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**A refereed quarterly scientific journal
Issued by the College of Arts - University of Mosul**

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Adab Al-Rafidayn Journal

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Editor-in-chief

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Animated Posters as a technique Enhancing EFL Learners' Vocabulary Learning and Retention Jordanian Teachers Perception
Asst.Lect.Jinan Abdul Razzaq Abdul Azeez∗

Abstract

This study explores the effect of using animated posters in enhancing EFL learners' aptitudes in vocabulary learning and retention as perceived by the Jordanian EFL teachers. The participants of the study were 34 female and male EFL teachers who have been teaching English as a foreign language to 10 th grade students in basic schools in Jordan. The present study opted for a quantitative descriptive data collection method in which a questionnaire was distributed to the participants to collect the required data. The questionnaire was a fruitful methodulojy in unear teiy the Jordanian EFL teacher's conceptuzlizatiom on using the visual aids in teaching voczbnlery .the study It also tries to examine the teachers' attitudes towards using animated posters in teaching new EFL vocabulariy.The Data was analyzed using the SPSS 22. The study concluded that using animated posters is welcomed by the majority of Jordanian EFL teachers, though its use is still limited and not well-represented in the Jordanian educational institutions. It is also found that using animated posters is acconpanied with the use of the learners' mother tongue. Moreover, the findings revealed the positive feeling towards the effect of using animated posters on EFL students' vocabulary learning on the part of the tachers. Future research is needed to instigate the use of animated posters in vocabulary teaching.

Keywords: visual aids, animation, posters, language aptitudes, EFL vocabulary acquisition and, retention.

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1. Introduction

Vocabulary plays a vital role in language learning. It is considered a valued component that EFL learners need to acquire and retain so as to develop their four language skills, namely: reading, writing, speaking, and listening. Wilkins (1972:pp. 111-112) asserts that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This means that having sufficient amount of vocabulary in the target language is an essential condition to the best use of that language in a given context to perform a particular activity. However, learning new words or expressions is not easily acquired and retained specifically for EFL learners. According to Alqahtani (2015), there are two main reasons that cause difficulty for language learners in learning vocabulary. Firstly, the openedness of the vocabulary system which is perceived to be a cause of difficulty by learners, and secondly, lacking specific rules to be followed by the language learners help them acquiring and retain their lexical knowledge in the targeted language. Which elucidates that it is not clear in EFL vocabulary learning what rules might be applied nor which vocabulary items should be learned first.

Likewise, teaching vocabulary is not an easy task. Siyanova-Chanturia and Webb (2016) have proclaiedm that a lack of second language (L2) input makes the incidental vocabulary learning limited. They have added that most words are learnt through classroom instructions. According to Laufer (cited in Schmitt and McCarthy 1997), there are several factors affecting word learnability, including but not limited to: pronounceability, orthography, length, irregularity of plural, gender of inanimate nouns, multiplicity of forms, derivational complexity, similarity of lexical forms and multiplicity of meaning.

It is hypothesized that teachers play a vital role in determining the rate of FL vocabulary growth for language learners in the FL learning context. Teachers also take on the responsibility for deciding and selecting the quantity and quality of FL vocabulary learnt by language learners inside EFL classes. Building on this view, decisions taken by teachers of EFL regarding the quality and

quantity of FL vocabulary as well as the methods used to teach its vocabulary are decisive and crucial to the language learning process as a whole. Accordingly, teachers should save no effort in exploring new ways and methods to suffice the learners' need to FL vocabulary. In this respect, multimedia provides innovative teaching methods which avail students' needs and attracts their attention to learn English vocabulary. Opting for animated posters is an instance of multimedia which is investigated in the curried study whether it enhances FL learners' aptitudes in vocabulary acquisition and retention.

2. Problem Statement

With the judicious use of animated posters to enhance the students' language aptitudes FL vocabulary acquisition and retention, the researcher believes that learning FL vocabulary can be performed in a more interesting and motivating language learning environment. Besides, using animated posters for learning vocabulary would reduce the frequent use of native language by teachers and learners inside the classes as wen. Teachers can help EFL learners acquire new words or expressions in the target language without resorting to the learners' native language, oral translation' or even using bilingual dictionaries. It is also believed that using animated posters, which include colorful pictures and texts, would facilitate the learning process of vocabulary and may help learns to retain FL vocabulary for a long term. Moreover, animated posters help FL learners increasing their exposure to incidental vocabulary learning which, in turn, leads to increase both the quantity and the quality of FL vocabulary acquired inside FL class.

Although using dictionaries or resorting to the learners' native language can provide FL learners with a direct access to the meaning of new FL words or expressions, nourishing the learner's vocabulary learning requires a new learning and teaching technique that allows language learners acquire and retain the vocabulary FL for a long time in an encouraging environment. Wood (2001) mentions that by using animated posters as an instructional tool, language learners are placed in an interactive vocabulary learning atmosphere, in which they focus more on the FL vocabulary to be learnt. It is hypothesized that learning FL vocabulary via animated

posters enhances the learners' language aptitudes in FL vocabulary acquisition and retention. Based on this assumption, the present study aims to investigate the use of animated posters in enhancing students' vocabulary acquisition and retention in the Jordanian context.

3. Research Questions

The present study is based on the following mayor research question: *What is the effect of using animated posters by EFL teachers on 10th grade students in basic education in Jordan on enhancing their language aptitudes in EFL vocabulary acquisition and retention?*

This research also attempt to answer the following sub-research questions:

1. *How do teachers use animated posters to teach new EFL vocabulary?*
2. *Does the use of animated posters affect the EFL learner's vocabulary learning and retention?*
3. *What are the teachers' perceptions towards using animated posters in teaching new EFL vocabulary?*

4. Significance of the Study

The present study is significant due to the following:

1. It contributes to enhancing the EFL learner's vocabulary learning and retention.
2. It sheds light on using animated posters, as a techniques in creating a motivating environment for FL vocabulary learning.
3. It encourages FL teachers manipulating animated posters in the vocabulary teaching activities.
4. It fosters the students' motivation in FL vocabulary learning.

5. Aims of the Study

The present study aims at examining whether teaching vocabulary via animated posters is effective or not and manipulation how the use of animated posters activities positively nourishes the learners learning and retention of FL vocabulary.

6. Literature Review

6.1.　　　Learning and Teaching Vocabulary Preliminary

Teaching vocabulary is considered one of the most important parts of teaching a SL or FL in a learning atmosphere. This remark may be attributed to the fact that learners cannot develop their language skills without having a sufficient amount of relevant vocabulary in the target language. According to Harley (1996), it is difficult to study grammar, speaking, listening and writing without having an appropriate knowledge of relevant vocabulary in the target TL language. Nation (1997) indicates that the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. He also confirms that there is a need for more student centered approaches that improve both the retention and usage of vocabulary in a progressive fashion that goes beyond rote memorization.

Schmitt (2000) believes that teachers must relinquish the idea of ever teaching all of the English vocabulary to EFL students in a classroom situation. He argues that only a fraction are likely to be acquired through formal study, whereas the rest is likely to be acquired through simple exposure to the language or not acquired at all. This puts further emphasis on the idea that teaching can effectively deal with only a small amount of vocabulary in the language learning context. However, learners can expand their knowledge in the vocabulary of the TL by the exposure to the language in real situations outside FL classes. A person continues learning vocabulary of a language throughout their lifetime. The reason behind this is that the number of vocabulary in any language is unlimited, but a person is unlikely to ever run out of words to learn. Al-Mahdawi and Al-Heety (2016: p.1) pinpoint that" all languages continue to grow, develop, and renew themselves to cope with new situations, dogmas, ideologies, and power. The development and progress of any language help enrich and enlarge its vocabulary".

Igbaria (2003) itemizes two features based on which teachers can decide the quantity and quality of FL vocabulary taught to language learners inside the class. The first feature is the word's usage frequency; i.e. the most commonly used words by speakers of the language. The second feature is related to the words semantic coverage; i.e. the preference is given to the words that cover more than one thing semantically. This means that the quantity and

quality of FL input taught by language teachers inside the class are of great importance. On the one hand, the learners' exposure to the TL inside and outside the class might be insufficient and uneven. On the other hand, having sufficient FL vocabulary could not be quickly achieved it is a long challenging journey on the part of the learner.

Vocabulary knowledge is a fundamental condition that largely contributes to make language learners professional in a given language. Many studies have emphasized the importance of FL vocabulary learning or gaining a sufficient amount of vocabulary in learning FL. In fact, this enables learners behave more confidently in mastering certain situations using the TL (McCarthy, 1990; Richards and Renandya, 2002; Alqahtani, 2015; Çetin and Flamand, L, 2012; Allen, Kate, and Marquez, 2011).

Tozcui and Coady (2004) assert that the acquisition and retention of new words is relatively difficult. A language learner encounters a heavy duty when it comes to learn new words of the FL. This is because it is not enough to learn new words, but is important to retain the new words that have been learnt in order to recall them when needed for self-expression and communication with others. Accordingly, teachers should teach vocabulary in an interesting and motivating context to enable language learners acquire and retain a sufficient amount of FL vocabulary. In essence, vocabulary acquisition and retention would become easier and goes beyond memorization of a list of the most common used vocabulary in the targeted language.

6.2. Animation in EFL Classroom; Some Remarks

Nowadays, learning and teaching vocabulary via animated posters have got much popularity in the language learn learning teaching context. Allen, Kate and Marquez (2011: p.5) have identified the importance of using visual aids, especially pictures saying that "visual aids … can create excitement [and] enable students to use more than one sense at the same time. One picture can elicit unlimited words." Besides, vocabulary is important for all language learning process. According to McCarthy (1990), vocabulary is more important than the way the learners learn

grammar well and master pronunciation, because without words, communication cannot be workhand in a meaningful way. Similarly, technology; i.e. audio-visual aids or materials, such as pictures, posters, graphics, videos, television and others, can provide language learners with a valuable input. It also helps them remembering FL vocabulary for a long time and recall them easily. For to Alqahtani (2015), pictures, including posters, connect learners' prior knowledge to a new story, and help them learn new words. Pictures are excellent means of making the meaning of unknown words clear. He also emphasized that all types of pictures should be used as often as possible for vocabulary teaching. The reason behind this is that pictures that are used for teaching learning vocabulary come from many authentic sources, including newspapers and magazines. Besides, teachers and learners can cooperate to make their own visual aids.

6.3. Previous Studies on the Use of Animated Posters

Visual aids, especially animated posters, can be supportive for teaching learning vocabulary. In their study aiming to show that students can actually enhance their FL vocabulary knowledge through posters as a result of self-directed learning. Çetin and Flamand (2012) have asserted that posters, promoted by publishing houses or prepared by teachers and learners, are widely used on the walls of many foreign language classrooms. They consist of colorful pictures along with FL vocabulary, grammar, and texts in order to contribute to the FL learning process. However, many language teachers deal with posters only as decorative class motifs rather than educational tools possessing significant potentials in teaching learning FL vocabulary.

In her study aiming to explore and understand students preparation and presentation of posters, PowerPoint, and animated videos drawing attention to visual and oral elements, Amel (2014) ascertains that posters have become an integral part of day-to-day environment of EFL teaching and learning. She also states that posters can be used to help university students further develop their communicative skills in the target language and to help them investigate content areas of personal interest. As for the aims of using poster sessions in FL classes, Husserl (1931, cited Amel, 2014) explains that poster sessions have linguistic and content aims.

With regards to the linguistic aims, posters can help language learners develop fluency in English, improve vocabulary in a particular content area, recognize the value of using English as a vehicle for communication, improve research and reading and presentation skills, and appreciate English language. As for the content aims, posters enables students understand a certain content area in more details, investigate something that is of real interest, have a desire to present research findings and have a feeling of accomplishment.

When teachers make use of posters inside FL classes for learning purposes, they should take into consideration the aims and objectives of posters. They might comply with the target audience as well. According to Steinberg (2006, cited in Oroji & Ghane: 2014), adults apply their cognitive abilities to the analysis of the syntactic rules of the SL. Due to the fact that learners have difficulty in remembering all the sentences that they have heard or read. Relying on this view, teachers should help adults learn vocabulary in a way that helps them remember almost all of the new words they have learnt inside FL classes. Using animated posters can be of great benefits in this regard. Besides, teachers should pay much attention to the material and the subject to be taught using animated posters. This is attributed to the fact that posters have space limitation. Therefore, careful selection of the subject and the material to be taught using posters can help learners follow the content of the material presented using posters easily.

As for the criteria of selecting posters for LL, Osa and Musser (2004) state that most posters are attractive but not all are effective teaching tools. They note that an educational poster must have some or all of the following characteristics. An educational poster has to motivate and inspire students to learn, stimulate interest in the topic, effectively illustrate a concept or skill, and provide the teacher with guidance on how to use it and provide suggestions for additional instructional activities. Hence, an attractive educational poster would not necessarily bring significant opportunities to learning and teaching FL vocabulary, unless it is well-designed and well-organized in a way that serves the aim and the objectives of its use

inside classes. Doing so by, posters can be an effective means in SL and FL instruction.

   Population Method Corpus
6.4. Population
   Public basic education schools were randomly chosen in Irbid, Jordan for the tenth grade students in basic education. This grade has been specifically chosen because Jordanian pupils finish their basic education. Both the female and male EFL English teachers of grade ten were asked to complete a questionnaire about their use of animated posters in EFL classrooms to enhance the language learners' aptitudes in EFL vocabulary acquisition and retention.

   The population of the study involved all EFL teachers at the public High Schools in Irbid governorate, Jordan in the academic year (2017-2018). The population of the study was (38131) teachers distributed in (155) public High Schools for boys and girls.

   The sample of the study consisted of (34) teachers divided into two groups: female group consisting of (14) female teachers, and male group consisting of (20) male teachers. The public schools that participated in the study, which were chosen randomly were (25) schools as follows: (12) schools for girls and (13) schools for boys.

   The study included one independent variable and two dependent variables, as follows:
The independent variable in this study is the teaching method:
using animated posters in EF vocabulary in the class, and traditional method, such as resorting to L1, using bilingual dictionaries and the like.
The dependent variable is: The level of enhancing the language aptitude on the 10th grade students as for as vocabulary acquisition and retention are concerned.

      Using the quantitative method, the researcher designed a questionnaire which seeks to collect data in numerical form about a phenomenon to be investigated. Results obtained are unbiased and can be generalized on a larger population.

   For Ma (2015), the strategies and instruments used in the quantitative research for data collection can include experiments,

questionnaires, tests and others. The researcher analyzes such data with the help of statistical knowledge and tools, hoping the data will yield an unbiased result which can be generalized to a larger population. Thus, the present study utilizes a questionnaire to collect data from the sample of the study about the use of animated posters to enhance students' language aptitudes in EFL vocabulary acquisition and retention, and makes use of the Statistical Package for the Social Sciences (SPSS). The researcher intends to establish a comparison between EFL teachers who are encouraged to the use of animated posters and those who are opponents to the use of the traditional method in teaching EFL vocabulary, such as resorting to the students' mother tongue in EFL classes as a medium of instruction to illustrate the meaning and function of new words or expression learnt in EFL. The study investigates the relationships among variables of the study, namely the teaching method (use of animated posters or the traditional method) to inspect to what extent the use of such methods can affect the students' language aptitudes in vocabulary acquisition and retention. Such aims are frequently researched in EFL education field.

6.5. Method instrument

   The current study adopt a questionnaire to collect the corpus from the teachers. The teachers gave information about the effect of using animated posters with 10th grade students to teach them EFL vocabulary. Teachers were asked how they manipulate animated posters to teach new EFL vocabulary, how this method can affect the students' EFL vocabulary learning (acquisition and retention of new words or expressions), the students' attitudes towards using animated posters by teachers for vocabulary teaching and the teachers' attitudes towards the use of animated posters in teaching new EFL vocabulary instead of traditional method, such as the resorting to learners' L1, bilingual or monolingual dictionaries and oral translation into Arabic.(See **Appendix 1)**.

6.6. Data Collection and Analysis

   A questionnaire was handed to (55) teachers who are teaching English as a FL for 10th grade in public High Schools in Irbid governorate, Jordan. Out of (55) questionnaires, (34) questionnaires

were returned to the researcher: (14) female teachers and (20) male teachers answered all the questions included in the questionnaire. And the (21) incomplete Hence, (34) questionnaires only were analyzed. As mentioned earlier, the SPSS 22 was used to analyze the data. Results obtained were presented in tables and figures to promote interpretation to the results as much accurate as possible.

7. Findings and Discussion

The questionnaire included two parts. The first part collected personal information about the participants, such as gender, academic level, years of experience, method used in teaching vocabulary, types of animated posters used, and whether teachers use vocabulary acquisition and retention activities via animated posters. In this part, teachers were asked to circle the suitable answer to them or answer by yes, no or indifferent to these questions, where appropriate.

Part 1
1. Participant Distribution according to Gender

Table 1 and Fig. 1 show the distribution of the participants according to their gender:

Table 1: Frequency and Percentage of the participants according Gender

Gender	Frequency	Percent
Male	19	**55.9**
Female	15	44.1
Total	34	100.0
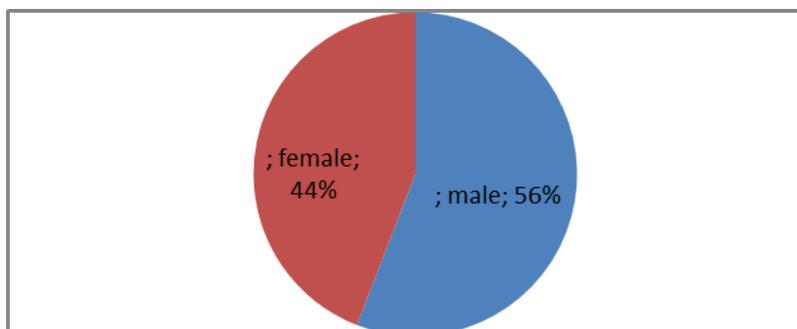
Fig. 1: Percentage of Female and Male participates
2. Participants Distribution according to Level of Education

With regards to the academic level, all the participants have completed at least the first-university level from a private or a public university in Jordan: 3% (Diploma holders), 56% (Bachelor Degree holders) and 41% (Master Degree holders). Table 2 shows the frequency and percentage of the last academic level completed by the participants, Fig. 2 shows the high percentage of Bachelor Degree holders among participants.

Table 2: Frequency and Percentage of the last academic level completed by Participants

	Frequency	**Percent**
Diploma (from an Intermediate University College)	1	2.9
Bachelor Degree	19	**55.9**
Master Degree	14	41.2
Total	34	100.0
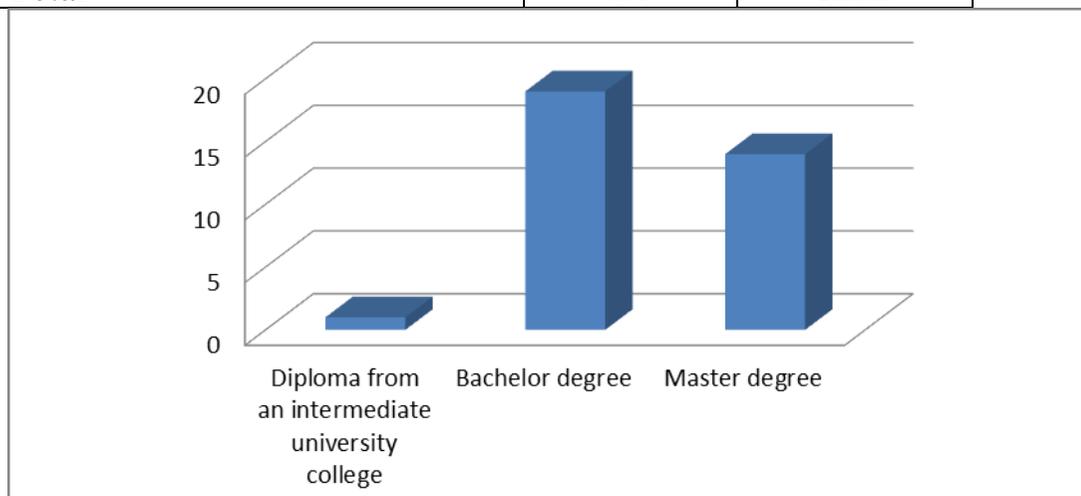
Fig. 2: Percentages of the Academic Level Completed by the Participants

3. Participants Distribution according to years of Experience

The results obtained were as follows: 18% of the participants have (between 1-5 years), 32% (between 5-10 years), 47% (between 10-15 years), and only 3% of the study respondents reported they have more than (15 years of experience). (see Table 3 and Fig.3).

Table 3: Participants Years of Experience in the field of EFL teaching

	Frequency	Percent
From 1-5 years	6	17.6
From 5-10 years	11	32.4
From 10-15 years	16	**47.1**
More than 15 years	1	2.9
Total	34	100.0
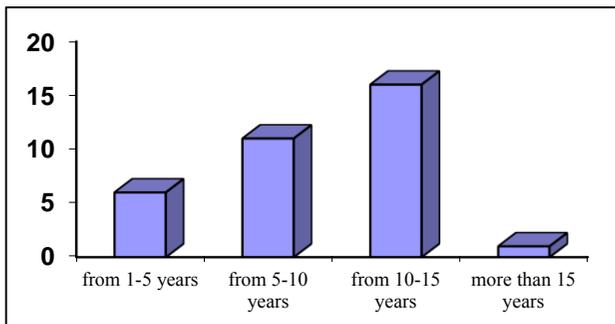
Fig. 3: Years of experience for the study respondents in the field of EFL teaching

4. Participants Preferred Method in Teaching EFL Vocabulary

Items 1, 2, 3, 4 and 5 are related to the teachers' preferred method to teach EF vocabulary in the classroom. Frequencies, percentages, means and standard deviations of the participants responses were calculated and analyzed. The results are shown the in Table 4 below.

Table 4: The Rule of Means and standard deviations of the Participants Method teaching English Vocabulary

Animated Posters to Enhancing EFL Learners' Vocabulary Learning and Retention as a technique Language Jordanian Teachers Perspectives

Asst.Lect.Jinan Abdul Razzaq Abdul Azeez

Rank	N	Item	No		Indifferent		Yes		Mean	Std. Dev.
			No.	%	No.	%	No.	%		
1	2	I employ the pictures of the textbook to support my explanations to the correct meaning of the new vocabulary English.	6	17.6	4	11.8	24	70.6	2.53	.788
2	5	I only translate into Arabic language the meaning of the difficult words.	4	11.8	9	26.5	21	61.8	2.50	.707
3	3	I ask my pupils to work in pairs to create series of photos or an animation that tells a story without words.	8	23.5	10	29.4	16	47.1	2.24	.819
4	4	I prepare my own posters with colorful pictures and simple texts to make pupils figure out the meaning of the new words in English.	8	23.5	10	29.4	16	47.1	2.24	.819
5	1	I use the students' mother tongue to teach vocabulary.	10	29.4	10	29.4	14	41.2	2.12	.844
		Method used in Teaching Vocabulary							**2.32**	**.426**

Table 4 indicates that item 2, "I employ the pictures of the textbook to support my explanations to the correct meaning of the new vocabulary of English," has received the highest mean (2.53) regarding the degree of agreement, followed by item 5, "I only translate into Arabic language the meaning of the difficult word" with mean (2.50), while item 1, "I use the students' mother tongue to teach vocabulary" was ranked the last with mean (2.12). Table 4 also pinpoints that the method used in teaching vocabulary mean as a whole is (2.32).

Results obtained in Table 4 shows that the participants are aware of the significance of using pictures as a supportive instructional tool that enables them convey the correct meaning of the new vocabulary in English to the learners although they resort to explain the meaning of the difficult words in English. This may be attributed to the fact that pictures or more patricianly posters sometimes fail to convey the correct meaning of the new words or expressions especially when these words are difficult. Using

animated posters frequently inside FL classes provides learners with additional opportunities to interact using the TL without resorting to the SL which, in turn, leads to develop all the four language skills. When learners are silent and unable to explain the content of a picture or a poster, it does not mean they do not understand it. Sometimes, they do not have sufficient vocabulary to explain it; being silent does not mean learners are not listening. On the contrary, they might be engaged in language learning.

As for the second part of the questionnaire, it was designed to gather information about the way EFL teachers use animated posters to teach new EFL vocabularies (Items 6, 7, 8, 9 and 10), the effect of using animated posters in vocabulary learning, acquisition and retention for EFL students (Items 11, 12, 13, 14 and 15), and teachers' attitudes towards using animated posters in teaching new EFL vocabulary (Items 16, 17, 18, 19, and 20). Frequencies, percentages, means and standard deviations of the participants responses to the items of the various sections of the questionnaire revealed that:

Part II: EFL Teachers Use of Animated Posters in Teaching EFL vocabulary:

Table (5) below explains the results relevant to the way EFL teachers use animated posters to teach new EFL vocabulary.

Table 5: Means and Standard Deviations of Teachers, use of Animated Posters teach English vocabulary ranked in a Descending Order

Rank	N	Item	No		Indifferent		Yes		Mean	Std. Dev.
			No.	%	No.	%	No.	%		
1	6	I teach the English vocabulary in Arabic because my pupils are not able to understand most of the things I say in English.	5	14.7	4	11.8	25	73.5	2.59	.743
2	8	I usually use pictures in my lessons to support my explanations in English and to illustrate the meaning of new English words and expressions.	6	17.6	8	23.5	20	58.8	2.41	.783
3	9	I only use the pictures included inside the textbook to help my pupils figure out the meaning of the new English words and expressions.	5	14.7	11	32.4	18	52.9	2.38	.739

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Rank	N	Item	No		Indifferent		Yes		Mean	Std. Dev.
			No.	%	No.	%	No.	%		
4	10	I choose an image from a newspaper or a magazine that is relevant to the thematic unit we are studying at the time to support my explanations of the vocabulary in English.	6	17.6	12	35.3	16	47.1	2.29	.760
5	7	I think that my students are able to understand the correct meaning of the vocabulary without teaching in Arabic.	18	52.9	5	14.7	11	32.4	1.79	.914
		English vocabulary							**2.29**	**.345**

Table 5 shows that Item 6 "I teach the English vocabulary in Arabic language because my pupils are not able to understand most of the things I say in English" has received the highest mean (2.59) regarding the degree of agreement, followed by Item 8 "I usually use pictures in my lessons to support my explanations in English and to illustrate the meaning of new English words and expressions" with mean (2.41) Item 7 "I think that my students are able to understand the correct meaning of the vocabulary without teaching it in Arabic" was ranked the last with mean (1.79). Table 5 also indicates that the English vocabulary mean as a whole is (2.29).

Results in Table 5 confirm that using visual aids, specifically pictures and animated posters, are welcomed by Jordanian language learners.

`As indicated in Table 5, 59% of the participants use pictures in the Class to support their explanations in teaching English and to illustrate the meaning(s) of new words and expressions. Most teachers (73%) prefer using students Mother Language because they think that students are not able to understand most of the things said in the TL. This could be accredited to the fact the L1 presence inside FL classroom cannot be ignored in homogenous language learning contexts in which teachers and learners share the same Mother language. Probably, teachers excessively use their L1 to teach vocabulary because of time constraints, and learners' request

as well. Teachers try their best to make sure that learners fully understand the meaning of the new words in FL. However, pictures are used as a supportive instructional tool for the teachers.

Further more Results in Table 5 point out that most teachers do not create their own posters. In fact, they prefer to confine the use of pictures or posters to the ones included in the textbook. 47% of the participants conveyed that they use pictures or images from magazines or newspapers to teach vocabulary. That is to say that most participants are not fully aware of the significance of FL input provided to language learners in the class. This emphasizes the fact that teachers are still unaware of the potentialities that animated posters can provide in FL classes in terms of increasing the retention and acquisition of the incidental FL vocabulary. This also emphasizes that teachers are in urgent need to train them how to create their own posters and how to use ther effectively with language learners.

2. The Effect of using Animated Posters on EFL Learners' Vocabulary Learning:

Items 11, 12, 13, 14, and 15 are related to explore how animated posters affects the EFL students' vocabulary learning. Table 6 below illustrates the results.

Table 6: Means and Standard Deviations the effect of using Animated Posters on the pupils' EFL Vocabulary Learning, ranked in a Descending Order

Rank	No.	Item	No		Indifferent		Yes		Mean	Std. Dev.
			No.	%	No.	%	No.	%		
1	15	Using animated posters can help teachers support their explanation to the subject being taught in the TL only.	0	.0	12	35.3	22	64.7	2.65	.485
2	11	Using animated posters can convey a wide range of information with less time and effort learners which, in turn, speed-up their acquisition and retention of the vocabulary.	3	8.8	10	29.4	21	61.8	2.53	.662
3	12	Using animated posters can draw the learners attention and making them more enthusiastic about the subject in the	2	5.9	13	38.2	19	55.9	2.50	.615

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Rank	No.	Item	No		Indifferent		Yes		Mean	Std. Dev.
			No.	%	No.	%	No.	%		
		classroom.								
4	13	Visualizing the words or concepts via posters is a way of getting the attention of the learners, which reduces their distraction and makes them more focused.	3	8.8	11	32.4	20	58.8	2.50	.663
5	14	Posters create a more stimulating and interesting environment for learning.	2	5.9	13	38.2	19	55.9	2.50	.615
		Pupils EFL Vocabulary Learning							**2.54**	**.358**

As shown in Table 6, Item 15 "Using animated posters can help teachers support their explanation of the subject being taught in the TL only" has received the highest mean (2.65) regarding the degree of agreement, followed by Item 11 "Using animated posters can convey to the learners a wide range of information with less time and effort, which in turn speed-up their acquisition and retention to vocabulary" with mean (2.53), while Item 14 "Posters create a more stimulating and interesting environment for learning" was ranked the last with mean (2.50). Table 6 also indicats that the mean of the EFL learners' vocabulary learning as a whole is (2.54).

Results in Table 6 reveal that 65% of participants agree that using animated posters and other visual aids can be beneficial in teaching vocabulary, especially for teachers supporting the idea of the excluding use of TL inside the class. Teachers also agree that posters have a wide range of information, which may facilitate the learners' exposure to the incidental vocabulary that would increase the learners' FL input learnt in the context. However, some teachers do not believe that using posters can create a more stimulating and interesting environment for language learning, especially vocabularies. This may be attributed to the fact that they may not have sufficient knowledge about employing posters or real pictures to increase the acquisition and retention of FL vocabulary. This proves that the use of animated posters is not well represented in the

language educational atmosphere in spite of the considerable amount of the information included in the educational posters, which can be of great importance to vocabulary teaching learning. Clearly enough, this ascertains the need to promote the use of educational posters as an adequate learning teaching resource widely available around the teachers and the learners alike.

3. Teachers' Attitudes Towards Using Animated Posters in Teaching New EFL Vocabulary:

Items 16, 17, 18, 19 and 20 are included to investigate teachers' views regarding the learners' using animated posters by teachers for teaching English vocabulary, as shown in Table 7 below.

Table 7: Means and Standard Deviations 15-20 related to the teachers' attitudes towards Learners per fences using Animated posters in Teaching New EFL Vocabulary, Ranked in a Descending Order

Rank	N	Item	No		Indifferent		Yes		Mean	Std. Dev.
			No.	%	No.	%	No.	%		
1	16	I think that the use of animated posters for vocabulary teaching can be of great benefits for most of the learners.	1	2.9	11	32.4	22	64.7	2.62	.551
2	20	Using animated posters requires more time than resorting to the learners' L1 to teach new vocabulary.	3	8.8	9	26.5	22	64.7	2.56	.660
3	18	I think that using animated posters increase the learners' motivation and participation in the class.	4	11.8	8	23.5	22	64.7	2.53	.706
4	17	Using animated posters may increase the learners' attention to the topic.	6	17.6	8	23.5	20	58.8	2.41	.783
5	19	I think that animated posters are efficient in terms of time saving and lesson planning.	10	29.4	9	26.5	15	44.1	2.15	.857
		New EFL vocabulary							**2.45**	**.416**

Table 7 indicates that Item 16 "I think that the use of animated posters for vocabulary teaching can be of great benefits for most of the learners" has received the highest mean (2.62) regarding the

degree of agreement, followed by Item 20 "Using animated posters requires more time than resorting to the learners' L1 to teach vocabulary" requiring mean (2.56), while Item19 "I think that animated posters are efficient in terms of time saving and lesson planning" was ranked the last with mean (2.15). This table also remarks that the new EFL vocabulary mean as a whole is (2.45).

Results in Table 7 also show that 65% of the participants believe that the use of animated posters for vocabulary teaching can be of great benefits for most of learns. However, time constraints may be the reason behind its little use inside FL classes in the Jordanian teaching and learning context. In spite of this, most teachers are convinced that using animated posters increases the learners' motivation and participation in the class. It is worth notiy that using posters requires careful choice and good preparations in advance. In other words, using posters to teach FL vocabulary requires that teachers have to identify the message to be conveyed then design their own posters in a way that summarize lots of FL input in one picture or graphic form. Posters are preferred to be self-explanatory and do not require too much thinking to be understood. Hence, posters might be presented in colors that effects participants the way the learns acquive the FL vocabularies meanly.

8. Conclusion and Recommendations for Future Research

The purpose of the current study was to explore the use of animated posters by EFL teachers in enhancing the language learners' aptitudes in vocabulary acquisition and retention. To do so, the effect of using animated posters on enhancing the learners' language aptitudes in EFL vocabulary acquisition and retention was examined with 10th grade students in Jordan . The data collected from the questionnaire, which was distributed at a sample of Jordanian EFL teachers teaching English as a foreign language for tenth grade students, were very useful in reaching the conclusion.

In essence, the use of animated posters by EFL teachers in the Jordanian context is limited, although the use of visual aids is welcomed and appreciated. The results mentioned above proved that teachers encourage using animated posters being beneficial for teaching vocabulary, but they are not fully aware of this help for the

classroom dynamics as well. Most teachers are stuck with the use of Arabic language (L1) as a medium of instruction and a tool to teach vocabulary to help learners understand the meaning of new words and expressions learnt in English.

To sum up, the use of animated posters is proved to facilitate vocabulary acquisition and retention, which positively affect the FL learning process. By using animated posters in vocabulary teaching, teachers can draw the language learners' attention to the FL vocabulary learning.   Actually, these posters can stimulate the vocabulary learning if teachers substitute the use of L1 by the use of animated posters. The inconsiderable use of animated posters can be justified by the teachers' concerns of time constraints and that most learns might not understand everything via using English only.

Based on the aforementioned, the present study recommends further exploration to the benefits of using visual aids, especially animated posters in FL classes. As the use of animated posters is not well represented, there is a need to look into it in much more details.

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<u>Appendix 1</u>
Questionnaire for EFL teachers
The Effect of Using Animated Posters to Enhance EFL Students' Vocabulary Learning and Retention as Perceived by English Language Teachers

<u>Part I:</u> **The Profile of the respondent**
Please answer each question as accurately as possible by circling the correct answer

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Your Gender:
Male

Female

Your Academic level: What is the highest level of education you have completed?
Diploma from an intermediate university college

Bachelor's degree

Master's degree

Doctorate degree

Years of experience: How long have you been teaching English?
1-5 years

5-10 years

10-15 years

More than 15 years

Method used in teaching vocabulary: What is your preferred method to teach English vocabulary to your pupils in the classroom? *Please indicate with a (√) which answer best reflects your opinion to the given statement.*

Statement	Yes	No	Indifferent
I use the students' mother tongue to teach vocabulary.			
I employ the pictures of the textbook to support my explanations to the correct meaning of the new vocabulary of English.			
I ask my pupils to work in pairs to create series of photos or an animation that tells a story without words.			
I prepare my own posters with colorful pictures and simple texts to make pupils figure out the meaning of the new words in English.			
I only translate into Arabic language the meaning of the difficult words			

Part II: The effect of using animated posters by EFL teachers on enhancing learners' language aptitudes in EFL vocabulary acquisition and retention

Please indicate with a (√) which answer best reflects your opinion to the given statement.

Question no. 1: How do teachers use animated posters to teach English vocabulary?

Statement	Yes	No	Indifferent
I teach the English vocabulary in Arabic language because my pupils are not able to understand most of the things I say in English.			
I think that my students are able to understand the correct meaning of the vocabulary without teaching it in Arabic.			
I usually use pictures in my lessons to support my explanations in English and to illustrate the meaning of new English words and expressions.			
I only use the pictures included inside the textbook to help my pupils figure out the meaning of the new English			

words and expressions.			
I choose an image from a newspaper or a magazine that relates to the thematic unit we are studying at the time to support my explanations to the vocabulary in English.			

Question no. 2: How the use of animated posters can affect the pupils' EFL vocabulary learning?

Statement	Yes	No	Indifferent
Using animated posters can convey to the learners a wide range of information with less time and effort, which in turn speed-up their acquisition and retention to vocabulary.			
Using animated posters can draw the attention of learners and making them more enthusiastic about the subject in the classroom.			
Visualizing the words or concepts via posters is a way of getting the attention of the learners, which in turn reduce their distraction and makes them more focused.			
Posters create a more stimulating and interesting environment for learning.			
Using posters can help teachers support their explanation to the subject being taught in the targeted language only.			

Question no. 3: What are the teachers' attitudes towards using animated posters in teaching new EFL vocabulary?

Statement	Yes	No	Indifferent
I think that the use of animated posters for vocabulary teaching can be of great benefits for most of the students.			
Using animated posters may increase the students' attention to the topic.			
I think that using animated posters increase the students' motivation and participation in the class.			
I think that animated posters are efficient in terms of time saving and lesson planning.			
Using animated posters requires more time than resorting to the learners' L1 to teach vocabulary.			

Animated Posters to Enhancing EFL Learners' Vocabulary Learning and
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تأثير استخدام اللافتات المتحركة في تسريع وتعزيز قدرات متعلمي اللغة
الانكليزية في حفظ المفردات من وجهة نظر معلمي اللغة الانكليزية

م.م. جنان عبد الرزاق عبد العزيز

المستخلص

تهدف الدراسة إلى بيان أو توضيح تأثير استعمال ملصقات الرسوم
المتحركة على تعزيز قدرات متعلمي اللغة الإنكليزية بوصفها لغة أجنبية في تعلم
المفردات الإنكليزية واحتفاظها من وجهة نظر معلمين أُردنيين للغة الإنكليزية. وشارك
نحو ٣٤ معلمًا ومن كلا الجنسين ممن يدرسون اللغة الإنكليزية لطلاب الصف العاشر
في المدارس الأساسية في الأُردن، واعتمدت طريقة وصفية وكمية في جمع وتحليل
البيانات، ووزّعت استمارات استبانة على عينة البحث من أجل جمع البيانات. وتهدف
الاستبانة بجمع آراء معلمي اللغة الإنكليزية الأُردنيين ووجهات نظرهم بكيفية استخدام
الملصقات المتحركة في التدريس والاستعانة بتلك الملصقات لتعلم المفردات.