

The Effect of Communicative Language Teaching in Teaching Vocabulary

On Students' Achievement: A Case study vocabulary in the field of Political Science

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اثر استخدام الطريقة التواصلية في تدريس مفردات الكلمة باللغة الانكليزية على كفاءة انجاز الطلبة :

دراسة حالة تدريس مفردات الكلمة في مجال العلوم السياسية .

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1. Introduction

The purpose of this study is to investigate the importance of vocabulary in learning foreign language and the necessity of developing vocabulary in the setting of communicative language teaching method.

Vocabulary in English language learning is a very important part, and no one can communicate in any meaningful way without vocabulary.

Vocabulary is necessary for communication and in expressing meaning through the productive and receptive skills. Vocabulary learning is an intrinsic part of language teaching, without an extensive knowledge of vocabulary and strategies for learning new words, learners may feel disappointed and lose their confidence (Nation, 2001).

In recent years, applied linguists have strongly advocated vocabulary teaching because of the important role it plays in language learning (Qian, 1999; Zareva, Schwanenflugel & Nikolova, 2005).

Therefore, the movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro (2007).

There are many techniques employed by teachers in teaching vocabulary and they can improve their learners' knowledge of vocabulary by helping them in building a large number of words to choose from anytime they want to convey their intended message in different contexts.

Therefore, it is necessary to familiarize learners with a number of useful strategies to expand their vocabulary learning and to teach them how they can make use of these strategies.

The present study will introduce the effect of using communicative language teaching methods in teaching vocabulary on the political English language learners' achievement and provide the results of a study concerning the use of flash cards techniques.

1.1 Statement of the Problem

Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing.

One of the main problems in acquiring a second language is a lack of vocabulary. In the past, the vocabulary was given little priority in the literature of English language learning and teaching, and received only incidental attention in textbooks (Hedge, 2008; Richards & Renandya, 2002). This may refer to the assumption that expressed the lexical instruction is not necessary because it can be occurred by itself. Therefore, this assumption made the vocabulary teaching not popular on that time (Nation, 1990).

Vocabulary learning is often perceived as boring by learners' language teaching, vocabulary learning and teaching were given little importance, and anyone who has ever taught a foreign language knows that learners usually do one of the two things with a new word. Either they make no attempt to record it, or they write the word on a scrap of paper or in notebook. Sometimes, the word is accompanied by a translation; occasionally there is a definition in the second language.

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form.

It was thought that memorizing vocabulary items, grammatical rules, and translation would provide language learners with useful mental exercise, which would enhance their intellectual growth. Although the prescriptive grammatical rules and their exceptions formulated by traditional grammarians were taught in this approach, it lacked a justified theory of language or learning. (Richards & Rodgers, 2003).

Although vocabulary teaching was ignored to a great extent in some methods of teaching for a few decades in the past, there is now a widespread agreement that L2 learners need to improve their range of vocabulary substantially.

Recent research, however indicates that vocabulary instruction may be problematic, because many teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning". (Berne & Blachowicz, 2008:315).

As pointed out by Judd (1978: 72), there are two major points to be considered in vocabulary teaching in the English-as-a Second Language programs at the university level. First, vocabulary is not given primary importance, and students are given basic grammatical patterns rather than simply words to understand and communicate in language. Second,

learning new words or phrases are considered as a secondary skill, and vocabulary instruction is seen as a means rather than a goal.

Poor vocabulary is one of the learners' sources of complaint in the process of language learning. The problems arise where a poor knowledge of vocabulary impeded. Non-native language learners usually trend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary, it is the teachers' responsibility to help their students how to learn second language wordsefficiently .Swan and Walter (1984) asserted in their study that "Vocabulary acquisition is the largest and most important task facing the language learner." Sasan(2011).

Cortazzi and Jin (1996: 153) found that a typical comment from students was that vocabulary was "the most important thing" when learning a foreign language.Different students can have different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, and orthography and vocabulary usage. According to Greenwood & Flanigan (2007), 90% of the words that a student learns over the course of a year are without direct instruction. These words are learned through incidental contact. To meet the needs of ELL students, teachers also need to use visuals, body movement, gestures, and facial expressions so that students can be included and engaged in meaningful activities along side of their English speaking peers

(Gersten et al., 2007): 2007)

According to Rivers (1981:110), "vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, but it must be learned by the individual".However, mastering vocabulary is one of the most challenging tasks that any learner faces when learning a foreign language and, thus, many language learners devote a great deal of time on memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource; furthermore, they consider L2 acquisition as essentially a matter of learning vocabulary. (Saied Ketabi , 2011)

Based upon Zimmerman's (1997) survey, we would think that most second language learners have traditionally been taught by methods that paid insufficient attention to vocabulary and thus the statement that most teachers will also continue to neglect vocabulary appears reasonable.

(Coady 1997a).Any student who has little knowledge of vocabulary will usually have trouble in both receptive and productive skill.

According to Rivers (1983:25), the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, one will be unable to use the structures, and functions we may have learned for comprehensible communication

Miller and Gildea (1987) states that knowing a word is not just knowing its meaning from dictionary but it means knowing how to use the word correctly and understand it when it is heard or seen in various contexts. Biemiller (1999) has found that students who have poor knowledge of vocabulary have problems with reading comprehension even if they have good reading skills. Vocabulary has a great contribution to reading comprehension.

Haynes and Backer (1993) as cited in Laufer (1997) came to the conclusion that the most significant handicap for L2 readers is not lack of reading strategies but insufficient vocabulary in English.

1.2. Significance of the Study

Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills (Mehring, 2005, Carpenter & Olson, 2011). Wilkins (1976) argues that "without grammar, there are few things we can express; while without vocabulary, there is nothing we can express." Wilkins verifies the importance of vocabulary in communication. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.

Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing.. Griffiths (2003, 2006).

Vocabulary learning is effective when it entails active engagement in learning tasks. To ensure that learners get to know the new words, they will need plentiful opportunities to engage with the words and to put them to work in a variety of contexts. (Thornbury, 2002).

Learning vocabulary is an important issue for second or foreign language learning. Chastain (1988) stated that vocabulary usually plays a greater role in communication than the other components of language. Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating.

Many scholars assure that vocabulary is key to language learning. There is a strong relationship between vocabulary (word-meaning knowledge) and the ability of students to construct meaning.

According to Snow (1996), "Students learn effectively about language when they take part actively in communication with language rather than passively accepting what the teacher said.

Lewis (1993) emphasizes that vocabulary is the center of the language and even stated that it should be part of the syllabus because language consists of "grammaticalized lexis", not lexicalized grammar.

Stoel (2000) stated that vocabulary is a must for learning as without vocabulary one cannot string together words into sentences.

Any student who has little knowledge of vocabulary will usually have trouble in both receptive and productive skill. Vocabulary learning is often perceived as boring by learner's language teaching, vocabulary learning and teaching were given little importance. However, nowadays, the significance of vocabulary and its significance in learning a language have become more accepted.

Allen (1983) pointed out that it is useful to provide the learner with words for 'classroom language' just at the early stages of the course. Vocabulary is generally a matter of remembering, unlike e.g. learning grammar" which is a system based mainly on rules. (Thornbury, 2004)

To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized.

There are a number of researchers who regard learning vocabulary as a key aspect to achieve a high level of proficiency in the target language (Boers & Lindstromberg, 2008). Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Celce-Murcia & Rosensweig, 1989; Wallace, 1982).

(Harmer, 1993: 153) mentioned that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."

1.3. The Aim of the Study

This study aims to investigate empirically the effectiveness of Communicative Language Teaching method in teaching vocabulary and shows the advantage of using flashcards techniques in improving students' achievement.

1.4. Hypotheses of the Study

The hypothesis of this study is the following:

- 1-There are no statistically significant differences among students' achievement in teaching vocabulary through a communicative method
- 2-There is a statically significant differences among students' achievement in teaching vocabulary through a communicative method

1.5. Limitations of the Study

The findings of the study were restricted to first year learners in the college of Politics at Al-Nahrain University for the academic year 2013-2014.

1.6. Definition of Basic Terms

A- Communicative Language Teaching

- There are many interpretations and definitions of CLT.
- Longman Dictionary of Language Teaching & Applied Linguistics defines it as, "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence."
- (Richards et al 1992:65).
- According to David Nunan's (1991) Communicative Language Teaching is most often defined as a list of general principles or features.
- Brown(2007:378) gives his definition of CLT as "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes"

B-Vocabulary

- Vocabulary is a word as a "single unit of language" (Oxford Advanced Learner's Dictionary 2000),
- Vocabulary refers to every word in a language that is used for making understanding especially between persons. Morris (1984)
- Vocabulary as every word of a language such as single words, compound words, and the idioms of the language. Richard (1985)
- Vocabulary is a collective word with brief explanation of their meaning (Simpson & Weiner, 1989).

.C-Achievement

- The act of achieving something: the state condition of having achieved or accomplished. It is something accomplished, especially by superior ability, special effort, great courage (Merriam-Webster Dictionary)
- It is something that has been done or achieved through effect: a result of hard work. (ibid)
- It is the changing of the behavior or the changing of the knowledge that has been experienced by a man who has learned (Simpson & Weiner, 1989).

2.Theoretical Background**2.1. Vocabulary Teaching**

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words

and intentionally through explicit instruction in specific words and word-learning strategies.

According to Michael Graves (2000), there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning.

It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstijn, 1993, cited in Morin & Goebel, 2001).

2.1.1. The Importance of English Vocabulary Learning

Vocabulary is a list of words and their combination in particular language (Joklova, 2009). Vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs (Komachali and Khodareza, 2012).

Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached.

Vocabulary, much more than grammar, is the key to understanding what the learner hear and reads in school; and to communicating successfully with other people. For this reason it is very important for learners to quickly build up a large store of words.

It has long been known that vocabulary is a central component of a language and all language learners are aware of the fact that limitations in their vocabulary knowledge affect their communication skills.

A number of research studies indicate that lexical problems frequently interfere with communication and Communication breaks down when people do not know and do not use the right words and it stops when people lack the necessary words (Allen, 1983).

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own idea. Teaching vocabulary helps students understand and communicate with others in English. (Schmitt, 2000:4)

Vocabulary is of great significance in expressing thoughts and ideas in interaction activities. Vocabulary acquisition is the main task of second language acquisition. "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with

grammar, but you can say almost anything with words!” (Thornbury 2002:13)

Generally, it is acknowledged that vocabulary in English language learning is a very important part, and no one can communicate in any meaningful way without vocabulary. Also, it is widely accepted that vocabulary is the heart of language learning. Without a sufficient vocabulary, one cannot communicate or express ideas effectively.

2.1.2. The Principles of Teaching Vocabulary

In teaching vocabulary, the teacher has the job of managing the students meaning to do the target vocabulary.

according to Wallace (1998:27-30), there are principles on teaching vocabulary are based :

1. Aims: The aims have to be clear for the teacher, it means that in the process of teaching learning, the teacher has the clear aims or goal, the teacher should teach everything on giving vocabulary.

2. Quantity: The teacher has to decide the quantity of vocabulary, which is learned. Decide the quantity of new vocabulary, which in teaching learning process is very important. And to decide it depends on the students' condition. The teacher should limit the number of word or phrase that will be taught to the students. Therefore, in teaching vocabulary using reading English comic, not all words to be learn by the students.

3. Need: The students are put in a situation where they have to communicate and get the words they need, as he need them, using the teacher as information, the teacher is as the information of the students need about the vocabulary learn.

4. Meaningful Presentation: The teacher shows the target words with the clear meaning and does not make double meaning or the teacher should give a clear understanding about the words phrases give to the students by using reading an English comic in teaching vocabulary. Teacher who teach vocabulary, however, still have responsibility to make their teaching successful.

5. Situation Presentation: In teaching vocabulary, the teacher has to explain clearly to the students on how to know meaning of words in content words; it is based on the many aspects.

Vocabulary Teaching Techniques 2.1.3.

There are numerous techniques concerning vocabulary presentation..Gairns and Redman (1986) suggest the following options for vocabulary presentation.

1. visual techniques
2. verbal techniques
3. dictionaries

Visual techniques for the presentation of new lexical items pertain to visual memory, which is considered helpful especially with vocabulary retention.

Learners can remember the presented material far more effectively if it has been presented by means of visual aids. They help students associate presented material in a meaningful way and incorporate it into their existing system of language. Teachers can benefit from the use of:

1. flashcards,
2. photographs and pictures, blackboard drawings
3. word pictures
4. information on culture
5. labeling pictures / objects
6. mime and gesture
7. action
8. incongruous visuals

2.1. 4 . Flashcard as a Teaching Technique

-A flashcard or flash card is a set of cards bearing [information](#), as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear [vocabulary](#), historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a [learning](#) drill to aid [memorization](#) by way of [spaced repetition](#). (Wikipedia)

-It is a card bearing words, numbers, or pictures that is briefly displayed (as by a teacher to a class) usually as a learning aid. (Merriam Webster Dictionary)

- Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it .(ibid).

Elsa(2014) as cited in(Komachali & Khodareza, 2012). Flashcard is considered as a helpful strategy because its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words.

2.2. The Theory of Communicative Language Teaching

2.2.1. What Is Communicative Language Teaching (CLT)?

Nowadays, communicative language teaching methodology is one of the most important methods that language instructors use in their classroom (Little wood 1981) and Brown (1994). Proponent of the Communicative Language Teaching (CLT) approach argues that English as a Foreign Language (EFL) students are in need of CLT methodology in order to gain facility and confidence in using the language.

Communicative language teaching (CLT) became popular in the 1970s as a response to the backlash against the audio-lingual method that had been widely used in EFL classrooms.

The concept of communication is the process by which people assign and convey meaning in an attempt to create shared understanding. It is through communication that collaboration and cooperation occur. Communication is the articulation of sending a message, through different media whether it be verbal or nonverbal, so long as a being transmits a thought, provoking idea, gesture or action.

Communicative Language Teaching is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. Teaching is not restricted to any single method. Keeping in view of the growing needs of students, new teaching strategies, techniques and methods are being invented and implemented to help the students acquire language skills.

2.2.2. Characteristic of CLT

The followings are six interconnected characteristics as a description of CLT:

1. Emphasis on learning to communicate through interaction in the target language
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques but fluency have to take on more important than accuracy.
4. The use of authentic, from-life materials, Students in a communicative class ultimately have to use the language, productively, receptively, in unrehearsed outside the classroom.
5. Students are given opportunities to focus on their own learning process through understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of teacher is that of facilitator and guide, not an all-knowing of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with other. Li (1998: 679) (cited in Brown(1994 :78).

2.2.3. The main principles of the Communicative Language Teaching

Berns (1990:104) provides a useful summary of eight principles of CLT:

- 1- Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.

4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language that is, that they use language for a variety of purposes in all phases of learning.

3. The Procedures

a- Design of the test

The appropriate design for this study was a quasi-experimental design to investigate

the extent to which the use of flashcards and word list could help students' vocabulary mastery. Two groups were selected. One group served as the experimental group received flashcards as treatment while the control group received traditional or translation method as the treatment. See Table 1

Table. 1. Design Randomized Pretest, Posttest Group

Post-test	Treatment	Pre-test	Group
Y2	X	Y1	Experimental (A)
Y2	-	Y1	Control (B)

(Sudjana & Ibrahim, 1989:39)

b- Participants

The participants of the study were (50) first year college students in AL-Nahrain University \ College of Political Science. They were male and female. All students were originally Iraqi students and English was a foreign language and their ages varied between 18 and 22 who participated in this experimental study. The participants were selected on the basis of the principles of random sampling. The present study was conducted in the second semester of the academic year 2013-2014.

c. Material

The materials used in this study were flash cards activity. These flash cards were cards with political word on one side and their meanings and definitions on the other side. In the testing procedure, pretest/posttest test was used. The new vocabulary was given to students in L2 and they were asked to find their meaning and definition on given answer sheets. Two

groups were selected. One group served as the experimental group received flashcards as treatment while the control group received the vocabulary items through the traditional method as they used to do previously through looking in a dictionary to know the meaning of the word or through translation method.

d- Instrument

The instrument of the study was vocabulary test. The vocabulary test was used to know students' improvement that was taught by using flashcards technique. The instrument of this study used English question.

The researcher tested the students' vocabulary achievement by giving pretest and post-test. The instructional materials included five units of student's textbook under the title (Political Science) by Anias AL-Saadoun. The test was made by the researcher himself. Two classes were selected one considered as experimental group (A) and the other as control group (B) group each consisting of 25 male and female students.

The study was conducted in a six weeks term period in two classes and they were studying at the same college with the same English teacher.

At the beginning of the study, researchers had administered a Preliminary English test as to make certain of the homogeneity of the students. During the treatment period, they were exposed to the same vocabulary items but through different techniques. The tests that were given and the time for giving instructions were exactly similar for both groups. All of the vocabulary words were from the participants' textbook mentioned (Political Science) which was their real material of study. The instruction was given in ten minutes in both sessions. Finally, a post-test was administered to both groups to see which group had remembered more words, while in the other class the same procedure was run with just the difference of instruction. At the end of the six weeks a test was conducted on both groups. See Appendix (A). The test was based on the standard of English political vocabulary, the exam result then analyzed by Independent t- test.

3.1.-The Pre Test

To make sure that the participants had no prior knowledge of the target words a pre test was administered on the sample of the study; both groups took the same test. The test was carried in the same classroom where the students used to have their own lectures. The pre-test done by the researcher himself and the researcher checked the result of the pre-test.

Vocabulary pretest containing 30 items was also administered before the treatment. One of the subject was under the title (***The State***) which was in their text book under the title (Political Science p, 6:16) was chosen and the teacher asked the students about the meaning of the main vocabularies mentioned in the text.

3.2. The validity

The validity of any test refers to the degree to which the evidence supports that the interpretations are correct and that the manner in which the interpretations are used is appropriate (Barbara & Leydens, 2000:1). A test has been designed to investigate the students' achievement in using communicative language teaching through flash cards technique.

3.3. The Pilot Study

The pilot study is carried out immediately after the construction of the test. The aim behind administering the pilot study is to help the researcher to identify the weaknesses of the test and to check the estimated time for the examinees to answer the test. The researcher made a 30 item of varied exercises such as multiple-choice, fill in the blanks and true and false exercises.

The pilot study was done on a smaller group. 5 items changed. This pilot study was carried out with one class. (15 students) before the main phase of the study for the selection of 30 vocabulary items test to be employed and administered during the main research. To make the test valid, the researcher made a correlation between the students' grades on their final exam of the preceding semester and their grades on the researcher's test in the pilot study. The correlation was 0.8116.

3.4. The Reliability

Reliability is the extent to which the items relating to a particular dimension in an instrument tap only this dimension and no other. (Bowling, 2009).

To estimate the reliability of the test scores, Cronbach's Alpha was used. The reliability indices revealed that it enjoyed high consistency and the measures were above the index of $\alpha=0.91$, which fell within a range of an acceptable estimation of the reliability.

3.5. The Post Test

After the pre-test session and deciding on which classes to receive the desired treatment, instructors, the researcher gave (CLT) method to the participants presenting flashcards techniques. The vocabulary pretests and posttests taken by 50 participants were scored by the researcher, who assumed one point for the correct response and zero for the wrong one. So the scores of the participants in the pretests and posttests of both groups (experimental and control) were calculated or ranged from 0 to 30.

After the treatment was finished, the participants had given the post-test to see whether there is an improvement of participants' achievement in teaching English political vocabulary. The test items were adopted from (Flashcards test on line by Kmwidy (2014)).

4. Data analysis

In order to determine the purposes of the study certain statistical procedures were utilized to analyze and interpret the data elicited by the study. The main statistical procedure employed in this study was *t*-test in order to compare the means of the experimental and comparison groups of the study to determine whether the application of the treatment had any considerable effect on the linguistic accuracy of the experimental group.

4.1. Results and discussion

After obtaining the scores, means and standard deviations of test in both groups were computed. The data is shown in the following tables:

The descriptive analyses of pre-test results of participants are presented in Table 2

Table 2. The T-Value of the Difference in the Mean Scores between the Experimental Group and the Control Group on the Pre-Test

Sig. (2- tailed)	df	T	Std. Dev.	Mean	N	
0.53	48	0.64	1.63	6.8	25	Experimental Group
			1.69	5.98	25	Control Group

In order to determine if the difference between the means of the scores of the two groups were significant on the pre-test, an independent *t*-test was conducted between the scores of the participants in both groups. Table 2 shows that the mean score of the experimental group was 6.08 with a standard deviation of 1.63, and the mean score of the control group was 5.98 with a standard deviation of 1.69. It also shows that the difference in the mean scores between the experimental group and the control group was not statistically significant ($t = 0.64$, $p = 0.53$).

The observed *t*-value of the $df = 48$ was 0.53, which is a smaller than the critical *t*-value that equals 0.64 at the same degree of freedom ($df = 48$). Therefore, it can be concluded that the difference between the means of the pre-test scores in the two groups was not significant, the two groups performed fairly similar to each other in the pre-test. The result of the independent *t*-test for the pre-test scores is shown in Table 2 above.

After conducting the experiment, a posttest was administered to the two groups of the study to measure their performance. The results of the analysis of the posttest scores are shown in Table 3 below.

Table 3. The T-Value of the Difference in the Mean Scores between the Experimental group and the Control Group on the Post-Test

Sig. (2-tailed)	df	T	Std. Dev.	Mean	N	
0.00	48	4.63	1.16	8.64	25	Experimental Group
			1.54	6.96	25	Control Group

** Significant at 0.05

It shows that the mean score of the experimental group was 8.64 with a standard deviation of 1.16, while the control group's mean score was 6.96 with a standard deviation of 1.54. It also shows that the difference in the mean scores between the experimental group and the control group was statistically significant ($t = 4.36$, $p = 0.00$). Therefore, the hypothesis of the study was accepted.

Table 4 . Pre-Post Test Comparison of the Experiment Group

Paired Differences							
95% Confidence Interval of the Difference							
Mean Std.	Deviation	Std. Error	Mean	T	df	Sig. (2-tailed)	
		Lower	Upper				
Pre-Post Test							
-13.29	9.77	1.81	-17.51	-10.07	-7.6	28	0.000

The first research question investigated whether there was a difference between the vocabulary learning achievement of the students using flashcards technique in teaching vocabulary before and after the study.

The result of the paired-samples t-test has shown that post-test score of the experimental group ($M = 38.62$) is statistically higher than the pre-test score of the experimental group ($M = 24.82$) ($t(28) = -7.6$; $p < 0.05$) (See Table-4). Students in the experimental group used the t flashcard technique in learning vocabulary which enables them to participate to improve their English vocabulary in their field of study. This finding shows that the use of flash cards technique in teaching vocabulary improves students' vocabulary achievement.

Table .5. Pre-Post Test Comparison of the Control Group

Paired Differences							
95% Confidence Interval of the Difference							
Mean Std.	Deviation	Std. Error	Mean	T	df	Sig. (2-tailed)	
		Lower	Upper				
Pre-Post Test							
- 8.62	8.12	1.5	-11.71	-5.5	-5.7	28	0.000

The second research question investigated whether there was a difference between the students using flashcards on papers before and after the study. The result of the paired-samples t-test has shown that post-test

score of the control group ($M= 34.89$) is artistically higher than the pre-test score of the control group ($M=26.27$) ($t(28)= -5.7$; $p<0.05$) (See Table-5). Students in the control group achieved better scores on the vocabulary acquisition test at the end of the study in compared to their pre-test scores. The control group was given the vocabulary lists on paper and they memorized them through self-study, through looking for the word in a dictionary or through translation method.

4.2. Discussion

The current study aims to investigate the effect of using communicative language techniques (flashcards) in teaching vocabulary on the students' achievement. Communicative method was successful in producing positive learning effects.

The finding of the research demonstrates that there was significant difference between two classes in vocabulary achievement. The class which was taught by using flashcard technique got average 82.55 with the standard of deviation 19.81. While the class which was taught without using flashcard technique got average 66.2 with the standard of deviation 18.01. The difference of average both of classes is 16.35. The distribution of standard deviation of both classes is 1.8. that the experimental group students had significantly better vocabulary gain scores than the control group students at the end of the study. The t value observed (8.64) was greater than the critical value of t for the control group (6.96). This indicates that the experimental group demonstrated significant superiority over the control group with regard to the scores obtained in the post-test. In other words, the results are in favor of employing communicative language techniques representing in using flashcards technique in teaching vocabulary. Danan (2004) reported that many language teachers are against their use in audio visual materials. The participants in the experimental group who received visual instruction were able to more successfully develop the learned items in comparison with the control group that received traditional method of vocabulary learning.

Therefore, this study seems to have almost been able to show that the use of the communicative method can largely reduce learners' problems in learning vocabulary, students can create their own "flashcard" and when asked to recall a specific body of information, they call up their flashcard.

5-Conclusion

This study is an attempted to determine the effect of using communicative language technique (flash cards) on promoting the political college students' knowledge of vocabulary. It makes an important contribution to English Foreign Language Teaching, particularly in the area of vocabulary for students who find difficulties in learning political words.

The findings indicate that the students' vocabulary mastery improved after they were taught by using flashcards, the experimental group achieved significantly better performance in learning vocabulary by flashcard than the control group who learn vocabulary by translation and memorizing method. The results of this study have proved that vocabulary flash card is an effective way of enhancing vocabulary learning for students. It has been confirmed that they are very useful in order to acquire vocabulary for the communicative settings.

These results could provide that empirical support for the application in the foreign language classroom, applying the technique called flashcards which was recommended in this study.

5.1. Recommendations & Findings

In the light of the results of this investigation, the researcher could have the followings:-

- 1- It is recommended that further studies should investigate the effects of using vocabulary learning programs which have visually appealing screens and multimedia features; such as pictures and sound.
- 2- This study introduced a technique, called flashcard that make vocabulary learning interesting and easy for learners. It also familiarized teachers with a technique for presentation, practice and production.
- 3- Dealing with CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life.
- 4- This technique allowed students to learn vocabulary more effectively than with traditional method.
- 5- Since vocabulary is a very important part of the language, a teacher must equip himself/herself with up-to-date techniques and methods of teaching them.
- 6- Teachers should keep in their mind that the selection of instructional techniques depends greatly on the learners' needs, goals and language proficiency levels.
- 7- If teacher uses flash cards as a strategy to teach vocabulary, she | he may create the learning process, such as playing games, word list and other techniques.

5.2. Suggestions for Further Studies

There are some suggestions for further research in the field of teaching vocabulary through communicative language teaching method.

- 1- It is suggested to use flashcards as a strategy to teach vocabulary in other academic fields of study.
- 2- It is suggested for further study to conduct the study in the other contexts, such as: in reading, writing, speaking, listening and grammar teaching.

3-It is suggested that teacher can present interesting pictures on the flashcards to lead teacher's performance better and being interested for the students.

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LESSON PLAN

The following procedures were taken in teaching vocabulary with flashcards technique, The researcher choose one chapter (v) under the title "Fields of Political Science" p:68-69.from their text book "Political Science".An Introduction ,by Anisa Al-Saadoun(1990).

A-Preparation:

1-The researcher choose group (A) the experimental group, who was instructed by the teacher himself about the flashcards technique.

2-There were 25 learners in this group. They were divided into five groups of five members randomly.

3-Each group worked on one subtask.

4-Flashcards prepared by the teacher or students themselves. These flash cards were cards with words s on one side and their meanings on the other side.

B-Presentation:

1- The new vocabulary was given to students they were asked to write their meaning on given answer sheets. All of the words were from the participants' textbook mentioned above.

2-The researcher (the teacher himself) ask students to discuss vocabulary words with one another. (Collaborate),

3- Students read, summarize, discuss, using the word presented in flashcard.

4-The new words were given to the learners through presenting vocabulary flash card to make clear the meaning of each new word.

5-By asking questions and extracting answers, the students were encouraged to explain the meaning of the word by themselves.

6-The new words were given to the learners through presenting vocabulary flash card to make clear the meaning of each new word. For example: The word "constitution" is written in one side and their meaning in the other side .as shown in this flashcard Card Front page (Term) and its (definition) in Back Page. See Figure 1

Figure 1 Sample of vocabulary flash cards Front Page

term

Constitution

Back Page

Definition

highest, most authoritative law

Appendix (A)

Sample of the Post Test

Q:No-1- For each sentence, choose the best word ,phrase or the correct answer for the choices below.

Front

- a-Communism b- Concrete Review
 c-One-PartyRegime
 d-Communist Regimes
 a-Seniority system b- Majority leader
 c- Judicial review d- Moderate
 a-Constitutional Court b- Proportional Representation
 c- Multinational Corporations
 d- Traditional Legitimacy
 a- Terrorism b- Judiciary
 Democracy d- Theocracy
 a- Federalism b-Fundamentalism
 c- Capitalism d- Clienteles

- a-National Chairperson b- New Deal Coalition
 c- National Committee d- National Convention
 a-Cabinet b- Politics
 c- Filibuster d- Lobbying

- a-Seniority system b -Majority leader
 c- Judicial review d- Moderate
 a-Qualitative Method b- Military Rule
 c- Judicial Review d- Comparative Method
 a- Reactionary b- Political party
 c-Constitutional courts
 d- Constitutional law

True
 False
 True
 False
 True
 False
 True
 False
 True
 False

- a-twist b- spin
 c-realignment d- orientation

- a-caused b- made

Back

- 1- A type of one-party authoritarian regime, in which a Communist party controls most aspects of a country's political and economic system.
 2-The elected leader of the party with the most seat in the House of Representatives/Senate
 3- Firms that produce, distribute, and market in more than one country.
 c- 4-A political system in which political power is exercised either directly or indirectly by the people; often protects basic rights and freedoms
 5-A system in which significant state powers, such as taxation, lawmaking and security, are devolved to regional or local bodies (such as states, provinces, counties, and cities)
 6-The meeting of party delegates every four years to choose a presidential ticket and write the party's platform.
 7-A lengthy speech designed to delay or kill the vote on a bill; used only in the Senate
 8-The elected leader of the party with the most seat in the House of Representatives/Senate
 9-Study through an in-depth investigation of a limited number of cases
 10-Federal courts created by Congress under Article III of the Constitution, including the district courts, courts of appeals, &specialized courts such as the U.S. Court of International Trade
 11-Select committee → Supported a strong central govt &expanded legislative powers
 12-Appellate jurisdiction → On appeal from lower courts- Supreme Court is mostly an appellate court
 13-Legislature → The branch of government charged with making laws
 14-Third Parties → Electoral contenders other than the two major parties.
 15-Rational-Legal Legitimacy → Legitimacy based on a system of laws and procedures that become highly institutionalized.
 16-Nowadays, many people criticize politicians for using ____ to dress up information to make it more appealing to the public
 17-The senior politician _____ a major scandal when it was revealed that he had accepted bribes.

c- upset
a-Groupings
c-parties

d- brought out
b- parts
d- fractious

a-campaigning
c-encouraging

b- persuading
d- inciting

a- swing
c-filibuster

b- pork barrel
d- radicals

a-Fishest
c-loudest

b- strongest
d- hottest

a-democracy
c-election
a-poll
c-policy

b-politician
d-socialist
b-ballot
d-policy

a-shoutingb- forming

c- creatingd-creating

a-coup
c-ballot
1-
1-

b-poll
d-polity
2-
2-
3-
3-

1- 2- 3- 4-

1- 2-
3- 4-

18-In the UK, the politicians belong to one of the three main political _____ and to many minor ones as well.

19-In the weeks leading up to the election, supporters of the various parties are out on the streets _____ to get their candidate elected.

20-The private space sector thinks that NASA is Congress' scientific _____. Every project NASA implements seems to be designed to spend money in a designated region.

21-Global warming and greenhouse gases are two of the _____ topics in politics at the moment.

22-There is a presidential _____ every four years in America.

23-Voters must choose one of the six politicians listed on the _____ paper.

24-A group of people were _____ a protest about illegal whaling outside the Japanese embassy last weekend.

25-The last opinion _____ put the Green Party in second place behind the Liberals.

26-What are the three ways governments are classified?

27-Geographic distribution of power THREE basic forms of government.

28-_____ is known as the father of political science.

29-Name four of the most widely held theories that explain the origin of the state

30- What are the four characteristics of state?

ملخص البحث

يهدف البحث الى اهمية استخدام الطريقة التواصلية في تدريس (مفردات الكلمة) باللغة الانكليزية على كفاءة انجاز الطلبة من متعلمي اللغة الانكليزية كلغة اجنبية ،وقد قام الباحث باخذ عينة من الطلبة لغرض تطبيق التجربة الخاصة بتدريس مفردات الكلمات باللغة الانكليزية في مجال العلوم السياسية حيث استخدم الباحث تقنية (الفلاش كارت) لتدريس هذه المفردات ، وقد تم تطبيق هذه التجربة على طلبة المرحلة الاولى لطلاب كلية العلوم السياسية \جامعة النهرين وذلك باخذ عينة تتكون من (٥٠) طالب وطالبة وقام الباحث بتدريس مفردات مادة(مبادئ علم السياسية) وهو المنهج المقرر لطلبة كلية العلوم السياسية بالتقنية الحديثة، بينما تم تدريس المجموعة الثانية من الطلبة بالطريقة التقليدية (طريقة الترجمة من خلال القاموس اللغوي) وبعد الانتهاء من تطبيق التجربة تم تحليل النتائج احصائيا وقد تبين مدى نجاح هذه التقنية في مجال تدريس المفردات السياسية لمتعلمي اللغة الانكليزية كلغة اجنبية وقد قام الباحث بتقديم مجموعة من التوصيات و المقترحات بهذا الشأن .

