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***"The Efficiency of the Keyword Method in
Developing First Year Student's English
Vocabulary in Marketing Management Subject "***

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Introduction:

Learning vocabulary is essential to acquire a language. In fact, vocabulary are included in the related content of both the core and enriched English for Specific Purposes (henceforth ESP) programs. However, the ways we approach vocabulary in the classroom might be different. Students themselves can identify words they need to focus on. They also discover the most effective ways to acquire, remember and use new vocabulary (Rasheed and Mohammed, 2007: 369).

In linguistics, vocabulary have always been treated as a *poor relation* Bloomfield considers them as a " list of basic irregularities" and Chomsky calls them " an ordered set of lexical formatives"(Beheydt, 1987: 55).

Furthermore, Krashen and Terrell (1983:155) have attributed two important roles to vocabulary. First, they play an important role in communication. If the learner knows the morphology and syntax of an utterance addressed to him but he does not know the meaning of the keyword, he will be unable to participate in the conversation. Second , they play an important role in the acquisition process. It is stated that we acquire morphology and syntax via understanding the meaning of the utterance because: acquisition depends crucially on the input being comprehensible. Comprehensibility, in turn, directly depend on the ability to recognize the meaning of the key elements in the utterance (Ibid).

Consequently, language mythologists and linguists have increasingly paid attention to the teaching of vocabulary. Numerous

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competing methods of vocabulary acquisition have received a great deal of attention, including the keyword method and the learning of word roots (Waris, 2012: 2). According to Atkinson in Susan R. Old (2001)," The keyword method is a mnemonic technique in which new word is associated with a familiar word that sounds similar, or keyword. A Mental image is then formed linking the unfamiliar word to the keyword. For example, if the new word is "Celerity", meaning "speed", the keyword could be "celery". A mental image of a piece of celery flying through the air could then be formed"(Atkinson,2001:64).

1. The Problem:

In general, teachers of ESP suffer from their students noticeable weakness in acquiring new vocabulary because of vocabulary learning necessitates that the learners develop the ability of face up to an intentional associative learning task, in which connections must be formed between new, unfamiliar terms and their definitions. So they need to learn not only the meaning of the word, but also have to be make the association between form and meaning. This encourages the researchers to study the efficiency of using the keyword method in developing student's English vocabulary in marketing management subject.

2. Aims of the Study:

The objective of the current study is to explore the efficiency of the keyword method on the development of first year students' English vocabulary in marketing management subject.

3. The Hypothesis:

To achieve the objectives of the study, the current study attempts to test the following hypothesis: "There is no statistically significant difference in the mean scores between the pre-test (before teaching students according to the keyword method) and the post-test (after teaching students according to the keyword method) achievement in English vocabulary by students specialized in marketing management".

4. Limits of the Study:

The current study is limited to the first year students in the Marketing Management Department\ College of Administration and Economics\ University of Mosul during the second semester of the academic year (2011-2012).

5. Significance of the study:

In fact, there are many methods that used in developing student's English vocabulary. And perhaps the keyword method regarded as a successful method in giving teachers and students some advantages by saving efforts, times and the difficulty of searching about new vocabularies. So it's important to proved statistically the efficiency of the keyword method in the development of student's English vocabulary in marketing management within (ESP) at university level in Iraq.

Definition of Basic Terms:**1.Marketing management:**

Kotler (2005:13) states that marketing management is "the art and science of choosing target markets and building profitable relationship with them. This involves obtaining, retaining and developing customers, through creating and delivering and communicating superior customer value".

The operative definition of marketing management is:

" Arranging the organizational efforts to satisfy consumers' wants and needs".

2.Development:

a- Hornby (2000:239) states that development is the "new stage which is the result of developing".

b- In his work of (2009:419), Hornby states that development is "the gradual growth of something so that it becomes more advanced, stronger, etc".

The operative definition of development is: "The growth of the vocabulary of students specialized in the marketing management".

3-Vocabulary:

a- Hornby (2000:982) states that vocabulary is "a range of words known to, or used by a person in a trade profession".

b- He also remarks that vocabulary is "a list of words with their

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meaning, especially in a book for learning a foreign language" (2009: 1707).

The operative definition of vocabulary is:

"The amount of English words relevant to marketing management which the students are aware with its meaning and can use them in meaningful sentences".

4-Keyword Method:

a- Hornby (2009:845) states that the keyword method is "a word that tells you about the main idea or subject or something when you are studying a language".

b- Lvein(1989) cited in Robert (1990: 222) states that the keyword method is " a mnemonic strategy that helps students to learn new information by associating it to interactive visual images for later recall".

The operative definition of keyword method is:

"A mnemonic technique in which a new marketing management word is associated with a familiar word which sounds similar, or keyword. A mental image is then formed linking the unfamiliar word to the keyword".

The Theoretical Survey:

1- Vocabulary:

Foreign language learners encounter some problems in the process of comprehending unknown vocabulary items. Thus, s/He may find that the comprehension process is impaired by the inability to understand certain items (Mahdi, 2000: 81). Teachers of English at University level, generally believe that ESP student depends, to a large extent, on what s/ he reads and writes in the process of vocabulary learning rather than on other language skills such as listening and speaking (Mustafa and Shaban, 1999: 23). It is worthy to note that the full mastery of vocabulary items demands the mastery of 1. pronunciation, 2. Spelling, 3. morphological structure and 4. meaning (AL-Hamash and Younis, 1972: 50). In addition to that, vocabulary has broadly been defined by Lehr (2012:14) as the knowledge of words and word meaning. However, vocabulary is more complex than what this definition suggests because words come in two forms: oral and print.

Oral vocabulary include those words that are recognized and used in listening and speaking. While print vocabulary include those words that are recognized and used in reading and writing (ibid, 2012:2).

Because a person's vocabulary is the set of words that are familiar to him/her, vocabulary usually develop with age, and serve a useful and fundamental tool for communication and acquisition of knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a foreign language (Nation, 2001: 186).

It is also known to most foreign language learners that the acquisition of vocabulary is a fundamental and important component in the course of their learning. A good mastery of vocabulary is essential for EFL learners, especially for those who learn for specific purposes or expect to operate at an advanced level in English (Jiangwen and Binbin, 2012: 1). Moreover, it is wise to direct vocabulary learning to more specialized areas when learners have mastered the 2000-3000 words of general usefulness in English (Nation, 2001: 187).

2. The Importance of Vocabulary:

According to Stahl(1999:3), the following are the areas, where vocabulary is quit beneficial to EFL learners:

- 1-Extensive vocabulary aids expressions and communication.
- 2-Vocabulary size has directly been linked to reading comprehension.
- 3-Linguistic vocabulary is synonymous with thinking vocabulary.
- 4-A person may be judged by others based on his or her vocabulary.

3. Productive and receptive vocabulary:

Vocabulary is commonly defined as "all words known and used by a particular person"(Stahl, 1999:40). Unfortunately this definition does not take into account a range of issues involved in knowing a word. Word knowledge comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or read when we speak or write (Nation, 2001:199). The first major distinction that must be made when evaluating knowledge of words is whether the knowledge is productive (also called active) or receptive (also called passive) and there is often no clear distinction even within those opposing categories. Words that are generally understood when heard or read

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constitute a person's receptive vocabulary. Those words may range from well-known to barely known. In most cases, a person's receptive vocabulary is the larger of the two. Therefore, productive vocabulary generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker . As with receptive vocabulary, however, there are many degrees at which a particular word may be considered a part of an active vocabulary. Knowing how to pronounce, or write a word does not necessarily mean that the word has been used to correctly or accurately reflect the intended message of the utterance ,but it does reflect a minimal amount of productive knowledge (Stahl,1999:48). Within the receptive/ productive distinction lies a range of abilities which are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt (Liu, 1999: 315). Roughly, word knowledge described by (ibid: 322) as having the following stages:

- 1- Never encountered the word.
- 2- Heard the word, but cannot define it.
- 3- Recognize the word due to context or tone of voice.
- 4- Able to use the word and understand the general and\or intended meaning, but cannot clearly explain it.
- 5- Fluent with word-its use and definition.

4- Types of vocabulary:

The following types of vocabulary are listed in the order from most ample to most limited and defined by (Nation, 1999:86):

1.Reading vocabulary:

A literate person's reading vocabulary are all the words s/he or can recognize when reading.

2.Listening vocabulary:

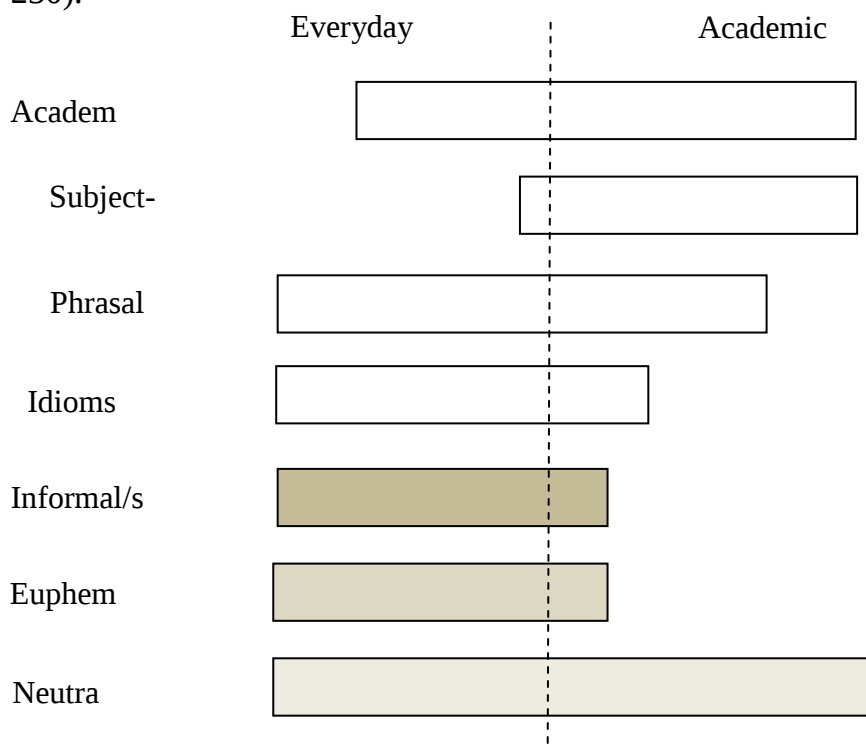
A person's listening vocabulary are all the words s/he or can recognize when listening to speech. They are aided in size by context and tone of voice.

3.Speaking vocabulary:

A person's speaking vocabulary are all the words s/he or can use in speech. Due to the spontaneous nature of speaking vocabulary ,

words are often misused. This misuse-though slight and may be unintentional, can be compensated by facial expressions, tone of voice or hand gestures (ibid : 86).

Sagarra and Alba(2006) state that phrasal verbs, idioms, informal (colloquial) language and euphemisms are useful for learners who want to understand everyday spoken English. However, they recommend that EFL students spend a lot of time trying to learn these vocabulary types. Much better is to learn neutral and general academic vocabulary, together with the key subject-specific words. The following figure shows the different types of English vocabulary and the situations in which they are likely to be found. Vocabulary types are shown vertically down the left (of the figure) and the situations in which they are used are shown horizontally along the bottom (of the bottom) (ibid, 2006: 230).



Figure(1): Vocabulary

(Adopted from Sagarra and Alba, 2006)

Method of Teaching Vocabulary .

Approaches to teach vocabulary mostly depend on who are the beginners and what teaching aims the teacher set. They commonly include:

1.Use of Realia:

It may be done by bringing real objects to the classroom such as postcards with books, pens, school bags, vegetables and everything that is worth to be brought to the classroom.

2.Pictures:

They are incredibly efficient for the reason that they facilitate the process of learning for children. The teacher can teach them animals merely throughout showing them the pictures of animals.

3.Context:

Though challenging sometimes, in is really a good technique particularly when it comes to abstract words such as (happiness or luck). When it comes to go on a trip, use the words in a real environment or context.

4.Mime and Pantomime:

This approach can be carried out with the help of gestures and facial expressions and also through actions.

5.Playing:

If the teachers' learners are kindergarten children, try to teach them throughout playing by using numerous educational games which are popular today for children.

6.Start with Irregular verbs:

It may be done by making students memorize much needed words, starting with irregular verbs then nouns, adjectives and so on.

7.Last Pages:

It may be done by suggesting that students use the last pages of their notebooks to create their own glossary using just the words that are interesting to them or the ones that they actually want to include in their everyday vocabulary. This gives them autonomy to choose and to be more active in the process of learning (Sagarra and Alba, 2006:25).

Effective Strategies for Teaching Explicit and Implicit Vocabulary:

Because vocabulary Knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large "word bank" and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction) as a learner comes to new words in a text strategies that adults can employ with readers of any age.

A. Explicit Vocabulary Instruction:**1. Pre- teaching Vocabulary Words:**

One of the most effective methods of helping learners to learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. The learners define these words and discuss their meanings. This allows the learner to develop an understanding of the connotations denotations of words.

2. Repeated Exposure to Words:

It may seem common sense that the more times we are exposed to a word, the stronger our understanding of it becomes. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her/ his vocabulary.

3. Keyword Method:

Like pre-teaching, the keyword method occurs before the learner reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, the teacher teaches the student a "word clue" to help him understand the new word. This "word clue" or keyword might be a part of the definition; an illustrative example or an image that the reader connects to the word to make its meaning easier to remember when reading it in context.

One useful method to build vocabulary in an FL is the key-word method. When additional time is available or one wants to emphasize a few keywords, one can create mnemonic devices or word associations. Although these strategies tend to take longer time to implement and recollect, they create new or unusual connections that can increase retention. The keyword method

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requires deeper cognitive processing; thus increasing the likelihood of retention (Sagarra and Alba, 2006: 230).

The use of this method fits Paivio's (1986) dual coding theory as it uses both verbal and image memory systems. However, this method should be used only with words that represent concrete and imageable things. Abstract concepts or words that do not bring a distinct image to mind are difficult to associate (ibid: 46).

In addition, studies have shown that associative vocabulary learning is more successful with younger aged students. As students advance and age, they tend to rely less on creating word associations to remember new vocabulary (Sagarra and Alba, 2006: 231).

Building on what has been preceded, the purpose of keyword method is to improve college students ability to learn an FL and help the less able students to memorize or learn words easily by using similar sounding words in their mother tongue (Robert, 1990: 222). Atkinson (2001) suggests that the keyword method is the most useful to less experienced learners, such as the young. He also found that the keywords provided by the experimenter yielded better recall than when participants were required to create their own keywords (Atkinson, 2001: 32). By using the keyword method, the teacher has two options to apply in the classroom. They are:

1-Unrelated keyword: Each new word is accompanied by a more familiar word, or "keyword" and a sentence but the keyword does not have a related meaning with the word.

2-Root related keyword: Each new word is accompanied by a more familiar, or "keyword" that has related root meaning and a sentence with the word (Waris, 2012: 3).

4. Word Maps:

The word map is an excellent method for scaffolding the learner's vocabulary learning. In this method, the teacher should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words, the learner creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories:

classification, qualities and examples. Using prior knowledge, the learner fills in each of these three categories. Word maps help readers develop complete understanding of words (Robert, 1990: 219).

5. Root Analysis:

Many words in English are derived from Latin or Greek roots. They either contain a "core" root or use prefixes or suffixes that hold meaning. Teachers should focus on teaching learners the most commonly occurring roots, prefixes and suffixes. As each what is taught, examples of its use in common word should be shared and examined. The reader should see how the root helps her/ him understand the word's definition. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots, they can begin to determine their meaning.

6. Restructuring Reading Material :

Learners can restructure the material in several different ways so as comprehend them more easily. A portion of the difficult words can be replaced with "easier" synonyms to help the reader understand the overall text. Vocabulary footnotes can be added for particularly challenging words so that the reader can easily "look up" the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar (Waris,2012:3).

B- Implicit Vocabulary Instruction:

1-Incidental learning:

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text, we are able to determine its meaning.

2-Context skills:

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of "clues" about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text they can use to determine the meanings of unfamiliar words (Nation, 2001: 56)

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Literature Review:

1- Abdel – Majeed's (2000) study: This study investigated the use of the keyword method in a normal classroom situation. (45) Arab students were taught the definition of (20) non-frequent English words and nonsense words using the keywords method. Other (45) students acted as the control group in which the same words were taught using a contextual method. A T-test was applied to the results of two -criterion tests- an immediate recall test and a delayed recall test administered two weeks later. Subjects in the key word group outperformed subjects in the control group at a significant level in both acquisition and retention .

2- Mahdi's (2000): It is concerned with learning and teaching lexical vocabulary items. It deals with vocabulary from learning as well as teaching perspective. This is done with reference to reading texts. The study attempts to point out the importance of vocabulary, then look out the main linguistic and non-linguistic properties of vocabulary items that contribute to meaning and need to be taught /learn. The study also deals with the skills a learner needs to comprehend unknown vocabulary items in reading texts .

3- Rasheed and Mohammed's (2007) study: This study tried to investigate vocabulary for fifth primary pupils in English. The sample of the study was chosen randomly from among female primary schools in the city of Mosul. It consisted of (83) subjects. Therefore, the first group as represented the experimental group (42) pupils which had been taught by using pictures while the second group represented the control group which had been taught by the traditional method. After applying the experiment, the tool was applied to both groups. After using T-test, the result showed the superiority of the experimental group over the control group in vocabulary achievement in English.

Method:

-The Population:

The population of the present study consisted of first year students in Marketing Management Department at the College of Administration and Economics /University of Mosul during the second semester of the academic year(2011-2012).

-The Sample:

The researchers have intentionally selected (47) students in the first year in Marketing Management Department / College of Administration of Economics/ University of Mosul.

-Tools of the Research :**Achievement Test:**

The achievement test has been prepared by the researchers themselves. The test was suitable for the curriculum of first year in marketing management in English. The items were designed on the basis of (Multiple – choice – items) because it can be more effectively measured. The researchers presented the test in its original design.

Validity :

Validity is perhaps the most complex concept in test evaluation (Verma et al. ,1981 :87). It refers to the degree to which the test actually measures what it is intended to measure (Brown ,1980:212). In the present study, the researchers have used face validity. Hence, the final test of the researchers was given to a group of qualified experts to check its validity .(*) The experts approved the items of the test and put forward some suggestions to improve them . The total number of the final test items were (30).

Reliability :

A test is reliable if it remains stable regardless of the changing circumstances of those who give it and those who take it (Al-Hamash ,1985: 201 -202). So to find out the reliability of the test, the researchers used the split – half method. Such a method requires only one form and one administration of the test. The test is subsequently divided into two halves, usually by separating odd-and even-numbered items (Van Dalen ,1979 :139). Accordingly, the

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achievement test had been given to (20) first year students. By using the split-half reliability method and a Person Correlation coefficient with spearman Broun prophecy formula, the total achievement test scored a correlation coefficient of (0.84).

-The Experiment :

The experiment started on 27th March, 2012 by applying a pre-test on the students. Then the teacher started teaching the students of marketing management in English by focusing on the new vocabulary using the keyword method.

The experiment lasted five weeks and on 8th May, 2012 , the final achievement test (post-test) was applied to the students.

-The Statistical Means :

1-A Person's formula of correlation to compute the reliability of the test split-half method, with Spearman Broun's prophecy formula (Ferguson ,1981: 113 and 438).

2- Two tests T-test of the two tailed types for independent samples to test the difference between the results of pre-test and post-test in achievement of marketing management in English (Glass and Stanely, 1970: 295).

Presentation and Discussion of Result:

To verify the null hypothesis of the research, the researchers found out the mean scores, and standard deviation for the correlated group in their achievement in English vocabulary and applied T-test to the sample as shown in table (1):

Table(1):Results of T-test for the Correlated Group on their Achievement in English Vocabulary Test

Mean				S.D	T-calculated value	T-tabulated value	Significance level of 0.05
No	Pre-test	Post-test	Difference				
47	1.3191	5.9574	4.6383	2.22071	14.319	2.0147 (0.05) (46)	There is a statistically significant difference in the mean scores between the pre-test and the Post-test in the achievement of English vocabulary.

It is obvious from table (1) that the calculated (T) value is (14.319) which is higher than the tabulated (T) value which is (2.0147) at (0.05) level of significance under (46) degrees of freedom. This means that there is a statistically significant deference between the means of the correlated group. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted .

These results are due to the fact that the keyword method is an effective method in teaching and learning English vocabulary as it helps students to develop, improve and promote their English vocabulary in different specializations.

Conclusions:

In the light of the results obtained , the following conclusions can be drawn:

1-It is assumed that student have problems in learning vocabulary. Thus, the research tried to show the extent to which a teacher can help students by using keyword method to cope with new vocabulary.

2-Students show high development in the vocabulary relevant to their specialization.

Recommendations :

In the light of the results arrived at, the researchers recommend that:

1-It is necessary for English language teachers at the university level to use the keywords method.

2- It is important to focus on the development of the language skills, listening, ,speaking, reading and writing in different specializations at the university level.

3-Vocabulary should receive a considerable amount of attention in designing foreign language curricula in different specializations.

Suggestions for Further Research :

The researchers suggest the following for further researches:

1-Finding out student's vocabulary development in other specializations.

2- Identifying the efficient methods and strategies for teaching ESP.

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Appendix

جامعة الموصل

كلية الإدارة والاقتصاد

قسم إدارة التسويق

م/استبانة اراء الخبراء في صلاحية الاختبار

المحترمالاستاذ الفاضل

يروم الباحثان القيام بدراسة حول

"فاعلية طريقة الكلمة المفتاحية في تطوير المفردات اللغوية الانكليزية في مادة إدارة

التسويق لدى طلبة المرحلة الأولى "

"The Efficiency of the Keyword Method in Developing First Year Student's English Vocabulary in Marketing Management Subject"

ولما كنتم من ذوي الخبرة والاختصاص ,ولما تتمتعون به من سمعه علمية

جيدة ,يرجوا الباحثان الاستفادة من خبرتكم حول صلاحية الاختبار الذي أعده الباحثان

بخصوص اثر تدريس إدارة التسويق باللغة الانكليزية

وتقبلوا منا الشكر والتقدير

الباحثان

أ.م.د.عصام احمد عبدالرحيم

م.م.رفل محمود جاسم

Items		Fit	Unfit	Notes
Q1\Fill in the blanks with the letter (a, b, c, d,) of the correct choice:				
1	Defining the problem and research is often the hardest step in the research process. (a. objectives b. information c. knowledge d. plan)			
2	Because..... have special need and wants, each one of them is potentially a separate market. (a. sellers b. managers c. buyers d. researchers)			
3	A marketing research..... might have one of three types of objective. (a. work b. job c. project d. business)			
4	 consists of buyers, and buyers differ in one or more way. (a. management b. firm c. organization d. markets)			
5	The..... Research: is to gather preliminary information that will help in defining problem. (a. causal b. exploratory c. descriptive d. effective)			
6	The researcher must interpret the findings, draw conclusions and them to management. (a. report b. tell c. ask d. say)			
7	The researcher next puts the marketing research plan into..... (a. account b. mind c. work d. action)			
8	The researchers tabulate the result and..... Averages and other statistical measures. (a. evaluate b. analyze c. compute d. classify)			
9	collection can be by the company's marketing research staff. (a. Knowledge b. Data c. Information d. Result)			
10	The researcher must..... data for computer analysis. (a. analyze b. tabulate c. code d. obtain)			
11	 is anything that is offered to market for attention, use or consumption and that might satisfy a want or need. (a. Product b. Production c. Produce d. Producers)			
12	 Product: additional consumer services and benefits built around the core and actual products. (a. Actual b. Unsought c. Augmented d. Tangible)			
13	Product development begins when the..... Finds and develop a new idea. (a. company b. institution c. plant d. market)			
14	products are consumer products that the customer usually buys frequently and immediately. (a. customer b. convenience c. consumer d. shopping)			
15	products are consumer products that the consumer either does not know about or knows about but does not normally think of buying. (a. Sought b. Specialty c. Intangible d. Unsought)			
16	Maturity is a period of slow down in..... growth. (a. sales b. purchase c. product d. supply)			
17	 products bought by individuals and organizations for further processing. (a. Industrial b. Manufactured c. Customer d. Consumer)			
18	items are industrial products that help in the buyer's production or operations. (a. Goods b. Services C. Capital d. Raw)			
19	The product..... has five distinct stages. (a. life-level b. life-cycle c. life-stage d. life-time)			
20	is a period of sales growth as the product is being introduced in the market. (a. Finding b. Climbing c. Growth d. Developing)			

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21	is the period when sales fall of and profits drop. (a. Growth b. Decline c. Inception d. Loss)			
22	The product life-cycle starts from inception to..... (a. demise b. growth c. maturity d. introduction)			
23	 is the amount of money charged for a product or service. (a. Cost b. Price c. Value d. Worth)			
24	Price is the sum of values that..... exchange for the benefits of having or using the product or service. (a. researchers b. planners c. managers d. consumers)			
25	Financial publics influence the company's ability to obtain..... (a. funds b. materials c. employees d. data)			
26	Every company has.....such as neighborhood residents. (a. local publics b. media publics c. general public d. internal publics)			
27	The consumer receives the most information about a product formsources, those controlled by the marketer. (a. personal b. public c. commercial d. experiential)			
28	Purchasing department worries about getting And materials. (a. persons b. individuals c. buyers d. suppliers)			
29	Accounting department has to measureand costs. (a. prices b. money c. values d. revenues)			
30	Marketing intermediaries are firms that help company to.....sell and distribute its goods to final buyers. (a. distribute b. invest c. promote d. evaluate)			

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أ.م.د. عصام احمد عبدالرحيم

م.م. رفل محمود جاسم

تهدف الدراسة الحالية الكشف عن فاعلية طريقة الكلمة المفتاحية في تطوير المفردات اللغوية الانكليزية في مادة ادارة التسويق لدى طلبة المرحلة الاولى /كلية الادارة والاقتصاد، واختار الباحثان عينة البحث بصورة قصدية وتالفت من (٤٧) طالبا وطالبة. اعد الباحثان اختباراً تحصيلياً من (٣٠) فقرة اختبار (الاختبار من المتعدد) حيث تم اختبار الطلبة اختباراً قبلياً وبعد تدريسهم حسب طريقة الكلمة المفتاحية تم اختبارهم اختباراً بعدياً، ولدى تحليل النتائج باستخدام الاختبار التائي و تبين ان هناك وجود فروق ذات دلالة احصائية بين نتائج الطلبة في الاختبار القبلي والاختبار البعدي . ويعني هذا وجود تطور في اكتساب الطلبة للمفردات اللغوية في مادة ادارة التسويق بعد تدريسهم حسب طريقة الكلمة المفتاحية.