



TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS

TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

MODALITY: RESEARCH REPORT

Theme:

**Mnemonic Keyword Method in the development of vocabulary in efl
in fifth year of basic education at “Once de Noviembre” high school.**

Research dissertation before obtaining the master's degree in Applied Linguistics
to Teaching English as a Foreign Language

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LATACUNGA –ECUADOR

2021

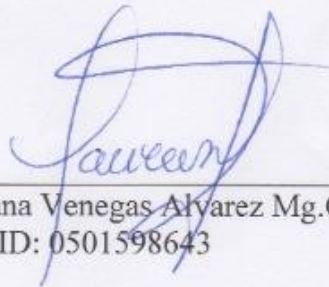
TUTORS ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled MNEMONIC KEYWORD METHOD IN THE DEVELOPMENT OF VOCABULARY IN THE FIFTH YEAR OF BASIC EDUCATION AT "ONCE DE NOVIEMBRE" HIGH SCHOOL. investigated by Lcda. Chiluisa Taípe Myrian Verónica, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, August 30th, 2021



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COMMITTEE PRESIDENT'S APPROVAL

I, Chiluisa Chiluisa Marcia Janeth, Mg.C, declare that this research dissertation: MNEMONIC KEYWORD METHOD IN THE DEVELOPMENT OF VOCABULARY IN THE FIFTH YEAR OF BASIC EDUCATION AT "ONCE DE NOVIEMBRE" HIGH SCHOOL, has the corrections and comments suggested by the members of the committee in the scientific session.

Latacunga, November 5th, 2021



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DEDICATION

This research work is dedicated to God, to my parents Santos and Carlota and my children Victoria and Matías since they have always been the linchpin of my life. Their love is the most valuable treasure. Thanks for giving me the strength to keep going.

Verónica

ACKNOWLEDGEMENT

Thanks to God for giving me wisdom to end up this process. Special thanks to Technical University of Cotopaxi for allowing me to develop as a professional. Thanks to Mg. Gina Venegas, Galo Palacios T. Ph.D., Msc. Catherine Heimsoth and Msc. Rodrigo Tovar Viera whose professionalism and empathy lead the conclusion of this research. I indeed appreciate your time and support.

Verónica

AUTHORSHIP

I, Chiluisa Taipe Myrian Verónica, declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, August 30th, 2021



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**MASTER'S DEGREE IN APPLIED LINGUISTICS TO
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THEME: MNEMONIC KEYWORD METHOD IN THE DEVELOPMENT OF VOCABULARY IN THE FIFTH YEAR OF BASIC EDUCATION AT "ONCE DE NOVIEMBRE" HIGH SCHOOL

Author: Chiluisa Taipe Myrian Verónica

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ABSTRACT

This study aims to enhance the vocabulary learning process through the Mnemonic Keyword Method. It was applied to students of fifth year at "Once de Noviembre" high school, during three months in the school year 2020-2021. The research is descriptive and correlational with a mixed design of quantitative and qualitative approach. The analysis is based on corpus linguistics methodology through analyzing the corpora of the pre-test and post-test applied to the students using AntWordProfiler which is a multiplatform tool for carrying out corpus linguistic research on vocabulary profiling. Vocabulary profile tool was used to generate statistic and frequency information about corpus and compare the 3 levels of vocabulary based on Paul Nation's research. In addition, File Viewer and Editor Tool allowed to view the different vocabulary levels using a color coding. It also shows the overall coverage of the different vocabulary levels which are 1st 1000, 2nd 1000 and 3rd 570. The results showed that after the application of the proposal, there was an increase in the list of vocabulary levels among the pretest and posttest. Students in level 1 have increased from 75.2 to 77.1 tokens which is equivalent from 49% to 51%. Level 2 has decreased from 8.9 to 7.9 tokens, which means from 53% to 47%. However, there is a positive increase in level 3 from 0.1 to 0.3 tokens, which means 25% in the pretest and 75% in the posttest. Finally, the total token coverage of the corpus is 84.2 to 85.3. The proposal was validated by 3 experts and 3 users ensuring its viability. To conclude, the developed proposal evidences the benefits of the Mnemonic Keyword Method in the development of vocabulary. In addition, the Mnemonic Keyword Method provided enthusiasm and confidence during the virtual classes.

KEYWORDS: Mnemonic Keyword Method; corpus analysis; AntWordProfiler; vocabulary levels; tokens.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: MÉTODO DE PALABRAS CLAVE MNEMOTÉCNICAS EN EL DESARROLLO DEL VOCABULARIO EN EL QUINTO AÑO DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA "ONCE DE NOVIEMBRE"

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RESUMEN

El objetivo del presente estudio es mejorar el proceso de aprendizaje del vocabulario en inglés mediante el método de palabras clave mnemotécnicas de los estudiantes del quinto año de educación General Básica de la Unidad Educativa “Once de Noviembre”, durante el segundo quimestre del periodo lectivo 2020-2021. La investigación es descriptiva y correlacional con un diseño mixto de enfoque cuantitativo y cualitativo. El análisis sigue una metodología de lingüística de corpus a través de analizar los corpus de los pre test y post test aplicados a los estudiantes y analizados mediante AntWordProfiler que es una multiplataforma para llevar a cabo investigaciones lingüísticas de corpus sobre vocabulario. Se utilizó AntWordProfiler para generar información estadística de frecuencia sobre corpus y comparar los 3 niveles de vocabulario basadas en la investigación de Paúl Nation. Además, File Viewer and Editor Tool que permitió apreciar los diferentes niveles de vocabulario resaltados con códigos de colores y la cobertura de los diferentes niveles de vocabulario que son 1st_1000, 2nd_1000 and 3 awl_570.txt. Los resultados mostraron que tras la aplicación de la propuesta basada en el método de palabras clave mnemónicas, se produjo un aumento en la lista de niveles de vocabulario. Los alumnos del nivel 1 han aumentado de 75,2 a 77,1 tokens lo que equivale de un 49% en el pretest a un 51% en el Posttest. En el nivel 2 ha disminuido de 8,9 a 7,9 en tokens lo que significa de 53% en el pretest al 47% en el Posttest. Sin embargo, existe un incremento positivo en el nivel 3 de 0,1 a 0,3 tokens lo que significa 25% en el pretest y 75% en el Posttest. Finalmente, la cobertura total de tokens del corpus es del 84,2% al 85,3%. La propuesta fue validada por 3 expertos y 3 usuarios asegurando su viabilidad. Se concluye que la propuesta desarrollada evidencia los beneficios del Método de Palabras Clave Mnemónicas en el desarrollo del vocabulario de manera eficiente. Además, el Método de Palabras Clave Mnemotécnicas aportó entusiasmo y seguridad durante las clases virtuales.

PALABRAS CLAVE: Método de Palabra Clave Mnemotécnica; análisis de corpus; AntWordProfiler; niveles de vocabulario; tokens.

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INTRODUCTION

Background

The current research topic was centered on the research lines and sub-lines of the master's program in Applied Linguistics to Teach English as a Foreign Language of the Technical University of Cotopaxi. The first one was referred to as education and communication for humans and society and it has contributed to the sub-line pedagogical innovations. Subsequently, the lines of the master's program had a strong relationship with the research topic because education is vital in the development of human beings in society. It allows people to have an integral formation in their lives. Consequently, during this educational process, it was very important to know teachers' techniques, methods, and strategies in the development of vocabulary with their students.

Education is essential during people's lives in society because it helps them grow professionally. Also, it is free and mandatory, according to Plan Nacional de Desarrollo (2017), the new tertiary education system was set up as a space for the complete and inclusive formation of human beings. It allows progress towards the guarantee of rights in a society with better capabilities. Therefore, proper education is of paramount importance because it is not only a lesson; it goes further since it involves values as well. As a consequence, education and innovation must be deeply intertwined to explore new ways to solve problems for teachers and students. Under these circumstances, the Mnemonic Keyword Method was an ingenious method owing to the effectiveness of originally improving vocabulary by using devices to recall information. Furthermore, mnemonic devices helped to impact students' creativity and lead to students' vocabulary mastery. (Bellezza, 1981).

Observing students' interactions and the existing contextual problems during the teaching-learning process has allowed determining some shortcomings in learning vocabulary. This has led to the following **problem statement**, in regards to English language learning, the lack of vocabulary affects the development of communicative skills for students in Fifth Year Basic Education from "Once de Noviembre" High School.

It is necessary to start mentioning that Primicias Newspaper published in December 2019 that, according to the Education First English Proficiency Index (EF EPI), which is the world's largest ranking of countries and regions based on English skill, Ecuador scored 46,57/100 in 2019. Creamer Monserrat from the Ministry of Education mentioned that this is because of the lack of preparation of teachers that teach English as a subject. Also, she argued that there are two big problems. The first problem is that there are not enough teachers in the area of English teaching and the ones that exist do not have a lot of knowledge to prepare their students well. Furthermore, according to some tests given to the 9,624 Ecuadorian English teachers, only five have a C1 level (advanced). («Ecuador tiene el peor nivel de inglés de América Latina», s. f.).

English is a lingua franca that is spoken around the world in different settings like education, medicine, business, and so forth. Consequently, it is an international language for communication. However, according to the EF EPI 2020 edition results, which are based on the results of 2.2m adults in 100 countries and regions, Ecuador 93/100 very low proficiency EF EPI score 411 positions in Latin America #19/19. This shows that English proficiency in Ecuador is very low. It is also important to mention that this test has a strong correlation with a score of TOEFL iBT 2018 ($r= 0,79$), and IELTS 2018 ($r= 0,68$). This reveals that trends are similar according to the English proficiency at the national level. (**See Appendix 1**) (EF EPI 2020 - *EF English Proficiency Index*, s. f.).

In this context, it is essential to mention that the government must give priority to Education, and in this case, the Ministry of Education plays an important role in accomplishing the objectives of improving the teaching-learning process in the English language. However, Monserrat Creamer, former Minister of Education in Ecuador pointed out that “The Ministry of Education plans to teach three hours of English class weekly.” In such a manner, the Ministry of Education wanted to get students to reach A-level proficiency in English. However, the change of English books every year in public education has not allowed achieving the Ministry's objective. Thus, the teaching of the English language needs to be a priority to the

government if they want to reach the goals set through standards. (François, 2016, p.1)

Of paramount concern in this process is the learning vocabulary because it is essential when students are learning a foreign language. Heng stated that “The more words we know, the better we understand what we read and listen to”. Therefore, it means that acquiring vocabulary helps to have a better understanding of language and leads to the development of the four macro skills to communicate. In this case, vocabulary acquisition takes an important role when learning a language. (Heng, 2011). Moreover, Teng (2014) cited that “vocabulary is proven to be part of successful communication” This statement shows that vocabulary learning is quite necessary because it allows learners to develop a successful communicative competence. (Teng, 2014).

(Naeem Afzal, 2019) in his study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education mentioned that “The language learners must enrich their word-repository and develop linguistic repertoire by enhancing vocabulary.” That is why the lack of vocabulary can cause some problems in the development of communicative skills. This also involves problems related to spelling, pronunciation, and the use of the word in context. Accordingly, as teachers, it is important to apply other strategies to support students’ vocabulary learning and acquisition.

According to Kelly (1986), “The main problem in learning foreign language vocabulary is retention.” In acquiring vocabulary, retention is quite important because it permits effective communication. Thus, the use of a method that promotes this process will be useful for students who can take advantage of this to boost their learning and remember vocabulary easily.

Consequently, this work is to provide some solutions in the development of vocabulary. Therefore, the **problem formulation** of this research is that students do not have a suitable method that helps them in the development of vocabulary. It is relevant to mention that the role of vocabulary in communicative competence is crucial. Therefore, the necessary importance must be given to vocabulary retention

since the problems associated with it are something students face in different settings.

When teachers realized that the lack of vocabulary affected the communicative process, it became apparent that it was time to change the strategy, tactic, or technique that was not working. Heng (2011) indicated that “memory strategies (e.g., memorization and repetition) were considered to be effective strategies for vocabulary learning as well”. It seems that memorization is one the effective vocabulary learning strategy used by learners (Heng, 2011). Regardless, teachers must look for new, innovative techniques in the pedagogical field to support students in their learning process. The keyword method was a mnemonic technique that associated sounds and images as a method to enrich vocabulary. With that in mind, it was important to know how it worked to apply those techniques in class and help learners improve their vocabulary.

Based on the problem detected, the **general objective** stated is to enhance the learning process of vocabulary in English through the Mnemonic Keyword Method (MKM). Consequently, these **specific objectives** helped to achieve the results expected.

- To analyze the epistemologically Mnemonic Keyword Method in the improvement of vocabulary learning.
- To identify the strengths and weaknesses of vocabulary learning.
- To use mnemonic devices to enhance vocabulary retention.
- To determine the impact of the application of the mnemonic device in the improvement of vocabulary.

Furthermore, the task system concerning the specific objective is the set of activities that ensure the fulfillment of the objectives in execution. It is shown in the table below.

Table 1. The Task System Concerning the Specific Objectives.

Objectives	Activities
<p>1. Specific objective 1 To analyze the epistemologically mnemonic keyword method in the improvement of vocabulary learning.</p>	<p>-Revise the most relevant literature about Mnemonic Keyword Method to improve vocabulary. -Collect and analyze related research on the topic.</p>
<p>2. Specific objective 2 To identify the strengths and weaknesses of vocabulary learning.</p>	<p>-Design and apply data collection to students.</p>
<p>3. Specific objective 3 To use mnemonic devices to enhance vocabulary retention.</p>	<p>-Apply mnemonic devices for 20 minutes during three months in English lessons to encourage vocabulary learning. -Apply a pre-test and a post-test to students from the Fifth Year of EGB by applying a written composition in google form to get the information, and AntWordProfiler to analyze the results.</p>
<p>4. Specific objective 4 To determine the impact of the application of the mnemonic device in the improvement of vocabulary.</p>	<p>-Collect, analyze, and interpret survey, pre-test, and post-test-related data. -Validate the data.</p>

*Source: UTC protocol
Elaborated by: Chiluisa, V. (2020)*

The stages or critical points of teaching methods are described in table 2:

Table 2. Stages Of The Research Problem

Stages	Description
Grammar Translation (GTM)	(Rahman, 2012) In his study Grammar-Translation Method (GTM): An effective and feasible method in the Bangladeshi context, he stated that the grammar-translation method is a very traditional method that allows teachers to use L1 in the classroom for teaching L2. Also, he mentioned that it helps students to be more familiar with the grammar of their native language better.
Communicative Language Teaching	(Sreehari, 2012) In his study Communicative Language Teaching: Possibilities and problems, he mentioned that this method is based on a view of language as communication. That is, language is seen as a social tool for some purpose, either oral or in writing.
Learning strategies training, cooperative learning, and multiple intelligences	Chen (2005) stated that this method helps students to be dynamic in the learning process because the work is focused on small groups working together cooperatively. Also, he mentioned that it contains activities related to interaction and develops social skills because the interpersonal relationship is of paramount importance. In addition, all the techniques are focused on students. On the other hand, multiple intelligences encourage students to focus on their strengths to solve problems.

Source: (Chen, 2015; Rahman, 2012; Sreehari, 2012)

By: Chiluisa, V. (2020)

The **justification** of the current investigation was based on the importance of learning vocabulary in a foreign language because it was paramount to building

confidence in the develop communicative skills. Many teachers have tried to find ways to influence students in the acquisition of more lexis, and the keyword method might be the answer. “This method is effective in various circumstances and shows how the technique helps learners retain the words in their memory; plenty of studies have been conducted.” To clarify, oral skill depended on students’ knowledge of lexicon because it boosted vocabulary and deepened learners' imagination and creativity in their vocabulary learning process. (Amiryousefi, 2011).

Likewise, it was essential to recognize that learners could use mnemonic devices to take advantage of their prior knowledge and enhance their ability to recall information by using some effective tips. “The mnemonic keyword method (MKM) provides learners with tactics to develop vocabulary easily.” (Siriganjanavong, 2013).

Also, Siriganjanavong (2013) published in his study that the Mnemonic Keyword Method might have extraordinary effects on memory. He mentioned that the MKM would provide them with both verbal mnemonic and visual mnemonic. An example was pictures and short phrases or sentences being displayed in the presentation along with the keywords and their meanings. MKM stimulates learners’ interest to learn and recall vocabulary.

Undoubtedly, learners must be aware of how important was vocabulary in improving their communicative skills. Wilkins (1972) stated that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (p.1). Also, he claimed that according to Lewis (1993) “lexis is the core or heart of language.” (p.1). Consequently, vocabulary is central to learning a language, because if learners did not have enough vocabulary, it is impossible to develop comprehension in all skills.

Moreover, this research project was accomplished at “Once the Noviembre” High School with students in Fifth Year Basic Education. The **methodology used to carry out** this investigation was specified along with the research approach,

research method, the group of students, data collection, and research tools to analyze data.

The method used for this study was a set of procedures that helped to achieve the research objectives. It was imperative to ensure that the correct use of methodology helped to achieve the objectives. Methodology “may be understood as a science of studying how research is done scientifically.” Consequently, research methodology was a way that guided the research systematically to solve the research problem. (Kothari, 2004).

The type of study was **descriptive and correlational**. The first one was focused on the studying of “what.” It was directed to response interrogations like “what was this? Consequently, it provided a picture of the population, problematic situation, and the current state of affairs. In short, descriptive research was applied to clarify facts related to the investigation. “The goal of descriptive research is to describe a phenomenon and its characteristics.” (Nassaji, 2015). So, the data provided will show and describe students’ limitation in vocabulary in writing a composition. Furthermore, it permitted to do an acceptable explanation of the problem.

Correlational research is “research designed to discover relationships among variables and to allow the prediction of future events from present knowledge.” It was quite important to describe the relationship between the strong points among dependent and independent variables to prove the hypothesis. Furthermore, it was shown that a variation in one variable produces an adjustment on the other one. In this type of research, data was collected by sending online surveys to teachers from the Institution, students of the Fifth Year, and parents of the same class. (Stangor & Walinga, 2014).

In addition, the methodology used in the research were both **qualitative and quantitative**. The mixed-method was used for the research because it involved both numerical and textual information to collect and analyze data. “The mixed-method approach to research was an extension of rather than a replacement of quantitative and qualitative approaches to research, as the latter two research approaches will

continue to be useful and important.” The use of the mixed method was quite imperative to comprehend the research problem because the investigator centered on describing and explaining the problem to understand the problems of vocabulary. (Williams, 2007).

Moreover, the investigation applied **documental bibliography** because it helped to find important citations and bibliographical references which were helpful for the research to describe and extend logically the knowledge related to Mnemonic Keyword Method in the development of vocabulary Undoubtedly, the use of this methodology facilitated the research and provided the necessary tools and techniques to get the results and determine Mnemonic Keyword Method in the development of vocabulary in Fifth Years Basic Education at “Once de Noviembre” High School.

Finally, the inductive method was used to formulate general conclusion and recommendations taking into account some limitations like the time and online classes during the pandemic. During the investigation the researcher worked with students of fifth year of basic education, three teachers from the English area and also socialized the process of the investigation the parents of the fifth year of basic education to have their support during the process. The researcher applied a pretest and a posttest which were analyzed through AntWordProfiler.

CHAPTER 1. THEORETICAL FRAMEWORK

1.1 Background

One important point made by Putnam (2015) in his investigation Mnemonics in education: Current research and application, was to examine a few alternative approaches for considering the use of mnemonics in educational settings. This included combining them with other learning techniques and treating mnemonics as a retrieval rather than a core learning strategy. Furthermore, the author provided some additional perspectives to consider when evaluating whether to use mnemonics in the classroom or designing research related to mnemonics (Mnemonics in education: Current research and applications. - PsycNET, s. f.).

Putnam (2015) claimed that the use of mnemonics needs practice and may not lead to long-term memory retention without support from other techniques and complex materials. Students from high school who learn mnemonics can use keywords and the peg system to remember chemistry on Maslow's hierarchy of need. Moreover, mnemonics should be used primarily as an aid for recall once learners have already mastered the material. To illustrate a concrete example, Stalder (2015) provided introductory psychology students with acronyms on a review sheet one week before a test. The sheet had the acronyms and a linked sentence that connected the acronym to the content (e.g., The Big Five categories cover most traits as the OCEAN covers most of the earth). During the exam week, they had good results because acronyms helped retrieve that knowledge on the test.

Putnam (2015) concludes his research by stating that mnemonics provide a retrieval plan that students can use to access what they already know. The author also mentioned that it helps to reduce students' nervousness during the test.

Furthermore, the researcher mentioned that when deciding to apply any learning techniques, methods, strategies, or tricks, it is imperative that educators and students know why they are using these techniques and why they are appropriate in that particular context. In this way, they could achieve the best results because they know what they want to gain the reason for its use. The author also mentioned that mnemonics will not revolutionize education, However, given the variety of techniques, their compatibility with other strategies, and effectiveness with certain material, learners would benefit from being familiar with them and knowing when and how to use them.

(Acosta & Pazmiño, s. f.) in their study entitled *The Mnemonic Keyword Method and the English language vocabulary learning with students in Fifth Year Basic Education at “Francisco Flor-Gustavo Egüez” High School in Ambato, Tungurahua Province*. The authors had the objective to analyze the importance of the development of vocabulary in the English Language. This investigation studied the effectiveness of the Mnemonic Keyword Method in vocabulary development in a group of 80 adults through an experimental methodology. The researchers divided students into two groups. The first one used the Keyword Method and the second one used the repetition method. They had the following conclusions:

- The first group was able to retain more vocabulary words than the second group who used the repetition method.
- The use of this strategy benefited students in developing and retaining new vocabulary during vocabulary learning.
- The theoretical basis reinforced that the strategy helped students to feel motivated to learn and develop vocabulary.
- This strategy had positive benefits to vocabulary learning because students were able to remember a lot of vocabulary and they felt confident.

(Marzban & Firoozjahantigh, 2018) in their research on *The Effect of Mnemonic Techniques Instruction on Vocabulary Achievement and vocabulary size of Iranian EFL Learners* were aimed at probing the effect of using mnemonic keyword techniques and several less frequently used procedures in teaching vocabulary in an

EFL context. Marzban and Firoozjahantigh (2018) applied the quasi-experimental type. Two groups were given a sample of the Oxford Placement Test (OPT) proficiency test in 2001. Of the 82 students, 70 of them were tagged as intermediate EFL learners who composed the control and experimental groups. The researchers applied a number of tests including version A and B of the productive vocabulary size test (Laufer & Nation). In addition, the reliability indices for version A and B was estimated to be 0.80 and 0,76 respectively. Furthermore, a vocabulary achievement test based on Top Notch (2016) with a reliability of 0.91 was also used as a platform.

The researchers used some new items of vocabulary in each unit for creating their idiosyncratic version of English sentences. The intermediate EFL learners in the control group were taught the same units through conventional techniques which included definitions, synonyms/antonyms, vocabulary maps, and occasional translation. Marzban and Firoozjahantigh spent 45 hours on both groups. The scores from different tests including vocabulary size and achievement tests were analyzed using two independent sample T-tests and two paired sample T-tests.

The research finished with the following discussion and implications. The significant improvement in the vocabulary size of the EFL learners in the experimental group might have been due to the regular application of the mnemonic techniques at the vocabulary learning level in a more contextualized setting. Furthermore, the significantly higher level of achievement is explained in terms of Garden's (2011) multiple intelligences theory. Indeed, the experimental group was motivated to associate vocabulary with something memorable and easy to remember. It might have boosted their visual intelligence compared to other students. This resulted in contributing to their better scores on the vocabulary test.

1.2 Epistemological Foundation

This section contains information about important theories to explain the dependent and independent variables which helped to develop the methodology of analysis in the development of proposal.

1.2.1 Vocabulary and its importance

Vocabulary is essential and its learning is imperative when learning a foreign language. Without enough vocabulary, it is almost impossible to understand a foreign language, which means having good communication is difficult. A large vocabulary supports students in having efficient communication. When learners are centered just on studying grammar, their English will not improve very much. The real improvement is when learners retain more words and expressions. In this context, retrieval is vital in vocabulary learning to recall words. In short “You can say very little with grammar, but you can say almost anything with words!” (Kukielka, s. f.)

1.2.2 Vocabulary learning and retention

According to specialists, it is claimed that lexical proficiency is the core of communicative competence. Hence, according to the literature review so far examined, the use of the Mnemonic Keyword Method (MKM) has a serious role performance in vocabulary learning and retention. “Strategies can help learners both in discovering the meaning of the words, and consolidating it, and are especially needed when they are encouraged to learn independently.” The storage of vocabulary in memory is a difficult task to carry out and many students do not master vocabulary learning and retention. Therefore, it is important to focus on some learning strategies to facilitate this process to recall and remember words. (Sagarra & Alba, 2006).

1.2.3 Learning strategies

It can be complex to learn which specific strategies are necessary for learners to develop and recall vocabulary. This is because learning strategies are personal in the way a person organizes content to apply them in different situations. During the last few decades, there has been renewed interest in learners and learning rather than in the teacher and teaching. Teachers suggest and impose strategies, learners use strategies they are familiar with or find useful (Grenfell & Harris, 1999: 87). If

the latter happens with the Mnemonic Keyword Method, it is undoubtedly a strategy, a mnemonic strategy. (Baddeley, 1985).

Not surprisingly, several definitions for the term “learning strategy” have been put forward. Learner strategies are the behavior or actions that learners engage in to learn or use the L2. They are generally considered to be conscious - or at least potentially conscious - and, therefore, open to inspection (Ellis, 1994: 712). Individually, learning strategies are techniques that students develop when they learn something and are then used to support themselves to feel comfortable.

1.2.4 Importance

According to Oxford (1994) “learning strategies are specific actions, behaviors, steps, or techniques students use often consciously to improve their progress in comprehending, internalizing, and using the L2.” (p.3). Furthermore, Nisbeth and Shucksmith (2018) stated that “The most important learning is learning to learn. The most important knowledge is self-knowledge.” (p.10). For those reasons, it is claimed that learning strategies are essential because they help students to learn English vocabulary efficiently. Hence, in this context, it involves the self-confidence of students to improve their own skills. (Shucksmith, 2018).

Thus, the application of a good strategy would encourage and support students’ learning process to achieve the desired results during their learning. Some strategies are closely related to memory because some learners do not master enough vocabulary or they have to make a significant effort to recall it. For that reason, memory strategies are a specific type of cognitive process because they are used to develop memory and promote storing and retrieval from long-term memory. Consequently, understanding our memory and how it works is crucial to developing an effective learning strategy.

1.2.5 Memory

Memory is indispensable in recalling information because it has to complete a process in the brain and it is essential to learning. “Memory is a kind of vehicle that

integrates objects into symbolic values by using sensory-motor acts to be able to remember them even at very later times.” Therefore, it is pertinent to mention that MKM is a kind of strategy that is used to create a connection. It employs imagery between target vocabulary and previous knowledge in learners’ brains. (Kayaalti, 2018).

Human beings can store, retain, and recall information. In addition, there are two types of memory. Short term memory and long-term memory. Obviously, not all the information is in the long-term memory as people wish. Both types of memory can be weakened because of different reasons like age or clinical circumstances.

1.2.6 Working (short-term) memory

Working short-term memory is the capacity to stock a small quantity of information. “Short-term memory is a system that allows us to store and process limited amounts of information in an immediate sense. Working memory lasts anywhere from 2 to 18 seconds.” (Cynthia P. May, 2013, p.6).

Working memory (WM) is used for mental calculations such as figuring a tip, retaining information briefly like dialing a phone number; and processing incoming information, like when listening to a newscast. It also allows us to temporarily process information we have previously learned in a class and access it to learn and associate new information. Indeed, it is deeply involved in vocabulary learning.

1.2.7 Long-term memory

Long-term memory is vitally important to living everyday life. Hauptmann (2004) states that language learners need all the information of the language they are learning to be transferred into long-term memory (LTM). Therefore, cognitivists have been interested in how this ‘encoding’ process could be achieved, how LTM operates, and how information can be retrieved from this store which reverses the path and transfers information from LTM to STM. To this end, learners need appropriate strategies to achieve success. (Mayer, 1998).

The main way of transferring from WM to LTM is by finding some pre-existing information in the LTM which can then be attached to the new information. In the case of lexis, it means finding some information already in the mental lexicon and relating it to the new lexical information. (Schmitt, 2000) In the case of Mnemonic devices, they are a technique that helps students to learn a large amount of information creatively.

LTM should also be “divided into active memory for information to be retrieved and inactive memory for information only to be recognized.” This is significant for language learning since learners distinguish between active and passive lexicon. It is important to know how memory works and the impacts of teaching through memory strategies and to support learners on how to develop vocabulary efficiently. (Rohrer, 1984).

1.2.8 Storage model

The storage model helps people to store information to use in the future. Atkinson and Shiffrin are mainly connected with the storage model of modern times. The German cognitive psychologist Rohrer (1984) also provided theoretical support. The storage models distinguish between ultra-short-term, short-term, and long-term memory. The ultra-short-term memory receives all sensory information, which includes visual and acoustic. For this reason, Lindsay & Norman (1981) named this sensory information storage. It also filters out irrelevant information such as a passing car. Useful information is passed on to the short-term memory (Hauptmann, 2004).

When people learn something new and its meaning, this word will be put in storage in the brain to be used in the future in a real situation in everyday life. It works in this way because the word was used in spoken and written form many times. Indeed, when learners want to develop and recall vocabulary it is important how it is stored in the brain to be functional. Knowing this helps learners remember means to remember the information more easily to use it again in context.

1.2.9 Mnemonics

Mnemonic techniques are related to memory especially in these cases when learners need to recall something that they have already known. “Keyword Method has been experimentally proven to be influential in improving vocabulary learning”. Thus, this strategy supports learners in saving time to build up vocabulary. The effective use of mnemonic devices helps learners to recall words and it is a practical way to expand vocabulary. (Kayaalti 2018).

Furthermore, it is imperative to know where mnemonics appear. Kayaalti (2018) mentions that the term “mnemonic” comes from the Greek word Mnemosyne meaning “to the memory of the Greek goddess.” Whereas, (Amiryousefi, Ketabi, 2011). Pointed out that “A mnemonic device can be defined as a strategy for organizing and/or encoding information through the creation and use of cognitive cueing structures” Undoubtedly, mnemonics is a memory technique used as a timesaver to encode and recall information from our brain.

Joyce (2003) argued that mnemonics are strategies used to memorize and assimilate information. In this context, it is imperative to use mnemonics in classes to support and guide learners to absorb information by using these devices. Moreover, it is important to clarify that it helps not only master words, but also concepts. Therefore, the use of mnemonics will be beneficial in facilitating encoding and recalling a foreign language. Nevertheless, to achieve satisfactory results, mnemonics need to meet some properties to be adequate. (*MODELS OF TEACHING.pdf*, s. f.).

1.2.10 Properties of effective mnemonics

Mnemonic devices are learning strategies to improve learning and recalling information. Undoubtedly, to be effective they need to increase the effectiveness of memory, encoding, and retrieval. “Mnemonics can be divided into two classes. In both classes, there are purely verbal mnemonics, purely visual mnemonics – imagery mnemonics, and mnemonics that incorporate both verbal and visual – imagery skills”. These properties are relatively important to support learning and

the most important is to respect learner's differences in learning vocabulary. (Hauptmann, 2004).

1.2.11 Mnemonic techniques

The first usage of mnemonics dates back to 500B.C. It is essential to know that this technique was applied many years ago with effective results. "Mnemonics techniques abound. Most of them still betray their descent from the original method from ancient times, the *loci* method, i.e. they are mainly list learning methods. Over the millennia several others have developed." Hauptmann, 2004, p. 75).

Furthermore, since the use of mnemonics has a history of effectiveness, they should be considered when students feel frustrated during their learning process. That is why the mnemonics technique is more effective than the context method in immediate and delayed recall and recognition of the vocabulary. (SARIÇOBAN, 2012).

Mnemonic Technique or Keyword Method was introduced to vocabulary teaching by Atkinson (1975) Atkinson proposed the keyword method as a supplementary technique for foreign language vocabulary study and reported that it is superior to rote rehearsal technique for vocabulary. In addition, they strongly claim that this method is highly useful for both foreign and native language learning.

A mnemonic device supports students in organizing and developing a vocabulary to recall. To develop this method in a good way, it is relevant to know that the sound of words and imagination are essential factors to increase students' memory. "This strategy combines sounds and images so that learners can more easily remember what they hear or read in the new language." (SARIÇOBAN, 2012).

1.2.12 Use of Mnemonics

According to (Simanjuntak, s. f.) mnemonic devices or a memory trick can be used as a code for entering information into the mind of students.

Moreover, mnemonics are useful for learners to recall larger pieces of information. This is especially true in the form of lists like characteristics, steps, stages, parts, etc. Many types of mnemonics exist and finding the type that works best is limited only by the imagination of each learner. These mnemonics include Music, Name, Expression/Word, Model, Ode/Rhyme, Note Organization, Image, Connection, and Spelling Mnemonics. (H, 2011).

Some popular Mnemonic devices are listed in the chart.

MNEMONICS

Table 3. Description of Popular Mnemonics Techniques and System

Mnemonic	Description
Link method	<i>(The Link Method - Use Images to Memorize Lists, s. f.)</i> Recall that association/substitute words mean creating memorable images that represent the concepts people want to remember.
Method of loci	(Qureshi et al., 2014a) cited that the method of loci as a mnemonic device to facilitate learning in endocrinology leads to improvement in student performance as measured by assessments.
Peg system	Putnam (2015) mentioned that a “peg list” or a list of concrete objects in a specific order (e.g., one is a bun, two is a shoe, three is a flea) is learned. The visual imagery combines the to-be-remembered items with peg items. Items can be retrieved by thinking of a number and the corresponding peg, which cues the target item.
Keyword method	According to Bossaer, the keyword method, a mnemonic (associative) technique that combines acoustic sounds and imagery to enhance vocabulary recall, particularly in instrumental settings, where

	students are required to remember a large number of vocabulary items in a relatively short time.
Acronyms	(Mirabela & Ariana, 2009) stated that acronyms are abbreviations made up of the first letters of several words. They replace long terms with simpler ones. In the English language, the widespread use of acronyms and initialism is a relatively new linguistic phenomenon.
Acrostic	(<i>Acrostic</i> , s. f.) stated that it is a mnemonic device that consists of a verse, whereby the first letter in each word stands for something else. Used to improve memory.
Rhymes and songs	Putnam (2015) stated that they are words in a list joined together by being elements in a story, or by being included in a song or rhyme. Songs and rhymes can also be written to remember specific pieces of information (e.g., <i>i</i> before <i>e</i> except after <i>c</i>).

Source:(*Acrostic*, s. f.; *The Link Method - Use Images to Memorize Lists*, s. f.; Alfaki, 2015; Mirabela & Ariana, 2009; Qureshi et al., 2014b)
Adapted by: Chiluisa, V. (2021)

1.2.13 Examples of mnemonics

There are some different examples of mnemonics according to the authors. For example, While Baddeley (1999), argued that mnemonics are classified into visual imaginary and verbal strategies. Thompson (1987), suggested five classes; linguistics, spatial, visual, physical response, and verbal methods. On the contrary, Oxford (1990), wrote about four mnemonics; creating mental linkage, applying images and sounds, reviewing well, and employing action. On the contrary, (Simanjuntak, s. f.) reported that the most common mnemonics are the ones that are explained below. These presented by Simanjuntak are clearer for learners because they are suitable for children.

- **Link method**

Douglas Jobs (2020) claimed that there are steps to use this method. The most important is to start linking a memorable image that represents the type of list you want to remember. Next, include in this image the first item on the list. Then, think of another memorable image that links the first item on the list to the second item. Continue in this way, creating mental images for the remaining in the list like you would for a shopping list. As long as your images are clear, there is no way you can make a mistake. (*The Link Method - Use Images to Memorize Lists*, s. f.).

- **Method of Loci**

(Qureshi et al., 2014a) commented this important phrase “What most mnemonics do is impose meaning and structure to material that would otherwise be meaningful and unstructured”, claimed by Fernand Gobet (University of Nottingham, Nottingham, UK).

(Simanjuntak, s. f.) pointed out that the word “Loci” itself is the plural form of “Locus” which means place. Therefore, it is used for placing the word or something in a similar situation. For example, the capital of the USA is Washington, D.C. which can be used to remember the first president of that country, George Washington.

- **Peg system**

(Simanjuntak, s. f.) wrote that this method is used to remember numbers. For example: if the number is zero, the peg is a ball; if the number is one, the peg is a pencil; if the number is three, the peg is a love leaf. On the other hand, Marthila (2020) claimed that the Peg Method helps learners to relate two unrelated items to memorize them. Additionally, this method has two stages; the first one is linking the rhyme or sound with the target word. The second stage is to imagine the target word with the hooks. In addition, if a picture is added to the word, it is easy to remember it. (Marthila, Lisa 2020) (*A Thesis 2.pdf*, s. f.).

- **Keyword method**

According to Syah (2015), an example of using a keyword to remember another word is “dark wind” to remember “Darwin”. Students can use the keyword “dark wind” by adding a visual drawing of the wind that has a black color. In addition, they can use the keyword “Marriage and a land” to remember the name of “Maryland”.

On the other hand, Amiryousefi and Ketabi pointed out that the Keyword Method proved to be effective and it has three stages. The first stage is to have a similar acoustic of the target word with L1. The second stage is the association between the target word and the keyword. Finally, the third stage is to associate the mental image of the keyword with the target word. (Mohammad & Ketabi, 2011).

While, (Williams, s. f.) 1989 Pointed out that according to Levin et al keyword method is the method of pairing a target word with a concrete word that is orthographically or acoustically similar and then semantically relating them within a visual image. (Pressley et al., 1982), (Carney & Levin, 2000).

- **Acronyms**

(Simanjuntak, s. f.) claimed that an acronym is an artificial word developed from the first letter of the word/concept/piece of information. For example, **NATO** – North Atlantic Treaty Organization; **HOMES** – to remember the great lakes of **Huron, Ontario, Michigan, Erie, and Superior**.

- **Acrostics** (first letter mnemonics)

(*Acrostic*, s. f.) wrote that it consists of a phrase in which one of the letters (usually the first) in each of the words represents another word/ concept/ piece of information. For example, an acrostic for the colors of the rainbow could be **Richard Of York Gave Battle In Vain**, which stands for **Red, Orange, Yellow, Green, Blue, Indigo, and Violet**.

- **Songs and rhymes**

(*Rhymes and songs mnemonic memory technique*, s. f.) claimed that rhymes are easy forms to remember because are stored by acoustic encoding. Furthermore, rhythm, repetition, melody, and rhyme can all aid memory. It is also believed that using this technique can be fun, especially for people who like to create. Here a clear example is “Twinkle, Twinkle, little star” . That song draws on people's auditory memory and is helpful to learn tunes, songs, or poems easily.

According to Liliana Elizabeth Jínez Tapia, Verónica Alexandra Shuguli Manguia y Galo Alejandro Palacios Terán (2018): “Juegos verbales para desarrollar la pronunciación del idioma inglés en niños de educación general básica”. Hold the position that nursery rhymes also called linguistic games have an influence in the development of the pronunciation of the English language. They also help to expand vocabulary, develop memory, exercise phonetics and stimulate coordination and corporal expression in children. (*Juegos verbales para desarrollar la pronunciación del idioma inglés*, s. f.).

1.2.14 Use of mnemonics for learning vocabulary

Learning vocabulary by applying mnemonics could be a fun process not only for the techniques used but for the results as well. “Many mnemonists and researchers have strongly advocated for the use of mnemonics in education.” Putnam pointed out that a view supported by scores of empirical studies show that mnemonics are highly effective in the right circumstances. (Putnam, 2015).

The author also states that previous reviews of mnemonics have reached different conclusions about whether mnemonics should be used in the classroom. Mnemonic devices can be techniques that students can use to develop vocabulary and later recall. Furthermore, the use of these tricks engages to master other skills.

1.2.15 Mnemonics in classroom

Levin (1980) wrote that two experiments by Levin, Pressley, McCormick, Miller, and Shriberg (1979) have shown that the keyword method effects in children can occur in small or large classes when children are learning the target language. This statement is really important because it helps teachers be confident in their application of mnemonic devices in their classroom. Mnemonics are designed to develop and improve memory and are helpful to recall and retrieve information. Most importantly, using rhymes, acronyms, keywords, pegs, and Loci methods are fun for learners and help them to achieve good results during their vocabulary learning. (Pressley et al., 1982).

1.2.16 Mnemonics are fun for learners

Levin (1980) claimed that “most children enjoy using mnemonics.” This statement is vital for teachers making decisions in a specific moment on a strategy, a technique, or a trick that helps during the teaching-learning process. As a teacher, it is imperative to apply a technique that supports most students because every single student is different. Mnemonics has many ways to be applied and teachers can use it according to the specific topic or educational settings. Aside from this, the use of a variety of mnemonics techniques helps to create an enthusiastic class and contributes to improving memory.

Mnemonics have benefits such as improving memory, developing and recalling vocabulary, creating a good environment during classes, and providing variation. In other words, learners will commit to learning because all the time, effort, and material required will be an investment in the best way to get good results. Most importantly, when students learn mnemonics, they can use them independently of the teacher.

1.3 State of the art foundation

(Davoudi & Yousefi, 2016), in their study, the effect of keyword method on vocabulary retention of senior high school EFL learners, aimed at investigating the

effect of the Keyword Method, as one of the mnemonic strategies, on vocabulary retention of Iranian senior high school EFL learners. Mohammad Davoudi and Dina Yousefi followed a quasi-experimental design, their study had thirty-eight female senior high school students in grade four two intact classes at a public institution. The students were randomly assigned to experimental and control groups. The experimental group was instructed through the keyword method and the control group learned vocabulary through the traditional method. That research established these conclusions:

- The study investigated the effect of the Keyword Method as a mnemonic strategy on the vocabulary retention of EFL learners. The data indicated that students in the experimental group significantly outperformed the students in the control group in vocabulary retention by keyword method. Therefore, the first null hypothesis stated that mnemonic strategy (keyword) having no impact on enhancing vocabulary retention was rejected.
- A significant difference between the performance of the keyword group and the traditional group is the delay recall test as it showed in the statistical analysis of the second research question. Overall, the study illustrated that the use of the Keyword Method can largely reduce learners' problems in the acquisition and retention of L2 words.
- Finally, the findings of the research had pedagogical implications because, from an educational perspective, it is beneficial for educators to apply vocabulary training techniques such as mnemonic techniques, especially keyword methods to provide ground for a logical understanding of specific contexts, different material, and issues.

(Siriganjanavong, 2013) had a brilliant insight into the Mnemonic keyword method. In his investigation, *The Mnemonic Keyword Method: effects on the vocabulary Acquisition and Retention*, he had the objective to introduce the technique called "Mnemonic Keyword Method (MKM)" to low proficiency English learners and to explore the effectiveness of the method in terms of short-term and long-term retention. In the methodology, the researcher took into consideration three aspects: participants, materials, and procedure to obtain the results. The author mentioned

that the population selected consisted of low proficiency EFL learners at Thammasat University, Thailand. Their entrance score (0-Net) in English ranged from 10-25, with a mean score of 19,6 out of 100. In the beginning, there were 44 students, but at the final stage, 37 students were included in the statistical analyses.

Siriganjanavong mentioned that the main materials consisted of forty target words selected by considering the syllable length and their frequency level. The mean length of syllables taught by MKM was 2.75, and those taught by mixed methods were 2.61. Those words were of various frequency levels ranging from high-frequency ones such as *consent*, *venture*, and *contribute* to low-frequency such as *divulge*, *emulate*, and *jeopardy*. Nevertheless, the mean frequency level of words taught was at a similar level (MKM = 4246.8, Mixed Methods = 4178.1) based on the Corpus of Contemporary American English (COCA). Furthermore, a multiple-choice vocabulary test of 40 items was applied to measure students' scores before and after the treatment. To assess students' short-term retention, two cued-recall sheets in which students were required to complete the words' meaning (s) or synonym (s) were distributed in week 2 and week 3 at the end of each class hour that the new words were taught.

The procedure was carried out in the vocabulary pre-test in week 1. After that, Siriganjanavong presented twenty words in weeks 2 and 3 during pedagogical class hours. Each one took 15-20 minutes. In addition, twenty words were presented at the beginning of each class before normal lessons. Half of them were taught by MKM, and another half using the mixed method. The mixed method included words structured analysis, contextual clue guessing, and opposite word-pair.

Finally, this research led him to conclude that low proficiency EFL students can retain more words in the short-term and long-term with MKM than with other mixed methods. Some pedagogical implications can be drawn from the study. First, using MKM should be one of the alternatives for teaching hard-to-remember or low-frequency words because the MKM can enhance learners' performance in retaining the words in memory and transfer the information into long-term memory. Second, the distinctiveness of MKM is to enable students to recognize words and their meanings, but its weakness can be found regarding pronunciation and spelling.

To solve it, learners should practice pronunciation and know that many words have different meanings, so it is necessary to teach words in different contexts and settings. (Siriganjanavong, 2013).

(Simanjuntak, s. f.) argued in the study, *The Effect of using Mnemonic Method on study Achievement in mastering Vocabulary at the faculty of teachers' training and education University of Muhammadiyah Sumatera Utara Medan 2017* that the objective of the investigation was to find out the effect of using Mnemonic Methods on students' achievement in writing and mastering vocabulary to find out the students' difficulties in vocabulary by using group mnemonic methods.

Hayati Muslimah Simanjuntak commented that the mnemonic method helps to make it easier to remember more specific terms by using memory in certain ways. The research was carried out with a population of 50 students and they were divided into two groups of 25 students of VII grade. One group was the experimental group and the other was the control group. The researcher applied the mentor technique to the experimental group and the direct method to the control group. It is important to mention that Simanjuntak used a written test as the instrument of the research with a pre-test and a post-test. In addition, the hypothesis was verified. It showed that there was a significant effect of using the mnemonic method on students' achievement in vocabulary. In conclusion, the score of students' scores who were taught by the use of mnemonic methods was higher than others who were taught without the Mnemonic method.

The researcher also suggested that English teachers can use mnemonic methods in teaching the vocabulary process to students at the same level. Furthermore, teachers have to know how to stimulate students' curiosity to make a lesson more interesting and relevant during classes.

1.4 Conclusions Chapter I

- Background research mentioned that there were some methods to teach English. One method is Grammar Translation, a traditional method that permits teachers to use L1 in the classroom for teaching L2. This method could be beneficial because students feel comfortable using their L1. Communicative Language Teaching is another method and is based on language communication. In addition, learning strategies training, cooperative learning, and multiple intelligences help students to learn dynamically because they are centered in small groups.
- This chapter synthesized the most relevant literature about Mnemonic Keyword Method in the development of vocabulary. There is not one method that is the best of teaching and learning vocabulary, but any that support teachers' and students' teaching-learning process should be considered. After the analysis of chapter, I the Mnemonic Keyword method is a versatile memory technique that gives good results because it helps to remember words easily by associating words and things. Also, the Mnemonic Keyword Method increases the effectiveness of memory, encoding, and retrieval as well.
- In this chapter, I end by mentioning that some Mnemonic Keyword Methods are very popular to develop vocabulary. For example, link method, method of Loci, peg system, keyword method, acronyms, acrostics, songs, stories, and rhymes are all methods for students to develop and recall vocabulary. To conclude, the use of the Mnemonic Keyword Method makes it easier to remember something specific by using memory.

CHAPTER II PROPOSAL

2.1 Proposal topic

“Booklet about Mnemonic Keyword Method in the development of vocabulary”

2.2 Objective

- To implement the booklet based on Mnemonic Keyword Method in the development of vocabulary.

2.3 Justification

Based on the results of the diagnosis made by giving surveys to students, parents, and English teachers it was possible to determine real aspects related to the development of vocabulary. The surveys were given to 5 teachers from the institution, 31 students, and 31 parents of the Fifth Year Basic Education at “Once de Noviembre” High School using the application Google Forms to report their opinion about the topic. The information was used to analyze real facts to develop the proposal (**See appendix 2**).

According to the information obtained, vocabulary learning is very important for teachers, students and parents. This is because vocabulary facilitates communication. Teachers know some methods related to the development of vocabulary during classes. However, 83,3% of teachers use repetition as a strategy to develop vocabulary. The reason is that they do not have knowledge about other methods used in the learning vocabulary process. The surveys report that 66,7% of teachers have heard about Mnemonic Keyword Method, but they do not have a clear idea of examples of them or how to use and apply them. (**See appendix 3**). On the

other hand, 90% of students have not heard about Mnemonic Keyword Method. Consequently, it means that learning vocabulary is based just on repetition. **(See appendix 4).**

All teachers mentioned that they use pictures to teach vocabulary. For that reason, a booklet about Mnemonic Keyword Method was a good option to help teachers and students because the surveys result in 25,8% of students like to use pictures to learn vocabulary and 71% like to use videos to learn vocabulary. **(See in the appendix 5).**

In addition, it is pertinent to mention that the pre-test was analyzed by AntWordProfiler created by Laurence Anthony, Ph.D. This is a multiplatform tool for carrying out corpus linguistics research on vocabulary profiling and allowed for generation of vocabulary statistics and frequency information about a corpus of texts.

The program includes three baseword lists. These are (General Service List) 1_gsl_1st_1000.txt (the most frequent 1000 words in English), 2_gsl_2nd_1000.txt (the second most frequent words) and, (Academic Word List) 3_awl_570.txt, and (words not in the first 2000 words of English but which are frequent in upper secondary school). Furthermore, the lists include both American and British. Also, statistics about the target files, word types that are in the level lists, word groups (Families) that are in the level lists, complete frequency list, include words not in lists, and words not in the file. **(See appendix 6)**

The pre-test was a written composition (short paragraph 50 to 60 words) because it enhanced the capacity for written expression, facilitating organization, autonomy, and independence in the use of vocabulary. Consequently, learners became independent, self-motivated, lifelong learners, so it collaborated to initial literacy and text production, because the purpose of the written composition was expression of ideas to transmit a message. Written composition was very useful because it helped children to express the vocabulary they know and use English language (*Lengua Extranjera – Ministerio de Educación, s. f.*).

In Currículo de los Niveles de Educación Obligatoria del subnivel medio which corresponds to fifth, sixth and seventh grades General Basic Education stated that learners in EGB are enthusiastic to write. The researcher considered that to give students plenty of opportunities to practice the written language. Children used simple sentences, short paragraphs about familiar subjects such as their likes and free time using words given to them. In addition, improving learners' writing skills is a reliable way to develop good basis for future literacy development. Writing helped students to learn new aspects of language by allowing them to center on vocabulary acquisition, grammar constructs and the rhythm and fluency of a language. Writing improves the ability to express themselves and develops critical thinking. It is relevant to mention that as learners get older, the ability to write – and write well – will become more and more important. So, it is vital that children write from an early age. (*Lengua Extranjera – Ministerio de Educación*, s. f.).

To obtain the pre-test results the researcher sent a link from google form where children wrote a short paragraph about family. Then, the researcher copied the information to block the notas. Then, the file was upload to AntWordProfiler to be analyzed according to the 3 level list. The output settings were: statistics, word types and word group (families), and token coverage %. The results reported 84.2% total tokens coverage, 75.2% level 1, 8.9% level 2, 0.1% level 3 and 15.9% level 0. The level list 1: 1_gsl_1st_1000.txt has 4114 numbers of types, and 998 numbers of group (families). The Level list 2: 2_gsl_2nd_1000.txt has 3708 number of types and 988 number of group (families). The list 3: 3awl_570.txt has 3082 number of types and 569 number of groups (families). This means that students from Fifth Year had a simple list of vocabulary items. According to Hu and nation (2000). Non-native learners with less than 1000-word families' vocabulary could not be able to understand an academic text completely since the vocabulary covers less than 80%, and that is not enough comprehension. Because the 1000 and 2000 more frequent word families contain the basis of language. **(See the appendix 7).**

Base on the results and according to the page of Ministry of Education in English Teacher Standards mentioned that the English Language Learning Standards (ELLS) are based on the Common European Framework of Reference for

languages: Learning, teaching, assessment (CEFR) and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. These are the levels of Basic General Education. (*Estándares de Inglés – Ministerio de Educación*, s. f.).

- Level PREA1: at the end of 3rd year.
- Level A1: at the end of **5th year.**
- Level A2: at the end of 7th year.

Level A1 means that students are beginners and they can understand and use familiar everyday expressions and very basic phrases to exchange information in a simple way. At these level students are able to introduce themselves and introduce others and provide personal information about their home. Also, students have vocabulary related to accommodation, holidays, transport and weather. Council of Europe. (2003).

The pre-test applied to students was focused on vocabulary, which is part of language proficiency. Vocabulary is important to learn any foreign language, because the comprehension of a language is not based only on grammar. It is because grammar is important but without a knowledge of adequate words to express or understand a message the comprehension of a language is limited. Thus, based on the results students used the 75.2% level 1 which are the first 1000 words at basic level. For this reason, the proposal presented on Mnemonic Keyword Method to improve vocabulary is centered on the development and the mastery of vocabulary learning in context and composition using content and functional words generating written or oral expression.

The booklet helped both teachers and students in the development of vocabulary because it had information related to the content MKM that was useful for teachers. On the other hand, students enjoyed colorful images, activities, and audiovisual activities. The current proposal had seven examples of Mnemonic Keyword Method that was used during classes in the development of vocabulary. The examples were the link method, method of loci, peg system, keyword method, acronyms, acrostics,

and songs, and rhymes. Those examples of the Mnemonic Keyword Method encouraged students in the learning vocabulary process.

In addition, they were easy to use during online classes. This means that neither parents nor students had to invest money to use them. Teacher developed them by using examples from the booklet. Audiovisual links, examples, activities or worksheets was developed and strengthen students' ability to recall vocabulary more easily. Finally, the vocabulary developed during classes supported students in feeling comfortable speaking and participate actively in classes. Furthermore, learners improved memory strategies by using the Mnemonic Keyword Method.

2.4 Proposal development

The need to master a foreign language increases every day. For that reason, it is imperative to know different methods to teach and learn English. Mnemonic Keyword Method is a method to develop vocabulary This method is helpful because it is a versatile method to improve memory. So, the proposal is a “Booklet about Mnemonic Keyword Method in the development of vocabulary”.

Nation (2015) mentioned that vocabulary learning happens because certain mental conditions are formed with enhancement learning. The more meetings and the quality of attention occurs a word the more likely learning is to occur. (Nation, s. f.)

Batia Laufer, Paul Meara and Paul Nation in their investigation Ten Best Ideas for Teaching Vocabulary Meara included in the ten ideas teach your students to use a mnemonic system because learning words is a hard work. Mnemonic systems such as the keyword method, are effective, prevent forgetfulness, and help students remember words long enough for them to become part of their active vocabulary. Furthermore, Paul Nation mentioned in his list that is very important to carefully design speaking and writing activities to give opportunities for vocabulary learning. A lot of research has been done about Mnemonic Keyword Method in the development of vocabulary some of them conclude that MKM can be effective and a good influence for students in recall and remember words. (Laufer et al., 2005).

The proposal was a contribution for English teachers and students at “Once de Noviembre” High School. It provided theoretical information about MKM for teachers to have an idea of the MKM on process, advantages, and recommendations. The proposal has activities, examples and answer sheet for students to practice the MKM example and check their answers.

2.4.1 Proposal components

The proposal is a booklet that contains an eye-catching cover for children with a very nice image of a brain training vocabulary. That image helped to catch the teacher’s and children attention. It was the perfect mental image to visualize something. It also has an index to have a clear view of the order of the Mnemonic Keyword Method. Furthermore, the booklet has an overview which contained relevant information of how is the booklet structured.

The proposal has seven sections and each one has a page for teachers to explain the scope of the method, process, advantages, disadvantages and recommendations to practice with students. This page is directed to teachers because the theoretical explanation helps teachers to familiarize with topics, examples and activities. Then, there are examples related to the Mnemonic Keyword Method where teachers have an explanation to guide and motivate students to practice the examples. After that, there is a page which has activities based on the examples trained to be completed by students. Finally, the booklet has an answer sheet to check and verify their answers.

The booklet was made in an application called “Canva”. So, teachers and students have access to the link and they can download and print it at home to work. It was to avoid contagion due to the pandemic in the delivery of the material. The booklet was based on the Theoretical Foundations.

Nation (2001), mentioned that it is important to understand three relevant factors when deciding how much vocabulary needs to be learned in another language: the number of words in the language, the number of words known by native speakers and number of words needed to use the language. The first factor refers to tokens

(running words) types (different words) lemmas (the headword) and, word families (affixes). (Laufer et al., 2005).

In addition, the proposal is based on the research of Pressley et al (1982) regarding Mnemonic Keyword Methods. In this research, they pointed out that the keyword method is a procedure that has two stages. The first one implies that the learner has to acquire a firm association between the unfamiliar word and a familiar word in L1. The second stage is crucial because it implies the relationship between the acoustical sound of the keyword and the L2 words' definition. As a consequence, these two stages help learners to recall words easily. That is why the Keyword Method is a potential process to be used with learners to develop vocabulary and improve memory. (Pressley et al., 1982).

Third, the proposal is focused on the contribution of Raugh and Atkinson (1974). Their research called the keyword method based on learning a foreign language vocabulary proved to be highly effective. The method had two stages to develop and remember vocabulary in English Foreign Language (EFL). Stage one is the acoustic link, it links the association of the spoken target word to a Spanish word (the keyword). This keyword has to sound similar to the foreign word, but it does not need the same, though sometimes the first syllable is enough. Stage two is the imaginary link, it involves "forming a mental image of a picture of the word" (Atkinson, s. f.)

Finally, Siriganjanavong investigated the Mnemonic Keyword Method: Effects on the vocabulary Acquisition and retention that was centered on short- and long-term retention. The investigation gave important attention to vocabulary knowledge and vocabulary learning strategies due to their importance in language learning. As David Wilkins's strong claim cited in Thornbury (2002) "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed". This is really important because with words and expressions you improve your communication. Furthermore, the research emphasized the Multi-store. Model that has three levels of memory. These are sensory memory, short-term memory, and long-term memory. In addition, the author argued that it is relevant to consider learners'

different learning styles because students have their preferences. (Siriganjanavong, 2013)

Regarding the most popular examples of Mnemonic Keyword Method, the ones that will be taken into account are the link method, the Method of Loci, the peg system, the keyword method, acronyms, acrostics, and songs, and rhymes.

- Here you can see and download the **Booklet Mnemonic Keyword Method** in the development of vocabulary. The document was designed in Canva for a better appreciation for both children and teachers with its different activities.

https://www.canva.com/design/DAEbqe1112M/5iZ5eJNggFJyaD5tWz-3og/watch?utm_content=DAEbqe1112M&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

<https://drive.google.com/file/d/1pv2OtyJ7AxoH3EgPq6KGfL6euC9hb8b1/view?usp=sharing>

The most Popular examples of Mnemonic Keyword Method

Link method

The link method has visual images to link the items and the items are linked to each other like building a chain. The most relevant in this method is to form a visual image with the item next to it. Furthermore, the link method benefits learners when they are persistent because the more they practice the better they can remember the information. As with all methods, it has advantages and disadvantages. One of the advantages is: this method does not need a pre-learned structure because it is easy to learn. It does not need a lot of coherence, because learners are building a chain. However, one disadvantage, it requires you to make your way through the chain until you get to the next item. It is essential to mention that the link method needs visualization skills because you must form an image of something interacting with the next one.

- A horse is riding a motorbike.

As you can see, the horse is on the motorbike.



Figure 1. Example: To remember the means of transport.

Source: <https://n9.cl/y2o9yh>

Adapted by: Chiluisa, 2021

- The motorbike is crashing a taxi.

As you can see here, the horse on the motorbike is crashing a taxi.



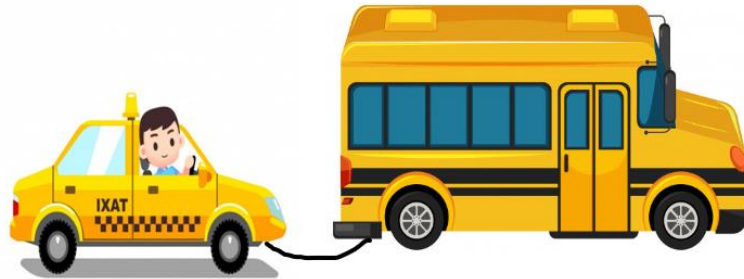
Figure 2. Example: To remember the means of transport

Source: adapted from: <https://n9.cl/y2o9yh> <https://n9.cl/tjtd>

Adapted by: Chiluisa, V. (2020)

- **A bus is pulling a taxi.**

As you can see, the bus is pulling a taxi.



*Figure 3. Example: To remember the means of transport
Source: adapted from <https://n9.cl/szzh>
Adapted by: Chiluisa, V. (2020)*

- **The helicopter is carrying a bus.**

As you can see the helicopter is carrying a bus.



*Figure 4. Example: To remember the means of transport
Source: adapted from <https://n9.cl/e2qmn>
By: Chiluisa, V. (2021)*

Method of Loci

The inventor of the first mnemonic device was Simonides almost 2,500 years ago. “Loci” is the plural for “Locus”, and its meaning is “place”. It is a method that involves a mental strategy that helps a learner to memorize by knowing a route. It could be around the room, around the office, around the school, or around the

neighborhood. In this case, the learners will draw a route of the house with the rooms. (*How to Improve Your Memory by Using the Method of Loci*, s. f.).

According to Richmond, the method of Loci has three steps. In the first step, students have to memorize the “pathway”. Second, learners have to remember by mental representation. Finally, learners put the image in the path. (Richmond et al., 2008).

Process:

As you visualize your house, visualize a series of locations in logical order. Begin at the front door and move to the back door. It is recommended to place each item that you need to remember at one of the locations and go room by room in your mind. Furthermore, the more exaggerated the mental images, the easier it is to remember.

List of words:

- Shaving cream
- Oranges
- Hot dogs
- Ketchup
- Ice cream

Example:

Imagine spraying the shaving cream all over the front door and smelling it. You enter the hall, and the oranges immediately enter your mind because you have a big glass of orange juice waiting for you. After that when you enter the dining room, your brother has forgotten two hot dogs on the table. However, they don't have ketchup, which you love, so it is necessary to buy to eat the hot dogs. Finally, when you go to the kitchen and open the refrigerator, you realize that the ice cream is almost gone and you go crazy. You can see this example in figure 5. (*How to Improve Your Memory*, 2007).

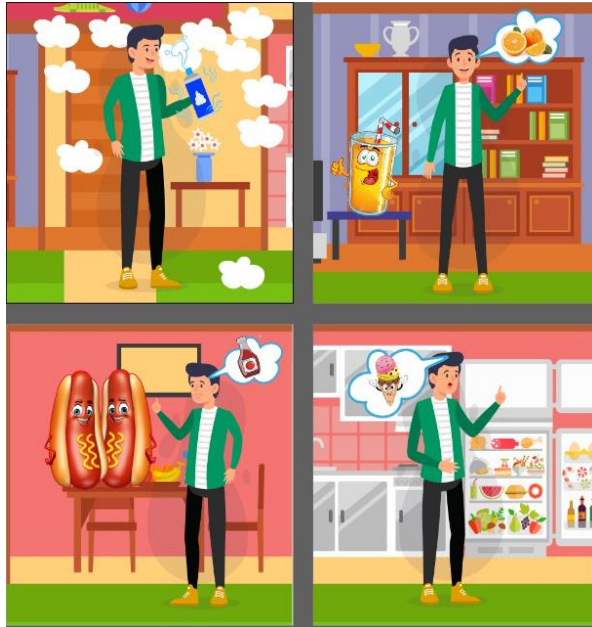


Figure 5. Example: To remember a list of words.
 Source: Olmos, R. (2021)
 Adapted by: Chiluisa, V. (2021)

Steps to remember your daily routine.

Example:

- Your bedroom
- Your bathroom
- The kitchen
- The dining room
- The living room
- The garage

In this case, you must link the daily routines with the rooms. The first things to remember are the places because they are related to your daily routine. Your day starts in your bedroom. Your day could start at six o'clock in the morning. When you wake up next to a new can of shaving cream, you find a bathroom full of orange juice where you have to take a bath at six-thirty. Then a big hot dog is waiting for you in the dining room for breakfast. Finally, you go to the living room and a big gallon of ice cream is waiting with the keys to your car. (*How to Improve Your Memory by Using the Method of Loci*, s. f.).

The peg system











Using this method, learners can associate numbers with rhymes. This is useful to learn and recall new information by associating familiar facts. In this example, learners will associate numbers, counting from one to ten. It is relevant to visualize and rhyme.

Example.

This example is useful to learn organizational structure by memorizing lists of words in context. Now, close your eyes, say the number, and visualize a real image of the rhyming. You can see this in figure 6.

- One is bun
- Two is shoe
- Three is a tree
- Four is a door
- Five is a hive
- Six is sticks
- Seven is heaven
- Eight is a gate
- Nine is wine
- Ten is a hen

Table 4. Example: To remember numbers in context.

				
1 = bun	2 = shoe	3 = three	4 = door	5 = hive
				
6 = sticks	7 = heaven	8 = gate	9 = wine	10 = hen

Source: adapted from (The Peg Method - Memorization Station!, s. f.)

Images from: <https://n9.cl/pg1y>

Adapted by: Chiluisa, V. (2021)


Example:






You must connect each object of a list that you are developing as vocabulary to the word of each rhyming peg. You can see in figure 7. (*Completed Calendar Months Peg-List with Images - General Memory Chat - Art of Memory Forum, s. f.*)

Months and Ecuadorian Holidays.

- January = Journalist Day
- February = Valentine’s Day
- March = International Women’s Day
- April = Teacher’s Day
- May = Mother’s Day
- June = Children’s Day
- July = The Founding of Guayaquil
- August = National Culture Day
- September = Literacy Day.
- October = Ecuadorian Shield Day
- November = Day of Dead
- December = Christmas

Table 5. Example: To Remember the Months Memory Peg

Month’s memory peg			
January		July	
February		August	
March		September	





April		October	
May		November	
June		December	




Source: adapted from (Completed Calendar Months Peg-List with Images - General Memory Chat - Art of Memory Forum, s. f.)
Images from: (Vectores gratuitos | +3.672.000 para descargar, s. f.)
By: Chiluisa, V. (2021)

The Keyword Method

The Keyword Method can be employed to learn new and unfamiliar words within any content area of instruction. It is meaningful when is linked with pictures. As you can see in figure 8.

Table 6. Example: To Remember Personal Pronouns

I	!ayj	
You	Yuca	
He	Ají	
She	!shj	

It	It	
We	Ambulance siren	
They	Deisy duck	

*Source: (Vectores gratuitos / +3.672.000 para descargar, s. f.)
Adapted by: Chiluisa, V. (2021)*

Acronyms

(Bakken, 2017) states that acronyms are another popular form of mnemonics. They are words formed by the first letters of a phrase or group of words. Like in the examples of UNICEF that means The United Nations International Children's, Emergency Fund. In this case, people could easily remember the initials and associate them with the organization. (*Examples of Acronyms, s. f.*).

Example:

ROY G. BIV

This acronym is helpful to remember the colors of the rainbow. As you can observe in figure 9.

Red

Orange

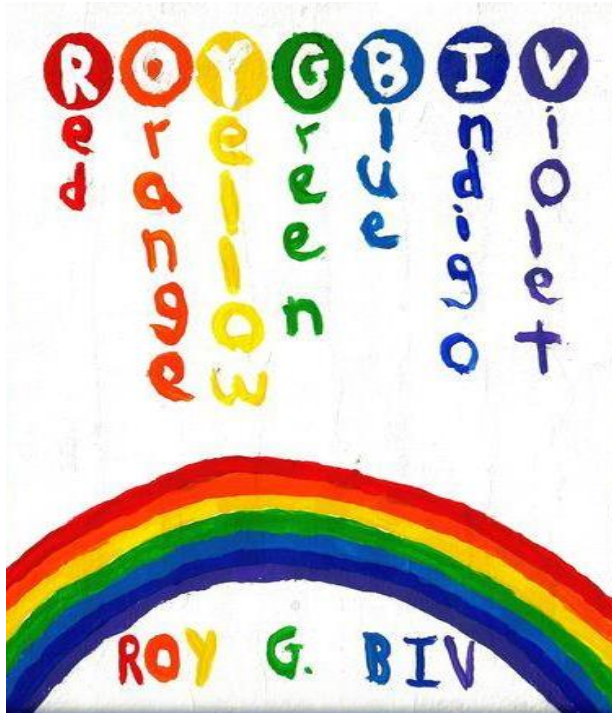
Yellow

Green

Blue

Indigo

Violet



*Figure 6. Example: To Remember the Colors of the Rainbow.
Source: ((89) Pinterest, s. f.)*

Example 2 to teach the 7 coordinating conjunctions in English

FANBOYS

For, And, Nor, But, Or, Yet, So

Acrostics

According to Bakken acrostics are “a sentence that is developed to help the person retrieve letters”. It refers, that the letters represent something necessary to remember. (Bakken, 2017).

Example:

This acrostic helps learner to remember the order of the planets in the solar system. As you can see in figure 10.

My Very Evil Mother Just Swatted Uncle’s nose.



Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune
My Very Evil Mother Just Swatted Uncle’s Nose.

*Figure 7. Example: To Remember the order of the planets.
Source: Adapted from (4 Ways to Remember the Order of the Planets in Our Solar System, s. f.).*

Rhymes and songs

Rhythm and Rhyme

Rhythm and rhyme are influential and persuasive in memory because they make it easier to remember information. The reason is that they make some words obvious because of the rhyme and make words obvious and predictable. Therefore, rhyme is helpful because it is an effective cue to remember. On the other hand, rhythm takes learners to music.

Table 7. Example 1: Link with nursery Rhymes Collection

List of nursery rhymes from Super Simple Songs

N°	Name of the nursery rhyme	Topic related to the rhyme
1	Days of week	Days of week
2	One little finger	Parts of the body
3	Walking walking	Present progressive
4	Seven steps	Numbers from 1-7
5	If you're happy	Adjectives
6	Five little monkeys	Simple past tense
7	Counting bananas	Numbers from 1-20
8	Bingo	Spelling
9	Open shut them	Antonyms
10	Who took the cookie?	Animals names
11	Row row row your boat	Seasons
12	Do you like spaghetti yogurt?	Food
N°	Name of the nursery rhyme	Topic related to the rhyme
13	Clean up	Commands
14	Mary had a Kangaroo	Animals' description
15	The months' chant	Months of the year and holidays.
16	Rocks, scissors paper fingerplay	Animals
17	The Pinocchio	Prepositions
18	Twinkle Twinkle little star	Prepositions
19	The Itsy Bitsy Spider	Adjectives
20	See something blue	Colors
21	Head, shoulders, knees, and toes	Parts of the body
22	Count down and move	Numbers from 1-20
23	How's the weather?	Weather vocabulary
24	The shape song	Shapes: triangle, rectangle, oval, star
25	Let's go to the zoo	Animals and actions

Source: <https://www.youtube.com/watch?v=eiE7MLBe4es>

Songs

Dr. Fiona McPherson mentioned that singing to remember vocabulary and improve memory is an amazing way that helps in the development of vocabulary. Likely, some songs are better than others, and the ones that make this process easier are the songs that have simple tunes, with a lot of repetition. Motivation and emotion are lumped into this Mnemonic Keyword because music motivates and makes the vocabulary learning process funnier. This Mnemonic Method has to be simple or difficult with predictable rhymes.

Example 1: Solar system song <https://www.youtube.com/watch?v=3b2twHNy9L8>

Source: [Mr. R.'s Songs for Teaching](#)

Lyrics:

Well, I know there are eight planets,

But which comes first and last?

I need a little planet trick

To help me learn them fast!

My very evil mother just swatted uncle's nose

You shouldn't hit your brother

Or bite his two big toes!

M y v e r y e v i l m o t h e r j u s t s w a t t e d u n c l e ' s n o s e

And that's the order of the planets,

This is how they go...

Mercury and **V**enus

Our mother **E**arth then **M**ars,

Jupiter and **S**aturn,

They're gas giants in the starts!

Uranus and there's Neptune

And now you've said them all,

Well, Pluto used to be a planet,

Now it's way too small...

2.4.2 Proposal explanation

The present proposal was to support the development of vocabulary by the Mnemonic Keyword Method. The analysis through AntWordProfiler allowed to generate vocabulary statistics and frequency information about corpus of text loaded in the program. The file viewer and editor tool allowed to view the level of vocabulary using a color. It showed the coverage of different vocabulary levels. The result helped to know students' vocabulary level according to first 1000, second 2000 and 570 academic word list; including statistics, word types and word groups (families).

Vocabulary learning methods are important topics to share between teachers and students. For this reason, the proposal explained how children can practice vocabulary in class through Mnemonic Keyword Method. So, some theoretical information, examples and activities were taken into account in this booklet that was centered on the seven most popular Mnemonic Keyword Methods examples. It was an adaptable idea that could be used in the development of vocabulary. Furthermore, it promoted development, recall and remembering information. This booklet was very beneficial for students and teachers because it allowed delivering eye-catching and useful examples to learners and teachers in a creative way with attractive designs. Moreover, the examples and illustrations were suitable to the vocabulary level of the Fifth Year Basic Education. Furthermore, the activities encouraged children to develop thinking skills like analyzing, reasoning, applying and evaluation during each activity and checking answers using the answer sheet.

2.4.3 Premises for its implementation

Something relevant when talking about vocabulary development is that it involves time and training to put in practice. When learners have a wider vocabulary in target

language it helps to support the four language skills: reading, writing, listening and speaking. The use of two thousand high-frequency general service words, and academic word list as Nation mentioned on his investigations. For that reason, the objective of the implementation is to support teachers and students during the development of the learning vocabulary process. The booklet based on Mnemonic Keyword Method (MKM) contributed to encouraging teachers and students to practice vocabulary in EFL. The booklet contained Mnemonic Keyword Method examples it helped to create a fun environment to learn, recall, and remember information.(Nation, 2001).

Additionally, the constant and accurate use of the booklet through the management of the teacher during classes helped to reinforce vocabulary. The booklet was applied in the institution with students of fifth year of basic education during online classes. Also, the author socialized the booklet to three English teachers from the school in week zero for two hours each day from Monday to Friday who applied the examples from the booklet with their students, too.

The booklet contained information about Mnemonic Keyword Method directed to teachers where they learnt about the method and some recommendations to take in consideration during the use of the booklet. On the other hand, students had examples to practice the method and then an activity to solve. Also both, teachers and students had an answer sheet to check their answers with teachers, classmates or parents at home.

English teachers from the institution were given a user validation sheet for the validation. The proposal was applied during three months. During the 3 months the author shared information to teachers during week number zero and with students from week 1 to week 12 for twenty minutes three times a week.

Table 8. Timetable of the proposal

The weeks were distributed in this way.

Period	Author activity		Students' activity	
	Activities	Topics	Activities	Topic
Week 0	Planning	Format/distributions	-	-
Day 1	Preparation	Topics of MKM	-	-
Day 2-3	Socialization	Methods/activities	To English Teachers from the Institution.	
Day 4-5	Implementation	Examples/answer sheet	To English Teachers from the Institution	
Week 1	Pre test	My family	Pre-test	My family
Week 2	Examples and activities explanation	Link Method	Examples and activities development	Link Method
Week 3	Examples and activities explanation	Songs and Rhymes	Examples and activities development	Songs and Rhymes
Week 4	Examples and activities explanation	Method of Loci	Examples and activities development	Method of Loci
Week 5	Examples and activities explanation	Method of Loci	Examples and activities development	Method of Loci
Week 6	Examples and activities explanation	Peg system	Examples and activities development	Peg system
Week 7	Examples and activities explanation	Acrostic	Examples and activities development	Acrostic
Week 8	Examples and activities explanation	Keyword method	Examples and activities development	Keyword method

Week 9	Examples and activities explanation	Acronyms	Examples and activities development	Acronyms
Week 10	Examples and activities explanation	Feedback	Examples and activities development	Feedback
Week 11	Examples and activities explanation	Feedback	Examples and activities development	Feedback
Week 12	Written composition	Posttest free time explanation	Written composition	Posttest free time explanation
	Socialization	Results	To English teachers from the Institution. (See appendix 16)	Users' validation

Elaborated by: Chiluisa, V. (2021)

Despite the overwhelming consequences of pandemic, and the difficulties with technology and internet connection it was necessary to adapt to the new reality. So, the roles of teachers and students to face and take the advantage on education had to change to facilitate learning and find recommendations for each constraint of Mnemonic Keyword Method developed during the application of the booklet.

- **Teacher's Role using the booklet**

The most important role during proposal was motivation during the process, because teachers had to explain the essential importance of vocabulary in communication. The Teacher had to applied the contents from the booklet using activities and examples and applying a feedback at the end of the Mnemonic Keyword Method because students had to solve a short activity elaborated according their age that is between 9 and 10 years old by using the answer sheet.

- **Students' Role using the booklet**

Students were the center of the process for being the beneficiary of the proposal. During the proposal the development of vocabulary using MKM depended on children's cooperation and good attitude due to online classes. They have to spend 20 minutes per day practicing the examples and list of words on each MKM.

- **Recommendations of Mnemonic Keyword Method**

Gruneberg mentioned that the keyword method is lower than the memorization method in the longer-term retention of vocabulary. Campos and Gonzales (2003) stated that the ineffectiveness of keyword method to participants "lack training". Taking account of this relevant information in working with Mnemonic Keyword Method below you will find some recommendations for encouraging learners during the process. (Gruneberg, 1998).

- Adult people do not want to create vivid images and crazy stories. As English teachers it is necessary to work in advance by developing material that catches the attention and motivates students.
- Using mnemonic devices is time consuming. It is real information, but just at the beginning. So, do not despair because the booklet proposed contains activities with easy-to-use answer sheets.
- Using mnemonics requires more effort. It is especially at the beginning, but remember it is time to start because every effort has its reward. Learning vocabulary is hard, and mnemonics are effective because it helps students remember words to turn into part of their active vocabulary.

2.5 Chapter II Conclusions

- The Mnemonic Keyword Method is useful in the development of vocabulary, so; it is necessary to stimulate the information you have by using examples from the booklet to retrieve information from long-term memory.
- The booklet focused on Mnemonic Keyword Method in the development of vocabulary, has a short explanation for each method, examples, activities, and answer sheet.
- The booklet is designed to improve and develop vocabulary by applying mnemonics as techniques, devices, and tricks to expand vocabulary and memory simultaneously.

CHAPTER III APPLICATION AND/OR VALIDATION OF THE PROPOSAL

3.1 Experts' evaluation

In order to validate the proposal developed in chapter II, three experts' opinions were taken into account. These educational professionals have a variety of expertise and therefore were qualified to validate the proposal. They were sent a validation instrument by the graduate department that was used to evaluate the proposal. The instrument to validate contained the research proposal data, objective, evaluator's information and these criteria. (a) The teaching material constitutes a valid, current, and relevant contribution related to the field. (b) The teaching material is result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related research. (c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic. (d) The originality of the contributions and reflections of the author give added value to the proposal. (e) the references are relevant and up to date. (f) The research topic is appropriate. (g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.) (h) The graphic illustrations that are in the dissertation (all kinds of images and table) are relevant, they clarify and provide significance. (i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation. (j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives, and the readers. (k) The dissertation provides contributions regarding methodological proposal, approach, and conceptualization. (l) the objectives in the introduction are met, so that there is harmony between objectives and results. The evaluation indicators for each

criterion were: excellent, good, and terrible. The instrument also has comments related to temporality, content and selectivity. And, the impact of the research (local, regional, national and international). Finally, general comments and recommendation for the author. The experts involved in this validation are: Galo Palacios T. Ph.D., Msc. Catherine Heimsoth and Msc. Rodrigo Tovar Viera. (See **appendix 13**).

Dr. Galo Palacios Terán PhD (I.D. # 1707768204), Professor at the Universidad Central del Ecuador. His PhD is in Educational Research from the University of Alicante. Dr. Galo Palacios has taken international courses at University of Cambridge: Teaching Knowledge Test Module 1-Language and Background for Language Learning and Teaching, University of Cambridge: Teaching Knowledge Test Module 2-Lesson Planning and Use of Resources for Language Teaching, University of Cambridge: Teaching Knowledge Test Module 3-Managing the Teaching and Learning Process, University of Cambridge: First Certificate (FCE) Certification CEFR B2, the University of Oregon-Building Skills Through the Interactive Web. He is a professor who has a wide variety of teaching and research experience as a professor in the Faculty of Philosophy, Letters and Educational Sciences at the Universidad Central del Ecuador for 15 years. Furthermore, he has eight years of experience as a professor, tutor and researcher in the Postgraduate Department of the Faculty of Philosophy, Letters and Educational Sciences. He was also an evaluator and teacher in the Graduate Institute at Guayaquil State University and postgraduate professor at Cotopaxi Technical University.

Dr. Galo Palacios evaluate the literals (a, b, d, e, f, g, h, i, j, k) as excellent and literals (c, l) as good. Furthermore, he commented on statements about temporality, content and selective. Concerning temporality, Dr. Palacios said that it is obvious that the proposal relates to a previous research process, it treats an analyzed problem, the methodology shown is appropriate to fulfill the objectives posed at the beginning. Related to content Dr. Palacios mentioned that from his point of view, the development of vocabulary is an important part when learning a language analyzing the contents of this proposal of Mnemonic Keyword method with a brief explanation of what the method is about, its advantages and disadvantages, and

recommendations to practices with students, it is considered as a tool of great significance and value. And about selectivity the expert mentioned that in his years of experience as a teacher, the Mnemonic Keyword Method is an excellent strategy that permits the development of vocabulary and improvement of memory simultaneously. The booklet presented as a proposal is centered on the most popular Mnemonic Keyword Method. The expert mentioned that the impact of the research is local and regional. Finally, the general comments and recommendation for the author is that the author's contribution for the area of expertise it's important Mnemonic Keyword Method has different aspects where it can be applied, He suggested a deeper research and more analysis in the topic. He said it is a great contribution for teachers and students.

Msc. Catherine Heimsoth has a Master's degree in the Teaching of English as a Second Language/Applied Linguistics from the University of Illinois at Chicago in the United States. She is a Programs Coordinator in the Dashew Center for International Students and Scholars at the University of California, Los Angeles in the United States. MSc. Catherine Heimsoth is familiar with the context of Ecuadorian education because she was a Peace Corps volunteer in the province of Cotopaxi from 2012-2014. She worked in the area of English teaching at the high school level and in capacity building of English teachers in collaboration with the Cotopaxi Ministry of Education. MSc. Heimsoth checked the investigation according to the parameters of the proposal validation sent by Cotopaxi Technical University Master's degree in Applied Linguistics to Teaching English as a Foreign Language.

All the criteria were evaluated as excellent because the proposal showed a clear methodological structure with the problem, methodology, and application clearly stated and explained in sufficient detail. It was mentioned that the content followed an appropriate structure that matches the structure of the studies and proposals she read in her own studies as a master's student of Applied Linguistics. In addition, MSc. Heimsoth mentioned that the structure and format is easily understood by a native English speaker.

Msc. Heimsoth believed that the proposal contributed in a valid and significant way to the field of Applied Linguistics. It gave research-based evidence based on empirical research as well as practical uses for language teachers to implement in their classrooms. Finally, MSc. Heimsoth mentioned that the impact of the research is local and she believes this is a well thought out and planned proposal. It showed a clear synthesis of empirical evidence in addition to practical applications, which will be useful for language teachers.

Msc. Rodrigo Tovar Viera who is a magister in Applied Linguistics to Spanish-English Bilingual Teaching and Magister in University Teaching and Educational Administration. Also, the expert is a PhD (c) in Applied Linguistics to Teaching English as Szeged, Hungary. Msc. Tovar works at Technical University of Cotopaxi for 16 years. He has published articles about vocabulary knowledge in the production of written text: a case study on EFL language learners, level of vocabulary and lexical repertory in written texts in English.

Msc Tovar evaluated the literals (a, e, f, h, I j, k, l) as excellent and literals (b, c, g) as good. Related to temporality the expert said that the learning material reflects an analytical, reflective, and critical methodology process in applied linguistics. It states the problem and makes use of appropriate methods to turn theory into practical exercises to English language education from a morphological perspective. Concerning to the learning material proposed is accurate, in terms of content and structure; nonetheless, it is suggested to applied it first, to get positive feedback concerning its feasibility and detect possible shortcomings. And, in selectivity the learning material attempts to close one of the many research gaps in field of English language education in the Ecuadorian educational systems, particularly in teaching vocabulary and improving learners' vocabulary knowledge. The expert mention that the research has local impact. Finally, the general comment and recommendations for the author was that for the final written version, check and revise the lexical and grammatical choices to improve the learning material proposed.

3.2 Users' evaluation

In order to carry out the feasibility study for the Mnemonic Keyword Method proposal in the development of vocabulary, three users have been selected. The position they hold in the institution, their workload, years of service, and experience in working with children were all taken into account. The English Area Coordinator of the institution, and two colleagues who are currently working with students in the same years of Basic Education were also considered.

The users' validation instrument contented the research proposal data, evaluator's information, and it had the following criteria. (a) The teaching material constitutes a valid contribution to the field. (b) The teaching material is the result of an advance research process. (c) The originality of the contributions and reflections of the author provides value to the proposal. (d) the proposal has the expected qualities for the level of the training. (e) The graphic illustrations are relevant and clarify. (f) The objectives in the proposal show harmony with the results. The parameters of mastery used were excellent, acceptable and deficient. The three teachers scored the criteria they evaluated with excellent. They mentioned that this proposal constitutes a valid, current, and relevant contribution related to the field. **(See appendix 14).**

The Area Coordinator is Lic. Gálvez Logroño Elsa Adriana (ID# 0501973390). She has twelve years of experience as an English teacher. Lic. Viera Jiménez Martha Marisol (ID# 0501897060). She is an English teacher who has thirteen years of experience working with children. Finally, Lic. Molina Molina Norma Piedad (ID # 0502038383) is currently working at the institution with Fifth Year Basic Education. She has eleven years of experience. The three teachers are Licenciadas in the Science of Teaching with a specialization in English from Cotopaxi Technical University.

In addition, they considered the booklet to be an outstanding resource that attracted children's attention with its age-appropriate design, activities, exercises and answer sheet. In addition, the teachers highlight that its design was colorful and very eye-catching and easy to work with. Furthermore, learners were introduced to the

vocabulary and images presented. It is easy to use and the answer sheets are very useful for users as a support for the review and feedback of the activities. All of those features motivate and help considerably its use.

3.3 Impact or results evaluation

The booklet based on the Mnemonic Keyword Method had a significant impact in the development of vocabulary. This material was helpful to learn vocabulary by using memory tricks. This is not how it has been done traditionally where learners are limited to simply repeat isolated words. This booklet supported teachers and students with Mnemonic Keyword Method examples and activities to learn words in context and improve memory.

A pre-test was applied in week number 1. The pre-test consisted of a written composition about family where children used the vocabulary they had. That result was analyzed in AntWordProfiler and demonstrated that students in the Fifth Year Basic Education were functional beginners.

The Mnemonic Keyword Method examples with activities and tests every week for twenty minutes every day increased comprehension and helped in the vocabulary learning process significantly. The feedback and the reinforcement of all the activities provided during the application of the proposal to apply the post-test. The post-test consisted of a written composition about free time activities where students had the opportunity to apply the vocabulary developed during those three months.

The written composition about free time as the post-test was applied because it offered an opportunity to use the vocabulary developed in the booklet. The composition allowed learners to convey ideas, feeling, emotions, and their opinions. Children had the opportunity to apply the vocabulary they were exposed to when they saw, read, wrote and listened to those words. Therefore, the written composition pulled together the vocabulary because students analyzed the source material they had to incorporate simple sentences into a coherent meaningful work.

It is of paramount importance to mention that learners felt comfortable and secure during the post-test.

The results include the comparison between receptive vocabulary, where learners used MKM in the development of vocabulary, and the productive vocabulary presented in the lexical profile established by AntWordProfiler. It validated that the use of the Mnemonic Keyword Method helped to correlate productive vocabulary with the children's knowledge in composition.

In the last week, the booklet was presented to the English teachers from the institution with the aim of familiarizing them with the proposal, its objectives, contribution, structure, activities, tests and answers. With this objective, it can be understood and applied with children at this level. During the presentation, English teachers learned the importance of the Mnemonic Keyword Method in the development of vocabulary. During the presentation, the complete booklet and a video of one of the Fifth Year Basic Education classes was shown so teachers could better understand the process of using the method. The colleagues from the institution clearly understood the benefits of the Mnemonic Keyword Method.

At the end of the presentation, the booklet was sent by email to three colleagues along with the validation instrument so it could be reviewed. They reviewed the entire document in detail to strengthen its use for the research process.

3.4 Proposal results

The three English teachers who are currently working at the Institution considered the booklet was innovative, understandable, applicable and suitable to be applied to children of Fifth Year Basic Education who are between 9 and 10 years old. They determined that the booklet about the Mnemonic Keyword Method was well designed to assist students in learning vocabulary in a foreign language. The method helped in acquisition and retention because memory played an important role during the process. In addition, before each example, there is an explanation so the teacher can have a clear vision of the theory, the process and the practice.

Furthermore, the booklet was easily understood by students because the example is connected with the activities and there is an answer sheet to verify the answers. They also mentioned that the digital booklet could be practical during the pandemic because it is easy to download.

It is relevant to mention that after the written composition post-test about free time, the results were analyzed with the Vocabulary Profile Tool AntWordProfiler and this tool allowed for the generation of vocabulary statistics and corpus frequency information loaded into the program. It compared the files against a set of vocabulary level lists, which were plain frequency “family” lists based on the research of Paul Nation.

Additionally, the file viewer and editor tool allowed for the viewing of different levels of vocabulary in the file using color coding. Level 1 (gsl_1st_1000) was red, level 2 (gsl_2nd_1000) was green, level 3 (awl_570) was blue, and level 0 (words not in the first 2000 words) was black. The post-test results reported 85,3% total tokens coverage. **(See appendix 8).** Level 1 77,11%. Level 2 7,92%. Level 3 0,34. Level 0 14,63. It is evident that there was an improvement in the development of vocabulary by using Mnemonic Keyword Method. **(See appendix 9).**

As you will see, the tables and figures with the vocabulary from students’ written compositions in the pre-test and post-test were categorized by token, types, and word families. Tokens are the total of every word that occurs in the written text. For example, if the same word appears three times, it is counted three times. Types are a count of every unique word. Therefore, if the same word appears twice, it is calculated once. Word families consist of a headword, (e.g., create), inflected form (e.g., creates), and closely derived form (e.g., creator). **(See appendix 10).**

The results showed that after the implementation of the proposal based on the Mnemonic Keyword Method, there was an increase in the vocabulary level list. **(See appendix 11).**

3.5 Chapter III Conclusions

- The validation instrument presented to experts and users allowed for a valid review of the proposal. It permitted an effective analysis of the current investigation. The research process, its content, proposal and results were appropriate and relevant for teachers and students from the institution. The results on the post-test showed that the Mnemonic Keyword Method had a positive effect on students' vocabulary level.
- The applications of the Mnemonic Keyword Method helped learners in the development of vocabulary by using examples and activities during 3 months. The proposal developed was valid and innovative for students of Fifth Year Basic Education.
- During the application, students showed a good attitude towards the use of MKM. The AntWordProfiler played an important role in obtaining valid results in the comparison of the pre-test and post-test because it generated vocabulary statistics and frequency information in the corpus of students' written compositions of students in the program. AntWordProfiler determined how much and what vocabulary occurs in a particular text in the students' written composition. One important aspect is when the results showed an increase from 25% to 75% in level 3, academic word list.

GENERAL CONCLUSIONS

- The theoretical information analyzed helped the investigator to have a valid and clear understanding of the topic.
- The proposal developed evidence of the benefits of the Mnemonic Keyword Method in the development of vocabulary in an efficient way. The method combines both verbal and visual to link the information. In addition, the Mnemonic Keyword Method brought joy and permitted children to interact using the booklet. It is a positive variation during classes.
- The results obtained and analyzed with AntWordProfiler help to have a clear view on the level list taking into account the number of types, number of tokens, and number of groups (families).

RECOMMENDATIONS

- A good written composition will help students in the effective use of vocabulary because vocabulary is really important in communication. As English teachers, we have to find solutions or options that work in the development of vocabulary. The Mnemonic Keyword Method is an innovative method to help during the learning vocabulary process.
- For future research, the researchers who wish to continue with this investigation try to apply to a control group to better appreciate the results of change and improvement, since due to the virtual classes in pandemic times it was complicated to apply the research to a control group.

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(7 Rules For Acronyms | Writers Write, s. f.)

Appendices

Appendix 1



Figure 8. Global Ranking of Countries and Regions.

Source: EF EPI 2020 Edition

Note: This table shows that Ecuador is number 93/100 in the Global Ranking of Countries and regions.

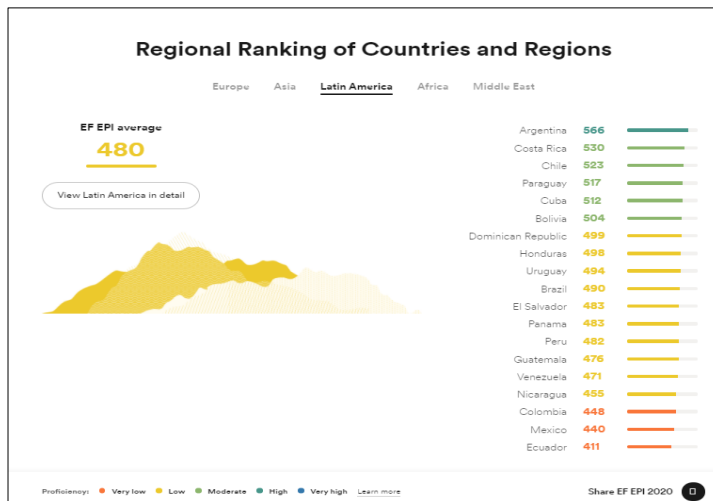


Figure 9. Regional Ranking of Countries and Regions

Source: EF EPI 2020 Edition

Note: This figure demonstrates that Ecuador is in last place in Latin America.

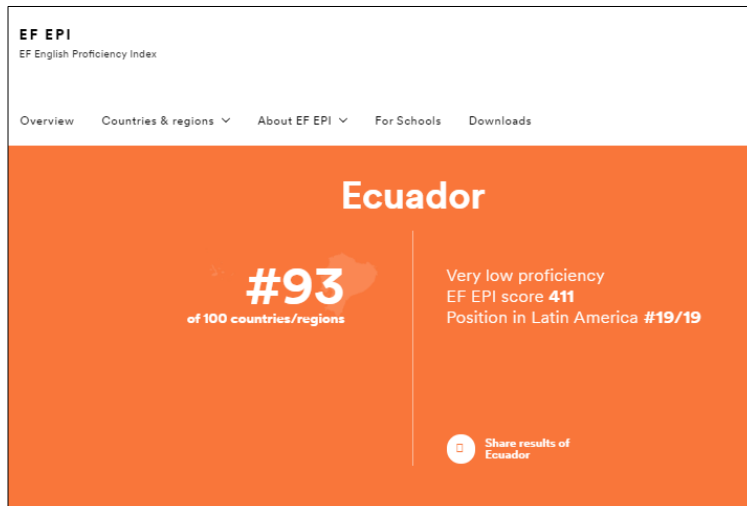


Figure 10. Ecuador

Source: EF EPI 2020 Edition

Note: This figure demonstrates that Ecuador is number 93 of 100 countries/regions. Ecuador has very low proficiency in EF EPI score 411 and Ecuador is in the last position 19/19.

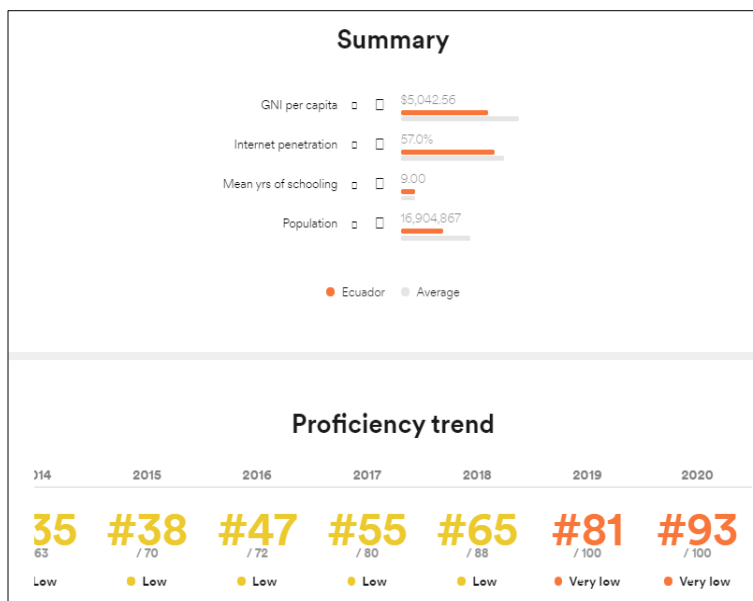


Figure 11. Summary

Source: EF EPI 2020 Edition

Appendix 2

Surveys applied to teachers, students and parents

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

**SURVEY APPLIED TO ENGLISH TEACHERS AT "ONCE DE
NOVIEMBRE" HIGH SCHOOL**

INSTRUCTIONS: Read the questions carefully. Then, answer them.

OBJECTIVE: To collect information about the Mnemonic Keyword Method.

Email: _____

1. Have you ever heard about the Mnemonic Keyword method?

Yes

No

2. Which of these resources do you use to teach Vocabulary?

Videos

Audios

Pictures

Acronyms

Acrostics

Keywords

Rhymes

3. Which of these strategies do you use to teach Vocabulary?

Repetition

Memorization

Label

Games

Sing songs

4. Which is the most important to you?

Grammar

Vocabulary

5. Do you think that having large vocabulary helps to master the four skills?

Yes

No

6. What does learning vocabulary depend on?

Students

Teachers

Memory

Strategy

7. Do you use a specific strategy to teach vocabulary during your English classes?

Yes

No

8. Do you motivate your students to learn vocabulary?

Yes

No

9. How important do you think vocabulary is to communicate?

Very important

Important

No important

10. Do you know a method to improve memory and develop vocabulary at the same time?

Yes

No

11. How often do you apply music in your English classes?

Always

Sometimes

Never

12. How often do you apply rhymes in your English classes?

Always

Sometimes

Never

13. How often do you use acrostics in your English classes?

Always

Sometimes

Never

14. How often do you use acronyms in your English classes?

Always

Sometimes

Never

15. How often do you use keyword methods in your English classes?

Always

Sometimes

Never

*Source: Google form survey
By: Chiluisa, V. 2021*

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

**SURVEY APPLIED TO STUDENTS IN FIFTH YEAR BASIC
EDUCATION AT "ONCE DE NOVIEMBRE" HIGH SCHOOL**

INSTRUCTIONS: Read the questions carefully. Then, answer them.

OBJECTIVE: To collect information about Mnemonic Keyword Method.

Email: _____

1. Have you ever heard about the Mnemonic Keyword method?

Yes

No

2. Which of these resources do you use to learn Vocabulary?

Videos

Audios

Pictures

Acronyms

Acrostics

Keywords

Rhymes

3. Which of these strategies do you like to learn Vocabulary?

Repetition

Memorization

Label

Games

Sing songs

4. What is the most important to you?

Grammar

Vocabulary

5. Do you think that having a large vocabulary facilitates your communication?

Yes

No

6. What factors are important to learn vocabulary?

Students

Teachers

Memory

Method

7. Would you like to learn and remember vocabulary easily?

Yes

No

8. How important is vocabulary to communicate?

Very important

Important

No important

9. Would you like to improve your memory?

Yes

No

10. Would you like to use an application to develop vocabulary?

Yes

No

Source: Google form survey

By: Chiluisa, V. 2021

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to
Teaching English as a Foreign Language

ENCUESTA PARA LOS PADRES DE FAMILIA DE QUINTO
AÑO DE LA UNIDAD EDUCATIVA “ONCE DE
NOVIEMBRE”

INSTRUCTIONS: Read the questions carefully. Then, answer them.

OBJECTIVE: To collect information about the Mnemonic Keyword Method.

Email: _____

1. ¿Ha escuchado alguna vez sobre el método de palabra clave mnemotécnica?

Si

No

2. ¿Qué estrategia utiliza su hijo/a para aprender vocabulario?

Repetición

memorización

rotulación

juegos

cantar canciones

3. ¿Piensa que el vocabulario facilitará la comunicación en Inglés de su hijo/a?

Si

No

4. ¿De qué depende aprender vocabulario?

Estudiantes

Profesores

Memoria

Estrategia

5. ¿Le gustaría alguna aplicación/plataforma para que su hijo/a desarrolle vocabulario?

Si

No

6. Tiene un poco de tiempo extra para acompañar a su hijo/a aprender vocabulario en Inglés?

Si

No

7. ¿Le gustaría que su hijo/a aprenda el método de palabra clave mnemotécnica?

Si

No

Appendix 3

Table 9. Results of Students' Survey

Questions	RESULTS OF STUDENTS' SURVEY ABOUT FEASIBILITY									
Frequency	Have you ever heard about the MKM?	Which of these resources do you like to learn Vocabulary?	Which of these strategies do you like to learn Vocabulary?	What is the most important to you?	Do you think that having a large vocabulary facilitates your communication?	What factors are important to learn vocabulary?	Would you like to learn and remember vocabulary easily?	How important is vocabulary to communicate?	Would you like to improve your memory?	Would you like to use an application to develop vocabulary?
Yes	9,7%									
No	90,3%									
Videos		71%								
Audios		32,3%								
Pictures		25,8%								
Acronyms		6,5%								
Acrostics		3,2%								
Keywords		12,9%								
Rhymes		16,1%								
Repetition			48,4%							
Memorization			22,6%							
Label			0%							

Games	41,9%				
Sing songs	41,9%				
Grammar		16,1%			
Vocabulary		96,8%			
Yes			96,8%		
No			3,2%		
Students				58,1%	
Teachers				41,9	
Memory				32,3%	
Method				35,5	
Yes					100%
No					0%
Very important					74,2
Important					25,8
No important					0%
Yes					100%
No					0%
Yes					83,9%
No					16,1%

Source: Results of Surveys of students <https://forms.gle/k7gkRsO6Bqc8T6Pm7>

By: Chiluisa, V. (2021)

Appendix 4

Table 10. Results of Teachers' Surveys

Questions	RESULTS OF TEACHERS' SURVEY											
	Frequency	Have you ever heard about MKM?	Which of these resources do you use to teach vocabulary?	Which of these strategies do you use to teach vocabulary?	Which is the most important to you?	Do you think that having a large vocabulary helps to master the four skills?	What does learning vocabulary depend on?	Do you use a specific strategy to teach vocabulary during your English classes?	Do you motivate your students to learn vocabulary?	How important do you think is a vocabulary to communicate?	Do you know a method to improve memory and develop vocabulary at the same time?	How often do you use the keyword method in your classes?
Yes	66,7%											
No	33,3%											
Videos		66,7%										
Audios		16,7%										
Pictures		100%										
Acronyms		0%										
Acrostics		0%										
Keywords		0%										
Rhymes		0%										
Repetition			83,3%									
Memorization			33,3%									
Label			16,7%									
Games			50%									
Sing songs			50%									
Grammar				16,7%								
Vocabulary				100%								
Yes					100%							
No					0%							

Students	0%				
Teachers	33,3%				
Memory	0%				
Strategy	100%				
Yes		83,3%			
No		16,7%			
Yes			100%		
No			0%		
Very important				83,3%	
Important				16,7%	
No important				0%	
Yes					83,3%
No					16,7%
Always					33,3%
Sometimes					66,7%
Never					0%

Source: Survey Applied To English Teachers At “Once De Noviembre” High School <https://forms.gle/ZFGumZ6dqSUR8R626>

By: Chiluisa, V. (2021)

Appendix 5

Table 11. Results of Parents' survey

Questions	RESULTS OF PARENTS' SURVEY		
Frequency	Would you like to use a platform/application/material that helps your child to develop vocabulary in EFL?	Do you have some extra time to help your child to develop vocabulary?	Would you like your child to learn the MKM?
Yes	93,8%		
No	6,3%		
Yes		90,6%	
No		9,4%	
Yes			100%
No			0%

Source: Resultados de encuesta a los padres <https://forms.gle/ANDoQEPZPPPTQfuv8>

By: Chiluisa, V. (2021)

Appendix 6

Table 12. Pre-Test Results: Analysis of pre-test composition about my family GSL/AWL lists

LEVEL	FILE	TOKEN	TOKEN%	CUMTOKEN%	TYPE	TYPE%	CUMTYPE%	GROUP	GROUP%	CUMGROUP%
1	1_gsl_1st_1000.txt	990	75.17	75.17	142	44.38	44.38	108	38.16	38.16
2	2_gsl_2nd_1000.txt	117	8.88	84.05	31	9.69	54.07	28	9.89	48.05
3	3_awl_570.txt	1	0.08	84.13	1	0.31	54.38	1	0.35	48.4
0	-	209	15.87	100	146	45.63	100.01	146	51.59	99.99
TOTAL:	1317			320			283			

Source: AntWordProfiler <https://www.laurenceanthony.net/software/antwordprofiler/>

By: Chiluisa, V. (2021).

Appendix 7

Table 13. Post-test Results: Analysis of post-test composition about my free time.

GSL/AWL lists

LEVEL	FILE	TOKEN	TOKEN%	CUMTOKEN%	TYPE	TYPE%	CUMTYPE%	GROUP	GROUP%	CUMGROUP%
1	1_gsl_1st_1000.txt	2045	77.11	77.11	208	42.19	42.19	169	38.06	38.06
2	2_gsl_2nd_1000.txt	210	7.92	85.03	58	11.76	53.95	49	11.04	49.1
3	3awl_570.txt	9	0.34	85.37	7	1.42	55.37	6	1.35	50.45
0	-	388	14.63	100	220	44.62	99.99	220	49.55	100
TOTAL:	2652			493			444			

Source: AntWordProfiler <https://www.laurenceanthony.net/software/antwordprofiler/>

By: Chiluisa, V. (2021).

Appendix 8

**Table 14. Pre-test and Post-test Results: Analysis of compositions.
GSL/AWL lists**

	Pre test	Posttest
Level List 1_tokens	75,2	77,1
Level List 2_tokens	8,9	7,9
Level List 3_tokens	0,1	0,3
Level List 0_tokens	15,9	14,6
Token Coverage	84,2	85,3

*Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
By: Chiluisa, V. (2021).*

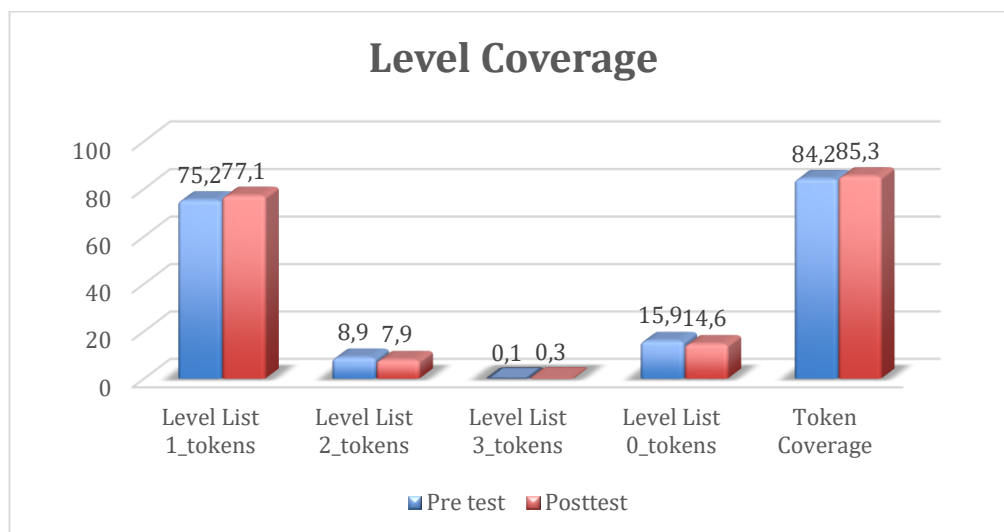


Figure 12. Pre-test and Post-test Level 1_gsl_1000.txt, Level 2_gsl_2nd_1000.txt, Level 3awl_570, and total coverage

*Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
By: Chiluisa, V. (2021).*

As showed in the bar graph above according to the written composition analyzed through AntWordProfiler displayed the level coverage obtained in the pre-test and post-test and it shows the changes on the first frequent 1000 words of English, the second 1000 most frequent words, and the third level that are the Academic Word List.

Those base lists include the base forms of words and derived forms. So, the level 1 contain 4000 form or types. General Service List are usually those in the list with a frequent higher than 332 occurrences per million words, plus months, days of

week, numbers, titles (Mr, Mrs, Miss, Ms, Mister), and frequent greetings. Also, the word forms in the base are grouped into word families under a headword. (Gilner, s. f.).

Students in level 1 has increased from 75.2 to 77.1 tokens which is equivalent to 49% in the pretest to 51% in the post test. In level 2 has decreased from 8.9 to 7.9 in tokens which means from 53% in the pretest and 47% in the post test, and it is because they have a positive increment in level 3 from 0,1 to 0.3 tokens that means 25% in the pretest and 75% in the post test tokens. So, the total token coverage of the corpus is from 84.2 to 85.3%. The results are encouraging to understand the 90-95% of colloquial speech and 80-85 percent of common written has to know all words on the list and their families. The GSL has 1964 families, 3623 number of lemmas (headwords) and students, has an improvement in the development of vocabulary which help to understand all areas of communication. (*New General Service List: Core Vocabulary For EFL Students & Teachers*, s. f.).

Furthermore, it is positive because according to Nation (2001) “the combination of the GSL and the Academic Word List (Coxhead,2000) of relevance because of the complementary coverage”. And, it is what happen with these results because learners have improved GSL and AWL so, they provided and also the BNC (British National Corpus) is largely made up from written sources which contain vocabulary likely to have been deliberately excluded from the GSL by its authors.

**Table 15. Pre-test and Post-test results comparison.
GSL/AWL lists**

	Pre-test	Post-test
Number of types	320	493
Number of tokes	1317	2652

Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
By: Chiluisa, V. (2021).

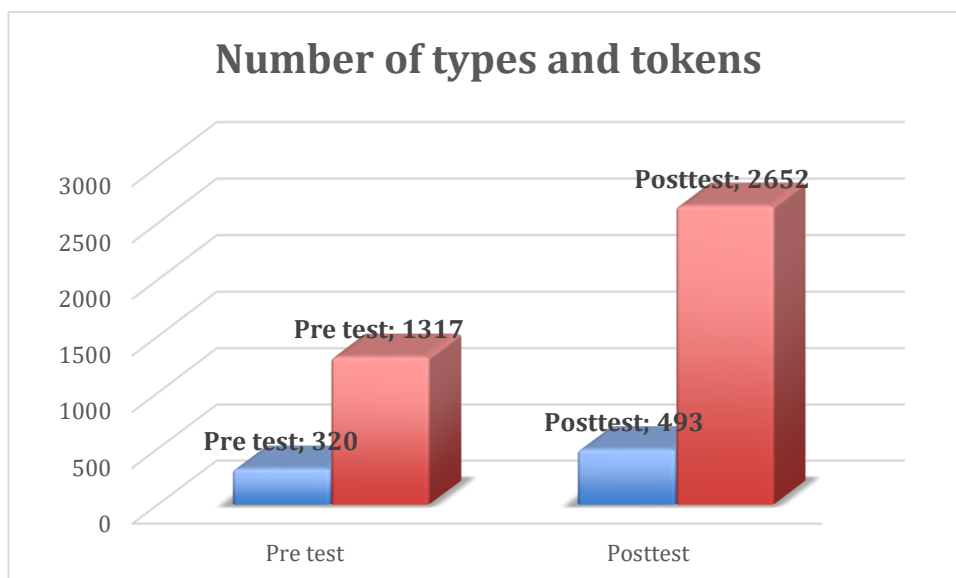


Figure 13. Pre-test and Post-test results comparison between Number of types and tokens
 Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
 By: Chiluisa, V. (2021).

As showed in the bar graph above, the results obtained in the pre-test and post-test shows that before applying the Mnemonic Keyword Method, students obtained 320 number of types and 1317 number of tokes which is equivalent to 39% of the number of types and tokens in the written composition pre-test about family. While in the post-test, students obtained 493 number of types and 2652 number of tokes which corresponds to 61% of types and tokens in their written composition about free time. The post-test was applied when the researcher finished the activities from the booklet to have real results.

Table 16. Pre-test and Post-test token coverage GSL/AWL lists

	TOTAL COVERAGE
Pre-test	84,2
Post-test	85,3

Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
 By: Chiluisa, V. (2021).

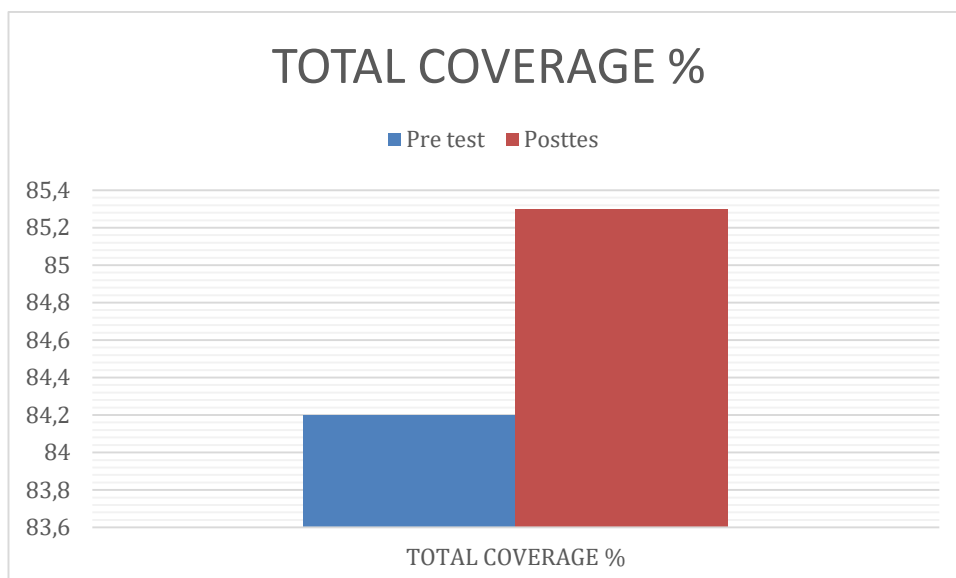


Figure 14. Pre-test and Post-test token coverage GSL/AWL lists

Source: written compositions results AntWordProfiler

<https://www.laurenceanthony.net/software/antwordprofiler/>

By: Chiluisa, V. (2021)

The bar graph shows the total coverage between pre-test and post-test. The results obtained in the pre-test are 84.2, and 85.3 in the post-test results. Taking into account the first 1000 most frequent words in English, the second 1000 most frequent words, and academic word list, there is a 1.1 increase in the post-test.

Table 17. Pre-test and Post-test Level 1_gsl_1st_1000.tx

	Level 1_gsl_1st_1000.tx
Pre-test	75,2
Pos-test	77,1

Source: written compositions results AntWordProfiler

<https://www.laurenceanthony.net/software/antwordprofiler/>

By: Chiluisa, V. (2021).

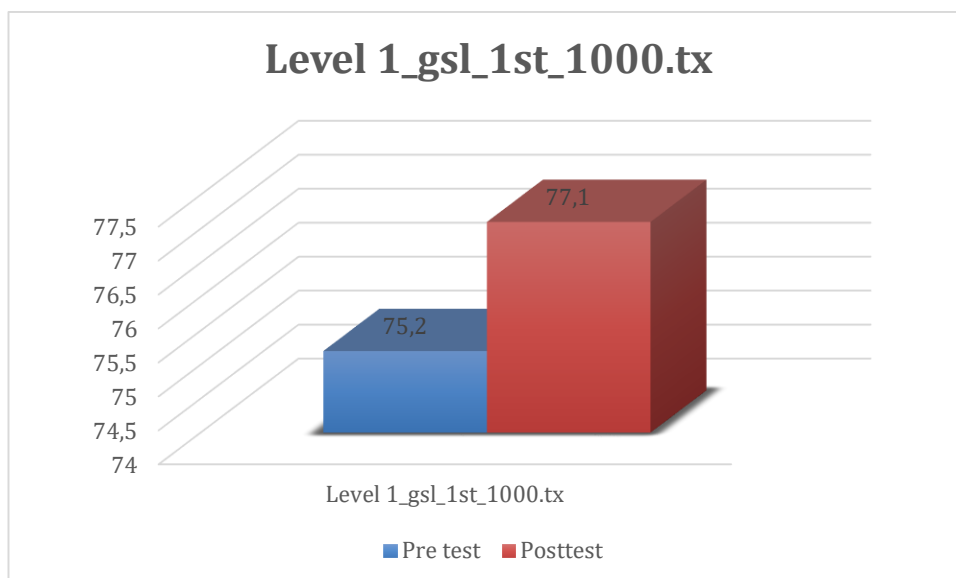


Figure 15. Pre-test and Post-test Level 1_gsl_1st_1000.tx
 Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
<https://gonaturalenglish.com/1000-most-common-words-in-the-english-language/>
 By: Chiluisa, V. (2021)

The bar graph shows the results in Level 1, it consists of the first 1000 most frequent words. The list chosen is the General Service list. The pre-test result is 75.2, and the post-test result is 77.1. An interesting observation is an increase of 1.9 in the post-test.

Table 18. Pre-test and Post-test Level 2_gsl_2nd_1000.txt

	Level 2_gsl_2nd_1000.txt
Pre-test	8,9
Post-test	7,9

Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
 By: Chiluisa, V. (2021).

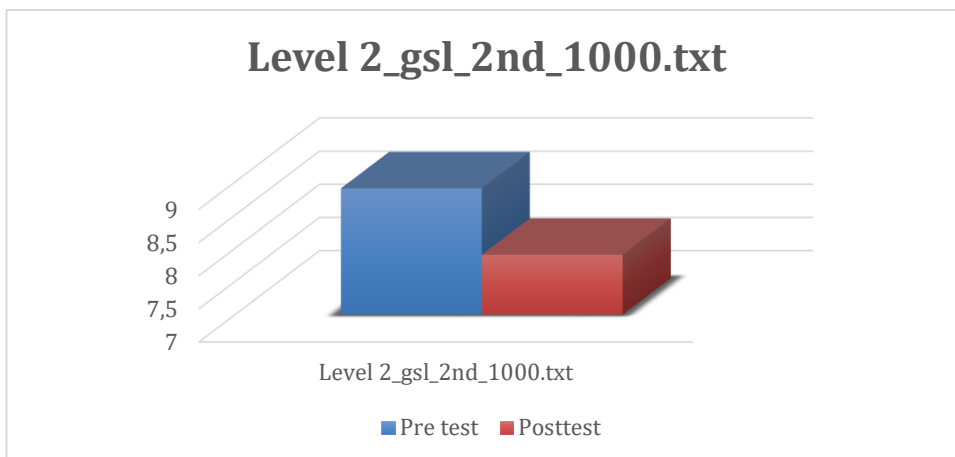


Figure 16. Pre-test and Post-test Level 2_gsl_2nd_1000.txt

Source: written compositions results AntWordProfiler

<https://www.laurenceanthony.net/software/antwordprofiler/>

<https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/vocabulary-lists/general-service-list/general-service-list-headwords.pdf>

By: Chiluisa, V. (2021)

The bar graph illustrates Level 2 of the General Service List. It contains the second 1000 most frequent words. The pre-test result is 8.9 with **53%**, and the post-test result is 7.9 with **47%**. It decreased to 1, that means 6% in the use of level 2.

Table 19. Pre-test and Post-test Level 3_awl_570.txt

Level 3_awl_570.txt	
Pre-test	0,1
Post-test	0,3

Source: written compositions results AntWordProfiler

<https://www.laurenceanthony.net/software/antwordprofiler/>

By: Chiluisa, V. (2021)

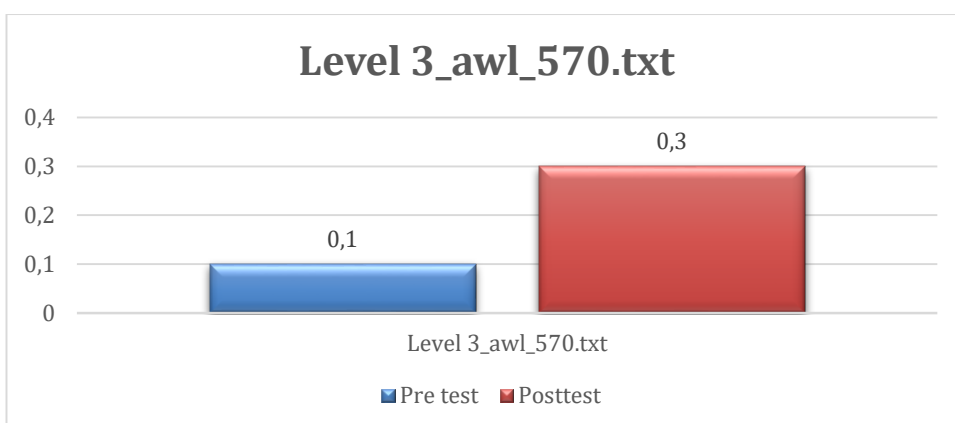


Figure 17. Pre-test and Post-test Level 3_awl_570.txt

Source: written compositions results AntWordProfiler

<https://www.laurenceanthony.net/software/antwordprofiler/>

http://ielpmarianna.pbworks.com/w/file/attach/101175910/AWL_sublists1-0_alpha_col_pink.pdf

By: Chiluisa, V. (2021)

This bar graph shows pre-test and post-test results of Level 3. This list contains 570 Academics Word List. The pre-test result is 0.1 that represents the 25%, the post-test result is 0.3 that represents the 75%. As shown in the chart, the post-test results have increased by 50% in the use of Academic Word List.

Table 20. Pre-test and Post-test Level 0_words not in first 2000 words

	Level 0_words not in first 2000 words
Pre-test	15,9
Post-test	14,6

Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
 By: Chiluisa, V. (2021)

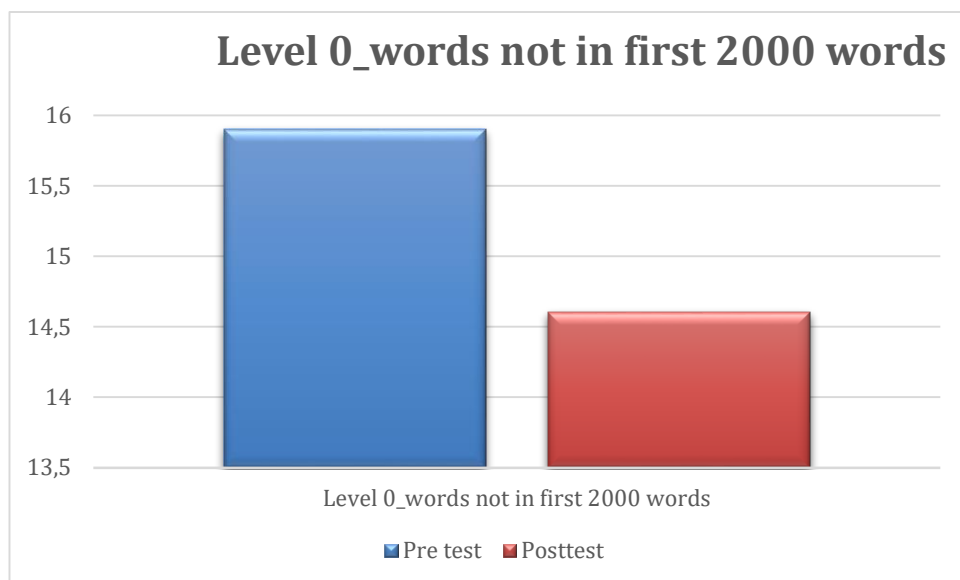


Figure 18. Pre-test and Post-test Level 0_words not in first 2000 words
Source: written compositions results AntWordProfiler
<https://www.laurenceanthony.net/software/antwordprofiler/>
 By: Chiluisa, V. (2021)

Finally, if we look at this bar graph of the pre-test and post-test of level_0, which are words not in the first 2000 words and Academic Word List, the pre-test results show the 15.9 that represents the 52%, and the post-test results show the 14.6 which represents the 48%. This is something positive because AntWordProfiler does not analyze misspelled words or words written in Spanish.

Appendix 9

Table 17
Posttest Types and Groups Found in List 1, list 2, and list 3.

Types Found In Base List 1				Groups Found In Base List 1			
File name: 1_gsl_1st_1000.txt				File name: 1_gsl_1st_1000.txt			
Type	Range	Freq	uf_1	Group	Range	Freq	uf_1
A	1	22	22	A	1	26	26
About	1	1	1	About	1	1	1
Active	1	1	1	Active	1	4	4
Activities	1	3	3	adventure	1	1	1
Adventure	1	1	1	Ago	1	1	1
Ago	1	1	1	Air	1	1	1
Air	1	1	1	All	1	3	3
All	1	3	3	Along	1	1	1
along	1	1	1	Also	1	17	17
Also	1	17	17	And	1	83	83
Am	1	2	2	Animal	1	1	1
An	1	4	4	As	1	5	5
And	1	83	83	At	1	1	1
animal	1	1	1	Ball	1	1	1
Are	1	5	5	be	1	81	81
As	1	5	5	bear	1	1	1
At	1	1	1	because	1	1	1
Ball	1	1	1	bed	1	3	3
Bear	1	1	1	best	1	1	1
because	1	1	1	between	1	1	1
Bed	1	3	3	blue	1	1	1
being	1	1	1	book	1	9	9
Best	1	1	1	brother	1	8	8
between	1	1	1	build	1	1	1
Blue	1	1	1	but	1	1	1
Book	1	3	3	call	1	3	3
books	1	6	6	can	1	1	1
brother	1	7	7	car	1	1	1
brothers	1	1	1	care	1	1	1
Build	1	1	1	child	1	2	2
But	1	1	1	city	1	4	4

called	1	2	2	colour	1	3	3
Calls	1	1	1	come	1	1	1
Can	1	1	1	day	1	1	1
Car	1	1	1	do	1	9	9
Care	1	1	1	dog	1	6	6
childhood	1	1	1	draw	1	2	2
children	1	1	1	dress	1	1	1
City	1	4	4	drink	1	1	1
Color	1	3	3	earth	1	1	1
comes	1	1	1	eat	1	3	3
Dad	1	1	1	english	1	1	1
Day	1	1	1	enjoy	1	1	1
Do	1	6	6	every	1	2	2
Dogs	1	6	6	exercise	1	1	1
doing	1	1	1	f	1	1	1
Don	1	2	2	family	1	21	21
Draw	1	2	2	famous	1	1	1
Dress	1	1	1	father	1	3	3
Drink	1	1	1	favour	1	32	32
Earth	1	1	1	field	1	1	1
Eat	1	3	3	finish	1	2	2
english	1	1	1	fire	1	3	3
enjoy	1	1	1	five	1	2	2
every	1	1	1	fix	1	1	1
everything	1	1	1	fly	1	1	1
exercise	1	1	1	food	1	1	1
F	1	1	1	for	1	1	1
family	1	21	21	free	1	42	42
famous	1	1	1	friend	1	4	4
father	1	2	2	from	1	2	2
favorite	1	32	32	game	1	20	20
Field	1	1	1	garden	1	1	1
finish	1	2	2	get	1	4	4
Fire	1	3	3	go	1	4	4
Five	1	2	2	good	1	11	11
Fix	1	1	1	great	1	1	1
Fly	1	1	1	green	1	1	1
Food	1	1	1	have	1	5	5

For	1	1	1	help	1	3	3
Free	1	42	42	home	1	1	1
friend	1	2	2	hope	1	1	1
friends	1	2	2	horse	1	3	3
From	1	2	2	hot	1	1	1
game	1	1	1	house	1	1	1
games	1	19	19	i	1	437	437
garden	1	1	1	in	1	62	62
Get	1	4	4	interest	1	1	1
Go	1	3	3	it	1	2	2
going	1	1	1	k	1	2	2
Good	1	11	11	l	1	15	15
Great	1	1	1	law	1	1	1
green	1	1	1	like	1	147	147
Have	1	4	4	listen	1	28	28
Help	1	3	3	little	1	9	9
home	1	1	1	live	1	28	28
Hope	1	1	1	love	1	74	74
horse	1	2	2	make	1	2	2
horses	1	1	1	man	1	1	1
Hot	1	1	1	milk	1	1	1
house	1	1	1	mind	1	1	1
I	1	255	255	miss	1	2	2
In	1	62	62	modern	1	1	1
interested	1	1	1	moment	1	1	1
Is	1	68	68	morning	1	3	3
It	1	2	2	mother	1	7	7
K	1	2	2	music	1	55	55
L	1	15	15	name	1	35	35
Law	1	1	1	nation	1	1	1
Like	1	146	146	need	1	1	1
Likes	1	1	1	no	1	1	1
listen	1	25	25	not	1	1	1
listening	1	3	3	of	1	14	14
Little	1	9	9	old	1	1	1
Live	1	27	27	on	1	8	8
Lived	1	1	1	open	1	1	1
Love	1	74	74	or	1	4	4

make	1	2	2	other	1	1	1
Man	1	1	1	out	1	1	1
Me	1	3	3	p	1	2	2
Milk	1	1	1	plant	1	1	1
Mind	1	1	1	play	1	111	111
Miss	1	2	2	please	1	1	1
modern	1	1	1	read	1	12	12
Mom	1	2	2	really	1	7	7
moments	1	1	1	record	1	1	1
morning	1	3	3	red	1	2	2
mother	1	5	5	ride	1	4	4
music	1	43	43	rock	1	3	3
musical	1	12	12	roll	1	1	1
My	1	179	179	room	1	1	1
name	1	35	35	run	1	3	3
national	1	1	1	second	1	1	1
needs	1	1	1	shape	1	1	1
No	1	1	1	she	1	1	1
Of	1	14	14	sing	1	6	6
Old	1	1	1	sister	1	4	4
On	1	8	8	sky	1	1	1
Open	1	1	1	so	1	1	1
Or	1	4	4	some	1	4	4
Other	1	1	1	son	1	1	1
Our	1	2	2	soon	1	1	1
Out	1	1	1	speed	1	1	1
P	1	2	2	spend	1	3	3
plants	1	1	1	station	1	1	1
Play	1	101	101	stay	1	1	1
playing	1	10	10	store	1	1	1
pleasant	1	1	1	story	1	3	3
Read	1	11	11	such	1	4	4
reading	1	1	1	sun	1	1	1
really	1	7	7	take	1	1	1
record	1	1	1	teach	1	32	32
Red	1	2	2	the	1	56	56
Ride	1	2	2	then	1	1	1
riding	1	2	2	they	1	2	2

Rock	1	3	3	this	1	6	6
roller	1	1	1	time	1	45	45
Room	1	1	1	to	1	181	181
Run	1	3	3	together	1	1	1
S	1	5	5	tree	1	1	1
second	1	1	1	type	1	1	1
shape	1	1	1	until	1	1	1
She	1	1	1	up	1	2	2
Sing	1	3	3	use	1	1	1
singing	1	1	1	v	1	1	1
sister	1	4	4	very	1	5	5
Sky	1	1	1	walk	1	1	1
So	1	1	1	want	1	1	1
Some	1	4	4	watch	1	9	9
Son	1	1	1	we	1	20	20
Song	1	1	1	week	1	1	1
songs	1	1	1	well	1	2	2
Soon	1	1	1	when	1	7	7
Sped	1	1	1	which	1	1	1
spend	1	2	2	while	1	1	1
spent	1	1	1	with	1	51	51
station	1	1	1	y	1	3	3
Stay	1	1	1	year	1	1	1
Store	1	1	1	you	1	2	2
stories	1	3	3				
Such	1	4	4	Groups Found In Base List 2			
Sun	1	1	1	File name: 2_gsl_2nd_1000.txt			
T	1	1	1				
Take	1	1	1	Group	Range	Freq	uf_1
teacher	1	32	32	afternoon	1	9	9
That	1	4	4	airplane	1	1	1
The	1	56	56	bay	1	2	2
Then	1	1	1	bicycle	1	1	1
These	1	1	1	bus	1	1	1
They	1	2	2	cake	1	2	2
This	1	1	1	cat	1	1	1
Time	1	45	45	chicken	1	1	1
To	1	181	181	climb	1	1	1

together	1	1	1	cook	1	1	1
Trees	1	1	1	cousin	1	4	4
types	1	1	1	crash	1	1	1
Until	1	1	1	cream	1	3	3
Up	1	2	2	dance	1	20	20
Us	1	1	1	drum	1	1	1
Use	1	1	1	electric	1	2	2
V	1	1	1	especial	1	1	1
Ve	1	1	1	fat	1	1	1
Very	1	5	5	foot	1	10	10
Walk	1	1	1	fun	1	3	3
Want	1	1	1	grand	1	1	1
watch	1	5	5	hide	1	1	1
watching	1	4	4	hullo	1	25	25
We	1	17	17	humble	1	1	1
weekends	1	1	1	ice	1	3	3
Well	1	2	2	instrument	1	17	17
when	1	7	7	jump	1	3	3
which	1	1	1	kitchen	1	1	1
while	1	1	1	lend	1	1	1
With	1	51	51	lot	1	7	7
Y	1	3	3	monkey	1	2	2
years	1	1	1	orange	1	2	2
You	1	1	1	parent	1	7	7
Your	1	1	1	park	1	2	2
				pet	1	3	3
				practise	1	5	5
				programme	1	1	1
				radio	1	1	1
				rope	1	1	1
afternoon	1	9	9	spare	1	5	5
airplane	1	1	1	sport	1	39	39
Bay	1	2	2	swim	1	4	4
bicycles	1	1	1	taxi	1	2	2
Bus	1	1	1	telephone	1	2	2
Cake	1	1	1	thank	1	1	1
cakes	1	1	1	tire	1	2	2
Cat	1	1	1	uncle	1	2	2

Types Found In Base List 2

File name: 2_gsl_2nd_1000.txt

Type	Range	Freq	uf_1				
afternoon	1	9	9	spare	1	5	5
airplane	1	1	1	sport	1	39	39
Bay	1	2	2	swim	1	4	4
bicycles	1	1	1	taxi	1	2	2
Bus	1	1	1	telephone	1	2	2
Cake	1	1	1	thank	1	1	1
cakes	1	1	1	tire	1	2	2
Cat	1	1	1	uncle	1	2	2

chicken	1	1	1	yard	1	2	2
climbing	1	1	1	yellow	1	1	1
cooking	1	1	1				
cousin	1	2	2	Groups Found In Base List 3			
cousins	1	2	2	File name: 3_awl_570.txt			
crashing	1	1	1				
cream	1	3	3	Group	Range	Freq	uf_1
dance	1	17	17	classic	1	3	3
dancing	1	3	3	cycle	1	1	1
drums	1	1	1	impact	1	1	1
electric	1	2	2	team	1	1	1
especially	1	1	1	tradition	1	2	2
Fat	1	1	1	transport	1	1	1
football	1	10	10				
Fun	1	2	2				
funny	1	1	1				
grandmother	1	1	1				
Hello	1	24	24				
Hi	1	1	1				
hidden	1	1	1				
humble	1	1	1				
Ice	1	3	3				
instrument	1	5	5				
instruments	1	12	12				
Jump	1	1	1				
jumping	1	2	2				
kitchen	1	1	1				
lends	1	1	1				
Lot	1	7	7				
monkeys	1	2	2				
orange	1	2	2				
parents	1	7	7				
Park	1	2	2				
Pets	1	3	3				
phone	1	2	2				
practice	1	5	5				
program	1	1	1				
Radio	1	1	1				

Rope	1	1	1
Spare	1	5	5
Sport	1	21	21
sports	1	18	18
Swim	1	1	1
swimming	1	3	3
Taxi	1	2	2
thanks	1	1	1
Tired	1	2	2
uncle	1	2	2
Yard	1	2	2
yellow	1	1	1

Types Found In Base List 3

File name: 3_awl_570.txt

Type	Range	Freq	uf_1
classic	1	1	1
classical	1	2	2
cycling	1	1	1
impact	1	1	1
Team	1	1	1
traditional	1	2	2
transportation	1	1	1

- **Word Groups (families)** consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately. So, watch, watches, watched, and watching may all be members of the same word family for a learner with a command of the inflectional suffixes of English. As a learner's knowledge of affixation develops, the size of the word family increases.

Appendix 10



Figure 19. Analysis of Pretest Composition by Level Coverage.
Source: AntWordProfiler 1.5.1w (Windows) 2021.



Figure 20. Analysis of Pre Test Composition by Level Coverage.
Source: AntWordProfiler .5.1w (Windows) 2021

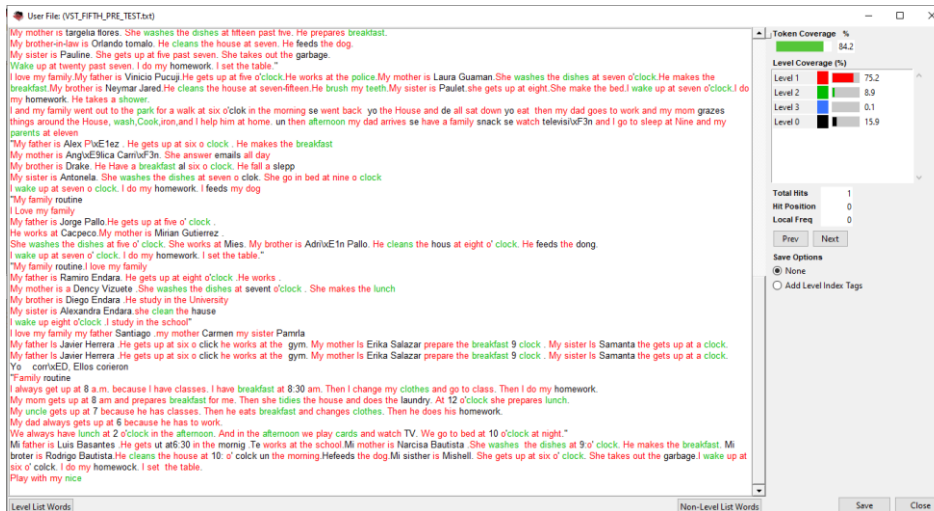


Figure 21. Analysis of Pre Test Composition by Level Coverage.
Source: AntWordProfiler 1.5.1w (Windows)2021

Appendix 11

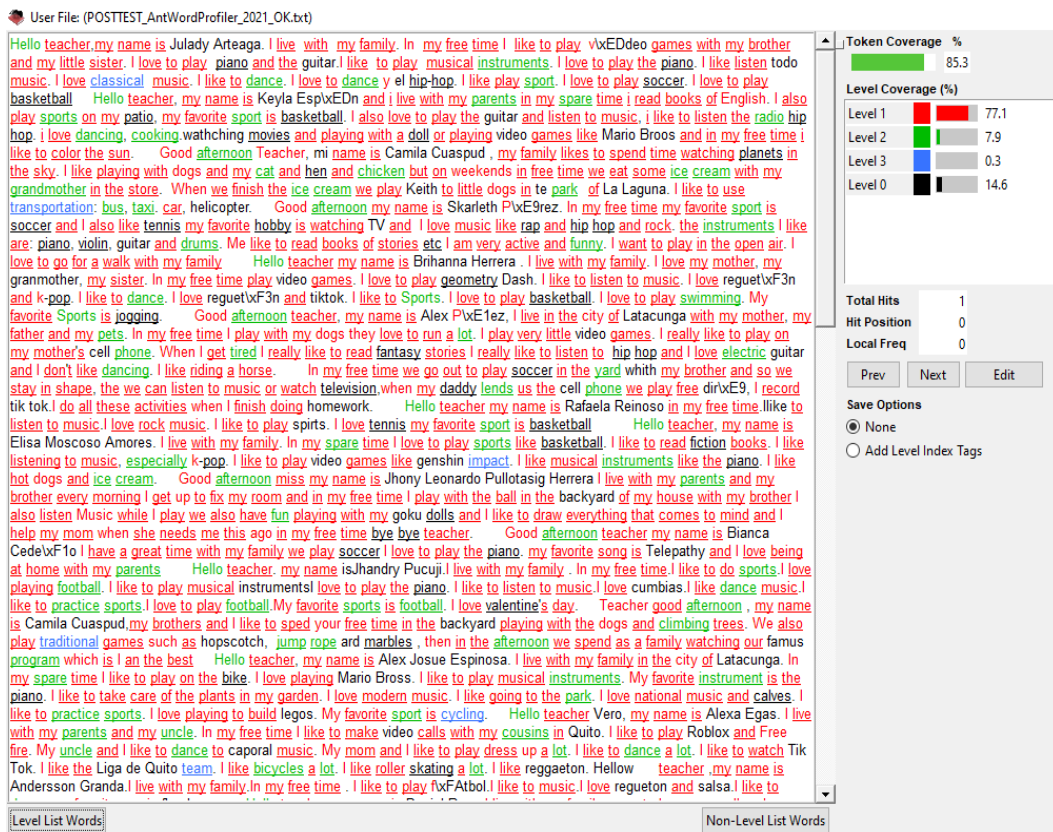


Figure 22. Analysis of post-test Composition: token coverage
Source: AntWordProfiler 1.5.1w (Windows)2021

Appendix 12

Unidad Educativa
"ONCE DE NOVIEMBRE"
Parroquia Ignacio Flores - Ciudad Latacunga - Ecuador



MINISTERIO DE EDUCACIÓN

Oficio No. 110-RE-UEON-2020-2021-COVID.19
Latacunga, 27 de Abril de 2021

Señora
Lic. Myrian Verónica Chiluisa Taipe
DOCENTE DE LA INSTITUCIÓN
En su despacho

De mi consideración:

A nombre y representación de la Unidad Educativa "Once de Noviembre", expreso un cordial y atento saludo.

Dando contestación al Oficio N° 001. Del 31 de marzo del 2021 donde, *solicita autorización para realizar el informe de investigación con el tema: "MNEMONIC KEYWORD METHOD IN THE DEVELOPMENT OF VOCABULARY IN EFL." "Método de palabra clave mnemotécnica en el desarrollo de vocabulario en Inglés como lengua extranjera" en el que se aplicara encuestas a los estudiantes del grupo mencionado, padres de familia, y docente del área de Inglés, aplicar un pre test y post test con el grupo de estudiantes de Quinto año "A" jornada matutina de la Unidad Educativa "Once de Noviembre" en el periodo lectivo 2020-2021.*

Su pedido es considerado de manera favorable para que usted realice el respectivo informe de investigación.

Atentamente,



Dr. Kléber Rodríguez Esquivel MSc.
CI. 0502125164
RECTOR DE LA INSTITUCIÓN

Source: Oficio de Aprobación por Parte del Rector de la Institución.

Appendix 13

Experts' evaluation

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. Research proposal data:

Author: Chiluisa Taípe Myrian Verónica

Topic: Mnemonic Keyword Method in the development of vocabulary.

Objective: To provide examples based on Mnemonic Keyword Method for the development of vocabulary in EFL.

2. Evaluator's information

Evaluator's name:	Catherine Heimsoth
ID number:	N/A
Academic degree:	Master's Degree, TESOL/Applied Linguistics (degree conferred from the University of Illinois at Chicago in the United States)
Senescyt registration number	N/A
Current job:	Programs Coordinator, University of California Los Angeles Dashew Center for International Students and Scholars (USA)
Phone number:	+1 817-404-7790
e-mail:	catherineheimsoth@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		

g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

Yes, the proposal shows a clear methodological structure with the problem, methodology, and application clearly stated and explained to sufficient detail.

2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

Yes, the content follows an appropriate structure that matches the structure of studies and proposals I have read in my own studies as a master's student of Applied Linguistics. In addition, the structure and format is easily understood by a native English speaker.

3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?

Yes, I believe this proposal contributes in a valid and significant way to the field of Applied Linguistics. It gives research-based evidence based on empirical research as well as practical uses for language teachers to implement in their classrooms.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. General comments and recommendations for the Author.

I believe this is a well-thought out and planned proposal. It shows a clear synthesis of empirical evidence in addition to practical applications, which will be useful for language teachers.

Evaluator's signature

Catherine Harrison

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. Research proposal data:

Author: Chiluisa Taipe Myrian Verónica

Topic: Mnemonic Keyword Method in the development of vocabulary.

Objective:

- To provide examples based on Mnemonic Keyword Method for the development of vocabulary in EFL.

2. Evaluator's information

Evaluator's name:	GALO ALEJANDRO PALACIOS TERÁN
ID number:	1707768204
Academic degree:	PHD EDUCATIONAL RESEARCH
Senescyt registration number	7241128390
Current job:	ASSOCIATE PROFESSOR – UNIVERSIDAD CENTRAL DEL ECUADOR
Phone number:	0999477195
e-mail:	gapalacios@uce.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current, and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related research.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.		X	
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up to date.	X		

f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives, and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.		X	

Comment on the following statements, please.

<p>1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>
<p>It is obvious that the proposal relates to a previous research process, it treats an analyzed problem, the methodology shown is appropriate to fulfill the objectives posed at the beginning.</p>
<p>2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?</p>
<p>From my point of view, the development of vocabulary is an important part when learning a language analyzing the contents of this proposal of Mnemonic Keyword Method with a brief explanation of what the method is about, its advantages disadvantages, and recommendations to practice with students, we can consider as a tool of great significance and value.</p>
<p>3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?</p>
<p>In my years of experience as a teacher, the Mnemonic Keyword Method is an excellent strategy that permits the development of vocabulary and improvement of memory simultaneously. The booklet presented as a proposal is centered on the most popular Mnemonic Keyword Method.</p>

4. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	x
Nacional	
Internacional	

5. General comments and recommendations for the Author.

Referring to the author, Veronica's contribution for her area of expertise it's important, Mnemonic keywords method has different aspects where it can be applied, I suggest a deeper research and more analysis in this topic. I consider it would be a great contribution for teachers and students.



Evaluator's signature
Galo Palacios T. Ph.D.
I.D. 1707768204

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. Research proposal data:

Author: Chiluisa Taípe Myrian Verónica

Topic: Mnemonic Keyword Method in the development of vocabulary.

Objective: To provide examples based on Mnemonic Keyword Method for the development of vocabulary in EFL.

2. Evaluator's information

Evaluator's name:	Rodrigo Tovar Viera
ID number:	0502414089
Academic degree:	Magister in Applied Linguistics
Senescyt registration number	1027-16-6077579
Current job:	Universidad Técnica de Cotopaxi
Phone number:	0998161682
e-mail:	rodrigo.tovar@utc.edu.ec

Evaluation

Place an X on the square.

d) The originality of the contributions and reflections of the author give added value to the proposal.			
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.		X	
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.		X	

g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)		X	
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
The learning material reflects an analytical, reflective, and critical methodological process in applied linguistics. It states the problem and makes use of appropriate methods to turn theory into practical exercises to English language education from a morphological perspective.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The learning material proposed is accurate, in terms of content and structure; nonetheless, it is suggested to applied it first, to get positive feedback concerning its feasibility and detect possible shortcomings.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
The learning material attempts to close one of the many research gaps in field of English language education in the Ecuadorian educational systems, particularly in teaching vocabulary and improving learners' vocabulary knowledge.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. General comments and recommendations for the Author.

For the final written version, check and revise the lexical and grammatical choices to improving learning material proposed.


Evaluator's signature
I.D: 0502414089

Appendix 14
Users' evaluation

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

1. Research proposal data:

Author: Chiluisa Taipe Myrian Verónica

Topic: Mnemonic Keyword Method in the development of vocabulary.

Objective: To provide examples based on Mnemonic Keyword Method for the development of vocabulary in EFL.

2. Evaluator's information

Evaluator's name:	Gálvez Logroño Elsa Adriana
ID number:	0501973390
Academic degree:	Licenciada En Ciencias De La Educacion Especialización Ingles senescyt. 1020-05-575346
Current job:	Unidad Educativa "Once de Noviembre"
Phone number:	0998947616
e-mail:	elsa-g-a@hotmail.com

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		

e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

Effectively, all the content of the proposal is structured and written in a coherent and adequate manner. The research has been presented, understood, and it is considered an excellent material to include in the teaching-learning process of the students and can also be adapted to the different years of general basic education due to its well-structured content.

2. Impact. What is the impact of this proposal? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

3. General comments and recommendations for the Author.

I would like to highlight the excellent work developed. I consider it was an interesting topic because this investigation helps and supports teachers and students during vocabulary learning by improving memory simultaneously using Mnemonic Keyword Methods. Congratulation on the investigation and contribution to education with this kind of topic to improve the teaching-learning process at “Once de Noviembre” high school. It is an investigation that is a very striking and fun proposal for students to develop vocabulary with this method. Also, it is an opportunity for teachers to learn new methods to apply during classes.



Evaluator's signature

ID 0501973390

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

3. Research proposal data:

Author: Chiluisa Taípe Myrian Verónica

Topic: Mnemonic Keyword Method in the development of vocabulary.

Objective: To provide examples based on Mnemonic Keyword Method for the development of vocabulary in EFL.

4. Evaluator's information

Evaluator's name:	Viera Jiménez Martha Marisol
ID number:	0501897060
Academic degree:	Licenciada En Ciencias De La Educacion Especializacion Ingles senescyt. 1020-07-749349
Current job:	Unidad Educativa "Once de Noviembre"
Phone number:	0999311252
e-mail:	marthaviera1971@hotmail.com

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and	X		

tables) are relevant, they clarify and provide significance.			
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

4. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

Undoubtedly, the content of the proposal presented by the researcher is clearly structured and written for a good understanding. As a user I consider, it is developed in a way to catch the attention because it has fun and colorful activities. The educational community involves teachers, students and parents, so I consider the proposal is well done because this material is adequate and easy to use.

5. Impact. What is the impact of this proposal? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

6. General comments and recommendations for the Author.

First, I want to congratulate the researcher because the proposal is developed in a fun, colorful and eye-catching way to catch the students' attention. The proposal is appropriate and easy to manipulate for students, also is easy for parents because it has the answer sheet to check the information. This kind of work helps to improve the teaching learning process, in this case vocabulary as foreign language using Mnemonics. Moreover, as teachers we must be updated and at the Forefront of new methods or strategies for the benefit of our institution and students who are our priority.



Evaluator's signature

ID 0501897060

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

5. Research proposal data:

Author: Chiluisa Taípe Myrian Verónica

Topic: Mnemonic Keyword Method in the development of vocabulary.

Objective: To provide examples based on Mnemonic Keyword Method for the development of vocabulary in EFL.

6. Evaluator's information

Evaluator's name:	Molina Molina Norma Piedad
ID number:	0502038383
Academic degree:	Licenciada En Ciencias De La Educacion Mencion Ingles senescyt. 1020-10-988286
Current job:	Unidad Educativa "Once de Noviembre"
Phone number:	0998366691
e-mail:	n.molina65@yahoo.com

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and	X		

tables) are relevant, they clarify and provide significance.			
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

7. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

It is surely an understandable and well structured research in terms of structure and writing. In addition, it was discussed by the educational community. It means, by English teacher from the área, students in the fifth year of basic education and parents.

8. Impact. What is the impact of this proposal? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

9. General comments and recommendations for the Author.

I would like to mention that the investigation was innovative because it benefited in the development and reinforcement of vocabulary and also it helped to improve memory. The researcher had a clear vision of the topic, the process and how she put it in practice with her students. The booklet was practical and economic because students can practice at home without the necessity to print. Besides, the answer sheets are useful to work independently.



Evaluator's signature

ID 0502038383

Appendix 15

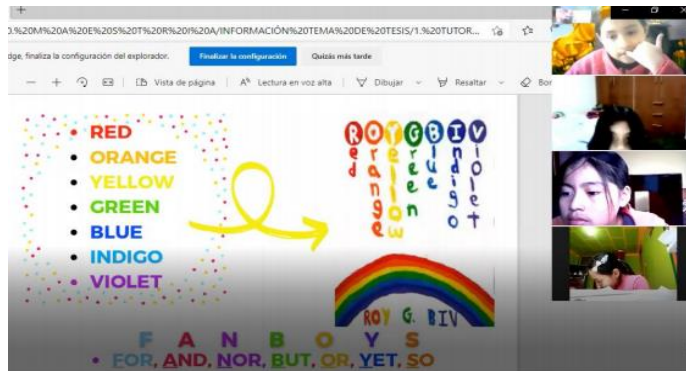


Figure 23. Acronyms example during on-line classes by zoom.

Source: zoom classes

By: Chiluisa, V. (2021).



Figure 24. Acrostic example during on-line classes by zoom.

Source: zoom classes

By: Chiluisa, V. (2021)

Appendix 16

Activity 1. Circle the correct keyword that represent these images.

A) SHE
B) YOU
C) HE

A) SHE
B) I
C) YOU

A) THEY
B) I
C) WE

Activity 2. Match the keyword with the personal pronoun.

She It we

ambulance siren I shj it

Figure 25. Keyword example during on-line classes by zoom.
Source: zoom classes
By: Chiluisa, V. (2021)

Taskbar Coverage %

Level Coverage (%)

Level 1 85.1

Level 2 77.1

Level 3 8.3

Level 4 14.8

Total hits 1

not Position 0

Level/Freq 0

Save Options

None

Add Level Index Tags

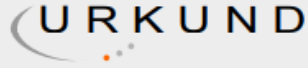
Activar Windows

Ver a Configuración para activar Windows.

Figure 26. Socialization of the proposal with teachers at “Once de Noviembre” High School by zoom.
Source: zoom meeting
By: Chiluisa, V. (2021).

Appendix 17

ANALYSIS URKUND



Urkund Analysis Result

Analysed Document: MNEMONIC_KEYWORD_METHOD_AUGUST_25_2021_URKUN.docx
(D111775662)
Submitted: 8/28/2021 4:03:00 PM
Submitted By: tania.vizcaino@utc.edu.ec
Significance: 4 %

Sources included in the report:

<https://www.verywellhealth.com/keyword-mnemonics-to-improve-ability-to-memorize-facts-98699>
<https://acikerisim.uludag.edu.tr/bitstream/11452/8208/1/372215.pdf>
https://sarconline.sdes.ucf.edu/wp-content/uploads/sites/19/2017/07/9_Types_of_Mnemonics_NF1.pdf
<https://core.ac.uk/download/pdf/30366304.pdf>
http://www.ijllnet.com/journals/Vol_3_No_1_March_2016/10.pdf
<https://www.semanticscholar.org/paper/The-Mnemonic-Keyword-Method%3A-Effects-on-the-and-Siriganjanavong/08569be41df01b936faec6787fa9805a15a60e76>
<https://core.ac.uk/download/pdf/234638885.pdf>
<https://acikerisim.erbakan.edu.tr/xmlui/bitstream/handle/20.500.12452/3178/10025724.pdf?sequence=1&isAllowed=y>

Instances where selected sources appear:

28