



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TITLE

MNEMONIC STRATEGY TO IMPROVE VOCABULARY LEARNING AMONG STUDENTS OF TENTH YEAR “A” OF BASIC GENERAL EDUCATION MORNING SESSION, AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTÍN AGUIRRE”, IN THE CANTON OF SOZORANGA, PROVINCE OF LOJA, DURING THE 2020-2021 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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CERTIFICATION

DRA. MARCIA ILIANA CRIOLLO VARGAS, MG. SC., PROFESSOR OF ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

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The present research work entitled **MNEMONIC STRATEGY TO IMPROVE VOCABULARY LEARNING AMONG STUDENTS OF TENTH YEAR “A” OF BASIC GENERAL EDUCATION MORNING SESSION, AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTÍN AGUIRRE”, IN THE CANTON OF SOZORANGA, PROVINCE OF LOJA, DURING THE 2020- 2021 SCHOOL YEAR.**, under the responsibility of the undergraduate student **YELENA JUDITH SOLANO CASTILLO** has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

With deep affection, I dedicate this thesis to my beloved mother Melva Solano for being the mainstay in my life, for offering me her constant support all time, and for motivating me to fulfill one of the best goals in my life.

Furthermore, this thesis is dedicated to my dear brothers Marlon and Aarón who surrounded me with their care and affection and to whom I wish successful lives.

Finally, I dedicate this work with all my love to my classmates of cycle eight who shared with me wonderful moments at the university. In the same way to my friends, Julissa, Tania, and Karina for their unconditional support.

YELENA JUDITH

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**CROQUIS DE LA INVESTIGACIÓN
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a. TITLE

MNEMONIC STRATEGY TO IMPROVE VOCABULARY LEARNING AMONG STUDENTS OF TENTH YEAR “A” OF BASIC GENERAL EDUCATION MORNING SESSION, AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTÍN AGUIRRE”, IN THE CANTON OF SOZORANGA, PROVINCE OF LOJA, DURING THE 2020- 2021 SCHOOL YEAR.

b. RESUMEN

Este trabajo de investigación tuvo como objetivo mejorar el aprendizaje de vocabulario a través de la estrategia mnemotécnica en los estudiantes de décimo año “A” de Educación General Básica, sección matutina en el Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” del cantón Sozoranga, provincia de Loja, durante el año escolar 2020-2021. Los métodos utilizados para obtener, describir, analizar y procesar la información fueron el científico, descriptivo, analítico-sintético y el estadístico. Pruebas y cuestionarios fueron aplicados a diez estudiantes. Hojas de observación y notas de campo fueron elaboradas para registrar el progreso de los estudiantes y actitud de los participantes. Los resultados mostraron que los estudiantes obtuvieron un excelente mejoramiento en el vocabulario, especialmente en el significado de las palabras, los adjetivos, sinónimos y modismos. Consecuentemente, la aplicación de la estrategia mnemotécnica mejoró el vocabulario de los estudiantes, les ayudó a comprender el significado de las palabras, recordar y mantener en su memoria a largo plazo. Además, a sentir confianza para trabajar en grupo y participar activamente en la clase.

ABSTRACT

This research work aimed to improve vocabulary learning through mnemonic strategy among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja, during the 2020-2021 school year. The methods used for obtaining, describing, analyzing, and processing the data were the scientific, the descriptive, the analytical- synthetic and the statistical. Tests and questionnaires were applied to tenth students. Observation sheets and field notes were elaborated to record students’ progress in vocabulary and the participants’ attitudes. The results showed that students hadan excellent improvement in vocabulary, especially in word meaning, adjectives, synonyms and idioms. Consequently, the application of mnemonic strategy improved student’s vocabulary. It helped to comprehend the meaning of the words, remember and keep them in their long term memory. Additionally, to feel confidence to work in groups and participate actively in the class.

c. INTRODUCTION

The present research work was focused on the application of the mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja, during the 2020- 2021 school year.

Vocabulary is the main communication tool in the language. Learning vocabulary in English is even more important than grammar since it is the essential key that encourages learners to understand what they hear and read to communicate efficiently. In addition, it is the basis for developing the four skills such as listening, speaking, reading, and writing. Students cannot master language skills well without having vocabulary. According to Hirsch (2003), students do not effectively know what they read, when they do not know more than 95% of vocabulary in a textbook. Furthermore, vocabulary not only involves the knowledge of words but it also involves mastering the different uses and functions of words in a real context. By having vocabulary, students can produce the language, construct a sentence, and know the meaning of a sentence. Therefore, it will be hard for students to master language skills without having vocabulary.

According to the class observations done while the teaching practices were executed at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, it was noticed that most of

the students of tenth year “A” of Basic General Education faced many obstacles when learning English, mainly with the development of vocabulary. Students have difficulties in many aspects like remembering the word meaning, using synonyms, adjectives, and idiomatic expressions to communicate successfully, and in developing the different tasks proposed by the teacher. Hence, the difficulties faced by the students encouraged the researcher to pursue how the application of mnemonic strategy improves vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja, during the 2020-2021 school year.

The researcher chose the mnemonic strategy because it has been proven that this strategy stimulates individuals to recall information by making it easier, meaningful, and more concrete to remember the words. Furthermore, the mnemonic is an effective strategy that can be utilized with all students and applied to an array of contents areas (Bakken & Simpson, 2011). Similarly, the application of mnemonic strategy to teach vocabulary benefits learners to develop their cognitive skills in which they feel more concentrated and motivated to learn.

To execute and attain the main objectives of this research work, it was indispensable to established specific objectives such as: to research the theoretical and methodological references about mnemonic strategy to improve vocabulary learning; to diagnose the issues that limit to tenth year “A” students of Basic General Education

at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja to improve the vocabulary learning; to design an intervention plan based on mnemonic strategy; to apply the most suitable mnemonic strategy in order to improve vocabulary learning; lastly, to validate the results obtained after the application of mnemonic strategy.

During the application of the intervention plan, the methods that the researcher used for the development of this research were: the *scientific method* which provided the necessary theoretical framework about mnemonic strategy and vocabulary; the *descriptive method* which was suitable to describe the different phases of the study, the results, and the resources used; the *statistical method* which helped to make the quantitative and qualitative statistical analysis of the data collected; and the *analytic-synthetic method* that permitted the researcher to analyze and interpret the results obtained from the tests and questionnaires as well as to establish the conclusions.

The present research has the following parts: first, the *Abstract* which contains the main objectives of the research, methods, instruments, population, results, and main conclusion. Second, the *Introduction* which involves the contextualization of the problem, the central problem, the reasons why the theme was chosen, objectives, the methodology, and the content of the thesis. Third, the *Literature Review* which focuses on essential information about the two variables of the research; mnemonic strategy and vocabulary. Forth, the *Materials and Methods* section which includes the materials

applied during the intervention, the design of the research, methods, techniques and instruments, and the population who participated in the application of this research work. Next, the **Results** section describes the fulfillment of the objectives, the pre-test results, the pre-questionnaire results, the post- test, the post questionnaire results, and the comparison of the pre/post-test results. Then, the **Discussion** includes the general results, aspects or parameters evaluated, the description of the intervention plan phases, weaknesses and strengthens, and the contribution of the strategy for the improvement of the skill. After that, the **Conclusions** contains the description of the achievements. Finally, the **Recommendations** section which contains some suggestionsto offer a guide for teachers and future research works in the field.

d. LITERATURE REVIEW

MNEMONIC STRATEGY

Definition of Mnemonic Strategy

Mnemonic is derived from the Greek phrase "*mimnēskesthai*" that means remember. As Fasih, Izadpanah, & Shahnava (2018) mention "Mnemonic strategy is a mental aid that allow people to recall different types of elements and information such as new form of words, names, historical dates, numbers, formulas, various rules, and lists" (p.50).

Mnemonics are considered as cognitive strategies (Banisaeid, 2013). They include the use of different rhymes, poems, acronyms, acrostics, images, songs, outlines, and other tools. These strategies involve to recode and decompose the units of an element of study. By using them, students can exercise the memory, obtain significant information studied during class (Peñafiel & Castro, 2019).

Othman et al. (2019) say that the use of mnemonic strategies encourage students to acquire new vocabulary because they link new information to prior knowledge through the use of visual and acoustic cues.

Importance of Mnemonic Strategies

Ecke (2000) argues that mnemonic strategies have a crucial role because it helps learners to improve their memory and retain information through interactive relationships and associations. Additionally, mnemonics have proved to be efficient for the learning of foreign language words. Through the use of it, students develop their cognitive skills in which they feel more concentrated and motivated to learn.

Likewise, students can use rhymes, expressions, associations and repetitions that allow them to remember easily. According to Ramos (2018), the level of retention is increased due to learners acquire a wide vocabulary to keep in their long-term memory. Lastly, the mnemonic strategies help to develop mental, visual and auditory abilities at the moment to associate words, sounds and images.

Moreover, mnemonic devices are proven to be effective in all ages. They are more effective especially for beginners who need to increase vocabulary knowledge because there are some words that are difficult to recognize and recall. For these reasons, teachers should apply these strategies and relevant teaching activities in order to help learners to develop and build their own capacities.

Principles of Mnemonics

Costello (2020) mentions three fundamental principles of mnemonics:

- **Visualization:** The imagination is what you use to create and strengthen the association needed to create effective mnemonics. The more strongly you imagine and visualize a situation, the more effectively it will stick in your mind for later remember.
- **Association:** This is the method by which learners link a thing to be remembered to a way of remembering it. For, instance students can create associations by linking them using the same color, smell, shape, or feeling.
- **Location:** It provides people with two things: a coherent context into which information can be placed so that, it hangs together, and a way of separating one mnemonic from another. For instance, students can use their house, the rooms can be used to separate yet connect different pieces of information they need to memorize.

Characteristics of Mnemonic Strategies

There some characteristics about mnemonic strategies that are described as follow.

- It is an organizational strategy because it classifies the information that has been learned. The human being tends to set data and contents to facilitate memorization, the mnemonic techniques use this same function to consolidate the information and save it, in memory.

- Binds the previous knowledge with the new information, to this process the brain performs at the time the new information is being learned, memory has stored contents that become a reference and with which it gives meaning to what was studied.
- When applying mnemonic strategies, creativity is a rewarding contribution to learning. Jiménez (1994), highlighted that the use of funny methods are for students a respite of traditional teaching processes with the use of didactic material required by some of the mnemonic techniques.
- Activate memory. According to Bakken & Simpson (2011), “It is one of the most important characteristics because in essence these strategies are closely connected to the functions performed by memory and by using them it is stimulated allowing the acquisition of information with ease” (p. 80).
- They motivate learners to active learning of contents through the use and development of the different activities that contain the strategies inciting the attention of the student.

Types of Mnemonic Strategies

For Jiménez (1994), mnemonic strategies are varied, but for the teaching of the English language, they have been strategically grouped to facilitate the increase of students’ lexicon in English. These strategies are based on associations of the visual and verbal element. They are also found within the group of mnemonic strategies that use

sound as a stimulus to help memory to retain words, strategies such as rhymes or phrases where the rhythm presses.

Rhymes and songs.

Poetry evolved as a mnemonic system in the early society before the invention of writing, for preserving and transmitting the valued traditions. Poetry with repetition of similar sounds in two or more words is a rhythm. Rhymes and rhymes have long been used as a mnemonic aid as both are effective memory cues.

According to Governor et al., (2013), songs are powerful mnemonic devices that owed for improved recall. It is a useful strategy to enhance students understanding concepts in different ways. Emotional responds to music enhance memory by focusing attention to establish stronger and multiple neutral connections.

Space grouping.

The best way to improve memory is through a periodic coordination exercise. According to Jiménez (1994), “distributing words in columns and exercising to review them quickly, is one of the simplest methods to adapt to learning English” (p. 85).

The use of this mnemonic strategy is useful if students are asked to keep the eyes closed and to repeat aloud the words that were previously written in a particular order and form (inverted triangle), to imagine their writing and form alignment, it is easier for the memory to pick up the words if they are not written in the way the students are accustomed to.

Instructions:

- Write the topic of the vocabulary to study.
- Select the number of words in English (maximum 15 words).
- Tell students what and how is an inverted triangle.
- Students should write in their notebook words aligned in the shape of an inverted triangle.
- Read the words aloud.
- Ask the students to close their eyes and repeat the words.

Time: 15 minutes

Study mood: Individual

Application example (Jiménez, 1994, p.85):

| | | | |
|---------------|---------------|---------------|----------------|
| <i>“voice</i> | <i>stupid</i> | <i>flower</i> | <i>picture</i> |
| <i>cloud</i> | <i>smile</i> | <i>coat</i> | <i>stair</i> |
| <i>glad</i> | | <i>leaf”</i> | |

Place system or loci method.

Derwinger (as cited in Behr, 2012), says that loci method can be useful for remembering lists of words and recovering vocabulary through visualization. It is based on the theory that you can best evoke places that you are familiar with. So if you can link something you need to remember with a place that you know very well, the location will serve as an indication.

As students learn more words and expressions, the imaginary city will grow and help you to build many different areas of the vocabulary. Behr (2012), suggests that an imaginary place does not have to be a city, it can be any place you feel comfortable imagining in your mind.

Instructions

- Ask students to focus on the activities they do before they start classes.
- Ask students to name each of the activities and objects they see when they are in their homes.
- Allow students to write in their notebooks the activities and objects they visualize in their brain.
- Students write the activities and explain it emphasizing vocabulary.
- Repeat aloud the sentences in English.

Time: 20 minutes

Study mood: Individual

Acronyms.

Another known form of mnemonic strategy is the use of acronyms. According to Bakken & Simpson (2011), “acronyms are words that develop from each of the letters of a word formed” (p. 81). Letter mnemonic devices are prepared using the following process. A list of words to be remembered is prepared. First letter of each of the items in the list is identified and these first letters are written on a piece of paper. If they make a word, then that word can be used as a mnemonic device to remember the items in list. If the word is remembered, there is a good chance of remembering the items. If the letters do not immediately form a word, they rearranged to form a word (Anandhi & Raja, 2011).

Instructions

- Identify four new words to memorize.
- Write the four initial letters and align vertically.
- Form a key word.
- Students read aloud the key word.
- Complete the name of the four words.
- Write the meaning of words, read them aloud and then erase them.
- Complete the acronym again.

Time: 20 minutes

Study mode: Individual.

The following example demonstrates the use of the acronym to remember the colors of a rainbow.

Application example (Bakken & Simpson, 2011)

Red

Orange

Yellow

Green

Blue

Indigo

Violet

Storytelling or stories.

AminAfshar & Mojavezi (2017) state that storytelling is a tool for the expression of actions, emotions, and opinions in various modes of transfer and dating back to ancient times notwithstanding all the advanced creativity.

On the other hand, McPherson (2018), highlights that in this method the learner links the words together by a story. The stories refer to the construction of paragraphs related to the vocabulary that the teacher designates for the class, the student making a short story shows not only his creativity but also his ability to establish connections and contextualization.

Instructions

- Choose vocabulary to learn and spell the words.
- Students must form groups.
- Know the vocabulary words in English.
- Allow students to make the story according to the imagination of each member of the group.
- At the end, the teacher will ask a representative of each group to read the small reading.

Note: Teacher should correct grammar if necessary.

Time: 20 minutes

Study mood: Groups (4 students)

Crossword puzzles.

Ghoneim & Elghotmy (2016) point out that crossword solving involves some useful skills including vocabulary, reasoning, and spelling. To solve any crossword puzzle, students have to identify and understand the terms being used. It helps to acquire new vocabulary and make differentiations between similar words or phrases. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions.

Furthermore, crossword puzzles have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword (Ratnawati et al., 2013).

Use of images.

Mahdi & Gubeily (2018) argues that mnemonics can be enhanced with images to create an effective environment for vocabulary learning. The use of photos, drawings, or graphic representations in relation to the new word learned is effective for their learning. The memory creates mental images about what people want to remember. With the use of positive, pleasant, and vivid images as well as attractive, learners will be able to comprehend the words in their totality. Finally, using images can promote long lasting retention which is the aim of education.

In addition, as Oxford (1990) indicates, the mind storage capacity for visual information exceeds its information for verbal materials. Furthermore, a large part of learners have great interest for visual images.

Instructions

- Show images of the vocabulary to be studied during class.
- Ask students to read the English words aloud.

- Encourage students to find the meaning of the words.
- Show the images again and ask the students to identify them using the names in English.

Time: 15 minutes

Study mood: Individual

Cards or notes.

Congos (2005) states that cards or notes are an easy way to organize main ideas and relevant details to be recalled. The main advantage is that they have a practical use for the purpose assigned to them. Adapted for use as a mnemonics strategy, its use is satisfactory for learning, especially for foreign languages, since the pupil has a small, and easy reminder to memorize any English word or phrase.

The same author suggests that notes are necessary for practical learning since the use of it allows the student to learn the essential contents of the reading with some phrases or words. In short this strategy gives the learner the ability to summarize leading reading ideas in English, providing the ability to reason quickly and effectively.

Instructions

- Choose words or phrases to memorize
- Write them on small grid sheets highlighting the main ideas of the meaning of each of the words or phrases.
- Form groups and exchange the cards with different groups and ask each other the

meaning of the words or phrases.

Note: The teacher should complement the meaning with an example to specify the context in which the expression or word could be used.

Time: 10 minutes

Study mood: Individual

Mnemonic Activities

Mastropieri & Scruggs (as cited in Intan, 2017) state that mnemonic instruction refers to instructional or learning strategies designed specifically to enhance memory. This means that through the use of mnemonics, learners will be able to remember words more effectively and easily. Mnemonics involve linking unfamiliar information with already known information through the use of visual/ picture or letter /word combinations (Intan, 2017).

Congos (2011) classifies different types of mnemonic activities that can be done to help students remember words. The classification is the following:

- Music mnemonics
- Name mnemonic
- Name of expression mnemonics
- Model mnemonics
- Ode or rhyme mnemonics

- Note organization mnemonics
- Image mnemonics
- Connection mnemonics, and
- Spelling mnemonics.

Benefits of Mnemonics

Mindgroom (2016) states that mnemonic is a memory strategy that involves teaching students to connect new information that is taught to information that was previously known. Mnemonics provide a systematic approach for organizing and remembering facts that have no apparent connection of their own.

For Jiménez (1994), the use of these strategies has positive effects not only in language learning but in any learning. However, they provide the opportunity to discover how the mind works. Additionally, they facilitate fast and long-term memorization. It improve memory through the feedback it receives and the continuous use of external resources.

VOCABULARY

Definition of Vocabulary

According to Suárez (2014), vocabulary is the set of words that make up an idiom. All languages have a “treasure” of lexical terms, collected in their corresponding academic dictionaries, which are available to all individuals in the linguistic community.

Alqatani (2015) establishes that vocabulary is the total number of words that are needed to communicate and express the speaker’s meaning. Meyer & Schmitt (2002) emphasize that lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning.

Additionally, words are the tools which are used to think, to express ideas and feelings, and also to learn about the world. In learning vocabulary, it associates the four skills such as listening, speaking, reading, and writing (Izzah, 2015).

On the other hand, vocabulary is a set of words that are familiar with a particular person. It is considered as a principal element that allows individuals to communicate. Besides, the vocabulary is the base to learn a new language, and without it, the communication will not be possible.

The Importance of Vocabulary

Nothing can be done without vocabulary. Jamalipour and Farahani (as cited in Dakhi & Fitria, 2019), highlights that vocabulary is recognized as the main communication tool. Everything that people use in expressing their feelings, ideas, and opinions is vocabulary. According to a linguistic perspective, vocabulary seems to be more useful and crucial than the grammatical role. Sullivan and Alba's study (as cited in Dakhi & Fitria, 2019) mentions that without grammar very little can be conveyed; without vocabulary, nothing can be conveyed.

Vocabulary studies are based on the understanding of lexis, meaning that it refers to the words that make up a language. According to Alali & Schmitt (2012) "vocabulary words are not only presented in isolation but also in phrases of two or more words, these words are called Formulaic Sequences and are essential for learning the vocabulary of the English language" (p. 2). Besides, Alqatani (2015) argues that the acquisition of an adequate vocabulary is necessary for effective foreign language use because, without a wide vocabulary, learners will be unable to use properly the structures and functions in the communication.

It is needed to highlight that vocabulary acquisition plays a crucial role in learning a language. Learners with insufficient vocabulary size will not perform well in every aspect of language itself.

Receptive and Productive Dimension of Vocabulary

Vocabulary is divided into receptive and productive. According to Zhou (2010), “receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen” (p. 15). It means that learners distinguish it when listening or meet in reading but do not use it in speaking and writing.

On the other hand, Zhou (2010) highlights that productive vocabulary is the knowledge to produce a word when one writes or speak. It can be addressed as an active process because the learners can produce the words to express their thoughts to others.

Types of Vocabulary

Montgomery (2007) lists four types of vocabulary:

Listening vocabulary.

According to Montgomery (2007), listening vocabulary refers to the words individuals need to hear and comprehend. Babies listen to all the waking hours and everybody continues learning new words in all life. By the time in adulthood, people recognize close to 50,000 words.

Speaking vocabulary.

It consists of the words that are used at the moment to speak. Montgomery (2007) indicates that the speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading vocabulary.

It refers to the words that people understand when a text read. This is the 2nd largest vocabulary. It means that if you do not read, you cannot develop your vocabulary.

Writing vocabulary.

It involves the words that are used in different forms like writing, essays, reports, letters, etc. The writing vocabulary is strongly influenced by the words that can be spell.

Aspects of Vocabulary

Nation (2001) explains that a word is defined in three lexical aspects: form, meaning and use. The form refers to recognizing the orthography or phonological form of a word. The same author explains that the meaning involves knowing the definitions, concepts, referents, and associations. Moreover, the use encompass the grammatical functions of the word, phrase, and collocations. According to Rohmatillah (2014), there are several aspects of lexis that need to be taken into account when teaching vocabulary.

Word meaning.

Word meaning refers to a complex aspect of vocabulary since it is related to the different meaning that a word or phrase may have used in sentences. According to Rohmatillah (2014), the words have denotative and connotative meaning. Denotation refers to the dictionary definition of a word. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous

reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions.

On the other hand, the same author mentions that connotation, involves the associations that are connected to a certain word or the emotional suggestions related to that word. The connotations for the word snake could include evil or danger.

Synonyms.

A Synonym is a word that have the same meaning as another word in certain contexts. Synonym is the relationship that exists between words with closely related meanings. An example of synonyms are extent, increase, expand (Rohmatillah, 2014).

Adjectives.

Delahunty & Garvey (2010) say that adjectives are words that describe or modify other words. For example, small, blue, and beauty. Typically, adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun

Idioms.

According to Rana (2016), an idiom is an expression, word, phrase that has figurative meaning conventionally understood by native speakers. Idioms don not mean exactly what the words say. It has hidden meaning. For example, a piece of cake means an activity that is very easy or simple .To use idioms is necessary to take the definition

of each one and relate it to an action or pictures for a better understanding and a clear explanation of them.

Teaching English Vocabulary

Teaching vocabulary is a significant component of English teaching. In order to improve the effectiveness and efficiency, teachers should not only understand the student's difficulties of word study but also use some useful strategies and methods that help learners to recognize the words. So, in this way teachers can support students to improve the ability to use English freely to communicate.

Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. When teaching vocabulary special attention must be given not simply to single words but also to polywords (by the way); collocations, or word partnerships (community service); institutionalized utterances (we'll see) and idioms. (Abdalkreem, 2016).

According to the study of Hatch and Brown in the journal of Pan & Xu (2011), learners strategies for learning vocabulary fall into five essential steps:

- Having sources for encountering new words.
- Getting the forms of new words.
- Learning the meanings of the words.
- Making a strong memory of the words.
- Using the words.

Assessing Vocabulary

Testing vocabulary requires to know about how students' vocabulary level. According to Kartikasari (2015), there are two kinds of vocabulary evaluations that can be used such as recognition and production. Those are described as follows:

Recognition.

This is a type of vocabulary testing in which the learners are provided with several options. It means recognize and chose which one is appropriate with the question. This kind of multiple-choice is recommended without many impossibilities and may involve a number of different procedures as follows:

- **Synonyms:** The students are supposed to choose the alternatives which have the closest meaning to the words being asked. It is suggested that all options are the words that the candidates are expected to know.
- **Definitions:** It is a recognition test type in which the pupils have to know the description of the word that being asked. Students notice that all the options should have the same length.
- **Gap filling:** Learners are required to fill the gap in a sentence that having certain contexts with the available option.

Production.

It is a type of vocabulary testing productively. Several types of productive vocabulary testing are described as follows:

- **Pictures:** It is expected that students write down the name of the pictures. This method of testing is limited to concrete nouns which can be unambiguously drawn.
- **Definitions:** It requires that learners give a definition or a term of the clue that is given.
- **Gap filling:** It is a bit similar to the gap-filling method in the recognition vocabulary test, but there are no alternatives here. The students need to find the missing word by themselves. To avoid an unexpected answer, it is suggested to give the first letter of the missing word or an indication of the number, or letters.

e. MATERIALS AND METHODS

Materials

During the development of the research work, three types of materials were necessary to include in the process of improving vocabulary: the human, material and technical resources. The human resources involved the researcher who was in charge of applying and executing the intervention plan, and eight students of tenth year “A” of Basic General Education at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” who were the participants.

The material resources included digital flashcards that were made in the Quizlet application to work synonyms, adjectives, and idioms. Similarly, pictures were helpful to make students understand the meaning of the words. Likewise, songs develop many activities such as listening to the pronunciation, and practicing the spelling of the words. Additionally, digital worksheets were used to create questions related to the topic, and assess what students have learned in the class. Besides, slides were handy to explain the contents and practice some exercises. Finally, games like crossword puzzles to engage students to participate in the class, and teach vocabulary.

The technical resources used by the researcher was a computer to elaborate all the lesson plans and material; the cellphone to send students some tasks, and links to reinforce the contents that were worked in class, and internet to get information and

implement the intervention plan. It also was a tool which students and the teacher used to be connected by a virtual platform like Zoom.

Design of the Research

The design of this work was action research, which is defined by Mills (cited in Creswell, 2012), as a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. The process of action research includes the following steps: identify a problem to study, locate resources to help address the problem, develop and implement a plan of action, and reflect on the results.

The procedure to carry out the research was: first, the researcher started observing students of tenth-year “A” and detected the problem. Second, the resources related to the mnemonic strategy were collected in order to solve the problem. Third, the intervention plan was designed and applied to improve students’ weaknesses in vocabulary. Lastly, the researcher reflected on the results gathered, and analyzed the students’ progress in vocabulary learning.

Methods, Techniques, and Instruments

Methods.

In the development of this research four methods were handled, which were the following:

The scientific method.

The scientific method was essential to get theoretical information about both variables: mnemonic strategy and vocabulary. The information collected helped to design the research instruments like tests, questionnaires, observation sheets, and field notes as well as the intervention plan.

The descriptive method.

The descriptive method was suitable to write in detail what were the situations in the classroom describing how the use of mnemonic strategy motivated students to improve their vocabulary.

The statistical method.

The statistical method led the researcher to process the obtained information from the tests and questionnaires in order to consequently represent quantitatively into tables and qualitatively into figures.

The analytic- synthetic method.

The analytic- synthetic method was employed to analyze and interpret all the gathered data from the pre and post-tests, pre and post-questionnaires, observation sheets, and field notes.

Techniques and instruments.

The information was collected through the application of tests, questionnaires, observation sheets, and field notes. These kinds of instruments provided the researcher bases to make appropriate quantitative and qualitative interpretations.

Tests.

At the beginning of the intervention plan, a pre-test was applied with four multiple-choice, completion, matching, and ordering questions in order to diagnose the level of students in vocabulary learning especially, in the following aspects: word meaning, synonyms, adjectives, and idioms. In the end, a post-test with the same number and kind of questions a post-test was applied to obtain information about the progress of students in vocabulary.

Questionnaires.

Pre and post-questionnaires were implemented at the beginning and at the end of the intervention plan. They included five multiple-choice questions. It was administered to the participants to find out about their attitudes, feelings, and perceptions towards the application of the mnemonic strategy.

Observation sheets.

It was an instrument where the observer described the performance of students during the execution of the intervention plan and how their progress in learning

vocabulary was improved. In addition, it was recorded how they gave meaning to a word as well as, how they managed synonyms idioms, and adjectives.

Field notes.

It was an instrument in which the researcher wrote down what happened in each lesson. They helped to evidence the findings, record relevant and important events during the observation or a particular situation that happened while the intervention plan was developed.

Population

The students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” participated in the investigation. The participants were eight students among them three boys and five girls who are all about fourteen and fifteen years old.

Description of the Intervention Plan

The development of this intervention plan followed these five phases:

Phase 1. Initial reflection.

Through a non-participant observation, the researcher noticed that vocabulary was an issue that needed to be solved among students of tenth- year “A”, morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”. Therefore, the mnemonic strategy was chosen to improve the vocabulary difficulty.

Phase 2. Planning.

Activation-Connection-Affirmation stages of the lesson plan were adopted to solve students' weaknesses on vocabulary. The lesson plans were organized with the mnemonic strategy such as space grouping, acronyms, and storytelling.

Phase 3. Action.

This phase was determined to apply the intervention plan. Thirty hours divided into ten weeks were necessary to collect information and to apply the lesson plans. To enforce the pre-test and post-test and pre-questionnaire and post questionnaire, one hour was taken from the first session and one hour in the last one.

Phase 4. Observation.

During the intervention plan, the researcher monitored and recorded tenth- year students' achievements and reactions to the planned activities by using the observation sheet and the field notes.

Phase 5. Reflection.

At the end of the intervention plan, the researcher reflected on the results of it, and found how effective the application of the mnemonic strategy was to improve students' vocabulary among students of tenth-year "A" of Basic General Education morning session, at Colegio de Bachillerato "Dr. Manuel Agustín Aguirre", in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

f. RESULTS

This section details how the objectives proposed in this action research were achieved.

The first objective was accomplished through gathering information from different resources like journals, papers, classical works, blogs, and scientific articles. The literature was useful to design the intervention plan, make the tests and questionnaires to solve the problem of vocabulary.

The second objective was fulfilled with the application of the pre-test. The results were presented in Table 1. They allowed to diagnose the students' issues that limited their development of vocabulary.

The third objective was achieved through the design of the intervention plan based on the mnemonic strategy. This plan followed the Activation, Connection, and Affirmation model. Each lesson was planned using the different types of mnemonic strategy which were acronyms, storytelling, space grouping, crossword puzzles, images, songs, cards or notes, and place system.

The fourth objective was attained through the results obtained from the pre and post-questionnaires, which were illustrated in tables from 2 to 6.

The fifth objective was accomplished with the post-test results showed in Table 7, which demonstrated the positive effects that the mnemonic strategy had on vocabulary learning.

Pre-test Results

Objective Two: To diagnose the issues that limit the vocabulary learning in the English language among students of tenth year “A of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

a. Table 1

Pre Test Scores of Tenth Year “A” Students in Vocabulary Aspects

| Students' Code | WM | S | A | I | Score |
|--------------------|------|------|------|------|-------|
| | /4 | /2.5 | /2 | /1.5 | /10 |
| CBDMAA10A01 | 1.00 | 0.50 | 0.25 | 0.25 | 2.00 |
| CBDMAA10A02 | 1.00 | 1.00 | 0.00 | 0.00 | 2.00 |
| CBDMAA10A03 | 3.00 | 1.25 | 1.00 | 0.00 | 5.25 |
| CBDMAA10A04 | 0.00 | 0.50 | 0.25 | 0.00 | 0.75 |
| CBDMAA10A05 | 2.50 | 1.00 | 1.25 | 0.00 | 4.75 |
| CBDMAA10A06 | 1.00 | 1.00 | 0.00 | 0.25 | 2.25 |
| CBDMAA10A07 | 2.00 | 1.25 | 0.50 | 0.25 | 4.00 |
| CBDMAA10A08 | 4.00 | 1.00 | 0.00 | 0.50 | 5.50 |
| Mean | 1.81 | 0.93 | 0.40 | 0.15 | 3.29 |

Note. CBDMAA= Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, 10 A= tenth year “A”, 01= Student’s Code, WM= Word Meaning, S=Synonyms, A= Adjectives, I= Idioms.

b. Interpretation and analysis

Based on the results illustrated in Table 1, the general mean score that students obtained was 3.29/10, which shows that students acquired a failing qualitative score range, in vocabulary learning (see grading scale, p. 152). So this mean score does not

allow students to use proper words either to express their oral, and written communication. Nevertheless, the highest mean score of 1.81/4 that students obtained was in the aspect of word meaning. It shows that they had strengths in recognizing the meaning of words by looking at pictures, but it was hard for them to identify the denotation that the words have, by reading it without any visual support.

On the contrary, the lowest mean score of 0.15/1.5 that students reached was in the aspect of idioms. This reflects that students had weaknesses in understanding the figurative meaning of idioms that are used for traveling, and in writing the correct way of them. Furthermore, they struggled in providing other words that can express the same meaning, and in writing properly adjectives to describe personalities.

These results demonstrated that students presented several limitations in the four vocabulary aspects, since they only could provide the meaning of the words visualizing, and faced difficulties in using synonyms, adjectives and idioms. These limitations affect students' effective English vocabulary learning.

Nation (as cited in Mohamed, 2015) mentions three significant aspects that a person must master to know a word such as form, meaning, and use. Likewise, Mohamed (2015) says that the learning of vocabulary plays a significant role in foreign language learning because, without sufficient knowledge of synonyms, adjectives, and idioms learners cannot understand others or express their own ideas.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most suitable mnemonic strategy in order to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

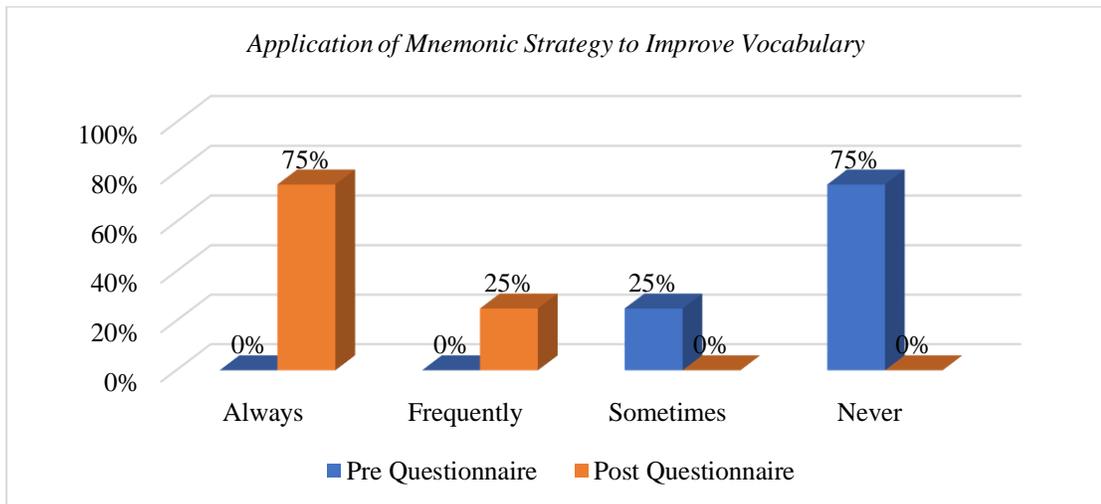
Question 1: How often does the teacher apply mnemonic strategy to improve vocabulary?

a. Table 2

Application of Mnemonic Strategy to Improve Vocabulary

| Options | Pre Questionnaire | | Post Questionnaire | |
|------------|-------------------|-----|--------------------|-----|
| | f | % | f | % |
| Always | 0 | 0 | 6 | 75 |
| Frequently | 0 | 0 | 2 | 25 |
| Sometimes | 2 | 25 | 0 | 0 |
| Never | 6 | 75 | 0 | 0 |
| TOTAL | 8 | 100 | 8 | 100 |

b. Figure 1



c. Interpretation and Analysis

As it is presented in Table 2, many students (75%) answered that the mnemonic strategy had never been applied in classes to improve vocabulary learning. This determines that the teacher applied other strategies for teaching English but not exactly for teaching vocabulary. Students used to translate words into Spanish not allowing them to use clues to infer their meaning.

Nevertheless, after the intervention plan, many students (75%) considered that the mnemonic strategy was always applied in classes. The students stated that the constant application of mnemonic strategy encouraged them to learn more, and they realized that it facilitated them to be more focused on the task, gain confidence in participating, as well as to comprehend the meaning of the words, such as adjectives, synonyms and idioms. This improvement agrees with Bakken & Simpson (2011) who affirm that the application of the mnemonic strategy to teach vocabulary benefits learners to develop their cognitive skills in which they feel more concentrated and motivated to learn.

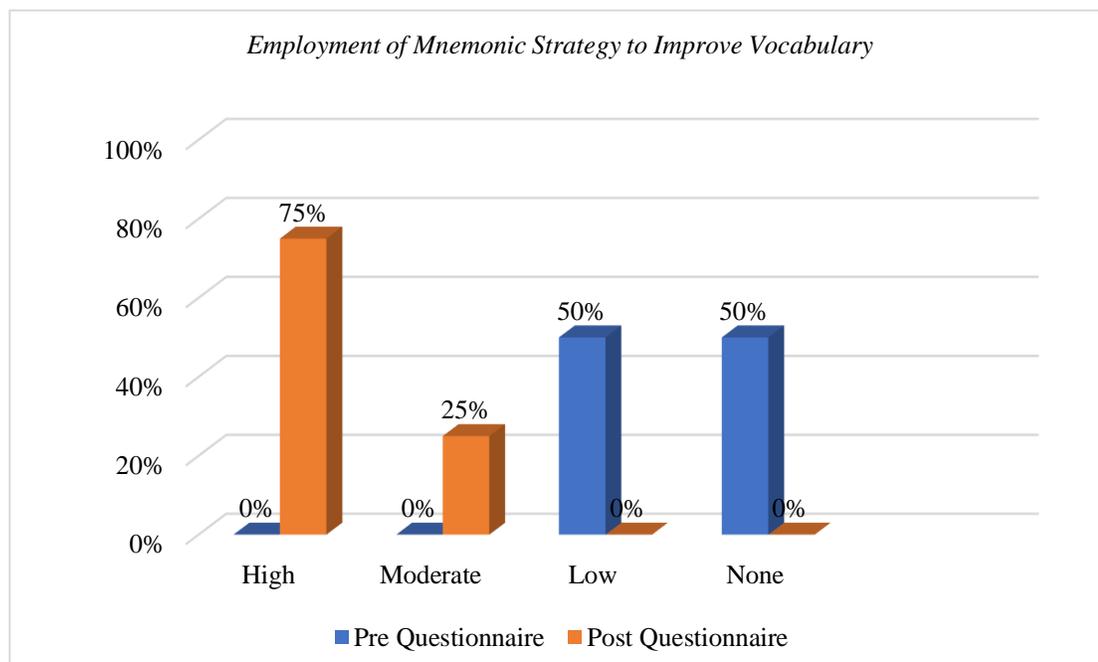
Question 2: To what extent do you think that your teacher employ mnemonic strategy to improve your vocabulary?

a. Table 3

Employment of Mnemonic Strategy to Improve Vocabulary

| Options | Pre Questionnaire | | Post Questionnaire | |
|-----------------|-------------------|-----|--------------------|-----|
| | f | % | f | % |
| High | 0 | 0 | 6 | 75 |
| Moderate | 0 | 0 | 2 | 25 |
| Low | 4 | 50 | 0 | 0 |
| None | 4 | 50 | 0 | 0 |
| TOTAL | 8 | 100 | 8 | 100 |

b. Figure 2



c. Interpretation and Analysis

According to the findings in Table 3, half of the students (50%) expressed that the mnemonic strategy was not employed to any extent to improve vocabulary. This indicates that students acquired the new words by reading and repeating them several times, which was difficult for them to learn the meaning, use and form of vocabulary.

Whereas, after the intervention plan, many students (75%) affirmed that there was a high use of the mnemonic strategy to improve vocabulary. Students mentioned that mnemonic was a good strategy because the utilization of the types of mnemonic strategy, such as acronyms, space grouping and storytelling engaged them to be concentrated on the topic of the class, they memorized and recalled words as well as it helped them to develop creativity. Jiménez (1994) says that mnemonic strategy has positive effects not only in language learning but in any type of learning. Additionally, it provides the opportunity to discover how the mind works.

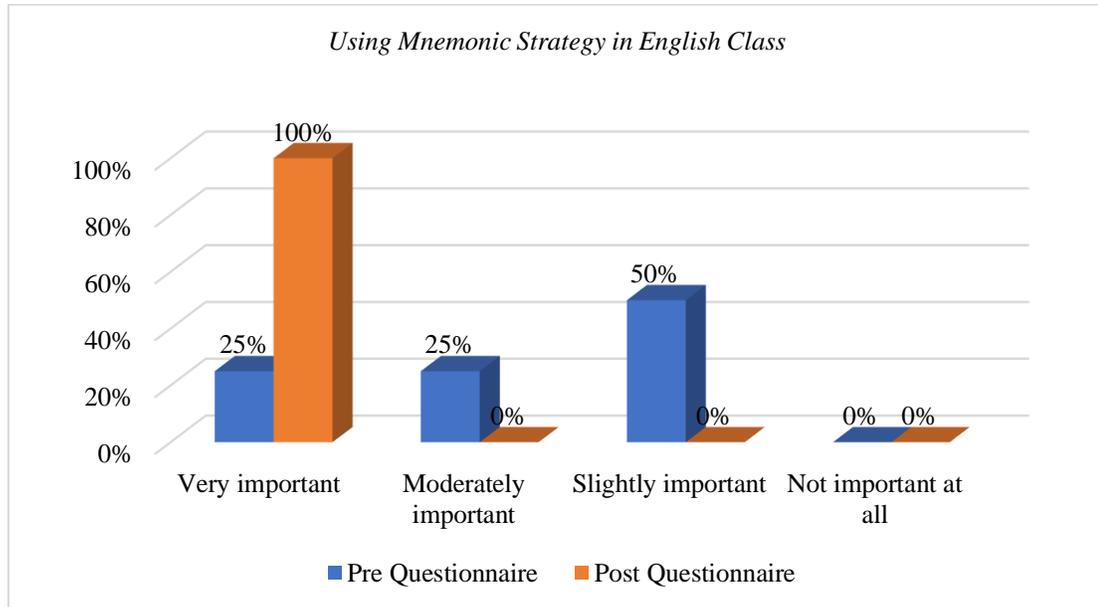
Question 3: How important do you think the use of mnemonic strategy is to enrich your lexicon?

a. Table 4

Using Mnemonic Strategy to Enrich Lexicon

| Options | Pre Questionnaire | | Post Questionnaire | |
|----------------------|-------------------|-----|--------------------|-----|
| | f | % | f | % |
| Very important | 2 | 25 | 8 | 100 |
| Moderately important | 2 | 25 | 0 | 0 |
| Slightly important | 4 | 50 | 0 | 0 |
| Not important at all | 0 | 0 | 0 | 0 |
| TOTAL | 8 | 100 | 8 | 100 |

b. Figure 3



c. Interpretation and Analysis

Based on the data in Table 4, half of the students (50%) pointed out as slightly important, the use of the mnemonic strategy to enrich their lexicon. This determines that students considered that the mnemonic strategy is not a suitable tool that benefits them to improve their vocabulary. It means that this strategy was not correctly used in the learning process. Therefore, students are unknown the effectiveness of using it.

Whereas, after the intervention plan, all students (100%) affirmed that the mnemonic strategy was very important to enrich their lexicon because they acquired new words in English. This means that students were encouraged to participate actively in the class and they had the opportunity to create storytelling in order to practice synonyms, adjectives, and idioms. Moreover, it was helpful because they used

acronyms to comprehend the meaning of the words and the space grouping to remember better the vocabulary. According to Ramos (2018), the level of retention is increased due to the fact of learners acquire a wide vocabulary to keep in their long-term memory. Besides, the mnemonic strategy helps students to develop mental, visual and auditory abilities at the moment to associate words, sounds and images.

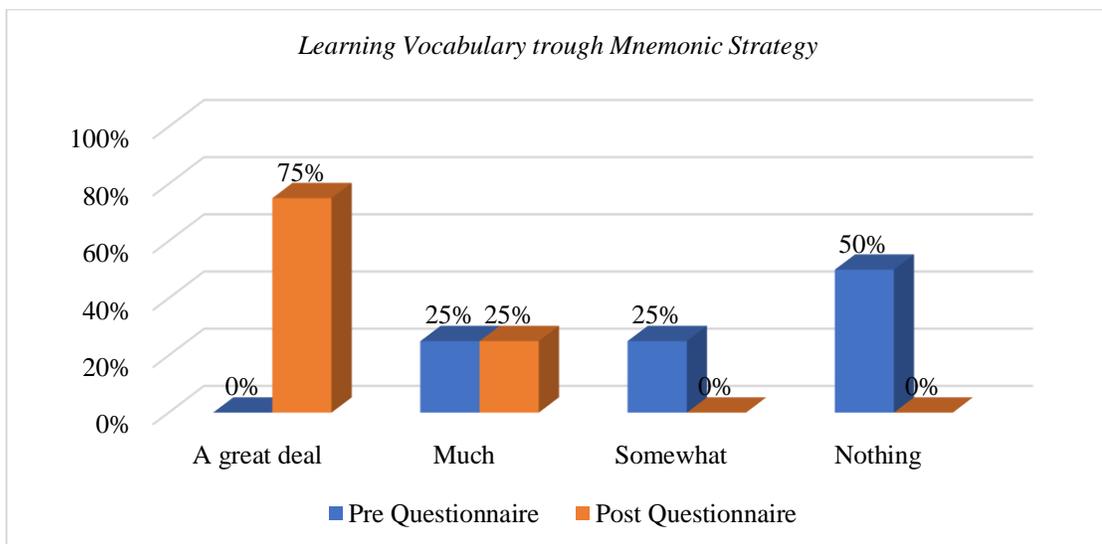
Question 4: How much vocabulary do you learn when mnemonic strategy is used in English class?

a. Table 5

Learning Vocabulary through Mnemonic Strategy

| Options | Pre Questionnaire | | Post Questionnaire | |
|---------------------|-------------------|-----|--------------------|-----|
| | f | % | f | % |
| A great deal | 0 | 0 | 6 | 75 |
| Much | 2 | 25 | 2 | 25 |
| Somewhat | 2 | 25 | 0 | 0 |
| Nothing | 4 | 50 | 0 | 0 |
| TOTAL | 8 | 100 | 8 | 100 |

b. Figure 4



c. Interpretation and Analysis

Based on the data in Table 5, half of the students (50%) answered that they did not learn the vocabulary with the use of the mnemonic strategy. This means that this strategy was useless for students to learn vocabulary. The learning of vocabulary was through memorization and without linking it to their prior knowledge. Hence, students struggled using the words and felt frustrated developing glossary activities as well as communicating effectively and efficiently with others.

Notwithstanding, after the intervention plan many students (75%) expressed that they learned a great deal of vocabulary. This denotes that students changed their way of learning, and they acquired the necessary amount of words. This displays that the application of the mnemonic strategy helped students to learn vocabulary in a dynamic way. They closed their eyes and repeated aloud the words that were previously written in a particular order and form by using a kind of inverted triangle. Besides, they used and spelled the new words telling short stories and acronyms to remember new terms.

Additionally, the types of the mnemonic strategy allowed them to recognize the word meaning and identify synonyms, adjectives while they read, speak, listen or write. Othman et al. (2019) say that the use of the mnemonic strategy encourages students to acquire new vocabulary because it links new information to prior knowledge through the use of visual and acoustic cues.

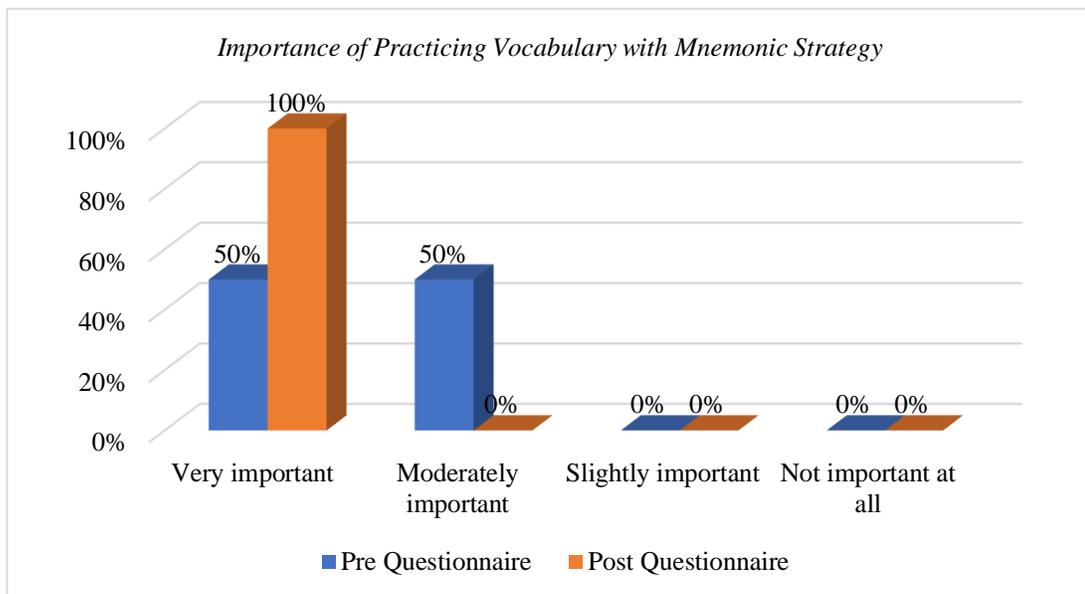
Question 5: How important is it for you to practice vocabulary with mnemonic strategy in your English classes?

a. Table 6

Importance of Practicing Vocabulary with Mnemonic Strategy

| Options | Pre Questionnaire | | Post Questionnaire | |
|-----------------------------|-------------------|-----|--------------------|-----|
| | f | % | f | % |
| Very important | 4 | 50 | 8 | 100 |
| Moderately important | 4 | 50 | 0 | 0 |
| Slightly important | 0 | 0 | 0 | 0 |
| Not important at all | 0 | 0 | 0 | 0 |
| TOTAL | 8 | 100 | 8 | 100 |

b. Figure 5



c. Interpretation and Analysis

The results in Table 6 demonstrate that half of the students (50%) considered that practicing vocabulary with the mnemonic strategy is very important. These results demonstrate that students are conscious that this strategy is necessary to learn new terms. Nonetheless, this strategy was rarely applied in classes, providing little practice for the improvement of vocabulary.

However, the results after the intervention plan, showed that the percentage increased to 100%. This means that practicing vocabulary with the mnemonic strategy in class was very important. The mnemonic strategy allowed activating memory, and practicing easier and more effective vocabulary. Students looked at the pictures to identify the meaning of the words. They created short stories using synonyms, adjectives, and idioms. Instead of writing words in a column students placed the words in an inverted triangle to help them to recall better. Besides, to stimulate students' creativity, they utilized acronyms to facilitate the retention of them. According to Ecke (2000), the mnemonic strategy has a crucial role because it benefits learners to improve their memory and retain information through interactive relationships and associations.

Post Test Results

Objective five: To validate the results obtained after the application of mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

a. Table 7

Post Test Scores of Tenth Year “A” Students in Vocabulary Aspects

| Students’ Code | WM | S | A | I | Score |
|-----------------------|-----------|----------|----------|----------|--------------|
| | /4 | /2.5 | /2 | /1.5 | /10 |
| CBDMAA10A01 | 4.00 | 2.00 | 1.50 | 1.50 | 9.00 |
| CBDMAA10A02 | 4.00 | 2.50 | 2.00 | 1.50 | 10.0 |
| CBDMAA10A03 | 4.00 | 2.50 | 2.00 | 1.25 | 9.75 |
| CBDMAA10A04 | 4.00 | 2.50 | 1.50 | 1.00 | 9.00 |
| CBDMAA10A05 | 4.00 | 2.50 | 2.00 | 1.50 | 10.0 |
| CBDMAA10A06 | 4.00 | 2.25 | 2.00 | 1.25 | 9.50 |
| CBDMAA10A07 | 4.00 | 2.00 | 2.00 | 1.25 | 9.25 |
| CBDMAA10A08 | 4.00 | 2.25 | 1.50 | 1.25 | 9.25 |
| Mean | 4.00 | 2.31 | 1.81 | 1.31 | 9.43 |

Note. CBDMAA= Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, 10 A= tenth year “A”, 01= Student’s Code, WM= Word Meaning, S=Synonyms, A= Adjectives, I= Idioms.

b. Interpretation and Analysis

The findings displayed in Table 7 show that students obtained 9.43 out of 10 as the total mean score in vocabulary, which places them in an excellent qualitative score range (see grading scale on page 152). So this mean score shows students are successful using vocabulary academically and communicatively.

The aspect where students overcame completely was in word meaning, which was 4/4 students developed the ability to understand the meaning of words visually and by reading definitions. Another point that is important to mention is that conversely, students reached 1.31/1.5 in the aspect of idioms. Even though this score is the lowest, students evidenced they improved their knowledge in understanding the meaning of idioms by using them in informal conversations.

Consequently, students presented an excellent improvement in all aspects of vocabulary. The mnemonic strategy applied in the class had the expected level of effectiveness on students' vocabulary learning. It played a significant role to catch students' attention and motivate them to remembering better the words.

Mastropieri & Scruggs as cited in Intan (2017) state that mnemonic instruction refers to instructional or learning strategies designed specifically to enhance memory. This means that through the use of mnemonics, learners will be able to remember words more effectively and easily. Mnemonics involve linking unfamiliar information with

already known information through the use of visual/ picture or letter /word combinations.

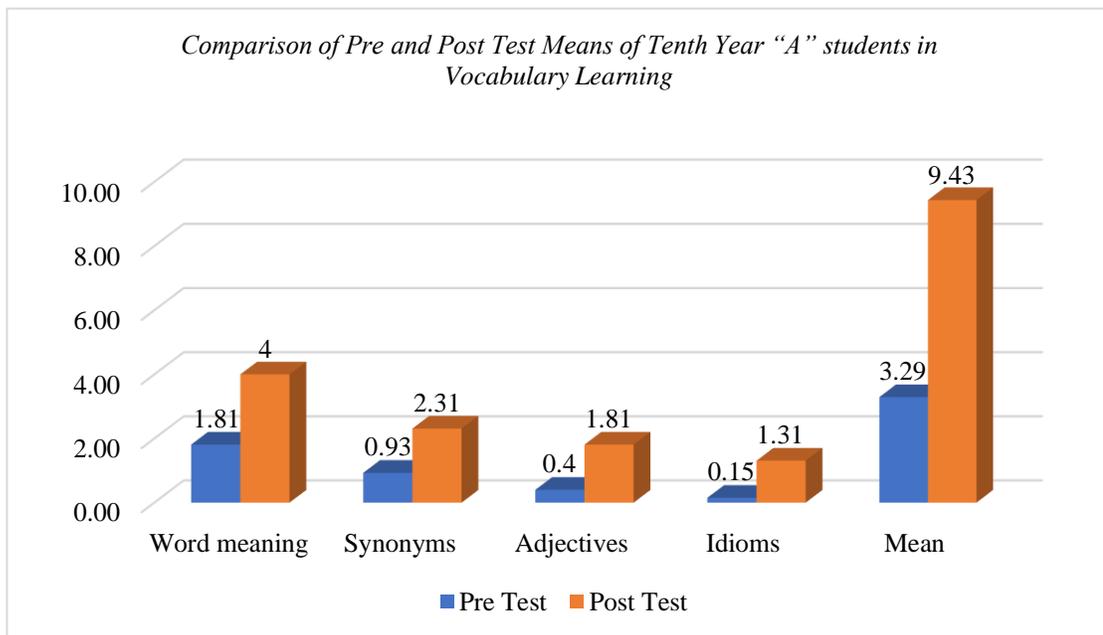
Comparing Pre and Post Test Means

a. Table 8

Comparison of Pre and Post Test Means of Tenth Year “A” Students in Vocabulary Learning

| Aspects | Pre Test | Post Test |
|--------------|----------|-----------|
| Word Meaning | 1.81 | 4.00 |
| Synonyms | 0.93 | 2.31 |
| Adjectives | 0.40 | 1.81 |
| Idioms | 0.15 | 1.31 |
| MEAN | 3.29 | 9.43 |

b. Figure 6



c. Interpretation and Analysis

Observing the results in Table 8 and Figure 6, it can be interpreted that the mnemonic strategy applied during the development of the research work, aided students to improve their vocabulary learning. The mean score in the pre-test was 3.29/10 and in the post-test it was 9.43 out 10, which demonstrates an excellent improvement. In word meaning, students enhanced from 1.81 to 4, in synonyms from 0.93 to 2.31, in adjectives students expanded their knowledge from 0.4 to 1.81. Finally, in idioms they obtained 0.15 and it was increased to 1.31. It is evidenced that students' weaknesses changed positively after the intervention plan. As it can be seen, they achieved a high improvement in the aspect of word meaning, but students' enhancement in idioms was not successful at all. It indicates that the performance of the mnemonic strategy was effective to help students to overcome their difficulties in vocabulary learning.

g. DISCUSSION

This research work presented the mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja, during the 2020-2021 school year. The results of this investigation revealed that mnemonic strategy was a good tool to improve in an excellent level student’s vocabulary, which is supported with the pre-test mean score that was 3.29/10 and in the post-test 9.43/10. The findings were consistent with Putra (2020), who affirms that “Mnemonic strategy is a good way to help students remembering vocabulary, understanding the words, and learning the vocabulary in a fun and easier way.

The four aspects proposed to evaluate students’ vocabulary were: word meaning, synonyms, adjectives, and idioms. At first, the results of the pre-test showed that students had difficulties in recognizing the meaning of the words. Likewise, in the synonyms aspect learners misunderstood other words that have the same meaning. Regarding to the adjectives, students faced problems in describing personalities. Finally, in idioms students got confused to figure out the meaning of them. Nevertheless, after the intervention plan, the post-test results indicated that the problems identified in the pre-test were overcome positively. Students wrote complex sentences using appropriate words depending on the context. All in all, it is evident that

mnemonic strategy caused an excellent impact on students' learning vocabulary.

At the beginning of the intervention plan, it was determined that students seemed happy to have a new teacher and did something different in the class. However, they had behavior problems, for instance, they used to turn off their cameras when the teacher asked for questions during the Zoom meeting. Besides, the participation was low because they felt afraid of making mistakes. During the process, students already were involved in the class and they were excited to employ the types of the mnemonic strategy and follow the learning process enthusiastically. In the end, there was a radical change in students' attitudes. They discussed and participated more confidently in all the activities proposed by the teacher, they behaved politely with their partner's opinions as well as they established a good relationship among them.

In the intervention plan the strengths and limitations were visible. In terms of the strengths, there was a constant collaboration of the students and the teacher who always supported students, checked the process and provided suggestions to improve it. Another important point was the number of students in class who were suitable to work. Additionally, the material provided was according to the level of students, it was well-designed, clear and understandable which caught students' attention. Conversely, there were some limitations during the execution of the intervention plan due to the virtual classes in which the intervention plan was accomplished. One of the limitations was the bad access to the internet that did not allowed students to be connected in all the period of time and lost the connection during the development of the activities. The application of the types of the mnemonic strategy definitely contributed improving the vocabulary

learning of tenth year “A” students. The strategy provided students interactive exercises as well as authentic material that helped them to understand the word meaning, synonyms, adjectives and idioms. On the other hand, it facilitated students to remember better the words and expand their vocabulary easily and effectively. Additionally, the mnemonic strategy aided students to enrich their participation, be actively engaged in the learning process, improve their attention, and stimulate their memory. Hence, students enthusiastically acquired new terms through the use of the mnemonic strategy.

h. CONCLUSIONS

- Students of tenth year “A” of Basic General Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” faced many problems in vocabulary learning, especially in understanding the meaning of idioms related to traveling. Furthermore, they struggled in using synonyms, and identifying adjectives to describe personalities. The way students learned vocabulary was only translating the meaning of them not allowing students to practice and have a good understanding of them. These problems affected students to master the language and communicating effectively in English.
- The implementation of the mnemonic strategy such as acronyms, storytelling, and space grouping, helped students to overcome their difficulties in understanding the meaning of synonyms, adjectives and idioms. Moreover, students improved their ability to memorize new words, they were creative, imaginative as well as they recalled the information based on their imagination.
- The mnemonic strategy was an effective tool since students improved skillfully their vocabulary. It helped learners to comprehend the meaning of the words, remember and keep them in their long-term memory. Additionally, to feel the confidence to work in groups and participate actively in the class.

i. RECOMMENDATIONS

- Teachers should take into account the different learning styles, weaknesses and strengths that students have during the teaching and learning process, and plan proper activities or strategies to overcome the limitations in learning vocabulary.
- Teachers should improve the ability in teaching students vocabulary and be able to find the most suitable strategies to apply in the classroom. The teacher has to make the classroom atmosphere as interesting as possible. They also have to motivate students to be more active, creative, and imaginative in the development of the teaching and learning process.
- Teachers should explain to their students the application and importance of improving vocabulary through the use of the mnemonic strategy in the class. Furthermore, teachers should provide the necessary feedback about the development of the activities when it is required by the students.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

MNEMONIC STRATEGY TO IMPROVE VOCABULARY LEARNING AMONG STUDENTS OF TENTH YEAR “A” OF BASIC GENERAL EDUCATION MORNINGSESSION, AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTÍN AGUIRRE”, IN THE CANTON OF SOZORANGA, PROVINCE OF LOJA, DURING THE 2020-2021 SCHOOL YEAR.

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major

AUTHOR

YELENA JUDITH SOLANO CASTILLO

LOJA – ECUADOR

2020

a. THEME

MNEMONIC STRATEGY TO IMPROVE VOCABULARY LEARNING AMONG STUDENTS OF TENTH YEAR “A” OF BASIC GENERAL EDUCATION MORNING SESSION, AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTÍN AGUIRRE”, IN THE CANTON OF SOZORANGA, PROVINCE OF LOJA, DURING THE 2020-2021 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” is a Regular Education High School. It is located in the Las Delicias neighborhood. It belongs to the Tacamoros Parish. It is in the canton of Sozoranga in the province of Loja. The institution was created on April 1st, 1986. Today the institution offers Basic Education and Baccalaureate in the morning from 7H15 a.m. to 13h00 p.m. session. It has a total of 8 teachers from them, 1 belongs to the English area. The number of the students is 54, from which 24 are female and 30 are male. Today, the institution is run by Mg. Sc. Asdrúval Nicolaz Solano Solano as a principal.

The vision of the institution is to become an educational institution that offers quality and warmth services that lead to the formation, consolidation of a just, fraternal, and supportive society and consequently, committed with the development of the country.

Its mission is to offer educational services to students of basic education and baccalaureate, the same that are imparted with human and scientific quality, with a projection to the formation of individuals who can be builders of their future, with critical and reflective capacity as well as with a defined personality.

Current situation of the research problem

Teaching English as a foreign language has played an important role in educational, technological, social, political, economic, and cultural development around the world. “English has been considered the language that non-native

speakers want to learn as a second language” (Romero, 2012). Besides, English has been the third most spoken foreign language behind Chinese and Spanish. According to the British Council, English is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. Consequently, Marlina & Xu (2018) have mentioned that English is recognized as a lingua franca and used as a tool for international communication.

Latin America has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning (Cronquist & Fiszbein, 2017). According to the latest data from the English Proficiency Index of the consulting firm Education First (EF) Latin America is placed under the global average with 50.34 points. Argentina scored 58.38 out of 100 points. It is the first country of the region with the highest proficiency whereas, countries such as Costa Rica, The Dominican Republic, and Uruguay rank 40th on the medium-level scale. Meanwhile, the rest of the countries in the region fall into the low or very low category it is the case of Chile, Brazil, Mexico, Peru, Colombia, Ecuador, and so on. And in the last scale of the ranking is Honduras, El Salvador, Nicaragua, and Venezuela. Additionally, men are more proficient in English than women. Men have 50.87 and women 49.82 consequently, the gender gap is narrow (EF English Proficiency Index, 2019).

In Ecuador, English is part of the National Curriculum and it is compulsory by law (Ministry of Education, 2014). According to the standards for learning, despite the implementation of teaching supports, including curricula and programs of study,

it is not enough to indicate progress. Therefore, the results in the EF EPI (2019) states that Ecuador has a low level proficiency with an average of 46.57 and occupies the 81st position out of 100 countries and the last of Latin America.

The proficiency in the Andean region of Ecuador is of 48, 35 and it is slightly higher in relation to the Amazon region 47.95, but it is less than the Coast region 49.08. In the case of the province of Loja, the English language is very low with an average of 50.48 (EF English Proficiency Index, 2019). As a result, students do not reach the level of English B1 at the end of secondary school as the Ministry of Education has established. In most educational institutions in the province of Loja, the teaching of English as a Foreign Language face several inconveniences, particularly in vocabulary learning.

The curriculum in Ecuador is based on the communicative language teaching approach, thus it is highly demanded that learners acquire as extensive range of vocabulary equivalent to B1 level according to the CEFR. Without sufficient vocabulary, people are not able to express thoughts, emotions, feelings, and moods. Furthermore, vocabulary is essential in the second language (L2) acquisition. As McCarthy (1990) states “without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way”. According to the Common European Framework of Reference (CEFR), there are many competencies belonging to communicative competence like orthography, phonology, lexicology which are related to vocabulary knowledge. However, students firstly should know and remember the meaning of the words in order to apply them in the different language skills. In short, the curriculum in Ecuador, based on CEFR standards,

takes the vocabulary as the base to learn English as a second language due to its importance in communication.

During a non- participant observation in tenth year group “A” students at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” most of them did not know the necessary amount of words to develop the different activities proposed by the teacher. Besides, students had problems when they were asked to remember the meaning of the words and use synonyms, adjectives, and idioms. What is more, teachers are not able to focus on teaching other language skills such as grammar and writing, which is limiting students to devote part of the class to recognize and understand the words in the text that they use. Finally, the traditional methodology was another problem that did not facilitate learning and demotivate students to use the language. As a result, due to the lack of knowledge of enough vocabulary, students are not be able to develop their tasks.

As a response to the problem that was evidenced, this research project proposes to apply the mnemonic strategy which will allow tenth-year students to learn vocabulary. Mnemonics are memory aids that assist one in remembering specific information by using a process, strategy, or technique that enables a person to improve memory. Mnemonics have facilitated individuals to recall information by making new information more familiar, meaningful, and more concrete (Bakken & Simpson, 2011). The researcher considers that this strategy will be a good alternative because students will use their memory actively with the application of the mnemonic and different activities that the teacher proposes to make in the class. Furthermore, interesting results were found in mnemonic strategy which means that

students will remember vocabulary more effectively and easily by using visual or acoustic cues (Mastropieri & Scruggs, 2000). As a result, the use of it will enable students to learn accurately the necessary English vocabulary.

Research Problem

According to the previously mentioned issues, it is essential to state the following research problem:

HOW DOES MNEMONIC STRATEGY IMPROVE VOCABULARY LEARNING AMONG STUDENTS OF TENTH YEAR “A” OF BASIC GENERAL EDUCATION MORNING SESSION, AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTÍN AGUIRRE”, IN THE CANTON OF SOZORANGA, PROVINCE OF LOJA DURING THE 2020-2021 SCHOOL YEAR?

Delimitation of the research problem

Timing.

The present research project will be developed during the 2020-2021 academic period.

Location.

The present research project will be carried out at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, which is a public school located in Las Delicias neighborhood, Tacamoros parish, canton of Sozoranga, province of Loja.

Participants.

Eight students of tenth year “A” of Basic General Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre.”

Sub-problems

- What theoretical and methodological references about mnemonic strategy are adequate to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?
- What are the issues that limit the improvement of vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?
- What are the phases of the intervention plan that help to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020- 2021 school year?
- Which mnemonic strategy is used to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?

- How effective was the application of mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?

c. JUSTIFICATION

The aim of this research work is to improve vocabulary learning through the use of mnemonic strategy among students of the tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja, during the 2020-2021 school year. The idea of improvement vocabulary learning was based on an observation done previously in the institution. The problem identified was in the field of vocabulary of the English Language subject. The students did not reach a complete dominance according to the wished level. Vocabulary is an integral part of the language, however, most of the students face several problems in learning it. Mainly, they feel frustrated to develop the different activities, due to they did not have the necessary amount of words to speak or participate in the class. Considering that vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Without sufficient vocabulary, it is difficult to achieve any language proficiency.

Based on the before mentioned, vocabulary plays an essential role of learning a language. Mainly, students should know the meaning of the words, but also how these words sound and the written form. Moreover, the communication will be adequate if students have enough vocabulary. For that reason, the researcher proposes to apply a suitable strategy that will be useful to improve vocabulary learning, which is the application of the mnemonic. Bakken & Simpson (2011) have

mentioned that mnemonics are systematic procedures for enhancing memory and making information more meaningful. Through the use of this, students will be able to learn the lexis properly.

Mnemonic strategy, also known as a memory aid serve as a tool to achieve the development of vocabulary. Additionally, it is compatible with the methodology applied by the institution and suggested by the Ministry of Education of Ecuador. This research project will highlight the importance of vocabulary in the process of learning English as a foreign language and enhance its role as a fundamental system to develop the communicative competence.

On the other hand, the development of this research will benefit the teacher candidate to gain teaching experience related to teaching methodologies, learners' needs, and the development of English skills. Besides, this research work will help students to improve the language with feasible techniques that allow them to recall the vocabulary that is taught. Furthermore, the present research work is a requirement for the researcher to get the Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

- To improve vocabulary learning by using mnemonic strategy among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

Specifics

- To research the theoretical and methodological references about mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.
- To diagnose the issues that limit the vocabulary learning in the English language among students of tenth year “A of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.
- To design an intervention plan based on mnemonic strategy in order to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín

Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

- To apply the most suitable mnemonic strategy in order to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.
- To validate the results obtained after the application of mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

e. THEORETICAL FRAMEWORK

MNEMONIC STRATEGY

Origen of Mnemonics

Mnemonic was first credited by Simonides a Greek poet. He was the first man to use it. He used more specifically the loci method, which helped him to remember long speeches. Zalta (2014) explains that this strategy consisted on metallize different sentences in the parts of the oratory of the speech, and remember them in an itinerary by setting the eyes on them.

From this experience, in the year 500 a. C. Simonides was in a banquet and metalized the position of the guests. He was absent in the fortuitous moment. Suddenly, the roof collapsed and crushed all those people, saving only himself. Then he was the one who identified the bodies when remembering the place that each man occupied.

Supposedly, this was the origin of the mnemonic known as the method of loci, and widely employed, in various forms, by orators and others from classical, through medieval, and up until early modern times (Zalta, 2014).

Mnemonic Strategies

Mnemonic is derived from the Greek phrase "*mimnēskesthai*" that means remember. As Shahnava (2018) mentions "Mnemonic strategies are mental aids that allow people to recall different types of elements and information such as new forms of words, names, historical dates, numbers, formulas, various rules, and lists".

Mnemonic devices include the use of different rhymes, poems, acronyms, acrostics, images, songs, outlines, and other tools. “These strategies involve to recode and decompose the units of an element of study. By using them, students can exercise the memory, obtaining significant information studied during class” (Solange, 2018).

On the other hand, Hassan and Mohammed (2018) say that the use of mnemonic strategies enhances students to acquire new vocabulary because it links new information to prior knowledge through the use of visual and acoustic cues.

Importance of Mnemonic Strategies

Ecke (2014) argues that mnemonic strategies have a crucial role because it helps learners to improve their memory and retain information through interactive relationships and associations. These strategies help learners to develop their cognitive skills in which they feel more concentrated and motivated to learn.

Likewise, students can use rhymes, expressions, associations and repetitions that allow them to remember easily. Ramos, (2019) mentions that the level of retention is increased due to learners acquire a wide vocabulary to keep in their long-term memory. Lastly, the mnemonic strategies help to develop mental, visual and auditory abilities at the moment to associate words, sounds and images.

Moreover, mnemonic strategies are more effective especially for beginners who need to increase vocabulary knowledge because there are some words that are difficult to recognize and recall. For these reasons, teachers should apply these strategies and relevant teaching activities in order to help learners to develop and build their own capacities.

Bases of Mnemonic Strategies

According to Jimenez (1994), "Mnemonic strategies are based on principles of psychology. Psychologists use combinations, relationships, and associations of ideas while exploiting visual, mental and auditory abilities" (p. 81)

The mnemonic strategies do not belong primarily to an educational methodology. However, they were created as an experimental method to understand the operation and processes that the memory realizes. Its relevance in this type of memory strategy resides in the development of the different mental activities.

On the other hand, the use of mnemonic techniques requires more than just memorization; in the first studies of learning and especially, if we are not familiarized with its use our mind has to strive to carry out the tasks of relation and association between known and unknown elements (Jiménez, 1994).

According to Solange (2018) every little used method requires a process and time to get used to it, the same happens with the mnemonic techniques when being of mental origin, the practice is necessary so that the operation of them develops memory effectively, consolidates the practice of strategies and the student adapts better to them.

Principles of Mnemonics

Costello (2020), mentions three fundamental principles of mnemonics:

Visualization.

Costello (2020) indicates that the imagination is what you use to create mnemonics that are potent for you. The more strongly you imagine and visualize a situation, the more effectively it will stick in your mind for later remember.

Imagination.

Costello (2020) highlights that imagination is used to create the links and associations needed to create effective memory techniques. Additionally, imagination is the way in how people use their mind to create the links that have the most meaning for them. So that, images will impact students to learn the vocabulary.

Location.

Costello (2020) mentions that location provides people with two things: a coherent context into which information can be placed so that, it hangs together, and a way of separating one mnemonic from another. For instance, students can use their house, the rooms can be used to separate yet connect different pieces of information they need to memorize.

Characteristics of Mnemonic Strategies

There some characteristics about mnemonic strategies that are described as follow.

- It is an organizational strategy because it classifies the information that has been learned. The human being tends to set data and contents to facilitate memorization, the mnemonic techniques use this same function to consolidate the information and save it, in memory.
- Binds the previous knowledge with the new information, to this process the brain performs at the time the new information is being learned, memory has stored

contents that become a reference and with which it gives meaning to what was studied.

- When applying mnemonic strategies, creativity is a rewarding contribution to learning. Jiménez (1994) highlighted that the use of funny methods are for students a respite of traditional teaching processes with the use of didactic material required by some of the mnemonic techniques.
- Activate memory. According to Bakken & Simpson (2011) “It is one of the most important characteristics because in essence these strategies are closely connected to the functions performed by memory and by using them it is stimulated allowing the acquisition of information with ease”(p. 80).
- They motivate learners to active learning of contents through the use and development of the different activities that contain the strategies inciting the attention of the student.

Types of Mnemonic Strategies

For Jimenez (1994), mnemonic strategies are varied, but for the teaching of the English language, they have been strategically grouped to facilitate the increase of students' lexicon in English because these strategies are related to them specifically in that they are based on associations of the visual and verbal element. They are also found within the group of mnemonic strategies that use sound as a stimulus to help memory to retain words, strategies such as rhymes or phrases where the rhythm presses.

Association system by rhyme number.

This process is defined as the peg method. Jobes (2008) mentions that this technique is used to learn a straight list of items. The purpose is to relate new words in English.

According to McCabe (2010), the association system by rhyme number consists of two steps. In the first one, the learner remembers the rhyming words for the number 1 to 10. In the second step, the learner visualizes the new word and the rhyming word and then associates these two things with other words with the related number. An example to illustrate this definition would be described in Table 1

Table 1

Association System by Rhyme Number

| Number | | Rhyme | Alternatives |
|---------------|------|--------------|---------------------|
| One | is a | Bun | Sun |
| Two | is a | Shoe | Glue |
| Three | is a | Tree | See, bee |
| Four | is a | Door | Store |
| Five | is a | Hive | Wife |
| Six | is a | Sticks | Pigs |
| Seven | is a | Heaven | |
| Eight | is a | Gate | Plate, skate |
| Nine | is a | Fine | Mine, sign |
| Ten | is a | Hen | Pen |

Note: Mnemonic Strategies for Learning English Vocabulary (Jiménez, 1994, p. 82)

Adapted by: Authoress. Retrieved from: <http://dspace.utb.edu.ec/handle/49000/3123>

With the previous knowledge that students have about pronunciation of numbers it is easier to learn and keep in the memory, words that are associated with the same enunciation. Definitely, the number rhyme peg develops memory by creating a filing cabinet in the mind. McCabe (2010), points out that this technique uses rhyming words to represent numbers or order by providing visual images that can be associated with facts or events.

Place system or loci method.

Derwinger (2005), as cited in Behr (2012), loci method can be useful for remembering lists of words and recovering vocabulary through visualization. It is based on the theory that you can best evoke places that you are familiar with. So if you can link something you need to remember with a place that you know very well, the location will serve as an indication.

As students learn more words and expressions, the imaginary city will grow and help you to build many different areas of the vocabulary. Mohs (2018), suggests that an imaginary place does not have to be a city, it can be any place you feel comfortable imagining in your mind.

Association words.

Another of the strategies that guarantee the acquisition, permanence, and evocation of words from memory is through the pairs or series of words that relate to each other either by contrast or association.

According to Arboleda (2014), the association of words refers to the vocabulary by grouping words or phrases to help remember the lexicon that needs to be learned. In this strategy, graphics and visual schemes are necessary. For example, the word

snow can suggest the word cold, or white with winter. The word father is related in the memory along with others as mother, son, or daughter.

Space grouping.

The best way to improve memory is through a periodic coordination exercise. According to Jiménez (1994) “distributing words in columns and exercising to review them quickly, is one of the simplest methods to adapt to learning English” (p. 85).

The use of this mnemonic strategy is useful if students are asked to keep the eyes closed and to repeat aloud the words that were previously written in a particular order and form (inverted triangle), to imagine their writing and form alignment, it is easier for the memory to pick up the words if they are not written in the way the students are accustomed to.

Application example (Jiménez, 1994, p.85 cited by Sancho, 2015):

| | | | |
|---------------|---------------|---------------|----------------|
| <i>“voice</i> | <i>stupid</i> | <i>flower</i> | <i>picture</i> |
| <i>cloud</i> | <i>smile</i> | <i>coat</i> | <i>stair</i> |
| <i>glad</i> | | <i>leaf”</i> | |

Use of images.

Saleh (2018) argues that mnemonics can be enhanced with images to create an effective environment for vocabulary learning. The use of photos, drawings, or graphic representations in relation to the new word learned is effective for their learning. The memory creates mental images about what people want to remember.

With the use of positive, pleasant, and vivid images as well as attractive, learners will be able to comprehend the words in their totality.

According to Jiménez (1994), the student can know the meaning of the English word without having to facilitate the translation if it is complemented by the image as representation, the logic is manifested to give meaning to that new information. Some studies have confirmed that visual information is the best that is retained both long and short term. Images are easier to retain in memory than verbal descriptions.

Cards or notes.

Congos (2005) states that cards or notes are an easy way to organize main ideas and relevant details to be recalled. The main advantage is that they have a practical use for the purpose assigned to them. Adapted for use as a mnemonics strategy, its use is satisfactory for learning, especially for foreign languages, since the pupil has a small, and easy reminder to memorize any English word or phrase.

The same author suggest that notes are necessary for practical learning since the use of it allows the student to learn the essential contents of the reading with some phrases or words. In short this strategy gives the learner the ability to summarize leading reading ideas in English, providing the ability to reason quickly and effectively.

Word strings.

Ramos (2018) has reported that the word chain is characterized by facilitating the memorization of words in an orderly manner. Its name is because the words form a chain so that one word is linked to the next and so on. This strategy is

essential to remember a list of words in an orderly manner in which each word is associated with the previous and with the following word.

An example to emphasize the concept would be: If you want to memorize the word' brick, roof, neighborhood, umbrellas, and violet. The chaining would be done as follows: "Nowadays there are a lot of bricks. Bricks are on the roofs. Roofs are in my neighborhood. In my neighborhood, there are a lot of umbrellas. The umbrellas are violet. Violet is not my favorite color" (Jiménez, 1994, p.86).

Acronyms

Another known form of mnemonic strategy is the use of acronyms. According to Bakken & Simpson (2011) "acronyms are words that develop from each of the letters of a word formed" (p. 81). The use of it help learners to remember better vocabulary.

The following example demonstrates the use of the acronym to remember the colors of a rainbow.

Application example ((Bakken & Simpson, 2011)

Red

Orange

Yellow

Green

Blue

Indigo

Violet

Acrostics

Similar to acronyms an acrostic is a sequence of letters that help you to recall a poem or a text. Consequently, Dumphy (2010) explains that the first letter of each word in the sentence need to establish a relationship with the specific details that learners are going to remember. Acrostics can be more complex than just by making words from initials. A double acrostic, for example, may have words at the beginning and end of its lines.

Crossword puzzles.

Ghoneim and Elghtmy (2016) poin out that crossword solving involves several useful skills including vocabulary, reasoning, and spelling. To solve any crossword puzzle, learners have to identify and understand the terms being used. It helps to acquire new vocabulary and make differentiations between similar words or phrases.

Storytelling or stories.

AminAfshar and Mojavezi (2017) state that storytelling is a tool for the expression of actions, emotions, and opinions in various modes of transfer and dating back to ancient times notwithstanding all the advanced creativity.

On the other hand, McPherson (2010) higlights that in this method the learner links the words together by a story. The stories refer to the construction of paragraphs related to the vocabulary that the teacher designates for the class, the student making a short story shows not only his creativity but also his ability to establish connections and contextualization.

Benefits of Mnemonics

Mindgroom (2008) stated that mnemonic is a memory strategy that involves teaching students to connect new information that is taught to information that was previously known. Mnemonics provide a systematic approach for organizing and remembering facts that have no apparent connection of their own.

For Jiménez (1994) the use of these techniques has positive effects not only in language learning but in any learning. However, they provide the opportunity to discover how the mind works. Additionally, they facilitate fast and long-term memorization. It improve memory through the feedback it receives and the continuous use of external resources.

VOCABULARY

Definition of Vocabulary

According to Suárez (2014) Vocabulary is the set of words that make up an idiom. All languages have a “treasure” of lexical terms, collected in their corresponding academic dictionaries, which are available to all individuals in the linguistic community.

In another definition Nation & Webb (2017) say that vocabulary is central to English language teaching. It is the expression that is created by words or vocabulary. Words are the tools which are used to think, to express ideas and feelings, and also to learn about the world. In learning vocabulary, it associates the four skills such as listening, speaking, reading, and writing (Izzah, 2015).

On the other hand, vocabulary is a set of words that are familiar with a particular person. It is considered as a principal element that allows individuals to communicate. Besides, the vocabulary is the base to learn a new language, and without it, the communication will not be possible.

The Importance of Vocabulary

Nothing can be done without vocabulary. Jamalipour and Farahani (as cited in Dakhi, 2019) highlighted that vocabulary is recognized as the main communication tool. Everything that people use in expressing their feelings, ideas, and opinions is vocabulary. According to a linguistic perspective, vocabulary seems to be more useful and crucial than the grammatical role. Sullivan and Alba's study (as cited in Dakhi, 2019) mentioned that without grammar very little can be conveyed; without vocabulary, nothing can be conveyed.

Vocabulary studies are based on the understanding of lexis, meaning that it refers to the words that make up a language. According to Alali and Schmitt (2012) "vocabulary words are not only presented in isolation but also in phrases of two or more words, these words are called Formulaic Sequences and are essential for learning the vocabulary of the English language" (p. 2). Besides, Alqahtani (2015) argued that the acquisition of an adequate vocabulary is necessary for effective foreign language use because, without a wide vocabulary, learners will be unable to use properly the structures and functions in the communication.

It is needed to highlight that vocabulary acquisition plays a crucial role in learning a language. Learners with insufficient vocabulary size will not perform well in every aspect of language itself.

Receptive and Productive Dimension of Vocabulary

Vocabulary is divided into receptive and productive. According to Zhou (2010) “receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen” (p. 15). It means that learners distinguish it when listening or meet in reading but do not use it in speaking and writing.

On the other hand, Webb (2009) highlights that productive vocabulary is the knowledge to produce a word when one writes or speak. It can be addressed as an active process because the learners can produce the words to express their thoughts to others.

Types of Vocabulary

Montgomery (2007), lists four types of vocabulary:

Listening vocabulary.

According to Montgomery (2007), listening vocabulary refers to the words individuals need to hear and comprehend. Babies listen to all the waking hours and everybody continues learning new words in all life. By the time in adulthood, people recognize close to 50,000 words.

Speaking vocabulary.

It consists of the words that are used at the moment to speak. Montgomery (2007) indicates that the speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading vocabulary.

It refers to the words that people understand when a text read. This is the 2nd largest vocabulary. It means that if you do not read, you cannot develop your vocabulary.

Writing vocabulary.

It involves the words that are used in different forms like writing, essays, reports, letters, etc. The writing vocabulary is strongly influenced by the words that can be spell.

Tiers of Vocabulary

Hutton (2008) points out that vocabulary involves three tiers:

Tier 1 basic words.

It consists of the most basic words. Hutton (2008) had pointed out that these words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Some examples are: book, girl, sad, run, dog, etc

Tier 2 high-frequency words.

Tier two consists of high-frequency words that occur across a variety of domains. According to Hutton (2008) these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. For instance: masterpiece, fortunate, industrious, measure, etc.

Tier 3 – low frequency.

Tier three consists of low-frequency words. Hutton (2008) mentions that these words occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. For example economics, isotope, asphalt, etc.

Aspects of Vocabulary

Word meaning.

The meaning of a word is divided into two aspects, denotation and connotation. According to Rohmatillah (2014) denotation refers to the literal meaning of a word, the dictionary definition. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. On the other hand, the same author mentions that connotation, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotations for the word snake could include evil or danger.

Synonyms.

A Synonym is a word that have the same meaning as another word in certain contexts. “*Synonymy* is the relationship that exists between words with closely related meanings” (Nordquist, 2020). An example of synonyms are begin, start, commence and initiate.

Adjectives.

Sons & Wiley (2017) state that Adjectives are words to describe or modify other words. For example, *small*, *blue*, and *beauty*. Typically, adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun.

Idioms.

According to Boers (2008) an idiom is an expression, word, phrase that has figurative meaning conventionally understood by native speakers .Idioms don not mean exactly what the words say. It has hidden meaning. For example, a piece of cake means an activity that is very easy or simple .To use idioms is necessary to take the definition of each one and relate it to an action or pictures for a better understanding and a clear explanation of them.

Teaching English Vocabulary

Teaching vocabulary is a significant component of English teaching. In order to improve the effectiveness and efficiency, teachers should not only understand the student's difficulties of word study but also use some useful strategies and methods that help learners to recognize the words. So, in this way teachers can support students to improve the ability to use English freely to communicate.

Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. When teaching vocabulary special attention must be given not simply to single words but also to polywords (by the way); collocations, or word partnerships (community service); institutionalized utterances (we'll see) and idioms. (Abdalkreem, 2016).

According to the study of Hatch and Brown in the journal of Pan, Qi & Zu Runjiang, (2011) learners strategies for learning vocabulary fall into five essential steps:

1. Having sources for encountering new words.
2. Getting the forms of new words.
3. Learning the meanings of the words.
4. Making a strong memory of the words.
5. Using the words.

Learning English Vocabulary

According to Thornburry (2007) cited in Sriyumahmuda (2014), there are several things that the English learners must do successfully to learn vocabulary. Those are described as follows:

Paying attention to form.

It means that the learners need to pay attention to the constituent of words, their spelling, pronunciation, and the way the words are stressed. For example, the learners will be able to distinguish the word 'look' (noun) which means a vision and 'look' (verb) has meaning to see.

Paying attention to meaning.

That means the learners should pay attention to the way word are similar or different in meaning, to the connotation of words, to their style and their association.

Being a good guesser.

It is widely known as guessing meaning from context. The learners guess the meanings of unfamiliar words from their form and have to work out contextual clues.

Taking a risk and not be afraid of making mistakes.

This means the learners make the most limited resources and adopt strategies to cope when the right words simply do not come forth.

Organizing the learners' own learning.

It can be done by, for example, keeping a systematic record of new words, using a dictionary and other study aids efficiently, or using the memorizing technique.

Based on the explanation, the students have to do at least those five things to succeed in learning vocabulary.

Assessing Vocabulary

Testing vocabulary requires to know about how students' vocabulary level. According to Hughes (1989) cited in Kartikasari (2016). There are two kinds of vocabulary evaluations that can be used such as recognition and production. Those are described as follows:

Recognition.

This is a type of vocabulary testing in which the learners are provided with several options. It means recognize and chose which one is appropriate with the

question. This kind of multiple-choice is recommended without many impossibilities and may involve a number of different procedures as follows:

Synonyms.

The students are supposed to choose the alternatives which have the closest meaning to the words being asked. It is suggested that all options are the words that the candidates are expected to know.

Definitions.

It is a recognition test type in which the pupils have to know the description of the word that being asked. Students notice that all the options should have the same length.

Gap filling.

Learners are required to fill the gap in a sentence that having certain contexts with the available option.

Production.

It is a type of vocabulary testing productively. Several types of productive vocabulary testing are described as follows:

Pictures.

It is expected that students write down the name of the pictures. This method of testing is limited to concrete nouns which can be unambiguously drawn.

Definitions.

It requires that learners give a definition or a term of the clue that is given.

Gap filling.

It is a bit similar to the gap-filling method in the recognition vocabulary test, but there are no alternatives here. The students need to find the missing word by themselves. To avoid an unexpected answer, it is suggested to give the first letter of the missing word or an indication of the number, or letters.

f. METHODOLOGY

Design of the Research

This research study will be developed based on action research model which is defined by Mill (cited in Creswell, 2012) as “a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning” (p. 550). In addition, action research in education involves finding immediate solutions to the teaching-learning process. Based on the definitions above, the procedure of action research is cyclic and follows these steps; identifying a problem, gathering data through different instruments, interpreting results, proposing an action based on the data and finally reflecting on the work done (Ferrence, 2000).

The current research work has the objective of developing learning vocabulary using mnemonic strategy among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” in the canton of Sozoranga, province of Loja during the 2020-2021 school year. This study is considered as an action research as it includes planning, acting and observing, as well as reflecting on results derived from the intervention plan that lasted for eight weeks. The researcher started from a detected problem, plans an action in order to solve that problem, the practitioner applies the strategy

proposed, and reflects on the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

Methods, Techniques and Instruments

Methods.

For the development of this research project, the use of different methods is necessary to achieve the research objectives and propose a possible solution to the research problem. Consequently, the research methods that will be applied in the present investigation are described below:

The Descriptive method: is a procedure that will be used in order to describe, detail and explain the different characteristics that will arise in this research. This method will be important to report the difficulties presented on students in line with vocabulary, as well as knowing how to overcome them. Another function of the current method is to summarize the resources used by the researcher and analyze the alternatives proposed in order to accomplish the goal of the research.

The scientific method: The scientific method is a series of logical and experimental procedures that will allow the hypothesis to be tested through controlled, replicable and precise experiments, in other words scientific study. This method will facilitate the study of the mnemonic strategy aimed at improving vocabulary, thus contradicting the observation made before and during the intervention. Finally, with this method, the search for possible solutions can be carried out, as well as the argument and help in the collection of data to make relevant predictions and analyses.

The Statistical method: includes phases as arranging, planning and collecting information. This method will facilitate the researcher to collect and analyze qualitative information during the observations as well as quantitative results obtained from the application of tests and questionnaires. Therefore, statistical analysis will give the researcher a way to quantify results expressed in statistics graphics.

The Analytic-synthetic method: It is employed for data collection based on the combination of two methods. Analytic method aims to observe the results dividing them into different parts to analyze them on their own. Once divided and examined these parts, synthetic method suggests integrating them and studying in a comprehensive way. This method will enable the researcher to interpret the data collected by instruments as field notes, questionnaires, pre-test and post-test in order to establish conclusions.

Techniques and Instruments

Data collection.

The purpose of data collection is to obtain reliable evidence that will be interpreted in an analysis of the findings and enable the accurate execution of the research. To carry out this procedure, two types of research will be implemented. Quantitative research provides information that can be made into statistics, while qualitative research is employed to gather non-numerical details to understand concepts, behaviors or experiences. Consequently, to gather the data for this study, the researcher will use a pre-test and a post-test for the quantitative data.

Additionally, questionnaires, observation sheets, and field notes will be considered to collect qualitative information.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the vocabulary. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pretest – posttest.

There are two types of test that is pretest- posttest. It will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the level of skill to be studied; and, at the end to measure the level of skill achieved by the students after make a pretest-posttest comparing the dimension of the performance of said skill of the participants.

Questionnaire.

According to McLeod (2018), a questionnaire is an instrument for researchers, they have a set of questions with the purpose of collecting relevant information or data from participants. In this case, the researcher will apply a qualitative questionnaire, which uses closed-questions, to measure students' answers there are some scales like the agreement, frequency, importance and quality.

Pre/post questionnaire.

These questionnaires will be useful for the researcher to measure behavior, attitudes, preferences or opinions about the participants of the tenth grade “B” at the Unidad Educativa Padre Julián Lorente related to the application of mnemonic strategy to improve the vocabulary learning. Questionnaires will be given at the

beginning and at the end of the intervention plan, which are known as pre and post questionnaires.

Observation.

Observation is a method of data collection in which researchers observe within a specific research field. The process of observation will be developing through an observation sheet and field notes. The observation will be during a natural teaching process by the students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” during their English classes. There will be two types of observation as detailed below.

Non-participant observation.

Non-participant observation involves observing participants without actively participating. According to Spradley (2016) in this kind of observation the investigator does not participate actively within the classroom environment and the teaching learning process, but compile and analyze information obtained during this process. The intention of this procedure is to recognize the issue that the dependent variable of the research presents to further be reinforced with the participant observation.

Observation Sheet.

The researcher will employ an observation sheet to record students’ attitude and behavior at the moment of working on vocabulary. This observation sheet is a self-development instrument that describes accurately and comprehensively the indicators and all the relevant aspects of the dependent variable.

Participant observation.

In participant observation, the researcher will be a member of the setting in which the data will be collected. The teacher candidate will involve intentionally in the problematic situation by using mnemonic as an innovative strategy in order to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020- 2021 school year.

Field notes.

As a qualitative research instrument, field notes will give the researcher the facility to keep a record of the events and activities employed in each lesson of the intervention plan. Additionally, it will provide information about participants’ attitudes, feelings, and behaviors toward the application of mnemonic strategy to develop vocabulary learning. Therefore, the field notes are intended to be analyzed by the researcher as evidence to produce important meaning and an accurate understanding of what is being studied. They can establish most of the qualitative data attached to a research project (Emerson & Robert, 2020).

Population sample

The students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” will participate in the development of this action research. The participants of the research are eight students between three boys and five girls who are all about 14-15 years old.

Intervention Plan

The intervention plan will be developed during 30 sessions of 40 minutes each one in 10-weeks period of time. Session 1 and 30 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 28 sessions will be developed with lesson plans and the researcher will record observations on field notes to reflect upon the use mnemonic strategy as a treatment to solve students' issues on vocabulary leaning.

On the other hand, activation, connection and affirming lesson model plan will be adopted as a treatment to help students in the improvement of their vocabulary as it gives teacher's the flexibility to conduct a classroom in an organized and productive way. Moreover, this model keeps the students interested, motivated, and eager to learn more that will fit in the development of mnemonic strategy

Furthermore, the data obtained through the data collection instruments will be used to consider the most appropriate ways of developing and improving students' vocabulary through the use of mnemonic strategy.

Description of the Intervention Plan

The objective of this study is to enhance vocabulary learning through mnemonic strategy to help tenth year "B" students of Basic General Education afternoon session to improve their English language learning as a foreign language. Due to the fact that this is an action-research study, the application of the intervention plan will be carried out in different phases:

Phase 1: Initial Reflection.

During a non-participant observation, the researcher was able to see that tenth year “A” students of Basic General Education morning session had difficulties to understand the meaning of the words and use synonyms, adjectives and idioms to develop the different tasks. This situation allowed the researcher to recognize that vocabulary learning is an issue among learners who are not taught by using the appropriate strategy during their English classes.

Being this concern, the researcher asked whether there are some different strategies that would better prepare students to improve vocabulary learning. Therefore, having read some mainstream literature on vocabulary, the researcher found out that mnemonic strategy will result effective for learners.

Phase 2. Planning.

In an attempt to solve tenth-year “B” students’ weaknesses in vocabulary, lessons plans will be presented using mnemonic strategy. The lesson plan contains three phases: activation, connection and affirming (Murry, Herrera, Miller, Fanning, & Kavimandan, 2015; Herrera & al., 2012). They integrate guided, controlled and free practices that improve vocabulary learning among students.

Activation: In the activation phase, some activities will be done to identify the students’ prior knowledge such as cultural and linguistic that will permit the teacher to make their instruction more relevant to learners making use of vocabulary. In this phase, teacher will use activities and warm ups to access students’ knowledge. This phase will be developed with brainstorming, songs and games associated to the vocabulary of the topic.

Connection: In the connection phase, teacher will act as a facilitator, to engage students in having a better understanding of knowledge, where the teacher must be transparent teaching. In this phase students will connect from what they already know to the new working in pairs or in groups. As students will share their experiences and will get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning.

Affirming: In the Affirmation Phase the teacher will use authentic assessment to document students' progress. This phase will be developed with quizzes, activities, and homework where students will have to demonstrate their knowledge acquired during the class. Here the students will recognize their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom.

On the other hand, this plan of action will explicitly respond to the following research questions.

- What are the phases of the intervention plan that help to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?
- Which mnemonic strategy is used to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?

Phase 3: Action.

The plan of action will be developed during 10 weeks of 3 hours of 40 minutes each one. One hour of the weeks 1 and 10 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) and the rest for the development of the lesson plans, the 10 weeks will be developed with lesson plans.

Phase 4. Observation.

During the intervention, the researcher will monitor and record the tenth year “A” students’ have reactions and achievements to planned activities by means of a pre and posttest, a questionnaire, field notes and an observation sheet.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of the use of mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

This intervention plan will be developed with a Lesson Plan Model that contains the following stages: activation (before), connecting (during), and affirmation (after).



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INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr .Manuel Agustín Aguirre”
Teacher: Lic. Jamil Abad
Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”
School Year: 2020-2021
Topic: Vacation time

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
|---|---|--|
| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused on the following aspects: word meaning, synonyms, adjectives and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able | | |
| <ul style="list-style-type: none"> To use vocabulary related to free time activities through <i>acronyms</i> to facilitate the retention of vocabulary. | | |
| CONTENTS | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Key expression Fit the bill Structure Past Progressive Key words ride, hike, swim, relax, exercise, camp, fish, bike, | <p>ACTIVATION</p> <ul style="list-style-type: none"> Teacher asks students questions related to vacations. E.g.: What do you do on vacation? Students answer the question Teacher asks students to complete the pretest and the pre questionnaire <p>CONNECTION</p> | <ul style="list-style-type: none"> Pretest Pre questionnaire |

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| <p>beach, yacht, lake, nature, tent, forest, trail, waterfall, tour, park, camping site, swimming pool, gym, sleep, take pictures, trip, activities</p> | <ul style="list-style-type: none"> • Teacher explains the topic using word cards. • Teacher points out new words related to vacation, then, writes on the board the initial letters of the words and align them vertically then, teacher forms a key word. • Teacher gives the definition of the words and students write on their notebook and asks students to read aloud the words • Teacher erases the words and students complete the acronyms again in order that they will remember the words. Teachers asks students to complete a grammar chart and complete a brochure with the corresponding words. • Teacher asks students to write sentences using the words given. Then, teacher makes students to read the sentence. Finally, teacher corrects if necessary. <p>AFFIRMING:</p> <ul style="list-style-type: none"> • Students complete a worksheet matching the words according to the picture to confirm the word meaning about free time activities. | <ul style="list-style-type: none"> • Word cards • Worksheet |
| <p>MONITORING PLAN: Data source 1: Pre test Data source 2: Pre Questionnaire Data source 3: Field notes/Observation sheet Data source 4: Worksheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: November 9th to November 13th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Syukur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”
Teacher: Lic. Jamil Abad
Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”
School Year: 2020-2021
Topic: Extreme vacation

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
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| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused on the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able <ul style="list-style-type: none"> • To use the vocabulary related to vacation through a <i>storytelling</i> in order to share past events. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Grammatical Structures Time conjunctions when and while Sequence connectors At the beginning, later, after that, at that moment • Key words | ACTIVATION <ul style="list-style-type: none"> • What’s in your name? It’s an acronym game, where students should write words beginning with single letters of your name. CONNECTION <ul style="list-style-type: none"> • Teacher explains the topic through slides. • Teacher chooses the vocabulary and spells words on the board. | <ul style="list-style-type: none"> • Slides |

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| <p>climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics</p> | <ul style="list-style-type: none"> • Teacher gives the pronunciation and the meaning of the words then, the teacher makes students to read again each word. • Teacher asks students to form groups of three, then provides students some words. • Teacher allows students to make a storytelling using all the words given according to the imagination of each member of the group. • Once students have finished the story the teacher will ask a representative of each group to read the small reading. • Teacher corrects if necessary. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students complete a worksheet in which they have to write their own sentences using the vocabulary learned. | <ul style="list-style-type: none"> • Word cards • Worksheet |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2:Worksheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: November 16th to November 20th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”

Teacher: Lic. Jamil Abad

Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”

School Year: 2020-2021

Topic: Adventure Tales

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
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| GOAL: By the end of the intervention plan students will be able to improve vocabulary learning using mnemonic strategy focused on the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: <ul style="list-style-type: none"> To recognize words with similar meaning (synonyms) related to travel and adventure using the <i>space grouping</i> in order to recall the vocabulary. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Key words region, shortcut, search, lost, adventurous, search, scared, tour guide, join, screams of excitement, barbed-wire fence, cut, waterfall, look for, walk, watch, rang, missing, | <p>ACTIVATION</p> <ul style="list-style-type: none"> A-Z Game: Teacher gets students in teams, they should come up with words that are related to the topic and start with each letter of the alphabet, from A to Z. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher presents the topic and gives examples of synonyms using slides. Teacher presents the meaning of the words. | <ul style="list-style-type: none"> Slides |

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| <p>found, search, try, fine, tired</p> | <ul style="list-style-type: none"> • Teacher explains the space grouping that consist on creating an inverted triangle with words. Teacher provides examples then, teacher asks students to write in their notebook five synonyms aligned in the shape of an inverted triangle with the words given by the teacher. Teacher asks the students to close their eyes and repeat the words in English. • Students formulate their own sentences <p>AFIRMING</p> <ul style="list-style-type: none"> • At the end of the lesson teacher asks students to complete an assessment sheet in which students have to choose the correct synonym of the words. | <ul style="list-style-type: none"> • Assessment sheet |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2: Assessment sheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: November 23th to November 27th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”
Teacher: Lic. Jamil Abad
Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”
School Year: 2020-2021
Topic: Travelling mishaps

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
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| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused on the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: <ul style="list-style-type: none"> To recognize daily idiomatic expressions through the use of a <i>storytelling</i> to talk about traveling mishaps. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Key words Idioms to have itchy feet to hit the road to live out of a suitcase to be a Sunday driver to hit the pedal to the metal | <p>ACTIVATION</p> <ul style="list-style-type: none"> Hangman: Teacher thinks an idiom, then writes a number of letters on the board using dashes to show many letters there are. Ask students to suggest a letter to complete the activity. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher introduces the topic. | <ul style="list-style-type: none"> Images |

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| | <ul style="list-style-type: none"> • Teacher shows students images that humorously illustrates the figurative meaning of the idiom. • Teacher explains the figurative meaning of the idioms. • Teacher gives the pronunciation of the idioms and makes students to repeat then, the teacher provides several examples. • Teachers gives students an idiom and they have to create a storytelling according to the imagination of each one. • Teacher design some students to read aloud the story. Teacher checks if necessary. • Students look at the pictures and read the expressions in the word bank and write the number of the expression under the corresponding picture. • To remember the idioms teachers asks students to write the idioms in different small paper notes. Then, students have to discuss with a classmate and ask each other the meaning of them. <p>AFIRMING</p> <ul style="list-style-type: none"> • At the end of the lesson teacher asks students to complete a worksheet in which students have to choose the correct meaning related to idioms. | <ul style="list-style-type: none"> • Paper notes • Worksheet |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2: Worksheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: November 30th to December 4th , 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”
Teacher: Lic. Jamil Abad
Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”
School Year: 2020-2021
Topic: Hobbies

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
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| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused on the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: | | |
| <ul style="list-style-type: none"> To interpret the meaning of compound words and write those using the <i>space grouping</i> in order to remember better the vocabulary. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Gramatical structures - Coumpound words Key words ask about, make, join, put, place, keep, bring, wear, dress up, belt, crowd, stage, ballet | ACTIVATION <ul style="list-style-type: none"> Pass to the board: Students form two teams and pass to the board to write as much as possible words related to hobbies. The team who has more words is the winner. | |

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| <p>dancing, coin collecting, jewelry making, plasticine modeling</p> | <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher explains the topic and provides several examples of compound words using flashcards. • Teacher gives the meaning of the words and asks students to practice the pronunciation. Teacher tells students what and how is a space grouping which consist on place the words in an inverted triangle. Students should write in their notebooks 5 words aligned in a shape of inverted triangles. • Teacher asks students to close their eyes and repeat the words in English. • Teacher gives students some words in which they have to form a storytelling using the compound words given. Once students have finished teacher asks them to read and correct if necessary. <p>AFIRMING</p> <ul style="list-style-type: none"> • Teacher asks students to complete an assessment sheet in which students have to draw a line to match the compound words. | <ul style="list-style-type: none"> • Flashcards • Slides • Assessment sheet |
| <p>MONITORING PLAN: Data source 1: Field notes/ Observation sheet Data source 2: Worksheet Data source 3: Assessment sheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor</p> | | |
| <p>THEME: December 14th to December 18th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”
Teacher: Lic. Jamil Abad
Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”
School Year: 2020-2021
Topic: Father and Son

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| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused in the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: | | |
| <ul style="list-style-type: none"> • To use modals to express advice, obligation, as well as to give opinions through a <i>storytelling</i> in order to remember better the vocabulary. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Gramatical structures Should/Have to/ Must • Key words | ACTIVATION <ul style="list-style-type: none"> • Word chain: The students toss a ball to each other and name the words that start with the last letter of the | |

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| <p>account, terrific, contact, social network, hopefully, rules, friendship, virtual, real</p> | <p>previous word, forming the chain. For example, “ball“- “lamp“ -“pie“, and so on.</p> <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher presents the topic using flashcards. • Teacher shows the new vocabulary and asks students to read aloud the words. Then, Teacher explains the meaning of them. After that, teacher shows a comparative chart in order to differentiate the modals. • Teacher explains the grammar structure and provide several examples of the modals. • Teachers asks students to formulate sentences using the modals have to, must and should. • Teacher presents students some word cards including the vocabulary learned and allows students to write a storytelling using the words according to the imagination of each member of the group. Once students have finished the story the teacher will ask students to read the small reading. <p>AFIRMING</p> <ul style="list-style-type: none"> • Teacher asks students to complete an assessment sheet related to modal verbs and vocabulary learned. | <ul style="list-style-type: none"> • Flashcards • Slides • Word cards • Assessment sheet |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2: Assessment sheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: January 4th to January 8th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”

Teacher: Lic. Jamil Abad

Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”

School Year: 2020-2021

Topic: Choice and Commitment

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
|---|--|------------------------------|
| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused in the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use adjectives through <i>acronyms</i> to facilitate the retention of vocabulary. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Key words hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, | ACTIVATION <ul style="list-style-type: none"> Teacher asks students the following question E.g. Do you have a hobby? Students discuss about their hobbies | |

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| <p>dedication, discipline, fighting techniques, attend, demand, kick, training, self-defense, wooden panels, bricks, resistance, skills, logical, challenging, piece together</p> | <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher presents the topic related to adjectives using flashcards and explains the correct use of adjectives. • Teacher uses acronyms and start to write on the board the initial letters of the adjectives and align them vertically then, teacher forms a keyword. Teacher erases the adjectives and students complete the acronym again. • Teacher provides examples using the adjectives. • Teacher asks students to give an example describing the personality of his/her favorite person. • Teacher asks students to read a text and identify some adjectives. • Students use the dictionary to find the meaning of adjectives. • Students read aloud the adjectives that they found in the reading. <p>AFIRMING</p> <ul style="list-style-type: none"> • Teacher asks students to complete an assessment sheet in which students have to match the adjectives according to the picture. | <ul style="list-style-type: none"> • Flashcards • Dictionary • Assessment sheet |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2: Crossword puzzle Data source 3: Assessment sheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: January 11th to January 15th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”

Teacher: Lic. Jamil Abad

Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”

School Year: 2020-2021

Topic: Feeling Alive

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
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| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused in the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: | | |
| <ul style="list-style-type: none"> • To use idioms through a <i>storytelling</i> to talk about hobbies, leisure and entertainment. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Key words • to be in full swing | ACTIVATION <ul style="list-style-type: none"> • Two truths and a lie. Students say three sentences in front of the class and their classmate has to guess which the lie is. The students formulate sentences with the words learned so far. | |

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| <ul style="list-style-type: none"> • to be the life and soul of the party to be/feel in one's element • to blow away cobwebs to make a big thing of something | <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher explains the idioms using flashcards • Teacher selects one idiom and students have to give its corresponding meaning. Teacher checks their answers. • Teacher provides examples and tell them in what context they can be used. • Students match the idioms with the correct meaning. • Teachers asks students to form groups of three and give them an idiom and they have to create a storytelling according to the imagination of each group. • Teacher designs one member of the group to read aloud the story. Teacher checks if it is necessary. <p>AFIRMING</p> <ul style="list-style-type: none"> • Students complete an assessment sheet in which they have to match the idioms with their meaning. | <ul style="list-style-type: none"> • Flashcards <p>Assessment sheet</p> |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2: Assessment sheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: January 18th to January 22th , 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability.



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 9

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”

Teacher: Lic. Jamil Abad

Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”

School Year: 2020-2021

Topic: Amazing facts around the world

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
|---|--|------------------------------|
| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused in the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: | | |
| <ul style="list-style-type: none"> To use comparative adjectives through a <i>storytelling</i> in order to compare information about famous places and landmarks. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Grammatical structures Comparative forms of adjectives. | ACTIVATION <ul style="list-style-type: none"> Jumbled word: The teacher writes a scrambled word on the board that students need to un-jumble by their own, e.g REBVA→ BRAVE. The first student that guess and spell the word correctly get a point. | |

| | | |
|--|---|---|
| <p>adj + er than... (taller than) more + adj + than (more interesting than)</p> <ul style="list-style-type: none"> • Key words <p>Countries: Brazil, Mexico, United States. Planets: Venus, Earth, Mars Rivers: Nile, Amazon, Missouri Mountains: Aconcagua, McKinley, Everest</p> | <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher shows two images about famous places and make some comparisons in order to explain the topic. • Teacher spells the vocabulary related to adjectives on the board and asks students to pronounce them. • Teacher provides the word meaning of the adjectives, explains the rules and use them in sentences to compare countries, rivers, etc. • Teacher gives students a worksheet in which they have to complete sentences with the corresponding comparative adjective. • Teacher asks each students to create a storytelling using some of the adjectives written on the board according to the imagination of each student in order to compare famous places or landmarks. • At the end, teacher asks students to read their small reading and corrects the pronunciation of the words if necessary. <p>AFIRMING</p> <ul style="list-style-type: none"> • Students develop an assessment sheet in which students have to use comparative adjectives. | <ul style="list-style-type: none"> • Images • Worksheet • Assessment sheet |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2:Worksheet Data source 3: Assessment sheet</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: January 18th to January 22th, 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability.



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 10

INFORMATIVE DATA:

Institution: Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”

Teacher: Lic. Jamil Abad

Teacher Candidate: Yelena Judith Solano Castillo

Participants: 10th EGB “A”

School Year: 2020-2021

Topic: Some countries and their records

| RESEARCH PROBLEM: How does the mnemonic strategy improve vocabulary learning among learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | | |
|---|--|------------------------------|
| GOAL: By the end of the intervention plan students will be able to improve the vocabulary learning using mnemonic strategy focused in the following aspects: word meaning, synonyms, adjectives, and idioms. | | |
| LEARNING OBJECTIVE: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use superlative adjectives through a <i>storytelling</i> in order to express ideas about places. | | |
| CONTENT | INSTRUCTIONAL FOCUS | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> Grammatical structures Structures Superlative forms of adjectives | ACTIVATION <ul style="list-style-type: none"> Picture Passing: Teacher gives students a picture of a person. Students pass the picture among them describing the physical appearances and need to say: “This person has brown hair” another student says, etc | |

| | | |
|--|---|--|
| <p>the + adj + est (the highest) the + most + adj (the most interesting)</p> <ul style="list-style-type: none"> • Key words Finland, Iceland, Japan, the United States, Canada | <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher presents the topic using flashcards in order to explain the use of the superlative adjectives. • Teacher writes vocabulary on the board related to countries using the space grouping. • Teacher provides examples and students have to write in their notebook. • Teacher gives students a worksheet in which they have to write the correct superlative of the adjectives. • Teacher asks each students to create a storytelling using some of the adjectives written on the board according to the imagination of each student in order to describe places. • At the end, teacher asks students to read their small reading and corrects the pronunciation of the words if necessary. <p>AFIRMING</p> <ul style="list-style-type: none"> • Students develop an assessment sheet in which students have to use superlatives adjectives. • Students develop a post test and a post questionnaire. | <ul style="list-style-type: none"> • Flashcards • Worksheet • Assessment sheet • Post test • Post questionnaire |
| <p>MONITORING PLAN: Data source 1: Field notes/Observation sheet Data source 2:Worksheet Data source 3: Assessment sheet Data source 4: Post test /Post questionnaire</p> | | |
| <p>SUPPORT: Coaching and guidance from the thesis advisor.</p> | | |
| <p>THEME: January 18th to January 22th , 2020</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

| Expenses | Cost |
|--------------------------------------|-----------------|
| Internet connection | \$200.00 |
| Print of reports | \$50.00 |
| Print of the project | \$100.00 |
| Copies | \$100.00 |
| Unforeseen | \$120.00 |
| Print of the final report and thesis | \$150.00 |
| TOTAL | \$720.00 |

Financing

The financing of the expenses derived from the present research work will be assumed by the research author.

Resources

Human.

- The teacher candidate as a researcher
- The thesis advisor
- Students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”

Material.

- Printed materials
- Books
- Notebooks
- Laptop

Technical.

- Computer
- Printer
- Internet connection

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ANNEXES

Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: OBSERVATION SHEET**

Researcher: Yelena Judith Solano Castillo

| OBSERVATION SHEET | | | | | |
|--|--------------------------------|-------------------|---------------------|-------------------------------------|--|
| Observation N°: | Date/Time: | | | Role of the researcher: | |
| Topic: | Participants: | | | Duration of the observation: | |
| Objective of the session: | Levels of Acceptability | | | Remarks | |
| Thing to be observed (Indicators) | Perfectly Acceptable | Acceptable | Unacceptable | Totally Unacceptable | |
| Word meaning | | | | | |
| Synonyms | | | | | |
| Adjectives | | | | | |
| Idioms | | | | | |

Anexe 2: Field Notes



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: FIELD NOTES**

Researcher: Yelena Judith Solano Castillo

| FIELD NOTES | | |
|--------------------------------------|--|--|
| Observation N°: 1 | Date/Time: | Role of the researcher: Participant observer |
| Topic: | Participants: Students of tenth year "B" & the researcher | Duration of the observation: |
| Objective of the session: | | |
| Description of the event | | Reflective notes |
| | | |

**Annex 3:
Pre and post test & Scoring grade**



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: PRE / POST TEST**

Researcher: Yelena Judith Solano Castillo

Year: 10th “B” of Basic General Education

Date:

Code:

As a student of the English language Department of the Universidad Nacional de Loja, I would be very grateful if you can answer the following pre test and post test in a clear and honest way. The information obtained will be for the development of the research work.

**1. Read the instructions and complete the questions.(Word meaning)
4.p**

a. Choose the correct word below according to the picture.



a. drawing b. cleaning c. singing



a. blowing b. climbing c. hiking



a. running b. jumping c. swimming



a. travelling b. cycling c. flying

b. Match the words with their corresponding meaning.

- | | |
|-------------|--|
| 1. Stampede | a. A flat piece of metal used as money |
| 2. Craft | b. Objects made of precious materials |
| 3. Jewelry | c. Occupation that includes manual work |
| 4. Coin | d. Sudden movement of a mass of people or animals. |

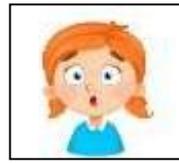
2. Check the correct synonym for the following words (synonyms).

2.5.p

- **Drop** : Road Fall Tiny
- **Search** : Exploration Lose Call
- **Suitcase** : Tuxedo Bag Trunk
- **Adventurous** : Careful Curious Audacious
- **Big** : Dirty Large Short
- **Scared**: Frightened Serious Start
- **Tired**: Rich sleepy early
- **Sick**: Few ill bring
- **Region**: Area country city
- **Enjoy**: Sad fun eat

3. Read the following instructions and complete. (Adjectives).2 .p

a. Look at the pictures and write the appropriate adjective.



b. Choose the correct adjective from the word bank to complete the sentences.

Beauty tall colorful small

1. The _____ balloon floated over the treetop.
2. The _____ giraffe is eating green leaves.
3. A _____ rat is beside the brown cabinet.
4. The _____ woman is wearing a purple dress.

4. Complete the following exercises (Idioms)

a. Read the idioms and circle the corresponding meaning .1.5.p.

| | |
|---|---|
| a) To live out a suitcase | a. To enjoy travelling b. To stay at home c. To take a nap |
| b) To hit the pedal to the metal | a. To crash the car b. To go fast when driving a vehicle c. To have an accident |
| c) To hit the road | a. To run in the street b. To begin a trip or travel c. To walk long distances |

b. Unscramble the following idioms

- **the/Blow/ away/to/cobwebs**

- **driver/ to/ a/ Sunday/ be**

- **element/ one's / be/ in/ to**

THANK YOU FOR YOUR COLABORATION



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE EDUCACIÓN EL ARTE Y AL COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
PRE AND POST TEST SCORING GUIDE

| Read the instructions and complete the questions. (Word meaning) | |
|---|---------------------|
| ANSWERS | SCORE / 4.p. |
| a. Choose the correct word according to the picture below. | |
| - Cleaning | (0.50) |
| - Climbing | (0.50) |
| - Jumping | (0.50) |
| - Travelling | (0.50) |
| b. Match the words with their corresponding meaning. | |
| - 1 D | (0.50) |
| - 2 C | (0.50) |
| - 3 B | (0.50) |
| - 4 A | (0.50) |

INDICATOR FROM QUESTION 2: SYNONYMS

| 1. Check the correct synonym for the following words (synonyms). | |
|---|----------------------|
| ANSWERS | SCORE / 2.5.p |
| a. Fall | (0,25) |
| b. exploration | (0.25) |
| c. bag | (0.25) |
| d. audacious | (0.25) |
| e. large | (0,25) |
| f. frightened | (0.25) |
| g. sleepy | (0.25) |
| h. ill | (0.25) |
| i. area | (0.25) |
| j. fun | (0.25) |

INDICATOR FROM QUESTION 3: ADJECTIVES

| Read the following instructions and complete. (Adjectives) | |
|---|---|
| ANSWERS | SCORE / 2 p. |
| <p>a. Look at the pictures and write the appropriate adjective.</p> <ul style="list-style-type: none"> - Friendly - Strong - Surprised - Sad | <p>(0.25)</p> <p>(0.25)</p> <p>(0.25)</p> <p>(0,25)</p> |

| | |
|---|---|
| <p>b. Choose the correct adjective from the word bank to complete the sentences.</p> <ul style="list-style-type: none"> - Colorful - Tall - Small - Beauty | <p>(0.25)</p> <p>(0.25)</p> <p>(0.25)</p> <p>(0.25)</p> |
|---|---|

INDICATOR FROM QUESTION 4: IDIOMS

| Complete the following exercises | |
|---|---|
| ANSWERS | SCORE / 1.5p. |
| <p>a. Match the idioms with the correct definition</p> <ul style="list-style-type: none"> - To enjoy travelling - To go fast when driving a car - To begin a trip or travel | <p>(0.25)</p> <p>(0.25)</p> <p>(0.25)</p> |
| <p>b. Unscramble the following idioms</p> <ul style="list-style-type: none"> - To blow away the cobwebs - To be a Sunday driver - To be in one's element | <p>(0.25)</p> <p>(0.25)</p> <p>(0.25)</p> |

Annex 4: Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about mnemonic strategy to improve vocabulary learning. The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code:.....

Date:.....

1. How often does the teacher apply mnemonic strategy to improve vocabulary?

- Always ()
- Frequently ()
- Sometimes ()
- Never ()

2. To what extent do you think that your teacher employ mnemonic strategy to improve your vocabulary?

- High ()
- Moderate ()
- Low ()
- None ()

3. How important do you think the use of mnemonic strategy is to enrich your lexicon?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

4. How much vocabulary do you learn when mnemonic strategy is used in English class?

A great deal ()

Much ()

Somewhat ()

Nothing ()

5. How important is it for you to practice vocabulary with mnemonic strategy in your English classes?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANK YOU FOR YOUR COLABORATION

Annex 5: Research Matrix

Theme: Mnemonic strategy to improve vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.

| Problem | Objectives | Theoretical frame | Methodology design and Intervention Plan | Techniques and instruments |
|--|---|--|---|---|
| <p>General How does the mnemonic strategy improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?</p> <p>Specifics</p> <ul style="list-style-type: none"> • What theoretical and methodological references about mnemonic strategy are | <p>General To improve the vocabulary learning through mnemonic strategy among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.</p> <p>Specifics</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about | <p>Independent variable</p> <ul style="list-style-type: none"> • Definition of Vocabulary • The Importance of Vocabulary • Receptive and Productive Dimension of Vocabulary • Kinds of Vocabulary • Tiers of Vocabulary • Aspects of Vocabulary • Teaching English vocabulary. • Learning English vocabulary. • Assessing Vocabulary <p>Dependent Variable</p> <ul style="list-style-type: none"> • Origen of Mnemonic Strategies • Mnemonic Strategies | <p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing English classes • Stating the background of the problem • Describing the current situation • Locating and reviewing the literature • Creating a methodological framework for research • Design an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing student’ performance to the intervention plan. • Presentation of research findings. | <ul style="list-style-type: none"> • Observation sheet • Non-Participant observation • Pre and post test • Pre and post questionnaires • Field notes |

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| <p>adequate to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? | <p>mnemonic strategy to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the vocabulary learning in the English language among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year. | <ul style="list-style-type: none"> • Importance of Mnemonics • Bases of Mnemonic strategies • Principles of Mnemonics • Characteristics of Mnemonic Strategies • Types of Mnemonic Strategies • Benefits of Mnemonic Strategies | <ul style="list-style-type: none"> • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report | |
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| <ul style="list-style-type: none"> • What are the phases of the intervention plan that help to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year? • Which mnemonic strategy is used to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, | <ul style="list-style-type: none"> • To design an intervention plan based on mnemonic strategy in order to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year. • To apply the most suitable mnemonic strategy in order to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín | | | |
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| <p>province of Loja during the 2020-2021 school year.</p> <ul style="list-style-type: none"> • How effective was the application of mnemonic strategy to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year. | <p>Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year.</p> <ul style="list-style-type: none"> • To validate the results obtained after the application of mnemonic strategy to improve the vocabulary learning among students of tenth year “A” of Basic General Education morning session, at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, in the canton of Sozoranga, province of Loja during the 2020-2021 school year. | | | |
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Annex 6: Grading scales

Vocabulary

| Quantitative score range | Qualitative score range |
|---------------------------------|--------------------------------|
| 10 | Superior |
| 9 | Excellent |
| 7-8 | Average |
| 5-6 | Below average |
| 1-4 | Failing |

Mnemonic strategy

| Quantitative score range | Qualitative score range |
|---------------------------------|---|
| 81-100 | High level of effectiveness of mnemonic strategy to improve vocabulary learning |
| 61-80 | Expected level of effectiveness of mnemonic strategy to improve vocabulary learning |
| 41-60 | Moderate level of effectiveness of mnemonic strategy to improve the learning vocabulary |
| 21-40 | The unexpected level of effectiveness mnemonic strategy to improve vocabulary learning |
| 01-20 | Low level of effectiveness of mnemonic strategy to improve vocabulary learning |

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