

## CHAPTER V

### CONCLUSION AND IMPLICATIONS

Based on the results of the analyses presented in the preceding chapter, Chapter V first concludes the major findings about the effects of text-only vocabulary annotations, picture-only vocabulary annotations, and text-plus-picture vocabulary annotations on elementary EFL learners' vocabulary scores in the immediate test and in the three-week delayed test. Second, pedagogical implications of the findings are discussed. Finally, recommendations for future research are provided.

#### Summary of the Major Findings

The results of this study were analyzed and discussed in details in Chapter IV. In this section, the conclusions of the major findings are summarized in accordance with the research questions addressed in Chapter I.

The first research question was "What are the effects of the three different types of vocabulary annotations -- text-only, picture-only, and text-plus-picture -- on elementary EFL learners' vocabulary test scores in the immediate test?"

The finding revealed that although there was a tendency that the text-only group received the highest mean scores in the immediate vocabulary test, this difference was significant only between the text-only group and the picture-only group.

The second research question was "What are the effects of three different types of vocabulary annotations -- text-only, picture-only, and text-plus-picture -- on elementary EFL learners' vocabulary test scores in the three-week delayed test?"

The second finding of this study was that although the text-plus-picture group had the highest mean scores on the delay vocabulary test, and the mean scores of the text-only were higher than that of the picture-only group, the differences among the three groups were not statistically significant.

## Pedagogical Implications

According to the findings of the study, several pedagogical implications are proposed. First, the evidence that the text-only group tended to get the highest scores after the reading task indicates that acquiring English vocabulary by means of L1 meaning is beneficial for elementary-level EFL Thai learners. L1 meaning should be advocated to encourage learners to acquire unfamiliar words. Traditionally, learners at this level tended to have a limited size of vocabulary, making it impossible for them to learn English words from English meaning annotations. Therefore, it is advisable to adopt L1 translation or L1 annotation in elementary-level English textbook. Teaching unfamiliar words by using L1 translation may be beneficial for these young EFL learners.

Second, text-plus-picture vocabulary annotations have a tendency to affect EFL learners' long-term memory. In vocabulary learning, learners tend to build visual and verbal cues to retrieve stored information from memory based on the dual coding theory. Teachers should provide the reading text accompanied by both L1 meaning and picture annotations in order to encourage learners to memorize the acquired words more effectively.

Finally, the finding of the current study revealed that no matter which type of vocabulary annotations was used, EFL learners tended to forget what they learned after three weeks. If learners do not have a further exposure to those annotated words, their memory will fade away (Nagy, Herman, & Anderson, 1985). Thus, teachers should prepare different types of exercises to review newly-learned vocabulary and encourage learners to use each word in different situations.

#### Recommendations for Future Research

Based on the findings of this study, several recommendations are suggested for future research. First, the target population for this study was elementary EFL learners. Unless the study was replicated with different level of learners in different types of texts, the findings could not be generalized for EFL learners.

Second, assessment of the learning outcome in the current study was measured by a production test, which might be biased to the text-only annotation group. The problem lies with the need to devise alternative assessment techniques that tap various aspects of vocabulary knowledge. Therefore, assessment techniques

should be varied to evaluate elementary EFL learners' vocabulary immediate and delayed recall such as word recognition, picture recognition, and definition supply test.

Third, this study investigated only the effects of three types of vocabulary annotations -- text-only, picture-only, and text-plus-picture -- on elementary EFL Thai learners' vocabulary immediate and delayed recall. A further study may be done to identify the benefits of these three types on reading comprehension tasks.

Fourth, this study was conducted with EFL Thai learners whose first language are tonal and use non-Roman alphabets. Therefore, future studies could be conducted with learners whose first language are tonal but use Roman alphabets such as Vietnamese to find out which type of annotations help learners to acquire and retain vocabulary.

Fifth, the current study showed that some subjects could not tell the meaning of word unless the words were reading to them. The future study should, therefore, add listening part as a multimedia annotation to assess its affect on L2 learners' word recall.

Finally, further study addressing the three types of vocabulary annotations -- text-only, picture-only, and text-plus-picture -- on the learners whose L1 is syllabic

such as Chinese or Japanese, should be investigated. Picture-only vocabulary annotations might be more effective for these learners to remember newly-learned vocabulary.

#### Summary of the Chapter

This chapter concluded the major findings about the effects of text-only annotations, picture-only annotations, and text-plus-picture annotations on elementary EFL learners' vocabulary immediate and delayed recall. Furthermore, it discussed three pedagogical implications. Text books of the elementary-level should provide both L1 translation and picture annotations for unfamiliar words. Teachers could consider teaching new words by using both L1 translation and pictures in order to help learners to understand the meanings and to better memorize the newly-acquired words. Teachers should prepare different types of learning activities to review newly-learned vocabulary and encourage EFL learners to use each word in different situations. If learners do not exposure to those annotated words, their memory will fade away.

Further studies about the effects of textual and pictorial annotations on vocabulary immediate and delayed

recall should be conducted with EFL learners at other proficiency levels, or with those with various types of L1. Moreover, different types of assessment techniques should be used as instruments to investigate this line of research

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