remaining pupils relay on different choices (a, b and c), (b and c), (b and d); this category of participants mostly uses English language to learn reading, listening and pronunciation which may explain their ability of learning and improving vocabulary.

**7. I have a little interest to my English language class. So, I do not pay attention when my teacher is explaining the lesson.**

- a) Agree.
- b) Strongly agree.
- c) Disagree.
- d) Strongly Disagree.



**Graph 08: Pupil’s Interest and Attention during English Classes.**

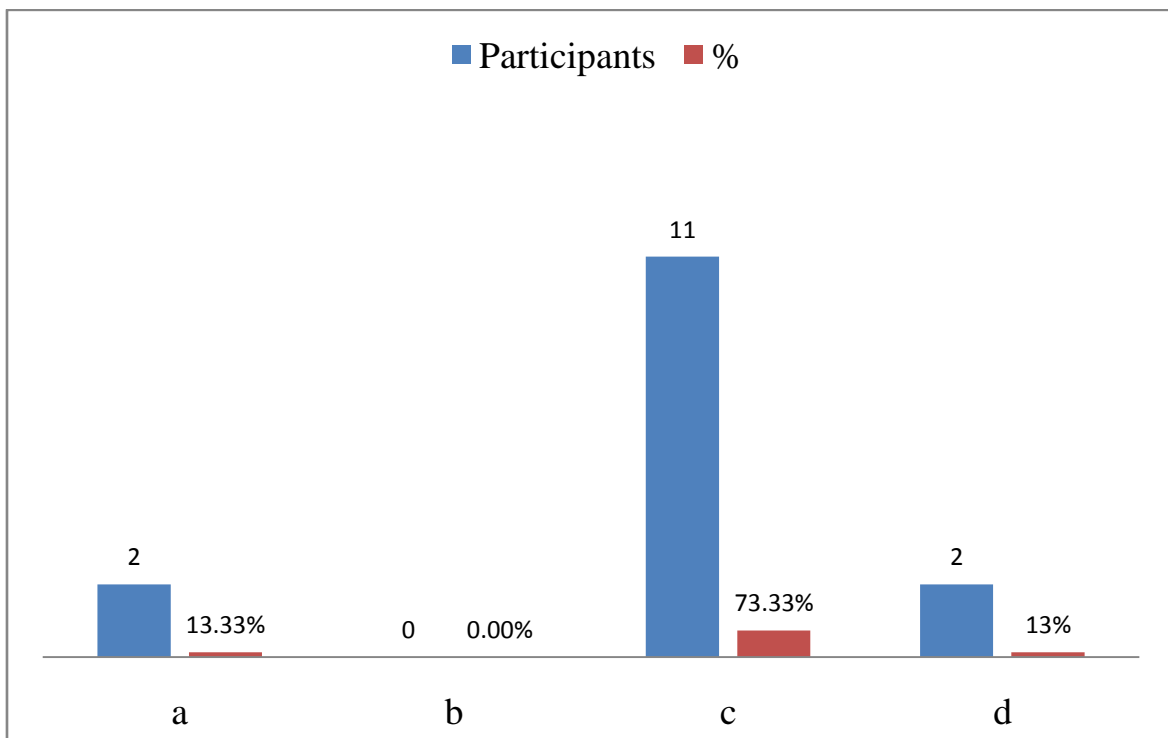
The aim of this question is to investigate the pupil’s interests and attention towards English language classes. As it is presented in the graph above, six (06) participants representing (40, 00%) show their disagreement about little interest while four (04) pupils representing

(27, 00%) strongly disagree. The statistics reveal the pupils' interests, attention and desire towards English.

Five (05) pupils representing (33, 00%) have a little interest to English classes, so they do not pay attention when the teacher is explaining lessons even though some of them got the average. This may be explained by the fact that they focus more on rote learning or the absence of motivation to learn this language.

### 8. English language vocabulary is difficult and complicated

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree



**Graph 09: Pupils' Opinions about English Vocabulary Difficulty.**

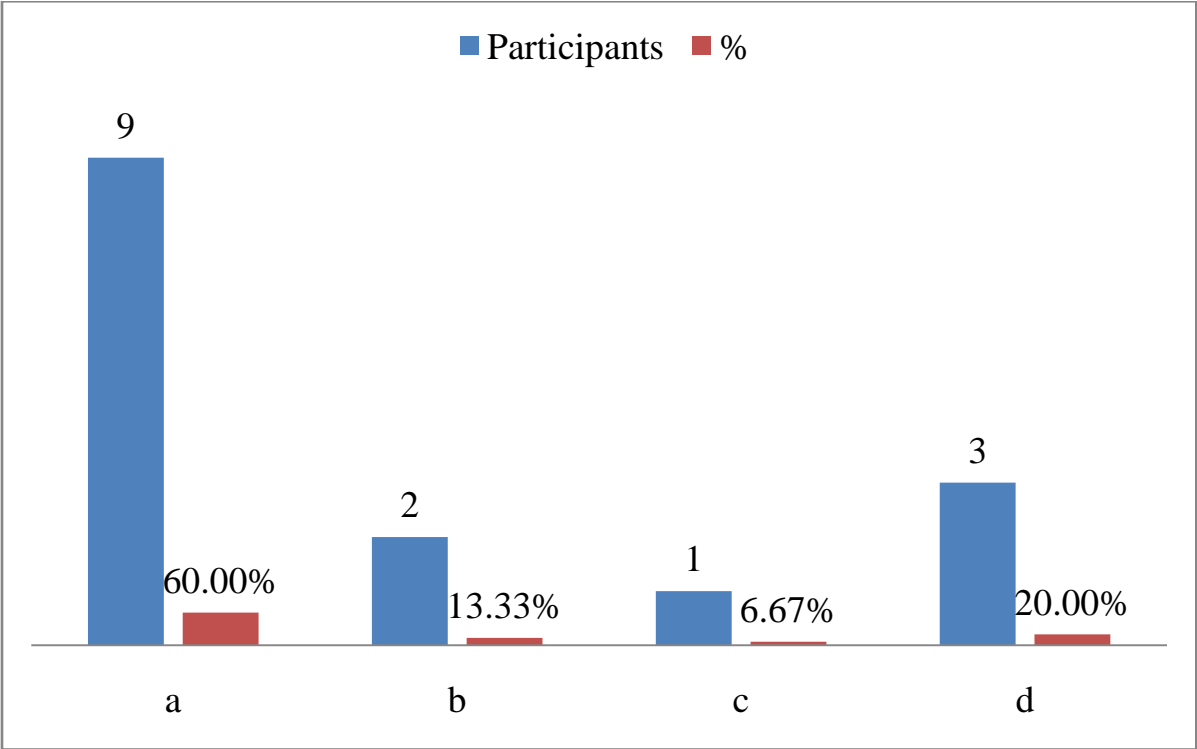
The majority of pupils are eleven (11) representing (73, 33%) show their disagreements about the difficulty and complexity of English language vocabulary. Besides, two (02) participants

representing (13, 33%) strongly disagree. This may explain that they are willing to learn more new English language vocabulary and practice activities.

Two (02) pupils representing (13, 33%) agree about the difficulty and complexity of English language vocabulary, this may be explained that they cannot understand, memorize, or they are not interested in learning this language.

**9. I enjoy doing activities and learn new vocabulary**

- a) Agree
- b) Strong agree
- c) Disagree
- d) Strongly disagree



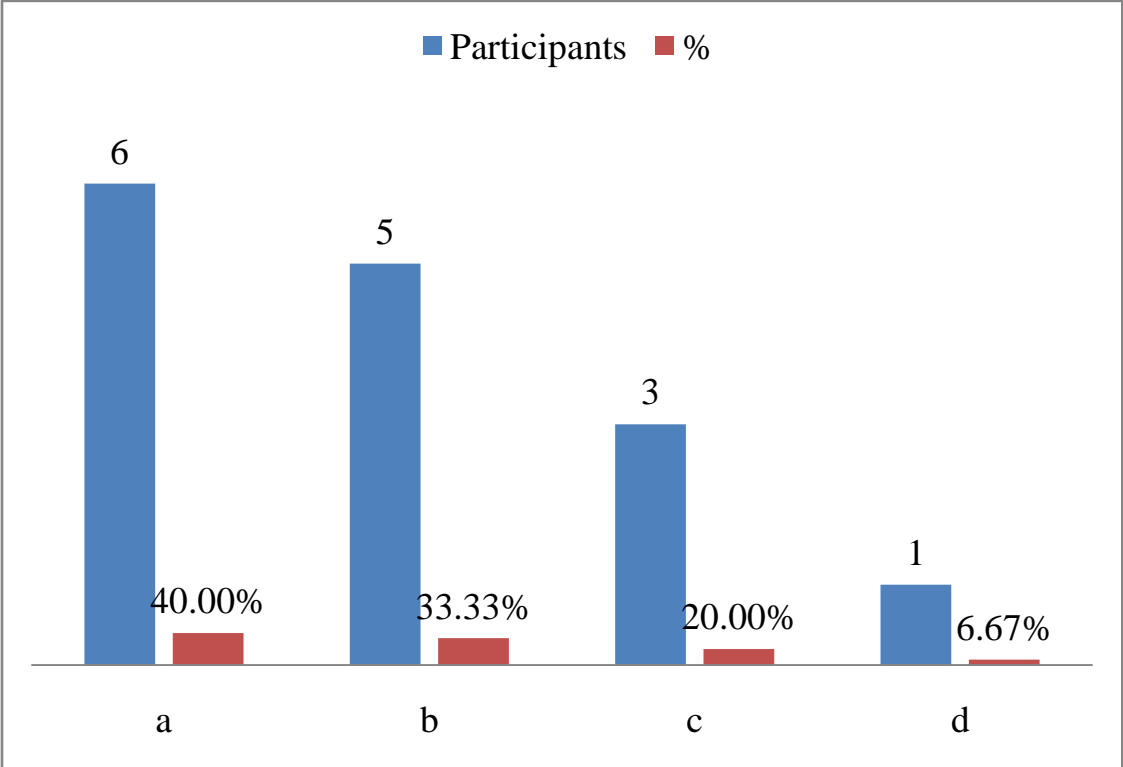
**Graph 10: Pupils Desire to Learn English.**

The aim of this question is to discover pupils’ agreement or disagreement about the use of the activities and learning English language vocabulary. As it is stated in the graph above, the majority of my participants are nine (09) representing (60, 00%) show their agreements about activities and vocabulary practice in the classroom. Two (02) pupils representing (13, 33%)

strongly agree. The logical interpretation to these results says that the learners enjoy vocabulary learning and practicing activities to improve their level. Three (03) participants representing (20, 00%) strongly disagree, and another one (01) represents (06, 67%) disagree about enjoying English language activities and learning vocabulary. Even though one of them s/he got the average, this may be explained that they are not interested, vocabulary is difficult, complicated, and they feel stressed when learning this language.

**10. I look forward to study English more in the future**

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree



**Graph 11: Pupils Plans to Learn English in the Future.**

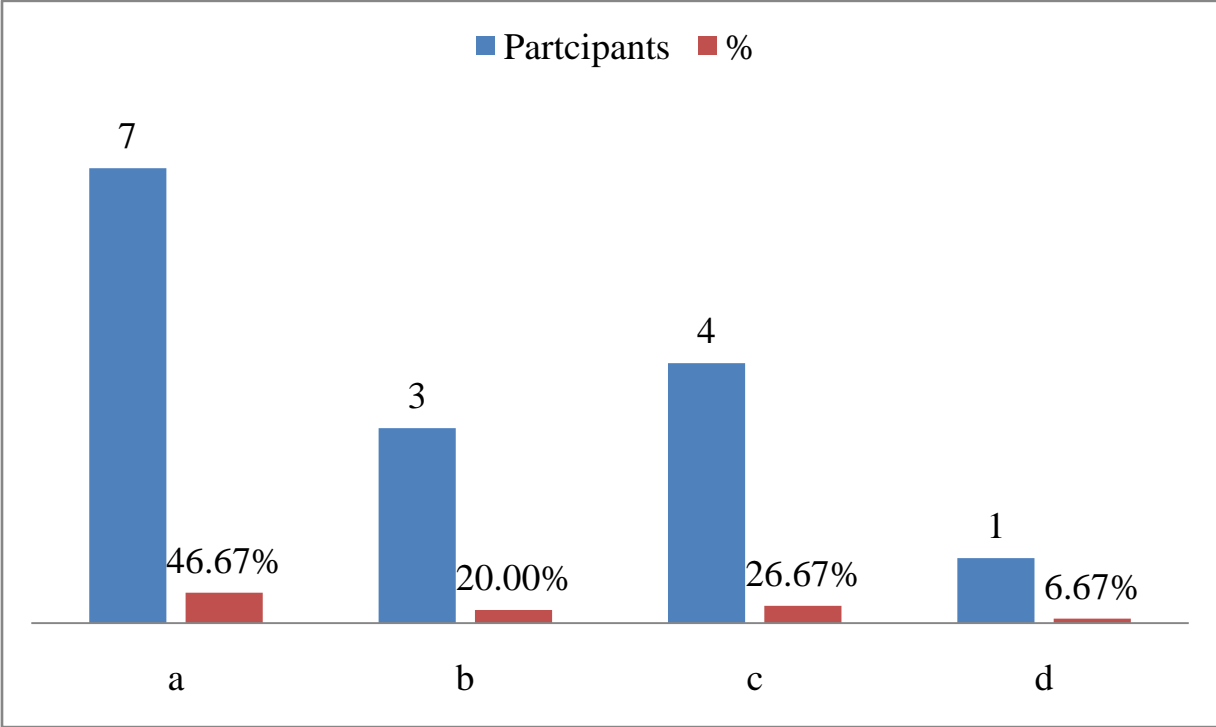
According to the findings and the graph above and in order to investigate pupils’ plans to learn English in the future, six (06) participants representing (40, 00%) show their

agreements, other five (05) pupils representing (33, 33%) strongly agree, this may be explained that they would be willing to study more English language vocabulary in the future.

Three (03) participants representing (20, 00%)disagree and another one (01) represents (06, 67%) strongly disagree. This category of pupils is not interested, or they have found English language vocabulary difficult and complicated. As a result, they have a negative attitude to study more English language.

**11. During English classes, I learn new words which I link to my previous vocabulary**

- a) Agree.
- b) Strongly agree.
- c) Disagree.
- d) Strongly disagree.



**Graph 12: Pupils’ Link between Previous and New Vocabulary.**

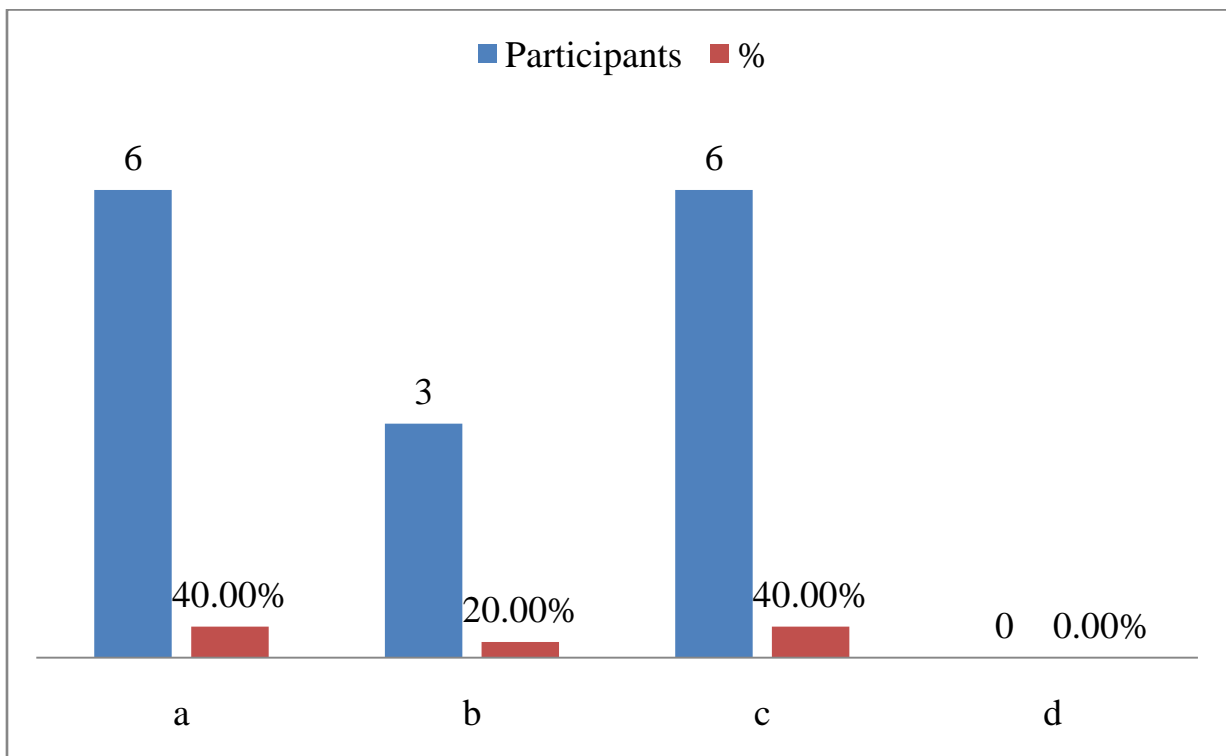
The aim of this question is to discover pupil’s agreement or disagreement about the use of the previous vocabulary that have been learned and link it to the new one. As it is shown in the graph above, seven (07) participants representing (46, 67%) agree, and other three (03) pupils

representing (20, 00%) strongly agree. Since the vocabulary of each unit that they have to learn is interrelated to each other; this may explain that the majority of participants are able to recall the previous vocabulary easily and link it to the new one.

Four (04) participants representing (26, 67%) disagree, and another one (01) represents (06, 67%) strongly disagree, this category of pupils have problems of forgetting and recalling the existing vocabulary, so they will not be able to link it with the new one.

**12. Studying English language helps me getting new words which I can link to my Arabic language:**

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree



**Graph 13: New Words Link to L1.**

The aim of this question is to investigate pupils' agreement or disagreement, about studying English language may help them to acquire new words which they can link to their first

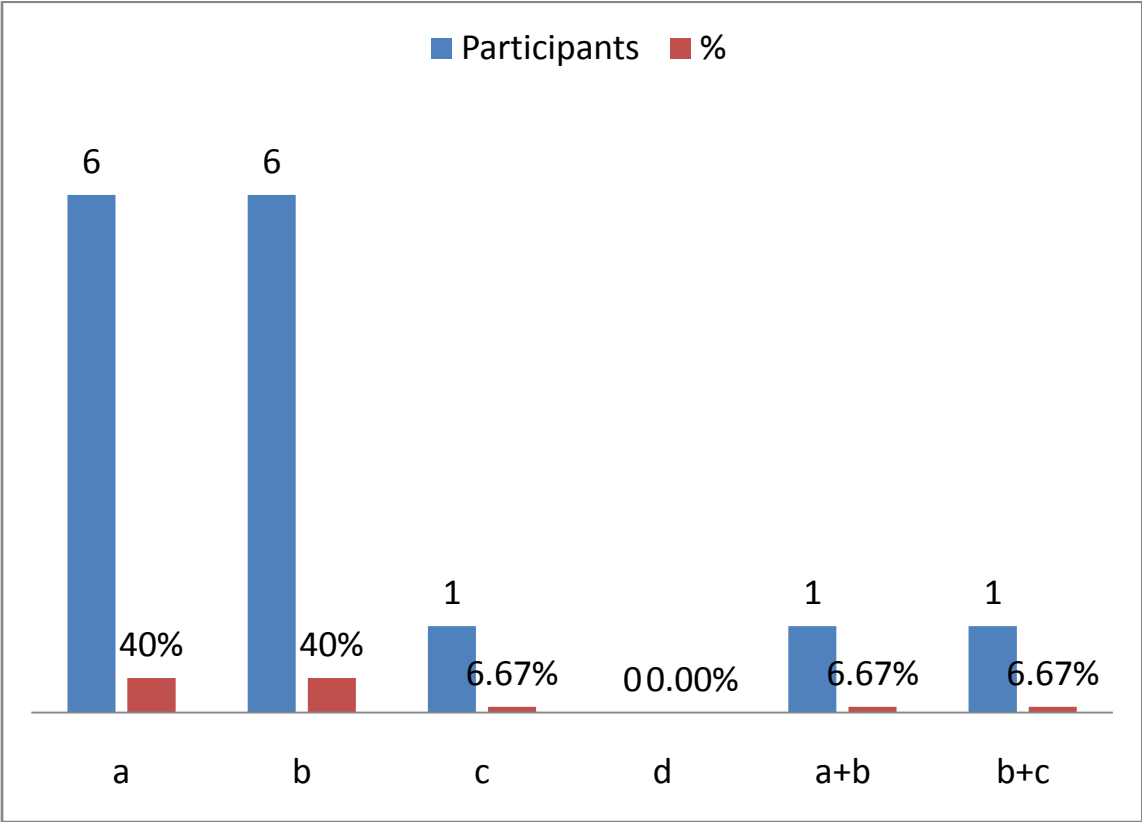


language. As it is stated in the graph above, six (06) pupils presenting (40, 00%) agree, and other three (03) participants representing (20, 00%) strongly agree, about studying English language words, through transfer to L1. As a result, the majority of pupils have the ability to deal with difficult and complex vocabulary, and retrieve them easily. By contrast, six (06) participants representing (40, 00%) disagree about this link; this can explain that those pupils are focusing more on memorization, and repetition.

**Section three: Pupil’s Use of Mnemonic Keyword Strategy.**

**13. What is your preferred strategy to remember new English language vocabulary?**

- a) Repetition
- b) Translation
- c) Memorization
- d) Mnemonic Keyword strategy



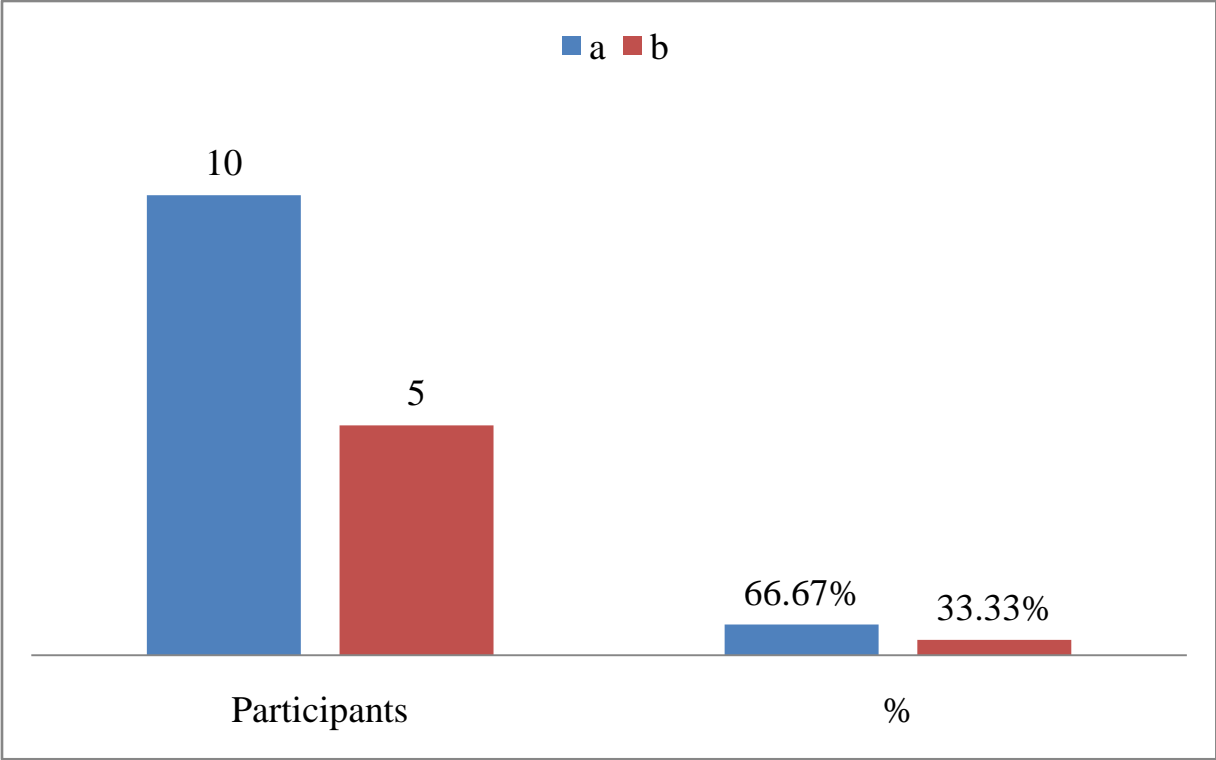
**Graph 14: Pupils Preferred Strategy to Remember the New Vocabulary.**

Going through pupils choices, the graph above shows that six (06) pupils representing

(40, 00%) prefer repetition strategy, and others six (06) participants representing (40, 00%) preferred strategy is translation, and just one (01) participant representing (06, 67%) prefers memorization. However, two (02) pupils choose multiple strategies (a and b), (b and c), this can be explained that the majority of pupils are focusing more on repetition, memorization, and teacher translation( in some cases)of the new English language vocabulary to their mother tongue for easy recall.

**14. Do you actually use the keyword mnemonic strategy (after explaining the strategy)?**

- a) Yes
- b) No

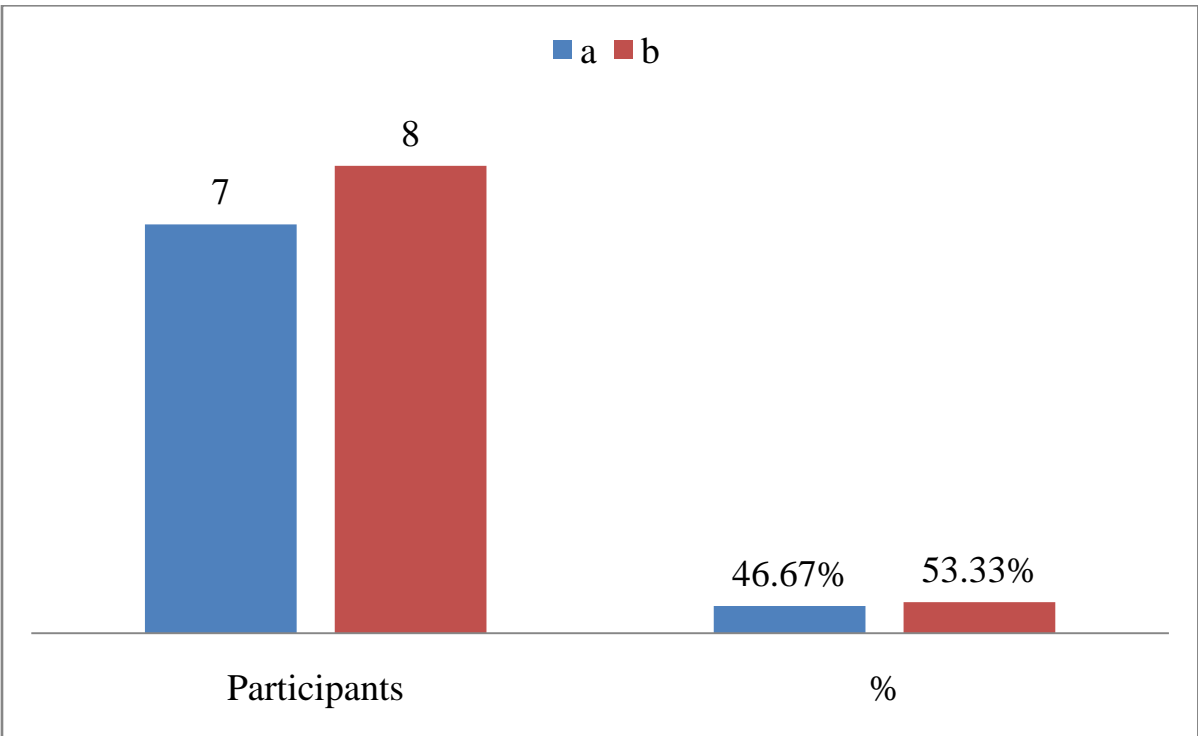


**Graph 15: The Actual Use of MKS.**

The aim of this question is to investigate the actual use of the Mnemonic Keyword strategy (after explaining it for the participants). As it is mentioned in the graph above, ten (10) pupils representing (66, 67%) have answered with (Yes), while five (05) participants representing (33, 33%) answered with (NO). This may explain that the majority of pupils supported the use of the Keyword mnemonic strategy even without being aware about it.

**15. Do you actually use it in learning English Language vocabulary?**

- a) Yes
- b) No

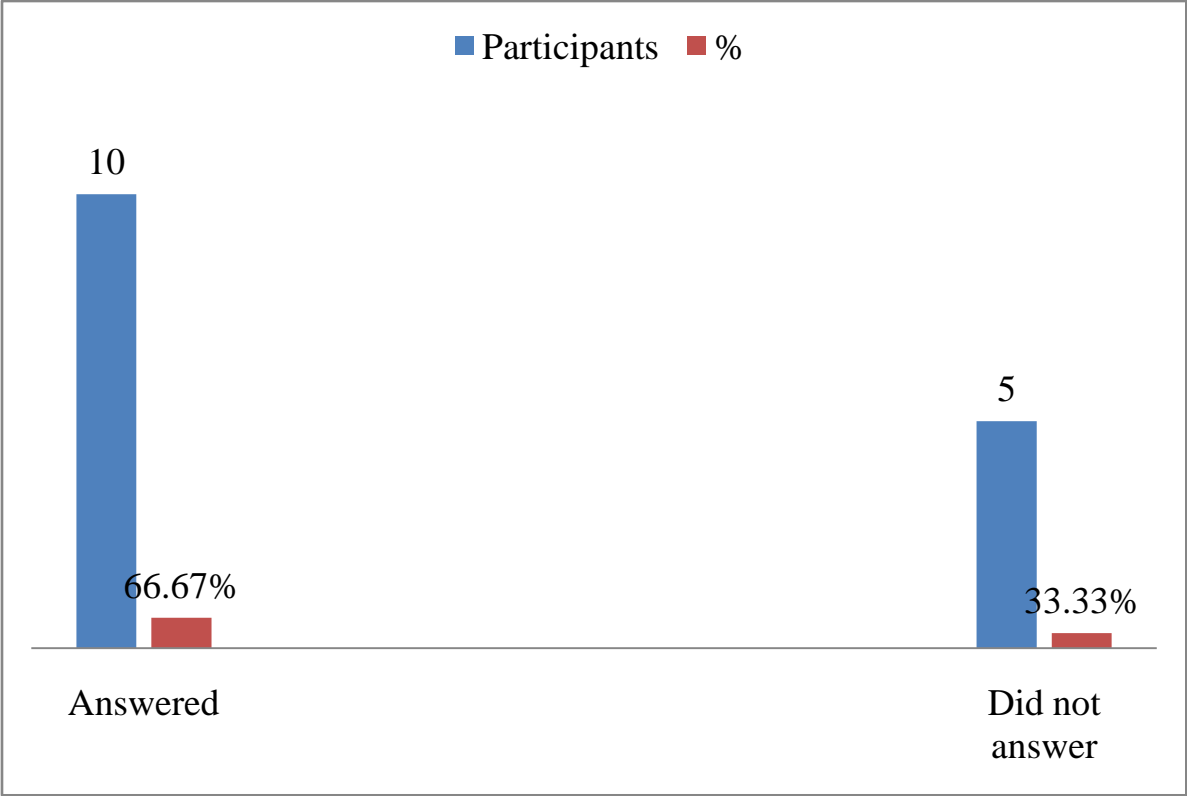


**Graph16: The Actual Use of the MKS in Learning English Language Vocabulary.**

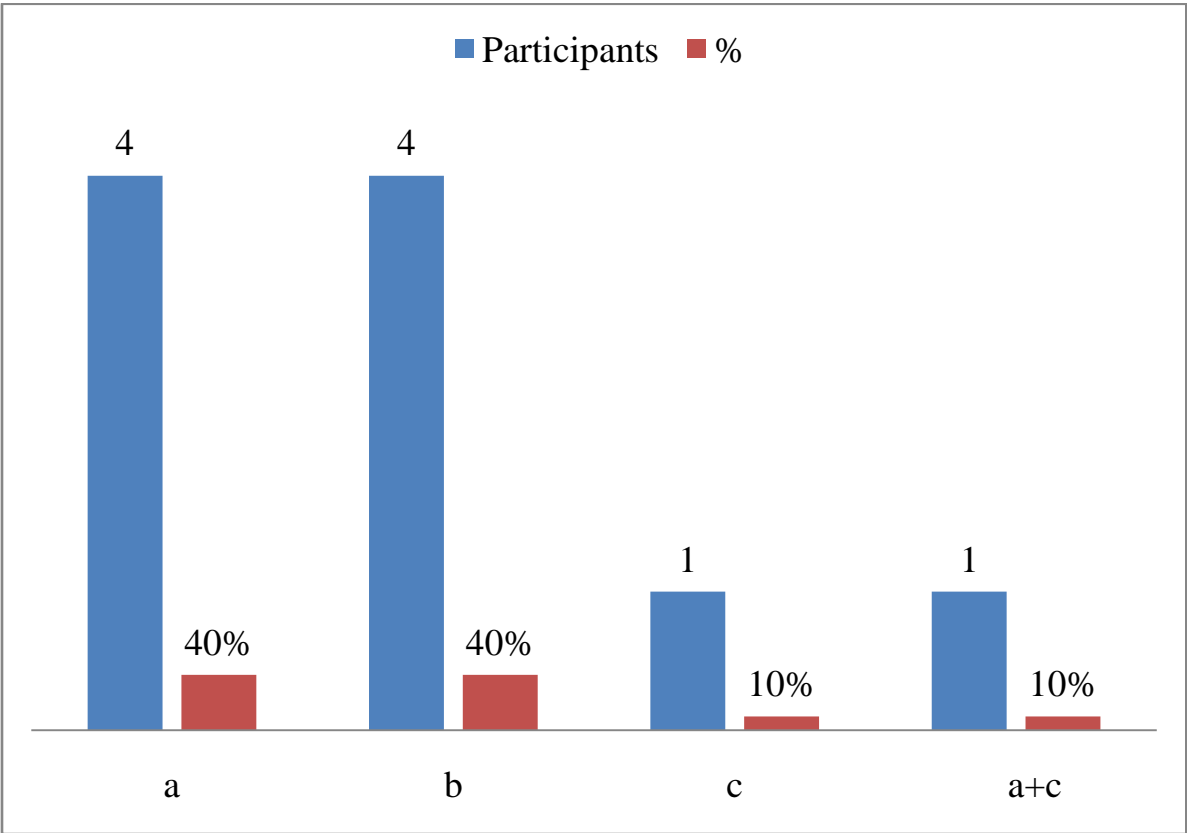
The aim of this question is to make sure that pupils do truly use the Mnemonic Keyword strategy in the acquisition of vocabulary. The results show that seven (07) participants representing (46, 67%) answered positively this question. However, eight (08) pupils representing (53, 33%) answered negatively. Some pupils actually use this strategy for learning some English language vocabulary, and for easy recall, while others are focusing more on repetition, memorization, and teacher translation.

**16. How do you find the keyword mnemonic strategy?**

- a) It is effective
- b) It is helpful to make a link between the new word and my language words
- c) It takes a short time of thinking



**Graph 17: Answered and did not Answer Pupils.**



**Graph 18: Reasons behind Using the MKS.**

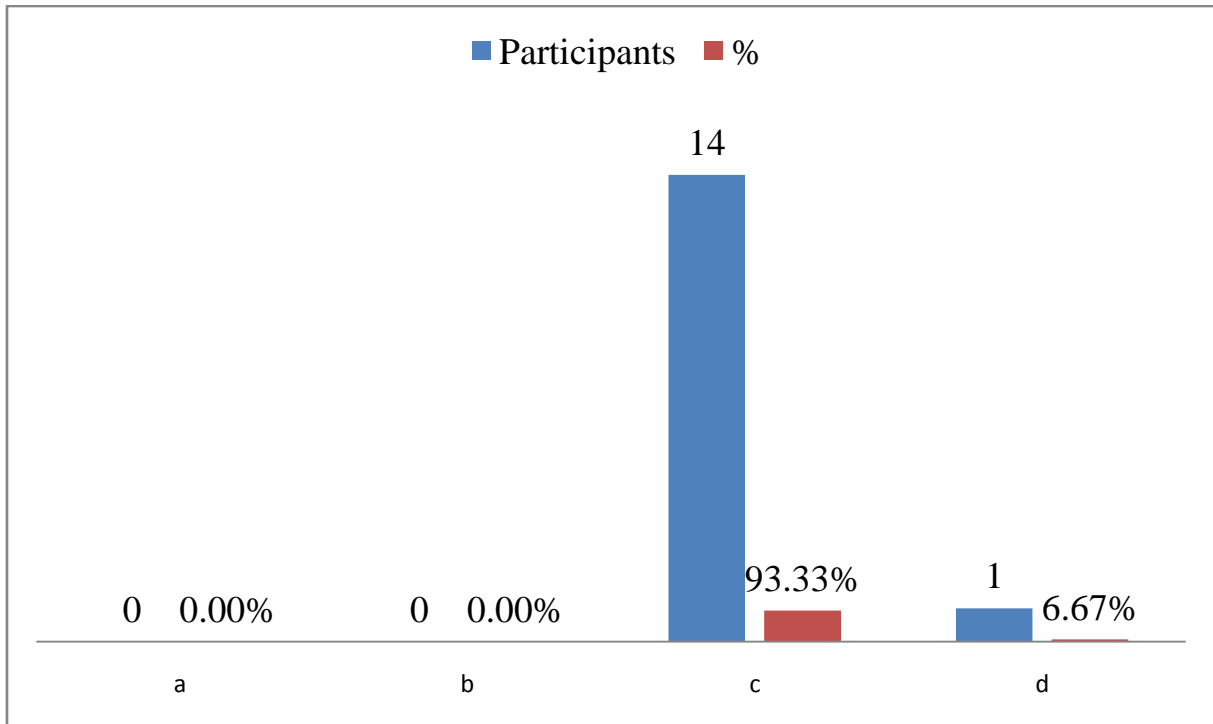
This question aims to investigate the pupils' opinions concerning the Mnemonic Keyword strategy usefulness. According to the stated findings in the graph, ten (10) participants representing (66, 67%) answered this question. Going through their choices, four (04) of them out of fifteen (15) representing (40, 00%) think that this strategy is effective, other four (04) participants representing (40, 00%) stated that this strategy is helpful to make a link between the new word and their language words. In addition, one (01) pupil representing (10, 00%) chooses option (c), that the MKS takes short time for thinking, another one (01) representing (10, 00%) chooses two (02) options (a, c) to say that this strategy is effective and helpful.

Five (05) pupils representing (33, 33%) did not answer this question, this is may be for at least two reasons. First, they do not use the Mnemonic keyword strategy and focus more on repetition, teacher translation and memorization strategies. Second, they found some difficulties for creating the acoustic and imagery links, so it is considered as a waste of time for them.

#### **Section Four: the MKS in Vocabulary Teaching**

**17. My teacher encourages me to use this strategy, because I have some difficulties in memorizing and remembering the new word**

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

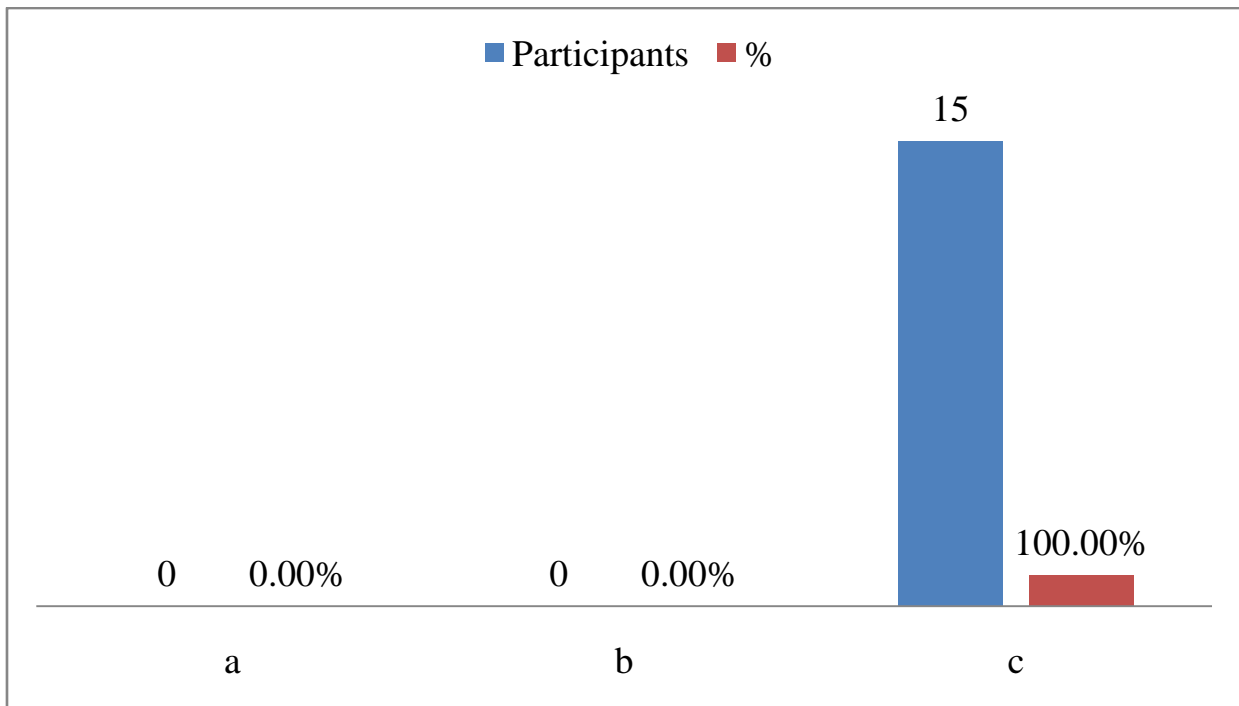


**Graph 19: TheTeacher’s Encouragement to Use the KMS.**

The aim of designing this question is to discover the teacher’s encouragement of using the Mnemonic keyword strategy. Thegraph shows that the majority of their answers are negative, fourteen (14) participants representing (93, 33%) disagree, and another one (01) representing (6, 67%) strongly disagree. According to these findings and pupils ‘answers, the teacher does not encourage them to use this strategy but focuses more on other strategies like: repetition, using L1 ...etc.

**18. How often does your teacher practice this strategy with you in the classroom?**

- a) Often
- b) Sometimes
- c) Rarely

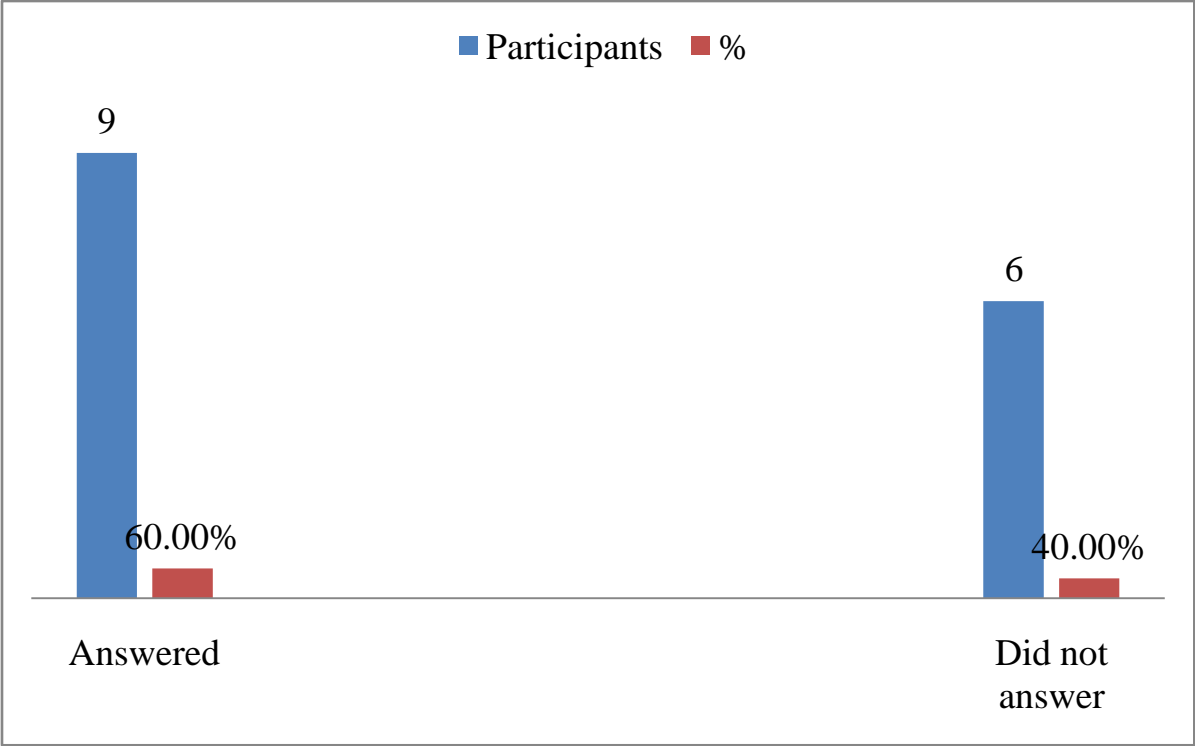


**Graph 20: Average of Practicing this Strategy.**

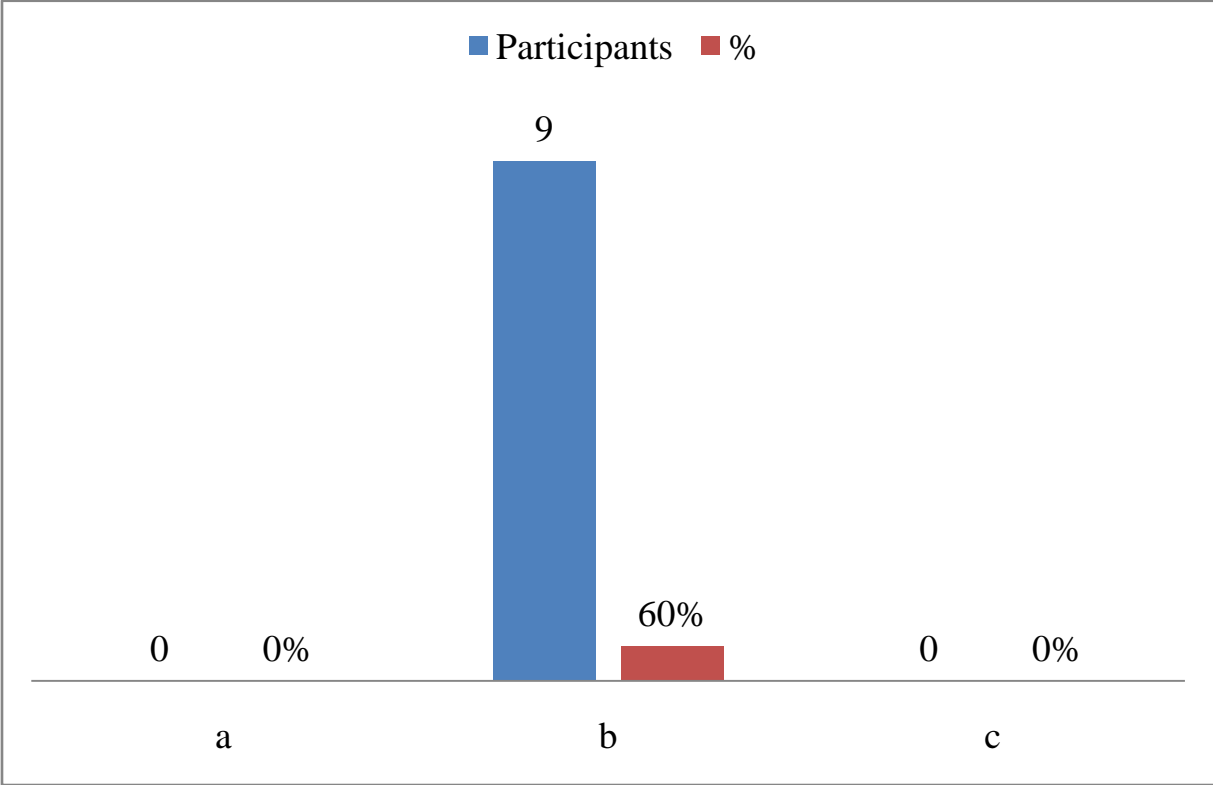
This question aims at investigating how often the teacher practices this strategy with his/her pupils in the classroom. As it is shown in the graph, all of the fifteen (15) participants representing (100%) have answered by “rarely” because they have already stated their disagreement in Q.17/section four(04). This may indicate that the teacher is practicing other strategies that correspond to their level as beginners to learn easily English language vocabulary.

**19. How do you make a link between the new words and your language words?**

- a) You try to imagine a picture of the new word and another one in your language
- b) You try to find a link of sounds between the new word and another one in your language
- c) You try both links.



**Graph 21: Answered and did not Answered Pupils.**



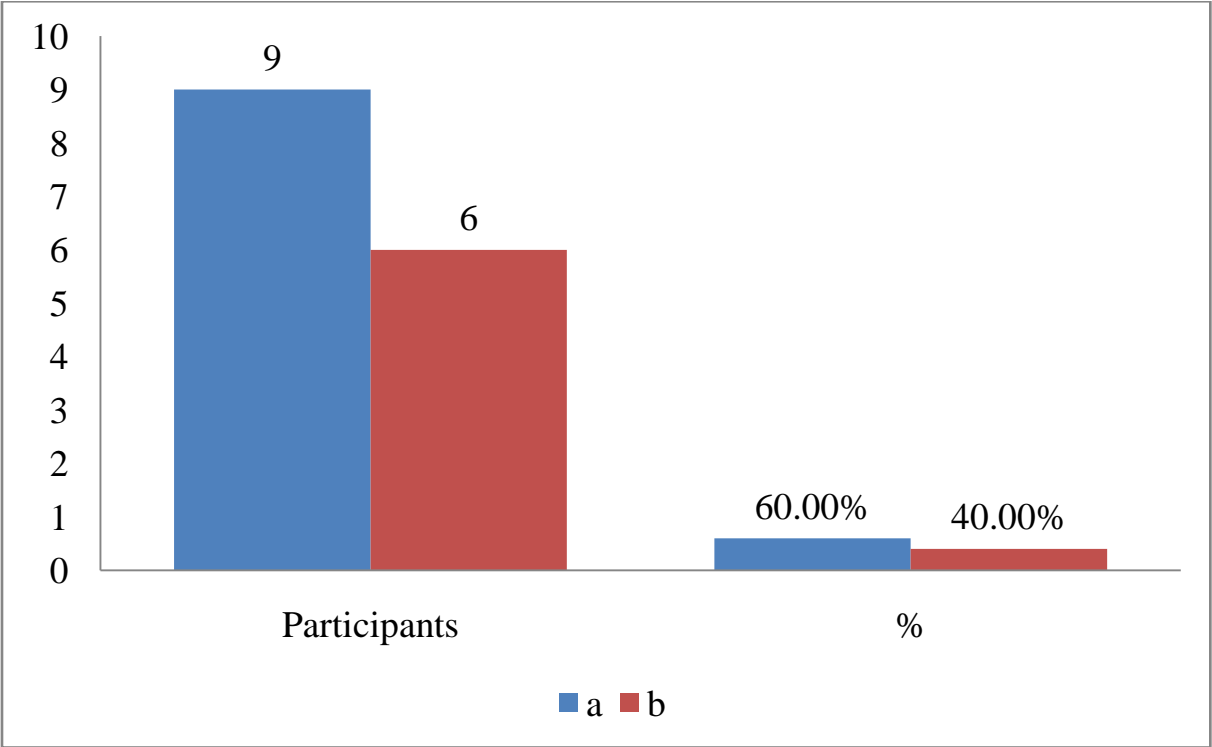
**Graph 22: The Way Pupils Make a Link between the New Words and L1 Words.**



The aim of this question is to show how pupils truly use the Mnemonic keyword strategy? The stated results in the graph reflect that nine (09) participants representing (60, 00%) have answered this question; they try to find a link of sounds between words and thenew ones in their language. This answer actually answers my research question number n°01(How can the Keyword mnemonic strategy improve EFL Vocabulary learning in second year middle school?).This proves that the pupils can create an acoustic link for some new words with their language words in order to store and recall them later on. While, six (06) pupils representing (40, 00%) did not answer this question, because they do not use this strategy at all.

**20. Did you really succeed to remember the new words easily when using this strategy?**

- a) Yes
- b) No



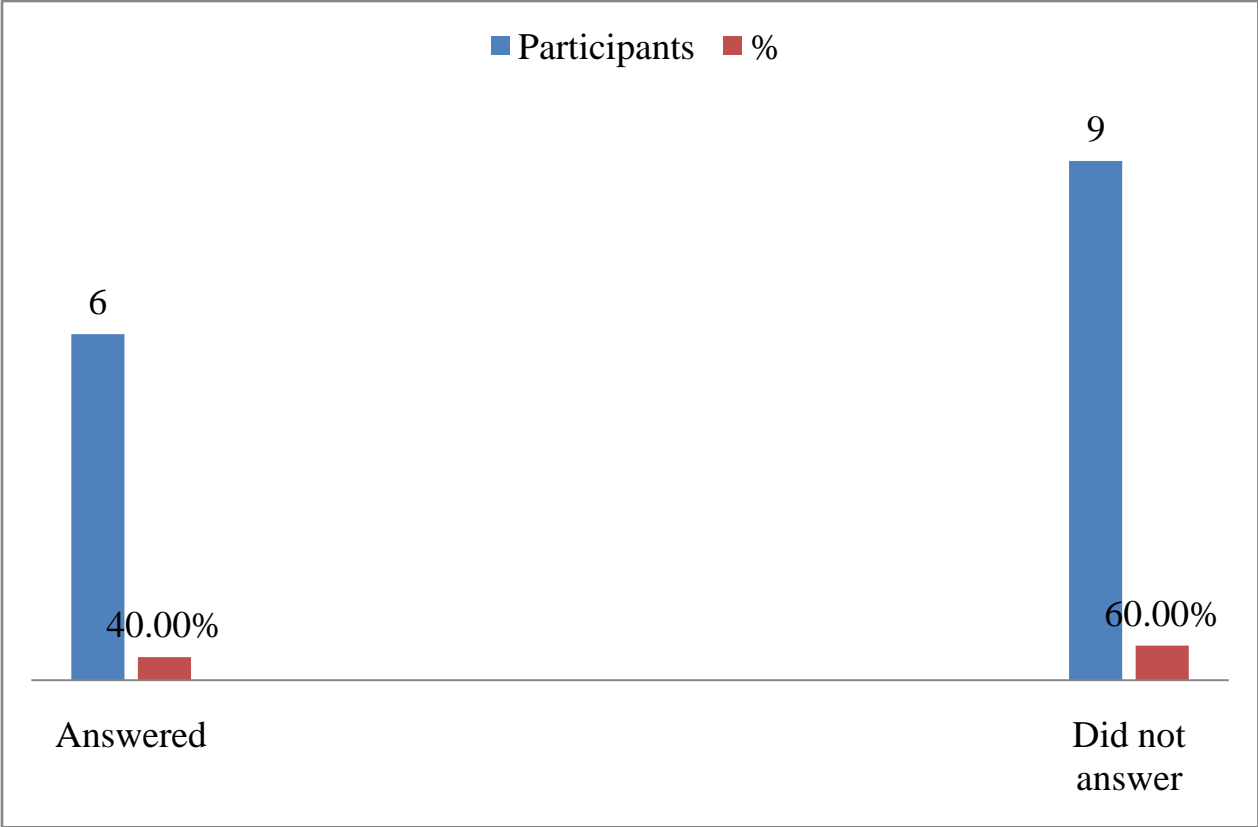
**Graph 23: Pupils’ Success to Remember the New Words Using the MKS.**

This question is designed to look whether the pupilsreally succeed to remember the new words easily or not when using the Mnemonic Keyword strategy. As it is presented in the graph, nine (09) participants representing (60, 00%) answered positively which provides an answer to the research question number02(What is the effect of implementing KMS on

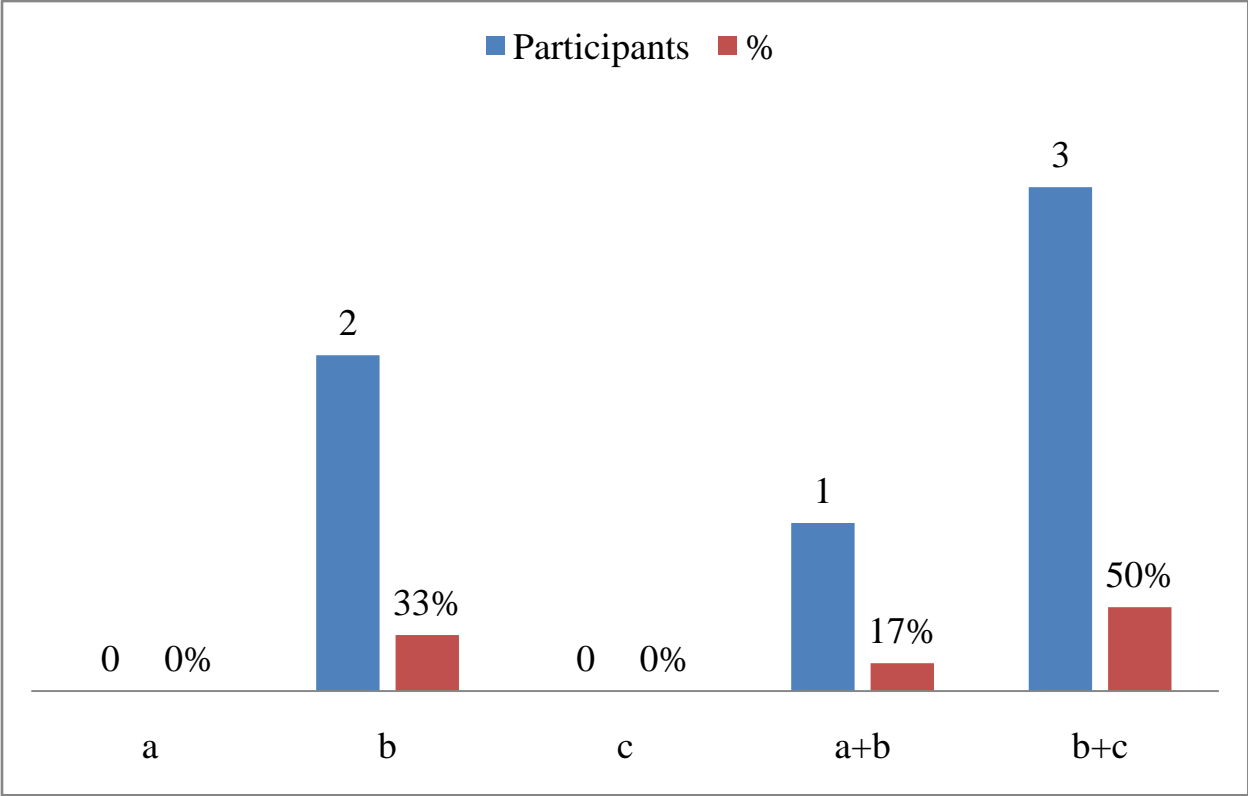
vocabulary learning within second year middle school?). Yet, this strategy is effective to some extent for retrieving the new vocabulary through acoustic and imagery links. However, six (06) pupils did not answer this question because, they do not use this strategy, even though, some of them are using it but they did not succeed to recall the appropriate word.

**21. If you don't like to use this strategy, state why?**

- a) It is hard to make a link between the new word and your language words
- b) It is waste of time and you focus more on repetition and translation
- c) It takes a long time of thinking.



**Graph 24: Answered and did not Answer Pupils.**



**Graph25: Reasons behind not Using the MKS.**

This question is designed for pupils who did not use the Mnemonic keyword strategy. According to the stated findings in the graph, six pupils representing (40, 00%) answers this question, because they do not like this strategy. Going through their answers, three (03) participants representing (50, 00%) claims that it is hard for them to make a link between the new word and their language words, and it is a waste of time; other two (02) pupils representing (33, 33%) answer with option (b), because they focus more on repetition and translation. In addition, one (01) out of six (06) representing (17, 00%) chooses options (b and c) while nine (09) representing (60, 00%) did not answer this question, because they already used the MKS and found it effective for learning vocabulary.

### **2.2.2. Discussion of the Findings**

This research is conducted to confirm or infirm the hypothesis; assuming that there is a positive effect on EFL pupils' vocabulary learning, due to the use of the Mnemonic Keyword strategy. In order to prove or disprove this assumption, a questionnaire is designed and administered to fifteen (15) middle school EFL pupils. The primary results show that the majority of the participants are females representing (80, 00%) with an average age ranging between 11 and 14 years old, in addition to, (60, 00%) of the pupils have the average (10-15), this may interpret that they have the ability to acquire English language vocabulary, and enhance their level.

The above mentioned results represent 2nd year middle school pupils' opinions concerning English Language vocabulary. The majority of the participants representing (73, 33%) consider it a simple language, which raises their psychological interaction to feel proud and confident to create an enjoyable atmosphere in learning new words, and doing activities. This positive attitude towards English language may affect their vocabulary learning improvement at early stages, and they would be willing to study more EFL vocabulary in the future.

Furthermore, the participants express their purpose for studying English as a foreign language for four (04) main reasons, first, surfing in the internet websites, second, watching movies, third, speaking and understanding foreigners, fourth, reading stories and books. The majority of them representing (60, 00%) consider English language as an instrument for communication and entertainment, this interpret their desire to enhance listening and speaking skills, through communicating with foreigners and understanding movies by themselves without being guided.

As for pupils' links between the new word and their previous vocabulary, the majority of participants representing (46, 67%) show their agreements. Also, for pupils' links between the new words and their 1L words, (60, 00%) of participants express their total agreements. As a

result, since the vocabulary of each unit that they have to learn is interrelated to each other, those pupils have the ability to deal with difficult and complex words, also to link the previous vocabulary to the new one and retain it easily. By contrast, (26, 67%) of pupils look for EFL as a difficult and complicated language vocabulary, which put them under pressure and feel stressed, this negative attitude may explain their little interest and attention during English language lessons, in addition to their low examination grade. At last, studying English language for those pupils is based on the lesson content, their mental abilities, and motivation to study this foreign language.

The third section inquires information about 2nd year pupils' use of Mnemonic Keyword Strategy. According to the stated findings (80, 00%) of pupils three (03) main preferred strategies to remember new English language vocabulary easily are repetition, teacher translation of the new word (in some cases) to their mother tongue, followed by memorization. In relation to the Mnemonic Keyword Strategy, the majority of the participants representing (66, 67%) support the MKS use in different areas, while (46, 67%) of pupils have positive attitudes towards MKS use in learning and recalling EFL vocabulary in particular. Those pupils opted in their majority for the effectiveness of using this strategy, then respond again in their majority that it is helpful to make a link between the new word and their language words, at last, they agreed about its use due to its short time of thinking, this may interpret that they support the use of the MKS even without being aware about it. However, a minority of the pupils (33, 33%) do not use the MKS for two (02) main reasons. First, they focus more on repetition, teacher translation and memorization strategy. Second, they found some difficulties for creating the acoustic and imagery links, so it is considered as a waste of time for them.

The last section inquires about the Mnemonic Keyword Strategy in Vocabulary teaching. The total number of the participants representing (100%) shows their disagreement, about the teacher's encouragement and practice of the MKS with them in the classroom. This indicates that the teacher is practicing other strategies that correspond to their level and needs as beginners to acquire easily EFL vocabulary. (60, 00%) of pupils hold their focus on the acoustic link; this means creating a link of sounds is more suitable for storing and recalling some new foreign words linked with their language words. This provides an answer to the first research question (How can the Keyword mnemonic strategy improve EFL Vocabulary learning in second year middle school?) the MKS as a learning strategy is concerned with the utilization of working memory; through creating an acoustic and imagery links in form of a keyword between pupils' L1 words and EFL ones. This process activates their memory to store and retrieve the needed words easily.

Furthermore, those pupils do really succeed to retain the new vocabulary easily due to the use of the MKS. This provides an answer to the research question number 02 (What is the effect of implementing MKS on vocabulary learning within second year middle school?). This strategy was investigated to explain, to some extent, its effectiveness in order to rich the required achievements and retention of EFL vocabulary learning. The same strategy can also help pupils to recall what they have been learned easily, encourage them to use their mental abilities, and get rid of the ordinary strategies. In contrast, some of them are using the KMS but they do not succeed to recall the needed word, this explains the idea of Hermann Ebbinghaus (1885) which demonstrates the fact that without reinforcement, and association with the already existing knowledge, information is quickly forgotten. Moreover, (40, 00%) of the participants show their total disagreements about the use of the MKS, they claim that it is hard for them to make a link between the new word and their language words, and it is a waste of time. So they focus more on repetition and teacher translation (in some cases). It

seems that they have a negative conception about the low capacity of retrieval that may program the mind to forget, and demotivating the use of their mental abilities (Memory). In addition, they are beginners in learning EFL vocabulary, so they are not aware about the appropriate strategy that fits their needs.

At the end, the analyzed results of the pupils' questionnaire are in favor of the research hypothesis and contribute to valid it. Also, all the findings found from the stated results proved the effective use of the Mnemonic Keyword strategy, in order to promote pupils' vocabulary learning.

### **2.2.3. Pedagogical Implications**

The present research is based on the belief that the use of Mnemonic keyword strategy is beneficial, and has a great impact on the acquisition of English vocabulary. According to the previously mentioned results, some pedagogical implications are worth to be mentioned as follows:

\*The stated research findings show that the Mnemonic Keyword strategy has a positive effect on improving pupils' vocabulary learning, memorizing, and recall. This indicates that mnemonics provide opportunities for the teacher to engage the FL pupils, draw their attention and motivate them to learn vocabulary.

\* Mnemonics strategies and the keyword strategy in particular when used in EFL classes create an enjoyable atmosphere. So, teachers have to adopt these strategies in teaching vocabulary, and deviate in some cases from the routine of the ordinary ones.

\* Learning vocabulary at early stages is very important, and mnemonic keyword strategy is considered as an effective tool that guarantees the smooth transition of words in memory and mind i.e. word processing, storage and recall.

#### **2.2.4. Limitations of the Study and Further Recommendations**

A descriptive research was applied in a form of questionnaire and obtains reliable findings about the effectiveness of using Mnemonic Keyword strategy in improving EFL pupils' vocabulary learning. Along the whole process of study, two major problems have been encountered. The first problem lays on the fact this strategy addresses pupils at first, then teachers, so it is more workable and suitable for vocabulary learning rather than teaching. Yet, it creates a problem of designing a questionnaire for EFL pupils as beginners, and explaining it to them. The second problem is the limited number of the participants, since the school year came to a sudden end earlier, because of the Virus Covide 19, and the quarantine, it was difficult to administer the survey out of the educational institution (middle school). Hence, it was sent hand and by hand to some neighbors, and also via E-mails.

In the light of the obtained results, it is recommended to conduct an experimental research on the effect of the Mnemonic Keyword strategy in secondary school, stream of Letters and Foreign Languages. This study stands for finding to what extent the same strategy fits the learning process of English and Italian vocabulary.

#### **Conclusion**

This chapter covers all the aspects of describing the choice of the research design, the selected participants, the setting and the description of the questionnaire. Also, it aims at presenting and discussing the main results from the gathered data and its interpretation which contributes to prove the stated hypothesis. The last part of this chapter states some pedagogical implications, limitations of the study and further recommendation. Accordingly, it has been proved that Mnemonic Keyword strategy has a positive effect in order to improve EFL pupils 'vocabulary learning which encourages English language teachers to adopt it in teaching vocabulary regarding its practical aspect and usefulness.



## General Conclusion

Learning EFL vocabulary needs to be carefully handled, and learned, because English is a foreign language (FL) presented to beginners, this highlights the significance of learning and teaching vocabulary at early stage. However, pupils do not aware about the appropriate strategy, which may help them to get rid of remembering problem, and improving their vocabulary learning.

For the already mentioned reasons, I have conducted a research to investigate the impact of the selected mnemonic strategy, on improving pupil's vocabulary learning. This work devoted into two chapters, the theoretical part and the field of work. The first chapter is divided into two main sections; reviewing the literature of the stated variables, which are the Mnemonic Keyword strategy and vocabulary learning. The second chapter deals with the research methodology and data analysis, which is collected from the questionnaire.

Since the aim of the questionnaire designed and administered to second year middle school pupils, is to investigate the effect of using the Mnemonic Keyword strategy in learning EFL vocabulary. The analysis indicates the following results: most pupils do actually use the MKS, through creating an acoustic and an imagery links, between their first language (L1) words, and the EFL words, and this links creates a keyword between both languages, in order to recall the needed word easily for them. In addition to, a number of them agreed about the effective use of the MKS, and they really succeed to recall the needed words.

In the light of the aforementioned findings, and according to the achieved results, that the Mnemonic Keyword strategy helps pupils to improve their vocabulary learning, in addition those pupils show positive attitudes towards MKS, even though they are not aware about it; my hypothesis has been proved; that EFL second year middle school pupils, will better learn and remember the new word in using MKS. This recommended that mnemonics provide

opportunities for the teacher to adopt this strategy, to engage all pupils' interests, and to motivate them for the use of MKS during EFL classes.

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## Appendixes

### Appendix A

#### Questionnaire

The purpose of this questionnaire is to investigate the effect of using the “Keyword Mnemonic Strategy” in order to improve English vocabulary learning in middle school classes. For this reason; your answers will serve forward to answer the questions of the research and to test its hypothesis. Dear pupils, would you please answer the following questions honestly by putting a tick (√) in the box you find appropriate. Thank you.

#### Section one: Personal Background

1. Please, specify those information

- a) You are :      Male                           Female
- b) Your age :

2. The general examination grade in English is:

- a) 1 – 9
- b) 10 – 15
- c) 16 - 20

#### Section two: Pupil’s Opinion about English Language Vocabulary

3. How do you find English language?

- a) Simple
- b) Difficult
- c) Neither simple nor difficult

4. Studying the vocabulary of English language is enjoyable:

- a) Yes                           b) No

5. When learning new English words, you feel:

- a) Proud
- b) Confident
- c) Stressed



d) You feel nothing

**6.** Studying English as a foreign language is important for

a) Watching movies

b) Speaking and Understanding foreigners

c) Surfing in the Internet websites

d) Reading stories and books

**7.** I have a little interest in my English language class. So, I do not pay attention when my teacher is explaining the lesson

a) Agree

b) Strongly agree

c) Disagree

d) Strongly disagree

**8.** English language vocabulary is difficult and complicated

a) Agree

b) Strongly agree

c) Disagree

d) Strongly Disagree

**9.** I enjoy doing activities and learn new vocabulary

a) Agree

b) Strongly agree

c) Disagree

d) Strongly disagree

**10.** I look forward to study English more in the future

a) Agree

b) Strongly agree

c) Disagree

d) Strongly disagree

11. During English classes, I learn new words which I link to my previous vocabulary.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

12. Studying English language helps me getting new words which I can link to my Arabic language

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

### Section three: Pupil's Use of Keyword Mnemonic Strategy

13. What is your preferred strategy to remember new English language vocabulary?

- a) Repetition
- b) Translation
- c) Memorization
- d) Keyword mnemonic strategy

14. Do you actually use the Keyword mnemonic strategy (after explaining the strategy?)

- a) Yes
- b) No

15. Do you actually use it in learning English language vocabulary?

- a) Yes
- b) No

16. How do you find the Keyword mnemonic strategy

- a) It is effective
- b) It is helpful to make a link between the new word and my language words
- c) It takes a short time of thinking

### Section Four: The MKS in Vocabulary Teaching

17. My teacher encourages me to use this strategy, because I have some difficulties in memorizing and remembering the new words

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

18. How often does your teacher practice this strategy with you in the classroom?

- a) Often
- b) Sometimes
- c) Rarely

19. How do you make a link between the new words and your language words?

- a) You try to imagine a picture of the new word and another one from your language
- b) You try to find a link of sounds between the new word and another one from your language
- c) You try both links

20. Did you really succeed to remember the new words easily when using this strategy?

- a) Yes
- b) No

21. If you do not like to use of this strategy, state why?

- a) It is hard to make a link between the new word and your language words
- b) It is a waste of time and you focus more on repetition and translation
- c) It takes a long time of thinking

**Thank you**

## Appendix B

### Questionnaire

The purpose of this questionnaire is to investigate the effect of using the “Keyword Mnemonic Strategy” in order to improve English vocabulary learning in middle school classes. For this reason; your answers will serve forward to answer the questions of the research and to test its hypothesis. Dear pupils, would you please answer the following questions honestly by putting a tick (√) in the box you find appropriate. Thank you.

#### استبيان

هذا الاستبيان يهدف الى اكتشاف تأثير استخدام استراتيجية الكلمة المفتاحية، من اجل تطوير مستوى تعلم مفردات اللغة الإنجليزية في التعليم المتوسط. لهذا ارجو منكم ان تكونوا صادقين في اجاباتكم لان هذا العمل مبني المصادقية و كل النتائج المتحصل عليها تجيب على الفرضية و الاسئلة المطروحة. يمكنكم الاجابة على الاسئلة بوضع علامة (√) على الاجابة المناسبة. لقد تم شرح الأسئلة باللغة العربية لكي تسهل عليكم الاجابة  
شكرا

#### Section one: Personal Background

1. Please, specify those information:

c) You are : ذكر Male  انثى Female

d) Your age :

2. The general examination grade in English is:

اختر علامة متحصل عليها في مادة اللغة الانجليزية

d) 1 – 9

e) 10 – 15

f) 16 - 20

#### Section two: Pupil’s Opinion about English Language Vocabulary

3. How do you find English language?

كيف تجد اللغة الانجليزية

d) Simple سهلة

e) Difficult صعبة

f) Neither simple nor difficult بين الصعبة و السهلة

4. Studying the vocabulary of English language is enjoyable:

تعلم اللغة الانجليزية امر ممتع

b) Yes نعم

b) No لا

5. When learning new English words, you feel:

ما هو شعورك عند تعلم مفردات جديدة

e) Proud بالفخر

f) Confident بالثقة

g) Stressed بالتوتر

h) You feel nothing لا تشعر بشيء

6. Studying English as a foreign language is important for

تعلم اللغة الانجليزية مهم جدا في

e) Watching movies مشاهدة التلفاز

f) Speaking and Understanding foreigners التكلم مع الاجانب و فهمهم

g) Surfing in the Internet websites استخدام الانترنت

h) Reading stories and books قراءة القصص و الكتب

7. I have a little interest in my English language class. So, I do not pay attention when my teacher is explaining the lesson

لدي قليل من الاهتمام بتعلمها. لهذا انا لا انتبه كثيرا للأستاذ اثناء الحصة او الشرح

e) Agree موافق

f) Strongly agree موافق بشدة

g) Disagree غير موافق

h) Strongly disagree غير موافق بشدة

8. English language vocabulary is difficult and complicated

مفردات اللغة الانجليزية صعبة و معقدة

e) Agree موافق

f) Strongly agree موافق بشدة

g) Disagree غير موافق

h) Strongly Disagree غير موافق بشدة

9. I enjoy doing activities and learn new vocabulary

استمتع كثيرا بالتطبيقات و النشاطات و تعلم المفردات الجديدة في القسم

- e) Agree موافق
- f) Strongly agree موافق بشدة
- g) Disagree غير موافق
- h) Strongly disagree غير موافق بشدة

10. I look forward to study English more in the future

اريد ان احقق هدفي بتعلم هذه اللغة مستقبلا

- e) Agree موافق
- f) Strongly agree موافق بشدة
- g) Disagree غير موافق
- h) Strongly disagree غير موافق بشدة

11. During English classes, I learn new words which I link to my previous vocabulary.

يمكنني ان اجعل رابطا بين المفردات السابقة و الجديدة

- e) Agree موافق
- f) Strongly agree موافق بشدة
- g) Disagree غير موافق
- h) Strongly disagree غير موافق بشدة

12. Studying English language helps me getting new words which I can link to my Arabic language

تعلم اللغة الانجليزية يساعدني على اكتشاف مفردات جديدة . حيث يمكنني هذا من ربط البعض منها بلغتي الاصلية العربية

- e) Agree موافق
- f) Strongly agree موافق بشدة
- g) Disagree غير موافق
- h) Strongly disagree غير موافق بشدة

**Section three: Pupil's Use of Keyword Mnemonic Strategy**

13. What is your preferred strategy to remember new English language vocabulary?

ماهي استراتيجيتك المفضلة في تعلم هذه اللغة

- e) Repetition التكرار
- f) Translation الترجمة
- g) Memorization الحفظ
- h) Keyword mnemonic strategy استراتيجية الكلمة المفتاحية

14. Do you actually use the Keyword mnemonic strategy (after explaining the strategy)?

هل قمت باستخدام استراتيجية الكلمة المفتاحية .

الشرح- انها تقوم على ربط كلمة اجنبية جديدة بكلمة من اللغة العربية و هذا الربط يكون بالصوت و الصورة .  
يعني ان تجد كلمة في اللغة العربية تشبه الكلمة التي تريد ان تتذكرها من اللغة الاجنبية في الصوت و تقوم  
بربطهما في شكل كلمة مفتاحية لكي يسهل عليك تذكرها بسهولة  
مثال Hair هي الكلمة الجنبية باللغة الانجليزية و التي نريد تذكرها و بللغة العربية معناها كلمة شعر  
ونجد في اللغة العربية كلمة تشبهها في الصوت وهي كلمة هرهي بدورها الكلمة المفتاحية  
هنا نقوم بربط كلمة هر مع الكلمة التي نريد تذكرها بالصوت و نتخيل صورة تجمعهما معا لتتذكرها بسهولة.

- b) Yes نعم  b) No لا

15. Do you actually use it in learning English language vocabulary?

هل كنت حقا تستخدم هذه الاستراتيجية في تعلم مفردات اللغة الانجليزية

- b) Yes نعم  b) No لا

16. How do you find the Keyword mnemonic strategy

كيف تجد هذه الاستراتيجية

- d) It is effective نافعة و فعالة
- e) It is helpful to make a link between the new word and my language words  
تساعد في تكوين رابط بين الكلمة الاجنبية الجديدة و كلمات من لغتي الاصلية
- f) It takes a short time of thinking انها تأخذ وقت قصير في التفكير

#### Section Four: The MKS in Vocabulary Teaching

17. My teacher encourages me to use this strategy, because I have some difficulties in memorizing and remembering the new words

ان استاذي يشجعني على استخدام هذه الاستراتيجية عندما اجد صعوبة في تعلم مفردات جديدة

- e) Agree موافق
- f) Strongly agree موافق بشدة
- g) Disagree غير موافق
- h) Strongly disagree غير موافق بشدة

18. How often does your teacher practice this strategy with you in the classroom?

كم من مرة يستخدم استاذك هذه الاستراتيجية في القسم او خلال الدرس

- d) Often غالبا
- e) Sometimes في بعض الاحيان
- f) Rarely نادرا

19. How do you make a link between the new words and your language words?

كيف تصنع رابطا بين الكلمتين باللغة العربية و اللغة الانجليزية

- d) You try to imagine a picture of the new word and another one from your language   
تحاول تخيل صورة للكلمة الجديدة و ربطها باخري من لغتك الاصلية
- e) You try to find a link of sounds between the new word and another one from your language   
تحاول ايجاد رابط بالصوت بين الكلمة الجديدة وكلمة من لغتك الاصلية
- f) You try both links (الصوت و الصورة)   
تقوم بكلتا الرابطين معا

20. Did you really succeed to remember the new words easily when using this strategy?

هل تمكنت حقا من تذكر الكلمة الجديدة او الصعبة من خلال هذه التقنية

- b) Yes نعم
- b) No لا

21. If you do not like to use of this strategy, state why?

اذا كنت لا تحب ان تستخدم هذه الاستراتيجية لماذا

- d) It is hard to make a link between the new word and your language words   
اجد صعوبة في تكوين رابط بين الكلمة الجديدة و كلمة من لغتي الاصلية
- e) It is a waste of time and you focus more on repetition and translation   
انها تضيع الكثير من الوقت و انت تعتمد كثيرا على التكرار و الترجمة
- It takes a long time of thinking التفكير في الوقت

**Thankyou**



## Résumé

Le vocabulaire est considéré comme un aspect essentiel du processus d'apprentissage et d'enseignement de la langue étrangère. Après le développement de stratégies d'apprentissage de langue dans le domaine de la pédagogie et son objectif principale sur les besoins, les styles et les préférences des élèves, de nombreuses études ont été menées pour trouver des outils d'aide à l'acquisition, à la mémorisation et à l'amélioration du vocabulaire de langue étrangère. Cette thèse étudie l'effet de l'utilisation de la stratégie de mots-clés sur la réalisation de l'apprentissage du vocabulaire d'Anglais langue étrangère. Par conséquent, pour atteindre cet objectif, un plan de recherche descriptif et quantitatif a été adopté en utilisant un questionnaire comme outil d'enquête, qui a été distribué à quinze élèves d'Anglais langue étrangère de la 2eme année moyen du CEM « BoutighenMouhammed-Tébessa ». Les participants sont choisis aléatoirement de manière à représenter l'ensemble de la population. Les résultats du questionnaire ont été rassemblés et analyses pour montrer que la grande majorité des élèves utilisent la stratégie de mots-clés, car il garantit un stockage facile et améliore la rétention de leur vocabulaire. Pour résumer, les résultats révèlent que l'hypothèse de recherche est confirmée, et c'est pourquoi il est recommandé aux enseignants d'adopter cette stratégie, ou ils peuvent enseigner aux élèves et leur encourager à utiliser leurs capacités mentales (mémoire) dans l'apprentissage du vocabulaire, cela suggère également une poursuite des recherches sur l'effet de la stratégie de mots-clés sur la rétention à long terme des éléments de vocabulaire par les élèves d'Anglais langue étrangère.

**Mots Clés :** l'apprentissage du Vocabulaire, Stratégie de Mots-Clés, Élèves d'Anglais Langue Étrangère.

## ملخص

تعتبر المفردات جانباً أساسياً في تعلم و تدريس اللغة الأجنبية. و بعد تطور استراتيجيات تعلم اللغة في مجال التربية و تركيزه على ما يفضله التلاميذ و احتياجاتهم و كذا انماط دراستهم ، لقد تم اجراء العديد من الدراسات للعثور على ادوات مساعدة في اكتساب و تحسين و تهجين مفردات اللغة الأجنبية. تهدف هذه الاطروحة الى اكتشاف تأثير استخدام استراتيجية الكلمة المفتاحية في تعلم مفردات اللغة الأجنبية الانجليزية. لذلك و لتحقيق هذا الهدف، تم اعتماد بحث وصفي و كمي حيث استخدم فيه الاستبيان كأداة للاكتشاف. و الذي بدوره تم توزيعه على خمسة عشر تلميذ من السنة الثانية لمتوسطة " بوتوغان محمد- تبسة". ولقد تم اختيار المشاركين بشكل عشوائي لتمثيل العدد الكلي للتلاميذ. اظهرت نتائج الاستبيان التي تم جمعها و تحليلها ان اغلبية التلاميذ يستخدمون استراتيجية الكلمة المفتاحية، لأنها تضمن سهولة التخزين، و تعزز الاحتفاظ و تذكر المفردات المطلوبة، ايضا دلت النتائج على ان فرضية البحث مثبتة. و على هذا الاساس ينصح المعلمون باعتماد هذه الاستراتيجية، حيث يمكنهم تعليم و تشجيع التلاميذ على استخدام قدراتهم العقلية (الذاكرة) في تعلم المفردات. و كذا استخدام استراتيجية الكلمة المفتاحية في تذكر المفردات، و كما تم تقديم مقترح اضافي و هو البحث عن تأثيرها بالنسبة لتلاميذ اللغة الأجنبية الانجليزية على المدالطويل.

**كلمات مفتاحية:** تعلم المفردات، استراتيجية الكلمة المفتاحية، تلاميذ اللغة الأجنبية الانجليزية.