

The impact of using the association-repetition-sentence vocabulary technique in children to increase their vocabulary in the English language.

El impacto de utilizar la técnica de asociación, repetición y oraciones para incrementar el vocabulario en el idioma Inglés en niños.

María Augusta Heredia Quiroz<sup>1</sup>, Pablo Jesús Oñate Cifuentes<sup>2</sup> Karina Tatiana Borja Moscoso<sup>3</sup>, Lilian Aracely Campos Calahorrano

1. University of the Armed Forces, ESPE, Language Institute, Quito-Ecuador ([maheredia@espe.edu.ec](mailto:maheredia@espe.edu.ec))
2. University of the Armed Forces, ESPE, Quito-Ecuador ([pjoniate@espe.edu.ec](mailto:pjoniate@espe.edu.ec)); UTPL University, Quito-Ecuador, ([pjonate@utpl.edu.ec](mailto:pjonate@utpl.edu.ec))
3. Universidad Tecnológica Equinoccial, UTE, Quito-Ecuador ([karina.borja@ute.edu.ec](mailto:karina.borja@ute.edu.ec))
4. BRASAS English Institute, BRASILIA-BRASIL ([liliancampos3@yahoo.com](mailto:liliancampos3@yahoo.com))

## ABSTRACT

The objective of this study is to investigate the impact of using the association-repetition-sentence vocabulary technique in children to increase their vocabulary in the English language. It is a Quasi-experimental research (Intact groups single-control) in terms of nature and method. The statistical population are the students of a private school in the north of Quito within an academic year. The sample was 94 children. However, the treatment was given to 50 elementary English students (the experimental group). It consisted of the application of the association-repetition-sentence technique. Data was gathered by means of a pre-test and a post-test. The pre-test showed that students had poor vocabulary. Likewise, these results corroborated the need to apply this study. The means, standard deviations and the “z” *value* were used to analyse the data and test the hypotheses. The results showed that the application of this vocabulary technique increases significantly the students’ vocabulary in the English language and guarantee they recycle new English words for further use.

**Keywords:** Vocabulary, association, recycle, motivation, Lexis, Lexicon,

## Resumen

El objetivo de este estudio es investigar el impacto del uso de la técnica de asociación-repetición, y escritura de oraciones para incrementar el vocabulario en el idioma Inglés en niños. Esta es una investigación cuasi-experimental en términos de naturaleza y método con grupos intactos y un grupo de control. La población estadística son los estudiantes de una escuela durante un año académico. La muestra fueron 94 niños. Sin embargo, el tratamiento se administró a 50 estudiantes en nivel básico de inglés (grupo experimental). Básicamente, el tratamiento consistió en la aplicación de la técnica de asociación-repetición y escritura de oraciones para incrementar el vocabulario en el idioma Inglés. Se recogieron datos mediante un pre-test y un post-test. El pre-test mostro el pobre vocabulario que los alumnos tenían. Asimismo, los resultados corroboraron la aplicación de esta investigación. La media aritmética, la desviación estándar y el valor-z fueron utilizados para analizar los datos y probar las hipótesis. Los resultados mostraron que la aplicación de esta técnica de vocabulario aumenta significativamente el vocabulario en los niños y garantiza que los estudiantes reciclen el nuevo vocabulario para usarlo en el futuro.

**Palabras clave:** Vocabulario, asociación, reciclar, motivación, léxico,

### 1. Introduction

It is generally recognized that vocabulary is the key to communication. Vocabulary is fundamentally the floor or the solid bedrock upon which English learners will build up the four skills (listening, speaking, reading and writing) and grammar. Likewise, improving the students' vocabulary means improving their capacity to learn more. A clear example of this is, when English learners have acquired a good vocabulary level, they read and comprehend more. By the same token, when they write a composition or an essay they have an ample range of vocabulary to make their writings more academic. Therefore, when they talk, they will make use of the acquired vocabulary and be more fluent as well as understanding more conversations and interactions. It means that their hard work will pay off later in the form of more efficient writings and fluent conversations. (<https://bit.ly/1sQfsPw>). As we see, vocabulary is essential in the acquisition of English. Lewis (1993) went further to argue, "Lexis is the core or heart of language"; so, at the present time, there is the need to expand

English learner' vocabulary since it turns out in communicative learners who master grammar and the four skills.

Vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times they do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008) Likewise, English learners have serious problems in acquiring vocabulary due to the fact that universities pay more attention to English grammar. (Hamouda, 2013). In fact, most English teachers assume and consider that vocabulary will develop naturally and simultaneously while English learners study and complete the units of their books. Therefore, English teachers take for granted that a minimum exposure to new words is enough to acquire them without paying attention to when students learn a new word they need to have access to all the information about it. For example, what it means, the type of word that it is, if it is a verb how to conjugate it, and how to spell and pronounce it (Zhang, 2016). Observe that vocabulary is much more than just single words it includes lexical chunks, collocations, idiomatic expressions, phrases of two or more words, such as good evening and have a good day, which research suggests children and adults learn as single lexical units. Phrases like these involve more than one word but have a clear, formulaic usage and make up an important part of spoken or written English language practice. These phrases are called formulaic sequences (Alali & Schmitt, 2012), and are essential to English vocabulary learning and are therefore worth the teachers' attention as they teach vocabulary (Lewis, 1993). Most English teachers are not clear about the best methods or techniques to teach and enhance vocabulary learning. So, most of them have ignored the teaching of vocabulary. Likewise, teachers at universities, high schools, and schools are fully limited to complete a syllabus, so they cover books and they devote more time to grammar with repetitive vocabulary. Since grammar will be evaluated in exams (Segura, 2011). It is a big mistake taking into account that "Without grammar, very little can be conveyed; but without vocabulary nothing can be conveyed" (Wilkins, 1972).

Vocabulary undoubtedly plays a big role in the acquisition of a second language (Cameron, 2001). However most of the studies conducted about vocabulary have been developed in other countries especially in Saudi Arabia, China, Japan and a few studies in Ecuador. Therefore, in the present study the impact of the association, repetition and sentence technique has been examined.

## 1.2. Theoretical framework of research

### 1.2.1. The definition of Vocabulary

Vocabulary has been defined as the collection of words that a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is **lexis** (<https://bit.ly/2IswlJX>). The **active vocabulary** is all the words used expressively (in writing, speaking or singing) and the **passive vocabulary** is all the words recognized and understood, although not necessarily used expressively. An adult's passive vocabulary is about one third larger than their active vocabulary (Crystal, 2006). Neuman & Dwyer (2009) claim that vocabulary are "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" Equally important, Ur states "Vocabulary can be defined, roughly, as the words we teach in a foreign language. However, a new item of vocabulary may be more than just a single word. For example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items "rather than "words." Likewise, Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". A simple definition about listening could be this proposed by Richard Nordquist (2017) Vocabulary refers to all the words of a language, or to the words used by a particular person or group. Also, it is called word-stock, lexicon, and lexis. English has "a stunningly bastard vocabulary," says linguist John McWhorter. "Out of all of the words in the Oxford English Dictionary, no less than ninety-nine percent were taken from other languages" (The Power of Babel, 2001). But vocabulary is "more than words," Ula Manzo and Anthony Manzo. A measure of a person's vocabulary represents a measure of all that they have learned experienced, felt, and reflected upon. It is also a good indicator of what one is capable of learning. From the definitions above, the research team concluded that vocabulary are the words and items (collocations, phrases, idiomatic expressions) that learners need to learn in the foreign language to communicate their ideas, thoughts and beliefs effectively. Note that there are two types of vocabularies: active vocabulary the words that learners use in speaking, and writing; and passive vocabulary the words that are recognized and understood by learners. That is the reason why it is essential to learn vocabulary.

### **1.2.2. The importance of vocabulary**

Several researchers argue that the acquisition of vocabulary is critical for effective second language use and it plays a significant role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011)). Complementary to this, Richards (1980) and Krashen (1989), state reasons for giving attention to vocabulary. “First, a large vocabulary is of course vital for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and they often report that the lack of vocabulary is a major problem”. Another essential point claimed by Alqahtany (2015) is that a limited vocabulary in a second language hinders successful communication. In addition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Rivers and Nunan (1991), moreover, argue that the acquisition of an adequate vocabulary is crucial for successful second language use because without an extensive vocabulary, second language learners will be unable to use the structures and functions they may have learned for comprehensible communication. In addition, Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary allows language use and, conversely, language use leads to an increase in vocabulary knowledge. Underscoring the importance of vocabulary acquisition, the authors of this project would say that without a great amount of vocabulary second language learners could not express their ideas, opinions or understand others. Likewise, adequate vocabulary used with advanced grammatical structures leads to an improvement in second language students’ English level.

### **1.2.3. Vocabulary problems**

It is essential to know the difficulties that learners face in the vocabulary learning process to apply techniques to solve them. Thornbury (2004: 27) presents some aspects that hinder vocabulary learning. Among the most important is pronunciation. It is a well-known fact that

words that learners cannot pronounce are difficult to learn for them. Likewise, the length of words causes problems. It means that a long word will be difficult to memorize and a short one will be easier to memorize. Arbitrariness which is the absence of any natural or necessary connection between a word's meaning and its sound or form (Nordquist, 2018) is another factor that impedes vocabulary learning. As R.L. Trask points out in "*Language: The Basics*," "the overwhelming presence of arbitrariness in language is the main reason to acquire vocabulary. It takes so long to learn the vocabulary of a foreign language." Another factor that impedes vocabulary learning is that sometimes a word can have different meanings according to the context. It is called Homonymy. It distinguishes between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool), (<https://bit.ly/2yLkFCM>) Needless to say, that phrasal verbs have several meanings too. By the same token, it is the lack of knowing pre-fixes and suffixes that prevent learners from building new words (<https://bit.ly/2yNr5Bn>). More importantly, it is sounds-spelling mismatches the cause of errors, either of pronunciation or of spelling. While most English spelling follows a pattern, there are also some evident irregularities. Words that contain silent letters are particularly problematic: talk, walk, comb, half, etc. Also difficult is the grammar associated with the word, especially if this differs from that of its L1 equal. For example, a verb like hate, love, or like is followed by an infinitive (to dance) or an -in form (dancing) can add to its difficulty. Another problem, which second language learners have to face, is false friends and clusters. False friend is a word that is often confused with a word in another language with a different meaning because the two words look or sound similar (<https://bit.ly/2MwIz8e>). For example, carpet which means folder in Spanish and carpet which means a thick woven material made of wool, etc. for covering floors or stairs (<https://bit.ly/2txWBOw>). Another aspect which makes English vocabulary difficult for Spanish learners is clusters. Clusters are words that have two or three consonants together and that learners do not have in their L1 for example spring. A Spanish speaker will pronounce spring instead of spring because he does not have three consonants together in his language and any word begins with sp.

Gower, Philips and Walter (1995: 143) state that there are several factors which make vocabulary items easy or difficult to learn. The first factor is similarity to English words already known. It means that when students know some words and after they meet a word which is related to a familiar one it is easy for them to understand. For example, if students have already met the word rapid they should be able to guess the meaning of rapidly.

Last but not least, we have multi-word items. They are lexical items which consist of more than one word. For example, compound nouns (bus stop, swimming pool, washing machine.) Phrasal verbs (turn on, put up with, hang out) and collocations (do homework, make your bed, made up) which turn out difficult for students to remember for two reasons on the one hand they are verbs plus prepositions or adverbs and on the other hand because sometimes they have several meanings.

### **1.3. Review of literature**

#### **1.3.1. Types of Vocabulary**

There are two types of vocabulary according to Hiebert and Kamil (2005: 3).

Productive vocabulary and receptive and recognition vocabulary. On one hand, Productive vocabulary refers to the words that learners use when writing or speaking. These words are well-known to them since they use them in their daily activities.

On the other hand, Receptive or recognition vocabulary refers to that group of words for which a learner can give meanings when listening or reading. These words are not familiar for the learners; consequently, they do not use them commonly. These words are not used by the learners spontaneously, but if they encounter these words in reading, for example they recognize them, even if imperfectly.

Complementary to this, Nation (2000: 40) states that the words are learned for two uses: Receptive use (Listening or reading) or receptive and productive (listening, speaking, reading, and writing)

#### **1.3.2. Aspects of vocabulary**

According to the Oxford Dictionary vocabulary is “the body of words used in a particular language. (<https://bit.ly/2MxgeNT>)” With this definition, it is necessary to know what a word is and establish what it means to know a word. A word is a single unit of language that has meaning and can be spoken or written (<https://bit.ly/2yR9W9R>). As we said before, it is vital that second language learners know the vocabulary (the words) of the target language to be communicative competent in it. However, knowing the words of another language involves knowing different aspects. About the spoken form how the word sounds and how the word is pronounced. As for the written form. It is essential to know how the word look like. And how the word is written and spelled. With respect to the position of words (Grammatical pattern); Learners need to know, in what pattern the word occurs, and in what pattern we must use the

word. Note that if learners use collocations it is necessary to know what words or types of words it can be expected before or after the word, or what words or types of words they must use with this word. If we talk about the function, it means the frequency. It is important that learners know how common the word is, and how often the word should be used. Equally important, is the appropriateness. It means where learners would expect to meet this word, and where this word can be used. Meaning is another essential point; that is the definition of words. Learners need to know, what the word means, and what word should be used to express this meaning. Another important aspect is association. The learners need to think what other words this word makes them think of, and what other words they could use instead of this one. All these aspects refer to receptive knowledge and productive knowledge (Nation (2000: 40)

### 1.3.3. The process of learning vocabulary.

Grauberg (1997) states that the process of learning words has four stages:

- **Discrimination.** - At this stage learners discriminate sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. If learners cannot distinguish the words it leads to errors.
- **Understanding meaning.** - At this stage learners understand the concept of the English word either by direct association or by the equivalent word in Spanish.
- **Remembering.** - After the students have been introduced and explained the vocabulary. The next step is to guarantee its retention. Learners tend to forget the words after they have found out the meaning of them. Consequently, some words need to be relearned.
- **Consolidation and extension of meaning.** - It means that words are absorbed slowly overtime by learners. And these words are incorporated little by little into the learners' personal stock of words when they can use them with the same fluency that they use words in their first language (Meara as cited in Grauberg (1997: 22)

Attaining lexical command is a slow process. First students learn how to pronounce and spell words, after they learn the meaning of the words and can have control over morphological forms and syntactic links, and finally they acquire semantic knowledge.

### **1.3.4. Vocabulary technique**

#### **1.3.4.1 The association repetition sentence technique**

The research team applied this vocabulary technique to the experimental group based on these theories. It is generally said that a picture is worth a thousand words. With this in mind the research team introduced each week 15 words to elementary students. The words were presented with pictures (flash cards, photographs, images, etc.). Taking into account that pictures present and define words in a meaningful context. Likewise, pictures along with text enable students to learn English in a much more rapid and retentive way (Corcoran, 2008)

Complementary to this, Visual imagery assist students in learning word meaning and in making better predictions and better inferences (Center, et, al,1999).

Last but not least, pictures can cue students with learning disabilities with decoding unknown words, can decrease task complexity, and can assist in developing memory for the written word (Van der Bijl, Alant & Lloyd, 2006)

So, in this research students associated pictures with words and their meanings. Likewise, repetition was used to reinforce retention and recycle. It is a well-known fact that second language learners to learn vocabulary efficiently require repetitive exposure - theory says a minimum of seven times, along with grammatically and meaningfully accurate usage. In contrast with grammar, which is mainly sets of rules to follow, vocabulary is a bottomless well in which ELL learners sometimes find themselves drowning in (Thomas, 2016). In this research students repeated five times the learnt words to reinforce spelling. Additionally, they pronounced the words several times following the teacher's model.

Finally, students wrote sentences using the words given. It was applied based on the theory proposed by Krashen  $i+1$  (1982, 1985). "If it is the language learner's current level of competence in the foreign language, then  $i + 1$  is the next immediate step along the development continuum". It means that when second language learners learn a word, it is

their current level of second language competence and when they write sentences they go to the next step along the acquisition of the target language

#### 1.4. Conceptual framework of research

The conceptual framework of research was configured as demonstrated in Fig. 1

Experimental group G1 (intact):	X1 Pre-test	T Treatment (The association-repetition-sentence vocabulary technique)	X2 Post-test
Control Group G2 (intact):	X1 Pre-test	O Observation	X2 Post-test

**Figure 1.** Conceptual model of research

G1 (Intact): It represents the experimental group. The group that received treatment (The association-repetition-sentence vocabulary technique)

G2 (Intact): It represents the control group. This group did not receive any treatment. It was only used to observe to what extent the students had improved their vocabulary. They only followed the activities from their text book, without developing any extra vocabulary technique. It was also used to compare the grades of the experimental group and control group in order to establish if the association-repetition-sentence vocabulary technique had been effective.

#### 1.5. Research hypotheses

**Alternative Hypothesis:** the application of the association-repetition-sentence vocabulary technique (treatment) increases the vocabulary of the experimental group students.

**Null Hypothesis:** There is no correlation between the application of the treatment (the association-repetition-sentence vocabulary technique) and the experimental group students' improvement in vocabulary.

## **2. Research Methodology**

This study is conducted in terms of purpose, and is an experimental research in terms of nature and method. The statistical population are the students of a private school in the north of Quito within an academic year. The research team carried out a Quasi-experimental method (Intact groups single-control). It is well-known that an “intact group” is assembled by any process other than by random assignment by the researcher. Examples: school, class, section, etc. Note that randomizing intact groups does not produce initial equivalence for these reasons: First, there is some “reason” folks are in the groups they are -- not random or independent assignment. Second, there is no reason to believe that different groups have initial equivalence relative to each other. Third, so, randomly assignment groups do not endure initial equivalence of individuals. Often referred to “unit of assignment” (groups) not matching the “unit of analysis” (individuals) (<https://bit.ly/2Ktqr0q>).

Likewise, quasi-experimental methods calculate approximately how the treatment affects the treated group (the experimental group). Nevertheless, to establish the effectiveness of the treatment (the association-repetition-sentence technique) the experimental group was compared with a control group, which did not receive treatment. The research team must underscore that in this investigation, they worked with intact groups which is appropriate for performing factor analysis. The authors randomly applied the treatment to two of the four groups with the flip of a coin.

### **2.1. Data collection**

The data collection in this experimental research was carried out by means of a pre-test and a post-test. These instruments were vocabulary quizzes which included basically four parts. Part 1 Completion. It had five pictures. Students had to look at the pictures and write the meanings. It could be a single word or phrases; for example, get out of the truck, let air out of the tire, drive under a bridge, watch TV, do the laundry, etc. Part 2 Write sentences. Students were given 5 words and they had to write affirmative sentences, negative ones or questions (yes/no questions or information questions). Part 3 Dictation In this section the students listened to the teacher. She dictated words or short sentences to them and they copied them.

Sometimes the quizzes had part 4. It was completion. Students had to write the opposites of 5 words. It was necessary to calculate the means and standard deviation to obtain numerical data for further analysis.

### **2.1.2. Participants (Sample)**

The school grades selected as a sample for this experimental research were four third grades of a private school at the north of Quito city. The students meet English classes two hours every weekday. It means 10 hours a week and 40 hours a month. The sample had ninety-four children. They were separated into the following categories: forty-one girls, and fifty-four boys. All were native Spanish speakers, between seven and eight years old. Observe that the experimental group had 50 students and the control group had 44 students.

### **2.1.3. The Treatment (The association, repetition, sentence technique)**

#### **2.1.3.1 The association-repetition-sentence technique**

Basically, all Mondays during the school year, experimental group students were given 15 words taken from their student book in advance before they study the grammar and reading of each unit. The teacher introduced each word using flashcards and explaining the meaning of each word in English. The students copied the words in their notebooks and repeated them 5 times. Likewise, the teacher pronounced the 15 words several times and students repeated orally them. After that, the students dictated sentences to the teacher with each learned word. The teacher copied the sentences on the board and corrected any grammatical mistake that could have had in the sentences. In the same way, the teacher encouraged the students to write affirmative sentences, negative sentences, yes/no questions, information questions, to use modals, etc.

Finally, the students drew pictures related to the learnt word in order to reinforce retention and avoid forgetting. Note that, the teacher taught them words; for example, bicycle, train, vegetables, etc., and they were identified as noun, verb, adjective, adverb, etc. Likewise, phrases which begin with verbs were emphasized, such as: go to school, take the school bus, have breakfast. Sometimes, collocation were taught; for example, do yoga, make progress, do

the washing up. Additionally, phrasal verbs were taught too; for instance, turn off, turn on, pick up, etc.

The next day, it was all Tuesdays the learners took short vocabulary quizzes. They had basically four parts. Part 1 Completion. It had five pictures. Students had to look at the pictures and write the meanings. Part 2 Write sentences. Students were given 5 words and they had to write affirmative sentences, negative ones or questions (yes/no questions or information questions). Part 3 Dictation In this section the students listened to the teacher. She dictated words or short sentences to them and they copied them. Sometimes the quizzes had part 4. It was completion. Students had to write the opposites of 5 words.

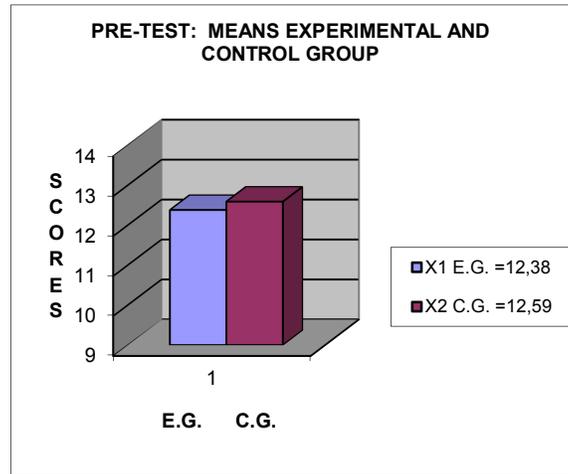
From Tuesday to Friday both the students from the control group and the students from the experimental group followed the activities in their textbooks. However, it was notorious that experimental group students used the learned vocabulary to give grammatical examples and to write compositions and understand readings rapidly.

### **3. Results**

The vocabulary pre-and-post-test results were compared and contrasted by the research team. With these results they drew conclusions, and rejected the null hypothesis as well.

#### **3.1. Factor analysis of the experimental and control groups' pre-test results**

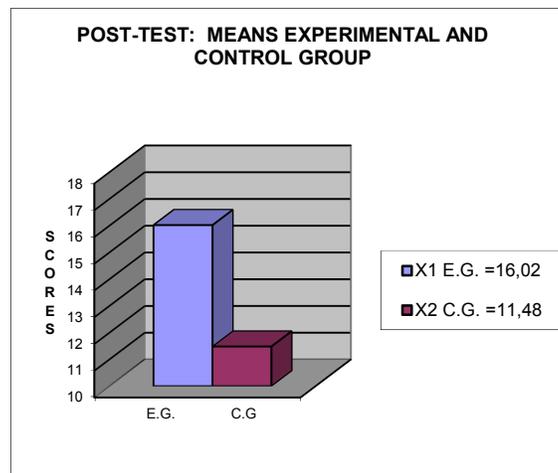
The pre-test was taken by experimental and control group students at the beginning of the school year. On the one hand, the results of the pre-test taken by the experimental group students showed a mean  $\bar{X}_1$  of 12.38 equal to 61.90% of vocabulary knowledge. On the other hand, the results of the pre-test taken by the control group students showed a mean  $\bar{X}_2$  of 12.59 equal to 62.95% of vocabulary knowledge. Both results were low, considering that students need to have a rich vocabulary to be communicative competent. Note that the difference between both means in the pre-test was 0.21 equal to 1.05%, it was not significant, and both groups were in similar conditions. It meant that both groups had the same vocabulary knowledge. Nevertheless, it was necessary to apply the-association-repetition-sentence vocabulary technique to enhance experimental group's vocabulary.



**Figure 2.** Means pre-test experimental and control groups

### 3.2. Factor analysis of the experimental and control groups' Post-test results

The post-test was taken by control and experimental group students at the end of the school year, after that the vocabulary treatment was applied (the association-repetition-sentence vocabulary technique) to the experimental group students. On the one hand, the results of the post-test taken by the experimental group students after treatment showed a mean  $\bar{x}_1$  of 16.02 equal to 80.10% of vocabulary knowledge. On the other hand, the post-test taken by the control group students showed a mean  $\bar{x}_2$  of 11.48 equal to 57.40% of vocabulary knowledge.



**Figure 3.** Means post-test experimental and control groups

### 3.3. Factor analysis of the experimental and control groups' Post-test dispersion results

The standard deviation of the experimental group after treatment in the post-test was 3.03, which showed that after treatment, the experimental group was more homogenous than the control group, which had a standard deviation of 4.45. Consequently, the experimental group after treatment showed a lower dispersion than that of the control group (the untreated group).

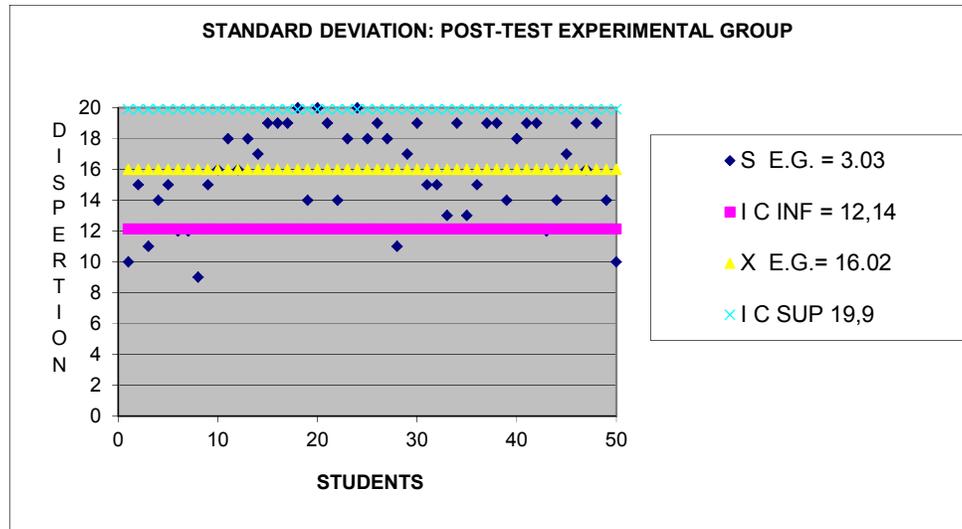


Figure 4. Dispersion experimental group after treatment.

### 3.3. Testing the research hypothesis

#### Rejecting the hypothesis:

The research team found the critical value using the Table A from S. Siegel, Nonparametric Statistics for the Behavioural Sciences (1956). The body of the table gives one-tailed probabilities under  $H_0$  “z”. The left hand marginal column gives various values of “z” to one decimal place. The top row gives various values to the second decimal place, but we have to bear in mind that this is a two-tailed hypothesis and that the significance level is 0.10 that is, the most extreme has 0.05, thus the non-critical region is located between the two tails, it is consequently 0, 90.

0.05 = 0.495, the critical values is  $\pm 1.65$

In this study to reject the hypothesis, the appropriate statistical test is “z”, because the two samples have normal distribution and they are big, ninety-four observations, also we know the standard deviation. The research team chose the “z” because this value is very trustworthy to compare two means  $X_1$  and  $X_2$ , Experimental Group and Control Group. Also the “z” allows proving if our hypothesis is true or false.

If the calculated value of “z” is less than the critical value  $\pm 1.65$  or equal. The research team could not reject  $H_0$ , the Null Hypothesis, and reject the alternative hypothesis  $H_1$ , on the other hand if the calculated value of “z” is greater than the critical value  $\pm 1.65$ ; that is, it is located in the non-critical region, we accept the alternative hypothesis  $H_1$  and we reject the Null hypothesis  $H_0$

The “z” value calculated by the research team was 3.19 it is greater than the critical value  $\pm 1.65$ . Consequently, it is in the non-critical region. So, the research team accepts the alternative hypothesis  $H_1$  and rejects the Null hypothesis  $H_0$ . Hence, the application of the association-repetition-sentence vocabulary technique (treatment) increased significantly the Experimental group students’ vocabulary with relation to the students of the control group, who learnt English only following the activities from the text-book.

#### 4. Discussion and conclusions

The present research studied the impact of the application of the association-repetition-sentence vocabulary technique to increase students’ vocabulary. The results showed that this technique increased significantly the experimental group’s vocabulary grades. Furthermore, after treatment on the post-test, had a mean  $\bar{X}_1$  of 16.02 which is higher than the control group’s vocabulary grades, which had a mean  $\bar{X}_2$  of 11.48 in the post-test. The difference between both means in the pre-test and post-test of the experimental group shows an improvement of 3.64 (18.20%) which is significant. The control group did not report vocabulary improvement. Similarly, the experimental group standard deviation was 3.03 because the treatment helped all the students increase their poor vocabulary knowledge, especially the weak students, who acquired more vocabulary. The obtained result is consistent with some previous studies; such as, Nash & Snowling (2006), Rosenthal & Ehri (2008), and Connor, Morrison & Slominski (2006). The results also indicate that the null hypothesis was rejected because it was demonstrated obtaining the “z” value (3.19) was greater than the critical value  $\pm 1.65$ . In other words, it means that the association-repetition-sentence vocabulary technique is an effective way to increase weak elementary students’ vocabulary

#### 5. Recommendations

The association-repetition-sentence vocabulary technique should be implemented by school teachers in their classes because it improves the learners’ capacity to acquire new vocabulary.

Furthermore, it increases the learners' motivation once they realize that this technique works because they can communicate more as well as better understand others.

Teachers should consider increasing the number of encounters of the repetition sentence vocabulary technique within one learning session for it has been demonstrated that it enhances vocabulary learning.

Likewise, English teachers must find ways to teach vocabulary. The way new vocabularies are presented in English teaching and learning will have great influence on the students' retention. It has been proven that only following activities from a course book is not enough to increase vocabulary.

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