A comparison between listing and translating methods and communicating with AI in teaching vocabulary by topic to Grade 9 students.

Abstract:

This study investigates the effectiveness of two different methods for teaching vocabulary by topic to Grade 9 students: the traditional listing and translation method and interaction with Artificial Intelligence (AI). In current educational practice, many students tend to learn vocabulary through rote memorization and direct translation, often resulting in limited understanding of word usage and failure to apply vocabulary correctly in context. This issue is particularly common in EFL classrooms, where students rely heavily on Vietnamese equivalents rather than grasping the meaning in use. Addressing this gap, the research aims to compare how each approach impacts vocabulary retention, engagement, and the ability to use new words in context. An experimental design was used, involving a group of Grade 9 students, each taught using one of the methods over a four-week period. Pre-tests and post-tests were administered to evaluate vocabulary acquisition, while student feedback was collected through surveys and interviews to assess motivation and engagement. The findings reveal that while the listing and translation methods provide foundational vocabulary knowledge, AI-assisted communication significantly enhances student interaction, contextual understanding, and long-term retention. This study suggests that integrating AI tools into vocabulary instruction can offer a more dynamic and personalized learning experience for secondary students.

Keywords: AI-assisted vocabulary learning, listing and translation method, topic-based vocabulary teaching, Grade 9 EFL students, vocabulary retention, learner engagement

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