UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

Proyecto de Investigación previo a la obtención del Título de Licenciada en Ciencias de la Educación

Mención: INGLÉS

THEME:

THE MNEMONIC KEYWORD METHOD AND THE ENGLISH LANGUAGE VOCABULARY LEARNING WITH FIFTH YEAR STUDENTS OF BASIC EDUCATION AT "FRANCISCO FLOR-GUSTAVO EGÜEZ" HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE.

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AMBATO - ECUADOR
2018

DECLARATION PAGE

I declare this undergraduate dissertation entitled **"The Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education at "Francisco Flor-Gustavo Egüez" high school in Ambato city, Tungurahua province"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

……………………………………………

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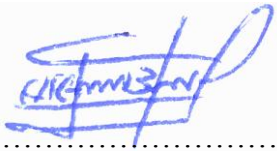
**TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN
SCIENCES AND EDUCATION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"The Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education at "Francisco Flor-Gustavo Egüez" high school in Ambato city, Tungurahua province"** which is held by Katerine Estefanía Ramos Acosta with I.D No. 1850107051, undergraduate student from Carrera de Idiomas, promotion: 2017-2018, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, 02 March 2018

REVISION COMMISSION

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TO

God for being an important part of my life and for giving me the strength to move forward and achieve every one of my dreams; to my parents for supporting me and for inspiring me to follow my dreams, specially my mother for always being there for me; and to my boyfriend for loving me unconditionally and for encouraging me to accomplish everything that I have proposed.

Katerine Ramos

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RESUMEN EJECUTIVO

Tema: "THE MNEMONIC KEYWORD METHOD AND THE ENGLISH LANGUAGE VOCABULARY LEARNING WITH FIFTH YEAR STUDENTS OF BASIC EDUCATION AT "FRANCISCO FLOR-GUSTAVO EGÜEZ" HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE"

Autora: Katerine Estefanía Ramos Acosta
Tutora: Lcda. Mg. Sarah Iza Pazmiño

El presente trabajo de investigación fue realizado con el propósito de estudiar el Método Mnemónico de la Palabra Clave y el aprendizaje de vocabulario del idioma Inglés en los estudiantes de quinto año de Educación General Básica de la unidad educativa "Francisco Flor-Gustavo Egüez" de la ciudad de ambato, provincia de tungurahua. Se ha analizado que los estudiantes no tienen un buen nivel de conocimiento del vocabulario porque hay una falta de estrategias innovadoras. Además, hay un bajo nivel de vocabulario en inglés en el cual los maestros no se sienten interesados en usar estrategias innovadoras que les permitan a los estudiantes crear ideas completas cuando hablan el idioma inglés. Además, hay maestros que no procuran investigar y aplicar diferentes métodos y estrategias para desarrollar la comunicación oral dentro del aula. Por estas razones, se explica la parte teórica del Método Mnemónico de la Palabra Clave, y se establece su relación entre el aprendizaje del vocabulario del idioma inglés. Esta investigación se realizó a través de una investigación de campo para analizar el problema y lograr los objetivos. Las encuestas y se aplicaron a 88 estudiantes de entre 9 y 10 años de edad y profesores de inglés de la unidad educativa "Francisco Flor-Gustavo Egüez". Además, se realizó un pre-test y un post-test a un grupo de 38 estudiantes. Finalmente, esta investigación concluyó que el Método Mnemónico de Palabras Clave proporciona beneficios positivos en el aprendizaje del vocabulario. Sin embargo, es necesario estimular a los

docentes a aplicar diferentes actividades y estrategias que faciliten el proceso de enseñanza-aprendizaje.

Palabras clave:Método Mnemotécnico de la Palabra Clave, vocabulario, enseñanza-aprendizaje

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ABSTRACT

Theme: "THE MNEMONIC KEYWORD METHOD AND THE ENGLISH LANGUAGE VOCABULARY LEARNING WITH FIFTH YEAR STUDENTS OF BASIC EDUCATION AT "FRANCISCO FLOR-GUSTAVO EGÜEZ" HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE"

Autor: Katerine Estefanía Ramos Acosta
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This present research work was done with the purpose to study the Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education at "Francisco Flor-Gustavo Egüez" high school in Ambato city, Tungurahua province. It has been analyzed that students do not have a good level of vocabulary knowledge because there is a lack of innovative strategies. Besides, there is a low level of English vocabulary in which teachers do not feel interested to use innovative strategies that permit students to create complete ideas when they speak English. In addition, there are teachers who do not seek to investigate and apply different methods and strategies to develop the oral communication within the classroom. For these reasons, the theoretical part of the Mnemonic Keyword Method is explained, and its relationship between the vocabulary learning of the English language is established.. This research was conducted through a field research in order to analyze the problem and achieve the objectives. Surveys were applied for 88 students between 9 and 10 years old and English teachers from "Francisco Flor-Gustavo Egüez" high school. In addition, a

pre-test and a post-test were applied to a group of 38 students. Furthermore, this investigation concluded that the Mnemonic Keyword Method provides positive benefits in vocabulary learning. However, it is necessary to stimulate teachers to apply different activities and strategies that facilitate the teaching-learning process.

Keywords: Mnemonic Keyword Method, vocabulary, teaching-learning

INTRODUCTION

The current research work titled "The Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education at "Francisco Flor-Gustavo Egüez" high school in Ambato city, Tungurahua province" provides learners the opportunity to increase their vocabulary knowledge and their four English skills. This strategy allows learners to produce complete sentences and know the meaning of words. Besides, it helps them to retain unfamiliar words which are difficult for them to remember.

It shows the importance of English language vocabulary learning which is essential to have a proficiency English level. It gives learners the chance to develop their own abilities and improve their learning process. Besides, it allows learners to use new words in different contexts and create grammatical sentences. Furthermore, it requires the use of different strategies that allow students to assimilate vocabulary words in a motivated way.

In addition, the Mnemonic Keyword Method helps students to memorize vocabulary words through the association of previous words. This associations need to be applied with the use of words that sound similar to the words to be remembered. Besides, it is necessary the use of pictures that have some relationship with the words to be learned. Furthermore, this research tries to provide the use of this strategy for teaching-learning vocabulary. It allows learners to improve the foreign language and be able to raise their speaking.

This research project has been divided into six chapters, which are detailed below:

CHAPTER I. This chapter presents the problematic to be studied, contextualization, critical analysis, prognosis, formulation of the problem, research questions, delimitation of the research object, justification, general objectives and specific objectives.

CHAPTER II. The theoretical framework presents the investigative background, philosophical foundations, legal basis, key categories of the independent and dependent variable, hypothesis and pointing variables.

CHAPTER III. The methodology has the following: approach, basic method of investigation, level or type of research, description of the population and sample, operation of variables, information collection plan and information processing plan**.**

CHAPTER IV. It includes analysis and interpretation of the results in which it is important for the verification of the hypothesis. The application of the chi-square was used to establish if it corresponds to null or alternative hypothesis.

CHAPTER V. It presents the conclusions and recommendation which were obtained with fifth year students of basic education and English teachers of the same educational institution.

CHAPTER VI. The paper is composed by the abstract, introduction, theoretical framework, methodology, results, discussion, and conclusions.

CHAPTER I

THE PROBLEM

1.1 Theme

"The Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province".

1.2 Problem Statement

1.2.1 Contextualization

The English language is the first spoken language around the world getting involved in the following fields: business, education, technology, art, music, and news. The use of the English language has a great impact by carrying out the substitution of some other languages because this language allows people to communicate worldwide being one of the official languages of the European Union (Morgan, 2016). Besides, the English language has a great importance in many Latin American countries such as Argentina, Chile, Brazil, Colombia, Ecuador, Peru, and Mexico. However, Argentina is a country that has a high level of English that the rest of the countries because it is mandatory to teach English in both primary and secondary schools. This country has made considerable efforts to acquire and improve the English language through programs and policies. The mastery of the English language is considered an important aspect for economic interests. For this reason, Latin America is implementing educational systems to raise the level of English of the general population (Porto, 2014).

However, Ecuador is still a country where English is used as a foreign language while in other countries English is considered a second language. The low level of speaking English is still being evidenced in the country. Teachers have not found methods and strategies to develop the oral communication in English within the classroom. Besides, current educational policies have changed teacher's role. Teachers have become administrative assistants and they have to be forced to leave their classroom work. They have limited time to research and apply new methods because they have to accomplish with other functions related to the institution.

In Tungurahua province is noticeable that students have difficulty learning vocabulary because of the insufficient hours that they have in their credit hours. Students from elementary and middle general basic education receive only 3 hours of the foreign language. However, students from superior general basic education and general baccalaureate receive 5 hours in the week. It means that the number of hours affects the English language learning (Ministry of Education, 2016).

In the fifth year students of basic education at "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province, the English language teaching has been limited because learners receive 3 hours in the week. As a result, students do not have enough time to learn English appropriately. Students evidence a reduced vocabulary which does not permit create complete ideas to be used when students speak English. Students spend to much time using dictionaries to look for words because of the lack of activities which allow them to learn vocabulary. Teachers do not apply strategies to teach vocabulary and guide students to use them to speak.

1.2.2 Critical Analysis

Graphic 1: Problems Tree

| Teachers do not use methods to emphasize in teaching vocabulary. | Limited vocabulary usage. | Misunderstanding of message. |

EFFECTS

PROBLEM — **Lack of oral fluency to speak English**

CAUSES

| Lack of knowledge of other alternatives to teach vocabulary. | Lack of interest and motivation to learn more vocabulary. | Defficient lexicon. |
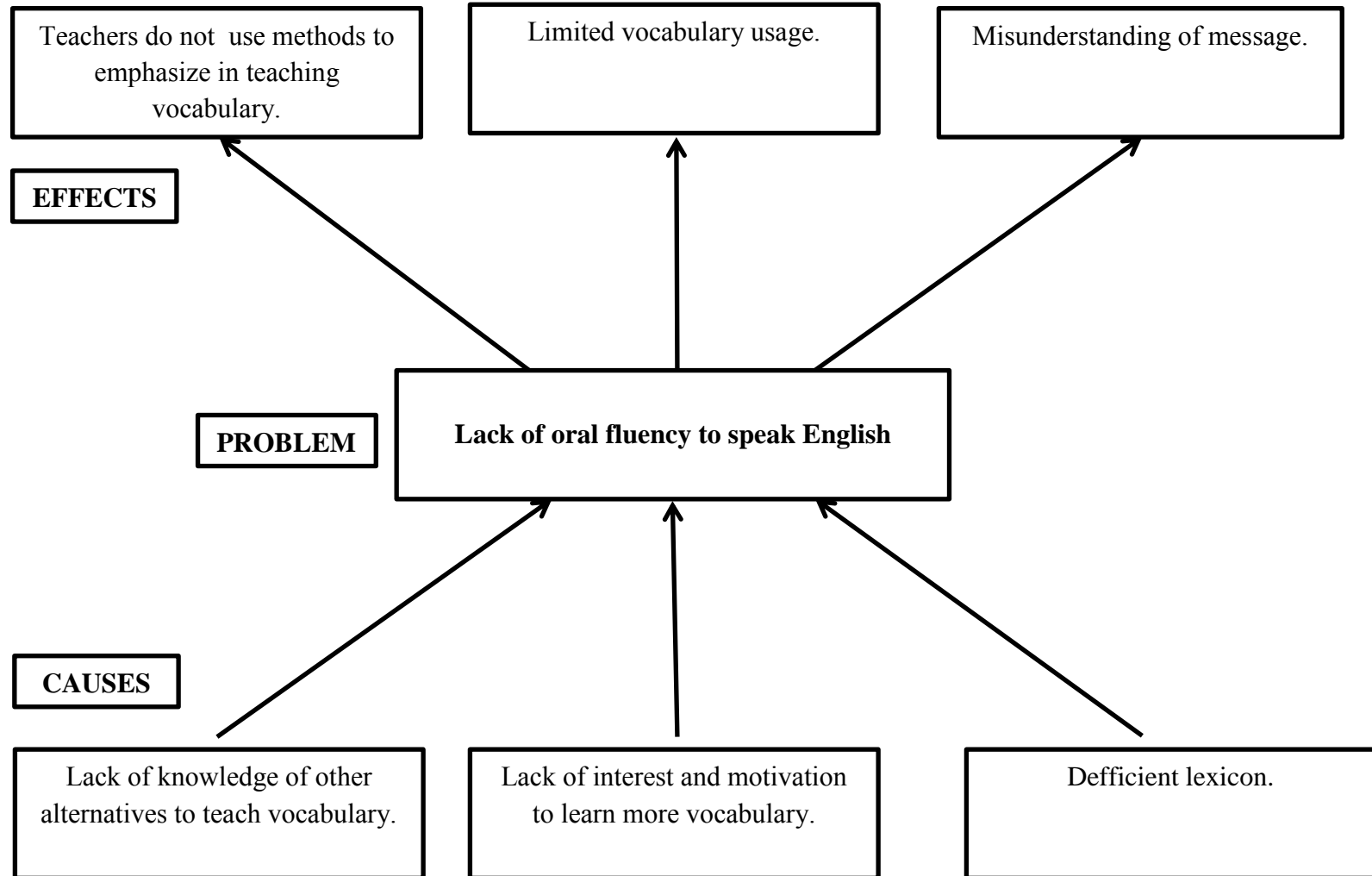
Source: Direct Observation
Elaborated by: Ramos, K. (2017)

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In the fifth year students of basic education at "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province, there is an absence of vocabulary to use English. It has affected learners in their production of the second language and their linguistic comprehension. Furthermore, series of effects and causes are established to solve the problem which is the absence of new alternatives like the Mnemonic Keyword Method to learn English language vocabulary.

The first effect that has been detected is that teachers do not use methods to emphasize in teaching vocabulary because of lacking knowledge of other alternatives for teaching vocabulary.Teachers do not apply new methodologies and strategies within the classroom because they use to use traditional methods. Another reason is that they do not have enough time to apply these methodologies.

The second effect that has been detected is that students have a limited vocabulary usage in the English language because of lacking interest and motivation to learn more vocabulary. It means that learners are not able to produce complete sentences and phrases because of their lack of knowledge. Furthermore, they tend to use some dictionaries and translators to know the meaning of new words.

Finally, a deficient lexicon is causing misunderstanding of messages between teachers and students. Students have some limitations at the moment to communicate and express themselves because they do not have a wide vocabulary. It creates misunderstanding in which they do not feel motivated to express their ideas to their teacher.

1.2.3 Prognosis

If the problem which is the absence of the Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education cannot be investigated. It will affect students because they will no be able to acquire an ample vocabulary which helps them to communicate and produce simple phrases and sentences.

The research project will be important for both teachers and students with fifth year of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

1.2.4 Problem Formulation

- How does the mnemonic keyword method influence in the English language vocabulary learning with fifth year of basic education with "Francisco Flor-Gustavo Egüez" High school in Ambato city, Tungurahua province?

1.2.5 Guidance Questions

- What is the importance of the Mnemonic Keyword Method?
- What is the theoretical basis on vocabulary learning of the English language?
- What is the relationship between the Mnemonic Keyword Method and vocabulary learning?

1.2.6 Delimitation of the Research Object

- **Field:** Educational
- **Area:** English
- **Aspect:** Mnemonic strategies

- **Spatial delimitation:** This research was developed with fifth year of basic education with "Francisco Flor-Gustavo Egüez" High school in Ambato city, Tungurahua province.

- **Temporary Delimitation:** This research project was carried out in the academic period 2017 - 2018.

1.3 Justification

This project shows the lack of knowledge of the Mnemonic Keyword Method for learning vocabulary. It is an important aspect for students because it allows them to produce coherent ideas and know the meaning of a word. For this reason, this research has an educational **interest** in using interactive methods that facilitate the process of teaching-learning of the English language.

Besides, this project has an educational and methodological **importance** because it's based on the application of methods that help learners to have an extensive vocabulary and stronger sense of vocabulary meaning through interactive associations. It means that they will be able to build their own knowledge and understand word meanings.

In addition, this research project is **innovative** because the problem hasn't been investigated in schools that try to develop vocabulary learning through an interesting method called the Mnemonic Keyword Method. It offers students the opportunity to to acquire quite enough vocabulary using meaningful associations.

On the other hand, this research is **feasible** because it tries to improve the current situation in which texts and materials in schools are deficient in English language vocabulary learning. Besides, this research provides all the facilities to accomplish with the investigative process with the support of authorities, teachers, and students.

The **beneficiaries** of this research are fifth-year students of basic education and teachers who work at "Francisco Flor-Gustavo Egüez" High School. Therefore, this project has the purpose of improving students' vocabulary and developing their cognitive skills.

1.4 Objectives

1.4.1 General

To study the Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education at "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

1.4.2 Specifics

- Identify the importance of the Mnemonic Keyword Method.
- Explain the theoretical basis on vocabulary learning of the English language.
- Determine the relationship between the Mnemonic Keyword Method and the vocabulary learning of the English language.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative Background

According to the research work carried out by Guachi, (2016) "The word building strategy in the development of vocabulary at third year students of baccalaureate from "Jorge Alvarez" High school during the academic year 2015-2016", the main objective was to analyze the importance of the development of vocabulary in the English language. This research has a qualitative-quantitative approach because it tries to perceive the problem that affects the community. Surveys were applied to collect important information. It was applied to 100 students between 16-18 years old and teachers at "Jorge Álvarez" High school of canton Pillaro.

Guachi, (2016) concludes that the use of word building strategy allows students to increase their vocabulary knowledge. Besides, word formation procedures such as derivation, composition and parasynthesis allow students to increase their lexicon. Finally, this strategy has positive effects on vocabulary learning in which students were able to use new words in different contexts. The word building strategy facilitates the vocabulary learning. However, students need the use of innovative techniques and strategies that allow them to develop their communicative skills in the English language.

On the other hand, another research work was carried out by Angulo, (2014) "Active techniques and their influence on vocabulary learning in students of "José Peralta" School during the academic year 2013-2014". This research was applied to improve the vocabulary knowledge of the English language through active and innovative techniques. This research has a critical-propositive approach in which surveys and interviews were applied to collect information and interpret the results. Furthermore, it was carried out in a population of 107 students and 3 teachers.

Angulo, (2014) concludes that teachers use a traditional teaching method within the classroom in which they are not interested to apply useful techniques or methods that help learners to feel motivated in the learning process. In addition, teachers tend to use all the time the same materials for teaching and it affects students. They are not able to use didactic materials that help them to build their own knowledge. The use of these techniques allows students to feel confident and motivated to learn. However, these techniques also allow them to develop their communicative skills which were not mentioned in this research work.

A research studied the effectiveness of the Mnemonic Keyword Method in the vocabulary development in a group of 80 people from adulthood through an experimental methodology in which they were divided into two groups. The first group used the Keyword Method and the second group the repetition method, having the following conclusions: the first group that used the Mnemonic Keyword Method were capable of retaining more vocabulary words immediately that the participants who used the repetition method. In addition, they were working much longer remember new words. Therefore, the Mnemonic Keyword Method facilitates the acquisition of learning new words (Campos, 2010).

In another research was studied the Keyword Method and its influence in vocabulary acquisition, it was applied in a population of 30 students (20 boys and 10 girls) from primary school through an experimental approach. Therefore, this investigation concludes that the use of the Keyword Method has positive effects on vocabulary retention. In addition, the use of associated and combined words facilitates the learning of the second language. Finally, this method is necessary to apply within the classroom because students can increase their vocabulary knowledge and enhances their learning comprehension (Méndez, Barahona, Litago & Cabaco, 2015).

Finally, a research studied the cognitive strategies in the acquisition of vocabulary learning where some surveys were applied to 23 students of languages, having the following conclusions: the cognitive strategies are essential strategies for the acquisition and development of the foreign language. Also, students develop the same strategies that are meta-cognitive, cognitive and socio-affective. However, we do not find a strategy that helps to master the second language and the vocabulary learning that allows learners to improve their skills especially their pronunciation and fluency (Vivanco, 2001).

2.2 Philosophical Foundations

The present research work is based on a **critical-propositional** paradigm; it's critical because it analyzes and evaluates the use of the Mnemonic Keyword Method at "Francisco Flor-Gustavo Egüez" High School. It is propositional because it seeks to propose solutions to the problem that is the absence of vocabulary to use English. This method will facilitate learning in students allowing them to develop their vocabulary knowledge in an interactive and associative way.

This research work is based on **social constructivism** because teachers are having their own experiences when using the Mnemonic Keyword Method within the classroom. It allows them to develop their knowledge through interactive activities and strategies that help to improve the teaching-learning process. For this reason, students have the opportunity to construct their knowledge and feel motivated at the moment to acquire new vocabulary

2.3 Legal Basis

Constitución de la República del Ecuador

Art.26.- Establece que la educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

Ley Orgánica de Educación Intercultural

Art.3.- Fines de la educación

j) La incorporación de la comunidad educativa a la sociedad de conocimiento en condiciones óptimas y la transformación del Ecuador en referente de educación liberadora de los pueblos.

Art.6.- Obligaciones.

v) Garantizar una educación para la democracia, sustentada en derechos y obligaciones; en principios y valores, orientados a profundizar la democracia participativa de los miembros de la comunidad educativa.

x) Garantizar que los planes y programas de educación inicial, básica y el bachillerato, expresados en el currículo, fomenten el desarrollo de competencias y capacidades para crear conocimientos y fomentar la incorporación de los ciudadanos al mundo del trabajo.

Art.347.- Establece que será responsabilidad del Estado:

2) Garantizar que los centros educativos sean espacios democráticos de ejercicio de derechos y convivencia pacífica. Los centros educativos serán espacios de detección temprana de requerimientos especiales.

9) Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.

11) Garantizar la participación activa de estudiantes, familias y docentes en los procesos educativos.

2.4 Key Categories

Graphic 2: Key Categories

Learning strategies	Productive skills
Cognitive strategies	Writing Skills
Mnemotechnical strategies	Oral communication
The Mnemonic Keyword Method	**Vocabulary learning**

Influences

Independent Variable	**Dependent Variable**
The Mnemonic Keyword Method	English language vocabulary learning
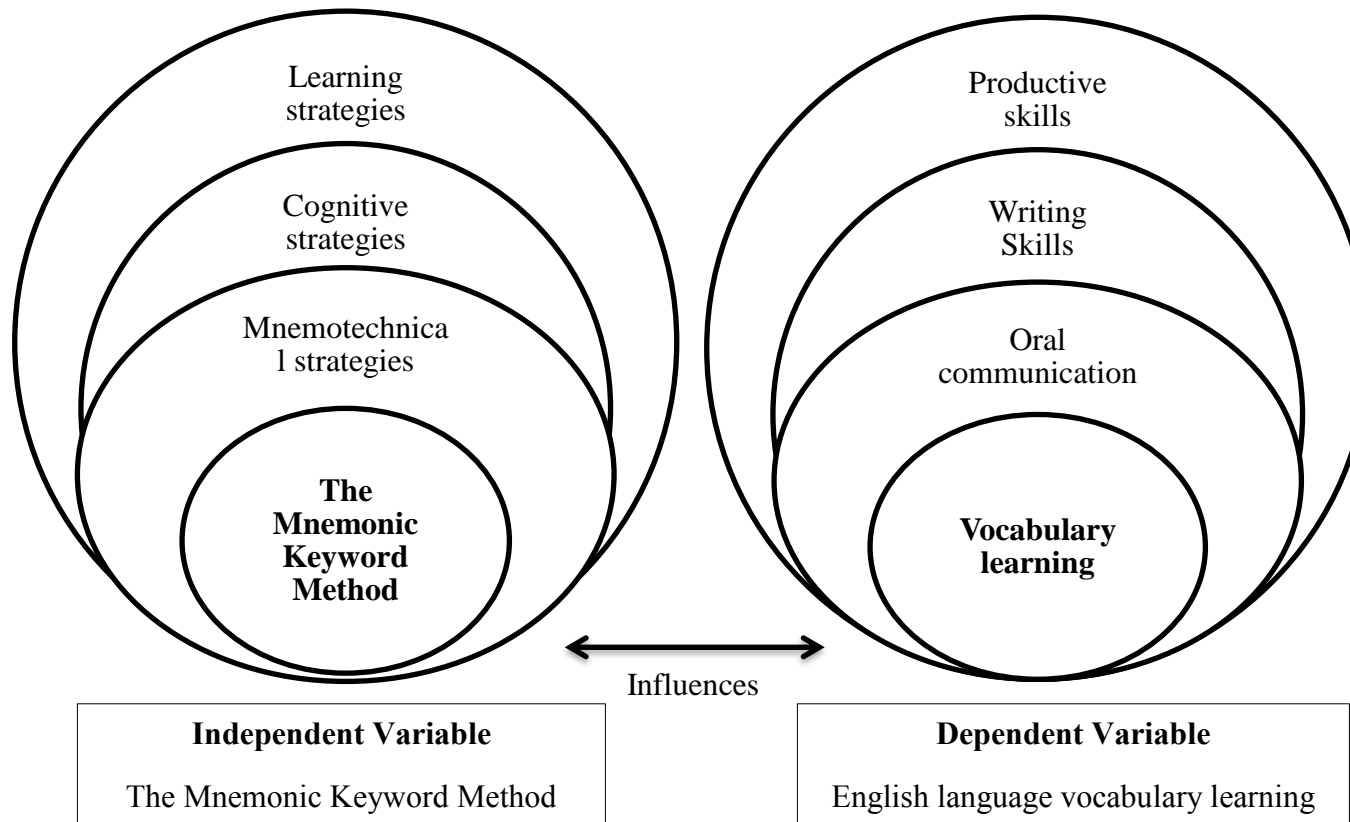
Source: The investigator
Elaborated by: Ramos, K. (2017)

Theoretical Foundations of Variables

Independent Variable: The Mnemonic Keyword Method

LEARNING STRATEGIES

According to Oxford (2016) learning strategies are specific techniques and actions that make learning easier and help learners to achieve their own goals, especially in a difficult task. These strategies are useful to solve a problem and develop our own knowledge using a particular set of skills.

However, according to Holley & Dansereau (2014) learning strategies are a guide which is intended to facilitate the acquisition and use of information through activities that are focused on making the student an active learner.

Pérez & Beltrán argued that learning strategies are a set of rules that allow making decisions in an established process (2014). These strategies help learners to be autonomous and independent about their own learning.

Importance

According to Oxford (2016) learning strategies are important in the learning process and learners' development. These strategies have the function to improve teaching through techniques and activities that help in the educational training allowing students to develop their abilities and skills. Also, it allows them to feel motivated to learn and reach their own goals.

In addition, these strategies play an important role because they allow learners to build their knowledge and be able to solve problems. It gives them the opportunity to have an effective learning and improve their comprehension. Besides, it helps students to interact within the classroom and reflect about their own learning.

Learning strategies make learning easier and more efficient in which learners will develop their awareness and their competences. Furthermore, it helps them to retain information where they have to choose an appropriate learning strategy to make a particular learning task.

Finally, it increases student's autonomy because learners have to make use of their strategy. It helps learners to improve their performance and develop their metacognitive abilities. They need to practice and reinforce their learning strategies to have success in their learning process.

Characteristics

Learning strategies have the purpose to develop our thinking and understanding. It gives us the opportunity to be responsible in our own learning and develop our mental process. Besides, they have the purpose to motivate self-awareness in learners in which they will be able to choose the appropriate skills and use their memory effectively (Nisbet & Shucksmit, 2017).

Furthermore, these strategies ask students to work collaboratively with others.There are many learning activities that help students to be involved in the learning process such as teamwork, negotiation and debates. For that reason, it is useful that teachers support them to practice and reinforce their strategies according to their needs.

In addition, learning strategies are cognitive resources and procedures that are useful to improve learning in which they have an action plan. It is necessary to be able to control and master certain techniques to be able to use them effectively. Finally, learning strategies allow learners to be able to communicate, solve problems, use their creativity and imagination.

Classification of learning strategies

These strategies have classified into five different types according to the educational field which allows learners to learn and acquire information in an easier way. Besides, it enables them to develop their cognitive skills where learners will be able to understand and retain important information.

- **Testing strategies:** These strategies are responsible to ask students to repeat keywords or parts of some content in which students repeat aloud or take notes about they learned.
- **Development strategies:** They are responsible for making associations or relationships between what learners have been learned through real contexts. Therefore, it is necessary to create analogies, take notes or summarize essential information.
- **Organizational strategies:** It is important to associate information with new learning contents to be able to identify their relationships. Students can take notes, create concept maps, summarize or emphasize significant aspects.
- **Comprehension control strategies:** These strategies allow learners to develop their thinking skills and be aware of what they are trying to achieve. They are divided into metacognitive strategies which are planning, regulation and evaluation.
- **Supporting or Effective Strategies:** These strategies are based on improving the learning process by motivating learners that feel incapable or impatient at the moment to learn.

COGNITIVE STRATEGIES

Cognitive strategies

According to Correa, Castro & Lira (2004) the cognitive strategies are a set of actions based on intellectual capacities that facilitate the information acquisition, codification, recovery and support. However, Chadwick (1996) argues that cognitive strategies are processes to control mental activities including skills, abilities and techniques in which a person uses consciously or unconsciously. In addition, these strategies are processes that allow creating effective conditions to develop our competences and abilities. They give us the opportunity to be responsible of our learning and use these strategies in meaningful contexts.

Importance

Cognitive strategies are important because they facilitate the retention of information in the learning process. As well as physical and mental activities have the purpose of assimilating information or solving problems. Also, they are skills or techniques that allow students to improve their learning so that they are able to think for themselves, make their own decisions and be creative in the classroom.

Furthermore, learners will develop their cognitive capacities either consciously or unconsciously in which they can store information, use their imagination and creativity or solve problems.

Teachers should apply these strategies where students can build and develop their skills and competences in the educational field. Teachers and students will feel involved in the learning process through the application of these strategies.

Finally, these strategies help learners to develop their thinking skills and perform academic tasks. They will be able to perform complex tasks that are difficult for them to develop.

Characteristics

Cognitive strategies help learners to develop internal procedures in which they are able to complete difficult tasks (Rosenshine, 2012). Furthermore, learners must apply some academic tasks to develop their understanding and improve their cognitive skills.

There are essential activities to improve and develop the cognitive skills such as taking notes, underlining key words, making mind maps, scanning and monitoring. Besides, these strategies have the characteristic to store information through a mental process in which it is necessary to create associations and repeat information.

In addition, it is important to plan, monitor and change of behavior to improve the teaching- learning process. Finally, these strategies are mental procedures to elaborate and organize information. It allows learners being able to solve problems and be responsible of their own learning.

Classification of cognitive strategies

- **Cognitive memory strategies:** These strategies are responsible for retaining and retrieving important information which is stored in long-term memory. It allows learners to store important memories.
- **Cognitive creativity strategies:** These strategies are used to create various possibilities for an activity or situation that occurs through the use of the student's imagination and abilities.
- **Cognitive learning Strategies:** They are responsible to help in the development of students' skills and abilities through the acquisition and retention of information.
- **Cognitive strategies of reality:** These strategies allow students to realize if they are in real or imaginary situations according to the context.

- **Cognitive strategies for motivation:** These strategies help people to feel in a comfortable environment where they will feel motivated and encouraged to learn and develop their cognitive abilities with enthusiasm.

- **Strategies of deductive reasoning:** They are in charge of finding solutions to problems that arise through the use of analogies and exceptions.

MNEMOTECHNICAL STRATEGIES

The mnemotechnical strategies appeared until the Greek and Roman times. The first system of memory was developed by Simonides in 477 BC. In 1500, the mnemonics were used to learn complex ideas and grammar. Then, a Christian slant used images to help to recall memory.

In the 16th century, the peg system was developed. It consisted of associated images with numbers. Later, the phonetic system appeared where sounds were used to create new words. In the 19th century, mnemonics were applied to improve the memory and remember important information.

Finally, in 1975, Atkinson created a relationship of the mnemonic strategies. It had two stages. In the first stage, the acoustic mnemonic was applied. In the second stage, the imaginary mnemonic was applied to learn a foreign language. It helped students because this strategy facilitates their comprehension.

The mnemonic strategies help learners to retain in their long memory complex words and ideas. It is focused on mental associations to memorize information. It will be retained in the memory. Besides, it gives the opportunity to recall images to pay attention to particular events. It tends to connect new learning to prior knowledge through meaningful connections.

Importance

 Ecke (2000) noted that the mnemotechnical strategies have a great importance because it helps learners to improve their memory and retain information through interactive relationships and associations. These strategies help learners to learn more and develop their cognitive skills in which they feel more concentrated and motivated at the moment of learning.

Furthermore, they can use rhymes, expressions, associations and repetitions that allow remembering easily. The level of retention is increased allowing learners to acquire an extensive vocabulary to keep all words in their long-term memory. Finally, the mnemotechnical strategies allow developing the mental, visual and auditory abilities at the moment to associate words, sounds and images.

In addition, these mnemotechnical strategies are more effective when they are applied to beginners who want to increase their vocabulary knowledge because there are some words that are difficult for them to recognize and remember. For these reasons, teachers should apply these strategies and its related teaching activities in order to help learners to develop and build their own capacities.

Classification of mnemotechnical strategies

According to Montealegre (2013) the mnemotechnical strategies can be classified into three important categories according to the function and structure of the memory.

- **Codes:** Codes are involved in the retention of information through relationships and associations that help to reduce the number of words in which words are first analyzed according to their sounds or letters with phrases or images. There are several types of codes according to their function where they can be auditory and visual that contribute to the development of the memorization capacity.

- **Index of recovery:** It is in charge to organize the information through combinations.There are several types of indexes which are categorical, associative, phonetic and semantic. These types of indexes must have some relation to the word to be learned and then memorize it easily. Furthermore, phonological, syntactic and morphological linguistic aspects will be retained in short-term memory while semantic aspect will be stored in long-term memory.

- **Remembrance Plans:** It is responsible for creating some associations between words that you want to remember and retain. These recall plans may be language-focused plans in which you attempt to memorize essential words.

Also, there are plans focused on the image which uses the use of images or graphic representations to be able to associate them with words. They are essential for the memorization of new words (Montealegre, 2003).

Types of mnemotechnical strategies

The types of mnemotechnical strategies are based on verbal and visual associations in which rhymes, images, sounds and phrases are associated. They bring positive benefits to vocabulary learning such as students remembering a lot of vocabulary words useful for their daily lives (Cuellar, 2013).

- **Pegword Rhyming Mnemonics:** It is used to memorize a list of words, numbers or facts in an organized way by using words that rhyme. This type of procedure is essential because it helps students to improve their visual and auditory senses and improve teaching-learning vocabulary.
- **Acronym Mnemonics:** It is one of the most popular strategies that help students to retain a single word. The word is combined with a particular piece of information. Therefore, this strategy is useful to memorize short lists or steps.

- **Keyword Mnemonic Method:** It helps the retention of vocabulary as it enables learners to memorize and retain new words in their long-term memories through interactive associations of words, sounds or images. Besides, they can associate the sound of a word that they are learning to one they already know. They can also create a mental picture that helps them to remember that word.

- **Method of Loci:** It is focuses on visualize mental images through the use familiar places. Furthermore, learners can make an association with something that they need to memorize with a place that they know.

- **Combination Mnemonics:** This strategy is a combination of the use of acronyms and keywords. It helps learners to remember important events and facts and recall the information.

- **Acrostic Letter Sentence Mnemonics:** This strategy is based on memorizing simple phrases and sentences. Therefore, The first letter of each word in the sentence need to establish a relationship with the particular facts that learners are trying to remember.

- **Simple stories:** They associate words with a simple story in which mental associations allow to retain and remember words more effectively. Therefore, it is necessary to create a story and then repeat it out loud.

- **Use of images:** The use of images is a useful strategy that allows students to memorize enough words through the application of pictures or flashcards where they will be able to remember vocabulary words easily.

- **Grouping:** This strategy consists of integrating words into groups or families that have some relationship between them. It allows storing words for much longer in the long-term memory.

- **Word chains:** This strategy is essential to remember a list of words in an orderly manner in which each word is associated with the previous and with the following word.

- **Phonetic association system:** It is an effective procedure because it is responsible for using a word that has the same phonetic form with a word that is desired to be learned where it applies several phonetic associations in the vocabulary development.

THE MNEMONIC KEYWORD METHOD

According to Gerami & Tavakoli (2013) the mnemonic keyword method is an effective strategy to acquire and retain vocabulary words. It is based on acoustic and visual images between L1 and L2. Therefore, learners need to hear the word and make an association with the image. It helps learners to know the meaning of new words and participate actively with their partners and the teacher.

However, according to Artola & Gonzáles (2015) the mnemonic keyword method is an effective mnemonic rule that is mainly used for learning foreign language vocabulary. It has beneficial effects on students' motivation in which they will feel involved. Besides, it implies the use of interactive connections and images within the classroom.

The mnemonic keyword method was developed by Atkinson in 1975 for learning a foreign language. It's effective to memorize and retain vocabulary words in the long-term memory through interactive associations. The mnemonic keyword method has two important steps for learning vocabulary words: Firstly, learners associate the sound of a word that they are learning (L2) to one they already know (L1). Then, they create a mental picture that helps them to remember that word.

The teacher can start to use the mnemonic keyword method for teaching simple and complex words. Learners at the end of the class would easily tell their teacher the meaning of each word that they had learned.

An experiment compared the effectiveness of the mnemonic keyword method with vocabulary where the results demonstrated that students learn more and develop their cognitive skills using this method because they felt more concentrated and motivated at the moment of learning (Hamzavi, 2014).

Importance

According to Wyra, Lawson & Hungi (2007) the mnemonic keyword method has a great importance for learners because it helps them to remember a lot of vocabulary words. It's useful for their daily lives when the opportunity of speaking arises. Besides, it gives them the confidence to learn enough vocabulary. It means that they will feel motivated to participate within the classroom.

Besides, the mnemonic keyword method helps the retention of vocabulary. It enables learners to memorize and retain new words in their long-term memories through interactive associations of words, sounds or images. It helps them to use and develop their imaginative thinking (Dolean, 2014).

In addition, learners will be able to develop their own knowledge and be able to create and retain associations. It provides learners the opportunity to remember factual information and improve their comprehension. For these reasons, teachers should apply this method and its related teaching activities in order to help learners to develop and build their own knowledge.

Characteristics

According to Putnam (2015) the mnemonic keyword method is useful for learning words of a foreign language. It's based on meaningful connections that encourage learners to develop their mental visual and auditory abilities. Furthermore, it helps them to improve their short-term and long-term memory. It means that learners will be able to acquire a set of words, ideas and rules.

The use of the mnemonic keyword method helps learners to remember sounds, images and factual information. They will pay more attention to extraordinary and unusual events in their daily life. Besides, they will take control and autonomy about their own learning in which they need to reinforce their memory and cognitive skills.

In addition, the keyword needs to have sense to remember easily in the long-term memory. It helps to memorize and retain simple and complex words in which it requires practice. It's necessary to practice to have better results and acquire an extensive vocabulary,

Finally, it's effective to associate words with its meaning and to study content with similar and different information. Besides, it helps learners to improve their spelling and pronunciation. It implies that they will be able to write and pronounce the words that they already know in an effective way.

2.4.2 Main Categories of the Dependent Variable

PRODUCTIVE SKILLS

Golkova & Hubackova (2014) express that productive skills are also called active skills that allow people to transmit information in spoken or written form. It means that speaking and writing are considered productive skills while listening and reading are considered receptive skills. Furthermore, the productive skills help people to interact and share their ideas, feelings and beliefs. They need to plan, organize and produce a clear and understandable message at the moment to express their ideas.

- **Oral Expression:** It is one that is used to express our ideas, feelings and thoughts which allows us to communicate and socialize with a group of people through debates, meetings, and discussions. It involves using speech to express and interact with others through the proper use of the body language.

- **Writing:** Writing implies being able to express a message through the formation of words, phrases, and sentences in which the correct use of language is necessary. It is essential to choose a good vocabulary, use the chart correctly and use the correct punctuation at the moment to write. Furthermore, the ideas should be organized using an appropriate style and a combination of basic and complex grammatical structures.

Importance

According to Peacock (2017) the productive skills are important because they allow learners to feel confident at the moment to interact. Besides, they have the opportunity to meet people and know different cultures and customs. However, according to Sharma (2015) the productive skills play an important role because it allows learners to communicate and improve their language acquisition process within the classroom.

Therefore, speaking skills allow learners to use the language and keep the listener involved in which they need to speak with fluency and use the correct forms of vocabulary, grammar and pronunciation. On the other hand, writing skills allow learners to write journals, letters, stories and reports. They allow to include a variety of structures to write clearly and increase the vocabulary. In addition, writing is a good way to express opinions and comments based on personal knowledge.

In addition, the productive skills allow learners to experiment with the language and build up their confidence. Therefore, teachers need to guide their students to practice with the language through interactive activities such as debates, discussions, role-plays, dialogues, drills, information gap and questions and answers.

Finally, learners will be able to produce the language within and outside the classroom. Also, they will be able to use the language in real-life situations in which they need practice the use of grammatical structures and vocabulary. As a result, they will be able to develop their English competences.

Characteristics

In the use of productive skills, the practice of the English language is essential to achieve the results and objectives at the end of the class. It implies being able to use the English language appropriately.

Speaking is a productive skill that promotes the development of communicative skills through interactive activities and tasks. Therefore, teachers should use different types of creative methods and activities in the learning process. Besides, it helps learners to interact with other people through the use of language and body language. It involves using a correct fluency and accuracy.

Writing is also a productive skill that helps learners to communicate a clear message where they will be able to write letters, essays or emails. Also, it gives learners the opportunity to be creative at the moment to write. They need to practice and use correct forms of language.

WRITING SKILL

Defazio, Jones, Tennant & Hook (2010) express that writing is one of the four language skills that involves learning, comprehension and synthesis. Besides, it involves reflection, creative inspiration and problem-solving at the moment to write.

However, Sprat, Pulverness & Williams (2011) state that writing is a productive skill that allows people to convey meaning and communicate a message. Furthermore, we need to be able to write clear sentences that link together and form words and letters to communicate our ideas.

Importance

Writing has a great importance because it gives learners the opportunity to process language and become active learners. It helps learners to practice with language that they have been studying. Besides, it is useful to motivate learners to think about why they are writing and express their feeling and thoughts.

In addition, writing activities help learners to improve and reinforce their writing where they will be able to write e-mails, letters and reports. These activities will help them to practice accuracy in writing and to practice their communication.

There are many activities such as sentence transformation, story completion, gap-filling, and jumbled picture stories.

Finally, learners will be able to express clearly with logical organization and coherence at the moment to write essays. Besides, they need to reinforce grammatical and lexical features, use appropriate language, different layouts and range of vocabulary.

Types of writing

Narrative: This type of writing consists in tell a story or describe an imaginary or real situation. The story needs to have some characters, scenes and setting. Besides, it needs to have a beginning, middle and an end (Grabe & Kaplan 2014).

Examples of narrative writing

- Anecdotes
- Poetry
- Short stories
- Novels

Expository: This type of writing is used to describe or explain important facts including supporting ideas. It is necessary to organize the ideas and understand the topic before to start writing. Furthermore, it is important to add some examples to support writing skill.

Examples of expository writing

- Recipes
- New stories

- Research papers
- Textbooks
- Book reports

Descriptive: According to Carter (2015) this type of writing describes actions and feeling through the use of experience in which the writer can use a picture to describe objects, people and places. It is useful to order information and structure the writing. Besides, the writer can use similes and metaphor to give a clear description and engage readers.

Examples of descriptive writing

- Novels
- Poetry
- Journals

Persuasive: According to Smith (2013) it is the main type of writing in which the writer is trying to persuade the audience. It contains writer's opinions and points of view. Furthermore, it involves important facts, arguments, examples, reasons and supporting ideas. It requires a clear conclusion that supports your opinion.

Examples of persuasive writing

- Letters of complaint
- Advertisements
- Announcements
- Newspaper articles
- Business letters

Stages of writing

According to Edwards (2014) the stages of the writing process are relevant to a writer's process of communicating content where each writing stage plays an important function. On the other hand, according to Nording & Mohammad (2017) the stages of writing allow learners to write correctly according to their purpose, audience and message in which they will improve their writing,

Harmer (2004, p.1) states the following stages that form part of the writing process to be able to write effectively.

- **Drafting:** It is the complete first version of a piece of writing in which the writer starts to organize and plan information. Furthermore, it is necessary to take notes and writing supporting ideas before to make the composition.
- It involves enough concentration to put your ideas into sentences and paragraphs.
- **Editing:** It means to check the content of the text which includes check spelling errors, grammar, capitalization, punctuation and sentence structure. Then, it is significant to edit and make sure that the composition has complete sentences and correct spelling. The goal of editing is to improve the piece of writing and recognize errors.
- **Proofreading:** This stage involves to check grammar mistakes in accuracy. Besides, it is useful to read the essay aloud in order to check common errors and correcting. The essay needs to catch the reader's attention and it needs to be easy to read.
- **Re-drafting:** It is the final stage which consists of writing a final version of your composition before to be published. Therefore, it is important to read again and improve your writing. It gives learners the opportunity to gain experience and learn consciously where they will feel proud of their work.

Finally, it's important the use of vocabulary at the moment to write because it gives the opportunity to write structured sentences. Besides, knowing new words allow learners to communicate the meaning. They will be able to choose a variety of words and synonyms. Also, they will be able to write creative sentences and paragraphs to engage the reader.

ORAL COMMUNICATION

According to Agarwal & Garg (2012) oral communication implies being able to communicate and express our ideas between two or more people by using a code and a sender (the person who transmits the message) and a recipient (the person who receives the message). It means that people can interact with one another and talk about various issues that can be political, religious, and cultural. Furthermore, It is essential to use a good tone of voice to be able to produce sounds and transmit the information or message that we want to be expressed.

Importance

According to Yerena (2005) communication is the central part of relating to society and knowing new cultures. Also, it allows us to increase our vocabulary and express ourselves. However, according to Genç (2017) communication process is important to convince, inform and provide mutual understanding. Furthermore, it helps learners to develop their cognitive and communicative capacities.

Therefore, oral communication has a great importance because it allows us to express our thoughts, opinions, feelings and emotions. The ability to communicate is necessary for the professional and educational field. It focuses on express a concrete message to the listener with critical thinking.

However, it is important to use a correct pronunciation, speak clearly and steadily to make your answer understandable and feel confident at the moment to speak. Besides, it is necessary to make eyes contact, use facial expressions and gestures in an oral presentation to express an effective message.

In addition, oral communication enables learners to communicate effectively avoiding misunderstandings. It allows them to feel more confident and express their opinions and ideas clearly. Furthermore, learners will able to perform speeches, debates, and discussions.

Principles of oral communication

According to Ford (2005) the principles of oral communication become effective because it allows people to communicate and improve their own abilities. On the other hand, Oxford claims that the principles to communicate are essential where some people are better than others at the moment to communicate and adapt their style to transmit the message (2017).

• **Organization:** The message to be expressed need to be clear and concrete to avoid misunderstanding between the sender and the receiver. It needs to be organized through the use of transition words.

• **Repetition:** The message is repeated several times to the interlocutor so that the message is captured and understood in the best way with consistency, demonstrating a level of mastery in oral communication.

• **Emphasis:** It implies the use of several strategies that help us to improve our communication and interaction. It involves using an appropriate tone of voice, pausing at the moment of speaking and emphasizing important words or phrases.

• **Simplicity:** It is necessary to produce simple ideas and sentences to express a clear message to the interlocutor. Besides, it is important to use a simple vocabulary.

- **Vocabulary:** It is essential to use familiar words to the receiver at the moment to express the message. There are some words that have different meanings and they are difficult to understand.

- **Voice:** It is necessary to use a natural voice to communicate the message more effective. It includes speaking clearly, use a correct pronunciation and intonation to avoid misunderstandings. Besides, it involves speaking with the correct stress and emphasis.

  Types of oral communication:

  • **Spontaneous oral communication:** It is the one in charge of proposing an informal conversation between two people without following any type of structure or plan at the moment to communicate. In this case, people will be able to relate to each other and express their knowledge, feelings, and thoughts in their daily lives.

- • **Planned oral communication:** It follows a plan and structure in an organized way which facilitates the process of communication between people through the appropriate use of the language so that they can communicate as clearly as possible (Morales, Ibarra & Montoya, 2016).

VOCABULARY LEARNING

According to Alqahtani (2015) vocabulary learning is an indispensable part for learners in which they know the meaning of unfamiliar words. It allows them to communicate effectively using the adequate words and avoiding confusions. Therefore, it's necessary the vocabulary knowledge to be able to understand texts and use simple and complex words. It plays an important role because learners will be able to acquire the language easily.

Importance

Vocabulary is an important component of the learning process. Vocabulary learning allows learners to increase their knowledge. Therefore, it gives them the benefit of developing their communicative competences. It means to be able to express their ideas and comprehend other what they are speaking.

Besides, vocabulary knowledge allows learners to have enough vocabulary. It's essential in the formation of written and spoken texts. Furthermore, it enables learners to express meaning and concepts. It implies being able to express grammatical sentences and functions.

In addition, having an extensive vocabulary helps learners in their production of the second language. Besides, it helps them to have language proficiency. They will be able to develop the four language skills which are listening, reading, speaking and writing.

Finally, it's essential the use of strategies and methods that facilitate the vocabulary learning. Teachers can encourage learners to know the meaning of unfamiliar words. Besides, they can help learners what they are hearing or reading. They will be able to use the new words in different contexts.

Types of vocabulary

Sedita claims that the types of vocabulary are important to express ideas and communicate effectively in which learners need to develop their knowledge and acquire new ideas and concepts (2005). However, Nushi & Jenabzadeh argue that there are different types of vocabulary according to learner's needs to have a better knowledge and be able to interact appropriately (2016).

- **Receptive vocabulary:** It refers to the meaning of the words in which a person is able to understand. It means that he or she is able to recognize the word while listening or reading. However, the person is unable to use in speaking or writing.

- **Productive vocabulary:** It consists of having the ability to produce understandable words according to the context. Therefore, they can be used at the moment to speak or write.

- **Content vocabulary:** It refers to be able to understand complex words which are difficult for students to learn. They need to understand some concepts and definitions about a particular topic. Furthermore, teachers need to model the words and ask learners to work collaboratively.

- **Academic vocabulary:** It concerns to comprehend the content of particular words in different subjects such as biology, science and geography. It helps to use an appropriate language in a variety of disciplines.

- **Support vocabulary:** It consists of know the meaning of words in order to understand different sentences. Learners need to have a comprehensive understanding to use the words in the context of a lesson.

Vocabulary learning strategies

According to Nosratinia, Abbasi & Zaker (2015) vocabulary learning strategies help learners to know the meaning of words, retain words in their long-term memory, and increase their vocabulary. However, according to Yang (2015) vocabulary learning strategies can help learners to recall words more effectively through memorization of words.

- **Vocabulary flashcards:** The use of flashcards or pictures help learners to retain vocabulary words for a long period of time. Therefore, learners feel motivated and encouraged to learn the meaning of a variety of words.

- **Keyword method:** It consists of retaining words using associations, repetitions or mental images. It gives learners the opportunity to find similar words according to the sound or meaning.

- **Guessing from the context:** It refers to guess the meaning of a word according to the context. Learners need to associate the words using clues within a text to guess the meaning.

- **Word Parts:** This strategy consists of identifying root words, prefixes, suffixes and compound words. It provides learners the opportunity to analyze the unknown words and guess their meaning. Furthermore, it helps them to activate their prior knowledge.

- **Repetition:** This strategy refers to listen and repeat new words. Teachers need to promote learners active engagement.

Activities for vocabulary learning

According to Joe, Nation & Newton (2017) there are different activities for learning vocabulary. The use of activities will help learners to have knowledge of the meanings of words and an appropriate level of proficiency.

- **Word map:** Learners need to brainstorm and organize words in a map that they have to create. They need to write a definition, a sentence, a synonym and an antonym.

- **Reading the word:** It is an essential activity that makes learners be familiar with the words. Besides, it helps learners to improve their pronunciation at the moment to read.

- **Crossword puzzle:** Students have to work in groups and find the correct word in the puzzle. They need to circle the word with the correct spelling.

- **Retelling:** It consists to read a text and understand the meaning of new words. Then, learners have to retell it. It gives learners the chance to understand many words in the context. Besides, it helps them to improve their communicative skills.

2.5 Hypothesis

The Mnemonic Keyword Method influences in the English language vocabulary learning with fifth-year students of basic education at "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

2.6 Pointing Variables

Independent Variable
The Mnemonic Keyword Method

Dependent Variable
English language vocabulary learning

CHAPTER III

METHODOLOGY

3.1 Approach

This research work was carried out with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School. Furthermore, this research has the qualitative and quantitative approach. It is qualitative because it tries to understand the problems that affect the educational community. However, it is quantitative because the objectives and the hypothesis need to be formulated to work in the statistical analysis.

3.2 Basic method of investigation

Field research

It is a field research because it was applied with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province. Furthermore, this research was developed in order to obtain essential information about the problem and achieve the project objectives.

Bibliography research

According to Walliman (2011) bibliography research is a kind of investigation intended to uncover new facts. It is a bibliography research because it has the objective to provide enough information. It is based on concepts and criteria of different authors about the mnemonic keyword method and the English language vocabulary learning. Therefore, bibliographic information was used such as books, texts, newspapers, magazines, and academic journals.

Social Intervention

The present research work had a social intervention for all the students and teachers at the moment to analyze and explore the problem. It helped to find possible solutions for the educational community.

3.3 Level or type of research

Exploratory level

Neuman (2014) says that exploratory level is used to investigate a topic which is not widely known through observation. Besides, it is important to observe and analyze the problem to provide possible solutions that help to solve the problem. It will help students to improve their vocabulary learning.

Descriptive level

Salaria (2012) claims that descriptive level tends to describe the situation with its causes and effects through a process of data collection. It explains each process in the investigation to obtain the possible conclusions and recommendations. In addition, the instruments and techniques are described for data collection.

Correlation

According to Waters (2017) correlational research describes the relationship between the independent variable and dependent variable. The purpose of this research is to analyze and evaluate the relationship between both variables to be investigated. In this type of research, information is collected through a survey to prove the hypotheses.

3.4 Population and sample

The present investigation was carried out with 120 students of the fifth year of basic education with "Francisco Flor-Gustavo Egüez" High School and eight teachers of the same institution

Table 1: Population

Fifth year students of basic education	Number
5 EGB "A"	40
5 EGB "B"	38
5 EGB "C"	42
Teachers	8
Total	128

Source: The investigator
Elaborated by: Ramos, K. (2017)

This information need the use of the formula to obtain the sample. Furthermore, it will help to obtain an effective information.

$$n = \frac{N}{e2(N-1)+1}$$

n = Sample size
N = Population size
e = Sampling error

$$n = \frac{128}{0.05^2(128-1)+1}$$

$$n = \frac{128}{1.32}$$

$$n = 96$$

The sample resulted in a total of 96 people, including 8 teachers. The sample of the present investigation is made up of 88 students and 8 teachers with fifth year of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

Table 2: Sample

Respondents with fifth year students of basic education	Frecuency
Students	88
Teachers	8
Total	96

Source: The investigator
Elaborated by: Ramos, K. (2017)

3.5 Operationalization of variables

3.5.1 Independent Variable: The Mnemonic Keyword Method

Table 3: Operation of the independent variable

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
The mnemonic keyword method is a <u>cognitive process</u> that uses association of ideas, words or sounds for the vocabulary retention through <u>mnemotechnical strategies.</u>	1. Cognitive process 2. Mnemotechnical strategies	1. • Perception •Attention • Coding • Retention and recall 2. • Pegword • Acrostics • Acronyms • Locy	Does your teacher use word associations to facilitate the vocabulary retention? Do you think vocabulary methods helps you to structure appropriate sentences? Do you learn new vocabulary through memorization of words?	**Technique:** Survey for students and teachers **Instrument:** Structured questions

Source: The investigator
Elaborated by: Ramos, K. (2017)

3.5.2 Dependent Variable: English language vocabulary learning

Table 4: Operation of the dependent variable

Conceptualización	Dimensiones	Indicadores	Items Básicos	Técnicas e Instrumentos
Vocabulary learning is a set of terms and words that need a <u>comprehensive memory</u> and the use of <u>learning strategies</u> for acquisition.	1. Comprehensive memory 2. Learning strategies	1. • Meaningful activities • Use of pictures • Drawings 2. • Sensory strategies • Repetition Strategies • Semantic Strategies	Do you use any method for teaching vocabulary? Do you consider important the vocabulary teaching? In your planning, do you dedicate time to teach vocabulary?	**Technique:** Survey **Instrument:** Structured questions

Source: The investigator
Elaborated by: Ramos K. (2017)

3.6 Information collection plan

To carry out this research work, a survey was applied to teachers and students of "Francisco flor-Gustavo Egüez" High School. They were used to know the importance and collect essential information about the Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education.

Table 5: Data collection

Basic questions	Explanation
For what?	To achieve the objectives of the present investigation.
What kind of people?	Fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School.
What aspects?	**Independent Variable:** The Mnemonic Keyword Method. **Dependent Variable:** English language vocabulary learning.
Who?	Katerine Estefania Ramos Acosta
When?	2017-2018
Where?	Francisco Flor-Gustavo Egüez" High School
With what instrument?	Questions structured in a survey
In what situation?	In hours available for research.

Source: The investigator
Elaborated by: Ramos, K. (2017)

3.7 Information Processing Plan

The present research work was applied with fifth year students of basic education at "Francisco Flor-Gustavo Egüez". Besides, students are between 9 and 10 years old. It means that they have a basic English level based on the Common European Framework.

Furthermore, a survey was applied to teachers and students. It contains questions that helped to collect important information about the mnemonic keyword method and the English language vocabulary learning. Each question has three alternatives of always, sometimes and never.

The surveys were analyzed to present the statistical data and the interpretation of the results. The results of the surveys will help to demonstrate the objectives and state the possible conclusions and recommendations to the problem that arises in the educational institution.

In addition, a pre-test was also used to know the vocabulary level with fifth-year students of basic education. Besides, a post-test was used to measure student's progress. The pre-test and post-test were based on the contents of the book given by the ministry of education.

3.7.1 Validation of data collection instruments

The validation of data collection instruments was designed with three tables. The first table validated the relationship of the survey questions with objectives and indicators. The second table validated the technical and representative quality of each item of the survey. Finally, the third table verified the language used in the survey.

3.7.2 Reliability of the items

A pilot test was carried out for the application of the surveys. It had the objective to know the reliability of the data collection instrument. Furthermore, a spreadsheet was used in Microsoft Excel.

According to Taber (2016) the Cronbach's alpha is used to measure or calculate the internal consistency of the items through a pilot study. The values of this coefficient of reliability range from 0 to 1. Furthermore, the minimum of the coefficient is between 0.65 and 0.8, coefficients that are less than 0.5 are unacceptable.

The following table presents the calculation of Cronbach's alpha coefficient which values are given to the scales; always (3), sometimes (2), and never (1). The value of Cronbach's alpha coefficient was 0.78 which shows that the items are reliable.

Tabla 6. Calculation of Cronbach's alpha

Encuestas	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	TOTAL
1	3	2	1	1	2	2	1	2	1	1	16
2	2	3	2	1	2	2	2	2	2	2	20
3	2	1	1	1	3	3	1	1	2	1	16
4	1	2	1	2	2	1	1	2	1	1	14
5	2	1	3	2	3	2	2	3	1	2	21
6	2	3	2	1	3	3	2	3	3	1	23
7	2	3	2	2	2	2	2	2	3	2	22
8	2	1	1	1	1	1	1	1	1	1	11
9	1	2	2	2	2	3	2	3	3	2	22
10	2	3	3	2	3	2	1	3	1	2	22
11	2	1	1	1	2	2	2	2	2	1	16
12	2	2	2	2	3	2	2	2	2	1	20
13	1	1	1	1	2	2	1	2	1	1	13
14	2	1	1	1	2	2	1	2	1	3	16
15	1	1	1	2	2	3	1	2	1	1	15
VARIANZA	0,29	0,69	0,51	0,25	0,33	0,38	0,25	0,38	0,62	0,38	13,63

Variables	
K	10
Σvi	4,09
Vt	13,63
Section 1	1,11
Section2	0,70
Absolute Value	0,70
α (Alfa)	**0,78**

Source: Validation of items
Elaborated by: Ramos, K. (2017)

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CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

First of all, surveys were applied to English teachers and students of basic education at "Francisco Flor-Gustavo Egüez". The surveys were analyzed for the tabulation of data where it was done with the respective information. It shows the percentage of each question of the survey. Furthermore, it's analyzed and interpreted according to the teacher's and student's response.

In addition, it contains the verification of the hypothesis through the application of Pearson's Chi-square statistics where two questions of the dependent variable and two questions of the independent variable are taken from the survey to perform the statistical data. Besides, the alternative and null hypothesis will be verified to know if the Mnemonic Keyword Method influences or does not influence in the English language vocabulary learning.

Finally, the pre-test and post-test were applied with fifth year students of basic education at "Francisco Flor-Gustavo Egüez". The results were analyzed through the t-Test.

Survey for students of basic education at "Francisco Flor-Gustavo Egüez"

Question 1. Do you think learning vocabulary is important in the English lesson?

Table 7: Importance of vocabulary learning

Frequency	Students	Percentage
Always	25	28%
Sometimes	50	57%
Never	13	15%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 3: Importance of vocabulary learning
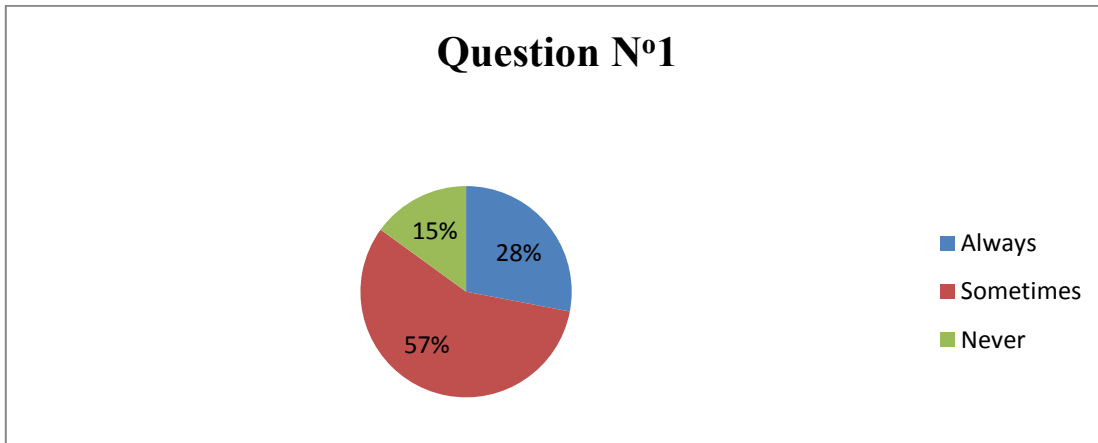
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 3 shows that 28% of students think that learning vocabulary is always important in the English lesson. On the other hand, 57% of students think that it is sometimes important and only a 15% of students think that vocabulary learning is not important. It means that there is a high value of students that think that sometimes is important learning vocabulary within the classroom.

Question 2. Does your teacher emphasize in teaching vocabulary?

Table 8: Emphasis in teaching vocabulary

Frequency	Students	Percentage
Always	30	34%
Sometimes	43	49%
Never	15	17%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 4: Emphasis in teaching vocabulary
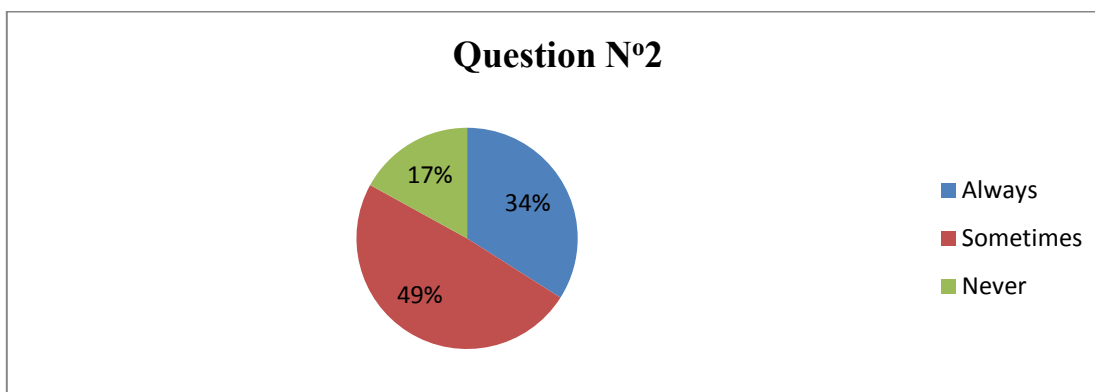
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 4 shows that 34% of students said that their teacher always emphasize in teaching vocabulary. 49% of students said that sometimes their teacher emphasize in teaching vocabulary and only 17% of students said that their teacher never emphasize. Furthermore, there is a high porcentage of students that said sometimes their teacher emphasice the vocabulary section because she/he are focused on grammar and listening section.

Question 3. How often does your teacher use flashcards or pictures for teaching vocabulary?

Table 9: Use of flascards or pictures

CATEGORY	FREQUENCY	PERCENTAGE
Always	20	36%
Sometimes	35	62%
Never	1	2%
TOTAL	56	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 5: Use of flascards or pictures
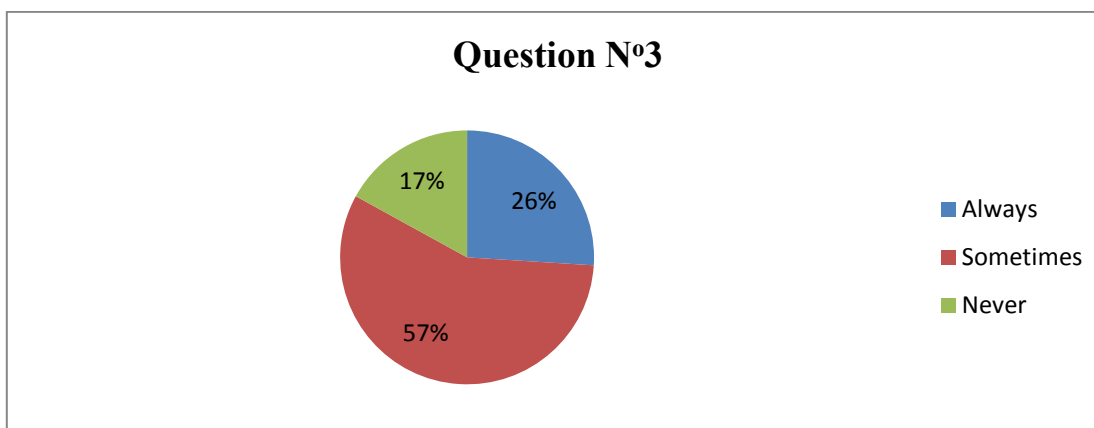
Question Nº3

17%
26%
57%

■ Always
■ Sometimes
■ Never

Source: The investigator
 Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 5 demonstrates that 26% of students said that their teacher always use flashcards and pictures for teaching vocabulary. However, 57% of students said that sometimes their use flashcards and pictures for teaching vocabulary. Furthermore, 17% of students said that their teacher never use flashcards or pictures. In conclusion, the majority of students said sometimes their teachers tries to motivate them through the use of flashcards.

Question 4. How often does your teacher use audio-visual materials for teaching vocabulary within the classroom?

Table 10: Audio-visual materials

Frequency	Students	Percentage
Always	20	23%
Sometimes	30	34%
Never	38	43%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 6: Audio-visual materials
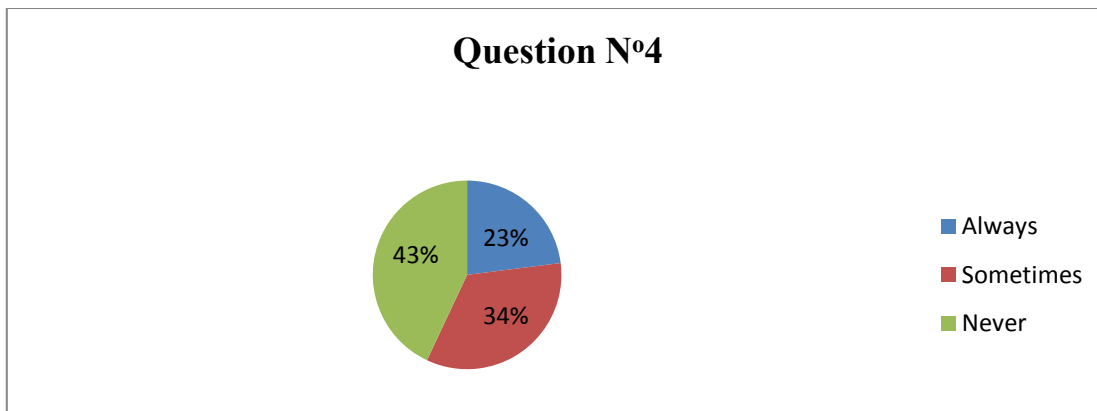
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 6 demonstrates that 23% of students said that their teacher always use audio-visual materials for teaching vocabulary. On the other hand, 34% of students said that sometimes their teacher use audio-visual materials. Finally, most of students said that never their teacher use audio-visual materials for teaching vocabulary. It means that teachers do not are interested in using any material or strategy to engage their students to develop their vocabulary knowledge.

Question 5. Does your teacher use word associations to facilitate the vocabulary retention?

Table 11: Word associations

Frequency	Students	Percentage
Always	15	17%
Sometimes	33	38%
Never	40	45%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 7: Word associations
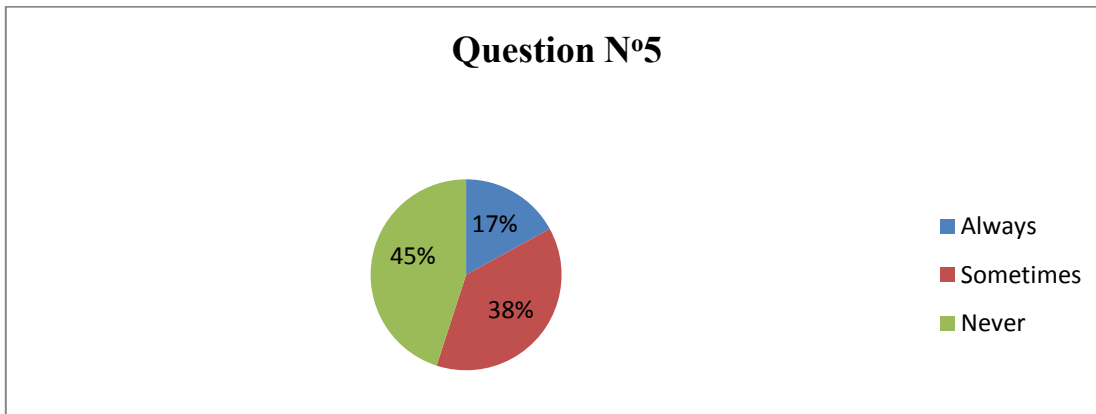
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 7 shows that 17% of students said that their teacher always use word associations to facilitate the vocabulary retention. However, 38% of students said that sometimes their teacher use word associations to facilitate the vocabulary retention. Finally, most of students with a percentage of 45% said that never their teacher uses word associations for teaching vocabulary. Teachers do not try to research and apply strategies in which students acquire an extensive vocabulary easily.

Question 6. Do you think that the lack of English vocabulary influences in your communication?

Table 12: English vocabulary in communication

Frequency	Students	Percentage
Always	42	48%
Sometimes	28	32%
Never	18	20%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 8: Kind of tools
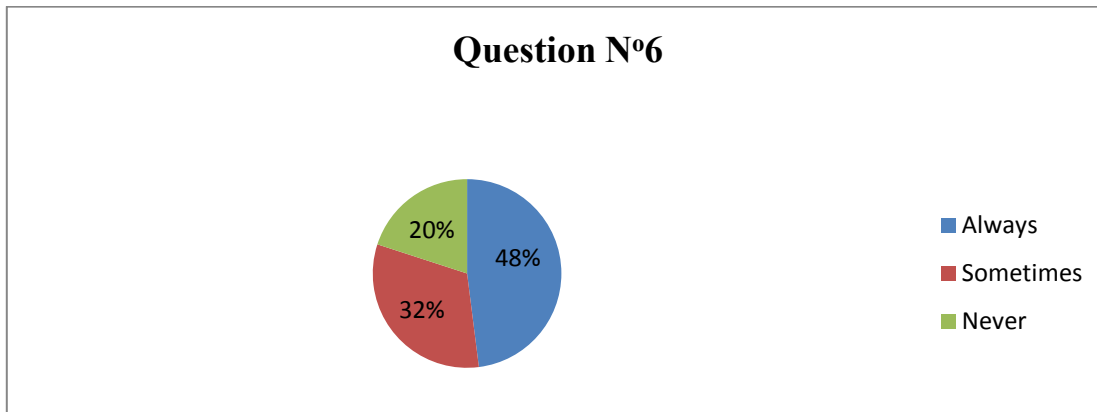
Source: The investigator
 Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 8 demonstrates that 48% of students think that the lack of English vocabulary influences in their communication. However, 32% of students think that sometimes the lack of English vocabulary influences in their communication. Finally, 20% of students think that never the lack of English vocabulary influences in communication. In conclusion, most of students think that it is essential learning vocabulary because it helps them to improve and develop their communicative competences.

Question 7. Do you think that teaching vocabulary should be more
dynamic through strategies that facilitate their learning?

Table 13: Dynamic in teaching vocabulary

Frequency	Students	Percentage
Always	25	28%
Sometimes	45	51%
Never	18	21%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 9: Dynamic in teaching vocabulary
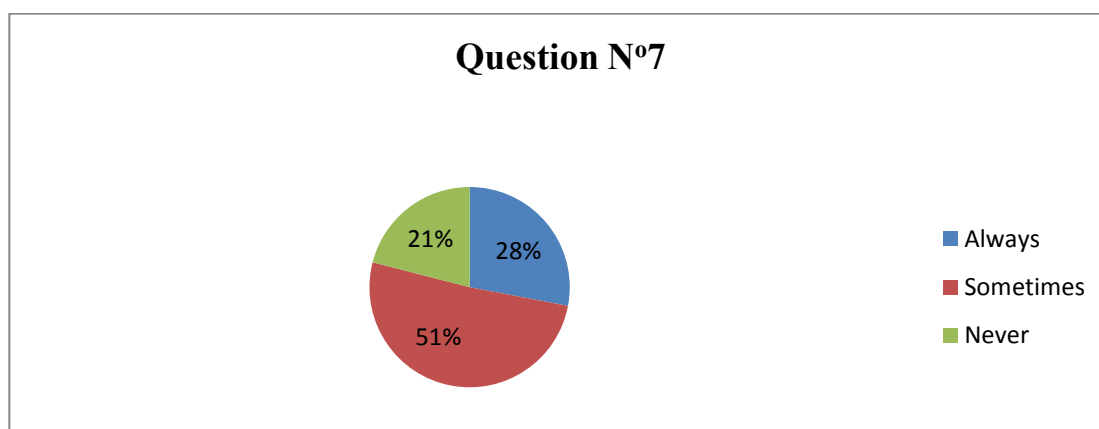
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 9 shows that 28% of students think that always teaching vocabulary should be more dynamic through strategies that facilitate their learning. On the other hand, 51% of students think that sometimes teaching vocabulary should be more dynamic. Finally, 21% of students think that never teaching vocabulary should be more dynamic. In conclusion, there is a high percentage of students that think that their teacher should use strategies to motivate them. They will feel encourage to acquire an enough vocabulary within the classroom.

Question 8. Do you learn new vocabulary through memorization of words

Table 14: Memorization of words

Frequency	Students	Percentage
Always	10	11%
Sometimes	48	55%
Never	30	34%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 10: Memorization of words
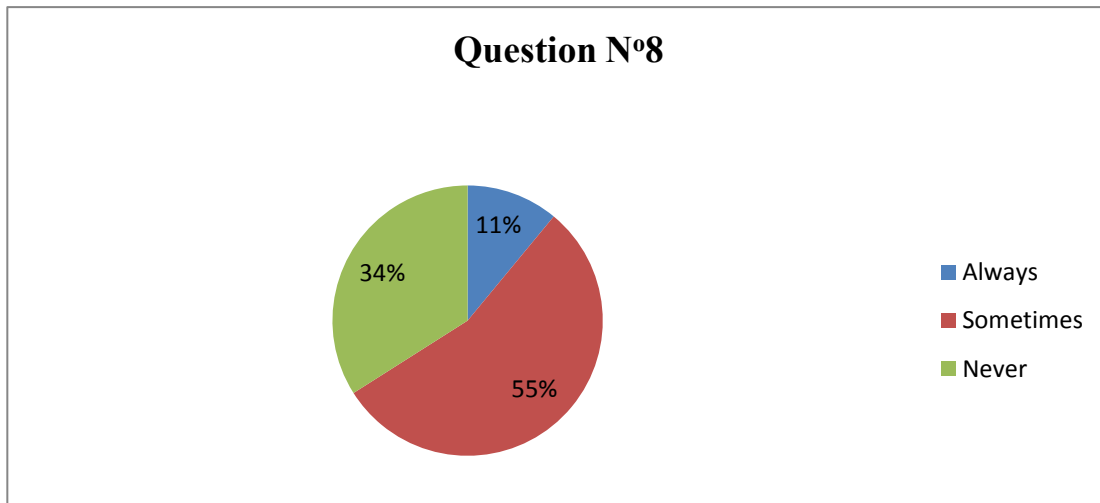
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 10 demonstrates that 11% of students always learn new vocabulary through memorization of words. On the other hand, 55% of students sometimes learn new vocabulary memorizing words. Finally, only a 11% of students said that they never learn new vocabulary through memorization of words. In conclusion, there is a high percentage of students that said that they sometimes use memorization of words because it helps them to remember more words in an effective way.

Question 9. Do you think vocabulary strategies help you to structure appropriate sentences?

Table 15: Vocabulary strategies

Frequency	Students	Percentage
Always	40	45%
Sometimes	28	32%
Never	20	23%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 11: Vocabulary strategies
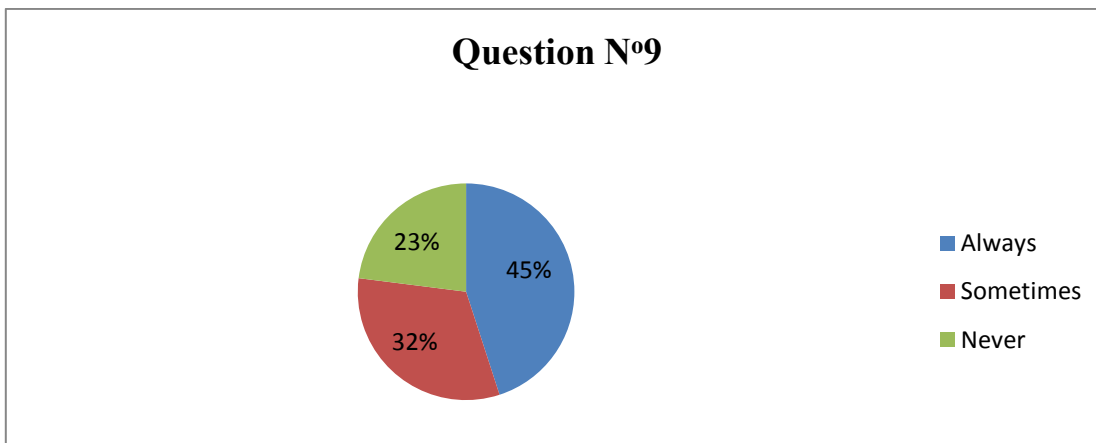
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 11 shows that 45% of students think that always vocabulary strategies help them to structure sentences. However, 23% of students think that sometimes vocabulary strategies help them to structure sentences. Finally, 23% of students think that never vocabulary strategies help them to create sentences. In conclusion, the majority of students said that sometimes vocabulary strategies help them to create and structure sentences. These strategies are effective for them because they help to create sentences correctly.

Question 10. Do you think that the mnemonic strategy would help you to learn vocabulary effectively?

Table 16: Mnemonic strategy

Frequency	Students	Percentage
Always	22	25%
Sometimes	53	60%
Never	13	15%
Total	88	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 12: Mnemonic strategy
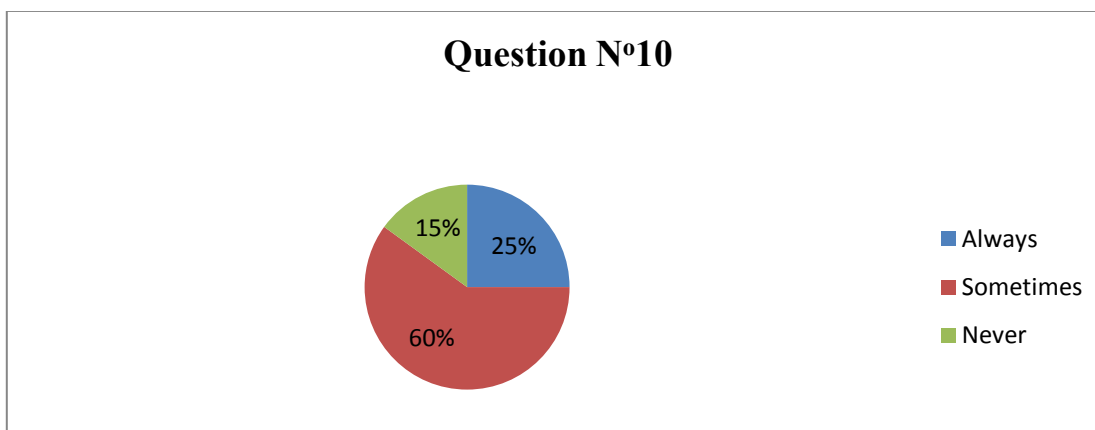
Source: The investigator
 Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 12 shows that 25% of students think that always the mnemonic strategy would help them to learn vocabulary effectively. On the other hand, 60% of students think that sometimes the mnemonic stretegy would help them. Finally, only 15% of students think that never the mnemonic strategy would help them to learn vocabulary. In conclusion, there is a majority of students that think that sometimes it would help them to learn new vocabulary words.

Survey for teachers of basic education at "Francisco Flor-Gustavo Egüez".

Question 1. Do you use any strategy for teaching vocabulary?

Table 17: Strategies for teaching vocabulary

Frequency	Teachers	Percentage
Always	2	25%
Sometimes	4	50%
Never	2	25%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 13: Strategies for teaching vocabulary
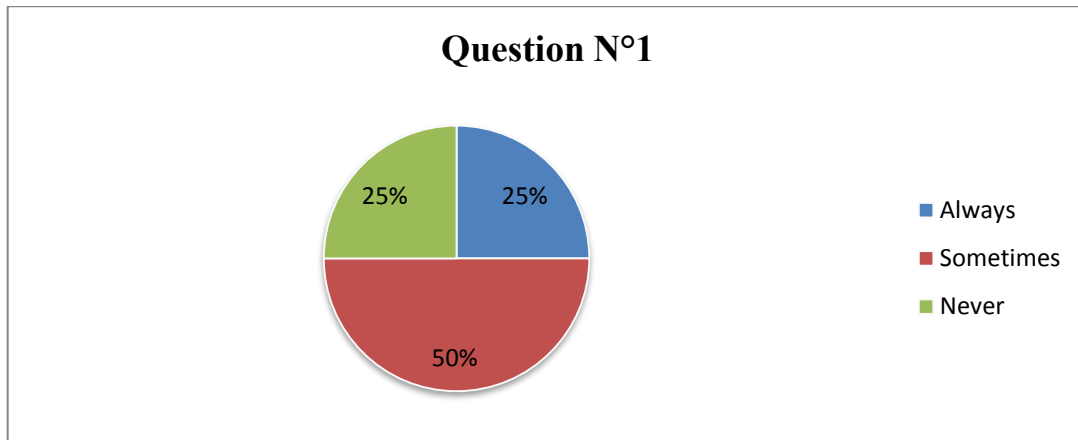
Question N°1

Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 2 shows that 25% of teachers always used any strategy for teaching vocabulary. On the other hand, 50% of teachers said that they sometimes use any strategy. Finally, 25% of teachers said that they do not use any strategy for teaching vocabulary. The results indicated that teachers sometimes use any strategy within the classroom. It means that teachers need to apply strategies to motivate their students to learn vocabulary frequently.

Question 2. Do you consider important the vocabulary teaching?

<div align="center">

Table 18: Importance of vocabulary teaching

Frequency	Teachers	Percentage
Always	6	75%
Sometimes	2	25%
Never	0	0%
Total	8	100%

</div>

Source: The investigator
Elaborated by: Ramos, K. (2017)

<div align="center">

Graphic 14: Importance of vocabulary teaching
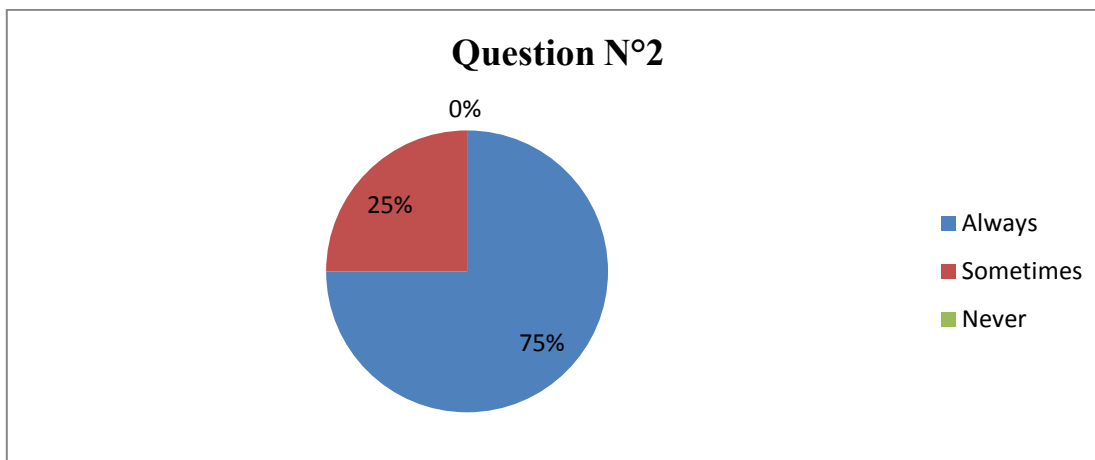
</div>

Source: The investigator
 Elaborated by: Ramos, K. (2017)

<div align="center">

Analysis and Interpretation

</div>

The graphic N° 3 shows that 75% of teachers consider always important the vocabulary teaching. However, 25% of teachers consider sometimes is important the vocabulary teaching. 0% of teachers consider that never is important vocabulary teaching. The results indicate that teachers think that it's important teaching vocabulary because it allows students to develop their knowledge. Besides, it allows them to improve their English competences.

Question 3. In your planning, do you dedicate time to teach vocabulary?

Table 19: Planning to teach vocabulary

Frequency	Teachers	Percentage
Always	3	37%
Sometimes	4	50%
Never	1	13%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 15: Planning to teach vocabulary
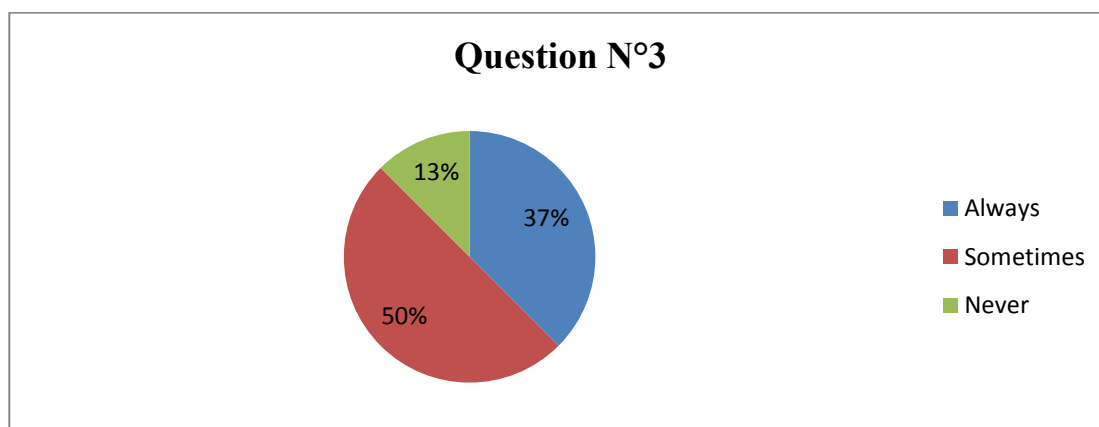
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 3 shows that 37% of teachers always dedicate time in their planning to teach vocabulary. On the other hand, 50% of teachers sometimes dedicate time to teach vocabulary. Finally, 13% of teachers never dedicate time in their planning to teach vocabulary. Furthermore, the results shows that teachers sometimes plan to teach vocabulary in their classes. They should include activities to teach vocabulary in their plannig.

Question 4. How often do you use flashcards or pictures for teaching vocabulary?

Table 20: Flashcards for teaching vocabulary

Frequency	Teachers	Percentage
Always	3	37%
Sometimes	5	63%
Never	0	0%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 16: Flashcards for teaching vocabulary
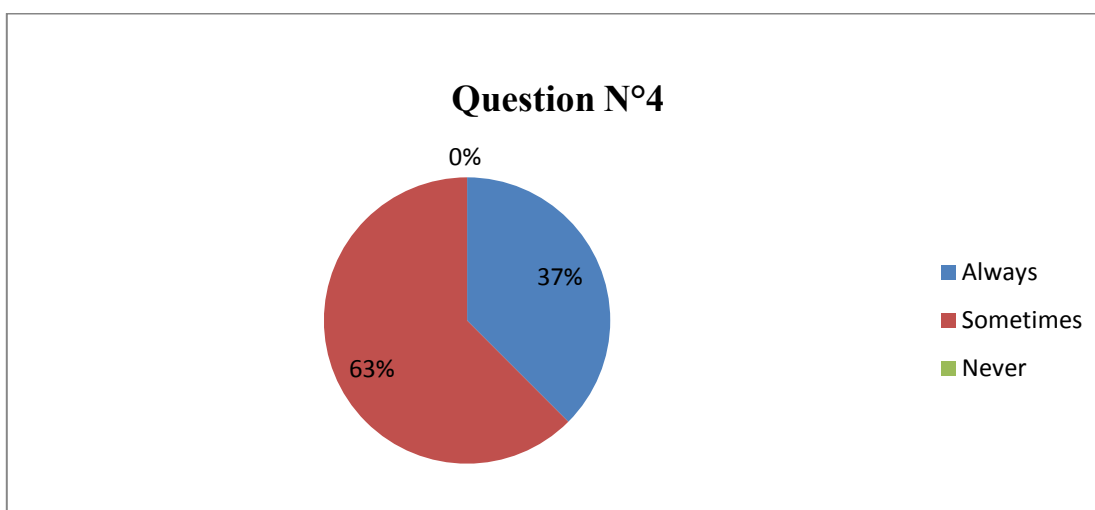
Source: The investigator
 Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 5 shows that 37% of teachers always use flashcards or pictures for teaching vocabulary. On the other hand, 63% of teachers sometimes use flascards or pictures for teaching vocabulary. Finally, 0% of teachers never use flashcards at the moment to teach. It means that teachers sometimes tend to use flashcards to engage their students. This strategy allows to facilitate student's retention where they acquire an extensive vocabulary.

Question 5. How often do you use audio-visual materials for teaching vocabulary?

Table 21: Audio-visual materials

Frequency	Teachers	Percentage
Always	2	25%
Sometimes	6	75%
Never	0	0%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 17: Audio-visual materials
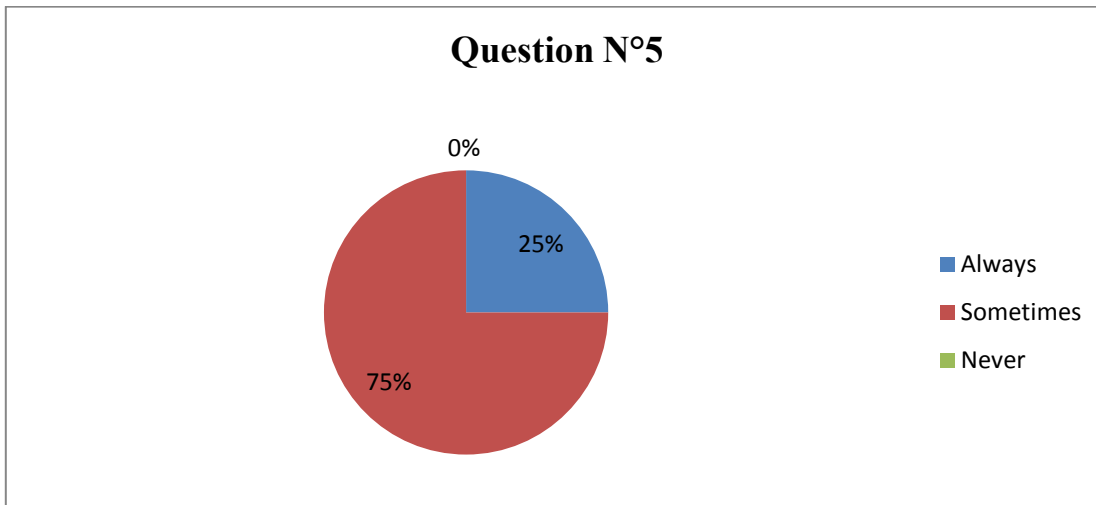
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 6 shows that 25% of teachers always use audio-visual materials for teaching vocabulary. However, 75% of teachers sometimes use audio-visual materials for teaching vocabulary. It indicates that teachers sometimes use materials within the classroom. They prefer to use only pictures within the classroom because of the lack of time.

Question 6. Do you use word associations to facilitate the vocabulary retention in students?

Table 22: Word associations

Frequency	Teachers	Percentage
Always	4	50%
Sometimes	2	25%
Never	2	25%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 18: Word associations
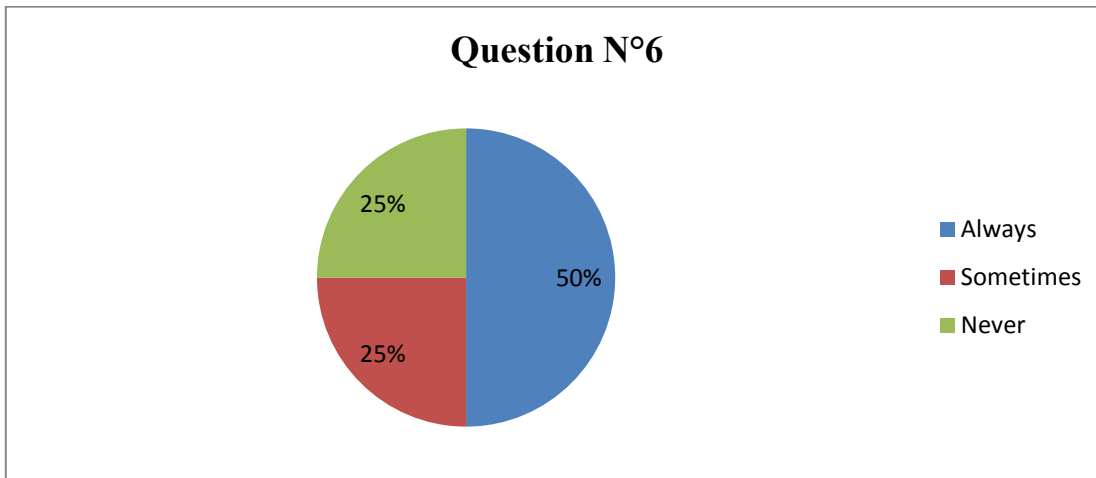
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 7 shows that 50% of teachers always use word associations to facilitate the vocabulary retention in students. On the other hand, 25% of teachers sometimes use word associations. In addition, 25% of teachers never use word associations. They do have enough knowledge about teaching vocabulary through the combination of words. Finally, the results indicate that most teachers tend to use interactive associations of words, sounds or images.

Question 7. Do you think that the lack of English vocabulary influences in students communication.

Table 23: English vocabulary influences in communication

Frequency	Teachers	Percentage
Always	6	75%
Sometimes	2	25%
Never	0	0%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 19: English vocabulary influences in communication
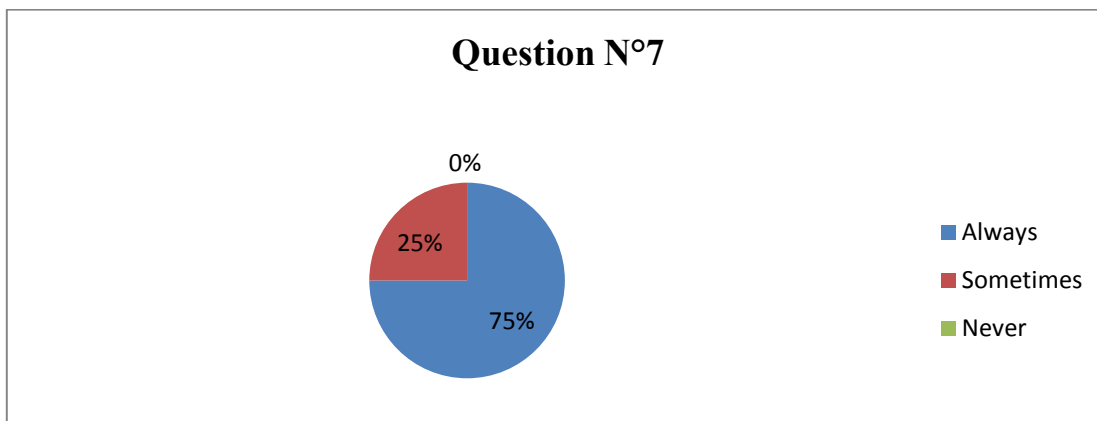
Source: The investigator
Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N° 8 shows that 75% of teachers think that the lack of English vocabulary influences in student's communication. However, 25% of teachers think that sometimes the vocabulary influences in student's communication. Furthermore, there is a higher percentage of teachers who think that English vocabulary allows to communicate effectively. Besides, it helps to develop student's knowledge and give the benefit of developing the communicative competences.

Question 8. Do you promote the learning of new vocabulary through memorization of words?

<p style="text-align:center;">**Table 24:** Memorization of words</p>

Frequency	Teachers	Percentage
Always	4	50%
Sometimes	2	25%
Never	2	25%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

<p style="text-align:center;">**Graphic 20:** Memorization of words</p>
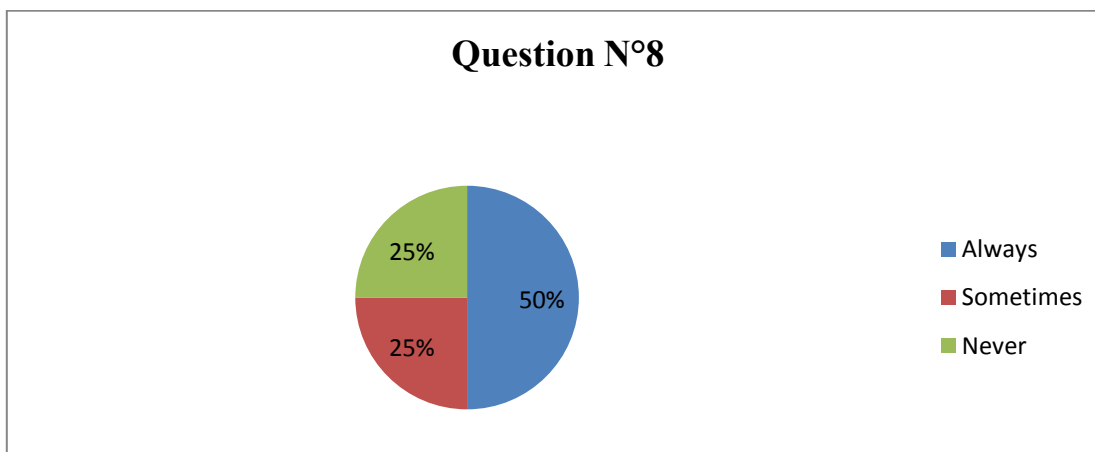
Source: The investigator
 Elaborated by: Ramos, K. (2017)

<p style="text-align:center;">**Analysis and Interpretation**</p>

The graphic N° 9 shows that 50% of teachers always promote the learning of new vocabulary through memorization of words. However, 25% of teachers sometimes promote vocabulary learning. Also, 25% of teachers said that they never promote vocabulary learning using memorization of words. In conclusion, most teachers tend to asks students to memorize words. It helps them to increase their knowledge and have an extensive vocabulary.

Question 9. Do you consider that the use of vocabulary strategies helps students to structure appropriate sentences and phrases?

Table 25: Strategies to structure appropriate sentences

Frequency	Teachers	Percentage
Always	3	37%
Sometimes	3	38%
Never	2	25%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 21: Strategies to structure appropriate sentences
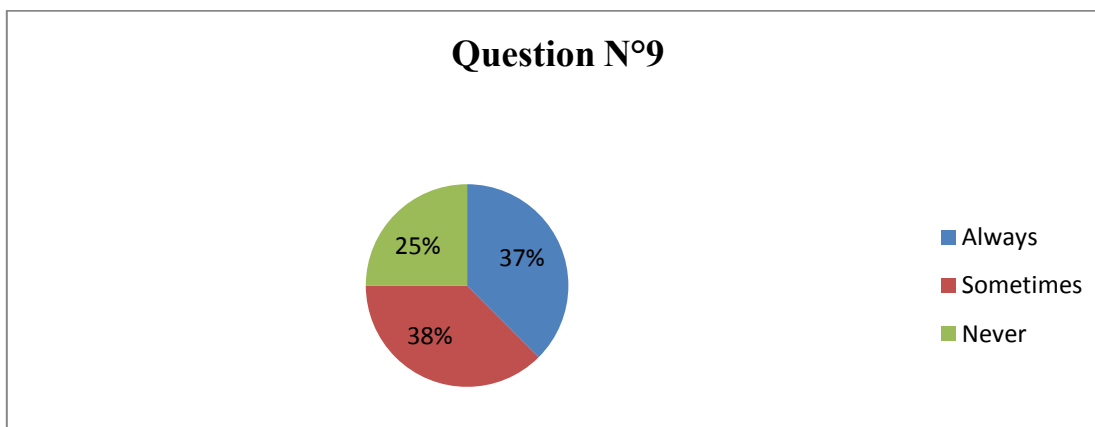
Source: The investigator
 Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

The graphic N°10 shows that 37% of teachers consider that the use of vocabulary strategies helps students to structure appropriate sentences. On the other hand, 38% of teachers consider that sometimes the use of vocabulary help student to create sentences. Finally, 25% of teachers consider that vocabulary strategies are not essential to create sentences. In conclusion, there is a percentage of teachers that use strategies for teaching vocabulary.

Question 10. Have you ever used the mnemonic strategy for teaching vocabulary?

Table 26: Mnemonic strategy for teaching vocabulary

Frequency	Teachers	Percentage
Always	2	25%
Sometimes	3	37%
Never	3	38%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 22: Mnemonic strategy for teaching vocabulary
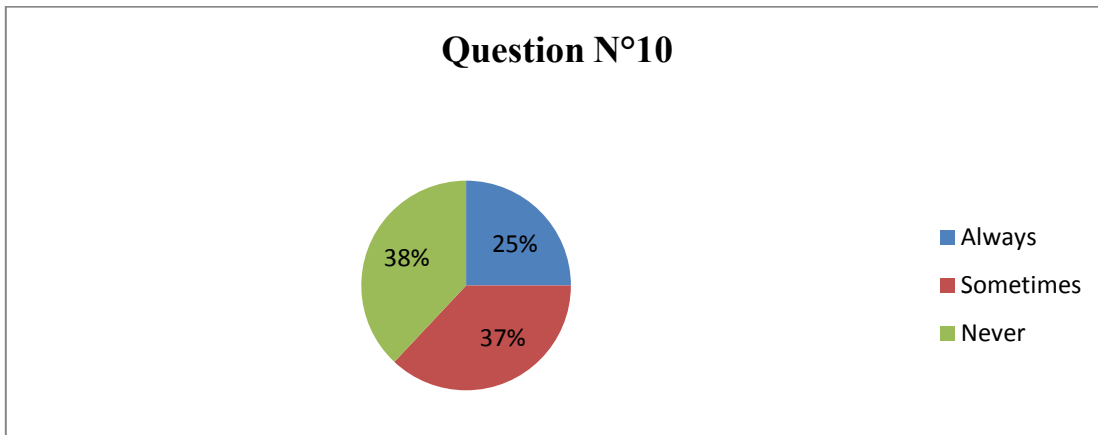
Source: The investigator
 Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N°11 shows that 25% of teachers have used the mnemonic strategy for teaching vocabulary. However, 38% of teachers have used sometimes the menmonic strategy for teaching vocabulary. Therefore, 37% of teachers have never used the mnemonic strategy. In conclusion, most teachers do not know the mnemonic strategy which allows learners to memorize words through combination of words. They prefer to use other strategies for teaching vocabulary because they had not heard about this strategy.

Question 10. Do you think that the mnemonic strategy would help students to learn vocabulary effectively?

Table 27: Mnemonic strategy

Frequency	Teachers	Percentage
Always	2	25%
Sometimes	5	62%
Never	1	13%
Total	8	100%

Source: The investigator
Elaborated by: Ramos, K. (2017)

Graphic 23: Mnemonic strategy
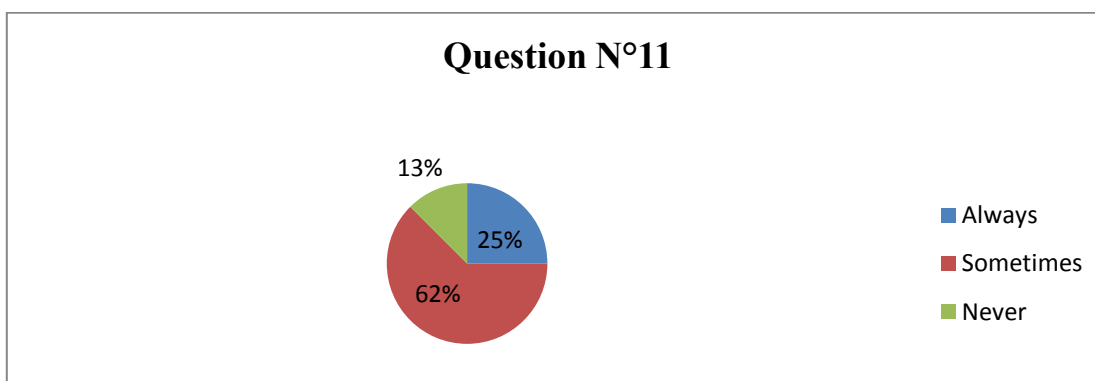
Source: The investigator
 Elaborated by: Ramos, K. (2017)

Analysis and Interpretation

The graphic N°12 shows that 25% of teachers think that the mnemonic strategy would help students to learn vocabulary effectively. However, 62% of teachers think that the mnemonic strategy sometimes would help students to learn vocabulary. Finally, 13% of teachers think the mnemonic strategy never help students to acquire vocabulary. In conclusion, there is a large percentage of teachers that think that this strategy sometimes helps students. It helps them to acquire enough vocabulary and remember words in an easy way.

4.2 Verification of hypotheses

The present research project "The Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province" used the Chi Square in the questions of the survey for the verification of the hypothesis.

4.2.1 Hypothesis Formulation

Null Hypothesis (H0): The Mnemonic Keyword Method does not influence in the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

Alternative Hypothesis (HI): The Mnemonic Keyword Method influences in the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

4.2.2 Statistical model

The Chi Square is used and applied with the following formula to verify the hypothesis.

$$X_c{}^2 = \sum \frac{(O-E)^2}{E}$$

$X_c{}^2$ = Chi Square

Σ = the "sum of"

O= observed frequencies

E= expected frequencies

On the other hand, the t-Test was also used to determine the degree of significance of the two evaluations, establishing a comparison between the pre-test and post-test. The t-Test is used and applied with the following formula:

$$t = \frac{X - \mu}{\frac{S_X}{\sqrt{n}}}$$

X = Sample mean

μ = Value to analyze

SX = Sample standard deviation

n = Sample size

4.2.3 Significance level

The results were analyzed and interpreted to verify the hypothesis. It has taken the following:

$\alpha = 0{,}05$
95% of reliability

4.2.4 Observed Frequencies

Table 28: Observed frequencies

Variables	Always	Sometimes	Never	Total
Question 1 Do you think learning vocabulary is important in the english lesson?	31	52	13	96
Question 3 How often does your teacher use flashcards or pictures for teaching vocabulary?	26	55	15	96
Question 8 Do you learn new vocabulary through memorization of words?	14	50	32	96
Question 10 Do you think that the mnemonic strategy would help you to learn vocabulary effectively?	24	58	14	96
Total	95	215	74	384

Source: The investigator
Elaborated by: Ramos, K. (2017)

4.2.5 Expected Frequencies

Table 29: Expected frequencies

Variables	Always	Sometimes	Never
Question 1	23,8	53,8	18,5
Question 3	23,8	53,8	18,5
Question 8	23,8	53,8	18,5
Question 10	23,8	53,8	18,5

Source: The investigator
Elaborated by: Ramos, K. (2017)

4.2.6 Contingency table

Table 30: Contingency table

Variables	o	E	O - E	$(O - E)^2$	$(O - E)^2/E$
Question 1	31	23,8	7,2	51,84	2,17815126
Question 3	26	23,8	2,2	4,84	0,20336134
Question 8	14	23,8	-9,8	3,13	0,13151260
Question 10	24	23,8	0.2	0,04	0,00168067
Question 1	52	53,8	-1,8	3,24	0,06022304
Question 3	55	53,8	1,2	1,09	0,02026022
Question 8	50	53,8	-3,8	14,44	0,27102102
Question 10	58	53,8	4,2	17,64	0,32788104
Question 1	13	18,5	-5,5	30,25	1,63513513
Question 3	15	18,5	-3,5	12,25	0,66216216
Question 8	32	18,5	13,5	182,25	9,85135135
Question 10	14	18,5	-4,5	20,25	1,09459459
TOTAL	384	384,4	-0,4	341,26	16,43733442

Source: The investigator
Elaborated by: Ramos, K. (2017)

The X^2 value is **16,44**

4.2.7 Degrees of Freedom

The degrees of freedom is stablished and taking into account 4 rows and 3 columns.

DF = (4-1)* (3-1)

DF = (3)*(2)

DF = 6

Critical square value: 12,59

Percentage Points of the Chi-Square Distribution

Degrees of Freedom	Probability of a larger value of x^2								
	0.99	0.95	0.90	0.75	0.50	0.25	0.10	0.05	0.01
1	0.000	0.004	0.016	0.102	0.455	1.32	2.71	3.84	6.63
2	0.020	0.103	0.211	0.575	1.386	2.77	4.61	5.99	9.21
3	0.115	0.352	0.584	1.212	2.366	4.11	6.25	7.81	11.34
4	0.297	0.711	1.064	1.923	3.357	5.39	7.78	9.49	13.28
5	0.554	1.145	1.610	2.675	4.351	6.63	9.24	11.07	15.09
6	0.872	1.635	2.204	3.455	5.348	7.84	10.64	12.59	16.81
7	1.239	2.167	2.833	4.255	6.346	9.04	12.02	14.07	18.48
8	1.647	2.733	3.490	5.071	7.344	10.22	13.36	15.51	20.09
9	2.088	3.325	4.168	5.899	8.343	11.39	14.68	16.92	21.67
10	2.558	3.940	4.865	6.737	9.342	12.55	15.99	18.31	23.21
11	3.053	4.575	5.578	7.584	10.341	13.70	17.28	19.68	24.72
12	3.571	5.226	6.304	8.438	11.340	14.85	18.55	21.03	26.22
13	4.107	5.892	7.042	9.299	12.340	15.98	19.81	22.36	27.69
14	4.660	6.571	7.790	10.165	13.339	17.12	21.06	23.68	29.14
15	5.229	7.261	8.547	11.037	14.339	18.25	22.31	25.00	30.58
16	5.812	7.962	9.312	11.912	15.338	19.37	23.54	26.30	32.00
17	6.408	8.672	10.085	12.792	16.338	20.49	24.77	27.59	33.41
18	7.015	9.390	10.865	13.675	17.338	21.60	25.99	28.87	34.80
19	7.633	10.117	11.651	14.562	18.338	22.72	27.20	30.14	36.19
20	8.260	10.851	12.443	15.452	19.337	23.83	28.41	31.41	37.57
22	9.542	12.338	14.041	17.240	21.337	26.04	30.81	33.92	40.29
24	10.856	13.848	15.659	19.037	23.337	28.24	33.20	36.42	42.98
26	12.198	15.379	17.292	20.843	25.336	30.43	35.56	38.89	45.64
28	13.565	16.928	18.939	22.657	27.336	32.62	37.92	41.34	48.28
30	14.953	18.493	20.599	24.478	29.336	34.80	40.26	43.77	50.89
40	22.164	26.509	29.051	33.660	39.335	45.62	51.80	55.76	63.69
50	27.707	34.764	37.689	42.942	49.335	56.33	63.17	67.50	76.15
60	37.485	43.188	46.459	52.294	59.335	66.98	74.40	79.08	88.38

Graphic 24: Distribution of Chi Square
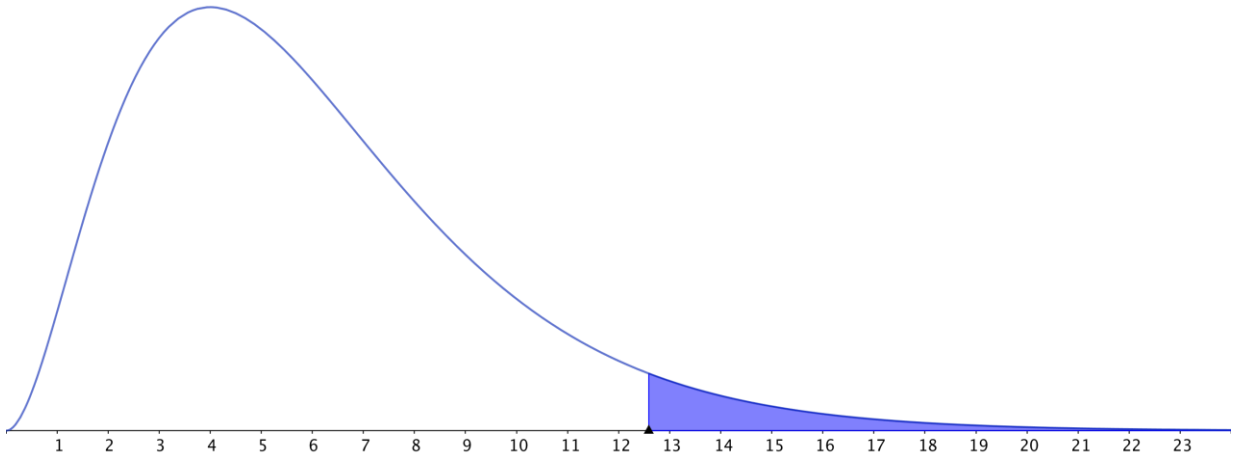
Decision rule

$X_c^2 > X_t^2$ The **Ho** is rejected and the **H1** is accepted.

$X_c^2 16,44 > X_t^2 12,59$

Table 31: t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	13,34210526	15,47368421
Variance	7,582503556	9,391180654
Observations	38	38
Pearson Correlation	0,611231976	
Hipothesized Mean Difference	0	
df	37	
t Stat	-5,092426369	
P(T<=t) one-tail	5,29898E-06	
t Critical one-tail	1,68709362	
P(T<=t) two-tail	1,0598E-05	
t Critical two-tail	2,026192463	

Interpretation:

Chi Square

This investigation has 6 degrees of freedom with a probability of 0,05 and a confidence level of 95%. Therefore, it has been obtained in the table a calculated chi-square of 16,44 and a critical chi-square of 12,59. The value of the calculated chi-square is greater than the value of the critical chi-square. Furthermore, the null hypothesis is rejected and the alternative hypothesis is accepted. The alternative hypothesis says that "The Mnemonic Keyword Method influences in the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province".

t-Test

The data collection process was completed, obtaining a value much lower than 0,05 which indicates that there was a significant difference between the pre-test and post-test. Furthermore, it validates the hypothesis previously raised on the research.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

✓ The Mnemonic Keyword Method and the English language vocabulary learning were studied with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province. It concludes that through the use of this strategy students increased their English language vocabulary learning in which they were able to retain new vocabulary words.

✓ The importance of English language vocabulary learning was established with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School. It concludes that it is of great importance the vocabulary teaching-learning through the use of strategies that facilitate this process.

✓ The theoretical basis was supported that this strategy helps students to feel encouraged to learn an appropriate vocabulary. It helps them to memoryze new words and develop their English skills. Furthermore, it allows to improves the teaching-learning process of a foreign language.

✓ The relationship of between the Mnemonic Keyword Method and the vocabulary learning of the English language were identified. It concludes that this strategy has positive benefits to vocabulary learning because students were able to remember a lot of vocabulary words. Besides, they felt confidence at the moment learn.

5.2 Recommendations

✓ It is necessaire to encourage the appropriate use of the mnemonic keyword method for teaching–learning vocabulary. It will help students to feel motivated to learn and acquire enough vocabulary through combination of words.

✓ Teachers of basic education with "Francisco Flor-Gustavo Egüez" High School should use the association of words within the classroom. They need to put into practice in their daily life. It includes the use of repetition and pictures that help students to remember vocabulary words easily. Besides, it is essential for students to practice their pronunciation.

✓ It is essential the correct use of this strategy which has two important stages, First of all, the teacher need to associate words that have some similarity, Then, the teacher needs to use pictures or images in which students can visualize, They will enable learners to retain new words in their long term memories through interactive associations.

✓ Make use of meaningful associations that help students to acquire enough vocabulary easily. They will store words in their long-term memories which help them to use the words according to the context. Besides, it will help them to create appropriate sentences.

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Annex 1. Survey for students

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Survey for students

OBJECTIVE: Collect information about the Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School.

Date: _____

INSTRUCTIONS: Answer each question by using an (x).

1. Do you think learning vocabulary is important in the english lesson?

Always ☐   Sometimes ☐   Never ☐

2. Does your teacher emphasize in teaching vocabulary?

Always ☐   Sometimes ☐   Never ☐

3. How often does your teacher use flashcards or pictures for teaching vocabulary?

Always ☐   Sometimes ☐   Never ☐

4. How often does your teacher use audio-visual materials for teaching vocabulary within the classroom?

5. Does your teacher use word associations to facilitate the vocabulary retention?

Always ☐   Sometimes ☐   Never ☐

6. Do you think that the lack of English vocabulary influences in your communication?

Always ☐   Sometimes ☐   Never ☐

7. Do you think that teaching vocabulary should be more dynamic through strategies that facilitate their learning?

Always ☐   Sometimes ☐   Never ☐

8. Do you learn new vocabulary through memorization of words?

Always ☐   Sometimes ☐   Never ☐

9. Do you think vocabulary strategies helps you to structure appropriate sentences?

Always   Sometimes   Never

☐   ☐   ☐

10. Do you think that the mnemonic strategy would help you to learn vocabulary effectively?

Always ☐   Sometimes ☐   Never ☐

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Survey for teachers

OBJECTIVE: Collect information about the Mnemonic Keyword Method and the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School.

Date: _____

INSTRUCTIONS: Answer each question by using an (x).

1. Do you use any strategy for teaching vocabulary?

Always ☐   Sometimes ☐   Never ☐

2. Do you consider important the vocabulary teaching?

Always ☐   Sometimes ☐   Never ☐

3. In your planning, do you dedicate time to teach vocabulary?

Always ☐   Sometimes ☐   Never ☐

4. How often do you use flashcards or pictures for teaching vocabulary?

Always ☐   Sometimes ☐   Never ☐

5. How often do you use audio-visual materials for teaching vocabulary within the classroom?

Always ☐   Sometimes ☐   Never ☐

6. Do you use word associations to facilitate the vocabulary retention in students?

Always ☐   Sometimes ☐   Never ☐

7. Do you think that the lack of English vocabulary influences in students communication?

Always ☐   Sometimes ☐   Never ☐

8. Do you promote the learning of new vocabulary through memorization of words?

Always ☐   Sometimes ☐   Never ☐

9. Do you consider that the use of vocabulary strategies helps students to structure appropriate sentences and phrases?

Always ☐   Sometimes ☐   Never ☐

10. Have you ever used the mnemonic strategy for teaching vocabulary?

Always ☐   Sometimes ☐   Never ☐

11. Do you think that the mnemonic strategy would help students to learn vocabulary effectively?

Always ☐   Sometimes ☐   Never ☐

Annexe 3. Urkund

URKUND

Urkund Analysis Result

Analysed Document: TRABAJO DE TITULACIÓN.docx (D33576073)
Submitted: 12/10/2017 5:03:00 PM
Submitted By: stefyramos94@gmail.com
Significance: 0 %

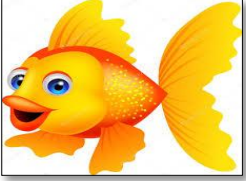Sources included in the report:

Instances where selected sources appear:

0

Annexe 4. Pre-test and Post-test

VOCABULARY ENGLISH TEST

1. **Look at the pictures and write the correct adjective.   (2 pts.)**

| sad | fat | happy | pretty |

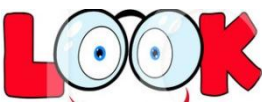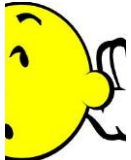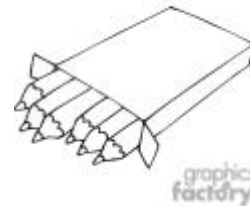2. **Complete the information.   (2 pts.)**

   A: Hello. What is your name?

   B: My name is _____

3. **Listen and write the number according to the teacher's instructions.   (2 pts.)**

4. **Color the school material according to the teacher's intructions.   (2 pts.)**

5. Look at the pictures and write the name of each family member correctly.   (2 pts.)

She is my _____	He is my _____	She is my _____	They are my _____

6. Choose the correct comand and write it under the corresponding picture.   (2 pts.)

LISTEN / LOOK / STAND UP / SIT DOWN

_____   _____   _____   _____
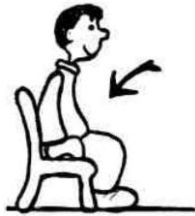
7. Match the objects to the correct answer. Then, color the pictures.   (2 pts)

Ant

Snail

Rain

bag

123

8. Match the greeting to its correct meaning.   (2 pts.)

Good morning   Hasta luego

Bye   Hola

Good bye   Buenos días

Hello   Chao

9. Answer the following questions.   (2 pts.)

What is your name?   My name is _____
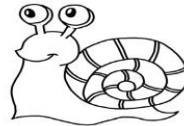
What is your mother´s name?   My mother´s name is _____

What is your father´s name?   My father´s name is _____

What is your best friiend´s name?   My best friiend ´s name is _____

10. Draw what is requsted in the table.   (2 pts.)

Nine green flags	Seven brown cakes	Eight blue trains
Twelve yellow caps	Five red apples	Eleven orange bags

Annexe 5. Paper

THE MNEMONIC KEYWORD METHOD AND THE ENGLISH LANGUAGE VOCABULARY LEARNING.

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Summary

The present research work lets to know the Mnemonic Keyword Method and the English language vocabulary learning. The importance of this strategy was studied with fifth year students of basic Education between 9 and 10 years old. It was a descriptive study with the application of surveys to 88 students and 9 English teachers of "Francisco Flor-Gustavo Egüez" High School. Furthermore, it was proved that the Mnemonic Keyword Method influences in the English language vocabulary learning. The results obtained show that it's important the use of strategies for teaching vocabulary. It helps them to structure appropriate sentences and develop their communicative skills.

Keywords: Mnemonic Keyword Method, English language, vocabulary learning

ABSTRACT

This current research work lets to know the importance and the use of the Mnemonic Keyword Method and the English langugage vocabulary learning. It was applied to fifth year students between 9 and 10 years old. Besides, it has a descriptive level of research in which it was developed with the execution of surveys. It allowed to collect information and develop statistical analysis. It was applied to 8 teachers and 88 students from Francisco Flor-Gustavo Egüez" high school in Ambato city, Tungurahua province. Besides, the T-Student test was used to know the improvement in English language vocabulary. Furthermore, the alternative hypothesis is accepted. It showed that the Mnemonic Keyword Method has influence in the English language vocabulary learning. It also showed that it is important the use of this strategy to develop a better vocabulary and comprehension. Therefore, it allows students to build their knowledge and improve their own capacities including speaking.

Keywords: vocabulary learning, strategy, comprehension, develop, knowledge,

1 Introduction

Learning vocabulary is an important aspect for students because it allows them to communicate effectively with others. It's essential in the formation of written and spoken texts. Furthermore, it enables learners to express meaningful concepts. It implies being able to express grammatical and appropriate sentences.

According to Alqahtani (2015) vocabulary learning is an essential part for learners in which it allows to know the meaning of unfamiliar words. It allows them to convey meaning effectively using the suitable words. Furthermore, it's necessary to have enough vocabulary knowledge to be able to understand the meanings of words.

In addition, having an extensive vocabulary helps learners in their production of the foreign language. They will be able to develop the four language skills which are listening, reading, speaking and writing.

Some researchers demonstrated that having an ample vocabulary helps learners in their production of the second language and their linguistic comprehension (Hamzavi, 2014). Finally, it becomes obvious to apply an innovative strategy to develop and increase students' vocabulary.

This academic paper has clear objectives such as:

- Identify the importance of the Mnemonic Keyword Method.
- Explain the theoretical basis on vocabulary learning of the English language.
- Determine the relationship between the Mnemonic Keyword Method and the vocabulary learning of the English language.

Theoretical Framework

The Mnemonic Keyword Method

The Mnemonic Keyword Method is an effective strategy that helps in the retention of vocabulary as it enables learners to memorize and retain new words in their long-term memories through interactive associations. Besides, they can associate the sound of a word that they are learning to one they already know. They can also create a mental picture that helps them to remember that word

According to Gerami & Tavakoli (2013) the mnemonic keyword method is an effective strategy to acquire and an extensive vocabulary.

It is focused on acoustic and visual images to be remembered. Therefore, learners need to hear the word and make an association with the image. It helps learners to know the meanings of different words and feel motivated within the classroom.

This strategy helps students to create meaningful associations and remember easily some vocabulary words. Teachers need to use this strategy and create a good atmosphere in which students feel involved in the learning process. For example, the teacher can start to use the mnemonic keyword method for teaching complex words, e.g. weather/whether, price/prize, desert/dessert, etc. Then, at the end of the class students would easily tell their teacher the meaning of each word that they had learned.

In addition, the purpose of this strategy is to facilitate the teaching-learning vocabulary and motivate students to acquire enough vocabulary. It helps them to be able to create sentences and develop their thinking. The mnemonic keyword method is an effective mnemonic rule that is mainly used for learning foreign language vocabulary (Artola & Gonzáles, 2015).

In conclusion, the Mnemonic Keyword Method brings positive benefits to vocabulary learning, such as students remembering a lot of meaningful vocabulary words useful for their daily lives.

Besides, they develop their cognitive skills using in which they felt more concentrated and motivated at the moment of learning.

The Mnemonic Keyword Method

However, according to Artola & Gonzáles (2015) the mnemonic keyword method is an effective mnemonic rule that is mainly used for learning foreign language vocabulary.

It has beneficial effects on students' motivation in which they will feel involved. Besides, it implies the use of interactive connections and images within the classroom.

The mnemonic keyword method was developed by Atkinson in 1975 for learning a foreign language. It's effective to memorize and retain vocabulary words in the long-term

memory through interactive associations.

The mnemonic keyword method has two important steps for learning vocabulary words: Firstly, learners associate the sound of a word that they are learning (L2) to one they already know (L1). Then, they create a mental picture that helps them to remember that word.

Characteristics of the Mnemonic Keyword Method

The use of the mnemonic keyword method helps learners to remember sounds, images and factual information. They will pay more attention to extraordinary and unusual events in their daily life.

Besides, they will take control and autonomy about their own learning in which they need to reinforce their memory and cognitive skills.

In addition, the keyword needs to have sense to remember easily in the long-term memory. It helps to memorize and retain simple and complex words in which it requires practice. It's

necessary to practice to have better results and acquire an extensive vocabulary.

Vocabulary learning

Vocabulary is an important component of the learning process. Vocabulary learning allows learners to increase their knowledge. Therefore, it gives them the benefit of developing their communicative competences. It means to be able to express their ideas and comprehend other what they are speaking.

Besides, vocabulary knowledge allows learners to have enough vocabulary. It's essential in the formation of written and spoken texts. Furthermore, it enables learners to express meaning and concepts.

It implies being able to express grammatical sentences and functions.

In addition, having an extensive vocabulary helps learners in their production of the second language. Besides, it helps them to have language proficiency.

They will be able to develop the four language skills which are listening, reading, speaking and writing.

Finally, it's essential the use of strategies and methods that facilitate the vocabulary learning. Teachers can encourage learners to know the meaning of unfamiliar words. Besides, they can help learners what they are hearing or reading. They will be able to use the new words in different contexts.

Types of vocabulary

Receptive vocabulary

It refers to the meaning of the words in which a person is able to understand. It means that he or she is able to recognize the word while listening or reading. However, the person is unable to use in speaking or writing.

Productive vocabulary

It consists of have the ability to produce understandable words according to the context. Therefore, they can be used at the moment to speak or write.

Content vocabulary

It refers to be able to understand complex words which are difficult for students to learn. They need to understand some concepts and definitions about a particular topic. Furthermore, teachers need to model the words and ask learners to work collaboratively.

Academic vocabulary

It concerns to comprehend the content of particular words in different subjects such as biology, science and geography. It helps to use an appropriate language in a variety of disciplines.

Support vocabulary

It consists of know the meaning of words in order to understand different sentences. Learners need to have a comprehensive understanding to use the words in the context of a lesson.

Vocabulary learning strategies

Vocabulary flashcards

The use of flashcards or pictures helps learners to retain vocabulary words for a long period of time. Therefore, learners feel motivated and encouraged to learn the meaning of a variety of words.

Keyword method

It consists of retaining words using associations, repetitions or mental images. It gives learners the opportunity to find similar words according to the sound or meaning.

Guessing from the context

It refers to guess the meaning of a word according to the context. Learners need to associate the words using clues within a text to guess the meaning.

Word Parts

This strategy consists of identifying root words, prefixes, suffixes and compound words. It provides learners the opportunity to analyze the unknown words and guess their meaning. Furthermore, it helps them to activate their prior knowledge.

Repetition

This strategy refers to listen and repeat new words. Teachers need to promote learners active engagement. Besides, it helps them to increase their vocabulary and learn better.

1. Materials and Methods

This research work was carried out with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School. Furthermore, This research work has the qualitative and quantitative approach because it contains real information and it tries to understand the problems that affect in the basic education. This research is descriptive because it analyzes and describes the problems. It is exploratory because it tries to observe and analyze the problem. Besides, it is a field research because it tries to obtain necessary information to achieve the objectives.

Finally, it is a bibliography research because it is based on concepts and criteria of different authors about the mnemonic keyword method and the English language vocabulary learning.

The present investigation was applied to 88 students and 8 teachers with fifth year of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province.

Furthermore, surveys were applied to English teachers and students of basic education at "Francisco Flor-Gustavo Egüez". The survey were analyzed for the tabulation of data where it was done with the respective information.
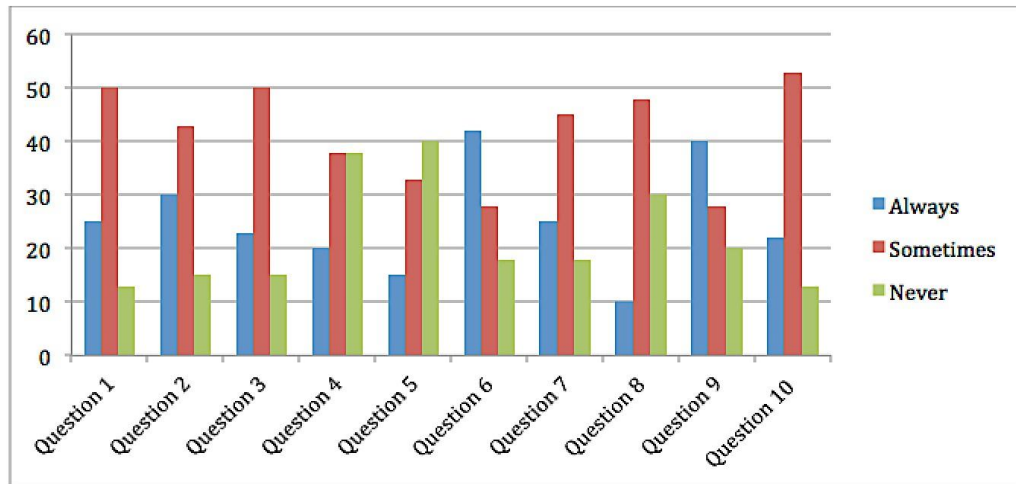
In addition, it was applied the application of Pearson's Chi-square statistics to verify the hypothesis. This research had 6 degrees of freedom obtaining a calculated chi-square of 16.44 and a critical chi-square of 12.59. In addition, the Gaussian bell was applied to represent the verification of the hypothesis where the value of the critical chi-square was less that the value of the calculated chi-square. Furthermore, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the Mnemonic Keyword Method influences in the English language vocabulary learning.

Finally, in the investigation was taken a sample of 38 students (men and women) of basic education at "Francisco Flor-Gustavo Egüez" between 9 and 10 years old.

The data was collected by taking account three factors: pre-test, the application of the Mnemonic Keyword Method and post-test. The data was analyzed through the T-Student test for the information collected.

3. Results

Graphic 1: Overall results
of students survey

The application of surveys was used to tabulate and interpret the results. It was applied to 88 students in which they consider sometimes important learning vocabulary in the English lesson. They think that it is necessary the use of innovative strategies that help them to acquire and remember vocabulary.

Furthermore, the questions, 5,7,8 and 10 correspond to the independent variable which is the Mnemonic Keyword Method. Learners mentioned that their teacher never uses word associations for teaching vocabulary.

Teachers do not have enough time to plan and research different activities and strategies.

On the other hand, there is a high percentage of students that think that their teacher should use strategies that help them to memorize words in an easy way. Besides, they think that this strategy would help them to acquire an appropriate vocabulary anddevelop their own capacities.

Graphic 2: Overall results

of teachers survey
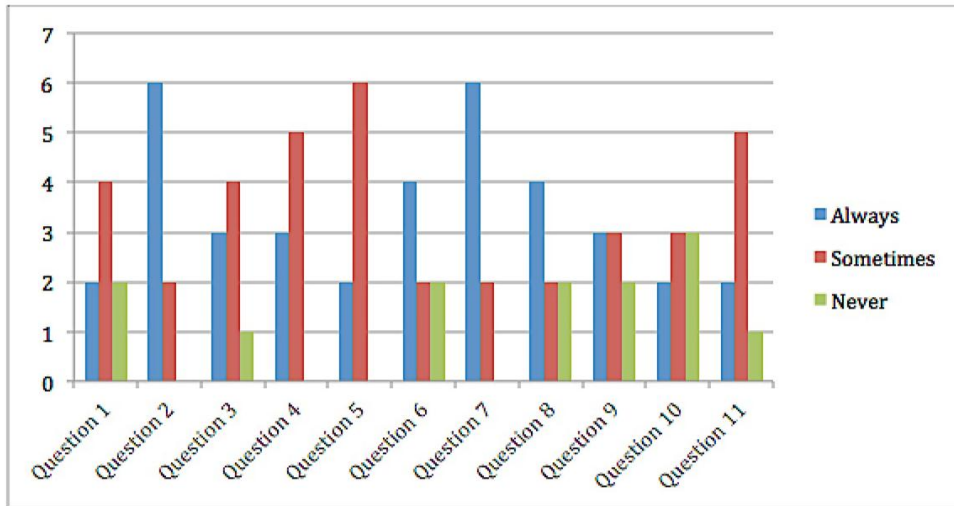
The application of surveys was applied to 8 English teachers. They said that they sometimes use any strategy for teaching vocabulary within the classroom. They consider important the vocabulary teaching because they think that it helps their students to practice their English skills. Besides, they mention that they sometimes dedicate time to plan their classes for teaching vocabulary.

On the other hand, they always use word associations to facilitate the vocabulary retention in students.

They use combination of words through the use of sounds or images in which learners can visualize the images. Besides, they said that the vocabulary always influences in student's communication.

In addition, the use of the Mnemonic Keyword Method was studied where teachers and students state that this strategy would help in the teaching-learning process. They think that it is important to use new strategies that allow learners to feel motivated and interested to learn the foreign language.

Graphic 3: t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	13,34210526	15,47368421
Variance	7,582503556	9,391180654
Observations	38	38
Pearson Correlation	0,611231976	
Hipothesized Mean Difference	0	
df	37	
t Stat	-5,092426369	
P(T<=t) one-tail	5,29898E-06	
t Critical one-tail	1,68709362	
P(T<=t) two-tail	1,0598E-05	
t Critical two-tail	2,026192463	

The application of the pre-test and pos-test was applied to 38 sudents of basic education at "Francisco Flor-Gustavo Egüez" between 9 and 10 years old. The pre-test showed a negative result in which students had a low vocabulary level. However, the post-test showed a different result where students had better grades. The T-Student test gave a result of 1,0598E-05 or expressed otherwise 0,00001. It means that there was a considerable improvement between the pre-test and post-test.

In addition, there was a variation in the development of English language vocabulary through the Mnemonic Keywor Method within the classroom. It allowed students to improve their vocabulary knowledge. Besides, they felt motivated to learn enough vocabulary words. It was reflecting in the post-test where it showed a better result focused on their vocabulary knowledge.

1. Discussion

The Mnemonic Keyword Method is a useful strategy to memorize words and retain them for a long period of time. It allows learners to improve their communicative and cognitive skills. Furthermore, the teacher needs to support and guide their students for the execution of this strategy within the classroom.

The main objective was to study the Mnemonic Keyword Method and the English language vocabulary learning. Besides, identify the importance of the Mnemonic Keyword Method and explain the theoretical basis on vocabulary learning. In addition, determine the relationship between the independent and dependent variable.

The present research work shows the importance of this strategy in which it is important the use of sounds, words, and images. It's based on meaningful connections that encourage learners to develop their own abilities. Furthermore, learners will be able to acquire a set of words.

It has taken into account some previous research works that have some relationship with the current research topic. According to the research work carried out by Guachi (2016) "The word building strategy in the development of vocabulary at third year students of baccalaureate from "Jorge Alvarez" High school during the academic year 2015-2016". She mentioned that word formation procedures such as derivation, composition and parasynthesis allow students to increase their lexicon. Finally, this strategy has positive effects on vocabulary learning in which students were able to use new words in different contexts.

On the other hand, another research work was carried out by Angulo, (2014) "Active techniques and their influence on vocabulary learning in students of "José Peralta" School during the academic year 2013-2014". The author stated that teachers use a traditional teaching method within the classroom in which they are not interested to apply useful techniques or methods that help learners to feel

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motivated in the learning process. In addition, teachers tend to use all the time the same materials for teaching and it affects students. They are not able to use didactic materials that help them to build their own knowledge.

Finally, in the present research work, a field research was applied to determine the possible conclusions and recommendations. Besides, surveys were applied to teachers and students to know the importance of the independent and dependent variable. The chi-square and T-Student test were also used to verify the hypothesis in which the alternative hypothesis was accepted.

It says that "The Mnemonic Keyword Method influences in the English language vocabulary learning with fifth year students of basic education with "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province".

5. Conclusions

In conclusion, the majority of students of basic education with "Francisco Flor-Gustavo Egüez" High School were aware of the use of this strategy. However, some students did not know this strategy. They did not have a good vocabulary and a clear knowledge about this strategy.

It was identified that teachers are not interested to apply different strategies for teaching vocabulary because they were only focused on grammar and listening. It was the reason that students had a poor vocabulary. Learners have a low level of vocabulary knowledge which influences in their communication.

Besides, the relationship between the mnemonic keyword method and vocabulary learning was determined in which students are able to acquire quite enough vocabulary using meaningful associations.

In addition, the characteristics of the Mnemonic Keyword Method and the English language vocabulary learning were identified. Students feel motivated to learn and participate through the use of this strategy.

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