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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: Mnemonic Strategies and English Language Vocabulary

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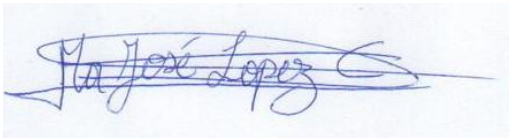
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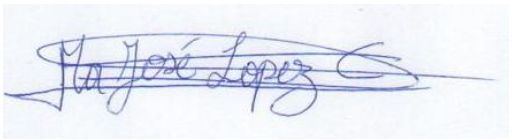
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DEDICATION

TO:

To my parents, Susy and German, with all my love and gratitude. Thank you for being my strength, for every sacrifice, for every word of encouragement, and for teaching me through your example the true value of hard work, humility, and perseverance. This achievement is as much yours as it is mine because without your support and belief in me, I would not have come this far. Everything I am and everything I hope to be comes from you.

To my boyfriend, my partner in life and my greatest supporter, Juan Daniel, thank you for standing by me through the toughest moments, for celebrating every little victory, and for reminding me every day of my strength and potential. Your love has been so important to me, giving me strength when I needed it most and showing me what it truly means to love without limits.

And to my dear Mathew, my furry angel, who silently shared his love, loyalty, and warmth with me. Though you are no longer here physically, you live on in my heart. Thank you for being my support and companion through so many long nights, and for the gift of your presence, which I'll always carry with me.

María.

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THEME: "Mnemonic Strategies and English Language Vocabulary"

AUTHOR: López Constante María José

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ABSTRACT

This study analyzed high school students' perspectives on the use of mnemonic strategies for English vocabulary learning. A total of 70 students (36 males and 34 females) from 3rd BGU A and B at La Salle High School participated in this descriptive, non-experimental research. Data was collected through a survey with 21 items created using Google Forms, which was validated by a pilot test and expert review. The survey showed strong reliability with a Cronbach's Alpha coefficient of 0.810, and its content validity, according to Aiken's V coefficient, ranged from 0.80 to 1. The survey was designed based on three research questions aligned with the study's objectives. The results revealed that students most frequently use mnemonic strategies involving pictures, the keyword method, and visualization to enhance vocabulary retention. These strategies engage multiple cognitive processes, such as visual memory and association, which help learners create stronger mental links to new vocabulary. By using mental imagery and familiar keywords, students find it easier to recall and apply new words in different contexts. Furthermore, learners mainly developed receptive and concrete vocabulary, while abstract vocabulary remains the most challenging. The study also found that vocabulary learning strategies promoted in the EFL classroom emphasize meaning-focused input and output, as well as fluency development. These findings provide valuable insights into effective vocabulary learning methods and suggest practical approaches for teaching English vocabulary through mnemonic techniques.

Keywords: mnemonic strategies, vocabulary, types of vocabulary, vocabulary learning strategies

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TEMA: "Estrategias Mnemotécnicas y Vocabulario del Idioma Inglés"

AUTORA: López Constante María José

TUTOR: Mg. Silva Valencia Juan Carlos

RESUMEN

Este estudio analizó las perspectivas de estudiantes de bachillerato sobre el uso de estrategias mnemotécnicas para el aprendizaje del vocabulario en inglés. Participaron un total de 70 estudiantes (36 hombres y 34 mujeres) de 3º BGU A y B de la Unidad Educativa La Salle. La investigación es descriptiva y no experimental. Los datos se recopilaron mediante una encuesta de 21 ítems creada en Google Forms, validada a través de una prueba piloto y la revisión de expertos. La encuesta mostró una alta confiabilidad con un coeficiente Alpha de Cronbach de 0,810, y su validez de contenido varió entre 0,80 y 1 según el coeficiente V de Aiken. La encuesta se diseñó en función de tres preguntas de investigación alineadas con los objetivos del estudio. Los resultados revelaron que las estrategias mnemotécnicas más utilizadas por los estudiantes son aquellas que involucran imágenes, el método de palabras clave y la visualización para mejorar la retención del vocabulario. Además, se identificó que los alumnos han desarrollado principalmente vocabulario receptivo y concreto, mientras que el vocabulario abstracto representa el mayor desafío. El estudio también encontró que las estrategias de aprendizaje de vocabulario promovidas en el aula de inglés como lengua extranjera se centran en la producción y recepción con enfoque en el significado, así como en el desarrollo de la fluidez. Estos hallazgos ofrecen valiosos conocimientos sobre métodos efectivos para el aprendizaje del vocabulario y sugieren enfoques prácticos para la enseñanza del inglés mediante técnicas mnemotécnicas.

Chapter I. Theoretical Framework

1.1 Research Background

Among Ecuadorian high school learners, who often encounter difficulties in acquiring vocabulary, the study of mnemonic strategies in English as a Foreign Language (EFL) education has gained significant attention in recent years. This is due to the increasing demand for effective vocabulary learning techniques. For this research work, an extensive analysis of various academic articles has been conducted to understand the impact of mnemonic strategies on vocabulary learning.

Elsisi (2023) emphasized the perceived effectiveness of mnemonics among Arabic as a Foreign Language (AFL) language users. By employing a mixed-methods approach that included questionnaires and interviews, the study revealed that individuals found mnemonics enjoyable and supportive of memory and creativity. Notably, verbal and keyword mnemonics emerged as the most preferred techniques. Despite some challenges related to the application of these strategies, the study concluded that mnemonics are beneficial when tailored to the learners' needs.

Moreover, Auliya (2023) conducted classroom action research with tenth-grade language users, highlighting the practical application of mnemonic techniques. Implementing the acrostic method over two instructional cycles, the study reported an increase in mean scores from 65.87 in the pre-test to 89.87 in the post-test, indicating that mnemonic strategies significantly supported vocabulary acquisition. The research also observed increased learner engagement and creativity, suggesting that mnemonic techniques foster a more interactive learning environment.

Similarly, the study by Zaalishvili (2023) analyzed the role of mnemonic strategies in supporting English vocabulary acquisition and enhancing speaking performance among vocational college participants. The findings underscored that techniques such as the Method of Loci, storytelling, and visual-spatial aids contributed to better vocabulary retention while also boosting individuals' confidence in speaking activities. This correlation between memory enhancement and oral proficiency highlights the multidimensional benefits of mnemonic strategies in language education.

Hill (2022) explored the impact of mnemonic strategies on EFL learners' vocabulary retention and found that the application of keyword and sentence-based mnemonics led to a 9% average increase in test scores. The study highlighted that mnemonic methods such as the keyword technique, visual associations, and spatial organization can significantly enhance language users' ability to remember and use vocabulary over time. These techniques help learners establish meaningful connections between unfamiliar words and their prior knowledge, thus promoting deeper understanding and long-term retention. Additionally, the study demonstrated that mnemonic techniques not only facilitated memorization but also increased learners' metacognitive awareness.

Furthermore, the quasi-experimental study by Thảo (2022) demonstrated the efficacy of mnemonic strategies among Vietnamese EFL university participants at the pre-intermediate level. The findings indicated that mnemonic strategies, particularly visual-based ones such as spatial grouping and keyword methods, substantially improved vocabulary retention. While some individuals initially perceived mnemonics as time-consuming, they ultimately acknowledged their long-term advantages. Consequently, the study recommended integrating mnemonic strategies into EFL instruction to accommodate diverse learning styles.

Another noteworthy study by Gulo et al. (2022) examined mnemonic strategies among seventh-grade individuals and found that visualization, association, and structured organization techniques led to improved vocabulary mastery. The research reported a significant rise in the number of participants meeting the minimum passing criteria after employing mnemonic methods, indicating that these strategies can promote both vocabulary recall and learner engagement.

In addition, Lubis et al. (2022) explored the effectiveness of various mnemonic techniques at a junior high school level, highlighting the keyword method as the most efficient. Although the loci method also proved beneficial by leveraging visual memory, the rhyme keys and peg word systems were deemed less practical by learners. The study concluded that mnemonic devices, especially keyword-based ones, can significantly support vocabulary learning and aid in memorizing new words efficiently.

In summary, the reviewed studies collectively emphasize the potential of mnemonic strategies to enhance vocabulary acquisition in English language education. These strategies not only facilitate the retention of new words but also encourage a more active and engaging learning process. As educational practices evolve, incorporating mnemonic techniques into EFL instruction appears promising for fostering improved vocabulary mastery and language proficiency.

Theoretical Foundation of the Variables

Independent Variable

Educational Strategies

Educational strategies are planned methods derived from educational theory that guide the teaching and learning process. Shulman (1987) emphasizes the importance of pedagogical content knowledge, which he defines as the combination of subject matter knowledge and the ability to teach that content effectively. This concept highlights that knowing the material is not enough; teachers must also know how to organize and present it so that students can understand it. Shulman also explains that this knowledge enables teachers to make informed decisions about instructional strategies based on student needs and the learning context. Similarly, Joyce et al. (2015) define educational strategies as structured teaching models designed to promote different types of learning. These models—such as information-processing, social interaction, and behavioral systems—are based on psychological and pedagogical theories. Each model serves a different instructional purpose. For example, information-processing models focus on thinking and problem-solving, while social models promote group learning and communication. Joyce et al. explain that the teacher's role is to choose the most suitable strategy according to learning objectives, the nature of the content, and student characteristics.

The implementation of educational strategies also requires understanding learner diversity and supporting teacher development. Gay (2002) introduces the theory of culturally responsive teaching, which emphasizes the need to include students' cultural identities in all aspects of instruction. According to her, teachers should use strategies that align with students' communication styles, cultural values, and life experiences. Gay argues that such practices improve student motivation, academic engagement, and equity. At the same time, Guskey (2002) focuses on the importance of professional development

in the improvement of teaching strategies. He defines professional development as an organized process that helps educators acquire new knowledge and skills that are relevant to their daily teaching practice. Guskey emphasizes that this training must be ongoing, data-driven, and aligned with specific instructional challenges. He also explains that teachers must evaluate the impact of their learning on student performance to ensure real improvement.

Types of Educational Strategies

Teacher-Centered Strategies. Teacher-centered strategies emphasize the teacher's role as the main source of knowledge and direction in the classroom. Rosenshine (2012) describes these strategies as involving direct instruction, guided practice, and frequent feedback. His theory is based on cognitive science principles, especially the idea that novice learners benefit from clear modeling and step-by-step explanations. Rosenshine highlights that effective teaching includes presenting material in small steps, checking for understanding, and providing ample practice. These elements reduce cognitive overload and promote content mastery. In a similar line, Marzano et al. (2001) argue that teacher-centered instruction supports academic achievement when paired with clearly stated objectives and consistent feedback. Marzano et al. emphasize that well-structured lessons help ensure that students meet established standards and performance indicators.

Teacher-centered instruction is also recognized for its effectiveness in introducing complex content in a structured manner. Good and Brophy (2008) argue that when students encounter new or difficult material, teacher-led approaches provide necessary clarity and support. Their research suggests that this model creates a predictable learning environment, which benefits students who require more guidance. Similarly, Sweller et al. (2011) explain the role of direct instruction through the lens of cognitive load theory. They state that breaking information into smaller, manageable units helps students process content more efficiently. This approach is especially valuable when students lack prior knowledge and need more scaffolding.

Learner-Centered Strategies. Learner-centered strategies shift the focus of instruction from the teacher to the student, prioritizing autonomy and interaction. Johnson and Johnson (1999) identify cooperative learning as a key approach in this model, where

students work in structured groups to achieve shared academic goals. Their theory is based on social interdependence, which posits that learning improves when individuals contribute to and rely on one another. These strategies aim to improve academic achievement and social skills by fostering collaboration and mutual accountability. In alignment with this, Freire (1970) introduces the concept of dialogical education, where learners actively engage in constructing knowledge through dialogue and reflection. He rejects traditional teacher-centered methods, which he describes as "banking education," and instead proposes that education should be an interactive process.

Learner-centered strategies are also grounded in sociocultural and constructivist theories of learning. Vygotsky (1978) emphasizes that knowledge is socially constructed through interaction, and that learning occurs within the zone of proximal development when guided by more capable peers or adults. His work forms the basis for instructional practices such as scaffolding and peer collaboration. In practical application, Barrows (1986) develops the concept of problem-based learning (PBL), where students work in teams to investigate and solve real-world problems. This method promotes self-directed learning and integrates knowledge from various disciplines. Barrows explains that PBL encourages the development of analytical thinking and adaptability, key skills in complex learning environments.

Challenges and Considerations of Educational Strategies

Selecting appropriate educational strategies requires careful consideration of learner characteristics and the educational setting. Tomlinson (2001) emphasizes the importance of differentiation, arguing that teachers must adjust content, process, and learning environments to address differences in students' readiness levels, interests, and learning profiles. Her framework for differentiated instruction is grounded in the belief that students learn best when instruction aligns with their individual needs. This approach is particularly useful in classrooms with diverse learners, where one-size-fits-all teaching is insufficient. In connection to this, Darling-Hammond et al. (2020) propose that a balanced integration of teacher-centered and learner-centered strategies is essential for maximizing student learning outcomes. Their research, based on large-scale studies of effective teaching, shows that combining structured guidance with opportunities for active participation supports both achievement and engagement. Together, Tomlinson and

Darling-Hammond et al. suggest that strategy selection should be intentional, adaptive, and informed by both theory and student diversity.

Another major challenge in the application of educational strategies is ensuring their alignment with learners' sociocultural and developmental needs. Gay (2002) introduces the concept of culturally responsive teaching, which requires educators to design strategies that reflect and affirm students' cultural identities. This model emphasizes that cultural knowledge, prior experiences, and communication styles should inform pedagogical decisions to create equitable and engaging learning environments. According to Gay, when students feel their backgrounds are recognized, they are more likely to participate meaningfully in class. Extending this view, Banks and Banks (2010) argue for the importance of multicultural education, which promotes the integration of diverse cultural content into the curriculum. Their approach encourages educators to critically examine biases and to ensure that teaching strategies promote inclusivity and respect for diversity.

The rapid evolution of educational environments, especially due to technological advancements, requires educators to apply strategies thoughtfully and adaptively. Fullan (2013) argues that educational change is not simply about adding technology to the classroom but about integrating it in ways that support meaningful learning. He emphasizes that digital tools must align with pedagogical goals and enhance instructional quality rather than distract from it. Fullan also highlights the importance of leadership and collaboration in sustaining innovation. Complementing this idea, Guskey (2002) stresses the role of professional development in preparing teachers to implement new strategies effectively. He defines professional learning as a structured, long-term process that helps teachers evaluate, refine, and apply evidence-based methods in diverse classroom contexts. Guskey points out that without proper training and reflection, even well-designed strategies may fail to produce desired outcomes.

Cognitive Strategies

Cognitive strategies refer to conscious mental processes that help learners enhance understanding and memory during learning tasks. Flavell (1979), who introduced the term in the context of metacognition, defines cognitive strategies as intentional techniques used to improve encoding, retention, and retrieval of information. These strategies include

summarizing, elaborating, organizing, and visualizing content, which allow learners to go beyond surface-level processing. According to Flavell, their effectiveness lies in promoting active engagement with the material rather than passive intake. Expanding this foundation, Zimmerman (2002) places cognitive strategies at the center of self-regulated learning. He explains that learners who use strategies intentionally can monitor, control, and evaluate their cognitive processes. Zimmerman emphasizes that successful students consciously apply strategies to plan their learning, maintain attention, and reflect on their understanding.

Another key theoretical contribution to the understanding of cognitive strategies comes from Sweller (1988), who introduces cognitive load theory to explain how learners process information. He states that working memory has limited capacity and that cognitive strategies help reduce extraneous load, making space for relevant content to be retained more efficiently. Sweller argues that instructional design should support learners by helping them manage complexity and organize content into schemas. In alignment with this view, Paris and Winograd (1990) stress that embedding cognitive strategies within instruction fosters metacognitive development. They suggest that students who are taught to use strategies strategically become more reflective, adaptable, and capable of handling challenging academic demands. Their work supports the idea that instruction should not only present content but also teach learners how to approach and manage it.

The development of cognitive strategies also depends on how teachers introduce and support these techniques in the classroom. Pressley (2000) argues that explicit instruction is essential, meaning teachers must model how strategies work in real academic situations. He recommends showing students how to apply strategies step by step, verbalizing the thought process involved in organizing and connecting ideas. This makes abstract thinking visible and easier to imitate. Complementing this approach, Schunk and Ertmer (2000) focus on guided practice and feedback. They explain that learners internalize cognitive strategies more effectively when they have repeated opportunities to apply them with support. Over time, this scaffolding enables students to transfer strategy use to independent tasks.

Key Figures in Cognitive Strategies

Jean Piaget is considered a key figure in the study of cognitive development and its connection to educational strategies. In his seminal work, Piaget (1952) outlines the theory of cognitive development, which states that learners construct knowledge through direct interaction with their environment. He identifies four developmental stages—sensorimotor, preoperational, concrete operational, and formal operational—each representing a qualitative shift in cognitive functioning. According to Piaget, understanding these stages is essential for educators when designing instruction that matches learners' cognitive readiness. Building on this foundation, Inhelder and Piaget (1958) argue that educational methods must be developmentally appropriate, meaning they should align with the learner's current stage to promote meaningful engagement and logical thinking. They highlight that mismatched strategies can lead to confusion or surface-level learning.

The concept of cognitive strategies in Piaget's theory is further explained through schema theory. Piaget and Inhelder (1969) introduce this concept to describe how learners organize knowledge into mental frameworks, or schemas, which evolve as they assimilate new information and accommodate contradictions. Schema modification is a central mechanism in cognitive development, as it enables students to build and reorganize knowledge in a coherent and adaptable way. This process reflects the dynamic and interactive nature of learning that is central to constructivist education. In a related but distinct approach, Vygotsky (1978) emphasizes the social and cultural dimensions of learning. While he does not adopt Piaget's stage-based model, Vygotsky agrees that meaningful interaction with the environment is critical for cognitive growth. His concept of the zone of proximal development complements Piaget's theory by highlighting the role of guided learning and social mediation.

Learning Strategies

Learning strategies are purposeful techniques that students use to improve their ability to learn, understand, and apply new information. Zimmerman (2002) defines these strategies as part of self-regulated learning, emphasizing that students must actively plan, monitor, and reflect on their own learning. His model integrates cognitive and metacognitive components, showing that effective learners are not only aware of what

they are doing but also why and how they are doing it. Zimmerman highlights that students who employ learning strategies systematically tend to show greater academic persistence and achievement. Similarly, Pintrich (2004) expands this framework by presenting learning strategies as tools that influence motivation, behavior, and cognition. He categorizes them into three dimensions: cognitive strategies for processing information, metacognitive strategies for planning and evaluating, and resource management strategies for managing time and effort.

In the context of strategy instruction, Oxford (1990) offers a comprehensive classification system that identifies six groups of language learning strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategies. She explains that learners who use a variety of strategies are more engaged, more autonomous, and more capable of applying knowledge in flexible ways. Oxford emphasizes the importance of strategy training to help students become aware of their learning preferences and to choose strategies suited to specific tasks. Complementing this, Chamot and O'Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA), which integrates strategy instruction into content-based language teaching. They argue that explicit instruction in strategies improves students' ability to learn academic content while also developing language proficiency. Their model encourages teachers to guide students in selecting and applying strategies consciously, which leads to greater learner independence.

Categories of Learning Strategies

Metacognitive Strategies. Metacognitive strategies are intentional actions that involve planning, monitoring, and evaluating one's learning processes. Schraw and Dennison (1994) define these strategies as essential tools for enhancing metacognitive awareness, which enables learners to regulate their cognitive activities more effectively. Their model includes components such as declarative, procedural, and conditional knowledge, all of which contribute to informed decision-making during learning. Building on this, Zimmerman (1998) focuses on how learners apply metacognitive strategies through self-regulated learning techniques. He highlights practices such as goal setting, self-recording, and reflective journaling, which help students become more autonomous and responsible for their academic growth. Zimmerman emphasizes that

learners who consistently evaluate their progress are more likely to adapt their strategies and improve outcomes.

The application of metacognitive strategies also relies on guided instruction and reflective activities that support learner awareness. Paris and Winograd (1990) argue that educators play a central role in modeling metacognitive behaviors, such as asking reflective questions and demonstrating how to monitor comprehension. They assert that students benefit from explicit instruction that makes thinking processes visible. Similarly, Schunk and Ertmer (2000) explain that learners develop metacognitive skills more effectively when receiving structured feedback and guided practice opportunities. They propose that using learning journals, checklists, and evaluation tools allows students to recognize progress and identify areas needing improvement.

Resource Management Strategies. Resource management strategies refer to the techniques students use to manage their time, environment, and effort effectively. Pintrich and De Groot (1990) identify these strategies as part of a broader framework for self-regulated learning, emphasizing that students must actively plan how they allocate time and energy to academic tasks. Their work outlines the importance of maintaining motivation, organizing study environments, and setting task priorities. In alignment with this, Zimmerman (1990) explains how learners use self-regulatory tools—such as calendars, digital timers, and personalized study plans—to maintain focus and monitor progress. He argues that managing resources supports not only academic productivity but also emotional balance, as it reduces stress and promotes a sense of control.

Time management, a core element of resource strategies, has also been addressed in research on routine building and task prioritization. Britton and Tesser (1991) emphasize that breaking tasks into smaller parts and following clear schedules improves concentration and reduces procrastination. They advocate for structured routines that help learners stay on track. Expanding on this idea, Claessens et al. (2007) analyze how consistent time allocation enhances goal achievement and reduces academic pressure. Their research shows that students who follow time management routines are better equipped to meet deadlines and maintain productivity.

Application for Language Learning

Learning strategies are widely recognized as essential tools for language acquisition. Oxford (1990) presents a comprehensive classification of language learning strategies, emphasizing their role in enhancing vocabulary retention and communicative competence. She explains that strategies such as using flashcards, grouping words, and creating mental associations support memory and recall. Oxford also highlights the value of combining cognitive and metacognitive strategies, including self-monitoring and self-evaluation, to promote learner autonomy and deepen engagement with language tasks. In alignment with this view, Nation (2001) focuses on vocabulary learning strategies, particularly the use of spaced repetition, contextualized practice, and word association techniques. He argues that frequent, meaningful exposure to words in different contexts increases retention and supports long-term acquisition.

In addition to individual cognitive efforts, social interaction plays a significant role in the language learning process. Lantolf (2000), drawing from sociocultural theory, emphasizes that language is best acquired through mediated interaction with others. He introduces the concept of the zone of proximal development, where learners improve by participating in guided dialogue and collaborative tasks with more knowledgeable peers or instructors. Through these social interactions, learners internalize language structures more effectively. Complementing this approach, Swain (2006) focuses on output-oriented strategies, particularly the value of speaking and writing in a second language development. She argues that learners develop accuracy and fluency by producing language in meaningful contexts, such as dialogues, role-plays, and group discussions. Swain also points out that noticing gaps in their own output motivates learners to refine their language use.

Integrating language learning strategies systematically contributes to greater adaptability and long-term communicative success. Ellis (1994) explores how learners benefit from the intentional use of strategies across different language domains, including grammar, vocabulary, and discourse. He argues that strategic learning allows students to notice patterns, test hypotheses, and reflect on feedback, all of which facilitate interlanguage development. Ellis also emphasizes that successful learners are those who consistently apply strategies in varied learning contexts, both formal and informal. Similarly, Lightbown and Spada (2013) highlight the importance of consistent strategy

use in communicative and task-based instruction. They advocate for an integrated approach where strategies are embedded within interactive classroom practices, allowing students to develop both accuracy and fluency. According to their research, when learners are guided in selecting and applying strategies over time, they are more likely to retain information and transfer knowledge to real-life communication.

Mnemonic Strategies

Mnemonic strategies are cognitive tools used to enhance memory performance by linking new information with existing knowledge. Bellezza (1981) defines mnemonic strategies as structured mental techniques that aid recall through the use of imagery, semantic encoding, and systematic organization. His research identifies various types of mnemonics, such as the keyword method, acronyms, and peg systems, all designed to simplify complex information and facilitate retrieval. Bellezza explains that these techniques work by enhancing the distinctiveness and meaningfulness of information, which improves encoding and later recall. In educational contexts, this approach is particularly useful when learners are required to memorize large quantities of abstract or unfamiliar material. In support of this, Levin (1983) demonstrates that mnemonics create stronger memory traces by integrating visual and verbal elements. He emphasizes the dual coding theory, where information is encoded both linguistically and visually, increasing the likelihood of retrieval.

Mnemonic strategies have also shown particular relevance in language learning, especially for vocabulary retention. Oxford and Crookall (1989) argue that mnemonics facilitate vocabulary learning by encouraging learners to form associations between new words and known concepts through visual images or sounds. They propose that the keyword method, in particular, enables learners to link the target word with a similar-sounding word in their native language, followed by a mental image that connects both meanings. This technique supports memory by creating a strong, dual-pathway retrieval cue. Expanding on this, Scruggs and Mastropieri (1991) focus on the use of mnemonic instruction for students with learning difficulties. They find that when mnemonic techniques are explicitly taught, learners with cognitive challenges show significant improvements in both recall and comprehension. Their research also emphasizes that mnemonics can make learning more inclusive by adapting content to learners' memory strengths.

Origin and Historical Background

The historical origins of mnemonic strategies can be traced back to classical antiquity. Amiryousefi and Ketabi (2011) explain that the term "mnemonic" is derived from Mnemosyne, the Greek goddess of memory, reflecting the deep cultural significance placed on memory in ancient times. According to their research, one of the first recorded mnemonic techniques was the method of loci, developed around 500 B.C. by Greek orators. This technique involved mentally associating information with specific locations within an imagined spatial structure, allowing individuals to recall complex information through visual-spatial memory. As Higbee (1987) elaborates, the method of loci served as a prototype for later mnemonic systems. He emphasizes that its success lies in the use of spatial and visual cues to organize information in a way that enhances retrieval. Higbee also notes that although the technique originated in oral traditions, its effectiveness has led to its continued use in modern educational and cognitive training contexts.

The academic study of mnemonic strategies gained momentum during the 20th century with the development of systematic instructional models. Raugh and Atkinson (1975) made a significant contribution with the introduction of the keyword method. This approach involves creating a mental link between a foreign language word and a familiar keyword in the learner's native language, often supported by visual imagery. Their experimental studies demonstrated the effectiveness of this method in second-language vocabulary acquisition, influencing the direction of memory research and applied linguistics. Building on this foundation, Mastropieri and Scruggs (1989) expanded the field by exploring the use of mnemonic techniques in special education. Their research focused on learners with cognitive and learning difficulties, showing that mnemonic strategies significantly improved academic performance, especially in areas such as reading comprehension and content-area vocabulary.

Types of Mnemonic Strategies

Scholars have classified mnemonic strategies in various ways to enhance memory and facilitate learning. One influential categorization comes from Thompson (1987), who identifies five main types: linguistic, spatial, visual, physical response, and verbal mnemonics.

Linguistic Mnemonics.

Peg Word Method. Linguistic mnemonics rely on sound and language patterns to aid memory, often through rhymes or phonetically similar associations. The pegword method is a classic technique in this category. Roediger (1980) explains that it operates in two stages: learners first memorize a rhyming list of number-word pairs (e.g., one–bun, two–shoe), and then link new vocabulary to these familiar rhymes using vivid imagery. This process creates fixed associations that strengthen memory retrieval. Groeger (1997) further elaborates that the mental images formed through this method help organize abstract information into predictable structures, improving long-term retention. He emphasizes that associating unfamiliar vocabulary with familiar rhymes enhances both encoding and recall. These researchers highlight that pegword mnemonics support memorization by transforming language input into structured, visual scenes that are easier to access during recall tasks.

Keyword Method. Another widely researched linguistic mnemonic is the keyword method, particularly effective in second language acquisition. Hulstijn (1997) outlines this strategy in three steps: identifying a familiar keyword that sounds similar to the foreign word, creating a mental image that connects both the keyword and the translation, and reinforcing the association through visualization. This method helps learners establish dual coding—verbal and visual—which improves retention. For example, associating the English word "shear" with the Persian word *shir* (lion) and imagining a lion shearing a sheep links meaning and sound memorably. Mirhassani and Eghtesadei (2007) confirm that the keyword method improves vocabulary recall by enabling deeper cognitive processing. They note that this method is particularly helpful for abstract or difficult words

Spatial Mnemonics.

Method of Loci. Spatial mnemonics enhance memory by connecting information with physical or imagined spaces. The method of loci is one of the earliest and most enduring spatial strategies. Eysenck (1994) explains that learners mentally place target information in specific locations within an imagined setting, such as rooms in a house or landmarks on a familiar route. These locations serve

as retrieval cues, allowing learners to mentally "walk through" the space and recall each item. Mirhassani and Eghtesadei (2007) add that this method improves recall by integrating spatial orientation and visualization, making it easier to retrieve information in sequence. Their work highlights that the uniqueness of each imagined setting enhances learner engagement and facilitates stronger memory traces.

Spatial Grouping. Another spatial technique is spatial grouping, which uses visual arrangement to support recall. Holden (1999) suggests that grouping vocabulary into shapes or patterns—such as triangles or grids—helps learners recall words by remembering the visual format. This method is particularly useful for learners who benefit from visual organization. Thompson (1987) supports this view, noting that organizing words spatially allows learners to process relationships among terms more effectively. She explains that visual grouping activates different cognitive pathways than linear list memorization, encouraging better retention.

Finger Method. The finger method involves associating each word with a specific finger, aiding particularly younger students in memorizing sequences like numbers, weekdays, or months (Holden, 1999).

Visual Mnemonics.

Pictures. Visual mnemonics help learners create mental or real-world imagery to support memory retention. Pictures are one of the most accessible tools in this category. Thompson (1987) emphasizes that associating vocabulary with images increases attention and comprehension, especially for concrete nouns. Gairns and Redman (1986) argue that pictures are more effective than definitions alone because they present meaning in a direct, recognizable form. Their research demonstrates that image-based learning not only boosts retention but also enhances learner motivation. Both authors highlight that pictures are especially beneficial for beginners or young learners who rely on visual cues to develop word associations. This method simplifies the input process and provides immediate contextual support for unfamiliar words.

Visualization or Imagery. Visualization, or mental imagery, is another widely used visual mnemonic. Holden (1999) explains that this technique involves mentally constructing scenes related to the target vocabulary. Unlike the method of loci, where information is tied to fixed locations, visualization allows each word to be associated with its own distinct image. Mirhassani and Eghtesadei (2007) emphasize that visualization is particularly useful for abstract terms, as learners are encouraged to create meaningful contexts using imagination. They suggest that this process engages deeper cognitive levels by integrating personal experiences and emotions into learning.

Verbal Mnemonics.

Grouping or Semantic Organization. Verbal mnemonics involve organizing language meaningfully to enhance memory, often through categories or narrative structures. Anderson (2000) explains that semantic grouping allows learners to cluster related vocabulary into meaningful categories—such as animals, furniture, or food—which aids storage and recall. This organization reflects how the brain naturally stores related concepts, facilitating easier access during communication. Mirhassani and Eghtesadei (2007) support this view, noting that grouping promotes deeper processing and reduces cognitive overload. They suggest that teaching students how to categorize vocabulary helps them develop more efficient lexical networks, especially in second language contexts.

Storytelling or Narrative Chain. Storytelling, or narrative chaining, is another effective verbal mnemonic. Thompson (1987) describes it as embedding vocabulary into a coherent story that connects words through a logical or thematic thread. She explains that narratives provide context and sequence, which support memory by turning isolated terms into meaningful content. Holden (1999) adds that this method is especially suitable for advanced learners who can construct complex sentences and grasp underlying themes. He emphasizes that storytelling aids not only recall but also grammar and syntax development, as learners practice forming sentences in context.

Physical Response Mnemonics.

Physical Response Mnemonics. Physical response mnemonics engage bodily movement to support word learning. Thompson (1987) introduces the physical response method as a technique where learners perform actions that correspond to vocabulary meanings. She highlights that this strategy links motor activity with language processing, reinforcing memory through muscle engagement. This method is especially useful for kinesthetic learners and younger students who benefit from active learning experiences. Holden (1999) expands on this by explaining that actions—whether physical or imagined—make abstract terms more concrete. He notes that the combination of physical movement and verbal input enhances retention by creating a multisensory experience.

Dependent Variable

English Language

The English language has undergone a profound historical transformation, shaped by centuries of sociopolitical and cultural exchange. Crystal (2003) explains that English, originating from the Germanic branch of the Indo-European language family, evolved by assimilating elements from Latin, Norse, French, and other languages. This integration resulted from conquests, trade, migration, and intellectual exchange, making English one of the most lexically diverse languages. Crystal highlights that this complex linguistic history has endowed English with a flexible grammar, rich vocabulary, and a broad phonological range. Similarly, Baugh and Cable (2013) analyze major historical phases of the language, particularly the shift from Old English to Middle English following the Norman Conquest of 1066. They argue that the introduction of Norman French vocabulary during this period significantly altered the English lexicon and syntax. Their work illustrates how historical events—such as conquests and renaissances—have continually shaped the language's structure and expressive capacity.

The global status of English can be traced to both colonial history and modern geopolitical dynamics. Jenkins (2015) notes that English expanded internationally through the British Empire and later through the cultural and economic influence of the United States. She explains that the result of these processes is not a single global English, but rather a set of regional varieties—including Indian English, Nigerian English, and

Singaporean English—each shaped by local linguistic and cultural contexts. Jenkins emphasizes that this diversification reflects the language's ability to adapt to new environments while maintaining global functionality. Complementing this view, Barber and Beal (2012) examine how major intellectual movements, such as the Renaissance, introduced classical terms from Latin and Greek into English, especially in academic, legal, and scientific domains. This infusion enriched the language's formal register and expanded its capacity to express abstract ideas.

Global Significance

English functions today as a global lingua franca, occupying central roles in diplomacy, business, education, and digital communication. Graddol (2006) argues that English enables cross-cultural interaction and professional mobility by serving as either a primary or secondary language in many countries. His research highlights that globalization has intensified the demand for English proficiency, especially in science, technology, and commerce. Graddol also notes that English's role in international organizations, such as the United Nations and World Bank, enhances its authority in global decision-making. Supporting this perspective, Crystal (2012) outlines the institutional power of English by examining its designation as an official language in numerous countries and its dominance in international media and academia. He explains that English is the primary language for scientific publications, conferences, and university instruction, which positions it as a gatekeeper in global knowledge exchange.

In the digital era, English continues to maintain and expand its global relevance. Kachru (2006) emphasizes the role of English in the development and use of digital technologies. He classifies global English users into three concentric circles—inner, outer, and expanding—highlighting the language's wide-ranging functionality across native and non-native contexts. According to Kachru, English dominates fields such as software engineering, internet communication, and digital publishing, reinforcing its influence in shaping global knowledge systems. Similarly, Hyland (2009) examines the role of English in academic and professional writing, arguing that its dominance in scholarly publications has established it as the standard medium for global knowledge production. He notes that access to international research and publication networks often depends on English proficiency, making it essential for academic success. Together, Kachru and Hyland demonstrate that English is not only a global language of conversation

but also a tool of intellectual production and technological advancement in the 21st century.

English Language Learning

Language learning involves the progressive development of receptive and productive skills, as well as lexical and grammatical competence. Krashen's (1985) Input Hypothesis posits that language is acquired when learners are exposed to comprehensible input—language that is slightly above their current level. This type of input, according to Krashen, enables natural acquisition as learners focus on meaning rather than form, internalizing grammatical structures through context. He emphasizes that acquisition is more effective than formal instruction, particularly when input is meaningful and not consciously analyzed. Complementing this theory, Vygotsky (1978) underscores the role of social context in language development. His Sociocultural Theory asserts that learning occurs through interaction within the Zone of Proximal Development (ZPD), where learners perform better with guidance than independently. He highlights the importance of dialogue and mediation by more knowledgeable others.

The emphasis on real-world interaction in language instruction is further explored through the Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) approaches. Long's (1996) Interaction Hypothesis builds upon Krashen's input model by stressing the importance of *negotiated interaction* in second language acquisition. He argues that learners refine their understanding through conversational exchanges that include clarification requests, repetitions, and feedback. These interactions help learners notice gaps in their language use, prompting them to adjust their output. In a complementary framework, Ellis (2003) presents TBLT as a method that engages learners in tasks resembling real-life communication. These tasks require the use of language to achieve specific outcomes, encouraging functional fluency and meaningful use. Ellis also highlights the role of input, interaction, and feedback as essential components of the learning process.

From a cognitive perspective, language learning involves the internalization of knowledge through structured mental processes. Anderson (1983) proposes the Information Processing Model, which describes learning as a progression from declarative knowledge (explicit rules) to procedural knowledge (automatic use). He

suggests that repeated practice transforms conscious learning into fluent, unconscious performance. This model emphasizes the role of structured input and frequent rehearsal in developing language proficiency. In line with this, Skehan (1998) explores the integration of mnemonic strategies in language learning, particularly for vocabulary acquisition. He explains that techniques such as the keyword method and imagery help form strong mental associations, making new terms more memorable. Skehan notes that repeated use of mnemonics supports automaticity and retention, reducing the cognitive load during language production.

Challenges in Learning the English Language.

Learning English as a second language involves navigating a range of linguistic and sociolinguistic challenges. Cook (2016) emphasizes the influence of individual learner differences, noting that factors such as first language background, age of acquisition, and exposure frequency significantly impact language learning outcomes. He explains that learners whose first language shares structural similarities with English often acquire certain skills more easily, while those with less related L1s may face greater difficulty. Cook also highlights the role of language exposure, suggesting that regular and meaningful interaction with English enhances fluency and accelerates vocabulary acquisition. In a complementary analysis, Crystal (2003) discusses the complexities introduced by English's dialectal diversity and global variations. He points out that learners must often understand multiple accents, regional usages, and culturally specific terms, all of which can lead to confusion and misinterpretation.

Among the most persistent challenges in English language learning are pronunciation and the use of idiomatic expressions. Kenworthy (1987) explores the phonological difficulties learners face, especially when their native languages have different vowel systems, stress patterns, or syllable structures. She explains that these differences can cause fossilized pronunciation errors, which are difficult to correct without targeted phonetic instruction. Kenworthy also notes that learners often lack awareness of prosodic features, such as intonation and rhythm, which are essential for natural-sounding speech. McCarthy and O'Dell (2010) highlight another linguistic barrier: idioms. These fixed expressions are culturally rooted and often non-literal, which makes them particularly challenging for non-native speakers. The authors argue that

idioms cannot be learned through direct translation, as their meanings often depend on cultural context and metaphorical thinking.

Grammar presents an additional layer of challenge for learners of English, especially due to its irregularities and subtle distinctions. Swan (2005) identifies specific areas that frequently confuse, such as irregular verb forms, modal auxiliaries, and nuanced uses of tense and aspect. He explains that these elements often do not follow predictable rules, requiring sustained exposure and explicit instruction for mastery. Swan also points out that learners may transfer grammatical patterns from their first language, which can result in persistent errors. Complementing this, Larsen-Freeman (2001) views grammar not just as a set of rules to be memorized but as a dynamic system that involves form, meaning, and use. She argues that grammatical competence develops best when learners engage with grammar in varied communicative contexts

Lexis

Lexis refers to the vocabulary of a language, encompassing individual words, collocations, idioms, phrasal verbs, and fixed expressions. Spratt et al. (2011) define lexis as a central element of linguistic knowledge that supports effective communication by allowing learners to express and interpret meaning accurately. They emphasize that lexical knowledge extends beyond isolated word definitions and includes an understanding of how words behave in different grammatical and contextual settings. This broader perspective is essential for language users to develop flexibility and precision in communication. In line with this, Schmitt (2000) provides a comprehensive framework for lexical competence, distinguishing between receptive knowledge—understanding words when heard or read—and productive knowledge—using words appropriately in speaking and writing. He argues that learners must acquire both dimensions to achieve fluency. Schmitt also highlights the importance of mastering word associations, such as collocations and lexical chunks, which contribute to natural and fluent language use.

The development of lexical competence requires both exposure and practice within meaningful contexts. Lewis (1993), in his lexical approach, proposes that language should be taught in chunks or fixed patterns rather than isolated vocabulary items. He asserts that language consists largely of prefabricated phrases that native speakers use

automatically, and that learners benefit from recognizing and using these patterns. According to Lewis, teaching lexical chunks promotes fluency because learners are not constructing language word-by-word but retrieving ready-made combinations. This method encourages language acquisition through repetition and authentic input. Supporting this approach, Spratt et al. (2011) argue that learners must not only know the meanings of words but also understand their appropriate use in different communicative situations. They emphasize that lexical competence involves manipulating vocabulary in context, recognizing nuances, and adapting usage based on register and purpose.

Lexical Development in Language Learning

Lexical development is a fundamental aspect of second language acquisition, encompassing the growth of both receptive and productive vocabulary. Nation (2013) makes a clear distinction between these two dimensions, defining receptive vocabulary as the words learners can understand when reading or listening, and productive vocabulary as the words they can use accurately in speaking and writing. He argues that a balanced approach to vocabulary instruction must integrate both types, as learners often have broader receptive knowledge but struggle with productive use. Nation also emphasizes the importance of deliberate vocabulary learning, suggesting that high-frequency words should be prioritized in early instruction, while low-frequency words require targeted strategies. Complementing this view, Thornbury (2002) highlights the role of context in vocabulary development. He asserts that words should be presented in meaningful situations rather than isolation, as context provides the necessary clues for understanding usage, register, and collocations.

The process of acquiring vocabulary is enhanced when learners are exposed to meaningful input and supported by memory-based learning strategies. Thornbury (2002) argues that vocabulary is best learned through real-life communication and authentic materials, such as conversations, narratives, or newspaper articles. He explains that contextualized vocabulary allows learners to observe how words function grammatically and semantically, encouraging deeper understanding. This also aids in recognizing collocations and usage in different registers. In addition, Hulstijn (2001) focuses on the cognitive dimension of lexical learning, particularly the use of mnemonic techniques. He explains that strategies such as the keyword method and visual imagery are effective in encoding and retrieving new vocabulary, especially for abstract or unfamiliar terms.

Hulstijn emphasizes that such techniques support long-term retention by forming strong associations between new words and existing knowledge.

English Language Vocabulary

English vocabulary comprises the full range of words and expressions used for communication across domains, registers, and varieties. Nation (2001) emphasizes that vocabulary is central to language learning because it directly supports both comprehension and production. He categorizes vocabulary into high-frequency words, academic words, technical terms, and low-frequency items, noting that each type plays a distinct role in language proficiency. Nation also outlines strategies for vocabulary acquisition, including direct learning through word lists and indirect learning through extensive reading. He stresses that learners who systematically expand their vocabulary base are more capable of understanding written and spoken texts and producing accurate, fluent responses. Complementing this, Thornbury (2002) describes vocabulary as inherently dynamic, shaped by continual cultural and technological change. He explains that learners must constantly update their vocabulary knowledge to keep pace with evolving expressions, slang, and borrowed terms.

Vocabulary knowledge is best understood in terms of both its breadth, the number of words a learner knows, and its depth, the quality of understanding and ability to use those words accurately. Nation (2013) proposes that breadth allows learners to recognize and decode a wide range of words, which is essential for basic comprehension. However, depth involves understanding nuances such as word collocations, frequency, grammatical behavior, and connotations, all of which are necessary for precise language use. Nation stresses that vocabulary instruction should focus on both dimensions to ensure learners can apply words in meaningful and contextually appropriate ways. Thornbury (2002) supports this framework by emphasizing the importance of repeated exposure and usage in varied contexts. He explains that vocabulary depth develops through experience with authentic language, allowing learners to internalize subtle meanings and adjust usage based on context.

Vocabulary Types and Categories

Paul Nation (2013), a prominent expert in second language acquisition, proposes a structured classification of vocabulary that is essential for understanding how learners

acquire and use words. His taxonomy includes two core distinctions: receptive vs. productive vocabulary and concrete vs. abstract vocabulary. Each type serves a specific function in language learning and requires targeted instructional approaches.

Receptive Vocabulary. Receptive vocabulary refers to the set of words that learners can recognize and understand when they encounter them in written or spoken form. Nation (2013) emphasizes that receptive vocabulary is foundational to language development, as it forms the basis for input processing during listening and reading. For example, a learner might be able to understand the meaning of the word "globalization" while reading an article, even if they are not yet able to use it in speech. This type of vocabulary is typically acquired earlier in the learning process because it does not demand active retrieval or production.

To develop receptive vocabulary, Nation recommends extensive exposure to rich and meaningful input, such as graded readers, podcasts, or authentic reading materials. Activities that support comprehension, like matching exercises, multiple-choice questions, or contextualized reading, allow learners to make connections between form and meaning. Nation argues that improving receptive vocabulary strengthens overall language comprehension and lays the groundwork for the eventual development of productive vocabulary.

Productive Vocabulary. Productive vocabulary encompasses the words that learners can not only understand but also actively use in oral or written communication. Nation (2013) explains that productive vocabulary requires a deeper level of cognitive engagement, as learners must retrieve the word from memory, apply it in the correct context, and manipulate it grammatically. For instance, using a word like "sustainable" in a sentence such as "We need sustainable practices to protect the environment" demonstrates productive knowledge.

Nation highlights that developing productive vocabulary takes longer and requires more deliberate effort compared to receptive vocabulary. Effective instructional strategies include speaking activities, written compositions, sentence formation tasks, and vocabulary games that promote recall and contextual use. He suggests that repeated, meaningful use of vocabulary in output-focused tasks strengthens learners' fluency and

confidence. The productive use of vocabulary is especially critical in academic and professional settings where precise and accurate expression is necessary.

Concrete Vocabulary. Concrete vocabulary consists of words that refer to tangible objects, people, or actions that can be perceived through the senses. These words, such as "apple," "car," or "run," are often acquired early in the language learning process because they are easily illustrated or demonstrated. Nation (2013) points out that concrete vocabulary benefits from multimodal instruction, where learners can see, touch, or experience the referents, thereby reinforcing word meaning through multiple channels of input.

In the classroom, concrete vocabulary is often introduced through visual aids, realia, flashcards, and interactive activities like labeling or matching. These strategies are effective because they allow learners to make direct associations between words and physical objects or actions. Nation asserts that the ease of acquiring concrete vocabulary makes it an ideal starting point for beginners, as it provides immediate and observable referents that facilitate memory retention and conceptual understanding.

Abstract Vocabulary. Abstract vocabulary refers to words that describe intangible ideas, emotions, or concepts that cannot be directly observed. Examples include terms like "freedom," "justice," or "belief." Nation (2013) explains that abstract vocabulary is inherently more complex and typically acquired at more advanced stages of language learning. This is because abstract terms often require contextual and inferential understanding, as their meanings depend on cultural, philosophical, or situational frameworks.

Instructional strategies for abstract vocabulary include the use of analogies, discussions, and contextualized reading or listening tasks that require higher-order thinking. Teachers might also use real-life scenarios, storytelling, or debate to help learners grasp these abstract concepts in use. Nation notes that the acquisition of abstract vocabulary is essential for learners aiming to engage with academic texts, critical thinking tasks, and sophisticated discourse. As such, it should be gradually introduced with appropriate support and rich contextual examples.

Strategies for Vocabulary Learning.

Paul Nation (2001, 2013), a leading expert in vocabulary acquisition, has proposed a comprehensive set of strategies for effective vocabulary learning. These strategies are grounded in research and have been widely implemented in language teaching. Here is a list of key strategies proposed by Nation:

Meaning-Focused Input. Nation (2013) highlights the importance of meaning-focused input, where learners are exposed to vocabulary through listening and reading activities that are rich in context and slightly above their current proficiency level. He argues that encountering words in authentic texts helps learners infer meaning naturally, promoting incidental vocabulary acquisition. This approach is most effective when learners are motivated to understand the content, allowing vocabulary to be absorbed without explicit instruction.

Meaning-Focused Output. Complementing this is meaning-focused output, which Nation (2001) defines as the use of new vocabulary in speaking and writing tasks. He stresses that productive use reinforces learning by requiring learners to retrieve and apply words in communicative contexts. Producing language gives learners practical experience in using vocabulary correctly and meaningfully.

Language-Focused Learning. While incidental learning is vital, Nation (2013) also advocates for language-focused learning, where learners deliberately study vocabulary through structured activities such as word lists, flashcards, and exercises. He emphasizes that this intentional focus allows learners to gain control over form, meaning, and use, especially for low-frequency words that may not appear often in context. This kind of learning is essential for building a strong lexical foundation.

Fluency Development. In addition, fluency development is a key strategy discussed by Nation (2001). He defines it as practicing known vocabulary through high-frequency, low-pressure tasks aimed at improving automaticity. Activities like extensive reading, timed speaking, or repeated writing help learners use familiar vocabulary more efficiently and with greater speed. Fluency development does not aim to introduce new words but to strengthen the ability to use existing vocabulary smoothly.

Repetition and Recycling. Nation (2013) underscores the importance of repetition and recycling in vocabulary retention. He recommends spaced repetition as an effective technique for transferring vocabulary from short-term to long-term memory. In this method, words are reviewed at increasing intervals, which strengthens memory and reduces forgetting. Flashcards are a practical tool in this process.

Word Cards and Flashcards. Nation (2001) describes how word cards—with the word on one side and its meaning, synonym, or example on the other—promote active recall and self-testing. He also encourages the use of digital flashcard tools like Anki, which incorporate algorithmic spacing to optimize review sessions.

Deep Processing. Beyond repetition, Nation (2013) introduces the concept of deep processing, where learners interact with vocabulary through higher-order thinking. Tasks such as categorizing words, generating original sentences, or linking terms to personal experiences deepen lexical understanding and improve retention.

1.2 Objectives

General Objective

To explore learners' perspectives on the use of mnemonic strategies in the development of English language vocabulary.

Specific Objectives

- To describe the different types of mnemonic strategies that English learners use the most for vocabulary development.
- To identify the vocabulary types that learners have developed mostly.
- To analyze the vocabulary learning strategies that are most promoted in the EFL classrooms.

Fulfillment of Objectives

All objectives were successfully achieved by collecting data through a survey, effectively addressing the three research questions. The questions formulated for this project were derived from the specified objectives, each of which aimed to ascertain a

crucial aspect pertinent to the advancement of this research. For instance, these included identifying the most used mnemonic strategies, evaluating the development of specific vocabulary types, and determining the predominant vocabulary learning strategies promoted in EFL classrooms. In addition, the questionnaire facilitated the analysis of how students apply these strategies in their learning process. In particular, the frequent use of visual imagery, such as pictures and keywords, emerged as one of the most preferred strategies among students.

It was essential to know the real opinion of the students, especially regarding the types of vocabulary they have developed and the strategies most commonly encouraged by teachers. This information was crucial to identify which vocabulary types are better acquired and what methods are most effective for students. For this reason, the survey included questions that allowed students to express their use of mnemonic techniques and vocabulary learning strategies. The results showed that receptive and concrete vocabulary were the most developed, while meaning-focused activities were the most promoted in the classroom. This helped the research fulfill its goals and provide relevant insights for vocabulary instruction improvement.

Chapter II. Methodology

2.1 Materials

The study relied on both technological and human resources to ensure the effective collection of data. Technological tools such as mobile phones and laptops were used to support the administration of the research instrument. These devices allowed participants to access the questionnaire digitally, facilitating both the presentation and submission of responses. The technological support contributed to an efficient and accessible process in the school environment. Human resources comprised students from the 3rd BGU of La Salle High School, whose participation was essential for gathering reliable information. Their responses contributed significantly to the achievement of the research objectives. Data collection was conducted using the digital platform Google Forms, which enabled the systematic organization and storage of participants' answers.

Instruments

The main instrument employed in this research was a structured questionnaire designed to collect data addressing the following research questions:

1. What types of mnemonic strategies do learners use the most for English vocabulary development?
2. What types of vocabulary have learners developed mostly?
3. What vocabulary learning strategies are most promoted in the EFL classroom?

The survey consisted of 21 items, distributed across three sections corresponding to each research question. A five-point Likert scale was used to assess the frequency of learners' responses, with the following values: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). The first section, consisting of 10 items, focused on types of mnemonic strategies. The second section included 5 items related to vocabulary types. The third section contained 7 items aimed at analyzing vocabulary learning strategies.

2.2 Methods

2.2.1 Research Approach

Dörnyei (2007) states that the quantitative research approach is grounded in the use of numerical data to examine relationships and trends within a defined population. This study adopted a quantitative approach, which relies on standardized instruments to systematically gather information and evaluate it through statistical methods. As highlighted by the author, this type of study is especially useful for measuring variables and comparing responses across groups. The information was gathered through a 22-item questionnaire, structured around the study's three research questions. These were divided into 10 items on the independent variable, Mnemonic Strategies, and 12 items on the dependent variable, English Language Vocabulary. All items were measured using a five-point Likert scale, and the data collected were organized into descriptive tables and statistical graphs to facilitate interpretation and support the analysis of the findings.

2.2.2 Modality

Field Research

Cohen et al. (2018) explain that field research refers to collecting data directly from participants in their natural environment. This approach allows researchers to gather real-world information about people's behaviors, opinions, or experiences as they happen in everyday contexts. In this study, field research was used to collect data from students within the school setting, specifically in their English classes. The survey was administered to students who were actively engaged in learning English vocabulary. This allowed the researcher to gather direct and objective responses related to their use of mnemonic strategies and vocabulary learning practices. Since the data were gathered in a real educational context, the results reflect students' actual experiences without external interference or manipulation.

Bibliographic Research

As noted by Hart (2018), bibliographic research involves reviewing and analyzing academic literature such as books, journal articles, and credible online sources to support the development of a research topic. This type of research helps to build a strong theoretical foundation and offers insights into previous findings, definitions, and

discussions related to the subject. For this study, bibliographic research was used to collect relevant information on Mnemonic Strategies and English Language Vocabulary. These sources guided the construction of the theoretical framework and supported the design of the survey instrument. The review of literature also allowed the researcher to compare perspectives, identify gaps, and ensure the academic relevance of the topic.

2.2.3 Type of Research /Research Design

Best and Kahn (2014) define descriptive research as a method used to observe, describe, and document aspects of a situation as it naturally occurs, without influencing the environment or manipulating variables. In the same way, Sandelowski (2000) highlights that descriptive studies aim to offer a detailed summary of events, behaviors, or conditions, focusing on what is happening rather than why. In line with this approach, the present research followed a descriptive design, as it aimed to analyze and describe the use of mnemonic strategies and the development of English vocabulary among EFL learners. The study was conducted through a structured survey, which made it possible to collect relevant data from students and identify trends and patterns in their learning experiences. This design allowed the researcher to document students' perceptions and behaviors regarding vocabulary learning without altering their classroom context.

2.2.4 Techniques and Tools

According to McMillan and Schumacher (2010), surveys are one of the most widely used techniques in descriptive research, as they allow the collection of data from a large group of participants within a limited or defined timeframe. Through structured questions, researchers can gather opinions, behaviors, and experiences relevant to the variables under investigation. In this study, the main technique used was the survey, which enabled the collection of data related to mnemonic strategies and English language vocabulary.

2.2.5 Population

The population of this study consisted of students from the 3rd year of BGU A and B at La Salle High School, located in Ambato, Ecuador. These students were selected because they were actively participating in English as a Foreign Language (EFL) class and had prior exposure to vocabulary learning strategies, which aligned with the study's

objectives regarding the use of mnemonic strategies and vocabulary learning. Ethical considerations were addressed by informing participants about the purpose of the study, assuring them of the confidentiality of their responses, and clarifying that participation was entirely voluntary and had no impact on their academic performance

Table 1. ***Population***

Gender	Number of Students	Percentage
Male	36	51.4%
Female	34	48.6%
Total	**70**	**100%**

2.2.6 Procedure

The research was conducted in a rigorous and structured manner. It followed a precise protocol to ensure a comprehensive analysis of the relationship between mnemonic strategies and English language vocabulary acquisition. The first and most essential phase involved conducting a thorough bibliographic review. The research focused on mnemonic strategies and their application in vocabulary learning. It gathered relevant literature from various academic sources, including books, peer-reviewed journals, and digital databases such as Google Scholar, ResearchGate, Taylor & Francis, and ERIC. This extensive research provided the necessary theoretical framework. It also identified key concepts, trends, and applications related to the use of mnemonic strategies in language education.

The researchers designed a survey to evaluate the influence of mnemonic strategies on vocabulary learning among high school students. It translated the research objectives into three specific research questions. Each question aligned with the theoretical constructions identified in the literature. These questions guided the development of survey items. The research crafted each item to ensure clarity, relevance, and alignment with the study's objectives.

The researchers conducted a pilot test to validate the survey. Ten students completed the survey and provided feedback on the clarity and coherence of the questions. Based on this feedback, the researchers revised the instrument. It entered the pilot responses into the Statistical Package for the Social Sciences (SPSS) software. It

conducted a reliability analysis using Cronbach's Alpha. The result, a coefficient of 0.810, indicated a high level of internal consistency and reliability.

Five academic experts in language education and pedagogy reviewed the instrument. The research used Aiken's V coefficient to assess the validity of each item. The results ranged between 0.85 and 1.00. These scores confirmed that all items were valid and appropriate for the research purposes.

The data collection phase was then carried out. A survey was created using Google Forms and distributed digitally. The link was sent to students from the third year of BGU, sections A and B, at La Salle High School via institutional communication channels. The survey included sections on demographic information. It also contained questions aimed at: (1) describing the most frequently used mnemonic strategies for vocabulary development, (2) identifying the types of vocabulary learners have developed, and (3) analyzing the vocabulary learning strategies most promoted in EFL classrooms. Participants were encouraged to respond honestly and thoughtfully based on their experiences.

After collecting the data, the researcher compiled the responses. SPSS software was used to process and analyze the data. It applied descriptive and inferential statistical techniques, including the calculation of means and percentages, as well as the identification of patterns. The results were interpreted to draw conclusions and propose recommendations.

This structured and methodical procedure ensured the academic rigor and credibility of the study. The process, from literature review to survey design, validation, data collection, and analysis, contributed meaningful insights to the field of English language teaching and vocabulary acquisition

Chapter III. Results and Discussion

3.1 Analysis and Discussion of the Results

This chapter presents the analysis of the data gathered in response to the study's research questions, which are aligned with the overall objectives of the investigation. The information was collected through a survey and analyzed using the Statistical Package for the Social Sciences (SPSS). This software was used to calculate mean scores and to systematically organize the qualitative data from the open-ended questions.

1. What types of mnemonic strategies do learners use the most for English vocabulary development?
2. What types of vocabulary have learners developed mostly?
3. What vocabulary learning strategies are most promoted in the EFL classroom?

Table 2. Mnemonic Strategies

ITEM	MEAN
I remember vocabulary better by linking new words to rhyming words. For example: 1 = bun, 2 = shoe, 3 = tree. [Pegword Method]	3,28
I remember new English words by thinking of a similar word in my language and making a picture in my mind. [Keyword Method]	**3,67**
I remember new English words by imagining them in specific places, like rooms or locations. For example: I imagine the word "apple" sitting on the kitchen table.[Method of Loci]	3,47
I remember English words by putting them into shapes or groups. [Spatial Grouping]	3,50
When I learn vocabulary, I associate each word with a specific finger to remember sequences. [Finger Method]	2,97
I remember English words by using pictures in my mind or on paper. [Pictures]	**4,03**
I remember vocabulary by creating pictures in my mind. For example: I remember a sun to remember the word "bright". [Visualization or Imagery]	**3,58**
I remember words by putting them into groups with similar meanings. For example: FURNITURE: "table," "chair," and "sofa". [Grouping or Semantic Organization]	3,50
I remember vocabulary by connecting words through a story or short sequence. For example: I remember "dog," "park," and "ball" from a memory of my childhood.[Storytelling]	3,56
I remember vocabulary by using body movements or actions. For example: I jump when I learn the word "jump". [Physical Response Mnemonics]	3,44

Analysis and Interpretation

Research question: What types of mnemonic strategies do learners use the most for English vocabulary development?

The results of the study show that the most widely used mnemonic strategies among students are the use of pictures**,** the keyword method**,** and visualization or imagery**.** The strategy involves pictures, where learners form mental or physical representations of vocabulary words, received the highest average rating (m = 4.03). This suggests that visual aids and mental imagery play a crucial role in helping students remember new words by creating strong visual connections. The keyword method followed with a mean score of 3.67. This strategy requires students to link new English words with familiar words in their native language and create a mental image based on that connection. It was seen as particularly useful for recalling abstract or unfamiliar terms. Similarly, visualization or imagery (m = 3.58), which involves forming creative mental scenes to represent vocabulary, also ranked highly. For instance, students might imagine a sun to remember the word "bright." These three strategies share a strong reliance on visual and imaginative processes, indicating that learners benefit most from memory techniques that involve mental imagery and association.

In contrast, the finger method was the least used mnemonic strategy, receiving the lowest mean score (m = 2.97). This technique involves using fingers to remember word sequences, but it appears to be less effective compared to more visual and imaginative methods. Nevertheless, it can still be implemented in the classroom, as it provides a kinesthetic learning option that may benefit students who retain information better through physical movement and tactile engagement.

Table 3. ***Types of Vocabulary***

ITEM	MEAN
When I learn new words, I easily recognize them when I read or write. [Receptive Vocabulary]	**3,78**
When I learn new words, I can use them when I speak or write in English. [Productive Vocabulary]	3,61
I learn new vocabulary when it is about things I can see or touch. [Concrete Vocabulary]	**3,64**
I learn new vocabulary more easily when it is about ideas or emotions. [Abstract Vocabulary]	3,31

Analysis and Interpretation

Research question: What types of vocabulary have learners developed mostly?

The results of the study show that students have mostly developed receptive vocabulary, with the highest average score (m = 3.78). This refers to words that learners can easily recognize when reading or listening, even if they do not use them actively. This suggests that students tend to understand more vocabulary than they can produce, which is common in second language learning. The second most developed type is concrete vocabulary (m = 3.64), which includes words related to things that can be seen or touched. This indicates that learners find it easier to acquire words linked to physical objects or actions, as they can associate them with real-world experiences. Productive vocabulary, or the ability to use words correctly when speaking or writing, also scored relatively high (m = 3.61), showing that students are gradually moving from recognition to actual language use, which is a key step in language development.

In contrast, abstract vocabulary had the lowest mean score (m = 3.31). This type includes words related to ideas, feelings, or concepts that are not tangible. Students may find these words harder to learn because they cannot be directly seen or experienced. However, this type of vocabulary is essential for expressing more complex thoughts, so its development should not be overlooked. It can be gradually introduced through context, discussion, and real-life examples to support deeper understanding.

Table 4. Vocabulary Learning Strategies

ITEM	MEAN
In my English class, I learn new vocabulary by understanding the meaning of words when I read or listen. [Meaning-Focused Input]	**3,69**
I learn new vocabulary by using new words when I write or speak. [Meaning-Focused Output]	**3,81**
I learn new vocabulary by studying language features. For example, grammar rules, pronunciation, and spelling. [Language-Focused Learning]	3,19
I remember vocabulary better when I practice using the words I already know while speaking, reading, or writing. [Fluency Development]	**3,68**
I remember vocabulary better when I repeat the words many times. [Repetition and recycling]	3,67
I remember vocabulary better when I use cards that show the word on one side and its meaning, synonym, or example on the other side.[Flashcards]	3,44
I remember vocabulary better by thinking about word meanings and using them in sentences. [Deep Procesing]	3,58

Analysis and Interpretation

Research question: What vocabulary learning strategies are most promoted in the EFL classroom?

The results indicate that the most promoted strategy in EFL classrooms is meaning-focused output, with the highest mean score (m = 3.81). This strategy involves encouraging students to use new vocabulary when writing or speaking, which supports active language production and reinforces learning through practical use. Closely following is meaning-focused input (m = 3.69), which emphasizes understanding vocabulary through reading and listening. This approach helps students absorb new words in context, enhancing their comprehension. Additionally, fluency development (m = 3.68) is also strongly promoted. It focuses on practicing familiar words in various activities such as speaking, reading, or writing, which improves speed and ease of language use. These three strategies suggest that EFL classrooms aim to balance both input and output activities to support comprehensive vocabulary development.

On the other hand, the least promoted strategy is language-focused learning, which had the lowest average score (m = 3.19). This approach involves studying language features like grammar, spelling, and pronunciation to learn vocabulary. While it may seem less engaging for some learners, it remains a valuable strategy. It can be implemented effectively by integrating it into more meaningful contexts, helping students to not only understand how words are used structurally, but also use them accurately in communication.

Discussion

The three research questions outlined below were intended to investigate students' perceptions of mnemonic strategies, particularly their impact on English language vocabulary.

Question 1: *What types of mnemonic strategies do learners use the most for English vocabulary development?*

Upon analysis, it was found that three types of mnemonic strategies are most commonly used by learners: pictures, the keyword method, and visualization. Picture-

based strategies involve associating words with drawings or images, either mentally or on paper. Learners mentioned that creating or observing images helps them recall vocabulary more effectively. In this sense, Oxford and Crookall (1989) explain that images make abstract concepts more concrete and that visual elements serve as powerful memory cues in vocabulary learning. Moreover, students frequently rely on the keyword method, where they link a new English word with a similar-sounding word in their native language and form a mental image to connect both. This technique has been highlighted by Bellezza (1981) as a structured and reliable memory aid that enhances retention through semantic and visual association. Learners consider this method particularly helpful for unfamiliar or abstract words. Likewise, visualization or mental imagery was also widely used. This involves imagining a scene or situation that includes the target word. According to Mirhassani and Eghtesadei (2007), visualization supports learning by engaging the learner's imagination and creating meaningful mental links. Students often create their own mental stories or scenarios to embed vocabulary in a personal and memorable way.

Finally, it is important to mention that strategies involving physical movement, such as the finger method or total physical response, are used less frequently. Holden (1999) points out that while such techniques are valuable for kinesthetic learners, they may not appeal to all students. Nevertheless, these strategies remain useful, especially when tailored to the needs of specific learners or age groups.

Question 2: *What types of vocabulary have learners developed mostly?*

The analyzed results showed that students have mostly developed three types of vocabulary: receptive, concrete, and productive. Therefore, recognizing words while reading or listening has made receptive vocabulary one of the most developed among learners. According to Nation (2013), receptive vocabulary refers to the ability to understand words without necessarily using them actively. It is often acquired earlier because it relies on exposure and comprehension rather than production. On the other hand, concrete vocabulary, which includes words that describe things that can be seen, touched, or experienced, has remained close in development to the first type. In this regard, Thornbury (2002) explains that concrete words are easier to learn because they are supported by visual or physical references. Learners associate these terms with real-world objects or actions, which facilitates memory and understanding.

Finally, productive vocabulary is another type that learners have considerably developed. Despite being slightly behind the others, many students reported being able to use new words in speaking or writing tasks. According to Schmitt (2000), productive vocabulary is often the result of repeated practice and exposure. Although more demanding, it reflects the learners' ability to retrieve and apply vocabulary in context. While abstract vocabulary was the least developed, it still showed some presence, indicating learners' gradual progression toward more complex language use.

Question 3: *What vocabulary learning strategies are most promoted in the EFL classroom?*

The results of the study indicate that the most promoted strategies for vocabulary learning in the EFL classroom are meaning-focused output, meaning-focused input, and fluency development. Meaning-focused output is one of the most emphasized approaches in daily instruction, as learners are often encouraged to use new vocabulary when speaking or writing. According to Nation (2013), producing language allows learners to activate vocabulary knowledge and strengthen memory by retrieving words in meaningful contexts. This use of output-based activities supports students in moving from passive recognition to active language use.

Likewise, meaning-focused input remains one of the most widely implemented strategies. Learners often encounter new words during reading or listening tasks, where they are expected to infer meaning from context. Krashen (1985) explains that comprehensible input, which includes language slightly above the learner's current level, is essential for natural language acquisition. Through input-based exposure, learners internalize vocabulary without being explicitly taught every word, making this strategy highly effective in EFL environments. Similarly, fluency development is another promoted practice that helps students improve the automatic use of known vocabulary. As Nation (2001) postulates, fluency activities involve repeated, low-stress practice that enables learners to use words more quickly and confidently. For example, tasks such as repeated reading, free writing, or timed speaking exercises are designed to increase students' processing speed and reduce hesitation during language use.

Although these strategies are actively promoted in classrooms, others, such as language-focused learning and deep processing, are less emphasized. Nevertheless,

Nation (2013) argues that language-focused learning—including attention to spelling, pronunciation, and word forms—is vital for achieving accuracy. Deep processing strategies, which involve analyzing word meanings and using them in sentences, also contribute significantly to long-term retention by encouraging learners to make meaningful connections. Zimmerman (2002) supports this view by stating that such strategies promote self-regulation and help learners become more conscious of their vocabulary use.

Finally, it is important to recognize that successful vocabulary acquisition depends on integrating multiple strategies. As Oxford (1990) points out, learners who combine cognitive and metacognitive approaches—such as using flashcards, practicing in context, and reflecting on their learning—are more likely to develop autonomy and flexibility in their language use. Overall, the findings confirm that communicative strategies are highly encouraged in EFL classrooms, but a more balanced inclusion of structured and reflective techniques could further support vocabulary mastery.

Chapter IV. Conclusions And Recommendations

4.1 Conclusions

Following the analysis and interpretation of the questionnaire data, the following conclusions were drawn:

The results indicate that students most frequently use mnemonic strategies that rely on visual elements, such as pictures, the keyword method, and visualization. These strategies were favored for their ability to create mental associations and enhance memory, making vocabulary easier to remember and retrieve. Learners often expressed a strong preference for visual learning, which helped them recall even difficult or abstract vocabulary. Although strategies like the finger method or physical movement were used less frequently, they still hold value for specific learners and could be further explored in diverse classroom settings.

In terms of vocabulary development, students have shown the most growth in receptive, concrete, and productive vocabulary. Receptive vocabulary, which involves recognizing words while reading or listening, was reported as the strongest. Likewise, learners demonstrated confidence with concrete vocabulary, especially words that could be associated with real objects or experiences. Productive vocabulary, though slightly less developed, showed steady progress as students began to use new words more actively in speech and writing. While abstract vocabulary was identified as the least developed, it is important to note that learners are gradually engaging with it, and it remains essential for academic and advanced communication.

The main vocabulary learning strategies promoted in the classroom are meaning-focused output, meaning-focused input, and fluency development. These strategies are commonly integrated into EFL instruction because they encourage active use of language and continuous exposure to new words in context. Students benefit from using vocabulary in speaking and writing, as well as through reading and listening. Other strategies, such as language-focused learning, deep processing, and repetition, although less emphasized, still contribute meaningfully to vocabulary acquisition. Teachers should consider implementing a more balanced approach that integrates both communicative and structured vocabulary learning strategies to support all types of learners.

4.2 Recommendations

It is highly recommended that teachers promote the use of visual-based mnemonic strategies such as pictures, visualization, and the keyword method in their daily teaching practices. These strategies help students connect new vocabulary to existing knowledge through mental images or associations, which in turn strengthens memory and recall. For instance, using a simple image or drawing to represent a difficult word can make it easier for students to remember and use the term correctly. Encouraging learners to create their own visuals or mental associations also allows for greater engagement and personalization of learning.

In the same manner, teachers should work to ensure the balanced development of both concrete and abstract vocabulary. While students tend to learn concrete words more easily because they relate to physical objects or experiences, abstract vocabulary, such as terms related to emotions, ideas, or values, also plays a crucial role in academic and critical thinking tasks. To support this, instructors can use strategies such as storytelling, class discussions, real-life examples, and project-based learning. These approaches provide meaningful contexts in which students can encounter and use abstract terms more confidently.

Regarding the promotion of vocabulary learning strategies, it is recommended that teachers incorporate a mix of meaning-focused input (reading and listening), meaning-focused output (speaking and writing), and fluency development (practice and repetition). These strategies encourage both comprehension and production of vocabulary. However, it is also necessary to give more attention to language-focused learning, including pronunciation, spelling, and word form instruction, since these elements help students use vocabulary more accurately. Combining structured and communicative approaches can lead to more comprehensive vocabulary acquisition.

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Annexes

Annex 1



ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 11 de Marzo 2025

Magister
Ximena Calero
Presidenta
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Silvana Meléndez, en mi calidad de Rectora de la Unidad Educativa Juan León Mera La Salle, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Mnemonic Strategies and English Language Vocabulary" propuesto por la estudiante López Constante Maria Jose, portador/a de la Cédula de Ciudadanía, 1850342286 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Silvana Melendez
Rectora
0201651650
0992886527
Rectorambatojlm@lasalle.edu.ec

UNIDAD EDUCATIVA PARTICULAR
"JUAN LEÓN MERA"
La Salle
RECTORADO

Annex 2

Cronbach's Alpha validation

Estadísticas de fiabilidad

Alfa de Cronbach	N de elementos
,810	21

Note: Reliability statistics with Cronbach's Alpha of 21 items with Likert scale.

Annex 3

Survey

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT

Mnemonic Strategies and English Language Vocabulary

Dear Students:
The survey will utilize the information provided for a study titled "Mnemonic Strategies and English Language Vocabulary." The data collected through this survey will be handled with strict confidentiality.
(La encuesta utilizará la información proporcionada para un estudio titulado "Estrategias Mnemotécnicas y Vocabulario en Inglés". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for voluntarily participating in this study. (Gracias por participar voluntariamente en este estudio.)

Section 1: Personal Information.

Sección 1: Información Personal.

I have read the preceding paragraph and am ready to voluntarily take part in the survey.

(He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

- Yes (Si)
- No (No)

Gender

(Género)

- Male (Masculino)
- Female (Femenino)
- I Prefer not to say (Prefiero no decirlo)

Nationality

(Nacionalidad)

- Ecuadorian
- Other

Age

(Edad)

- 15-17

- 18-21

Native language

(Idioma nativo)

- Spanish (Español)
- English (Inglés)
- Quichua (Quichua)
- Other (Otro)

1.3 Types of Mnemonic Strategies

1. I remember vocabulary better by linking new words to rhyming words. For example:

1 = bun, 2 = shoe, 3 = tree.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

2. I remember new English words by thinking of a similar word in my language and making a picture in my mind. For example:

Keyword: Ducha (Spanish for “shower”)

Association: Imagine a duck taking a shower.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

3. I remember new English words by imagining them in specific places, like rooms or locations. For example: I imagine the word "apple" sitting on the kitchen table.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

4. I remember English words by putting them into shapes or groups. For example: Fruits: "apple," "banana," and "grape" in one corner of a page to help me remember them.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

5. When I learn vocabulary, I associate each word with a specific finger to remember sequences. For example:

Thumb= Monday

Index finger = Tuesday

Middle finger = Wednesday

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

6. I remember English words by using pictures in my mind or on paper. For example:



1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

7. I remember vocabulary by creating pictures in my mind. For example: I remember a sun to remember the word “bright”.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

8.I remember words by putting them into groups with similar meanings. For example: FURNITURE: “table,” “chair,” and “sofa”.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

9. I remember vocabulary by connecting words through a story or short sequence. For example: I remember “dog,” “park,” and “ball” from a memory of my childhood.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

10. I remember vocabulary by using body movements or actions. For example: I jump when I learn the word “jump”.

1. Always

2. Often
3. Sometimes
4. Rarely
5. Never

Types of Vocabulary

11. When I learn new words, I easily recognize them when I read or write.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

12. When I learn new words, I can use them when I speak or write in English.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

13. I learn new vocabulary when it is about things I can see or touch.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

14. I learn new vocabulary more easily when it is about ideas or emotions.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

Vocabulary Learning Strategies

15. In my English class, I learn new vocabulary by understanding the meaning of words when I read or listen.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

16. I learn new vocabulary by using new words when I write or speak.

1. Always
2. Often

3. Sometimes
4. Rarely
5. Never

17. I learn new vocabulary by studying language features. For example grammar rules, pronunciation, and spelling.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

18. I remember vocabulary better when I practice using the words I already know while speaking, reading, or writing.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

19. I remember vocabulary better when I repeat the words many times.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

20. I remember vocabulary better when I use cards that show the word on one side and its meaning, synonym, or example on the other side.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

21. I remember vocabulary better by thinking about word meanings and using them in sentences.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

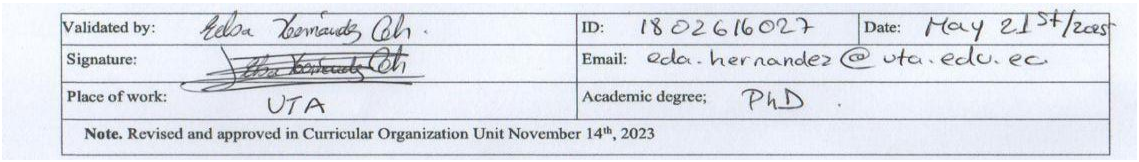
Annex 4

Aiken

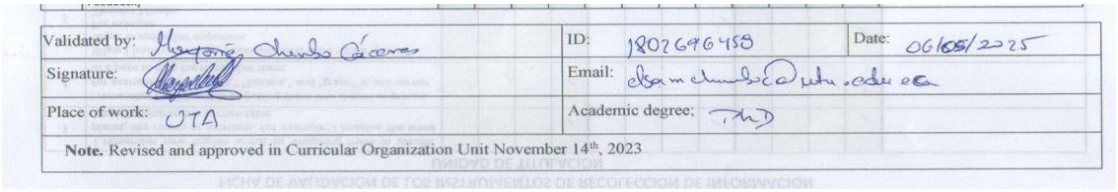
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	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 2	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 3	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	1	4	3,4	1,3	0,80	Valido
ITEM 4	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	1	4	3,4	1,3	0,80	Valido
ITEM 5	Relevance	4	3	4	4	4	3,8	0,4	0,93	Valido
	Pertinence	4	3	4	4	4	3,8	0,4	0,93	Valido
	Coherence	4	3	4	4	4	3,8	0,4	0,93	Valido
ITEM 6	Relevance	4	3	4	4	4	3,8	0,4	0,93	Valido
	Pertinence	4	3	4	4	4	3,8	0,4	0,93	Valido
	Coherence	4	3	2	3	4	3,2	0,8	0,73	Valido
ITEM 7	Relevance	4	3	4	4	4	3,8	0,4	0,93	Valido
	Pertinence	4	3	4	4	4	3,8	0,4	0,93	Valido
	Coherence	4	3	4	4	4	3,8	0,4	0,93	Valido
ITEM 8	Relevance	4	4	4	1	4	3,4	1,3	0,80	Valido
	Pertinence	4	4	4	1	4	3,4	1,3	0,80	Valido
	Coherence	4	4	4	1	4	3,4	1,3	0,80	Valido
ITEM 9	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 10	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 11	Relevance	4	4	3	4	4	3,8	0,4	0,93	Valido
	Pertinence	4	4	3	4	4	3,8	0,4	0,93	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 12	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 13	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 14	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 15	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 16	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 17	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 18	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 19	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	1	4	3,4	1,3	0,80	Valido
	Coherence	4	4	4	1	4	3,4	1,3	0,80	Valido
ITEM 20	Relevance	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 21	Relevance	4	4	3	1	4	3,2	1,3	0,73	Valido
	Pertinence	4	4	3	1	4	3,2	1,3	0,73	Valido
	Coherence	4	4	3	1	4	3,2	1,3	0,73	Valido

Annex 5

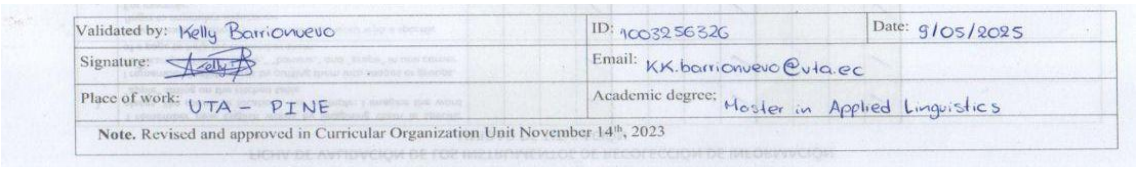
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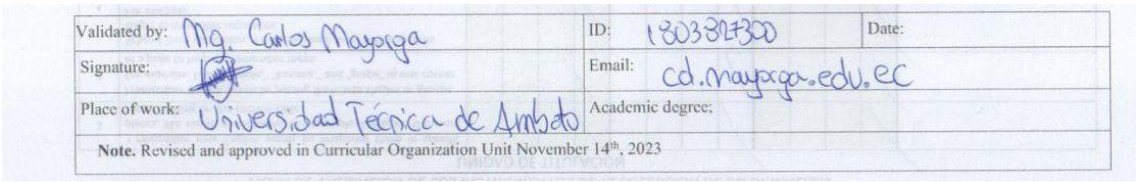
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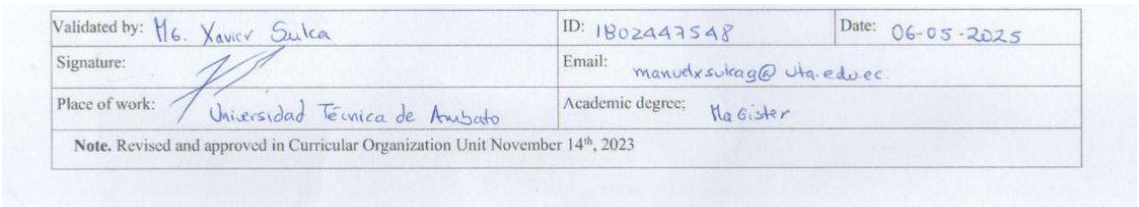
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Annex 6

Turnitin



María José López Constante

TESIS

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