Psychological Impact Of Integrating Vocabulary Based Retention Strategies For Teaching Vocabulary In The Esl Classroom

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Abstract

One of the utmost difficult aspects of language learning is vocabulary. Vocabulary learning has been of prime importance for over two decades. A wide vocabulary is essential for effective and useful communication. Therefore, understanding the strategies that language learners use to learn vocabulary is a matter of great importance. This study was carried out on a group of 40 learners of English to determine their preferable vocabulary learning strategies. Finally, more than half of the students said that the tasks and activities in which they participated corresponded to their interests and motivated them to learn vocabulary, moreover the pleasant atmosphere in the class helped them to concentrate more, thus giving them better retention. Based on the analysis of our results, it could be confirmed that the integration of activities has a statistically significant effect on retention capacity.

Introduction

If we could define and program the vocabulary that will be used by the so-called "digital generation" (Facer et al., 2003), or "generation C", ie the children born in 1990 and grew up with the computer (Hesteran, 2011), would be a daring and cinematic impossible action. Language is always adapted to the new needs of communication, while the use of speech in combination with the use of technology introduces new elements into the language structure with the consequence that languages change. It is therefore certain that "language changes over the years, passing from the disintegration of the system to its reconstruction, without a permanent/stable direction. Each time it balances in a perpetual motion such as the ebb and flow of the tide, and manages to maintain, to a large extent, its identity despite the constant developments, changes, and reconstructions (Mercer et al., 2004). Therefore, the transition to the digital age presupposes the effective and efficient practical integration of technology and its tools into the school reality of language and communication. This perspective focuses on the educational needs and requirements of students and aims to support them in the further development of literacy, both printed and digital, in active learning and with an interest in the use of language and vocabulary, which they choose to use in any communication occasion. In a digital world, where the speed of changes in the previously socio-economic and educational data is inconceivable, teachers are faced with the challenge of planning the Modern Greek language lesson using the tools of technology utilizing the communicative/functional side of language teaching. and cultivating literacy. At the same time, students should be provided with the skills that will contribute to the quality and useful use of the tools, as well as the strategies required to acquire their language proficiency in the digital community to be integrated. In this perpetual process of change, then, the cultivation of vocabulary emerges as a natural continuation of language and a normal process in the context of communication in a digital world. Utilizing the tools of technology with the lever blog in education (edublog) provides multiple and dynamic ways of learning such as electronic writing, communication (synchronous or asynchronous), collaborative speech, video, audio, and graphics (animation), while at the same time offering students a variety of different ways of representation and expression aiming at the interconnection of the old way of communication (writing, speaking, print) with

the digital. So in this changing world, where words always remain the primary form of communication (Kress, 2010), teachers signal developments, while students become participants and sharers in the active knowledge of the language by cultivating their vocabulary inside and outside school reality.

Review of studies on integrating vocabulary based retention strategies

A student's level of achievement is influenced by a set of interrelated factors depending on an immediate environment and a more or less distant environment. The human ability to respond appropriately to these interrelated factors is what constitutes the modern definition of intelligence (Beck et al., 2007) and more specifically the theory of multiple intelligences. This section focuses on the literature dealing with the ability to retain the language and the possible relationship between this retention and the theory of multiple intelligences.

As a language teacher, I pay attention to the linguistic retention capacity of learners. According to Russell (2001), "language retention capacity" is the ability of a person to maintain knowledge of the language and to persevere in this for a long period. This requires an interdisciplinary approach to language learning allowing learners to interact in the target language according to different learning styles and preferences, as well as to make cultural and linguistic comparisons (Oxford, 2003). Such an approach improves language skills while preparing language students to become global citizens. It is therefore important for language teachers to create links with other disciplines such as art, literature, and culture.

The theory of multiple intelligences focuses on teaching based on individual preferences and learning styles. It also emphasizes teaching through various disciplines such as music, arts, literature, sports, etc. (Gardner, 1987). Foreign languages like English can be taught based on the theory of multiple intelligences taking into account the preferences of the learners and exposing them to different disciplines in the language courses. Therefore, using a multidisciplinary and knowledge-retention approach is what language retention capacity and this theory have in common. The interest lies in the relationship between the two, as

using a multi-intelligence approach to language teaching could improve the retention capacity of the language.

The Role of Vocabulary in the Text

The text-centered approach to language teaching emphasizes the prepositional and prepositional relations of language, leading from the level of the sentence to the level of the text. The authors present the role of the word in the text, identify its general relationship with it, and record its contribution to the structure and organization of the text as a link in a semantic chain (Hofweber et al., 2017). The relations of the word with the text are varied and therefore it categorizes them into two groups: a) in the distribution of the vocabulary, in the type, that is, and the number of different meanings in a text and b) in the organizational function of the word in the text. In the first case, the relationship of the word with the text is considered external or purely semantic, while in the second internal or textual, which contributes to the textuality of speech. In the process of linguistic communication, the word provides the raw material of the meanings with which the individual's experiences are linguistically represented during the transmission of a message. In addition, the function of the word is supplemented by the grammatical meaning, which is developed by the syntax of words and sentences and the logical and factual relations between parts of the text (Crumpler et al., 2011).

Knowledge of words is a complex phenomenon, which, from a linguistic point of view, extends to three dimensions, which are: form, meaning, and use (Nation, 2007). Students, to enrich their vocabulary, should practice understanding the meaning and form of each word and not simply memorize and recall new words (Gardner, 2007).

By learning the meaning, students understand the meaning of the word and the circumstances in which it is used, and as a result of which they can incorporate the new word into their own written and oral texts. Also, by learning the form of the word, students acquire its spelling. In addition, students must learn to produce synonyms, opposites, derivatives, and compounds of a word, to come into contact with the contemporary dimension of language, but also to be able with appropriate exercises and

examples in real communication environments to understand the timeless. dimension of a word (Harm & Seidnberg, 2004). Vocabulary development and acquisition is a complex process (Pearson et al., 2007), which requires the assistance of various cognitive functions, is enhanced through didactic strategies, and is consolidated with the development of individuals' knowledge. Vocabulary teaching is therefore a difficult task and therefore, according to the Nation, should not be dealt with empirically and on a case-by-case basis, but systematically, methodically, and in accordance with the principles and findings of applied linguistics (Nation, 2001). Given both the importance of the vocabulary field and the need to expand students' vocabulary, as well as the difficulties of teaching vocabulary in both mother tongue and second language, it seems that the so-called "vocabulary use strategies" have a primary place in language teaching.

Vocabulary use strategies

Utilizing strategies in teaching in use and learning is introduced in the '80s, when cognitive theories in the field of learning began to decline and approaches emerged that emphasized the role of the student, such as constructivism. Initially, strategies were defined as "an attempt to develop language and sociolinguistic competence in the target language" (O'Malley & Chamot, 1990), while in the early 1990s the first attempts to include definitions in addition to cognitive and communicative content appear. Since then, strategies have been defined as "specific processes or ways to develop a skill" (O'Malley & Chamot, 1990), or "specific thoughts and behaviors that individuals use to help them understand, learn or maintain new information" (Chamot et al., 1999), or as "specific actions - steps and behaviors or techniques that students, often deliberately, use to improve their progress in skills development" (Oxford, 2011). Strategies are also defined as "those that lead to the development of the language system that the student builds and directly affects learning" (Read, 2004) or "actions that are consciously chosen by students to learn the subject and to handle effectively the learning product" (Cohen, 2012). In general, we characterize as strategies a series of deliberate technical actions and special ways of dealing with the curriculum that aims at faster and more effective

achievement of the objectives of teaching (Mitisis et al., 2012). In language learning, strategies are used to help students develop the skills of producing and receiving written and spoken language (Oxford, 2011). Vocabulary teaching strategies are considered to be specific actions that are consciously chosen by the students, to carry out in a "financial" way various activities during the lesson or to facilitate the learning and to make it more enjoyable and effective, leading to a meaningful understanding, acquisition, retention, and application of new knowledge (Oxford, 2011). Strategies aim to solve a problem that arises during the learning process and, consequently, improve student performance. The teacher should adapt the teaching and use the appropriate learning tools, where all the factors involved in teaching the vocabulary will be utilized according to Mariani's classification (Mitisis et al., 2012). Figure 1 shows teaching activities and the personality development of the students in a classroom.

Figure 1. Teaching activities and personality development

During the language teaching, it is up to the teachers, in addition to the strategies they use during the course, to practice the students' use of special strategies, which will help them so that they now know how to which they will continue learning vocabulary in any text. In this context, vocabulary teaching strategies can be divided into a) teaching strategies - used by the teacher - and b) learning strategies - in which students practice, using them alone (Lazakidou & Retalis, 2010).

The strategies used by the teachers

Many researchers emphasize the planning and conduct of teaching based on strategies to lead students to make the best possible use of them consciously and autonomously (Oxford, 2003). According to (Nation, 2001), when a teacher encounters a relatively large range of vocabulary unknown to students when processing texts, he or she should resort to specific learning strategies for the new vocabulary. The teacher, having diagnosed the level, needs and strategies, which are used by the students, organizes the teaching in the context of the language course. He also selects the appropriate strategies each time, describes them by naming them and presenting where, when, and how each of them can be used and emphasizes their importance. In addition, it models each strategy, gives examples of their use, and extracts additional examples from students. Throughout the teaching, it provides opportunities for students to practice what they have been taught, so that they can use these strategies in corresponding activities, with the ultimate goal of consolidating their function (Oxford, 2003). Regarding the way of implementing the strategies, the model (fading scaffolding) is usually followed, with which the teacher (a) teaches, (b) is excited, and (c) animates when the didactic needs of understanding and application require it (Hartman, 2002). He also evaluates the achievement of the learning goals set by the teacher for him and the students. In case of negative feedback, the steps of describing and modelling the strategies are repeated. Finally, throughout this application, students should be encouraged to extend the use of the strategies taught to other areas of knowledge [19]. The teaching of vocabulary and the use of strategies for its cultivation according to the principles of Linguistics and, in particular, the communication-centric approach, are usually achieved by direct or indirect teaching or a combination of these two didactic approaches. According to Schmitt and the Nation, the direct approach consists of guided language teaching, while the indirect approach involves subsequent learning (Baumann, 2009).

A classification of teacher vocabulary teaching strategies/techniques is by (Nation, 2007), according to which we can identify the following classes of strategies/practices:

1. The first class of strategies/techniques is related to design and focuses on the group of words to be taught: which words the teaching will focus on.

2. The second class of strategies/techniques concerns the identification of sources: where we will get information about the words (analysis of the word, utilization of contexts, use of bilingual or monolingual dictionaries, and use of the students' mother tongue).

3. The third emphasizes the process: how consolidating the knowledge of the vocabulary taught.

Another classification of vocabulary teaching strategies/techniques is generally categorized as follows (Oxford, 2003):

- Strategies/techniques related to individual word and word grouping,
- Contextual strategies or techniques,
- Strategies/techniques related to the senses or thinking and intellect,
- Engineering-memorization strategies/techniques and word comprehension strategies,
- Traditional and modern strategies/techniques,
- Individual and group strategies,
- Cognitive and metacognitive strategies,
- Simple and complex strategies,
- Strategies that are more or less usable in teaching practice.

The specific forms in which vocabulary teaching strategies/techniques are usually implemented in the classroom and which may appear in practice either independently or in combination or even in part are, among others, the following (Nation, 2007):

- Writing the word on a board and notebooks for reading and commenting.
- Recording keys or keywords in a list and posting them on the wall or a special board.
- Recording new words in a notebook.
- The use of a tab on which the word is written.

- The combination of the word with a corresponding sketch, image, or photo to understand the words.
- The combination of the word with a corresponding object which helps the spatial placement of the words in the brain.
- The use of facial expressions, gestures, gestures or facial expressions to convey the meaning of words.
- The presentation of a word with a definition.
- Word games such as crossword puzzles, cryptocurrencies, and puzzles - especially if done in groups - can be supportive of teaching and learning.
- Learning vocabulary contributes to the cooperation of students and creates a friendly atmosphere in the classroom.
- The etymological word families. The etymology of words is an important source for the interpretation of the origin but also for the understanding of the words, while, at the same time, it contributes to the development of the spelling skill.
- The grouping of words by a thematic circle.
- The use of a table of semantic and morphological features.
- The concept map, according to which the word is placed in a diagram with the keyword in the center, while lines connect the central word and the other words with each other, as where there are respectively the synonyms and the opposite words in one and on the other side of the chart, with possibilities for further enrichment.
- The use of synonyms, antonyms, derivatives, and supernatural words in combination with the spatial grouping of words in squares, triangles, and rhombuses, wherein each shape is included in the synonyms, opposites, and derivatives of each word.
- The creation of dictionaries by the students themselves, where the new words they learn are recorded.
- The use of dictionaries by the students themselves during the lesson is an auxiliary strategy for learning the vocabulary when it is accompanied by methodical learning of the use of the dictionary with the help of exercises. The exercises familiarize students with the macrostructure of the dictionary, spelling, and alphabetical classification, practising them in the following skills: a. in recognizing the dictionary and distinguishing it from other types of texts, b. in alphabetical order, and c. in reducing a type of morphological example to the verb form.
- The use of various exercises to consolidate the meaning of new words, such as e.g. filling in blanks in sentences or texts, placing words in the correct order to make sense, replacing a word with another word or phrase without changing the meaning, grouping words by color or size.
- The extraction of information with the strategy "I guess" a word from the context to understand the meaning of unknown words from the language and the wider environment.
- Learning words in a random, unconscious and indirect way through language use and especially through listening, reading carefully and participating in discussions.
- The connection of special communication circumstances with the use of specific words or phrases (condolences, apologies).
- The deliberate repetition of the use of certain important words for further acquisition and stabilization in the student's vocabulary.
- The use of metaphor is a vocabulary learning strategy that can be used in the teaching of cognitive objects, mainly for the presentation of new words and concepts.
- Learning or consolidating the knowledge of new words with the "problem solving" process.

Encouraging students to constantly and systematically read a variety of texts is a key strategy for developing vocabulary, as it brings students in systematic contact with a large number of words. For the use of strategies by teachers to be effective, they must be compatible with each student's learning style, respond to the particular characteristics with

Vocabulary Evaluation

All the above-mentioned strategies have the expected effectiveness, since, at the same time, the necessary conditions for the utilization of the new vocabulary by the students coexist. Opportunities need to be provided in the classroom so that students can use the vocabulary taught in both oral and written language in the appropriate situations. Many times, the discussions and dialogues that take place in the classroom during the learning activities "limit or expand the mental potential of the students", as the structure of the teacher's speech and vocabulary not only directs their attention to specific cognitive functions but also help them acquire "ways of using language to think and communicate" (Mercer, 2000). So, an important teaching tool that teachers have at their disposal for the development of thinking questions. "Appropriate" questions - and the dialogue that results from them - not only activate and guide thinking, but sensitize children to the use of thought vocabulary (Baumann, 2009). The formulation of the "appropriate" questions a) sensitizes students to the term "conclusion" and the idea that a conclusion comes at the end of a story (a discussion, an investigation), b) enriches their vocabulary with a new term and gradually a new one meaning or with another "dimension of the world", c) encourages them to compose the information they received and, at the same time, activates the cognitive function of the composition and d) helps them to learn to use the specific word autonomously in similar situations (Collie et al., 2016). In addition, they can thus understand and access the "learned way of speaking" (Mercer, 2000), but also develop metacognitive skills that will help them realize their thought processes and form the concepts they need for metacognitive thinking (Cohen, 2012).

The questions in combination with the dialogue make the knowledge of a topic to be found both in the teacher and in the students, who through the dialogue join its pieces (Bransford et al., 2000). In this context, Mercer sees the teacher as a "guide to speech and every classroom a community of speech." As a guide in speech and knowledge formation, the teacher helps students "to develop ways of speaking, writing, and reading, which will enable them to make wider intellectual journeys, to communicate with and be perceived by other members of the wider community of educational speech" (Mercer, 2000). The role of teachers is to create the "fertile" environment, to teach children how to use and understand vocabulary, which will be part of the daily life of the class and will have become a habit of the "community" and the "collective consciousness". of the group" (Mercer, 2000). The greater emphasis on vocabulary implies the need for teachers to become more familiar with how to develop skills with activities or tests that will ensure a reliable assessment of students' performance in learning vocabulary in direct relation to their communication needs. A basic condition for achieving the above goal is to include vocabulary assessment in the general assessment of students' language proficiency (Read, 2004). After all, according to modern scientific conceptions, a good knowledge of a language does not depend on how many words one knows, but on how effectively one uses them to achieve a specific communication goal. The object of study of many researchers was the development and enhancement of vocabulary. They proposed the didactic use of these elements to lead to the reinforcement of vocabulary with the triune vocabulary development model, according to which lexical development is the result of the coherent interaction of phonology, spelling, and semantics. Beck and Mc Keown, (2007) present a series of didactic interventions for the development and consolidation of vocabulary, such as a) unfamiliar words should be explained with everyday examples or through the text without the use of definitions, b) different semantic nuances of words through different texts, c) students should use the new words directly through different activities of graded difficulty, which will be interesting for them (Beck and Mc Keown, 2007). In trying to explore the relationship between vocabulary and text and comprehension, Ouellette proposes two dimensions of vocabulary: the breadth — how many words the person knows and the depth of the vocabulary — how well the person knows the semantic nuances of a word (Ouellette, 2006). According to Read (2004), exploring students' language skills is done in two main ways. The first way is informal during the teaching process, where the language

activity of the class and the active participation of the students in it inform the teacher and the students themselves about the quantity and the possibility of the effective use of the words in the communication level (Read, 2004).

The second way of exploring vocabulary is the examination using methodical and standard written evaluation methods (tests). Their purpose is to provide adequate information on the degree of assimilation of vocabulary both by the whole class and by the individual performance of each student. Next, Read (2004) presents three axes of written vocabulary evaluation:

(a) Individual-built evaluation/diagnostic testing: According to the first axis, the evaluation was designed to examine the frequency of use and utilization of vocabulary. In addition, it aims to measure the knowledge of the meaning or use of words as independent linguistic units but also the wider use of the word linguistic units (Read, 2004).

(b) Selective assessment/aptitude test: It is the measurement of lexical knowledge that focuses on specific lexical elements. This second axis takes into account the overall lexical content of either the linguistic material they employ (written and oral comprehension activities) or the linguistic material produced by the examinees (written and oral production activities) (Baumann, 2009). (c) Evaluation is independent of context or context-dependent. In the measurement of lexical knowledge from the context, the examinee can produce the expected answer without reference to it. In context-dependent lexical knowledge measurement, the examinee's ability to take contextual information into account to produce the expected response is assessed (Merriam, 2002).

The above three dimensions, of course, as explained by (Nation, 2007) and (Read, 2004), do not constitute a complete model of vocabulary evaluation but rather a broad theoretical framework that allows categorization of the different types of evaluation used today. In particular, they can help to identify commonalities between traditional type assessments and vocabulary assessments that assess vocabulary more holistically, to combine communication and traditional practices, so that they complement each other according to the requirements of

each teaching objective, utilizing the technology tools (Read, 2004). In these two common ways of exploring vocabulary, in recent years "e-evaluation" has appeared in addition to the use of electronic tools, which deals with both the receptive and the productive side of vocabulary in a balanced way (Baumann, 2009). Students are assessed in real communication situations using the computer and its tools, which have been selected by the teachers or the students. The assessment process, therefore, should aim and have a positive impact and feedback on both the teacher and the student, since the goal is to cultivate students' vocabulary (Nation, 2001).

Linguistic retention

Interestingly, retention is defined in four different categories, the fourth category of which relates to language learning (Merriam, 2002). Definitions, categories, and examples are as follows:

- The act of keeping someone or something. Examples: recruiting and retaining good employees. Retention of profits from all sales,
- Keeping a surplus of liquid, heat, etc. inside the body. Examples: pills to compensate for water retention. Fluid retention;
- The ability to keep something. For example, the fabric has good color retention. [= the colors of the fabric do not fade],
- The ability to remember things easily or for a long time. Examples: retention of things learned in school. The herb is said to promote memory retention.
- As we can see, when we talk about the linguistic retention capacity, we are talking about the ability to retain what has been learned and this over a long period. The concept of language retention capacity is therefore linked to memory.

Introduction to observations, experiments and results

In this part, we present and discuss the results of our experimentation and our observations of the various activities of students. We mainly focus on the construct of language retention,

that is, the ability of students to retain what they have learned through activities. This part of the study aims to answer our research question: Does the integration of activities affect the linguistic retention capacity of second-year undergraduate English learners? To validate or invalidate our research hypothesis, we present the quantitative results based on the comparison between the responses of the groups. In particular, we compare the results of the students' performance. We will therefore discuss our conclusions drawn from the retention of the high-frequency lexicon to the grammatical words retained by the students. We will also discuss model grammatical that the students remembered better than the others. In the last part, we add the conclusions from the interviews with the students which allowed us to know their point of view on what helped them to retain better what they learned. In addition, we will present responses provided by learners to the feedback questionnaire submitted to them, and presentation responses given by teachers about what they do in these English classes.

Folio process

Another important point in making a fair assessment of students possible is to give them regular feedback. To be specific in this feedback, we need to observe students regularly. To do this, we have developed a tool called the folio-process, which describes the progress of each student. The folio processes were given to students to make them aware of their improvement or lack of improvement.

As we saw earlier in the chapter on methodology, gap exercises or even multiple-choice questions have a limited ability to encompass the wide range of abilities and potentials of learners. Therefore, we sought to make gradual and in-depth observations, continuously taking notes on the likes, dislikes, preferences, strategies, and weak or strong traits of learners in the experimental groups. To achieve this goal, I used a learner folio process based on regular observations.

Detailed grades were given to students in weeks 3, 5, 7, 9, and 11 during the 12-session semester. The first grade has been awarded and announced to the students during the third week of the semester so that I have enough information about the students, and also to make the students feel comfortable in the classroom. From the third session, one can be assured that there has been enough time since the start of the semester, that learners have had enough time to familiarize themselves with the rhythm of the course and that they are ready to show their work. After the third week, the students were graded every two weeks. In subsequent sessions, students could review their track record to get a feel for their progress. Many students repeatedly mentioned that they appreciated knowing their progress gradually, as it helped them know where they needed improvement. Additionally, students reported that in previous semesters in other classes they were sometimes surprised by their CC grades, which they received at the end of the semester, as they did not know the exact criteria on the basis on which they had been assessed. Therefore, students found folio processes to be a useful tool that allowed them to keep abreast of their grades gradually. Another advantage of the folio process was that to have detailed grades for all students, I had to assess and involve all students in the class.

There were four main categories in each folio process. These four categories were participation in classroom tasks and activities, writing, homework, and oral presentations. The first category had four subcategories. Scores in the subcategories were based on students' participation in pair work, group work, and their willingness when a question is asked in a class or when a topic is presented in the course. Since this part of the study is about creativity, one of the students' assessment criteria was their creativity in different activities. The criteria for evaluating the writing were correct grammar, the use of a relevant lexicon in their textbook, non-repetition of mistakes and errors corrected in the previous writing, and creativity. The third category in the folio process is homework. The criteria based on which the students were graded are completion of their homework, the provision of tools in class if / when asked, and creativity of all kinds in these activities. The last category of the process is that of oral presentations and of which the following sub-categories are correct grammar, relevant lexicon present in the manual, accent and pronunciation, student gestures, tone, and facial expressions. We also had two criteria based on self-correction and creativity in their presentation, the subject of the presentation and

the visual aids, PowerPoint, and other tools they use for their presentations. Detailed scores are assigned to each of these categories based on regular observations. Progress and improvement are taken into account and for all categories, a certain mark is given to creativity, originality of ideas, and novelty. One of the limitations of this method was that not all students had the chance to be assessed in all categories of the process folio every two weeks. The other limitation of this method was that since I was giving the marks, the marks could be subjective. However, any other type of continuous review by teachers is subject to subjectivity. This method, however, gave detailed guidelines and regular evaluation. The most important benefit of using the process folio was to include creativity as an important tagging criterion.

Being assessed by only one person (teacher) during a lesson limits the objectivity of the assessment. In addition, students can get used to the way their teacher assesses them. To reduce the chances of this happening, we can enlist the help of the students themselves to teach and evaluate each other. Peer tutoring and peer review and how we used these methods are briefly described below.

Tutoring and peer review

This peer teaching and peer review method was used as a fair tool in our research. In the experimental groups, during two sessions, the students were divided into two different groups, and a "teacher" was chosen at random for each group. While the students were busy answering the questions for the self-assessment test that begins each unit of the textbook and checking their answers together, the student who was chosen as the teacher had time to study two pages of grammar and prepare a lesson plan for his classmates. Then each "teacher" was given a few markers and a board, and the students were asked to move the chairs and sit in front of the board, which the students used to illustrate their lesson.

The session was very successful as the students helped each other through all stages of this teaching and learning process. In addition, there were many other sessions where students were asked to reflect on each other's answers and even give each other notes.

The control group's continuous monitoring criteria, which are those, shared by all colleagues in the English in Science program, such as the use of correct oral grammatical forms, the use of a correct and varied lexicon, avoiding certain frequent mistakes, the level of cooperation in pair and group work, and avoiding unjustified absences and finally finishing laboratory work.

Participants and Sample Size

This research design is suitable for L2 learners studying English in an engineering college in Tamil Nadu. This happened during the 2nd semester of the 2019-20 academic year. The English course offered in the first four semesters of the eight-semester bachelor's program focuses on listening, speaking, reading, and listening skills. For this research work, 40 students of the I year B.E program consisting of 11 women and 29 men were used as subjects. The group included newcomers, juniors, and seniors. Participants all came from similar socio-economic backgrounds. They showed a high degree of maturity and cognitive development, which was considered sufficient for an accurate self-examination of their process of learning. Their ages range from 19 to 22. The researcher was the course instructor for the class. Thus, the accuracy and verification of the study were confirmed.

Vocabulary learning and retention activities

Using Image Cues

Using image references in a process designed in such a way that students understand a word by solving a given image. This activity allows students to think about words that refer to pictures. The model of this process is as follows (Table 1):

Table 1. Using image cues: Sample activity

Cue Image	Target words	Meanings	Answers
	Frustration	Emotional feeling as a result of not being able to change or achieve anything.	
	Gathering	A meeting specifically for a particular purpose	

The researcher divided the students into groups of 10 students and gave each group of them a series of pictures. Students in groups were asked to match words with pictures and identify their meaning. This function helps to retain words for a long time. When students come across similar pictures in the future, they will recall the word and context they say.

Four Pictures, One Word

This function is derived from an Internet source. Just like using the image clue function, students have to guess the common word with the four pictures given. This is a great way to learn new words and retain them. When students do this, remember all the words they have learned to get the right answer. This helps them to remember the words for a long time. The following is a sample of this process (Table 2):

Table 2. Four pictures, one word: Sample activity

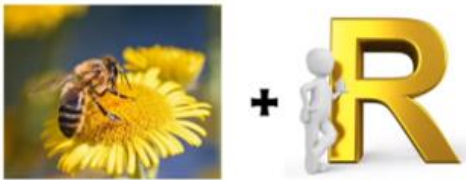| Cue Image	Target words	Answers
	Warning	
	Working	

If students are struggling to answer, the teacher will assist the students with the first letters of the word. It helps students to memorize words that start with specific letters.

Connections

Vocabulary images play an important role in the learning and retention process. It is an activity in which students express a series of pictures placed in a specific order, which refers to a word. Students need to understand the pictures and the order in which they are placed

and identify the word they represent. This design was adopted from an internet source. It was a useful activity because it motivated the students to get involved in learning. Deciphering images helped students retain words for a long time. The following is a sample of this process (Table 3):

Table 3. Connections: Sample activities

Connect the following picture and get the meaningful word using the cue			
Image	**Cue**	**Target words**	**Answers**
	Guess the Vegetable	Tomato	
	Guess the Game	Tennis	
	Guess the Animal	Bear	

Graph words

It allows you to visually explore an object. Instead of reading a dictionary and defining a word, graphic words visualize that word. It shows lines connecting the word with other similar words. It helps the students to learn the meanings of words from the connections between related words. This activity helped students to guess meaningful words from many related words and retain words for a long time. The following is a sample of this process (Table 4):

Table 4. Guess a word from Graphwords

Interlinked words	Target words	Answer
ugly, horrifying, horrible, monstrous, grievous, flagitious, frightful, ?, abominable, painful, dreadful, unspeakable, awful, terrible	Atrocious	
riveting, absorbing, gripping, engrossing, ?, bewitching, entrancing, enthralling, enchanting, captivating	Fascinating	
tolerable, paissable, fair to middling, ?, equal, decent, enough	Adequate	

Vocabulary Quiz

Vocabulary is a collection of familiar words in languages known to a person. A comprehensive vocabulary is a useful tool for communicating and gaining knowledge. For many, developing vocabulary can be a daunting task. Everyone wants to get the right vocabulary for a comprehensive overview.

A medium to learn vocabulary, try vocabulary quizzes and test the knowledge daily. Learning new vocabulary regularly will help to improve students' vocabulary. The following is a sample of this process (Table 5):

Table 5. Vocabulary Quiz

Words	Target	Answer
sully means to: ○ cancel officially ○ place under suspicion or cast doubt upon ○ try to stir up public opinion ○ avoid and stay away from deliberately	**sully** means to: ⊗ cancel officially ⊘ place under suspicion or cast doubt upon ⊗ try to stir up public opinion ⊗ avoid and stay away from deliberately	
bluster means : ○ noisy confusion and turbulence ○ the act of forming or establishing something ○ sudden, unexplained loss of memory ○ the state of being combined into one body	**bluster** means : ⊘ noisy confusion and turbulence ⊗ the act of forming or establishing something ⊗ sudden, unexplained loss of memory ⊗ the state of being combined into one body	
iteration means : ○ doing or saying again ○ a movement upward ○ speaking with great anger ○ a memorable moment	**iteration** means : ⊘ doing or saying again ⊗ a movement upward ⊗ speaking with great anger ⊗ a memorable moment	

Findings and Outcomes

The key findings of this study are as follows:

1. Vocabulary acquisition sessions focus on learning new vocabulary, but not on retaining those words. Therefore, the results of this study demonstrated the importance of retention strategies in vocabulary acquisition.
2. Combining these vocabulary-based retention strategies can be useful, and students willingly participate when in the form of activities.
3. In this study, five activities were designed by the researcher. All five activities focus on students retaining new words that come up in the textbook. These activities are designed for students to work individually and in groups. Based on the analysis, it becomes clear that the participation and results of the students in the activities based on the pictures will be useful.

Analysis of the scores in the activities

Using Image Cues

Figure 2 shows the scores scored by students in this process. Marks range from 7 to 10, which shows that students' performance is significant.
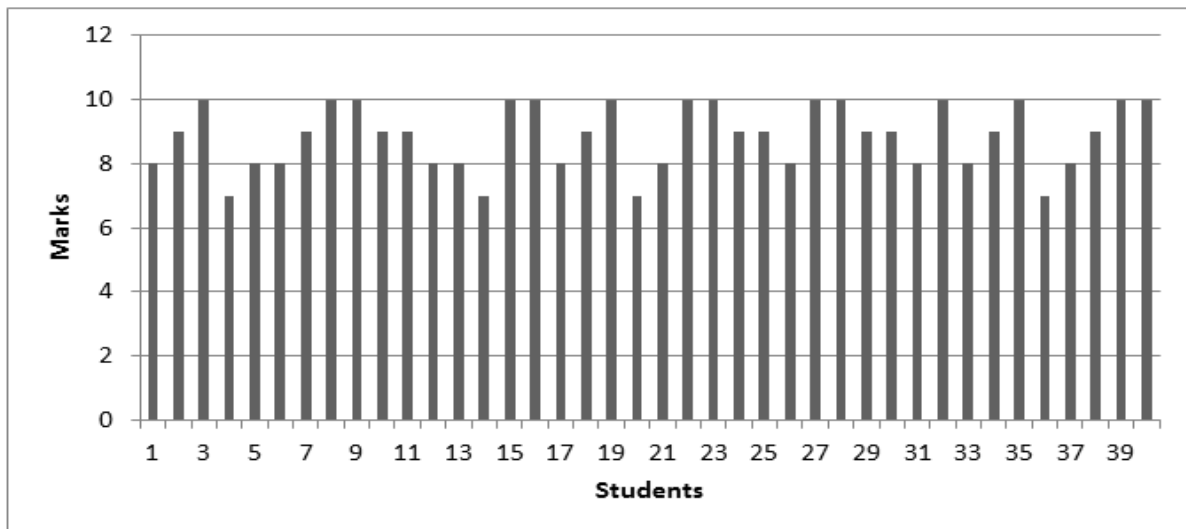
Figure 2. Marks Scored in the activity - Using Image Cues

It can be inferred from the graph that the performance of the students in this process was substantial and 40 students scored over 80%. Students were given ten questions and the average score in this process was 8.875.

Four Pictures, One Word

Figure 3 shows the scores scored by students in this process. Marks range from 7 to 10, which shows that students' performance is significant. Compared to the image coding function, the performance of the students is excellent. The average score of students in this process is 8.975.
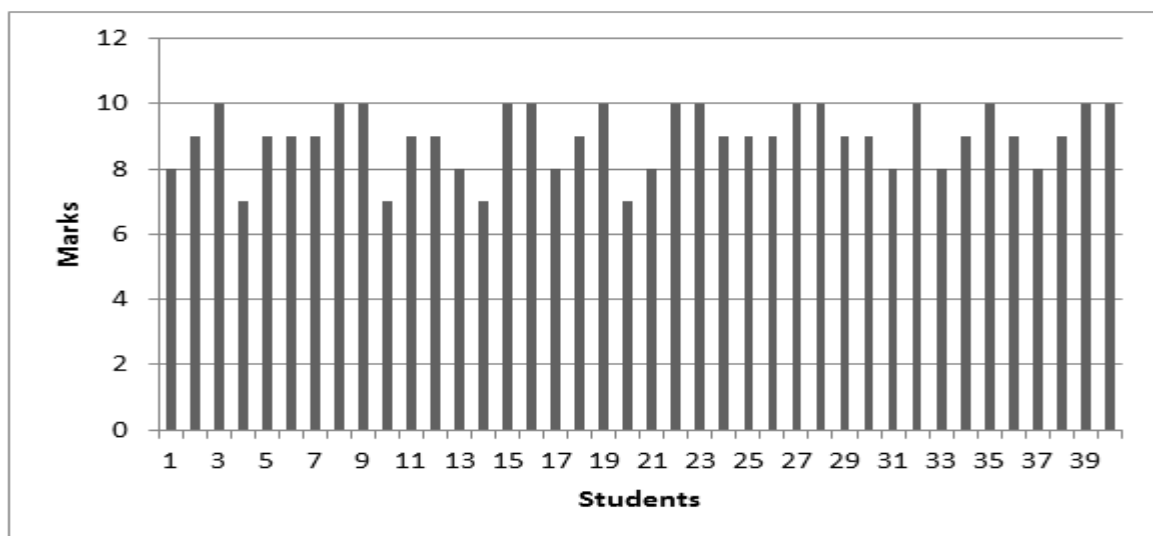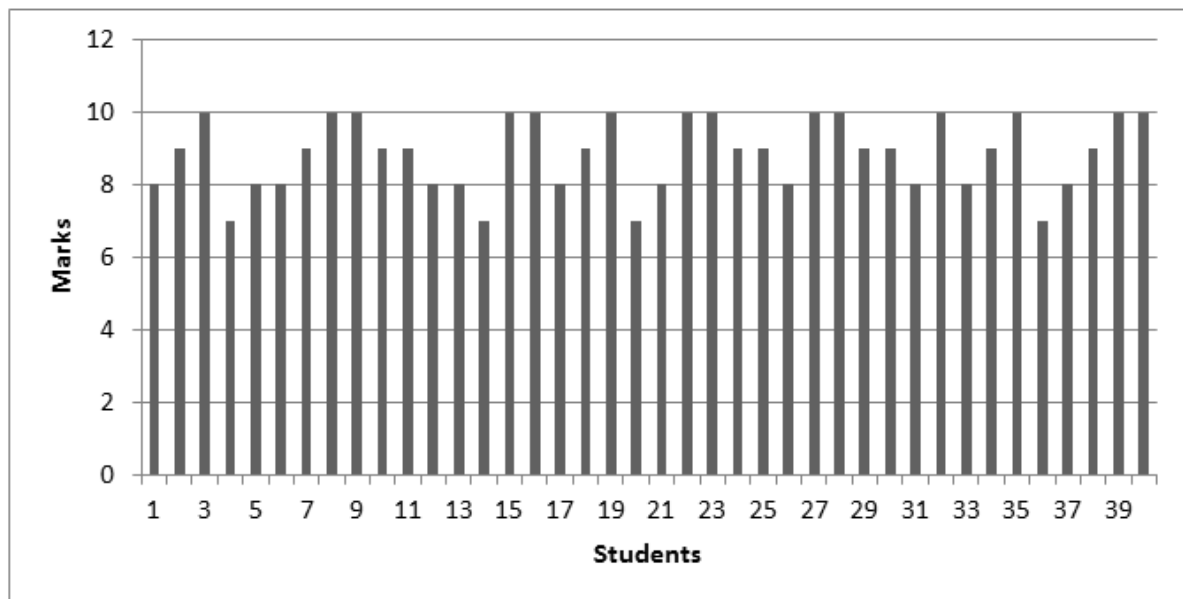

Figure 3. Performance of the students in the activity- Four Picture, One Word

During the feedback session, the students said the activity was very interesting and impressive because it can be integrated with a similarly named mobile game.

Connections

This is another activity where student performance can be substantial. Scores range from 8 to 10, and the average score in the process is 9.0 (Figure 4).
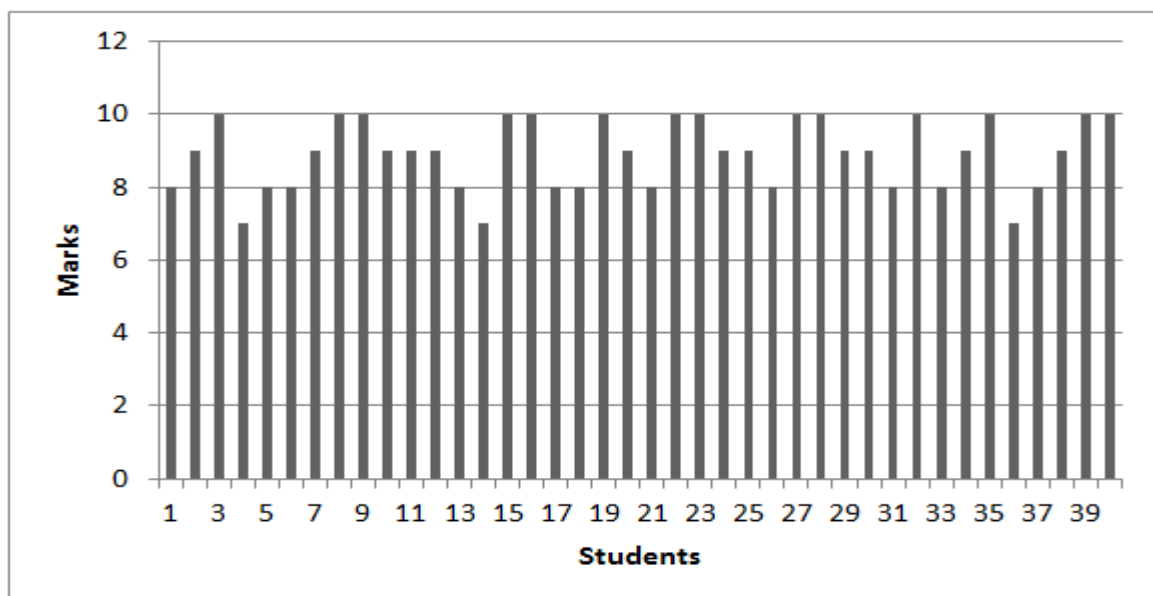
Figure 4. Performance of the students in the activity - Connections

Based on a popularly named TV reality show similarly named, students can better interact with this process. Another interesting component of this process observed during sessions is peer learning. Students who could not recognize the words were helped by their peers.

Guess meaningful words Graphwords

It shows the lines that connect the word with other similar words. It helps students to learn the meanings of words from the interactions between related words. Scores range from 8 to 10, and the average score in the process is 8.925 (Figure 5). During the feedback session, the students said the activity was very interesting and impressive because it can be integrated with a similarly named mobile app game.

Figure 5. Performance of the students in the activity - Guess meaningful words Graph words

Vocabulary Quiz

This activity serves as a medium to learn vocabulary, try vocabulary quizzes, and test knowledge daily. Scores range from 8 to 10,

and the average score in the process is 8.925 (Figure 6). During the feedback session, the students said the activity was very interesting

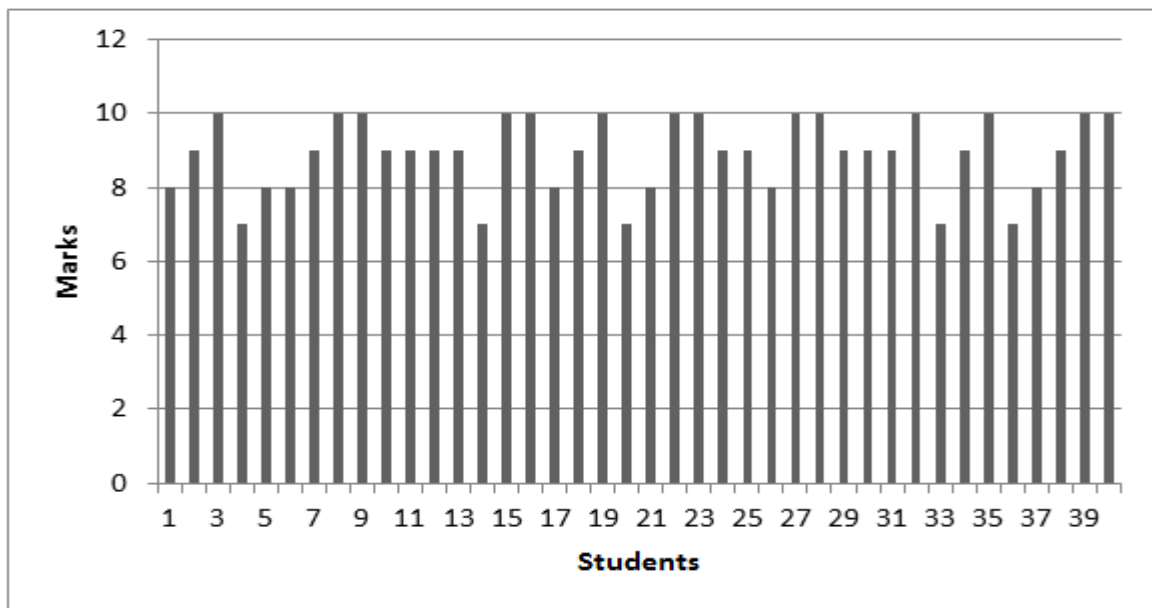and impressive because it can be integrated with a similarly named mobile game.

Figure 6. Performance of the students in the activity - Vocabulary Quiz

Conclusion

Vocabulary learning or acquisition is a vital part of a communicating language. Students learn vocabulary using a variety of techniques. The focus of this study is not only on learning vocabulary but also on retaining them and using them in everyday communication. This is achieved in the following way. Functional teaching teaches students to learn and retain the words they have learned. In this study, 40 ESL students were drawn from the second-year B.E. These students had difficulty retaining the words they had learned. To deal with the problem, five retention-based vocabulary activities are planned for students to get involved. Students 'results and outcomes were analyzed. It was identified that these activities were productive in developing their retention and vocabulary learning skills. Based on the results, it could be conclude that these activities assist the students to retain the vocabulary they have acquired or learned. Therefore, better learning and retention can be achieved by integrating vocabulary retention strategies into the curriculum.

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