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"The Influence of Using (PAVE) Strategy on EFL University Student' Vacabulry Retention"

A B S T R A C T

Language is a system of unlimited vocabularies and our disability in using a given vocabulary can due to the difficulty of retention this vocabulary when needed. The (PAVE) Strategy enhances the students' ability for learning a new vocabulary they find within the text. By using this strategy, the students can be able to remember of vocabulary easily when they Predict the meaning of the vocabulary, Associate the vocabulary with a specific image, Verify the meaning of the vocabulary in a specific dictionary and then Evaluate the prediction that they made. This study aims at investigating the influence of using (PAVE) Strategy on EFL university students' vocabulary retention. An achievement test is designed and used for checking the sample of the study which consists of (62) students in second stage in English Department in the Colleges of Education at Tikrit University. They are divided in to two groups(experimental group and control group) in the Academic Year (2018-2019). For determining whether there is statistically significant differences between experimental group and control group achievement, T-test formula for two independent samples is applied.

The results prove that there are statistically significant differences between the two groups with the side of experimental group. According to the obtained results of this study, it is recommended for using (PAVE) Strategy for increasing students 'vocabulary retention.

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Theoretical Background

1. Introduction:

To communicate with others by using language, we need to have enough vocabularies and we also need to have the ability to remember them when needed in order to combine a meaningful sentence. When the students want to communicate and talk with other students, they need to use vocabulary. The use of language to communicate with others creates an opportunities to practice some degree for controlling the students' own learning contexts. According to Bader (2017:5) , English is taught around the world for different purposes such as for passing the exam, for having jobs, for developing their educational skills, etc. While in some countries such as in Iraq, we are studying English as a part of educational curriculum, particularly in schools and universities.

The students' educational progress can be measured by their progress in expressing and participating in a different situations and it can be seen that students who participate in the class actively can learn more than the students who do not. Weaver and Qi (2005: 322) believe that by participating in the class, the students need to use a set of vocabularies and they need to return these vocabularies with their meaning in a specific contexts. Linse (2005:121) defines vocabulary as the collection and types of words the students have .The students need these words in order to use them for communication. While Bader (2017: 7) defines them as "words which are presented by the students in language context". She believes that students can communicate and express their thoughts and ideas in an effective way if they have enough vocabulary.

Richards and Willy (2002: 255) show the importance of vocabulary when they state that for using language, it is important to be familiar with its vocabulary which is the basic element in any language and important to improve the students' ability for learning skills speaking, listening, reading and writing. Arista(2010:7) adds that vocabulary is a central part of communication and the students have to master on many and different types of vocabulary for combining and presenting a meaningful sentences. By mastering on vocabulary, students can understand English easier.

Students lack the ability to communicate when they lack the way for retuning the vocabulary when needed. Bader (2017: 8) states that retention is a process for recalling the information in a given time. "To be able to retain things in memory or to have the ability to recall experience and knowledge after a period of time of learning processes".

Type of memory in which the information is kept in determines the ability for recalling this information. Chen (2008: 98) states three types of memory that are effective and important to learning. These three types are presented as:

1. Sensory memory: a type of memory that holds information briefly. In this memory, the information available but is limited for a period of time.
2. Working memory: a type of memory that new information is kept and associated with knowledge in order to solve the problems. The ability to hold in this memory is from pieces of information to a full concept.
3. Long- term memory: a type of memory that holds information that well learned. The information here is available and kept over a long period of time.

A long- term memory involves students with a conscious retention for vocabulary. The teacher must take the first step in learning which is get of students attention and help them to focus on new vocabulary by connecting with their knowledge and repeat with focusing on meaning to make the processes of retention be easier(Ibid:101).

So, the responsibility of educators is how to focus on using the suitable teaching strategies, processes and techniques that help students to improve and control their learning skills and as Altwaijiri (2017:443) states, to develop the skills they need for communicating to obtain success at school contexts and in all life aspects. So, to solve the problem of remembering the meaning of a given vocabulary when needed, a set of interesting strategies can be used and one of these strategies is (PAVE) strategy.

A Prediction - Association - Verification - Evaluation (PAVE) strategy is one of a set of effective strategies that can be used for teaching the new vocabularies and enhances the students' ability for returning these vocabularies at any time or in any context later. Bader (2017: 7) shows the adopted procedures of this strategy in which the students predicate to find out the meaning of a given vocabulary through the contextual clues, check a dictionary to find the lexical definition, then compare the prediction with the lexical definition and represent the students' visual image in order to remember the meaning of a given vocabulary in any situation later.

This strategy is a way of teaching vocabulary and especially the unknown or new ones that are presenting in a given context for putting them in a long term memory. So, the students are obtaining the ability to

predict the meaning through using the contextual clues, then they give an example by writing a meaningful sentence with a specific vocabulary after verifying the meaning by checking the dictionary, evaluate the prediction and trying to make another sentence and finally present their own image for representing the meaning.

Colorado(2007:332) states that Cooperative Learning is considered to be benefit for all levels of students. It helps to facilitate learning. (PAVE) strategy is one of these strategies that allow students to remember a set of vocabulary in order to be used in any time later. It helps students in developing their ability of thinking , verifying, searching, constructing etc. It can support the higher level of learning.

According to Paul,(2009:5), PAVE strategy is an effective technique in which it helps students to remember the meaning of a new vocabulary. They add that some teachers use this strategy for enhancing the students' ability of learning and make the students more motivated in learning contexts.

Miami(2000) suggests the following procedures that can be adopted in using (PAVE) strategy :

1. The teacher introduces the (PAVE) procedures.
2. The teacher presents the easy vocabulary and moves to the more difficult ones.
3. The students are asked to write a meaningful sentence or context by using a new vocabulary.
4. The students practice the vocabulary again and try to predict the meaning of a given vocabulary depending on context.
5. The students check the meaning of a given vocabulary in a dictionary and write the meaning down.
6. For helping the students in remembering the meaning later, they need to draw a visual image for vocabulary.
7. The students present the ready vocabulary individually and then share with the class as a whole.
8. The students complete and present another vocabulary individually or in groups until the process is internalized.

This strategy provides teachers and specialists in general with the benefit way of teaching vocabulary and solving the problem of students' disability for remembering the meaning of a specific vocabulary later by making them remember the meaning of vocabulary at any time later if they need them in a specific learning context. By using this strategy, the students

can enhance their ability in learning when they can use a set of vocabulary when needed.

2.Methodology.

2.1 The Study Problem.

Based on the background of the study, the problems of the study are formulated as follows:

1. How the using of (PAVE) strategy influence the students' ability of vocabulary retention?
2. Can using of (PAVE) strategy influence the students' vocabulary retention?

2.2 The study Aims.

Based on the problems of the study, the aims of the study are as follows:

1. Measuring the influence of using (PAVE) strategy on students' ability of vocabulary retention .
2. Identifying the influence of (PAVE) strategy on students' vocabulary retention ability.

2.3 The Study Questions

According to the problem of study, the following questions are presented:

1. Are there statistically significant differences between experimental group and control group mean score in pre-test achievement before the using of (PAVE) strategy ?
2. Are there statistically significant differences between pre- test and post- test mean score of experimental group as a results of using (PAVE) strategy ?
3. Are there statistically significant differences between experimental group and control group mean scores in post-test achievement after the using of (PAVE) strategy ?

2.4 The study Limits.

The study is limited with:

1. The impact of (PAVE) strategy in students' vocabulary retention.
2. The sample of the study in English department at The College of Education for Humanities and particularly the second stage.
3. The tool of measuring the impact of (PAVE) strategy which is pre-post achievement test.

2.5 The study Population.

The study population consisted of all students in English Department in The Colleges of Education for Humanities at Tikrit University in the academic year (2018- 2019) and the number of students 527 students.

2.6 The Study Sample.

The study sample consisted of (62) students from the second stage in English Department in The College of Education for Humanities at Tikrit University. The students have been chosen randomly for both experimental group and control group. The experimental group consisted of (31) students and the control group also consisted of (31) students. Table (2.1) shows the sample of the study clearly.

Table(2.1) , The Sample of The Study

Group	Experimental	Control	Total
N. of students	31	31	62

2.7 The Study Design

The study used the experimental design because it is suitable for the nature of the study. It consists of two groups of students: the experimental group and the control group. The experimental group was treated by using (PAVE) strategy , while the control group was treated by using the traditional procedures. Table (2. 2) shows the study design clearly.

Table (2.2) , The Design of The Study

The Group	The Method
Experimental group	PAVE strategy
Control group	Traditional Methods

2.8 The Study Instruments

An achievement pre- post test was developed for achieving the aims and answering the questions of the study. The test consisted of (5) questions and each question consisted of (5) items, each item is given (2) marks. The total mark of the whole test is (50). Pre test applied before the using of (PAVE) strategy, while post test applied after the using of (PAVE) strategy.

2.9 The Study Statistical Treatment

For achieving the aims of the study and answering its questions, the following statistical procedures were used:

- T. test for Paired Sample to find the statistically significant differences in the mean scores between pre test and post test of the experimental group.
- T. test for Independent Sample to find the statistically significant differences between the experimental group and control group in the results of pre- test and post- test achievement of students' vocabulary retention before and after the using of (PAVE) strategy.

3.The Study Results

The results will be analyzed according to each question of the study.

3.1 Results Related to the First Question of the Study:

The first question of the study was stated as follows: Are there statistically significant differences between pre- test mean scores of

experimental group and control group before the using of (PAVE) strategy?

T. test for Independent Sample procedure was used for answering this question. The results show that the calculated value is lower than the tabulated value with ($\alpha = 0.05$) level of significant which improves that there are no statistically significant differences in mean scores between experimental group and control group before the using of (PAVE) strategy. Table (3. 1) shows the results of first questions clearly.

Table (3.1) The Results Related to First Question of The Study

Group	N.	Mean	Std. Dev.	T Value	Calculated Value	Level of Significant
Experimental Pre- test	31	1.722	1.003	1.378	0.173	Non Significant
Control Pre- test	31	1.388	1.389			

3.2 Results Related to The Second Question of The Study:

The second question of the study was stated as follows: Are there statistically significant differences between pre- test and post- test mean scores of experimental group due to the impact of using (PAVE) strategy?

Paired Sample T. test procedure was used for answering this question. The results show that the calculated(T) value is larger than the tabulated(T) value at (31) degree of freedom and (0.05) level of significant which improves that there are statistically significant differences between pre- test and post- test mean scores of experimental group due to the impact of using (PAVE) strategy in the side of post- test mean score . Table (3.2) shows these results clearly.

Table(3.2) The Results Related to The First Question of The Study

Group	N.	Mean	Std. Dev.	T Value	Sig. Value	Level of Significant
Experimental Pre- test	31	1.722	1.003	7.268	0.000	0.05
Experimental Post- test	31	6.74	2.63			

3.3 Results Related to The Third Question of The Study:

The Third question of the study was stated as follows: Are there statistically significant differences between experimental group and control group mean scores in post-test achievement after the using of (PAVE) strategy ?

T. test for Independent Sample procedure was used for answering this question. The results show that the calculated(T) value is larger than the tabulated(T) value at (31) degree of freedom and (0.05) level of significant

which improves that there are statistically significant differences between experimental group and control group mean scores in post-test achievement after the using of (PAVE) strategy in the side of experimental group which improves the impact of using (PAVE) strategy on students' vocabulary retention. Table (3.3) shows these results clearly.

Table(3.3) The Results Related to The First Question of The Study

Group	N.	Mean	Std. Dev.	T Value	Sig. Value	Level of Significant
Experimental Post- test	31	6.74	2.63	8.428	0.000	0.05
Control Post- test	31	6.56	2.77			

4. Discussion

The main results of the study can be summarized as follows:

1. There are no statistically significant differences in mean scores between experimental group and control group before the using of (PAVE) strategy.
2. There are statistically significant differences between pre- test and post- test mean scores of experimental group due to the impact of using (PAVE) strategy in the side of post- test mean score .
3. There are statistically significant differences between experimental group and control group mean scores in post-test achievement after the using of (PAVE) strategy in the side of experimental group which improves the impact of using (PAVE) strategy on students' vocabulary retention.

This study aims at Measuring the influence of using (PAVE) strategy on students' vocabulary retention . It also aims at identifying the impact of (PAVE) strategy on students' vocabulary retention ability. A three questions of the study have been answered by applying a pre- post achievement test to find if the use of (PAVE) strategy has an influence on students' vocabulary retention. Based on the results related to the questions of the study. It can be concluded that the using of (PAVE) strategy has an effect and it influences on students' vocabulary retention in the side of experimental group which was treated by using (PAVE) strategy when the results of experimental group are compared with these of control group which was treated by adopting the traditional method. The results improve that (PAVE) strategy has an impact on students' vocabulary retention since it increases the students' ability for remembering the meaning of vocabulary when needed. The results of the study show that the experimental group is highly increased according to the results of post- test. So, by discussing the results of the questions of the study, the results improve that the ability of students for remembering a set of vocabulary and using them in any teaching context later developed and increased by using (PAVE) strategy. It also improves the students performance in

English class when the students can use a set of vocabulary in any needed time. This type of cooperative strategies enhance the students' ability for learning.

5. Conclusions

Based on the results of the current study, the following conclusions can be summarized:

1. (PAVE) strategy influences on students' vocabulary retention.
2. (PAVE) strategy can be considered better in developing the students' vocabulary retention than the traditional methods.
3. The students performed significantly on the post administration of the test.
4. (PAVE) strategy provides students with opportunities for predicting the meaning of a given vocabulary.
5. (PAVE) strategy insisted on the students- centered class rather than teacher- centered class.
6. (PAVE) strategy can help teachers in solving some problems that they face in making the students remember a given vocabulary at any time.
7. (PAVE) strategy helps students in constructing their knowledge by themselves when they predict the meaning and construct sentences by themselves.
8. By using this strategy, the students can improve a set of learning skills such as writing skills or grammatical skills when they have to write a meaningful sentences by using new vocabulary.
9. (PAVE) strategy increases the competition between students in which everyone tries to be the first who gives the suitable meaning and construct sentence.
10. A relaxed environment in the class can be created by using this strategy.
11. (PAVE) strategy encourages students for using dictionaries for checking the exact meaning instead of just depending on the vocabulary definition in the text.

6. Study Recommendations

Based on the results of the current study, a set of recommendations can be suggested:

1. (PAVE) strategy is recommended to be an effective strategy which impacts on students' vocabulary retention.
2. More studies can be recommended to be used for developing a set of language skills such as reading comprehension or for increasing the students' motivation for learning English by using (PAVE) strategy.
3. English language teachers must pay their attention to such strategies that can be used with cooperative learning classes in which the students can communicate and interact with each other.
4. It recommended to use students- centered classes and avoid depending on teacher- centered classes.

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