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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.

Theme: The Keyword Method and the English vocabulary learning

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Author: Cunalata Ramón Jéssica Gabriela

Tutor: Mg. Wilma Elizabeth Suárez Mosquera

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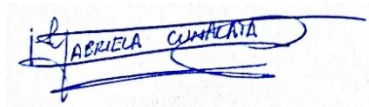
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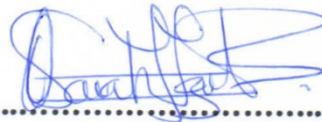Therefore, the presentation before the pertinent organisms is authorized.

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DEDICATION

I dedicate all my effort and perseverance to my parents because they have supported me during this whole process. To myself because I never gave up even when I wanted. Also to my friends, who have taught me to appreciate every minute of my student life. All my love for you.

Gabriela.

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CARRERA DE IDIOMAS

THEME: THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING

AUTHOR: Jéssica Gabriela Cunalata Ramón

TUTOR: Mg. Wilma Elizabeth Suárez Mosquera

DATE:

Abstract

Languages are made up of words and all the words constitute vocabulary. The emergence of new words never stops, and we need to get familiarized with them, as well as with their meanings. Vocabulary is considered one of the most important elements of communication. It allows speakers to exchange information, opinions; therefore, to understand each other. In this sense, this research aimed to investigate the effectiveness of the Keyword Method and a traditional teaching methodology on English vocabulary learning of undergraduate students at Universidad Tecnica de Ambato. The study was based on the quasi-experimental approach, and it involved 22 students from the first semester "B", who were distributed into two groups: control and experimental. Both groups learned the same lexis that consisted of 25 words taken from the book Top Notch 1. The experimental group used the Keyword Method to learn the list of vocabulary proposed; while the control group used a traditional methodology. The research instruments involved a pre-test and a post-test applied to both groups after and before the experiment. There was also a survey that was applied to the experimental group to collect information about their perception of the KWM. All this process was held on 6 sessions through the Zoom App, and the groups were distributed using Breakout Rooms. Session 1 involved the pre-test and lasted 30 minutes. Session 2, 3, 4, and 5 belonged to the experiment; each session lasted 1 hour. The last session lasted 30 minutes and it corresponded to the post-test. Results were analyzed using the T-student test, which showed that there is a significant improvement of vocabulary on students that used the Keyword Method.

Keywords: Teaching techniques, Keyword Method, vocabulary learning.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TEMA: THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING

AUTOR: Jéssica Gabriela Cunalata Ramón

TUTOR: Mg. Wilma Elizabeth Suárez Mosquera

FECHA:

Resumen

Todos los idiomas se componen de palabras, mismas que constituyen el vocabulario. El surgimiento de nuevas palabras es constante, y es necesario familiarizarnos con ellas así como también con sus significados. El vocabulario es uno de los elementos más importantes de la comunicación, pues permite a los hablantes intercambiar opiniones e información para poder entenderse. Es así que se desarrolló este estudio con el objetivo de investigar el impacto del Método de la Palabra Clave y una metodología de enseñanza tradicional en el aprendizaje de vocabulario en inglés de estudiantes de pregrado de la Universidad Técnica de Ambato. Esta investigación fue cuasi-experimental y contó con la participación de 22 estudiantes del primer semestre "B", distribuidos en dos grupos: control y experimental. Ambos aprendieron 25 palabras que en su mayoría fueron extraídas del libro Top Notch 1. El grupo experimental utilizó el Método de la Palabra Clave, mientras que el grupo de control utilizó una metodología tradicional. Para los instrumentos de investigación, el investigador elaboró un pre-test y un post test, adaptándolos al examen de proficiencia KET. También hubo una encuesta que se aplicó al grupo experimental para recopilar información sobre su percepción de la aplicación del Método de la Palabra Clave. Todo este proceso se llevó a cabo en 6 sesiones a través de la aplicación Zoom, la cual permitió la distribución de los grupos mediante Breakout Rooms. La sesión 1 involucró el pre-test y duró 30 minutos. Las sesiones 2, 3, 4 y 5 correspondieron al experimento, con una duración de 1 hora cada una. En la última sesión se aplicó el post-test con un lapso de 30 minutos. Los resultados se analizaron mediante la prueba T-student que demostró una mejora significativa del vocabulario en los estudiantes que utilizaron el Método de la Palabra Clave.

Palabras clave: Técnicas de enseñanza, Método de la Palabra Clave, aprendizaje de vocabulario.

<center>**CHAPTER I**</center>

<center>**THEORETICAL FRAMEWORK**</center>

1.1 State of the art

This section collects information from previous investigations, which establish a relationship between the Keyword Method and vocabulary learning. The researches involve studies at different levels: school, high school, and University, and also in languages like French. Most of them present an experiment that contrasts the KWM with other methodologies to learn vocabulary.

Intan (2017) led an investigation whose main objective was to analyze if the use of the Mnemonic Keyword Method was effective to encourage undergraduate students to extend and manage their English vocabulary. This research was applied over 2 cycles to 20 students from first level, who commonly faced problems in productive skills: speaking and writing. The author applied a methodology called classroom action research, which included 5 steps: find the problem, planning, implementation of action, evaluation and analysis, and reflection. For the data collection, she used a mixed approach to guide the evolution of vocabulary master. The tools involved tests, questionnaires, and checklist for observation. To conclude, the author claimed that students in cycle 1 scored 67.75, then in cycle 2 they got 79,75. These results showed a significant improvement and demonstrated that this method is very effective to motivate and enhance vocabulary learning.

Taheri and Davoudi (2016) conducted an experiment involving two methods: the KWM and Rote Memorization. This aimed to discover how successful they could be to teach and learn new vocabulary. Also, whether it worked on the long-term storage of elementary EFL learners, whose first language was Persian. These two questions guided the research. One, does the Keyword Method affect the vocabulary learning of Iranian students? Two, does the Keyword Method affect long-term recall of Iranian learners? This study was conducted using a quantitative

<center>1</center>

approach; while the results were presented through descriptive statistics. The author applied three instruments: placement test, vocabulary pre-test, and vocabulary post-test; and the SPSS software to analyze the data. To conclude, both groups differed significantly in terms of scores. The experimental group, who worked with the Keyword Method, performed better than the Rote Memorization group. Additionally, the traditional technique applied in the control class was not as effective as the KWM to storage information for longer.

Piribabadi and Rahmany (2014) conducted an investigation in order to contrast the effect of the Word-list Method instruction and the Keyword Method on ESP vocabulary learning. This was an experiential research that integrated a two-way ANOVA instrument for the data analysis. The study involved 120 students from Industrial Engineer at Islamic Azad University. They were divided into two classes regarding their proficiency level: the lower- intermediate and the upper-intermediate. Each class experimented with both Methods: Keyword and the Word-list Instruction, and the results evinced a very noticeable difference. For the lower-intermediate group, the Keyword Method students (18,67) performed better than those who received the Word-list Instruction (15,07). And the same thing happened with the upper-intermediate group. The Word-list Instruction students score 17,43; while the Keyword Method participants got better results (19,80). So the KWM influenced more effectively the ESP vocabulary knowledge.

Köksal and Çekiç (2014) carried out a study that strived to find the impact of the Keyword Method over the Rote rehearsal, on a real EFL context. This was applied to 45 students from eight grade, whose L1 was Turkish. The author looked for responses to these questions. One, is there a significant difference between the scores on the pretest and posttest of the students in the experimental group? Two, is there a significant difference between pretest and posttest scores of students in the control group? The investigators described the research as experimental because they monitored directly the complete process of treatment. For the data collection, the authors used the independent and dependent t-test, and the SPSS 18 app. To start, the researchers gave the participants a pre-test, and after a three-week treatment, he applied a post-test. The results suggested that Turkish students learned L2 (English) vocabulary better when they used the KWM rather than being instructed through traditional techniques. The achievement tests also

demonstrated they got better scores, so there existed an important difference between the control and experimental group.

Hamzavi and Ahmadi (2013) carried out an investigation applying the Keyword Method vs Memorization based instruction to an EFL beginner classroom. The purpose was to find out their efficacy in vocabulary learning (concrete and abstract terminology) and long-term memory retention on Kurdish native speakers from primary school. These students integrated two different classes: an experimental group and a control group. The questions that guided this study were: one, is there a different effect on vocabulary learning of Iranian true beginner EFL learners when the Keyword Method and rote memorization are applied? Two, does the mnemonic KWM versus rote memorization affect differently on the long term vocabulary retention of Iranian EFL learners? This research used a quali-quantitative approach. Students of both groups took three post-tests during 2 month of process. Additionally, the authors applied the MANOVA instrument to analyze the results. To conclude, the last post-test indicated that the group which worked with KWM recalled successfully the lexis they were taught, even abstract words. On the other hand, the participants of the traditional memorization instruction could not memorize the words despite receiving the same vocabulary items.

Tavakoli and Gerami (2013), conducted an investigation combining two Mnemonic Methods: the Keyword and the Pictorial Method. This study aimed to figure out the impact of these non-verbal techniques in vocabulary instruction and retention. For this research, 60 EFL female students participated and got into 3 groups. The first group (20 students) experimented with the Keyword Method, the second group (20 students) tested the Pictorial Method, and the last one (20 students) as a control group had classes without any of these instructional methods. The following questions guided the research. First, do the different methods for vocabulary learning affect learners' vocabulary development? Second, do the two vocabulary teaching techniques differ significantly regarding permanency of the words learned? This was an experimental research, hence the authors applied four instruments: the Nelson test, a pre-test of target words, an immediate post-test, and a delayed post-test. After applying the pertinent tests, the group that worked with the Keyword Method showed more effective results concerning vocabulary

3

learning and long-term memory storage. Moreover, the second group that experimented with the Pictorial Method did not perform successfully as the first one. And the third group (control) showed the lowest grades. Thus, the KWM demonstrated its effectiveness to break out learning problems and EFL vocabulary retention.

Koksal (2013) leaded an experiment whose goal was to insert the Keyword Method to French classes to verify its effectiveness in vocabulary retention and learning. The study lasted six weeks and was experimented with twenty-four college students, who were divided into experimental and control group. There were two questions guiding the survey. First, is there a significant difference between the scores of the pre-test and post-test in the experimental and control group? the mean pre-test and post-test Second, is there any significant difference between students in experimental and control group in terms of vocabulary retention? This study used a mix-style research because it involved experimental methodology and quanti-qualitative approach. The author used three tools: a memory test, pre and post-tests based on the frequency of daily life vocabulary. The instruments used for the analysis of data were the Mann Whitney U test and the SPSS 18. The findings thanks to the post-test, showed better scores for the experimental group, which used KWM; while the results of the control group were not very effective. So, the Keyword Method enhanced learners' performance to learn and hold French vocabulary. Finally, it boosted undergraduates' attention and motivation in a foreign language class.

Aureli (2011) led a study to extend students' vocabulary knowledge into long and short-term memory through the application of the Mnemonic Keyword Method. The participants experimented the method for twenty weeks; they included two teachers and eighteen students from fifth grade who faced learning disabilities. The questions that guided this study were: One, does the use of the Keyword Method for vocabulary learning improve the recall of vocabulary words of fifth-grade special education students? Two, does the method lead to long-term retention of the learned, English vocabulary words? This study was based on experimental research and it included pre-tests and post-tests. Before applying the method, the author collected baseline data. During the application of the method the students took five vocabulary quizzes and at the end, they took five more vocabulary tests to measure retention of the words. The author

concluded that KWM was time-consuming because it took almost the whole academic year. However, participants with specific disabilities showed that this technique increased their ability to understand meanings and transferred them from the short to the long-term memory. Finally, the method motivated them to create their own drawings and clues to link to unknown words.

Keskínkiliç and Sünbül (2011), conducted a research and the main purpose was to investigate whether the KWM affected learners' behavior and accomplishments when it was applied in a Science lesson. The survey included an experimental group, which tested the Mnemonic technique during the training process; and a control group which continued using conventional instruction. The investigation had qualitative and quantitative characteristics due to the statistics tables that showed the means of all tests taken. Nevertheless, the authors described this research as experimental, so it made use of the t test and the SPSS 11.0 app for the data assessment. Considering the findings, there was a remarkable difference between the control and experimental class. Students on the control group showed limited effectiveness of the traditional technique and confirmed that the KWM was efficient for studying a subject. On the other hand, the results associated with students' attitude showed no noticeable variance, so the desire of applying a methodology to improve learners' behavior, was a waste of time.

Hauptmann (2004), carried out a laboratory research in order to study the impact of the Keyword Method in learners' motivation and to probe its effectiveness in vocabulary learning and teaching as well as retention in a classroom with current conditions. For this, the author performed 5 experiments for 3 years and the questions that guided them were the following: First, is the KWM as beneficial to the average language learner as it is to participants in the laboratory? Second, what is the effectiveness of current teaching practice? This research was qualitative-quantitative since it showed statistical results, tables, figures, numbers, and even narrative. The methodology was better described by the author as interpretive research because it involved social contexts and human experiences. According to the findings, the Keyword Method increased the storage of vocabulary items and it showed positive effects on learners' motivation. For the first experiment, the reception of vocabulary was successful comparing the KWM with the control group. The results of the second and third group were also better than the comparison group

since they were able to recall more vocabulary. For the experiment 4, the KWM participants showed lower scores but still exceeded the comparison group. The last group that involved adult learners, performed better than the control group. All the experiments demonstrated that the KWM enhanced vocabulary reception more than other techniques.

1.2 Objectives:

1.2.1 General objective

To investigate the effectiveness of the Keyword Method and a traditional teaching methodology on English vocabulary learning of undergraduate students at Universidad Tecnica de Ambato.

1.2.2 Specific objectives

1) To assess students' vocabulary knowledge before and after the application of the KWM and a traditional teaching methodology.
2) To determine the benefits of using the Keyword Method in the EFL classroom.
3) To find out students' perception in the Keyword Method implementation to learn vocabulary.

1.3 Investigative foundation

1.3.1 Independent variable

1.3.1.1 Teaching techniques

Teaching is considered a process in education that consist of developing understanding and knowledge. According to Puri (2006), teaching involves imparting values, but in education it is commonly associated with skills like writing and reading, and subjects like Maths. On the other hand, Cambridge Dictionary (2020) defines the term technique as a set of procedures to accomplish an activity successfully, and along this process, planning has to be implemented.

Additionally, techniques are all type of activities presented in the classroom as devices to carry out objectives (Brown, 2000). There are also terms considered virtually synonymous, and they include: practice, procedure, task, activity, strategy, behavior, and exercise. He also describes this term as "superordinate" to point out the numerous activities the teacher presents to students in the classroom. They can be designed by the teacher or simply manifested as supplementary tasks that come with books or other language materials. The purpose of applying techniques in the EFL classroom is to work out the communicative skill.

1.3.1.1.1 Categorizing techniques

Brown (2000) classified techniques into three types. The researcher considers that inside this classification, the Keyword Method belongs to the first one, which means that it goes from manipulation to communication. This methodology was created to improve communication and to get familiarized, the instructor needs to manipulate it.

1. **From manipulation to communication**

To manipulate a technique means that the teacher controls the activity, therefore students deliver a response just as expected. For instance, drilling, reading, speaking. In contrast, communicative techniques expect open-ended responses from students because the teacher

doesn't take part in the activities. Some examples are role plays, debates, story-telling, and some games. To make a classroom more communicative, it's important to introduce small language chunks, and oral repetition to enhance fluency.

2. Mechanical, meaningful and communicative drills

For many years, drilling techniques were over-used in the teaching-learning process. They were mechanical because teachers manipulated students' responses through choral repetition, therefore there was not link with the real world. Nowadays, this technique has been modified to substitution drilling or short repetition. However, those language items are storage into the short-term memory and students poorly develop the ability to communicate. On the other hand, a meaningful drill is connected to the reality in some way and the answer can be predicted in some cases. A communicative drill, by contrast, has no a predicted response and is highly-connected with the reality. So, it enhances students to respond by their own.

3. Controlled to free techniques

As mentioned before, controlled techniques are teacher-centered. They are already structured to obtain expected responses; however, they can be communicative sometimes. But free techniques have become the most used techniques by the teacher due to the opportunity for students to communicate. This is student-centered so they participate a lot in activities like debates, presentations, games, posters design, and so on.

1.3.1.2 Mnemonic techniques

Amiryousefi and Ketabi (2011) point out that the word mnemonics comes from the Greek Mnemosyne, which refers to the God of memory. It is a visual or verbal tool or device that has been created to enhance our brain to gather information into the long term memory. Thus, learners recall easily what was taught especially lexis and grammar. This kind of strategies contributes to the effectiveness of a foreign language learning in a way that it results meaningful.

According to Worthen and Hunt (2019), mnemonics were introduced to education to encourage

and improve oral communication in teaching. For many years it was considered useless, but later mnemonics were appreciated to support learning and to apply in formal education. Mnemonic techniques can be applied in many areas such as in mathematics, psychology, medicine, but most importantly in foreign language learning and acquisition. Consequently, when it is applied in pedagogy, students are encouraged not only to learn a new language but to develop all skills.

1.3.1.2.1 Types of mnemonics

Worthen and Hunt (2019) present the most used mnemonics in education. They are called formal mnemonics because students should follow a specific process or treatment of memorization before getting results. It includes:

- **Method of Loci**

  This is considered an old method in which the learner imagines a well-known place such as a house, the forest, the moon; and relates it with a new word. For example, students will learn items like: eggs, milk, chicken, bread, pan, bowl, pot. They have to create a mental image of the word "kitchen" and relate the terms. This method also works on long speeches, when the speaker wants to recall the sequence of several topics during the presentation. Thus, it seems to be more effective to prepare an extensive talk rather than a written presentation. Worthen and Hunt (2019) found out that learners with neurological impairment can benefit from Method of Loci if the instructor provides them with images. Otherwise, if they ask them to generate images to learn list of words, that will be simply ineffective.

- **The Peg-word Method**

  This method is commonly used to memorize lists of words. The student finds out a rhyme-pair for the words to be learnt. The rhyme pair is commonly a number. It makes new information easy to remember. As the method of Loci, this one has to do with organization, which means that numbers should be ordered. E.g.

Figure 1: Peg-word Method example

Retrieved from: https://memorizationstation.weebly.com/the-peg-method.html
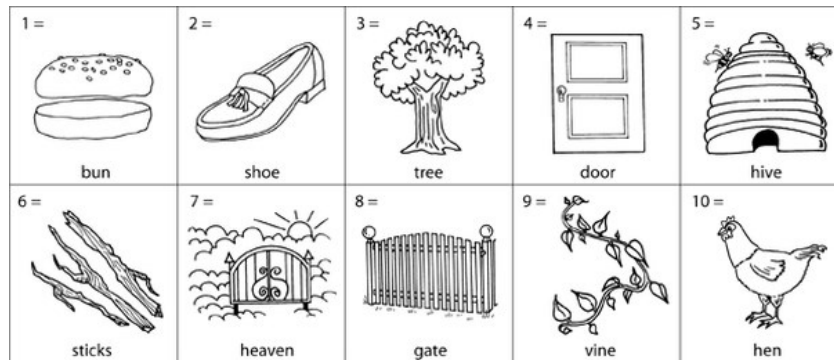
- **The Keyword Method**

This method also works using students' imagination. It consists of looking for a familiar sound or concept, that works as a keyword, into the new word. Then, relate those sounds or concepts with an image which will give the final meaning to the student. This method was designed to help our memory to recall definitions. This method can also be applied in any situation concerned with vocabulary learning as well as in second-language learning and acquisition.

- **The Phonetic system**

This is a system designed to help recalling numbers. It is possible by transforming numbers into letters, thus even making up complete words. A word in this system, is constituted by consonants, which replace number if possible; but vowels are not used because they do not represent numbers. Once the target number is learned and storage, the word or consonants representing that number, become soon a number.

Figure 2: Phonetic system table

TABLE 4.1 Typical Conversion of Letters to Numbers Using the Phonetic System

Number	Letter/Consonant Sound Representations
0	soft c, s, z
1	d, t, th
2	n
3	m
4	r
5	l
6	ch, soft g, j
7	hard c, hard g, k, qu
8	f, ph, v
9	b, p

Note: Vowels are used arbitrarily to form words.

Retrieved from: https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=668536

1.3.1.3 The Keyword Method

This method is also known as Mnemonic Keyword. Mnemonic refers to all visual aids that allow learners to easily remember new vocabulary. It is a very helpful tool to learn and retain new information. It is not known who created it, but several researchers like Worthen and Hunt (2019) claim that the term "Keyword" was first stated by Richard C. Atkinson and Michael R. Raugh in 1975. They found out that this method is better than other methods to learn foreign language vocabulary. It is all a matter of following the steps and the new word storages into the students' brains. Additionally, they mentioned that the method can be used to learn other languages, not just English.

The application of the KWM starts from the very beginning with the correct pronunciation of the word to be learnt as well as the correct definition. Basically, this method works in a process

that involves L1 and L2. If the target word does not find a similar sound in its same language, it is possible to look for in our first language. The students can select a foreign word and then look for a keyword from his mother tongue, making sure that their sounds are similar. However, it is not wrong to look for a keyword in the same language, instead it results favorable to avoid L1 interference. So, students are continually exposed to the reality of a foreign language.

1.3.1.3.1 Stages

This methodology is not complicated at all according to IRIS (n.d.). It just consists of three practical stages.

1. **Recoding**

To recode a term means to create or identify a sound or particle, that is familiar for the student, from the target word he is learning. For example, the student is learning the word "scow". This word is defined as a kind of uniform boat used for the transportation of minerals and other matters (Collins Dictionary, 2020). Within this term, the learner identifies a well-known sound: "cow" which works as the keyword. Thus, it is recoded.

2. **Relating**

In this stage, students relate the keyword "cow" with the definition given to the new word "scow". Then, they imagine a cow sitting on a flat boat, and they will quickly guess the meaning of the target term.

Figure 3: Keyword Method example

Retrieved from: https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p04/link-keyword-method/#content

3. Retrieving

In this last step, the teacher creates a routine that will allow participants to recycle the new terms regularly and keep that knowledge into the long term memory. Every single time that they see the word "scow", an image will come to their mind as well as the concept of that word. All this process allows students to recall new information meaningfully.

There are three important parameters to consider in the KWM application process, stated by Raugh and Atkinson. First, it is essential for the keyword to sound similarly to the target word that is going to be learnt. Although this could be difficult to accomplish, it is possible because it is not necessary that the keyword sounds entirely as the main word, but at least a syllable or particle. Moreover, the keyword cannot only be presented through a single word; it can be also a phrase. The next requirement is that the keyword enable to create an image, so it is possible for the learner to relate the concept of the vocabulary item with that picture. Finally, it is important to consider a unique keyword for each target word that is going to be taught during the experiment. This method can be time-consuming, especially for teachers if they want to train good vocabulary learners. However, it is not all the teachers' work; students can also take part in the whole process.

This technique can also be experimented with learners with disabilities since they are humans with a great ability to gather information. However, for these cases, the teacher has to provide the learners with a linking path between the picture and the piece of information, definition, or description, otherwise they will take too much time finding something easy to remember. On the contrary, Thornbury (2002) claims that this method allows educators to identify troubles in the adaptation of the technique, but it is possible only if there are not students with disabilities or cognitive problems.

It is possible for some abstract words not to find an imaginable concept, that's why there should be simple and concrete words (easy to imagine). Despite this requirement, it is possible to concrete abstract words and concepts (Hauptmann, 2004), but this is commonly applied in the

scientific land. For instance, Einstein, one of the best thinkers, made use of concrete experiences and a lot of visual stimuli to represent something, due to the obstacle of thinking abstractly.

1.3.2 Dependent variable

1.3.2.1 Semantics

Semantics is a branch of linguistics that study the meaning of the words and how they are structured in the sentences (Frawley, 2013). It involves the grammatical structure of a language, decontextualized and literal meanings. On the other hand, Bauer (2007) defines semantics as the study of language meaning and is integrated by 2 types:

- **Sentence semantics:** this type deals with the way in which some words can differ the meaning of the clauses. Moreover, it applies philosophers' instruments such as denotative and implicative notions.

- **Lexical semantics:** refers to the link among words. For Saeed (2015), this type has two purposes. One, to picture the meanings of all the words in a language. Two, to demonstrate how the definitions of words in a language are correlated. This is possible because all words in a language have some relation with others, specially in meaning. semantics requires to be connected with other fields like philosophy and psychology in order to find out the formation and origin of meanings.

1.3.2.2 Lexis

According to Spratt et al., (2011), lexis refers to the whole set of words that integrate a language, thus every single word in the speaker's vocabulary is lexis. They establish that vocabulary, as well as grammar, has to be taught in context which means that there should be a situation to make it meaningful and understandable for the learner. Meaning also comes from the form of words like prefixes, suffixes and compounds (2 words together to make a new word). Students must be exposed frequently to vocabulary to consolidate their learning.

1.3.2.2.1 Lexis features

- **Synonyms**: the words or phrases in a language that have same meaning as others. This is commonly used to replace another word. E.g. beautiful, pretty; sad, unhappy; small, tiny; wrong, incorrect, and so on.

- **Antonyms or opposites**: words in a language that mean the opposite to others. E.g. day, night; cold, hot; happy, sad, and so on.

- **Homophones:** words with same sound but different spelling and different meaning. E.g. Eye, I; our, hour; tail, tale; plain, plane.

- **Compound nouns**: two joined nouns creating a new word. E.g.

  Sea + food = seafood

  Green + house = greenhouse

  Grand + mother = grandmother

  Arm + chair = armchair

- **Collocations**: they are two or more words in a language that usually go together. E.g. have lunch, make the bed, have fun, make a mistake, do your best.

- **Idioms**; are fixed expressions with no literal meaning. They are natural in a language. E.g. break a leg, a piece of cake, stick out one's neck, she is a peach.

- **Chunks**: are groups of words or semi-fixed expressions learned as a piece. They include collocations. E.g. the thing is…, you know…, as soon as…, by the way…, sense of humor, and so on.

- **Homonyms**: this word comes from "homo", which means same, and "nym" which means name. They are words with same spelling and pronunciation but different meaning depending on the context. E.g.

Bat: *n*. an object made of wood used to hit a ball / *n.* a nocturnal animal like a mouse but owning wings.

Tear: *n.* a liquid drop that flows from the eye as consequence of sadness and other emotions / *v.* to rip something with force.

1.3.2.3 Vocabulary learning

Vocabulary is a useful requirement for establishing communication, and the main tool when learning and teaching a foreign language. Many linguists state that if vocabulary did not exist, all intended information would not be understood, so vocabulary plays an important role in any language. For many years it was thought that vocabulary could be learned spontaneously, but help is always needed, even techniques and strategies that could facilitate the process.

Vocabulary is crucial to develop all the skills: listening, reading, writing and speaking, it makes a message understandable. Taki and Jafari (2017) establishes that comprehension of terminology becomes more effective when educators use visual aids. It enables them to share information and allow students to retain it into the long term memory. There are other techniques that contribute to the learning of many vocabulary words in a short period of time, such as the use of experimental aids. Learners commonly develop an activity, and at the same time they get interested and motivated in learning updated items.

Contrasting grammar and vocabulary learning, everyone can communicate using words, but with grammar, almost any message is conveyed. According to Thornbury (2002), teachers used to introduce vocabulary to their pupils through traditional methods and approaches: The Direct Method or Audiolingualism, for example. Unfortunately, students did not keep the words for longer, only words that were easy to store and those which were translated.

There are several types of words that play individual roles in a narrative work (Thornbury, 2002). They are classified into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. He also mentions that vocabulary is learned through labeling words, which means to draw words on to definitions and to know its form and meaning. Foreign language learners know a first language, therefore they know the vocabulary, the conceptual system to convert words, and a compound network that associates one word with others.

Commonly, native speakers acquire 5000 words during their first 5 years of life, but when they start school they learn and store around 20000 terms in their mind. In contrast, foreign language students learn around 5000 words along many years of study. According to Thornbury (2002), this progress is passive due to the learners' aptitude rather than the exposure condition, so the learning quality is not the same in L2 as in L1 learners. Foreign language learners need around 18 years of language exposure to reach the same number of words that learners in a natural setting do.

Thornbury claims that sets of words already learned could be at risk because our mind forgets them. In this situation, our memory plays the most important role because it is in charge of controlling the gathering system which are three: short-term/long term memory, and the working memory. In the first case, everything that students learn is retained by the brain for a short time, for instance, a phone number or a drilling activity in which the pupil has to repeat what the teacher said. The next system, working memory, comprehends the storage of information at least for the time an operation will be performed, it involves reasoning activities such as understanding and thinking. Moreover, the ability to remember the content is limited as time runs.

Finally, unlike the two systems, what long-term memory collects is durable over time, however, it is not possible to remember everything after a long pace because you can have a lesson with a lot of vocabulary items; some of them will stay there and others will disappear. But it depends on learners to convert instantly forgotten into no way forgotten.

1.3.2.3.1 Factors that impede vocabulary learning

1. **Pronunciation**: it is difficult especially when words contain sounds not familiar for students, they can forget easily.
2. **Spelling:** many words in English contain voiceless sounds and they become a problem since students would memorize the incorrect spelling.
3. **Complexity and length:** students are likely to learn those shorter words rather than

long ones or polysyllabic, and many associate long words with complex learning.

4. **Grammar:** this factor becomes a problem when learners look for an equivalent between the target language and their mother tongue. It's crucial to consider that grammar doesn't work in the same way in languages.

5. **Meaning:** sometimes 2 words, like do and make, can show similarity in meaning, therefore they confuse students and are not easily learned.

6. **Range, connotation and idiomaticity:** this last factor has to do with words that play many different roles in different contexts. *Get*, for example, is a wide-ranging verb. Moreover, phrasal verbs and words that seem to mean the same in English and Spanish, could be a problem because not all of them denote the same thing.

Vocabulary needs to be presented, introduced, associated, and explained while tasks are developed, instead of being taught. For this, the teacher must take the role of motivator and guide them by giving appropriate techniques to learn. However, it does not mean that they will follow teachers' advice, they will take those ideas depending on their individual needs and interests.

CHAPTER II

METHODOLOGY

2.1 Basic method of research

2.1.1 Quasi-experimental research

The study is focused on the Quasi-experimental approach. According to Thyer (2012), this type of research is used to measure outcomes with groups of people or students. It commonly involves 2 groups: the experimental and the control group. The first one receives a treatment or experiments with a method; while the second one receives little or either no instruction. At the beginning, both groups take a pre-test that measures their vocabulary knowledge. Later, a post-test compares and analyzes if the experiential treatment has effect on the dependent variable.

For this type of research, the investigator does not pair or create the groups of participants; instead they are constituted before the experiment. They are integrated independently and it is called "intact group" (Sampieri et al., 2010). Therefore, the students that take part in this investigation will follow the stated process to determine which group works better and which one obtains better results on vocabulary instruction.

2.2 Population

This research involved 22 students and a professor from first semester of Pedagogia de los Idiomas Nacionales y Extranjeros at Universidad Tecnica de Ambato. It took part in the subject English I, with the book Top Notch 1. The participants were Spanish native speakers and all of them have been exposed to English before. Participants experimented with two different methodologies for 3 weeks during the academic period April – September 2020.

2.3 Procedure

The researcher chose 2 groups of 11 students each, which integrated an experimental and a control group. Participants and the researcher were in contact for 3 weeks using the Zoom App,

and there were 6 sessions in total. For the first meeting, which lasted 30 minutes, students took a pre-test that allowed the teacher to identify their vocabulary knowledge. Then, both groups started a treatment for the next 4 meetings. Each meeting lasted 60 minutes, so each group spent 30 minutes with the instructor. It was possible to work separately with each group thanks to the Breakout Rooms option that Zoom provided. The first group learnt vocabulary using the Keyword Method. while the other one learnt the same vocabulary items using a traditional technique. For the first case, the researcher introduced new words and some features such as the pronunciation, the definition, the keywords (created by the researcher), and pictures. For the second case, students memorized the same word list but looking for definitions and pronunciation, writing sentences, and looking for a picture by themselves.

Additionally, to show the process of the traditional method and the KWM, the researcher asked students to create a booklet based on the requirements and features of each methodology. Each group learnt 6 words per class. The last session consisted of a post-test for the control and experimental groups, which was applied 10 days after finishing the experiment. This test allowed the researcher to analyze the effects of the KWM and a traditional teaching methodology. Finally, the researcher applied a survey with 6 questions to the experimental group. This survey asked about the students' perception of the implementation of the KWM.

2.4 Research instruments

2.4.1 Vocabulary pre-test and post-test.

The purpose of the pre-test was to identify which vocabulary words students ignored, so the method can be applied to learn those terms. Before applying the method, all the participants took a multiple-choice test that contained about 25 definitions that needed to be matched with the correct vocabulary words taken from the student's book. The items were chosen based on the frequency of use and encounter of the words in everyday life. All the words have the characteristics that the KWM requires; they all were concrete words. On the other hand, the post-test was applied after four sessions of treatment. It contained the words that seemed to be

unfamiliar for the participants on the pre-test. At the end, the experiential group and the control group learnt the same vocabulary but using individual techniques, so the post- test demanded both groups to choose the correct word for the definitions given, the same words they studied during the experiment.

The pre-test and post-test were created by the researcher and they were adapted in accordance with the vocabulary section of the Cambridge Key English Test (KET) Exam. This section presents four options for each question, and the four of them should belong to a category: verbs, adjectives, places, fruits, parts of the house, and so on, (see Annex 1). Furthermore, the content was adapted to the test, based on the vocabulary of the Top Notch 1 students' book.

2.4.2 Students' survey

The student's survey was created by the researcher and contained 6 questions; 5 yes/no questions, and 1 asking for the difficulty of the method applied. The purpose of the survey was to find out students' perception of the implementation of the Keyword Method to learn new vocabulary. So, it was applied just to the 11 participants of the control group.

2.5 Data analysis tool

2.5.1 T-student test

To analyze the score means, the researcher used a t-test. Sampieri et al., (2010) claims that it is a statistical test that allows analyzing if two groups differ significantly in performance of a method. It commonly involves a dependent and an independent variable. This research requires the application of the t-test at the end of the experiment. It analyzes the scores of the experimental and control group, which will be revealed through the post-test.

2.6 Research modality

2.6.1 Bibliographical research

It is called in that way because it provides information from studies already done: hypothesis, experiments, results, instruments, and used techniques about the topic that a person wants to research. In other words, it refers to the collection of information from other authors (Cabana et al., 2014). It is a bibliographical research because it contains definitions and concepts of different terminologies as part of the theoretical background. Additionally, information comes from previous studies and it gives the researcher a general idea about the method. This type of research explains the procedure of the methodology that is going to be used, the group of students it was created for, so it can be applied appropriately.

2.6.2 Field research

The investigation takes place at Universidad Tecnica de Ambato with students from first semester, who start studying PINE. It is adequate for them since most of students have a basic level of vocabulary. According to Herrera et al., (2014), a field research is a systematic study carried out in the scene, that is the investigator is directly in contact with the reality.

2.6.3 Experimental research

Sampieri et al., (2010) define an experiential research as an interventional study because the investigator creates a situation to explain its effect on the participants. Later it is compared with a group that has not participated. This is possible to experiment with people, living beings, and certain objects. The experiments manipulate the independent variable to identify the effects over the dependent variable in a controlled situation.

According to Paz (2014), an investigation is experimental when a not proven experimental variable is manipulated, in order to identify the cause that produces a particular condition. An experiment is applied in fields where quantitative concepts are possible to be precisely measured This research has the characteristics mentioned before: vocabulary is manipulated

through the use of the KWM. Since there is going to be a noticeable change in knowledge of vocabulary, there is a pre-test at the beginning and a post-test at the end.

2.6.4 Quali–quantitative

Sampieri et al., (2010) consider that a research that uses the collection of data to test the hypothesis based on the numeric measurement and statistical analysis is called quantitative. Whereas, qualitative research looks mainly at the expansion of verbal information, audiovisual or in means of images. Additionally, a qualitative research aims to explore and understand a situation from opinions, experiences, and standpoints of the participants, it means in a subjective way. In this study, the results obtained after the experimentation are shown through numeric quantities. Results are analyzed using a t-test. Then to understand the numeric findings, they are interpreted in a narrative description.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of results

3.1.1 Students' pre-test

The pre-test was created by the researcher, therefore it was validated and corrected under a professor criterion. It was adapted in accordance with the vocabulary section of the Cambridge Key English Test (KET) Exam. It was administrated online using Google forms. This test contained 25 questions, therefore it was graded over 25 points. Each question presented a definition and four possible options, so students had to choose the correct word that belongs to each definition. There were two groups: one experimental and one control group of 11 students each, who took the same pre-test in 12 minutes. This instrument helped the researcher to identify words that seemed to be unfamiliar for the participants of the control group and experimental group. The table below shows the scores students obtained before the application of the Keyword Method and the traditional teaching methodology.
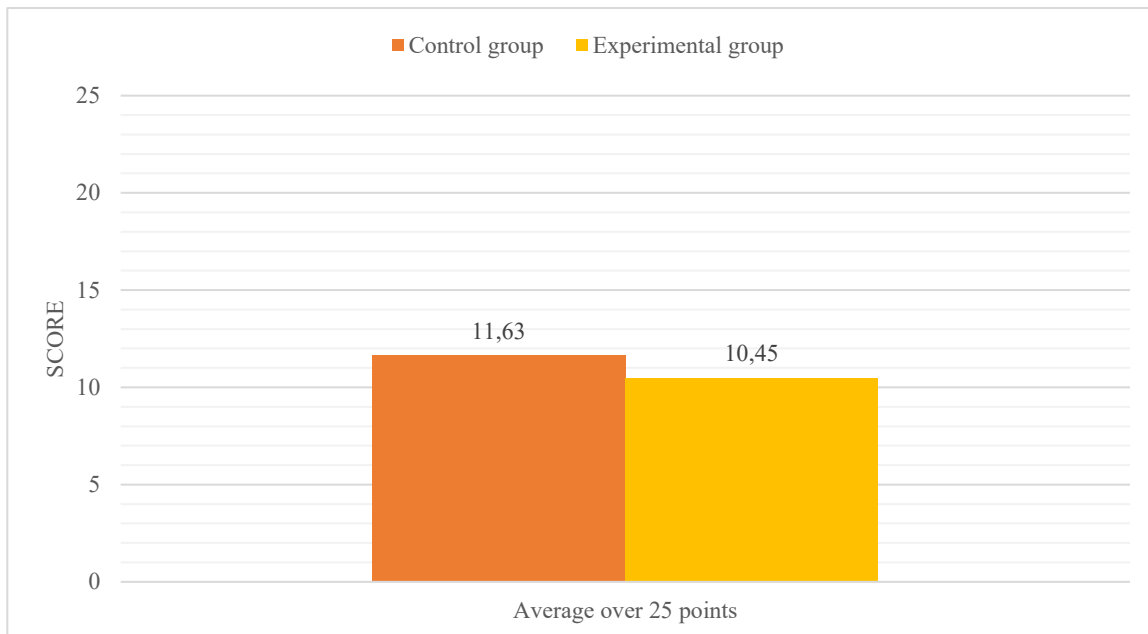
Table 1. Pre-test scores

	Control group	Experimental group
Average score over 25	11.63	10.45

Source: Students' pre-test

Author: Cunalata, G. (2020)

Graphic 1: Pre-test scores

Source: Students' pre-test

Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 1 shows the results obtained on the pre-test, in which the control group scored 11,63 over 25 points. This score is worth 46,52% of the total points. While the experimental group got 10,45 points over 25, which represents 41,8% of the total score. The difference between both groups was of only 1.18 points.

It was evident that both groups got low grades, which means they were not familiar with most of the words and definitions proposed on this test. The control group got better results than the experimental group, but the difference was not very significant. So, all students could have been distributed in this experiment completely different, as control group or experimental group.

3.1.2 Students' post-test

The post-test, created by the researcher, was administrated through Zoom sessions. It contained the same 25 questions as the pre-test, so it was graded over 25 points. The words were taken from the students' Top Notch book, and the definitions from the Cambridge dictionary online. This test was applied after 4 sessions of treatment of 60 minutes each. Participants from the experimental and control group were organized into breakout rooms, so it was possible to get results from each group. They took 10 minutes to answer the test. Those results contributed to the analysis of the effectiveness of the KWM and the traditional technique. Table 2 shows the scores that students obtained 10 days after the experiment concluded.
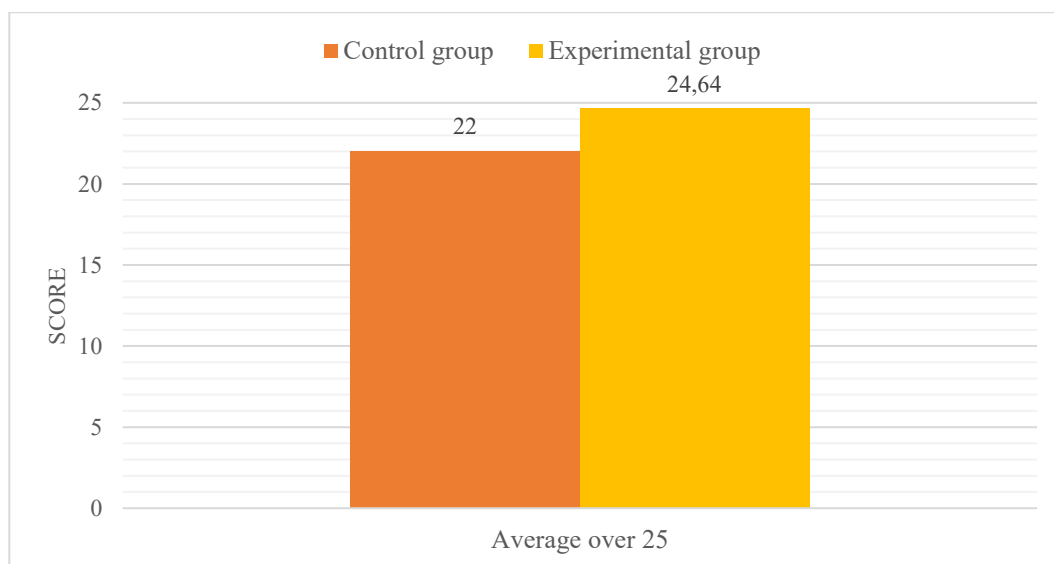
Table 2. Post-test scores

	Control group	Experimental group
Average score over 25	22	24,64

Source: Students' post-test

Author: Cunalata, G. (2020)

Graphic 2: Post-test scores

Source: Students' post-test
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 2 shows that the control group obtained 22 points over 25. This score represents 88% of the total. Meanwhile, the students from the experimental group scored 24,64 over 25 points, which is worth 98,56% of the total score. Both groups show improvement, but there is a difference of 2,64 points between them.

The score of the experimental group was higher than the control group. Although there was a small difference, both groups improved their grades, which means that the methodology applied in each group worked efficiently. Throughout the implementation of the Keyword Method, the experimental group got familiarized with most of the words and definitions because of the process applied in each session.

3.1.3 Pre-test and post-test comparison

Table 3. Pre-test and post-test results

	Pre-test over 25 points	**Post-test over 25 points**
Control group	11,63	22
Experimental group	10,45	24,64

Source: Students' pre-test and post-test
Author: Cunalata, G. (2020)

Graphic 3: Pre-test and post-test results

Source: Students' pre-test and post-test
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 3 shows the results before and after the experiment. The control group obtained 11,63 points over 25 on the pre-test; while on the post-test they improved their grade and got 22 over 25 points. On the other hand, the experimental group scored in average 10,45 over 25 points on the pre-test; while on the post-test they scored 24,64 over 25.

The pre-test and post-test scores showed a significant variance. The control group, for example, showed a difference of 11,92 points, therefore it's evident that they improved their vocabulary knowledge using a vocabulary booklet. The experimental group also shows improvement, since the difference before and after the treatment is of 14,19 points. Finally, analyzing the post-test scores from both groups, the experimental group that worked with the KWM got the highest grade, which evince the efficacy of the method in vocabulary learning.

3.1.4 Students' survey

This survey was created and administrated using Google forms. It contained 6 questions and it was addressed to 11 students of the experimental group who learned vocabulary through the Keyword Method. The survey was applied at the end of the experiment in order to find out participants' perspective of the implementation of the KWM.

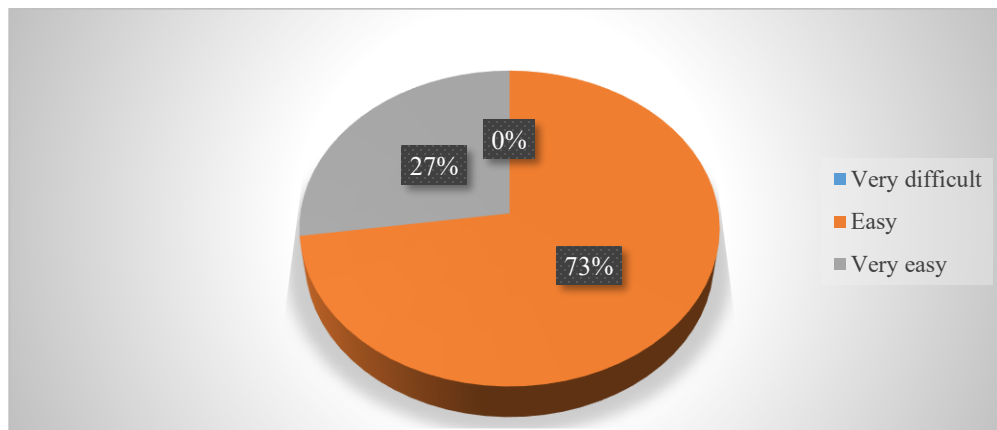**Question 1.** How difficult was it for you to use the Keyword Method to learn new vocabulary?

Table 4. Difficulty of the KWM to learn new vocabulary

Alternative	Frequency	Average
Very difficult	0	0%
Easy	8	73%
Very easy	3	27%
Total	**11**	**100%**

Source: Students' survey
Author: Cunalata, G. (2020)

Graphic 4. Difficulty of the KWM to learn new vocabulary

Source: Students' survey
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 4 indicates that 73% of the participants considered the Keyword Method easy to learn new vocabulary; while 27% of the students answered that this method was very easy to apply. None of the students considered that the KWM was very difficult to apply to learn new words.
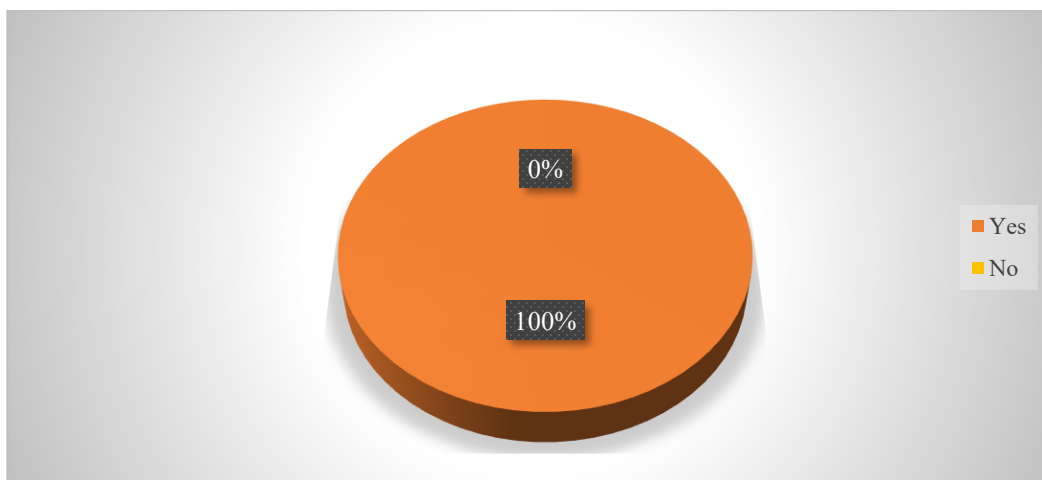
Question 2. Do you think the Keyword Method helped you to improve your vocabulary knowledge?

Table 5. KWM helped to improve vocabulary

Alternative	Frequency	Average
Yes	11	100%
No	0	0%
Total	**11**	**100%**

Source: Students' survey
Author: Cunalata, G. (2020)

Graphic 5. KWM helped to improve vocabulary

Source: Students' survey
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 5 refers that 100% of the students considered that the Keyword Method helped them to enhance their knowledge in vocabulary. None of the participants considered this method useless in vocabulary learning. It means that all students were aware of the effectiveness of this methodology because they took part in the complete process and they could see their final results.

Question 3. Do you think that the 4 sessions of application were enough for you to get familiarized with the Keyword Method to learn new vocabulary?
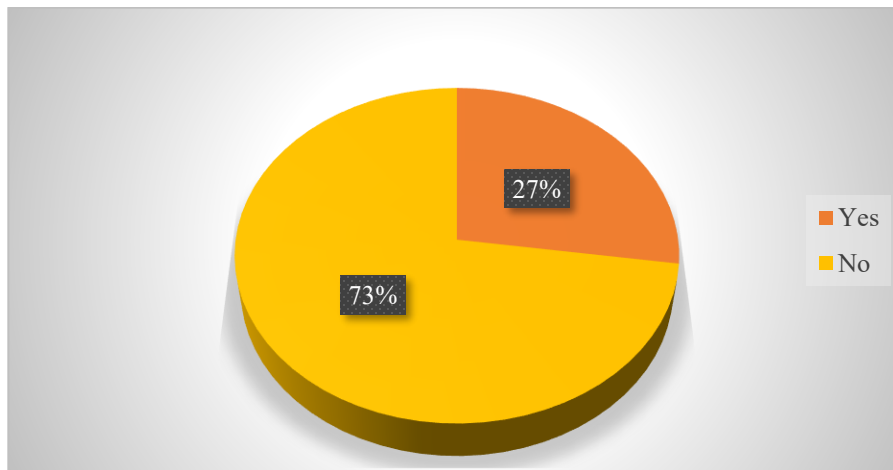
Table 6. 4 sessions were enough to apply the KWM

Alternative	Frequency	Average
Yes	3	27%
No	8	73%
Total	**11**	**100%**

Source: Students' survey
Author: Cunalata, G. (2020)

Graphic 6. 4 sessions were enough to apply the KWM

Source: Students' survey
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 6 demonstrates that 73% of the participants believed that 4 sessions were not enough to get familiarized with the Keyword Method. While 27% of students, thought that 4 sessions were enough to learn vocabulary. It means that most of the students were conscious that this method required more time, so they could learn more vocabulary in an effective way.

Since students considered they needed more time, they proposed different alternatives like working two hours a day on the method. Others mentioned that 3 -4 weeks could be perfect. Some students said that 10-20 sessions could be better, or even 3 months to learn all the vocabulary they need to know at their level.

Question 4. Do you think the Keyword Method helped you to learn vocabulary in an easy way?
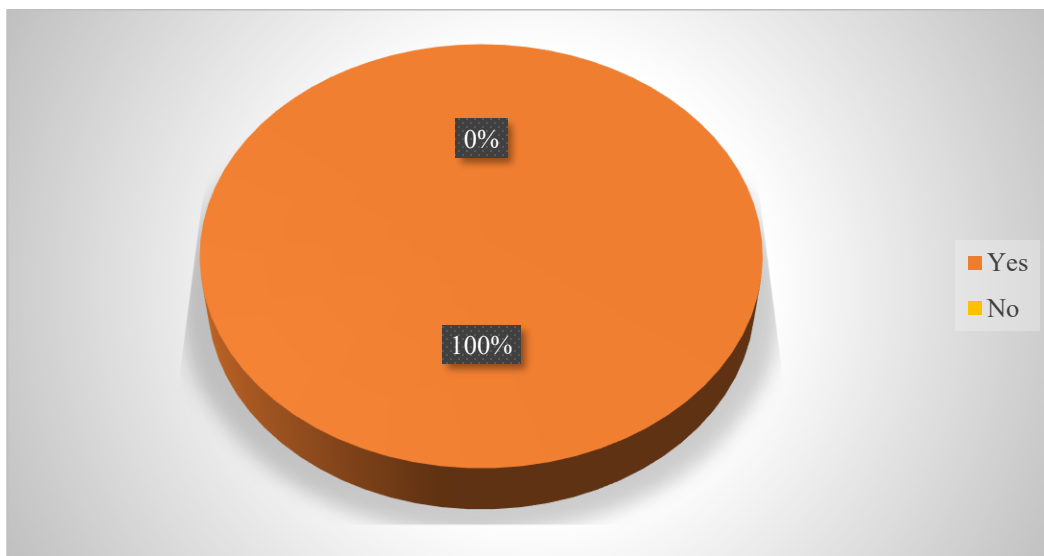
Table 7. The KWM is easy to learn vocabulary.

Alternative	Frequency	Average
Yes	11	100%
No	0	0%
Total	**11**	**100%**

Source: Students' survey
Author: Cunalata, G. (2020)

Graphic 7. The KWM is easy to learn vocabulary

Source: Students' survey
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 7 shows that 100% of students considered that the Keyword Method helped them to learn vocabulary in an easy way. None of the students chose the negative alternative, therefore they all agree with the ease of this Mnemonic technique.

Question 5. Would you like to continue using the Keyword Method autonomously to learn more vocabulary?

Table 8. Use the KWM autonomously to learn vocabulary.

Alternative	Frequency	Average
Yes	10	91%
No	1	9%
Total	**11**	**100%**

Source: Students' survey
Author: Cunalata, G. (2020)

Graphic 8. Use the KWM autonomously to learn vocabulary.
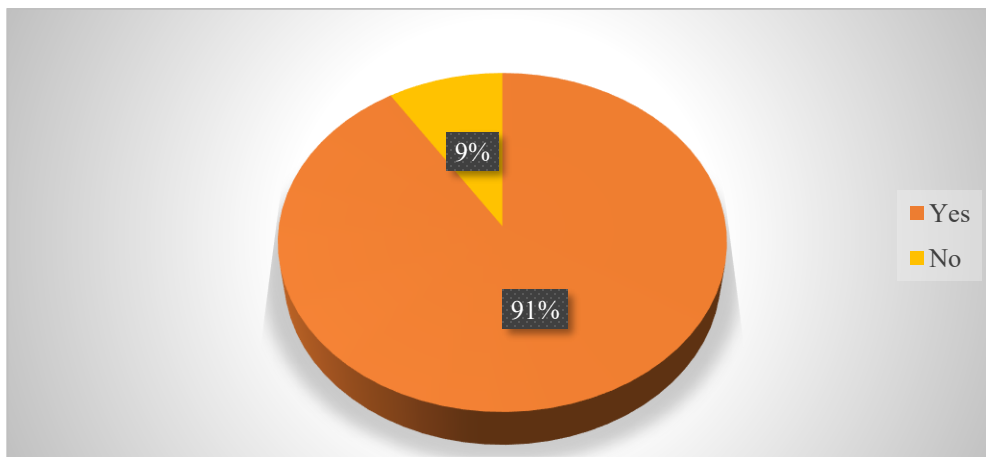
Source: Students' survey
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 8 shows that 91% of the students want to use the Keyword Method autonomously to learn more vocabulary. While just 9% of the participants, mentioned that he would not like to use the methodology anymore. These results demonstrate that most students are interested in this method. Although the experiment is over now, they think it is very useful to enrich their knowledge, therefore they will apply this method autonomously. On the other hand, the student that decided not to use the method, did not like the process so, he prefers to learn vocabulary on his own.
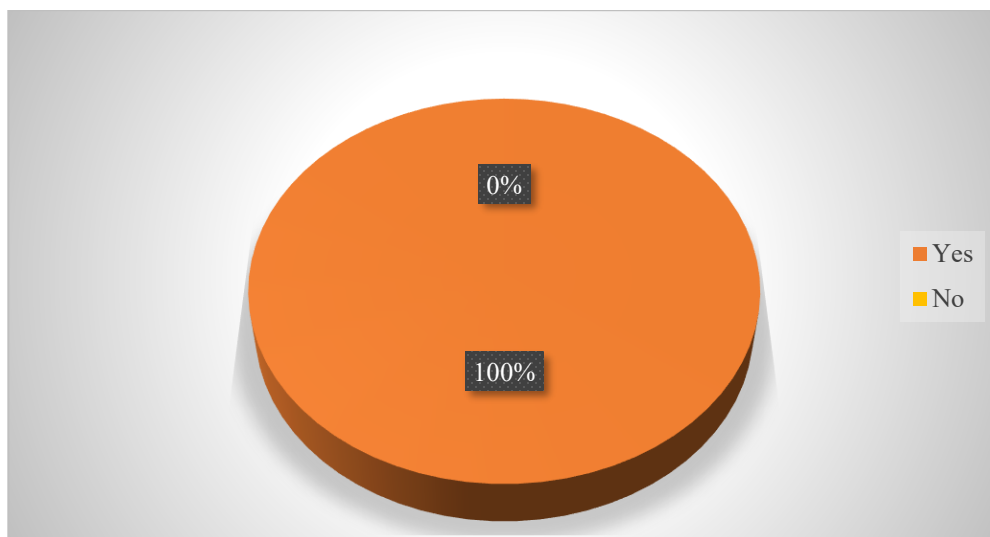
Question 6. Would you recommend other EFL students use the Keyword Method to learn new vocabulary?

Table 9. Recommend to use the KWM to learn vocabulary.

Alternative	Frequency	Average
Yes	11	100%
No	0	0%
Total	**11**	**100%**

Source: Students' survey
Author: Cunalata, G. (2020)

Graphic 9. Recommend to use the KWM to learn vocabulary.

Source: Students' survey
Author: Cunalata, G. (2020)

Analysis and interpretation

Graphic 9 shows that 100% of the students from the experimental group would recommend other EFL learners to use the Keyword Method. Nobody chose the negative alternative; therefore, all students found this method effective to learn new vocabulary words, and easy to apply. They clearly know that the most important element to communicate in English is vocabulary.

3.2 Hypothesis verification

The results obtained on the post-test of this experiment, were analyzed through the software SPSS and the statistical T-student test.

3.2.1 Hypothesis statement

3.2.1.1 Null hypothesis (Ho)

The Keyword Method does not enhance English vocabulary learning of undergraduate students at Universidad Tecnica de Ambato.

3.2.1.2 Alternative hypothesis (H1)

The Keyword Method enhances English vocabulary learning of undergraduate students at Universidad Tecnica de Ambato.

3.2.2 T-student analysis

Table 10: Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				**Sig.(2-tailed)**
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair1 Pre-test & Post-test	-14,18182	3,09251	,93243	-16,25940	-12,10424	-15,210	10	**0,000**

Source: IBM SPSS Statistics
Author: Cunalata, G. (2020)

Analysis and interpretation

Based on the analysis of the T test, there is a bilateral significance of 0,000, which is less than 0,05; therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. Consequently, the Keyword Method did enhance English vocabulary learning of undergraduate students at Universidad Tecnica de Ambato.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- ✓ Results on the pre-test were low, both for the experimental group and for the control group. The first group got 10,45 points over 25; while the second scored 11,63. It was evident that before the experiment, all the participants were not familiarized with the words proposed in the test. On the other hand, students improved their scores, therefore knowledge, as shown after the treatment. In the post-test, the experimental group scored 24,64 over 25 points; while the control group got 22 points over 25. Although both groups worked on different methodologies, the experimental group performed better. Thus, it is concluded that the Keyword Method did enhance vocabulary learning on students from first semester.

- ✓ The application of the Keyword Method showed some benefits during the process with participants. First, they demonstrated interest in learning new vocabulary; they created their own vocabulary booklet following the parameters required because it was easy to find. Additionally, this method motivated students to develop creativity. They needed to create an image combining a key word with the definition on a new word. So, they presented inventive drawings and pictures, thus, demonstrating their abilities. Another advantage of this method is long term memory retention. The post-test was applied 10 days after the experiment concluded, and what was found was that the KWM group still remembered the words and definitions presented in all the sessions.

- ✓ The survey allowed the researcher to find out students' perception of the implementation of the Keyword Method. Participants from the experimental group expressed that this method helped them increase their vocabulary as well as their interest in continue using it on future classes and tasks. They also mentioned that this method was not difficult to apply, so it allowed to learn words easier than they commonly do. In terms of time, it

was challenging to prepare more sessions to apply this method because of the world emergency. Participants did not agree with just 4 sessions since they had to get familiarized with the method, and then to apply it., Consequently, students found the method so helpful regarding foreign vocabulary learning, that they would recommend to other EFL learners. It shows students are aware of the importance of learning a new language through vocabulary.

4.2 Recommendations

- ✓ Since the intervention showed significant results, it is recommended to apply the Keyword Method in an EFL classroom. However, it is essential to investigate the process that the teacher and students need to follow, and find some examples. This method has to do with keywords and definitions, so we need to look for concrete words, that is, words that can be easily imagined and memorized. If students get familiarized with the method, it does not mean they are able to do everything by their own. Instead, they will always need the teacher's support. That is why teachers must get familiarized and investigate about this method, so students will succeed in learning new vocabulary.

- ✓ It is important to plan a variety of activities before applying the method, so learners demonstrate interest in learning vocabulary. One of the things teachers can do is to start a new session recycling the words learned in each class. Thus, students activate their long term memory and refresh the list of lexis. Students need to be part of the process, therefore make them participate, let them find out their own keywords and they will not depend on others' ideas.

- ✓ Based on the students' and the researcher's perception, teachers should make sure the time to teach with the Keyword Method is enough, otherwise the results will not show effectiveness. This method seems to be time consuming, but when it comes to EFL learners, they need to be regularly exposed to the methodology. In consequence, it is recommended to invest at least a month, or the whole academic period.

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ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 27/04/2020

Dr. Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING"** propuesto por la estudiante Jessica Gabriela Cunalata Ramón, portadora de la Cédula de Ciudadanía 0503951485, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lic. Sarah Iza Pazmiño, Mg.
0501741060
2818175
0984060528
sj.iza@uta.edu.ec

Annex 2: KET Exam – Vocabulary section.

? KET Vocabulary practice

Difficulty level: A2 / Elementary
This test contains 50 questions which focus on vocabulary and language used at KET Level (A2).
Visit the Vocabulary section for more exercises.

Choose the correct answer

1

Your hair is dirty. You must _____ it tonight.

○ wash
○ tidy
○ clean
○ brush

Score: 0/0

Activar Windows
Ve a Configuración para ac

Source: Key (KET)

Created by: Cambridge University department (2019)

? KET Vocabulary practice

Difficulty level: A2 / Elementary
This test contains 50 questions which focus on vocabulary and language used at KET Level (A2).
Visit the Vocabulary section for more exercises.

Choose the correct answer

2

I bought some milk at the little shop on the _____ .

○ bus stop
○ corner of our street
○ end of the road
○ traffic lights

Score: 1/1

Activar Windows

Source: Key (KET)

Created by: Cambridge University department (2019)

Source: Key (KET)

Created by: Cambridge University department (2019)

Annex 3: Lesson plans for the experimental and control group.

In order to conduct the treatment, the researcher elaborated lesson plans distributed in six sessions. The first belongs to the application of the post test, both for the experimental and control group. The second, third, fourth, and fifth session belong to the application of the KWM and the traditional teaching technique. The last session refers to the post-test application, completed by both groups as well. All the plan contains activities according to the requirements of each methodology.

<div align="center">

LESSON PLANS

KEYWORD METHOD AND TRADITIONAL TECHNIQUE EXPERIMENT

</div>

FIRST SESSION

Date	July 1st, 2020
Activity	Pre-test application
Duration	20 minutes
Class	A1
Number of students	22
Objectives	To identify familiar and unfamiliar words from student's knowledge based on the Top Notch 1 book content and daily-life vocabulary words.
Content	Definitions and vocabulary words taken from Top Notch 1
Materials	Vocabulary pre-test Link: https://docs.google.com/forms/d/e/1FAIpQLSeB_Tl6kg6g1-1oVuGq5m0mASDh42wk0p-Ttax4gl5ZqXzQ8Q/viewform?usp=sf_link

SECOND SESSION

Experimental group	**Date**	July 3rd, 2020
	Activity	KWM presentation
	Duration	30 min
	Number of students	11
	Objectives	To present the KWM, its procedure and some examples.
	Description of the Method	- Present five new vocabulary words. - Pick up a keyword that helps memorizing the new items. The keywords are words that sound similarly to the word the student is trying to learn. They come from the pronunciation of the new vocabulary. - Relate the keyword with the definition of the new word. - Create a scene or an image that contains the original word and the keyword.
	Content	Vocabulary words: Barefoot, fork, laundry, hall, chores, beverage
	Materials	Power point presentation. Cambridge Dictionary
	Learning outcome	At the end of the session students will: -Identify the process of the KWM and apply it to learn new vocabulary items. -Find the definition, keyword, and picture for the words presented by the teacher -Create a booklet
Control group	**Date**	July 3rd, 2020
	Activity	Traditional technique presentation
	Duration	30 min
	Number of students	11
	Objectives	To present a traditional method that allows students to memorize vocabulary words.
	Description of the methodology	- Present 5 new words. - Check the pronunciation and definition. - Write a sentence using that word. - Look for a picture that represents the new word.
	Content	Vocabulary words: Barefoot, fork, laundry, hall, chores, beverage
	Materials	Power point presentation. Microsoft Word Office Cambridge Dictionary
	Learning outcome	At the end of the session students will:

		-Identify the process of the traditional method and apply it to learn new vocabulary items. -Find the pronunciation, definition, write a sentence, and stick an image. -Create a booklet

THIRD SESSION

Experimental group	**Date**	July 6th, 2020
	Activity	KWM instruction
	Duration	30 min
	Number of students	11
	Objectives	To recycle vocabulary using kahoot website. To apply the KWM to learn more new vocabulary items.
	Content	Vocabulary words: Spicy, contest, fan, carry, carlin, and scow.
	Materials	Power Point Presentation. Kahoot website Cambridge Dictionary
	Learning outcome	Students will find the definition, keyword, and picture for the words presented by the teacher, and add them to the booklet.
Control group	**Date**	July 6th, 2020
	Activity	Traditional technique instruction
	Duration	30 min
	Number of students	11
	Objectives	To check students understanding by asking for definitions To continue learning new vocabulary items.
	Content	Vocabulary words: Spicy, contest, fan, carry, carlin, and scow.
	Materials	Power point presentations. Microsoft Word Office Cambridge Dictionary
	Learning outcome	Students will find the pronunciation, definition for the words presented, write a sentence, and stick an image. Students will add them to the booklet.

FOURTH SESSION

Experimental group	**Date**	July 8th, 2020
	Activity	KWM instruction
	Duration	30 min
	Number of students	11
	Objectives	To recycle vocabulary with students using Kahoot games. To apply the KWM in order to learn more new vocabulary items.
	Content	Vocabulary words: turtleneck, pumpkin, luggage, wallet, flush, and eagle.
	Materials	Power point presentation. Kahoot website Cambridge Dictionary
	Learning outcome	Students will find the definition, keyword, and picture for the words presented by the teacher, and add them to the booklet.
Control group	**Date**	July 8th, 2020
	Activity	Traditional technique instruction
	Duration	30 min
	Number of students	11
	Objectives	To check students understanding by asking for definitions To continue learning new vocabulary items.
	Content	Vocabulary words: turtleneck, pumpkin, luggage, wallet, flush, and eagle.
	Materials	Power point presentations. Microsoft Word Office Cambridge Dictionary
	Learning outcome	Students will find the pronunciation, definition, write a sentence, and stick an image.

FIFTH SESSION

Experimental group	**Date**	July 10th, 2020
	Activity	KWM instruction
	Duration	30 min
	Number of students	11
	Objectives	To recycle vocabulary with students by showing pictures and asking for definitions or words. To apply the KWM in order to learn more new vocabulary items.
	Content	Vocabulary words: candle, spread, penfriend, blender, mushroom, drawer, and claws.
	Materials	Power point presentation. Digital flashcards. Kahoot website Cambridge Dictionary
	Learning outcome	Students will find the definition, keyword, and picture for the words presented by the teacher, and add them to the booklet.
Control group	**Date**	July 10th, 2020
	Activity	Traditional technique instruction
	Duration	30 min
	Number of students	11
	Objectives	To check students understanding by asking for definitions To continue learning new vocabulary items.
	Content	Vocabulary words: candle, spread, penfriend, blender, mushroom, claws, and drawer.
	Materials	Power point presentations. Microsoft Word Office Cambridge Dictionary
	Learning outcome	Students will find the pronunciation, definition, write a sentence, and stick an image for the words presented by the teacher.

SIXTH SESSION

Date	July 20th, 2020
Activity	Post-test application
Duration	20 minutes
Class	A1
Number of students	22
Objectives	To analyze the effects of the KWM and a traditional teaching methodology.
Content	Vocabulary words and definitions instructed through the KWM and a traditional method.
Materials	Vocabulary post-test Link: https://docs.google.com/forms/d/e/1FAIpQLSc_7-kSYrlk1IRSqtTj8gzF7bvwuSd0QXj0bkPdlzNIWPgnCQ/viewform?usp=sf_link

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

VOCABULARY PRE-TEST

Topic: THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING

Objective: To identify familiar and unfamiliar words from student's knowledge based on the Top Notch 1 book content and daily-life vocabulary words.

Instructions:

- Read the definitions numbered 1-25 and choose the correct alternative A, B, C, or D.
- If you have any question, ask the teacher.
- You have 12 minutes to complete the test.
- Submit your answer just once.

1. Not wearing any shoes or socks.

a. relaxing   b. tight   c. comfortable   d. barefoot

2. A small object with three or four points and a handle, that you use to pick up food and eat with.

a. fork   b. knife   c. server   d. spoon

3. The area just inside the main entrance of a house, apartment, or other buildings.

a. garden   b. pool   c. hall   d. garage

4. The dirty clothes and sheets that need to be washed.

a. underwear   b. laundry   c. outwear   d. socks

5. A job or piece of work that is often boring but needs to be done regularly.

a. chores   b. studies   c. hobbies   d. shopping

6. A drink of any type.

a. dessert   b. appetizer   c. beverage   d. salad

7. Containing strong flavours from spices.

a. delicious   b. sour   c. salty   d. spicy

8. A competition to do better than other people, usually in which prizes are given.

a. trophy   b. contest   c. battle   d. race

9. Uniform boat used for the transportation of minerals and other matters.

a. submarine   b. canoe   c. ferry   d. scow

10. A device to provide a flow of air.

a. fan   b. hair dryer   c. blender   d. freezer

11. An old woman.

a. mother   b. grandmother   c. carlin   d. daughter

12. To move someone or something from one place to another

a. bring   b. carry   c. arrive   d. convince

13. A large, round vegetable with hard, yellow or orange flesh.

a. pumpkin   b. squash   c. corn   d. zucchini

14. A small folding case for carrying paper money, credit cards and other flat objects.

a. purse   b. clutch   c. wallet   d. suitcase

15. The bags, suitcases, etc. that you take with you when you travel.

a. backpack   b. luggage   c. handbag   d. briefcase

16. To operate a toilet after it has been used by pressing a handle or button.

a. close   b. turn on   c. turn off   d. flush

17. To cover or cause something to cover an object or an area.

a. add   b. spread   c. melt   d. pour

18. A piece of clothing with this type of collar.

a. turtleneck   b. cardigan   c. blazer   d. crewneck

19. Someone who you write friendly letters to regularly, but you have never met.

a. classmate   b. friend   c. penfriend   d. neighbor

20. An electric machine used in the kitchen for making smooth liquid substances.

a. juicer   b. blender   c. fridge   d. rice cooker

21. A fungus with a round top and short stem. Some types of them can be eaten.

a. onion   b. cucumber   c. mushroom   d. carrot

22. A piece of wax with a wick in the middle that burns slowly, giving off light.

a. lamp   b. match   c. bulb   d. candle

23. A box-shaped container used for keeping things in.

a. cabinet   b. wardrobe   c. bookshelf   d. drawer

24. A large, strong bird with a curved beak that eats meat and can see very well.

a. eagle   b. goose   c. dove   d. condor

25. Sharp curved nails at the end of each of the toes of some animals and birds.

a. paws   b. claws   c. limb   d. tail

THANKS FOR YOUR PARTICIPATION!

Link Google forms: https://docs.google.com/forms/d/e/1FAIpQLSeB_Tl6kg6g1-1oVuGq5m0mASDh42wk0p-Ttax4gl5ZqXzQ8Q/viewform?usp=sf_link

Final Resolution:

Approved	√	Disapproved	

Source: Cunalata (2020).

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

VOCABULARY POST-TEST

Topic: THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING

Objective: To analyze the effects of the KWM and a traditional teaching methodology.

Instructions:

- Read the definitions numbered 1-25 and choose the correct alternative A, B, C, or D.
- If you have any question, ask the teacher.
- You have 12 minutes to complete the test.
- Submit your answer just once.

1. Not wearing any shoes or socks.
   a. relaxing   b. tight   c. comfortable   d. barefoot

2. A small object with three or four points and a handle, that you use to pick up food and eat with.
   a. fork   b. knife   c. server   d. spoon

3. The area just inside the main entrance of a house, apartment, or other buildings.
   a. garden   b. pool   c. hall   d. garage

4. The dirty clothes and sheets that need to be washed.
   a. underwear   b. laundry   c. outwear   d. socks

5. A job or piece of work that is often boring but needs to be done regularly.
   a. chores   b. studies   c. hobbies   d. shopping

6. A drink of any type.
a. dessert   b. appetizer   c. beverage   d. salad

7. Containing strong flavours from spices.
a. delicious   b. sour   c. salty   d. spicy

8. A competition to do better than other people, usually in which prizes are given.
a. trophy   b. contest   c. battle   d. race

9. Uniform boat used for the transportation of minerals and other matters.
a. submarine   b. canoe   c. ferry   d. scow

10. A device to provide a flow of air.
b. fan   b. hair dryer   c. blender   d. freezer

11. An old woman.
b. mother   b. grandmother   c. carlin   d. daughter

12. To move someone or something from one place to another
b. bring   b. carry   c. arrive   d. convince

13. A large, round vegetable with hard, yellow or orange flesh.
b. pumpkin   b. squash   c. corn   d. zucchini

14. A small folding case for carrying paper money, credit cards and other flat objects.
a. purse   b. clutch   c. wallet   d. suitcase

15. The bags, suitcases, etc. that you take with you when you travel.
a. backpack   b. luggage   c. handbag   d. briefcase

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a. close   b. turn on   c. turn off   d. flush

17. To cover or cause something to cover an object or an area.
a. add   b. spread   c. melt   d. pour

18. A piece of clothing with this type of collar.
a. turtleneck   b. cardigan   c. blazer   d. crewneck

19. Someone who you write friendly letters to regularly, but you have never met.
b. classmate   b. friend   c. penfriend   d. neighbor

20. An electric machine used in the kitchen for making smooth liquid substances.
b. juicer   b. blender   c. fridge   d. rice cooker

21. A fungus with a round top and short stem. Some types of them can be eaten.
b. onion   b. cucumber   c. mushroom   d. carrot

22. A piece of wax with a wick in the middle that burns slowly, giving off light.
b. lamp   b. match   c. bulb   d. candle

23. A box-shaped container used for keeping things in.
b. cabinet   b. wardrobe   c. bookshelf   d. drawer

24. A large, strong bird with a curved beak that eats meat and can see very well.
b. eagle   b. goose   c. dove   d. condor

25. Sharp curved nails at the end of each of the toes of some animals and birds.
b. paws   b. claws   c. limb   d. tail

THANKS FOR YOUR PARTICIPATION!

Link Google forms:

https://docs.google.com/forms/d/e/1FAIpQLSc_7-kSYrlk1IRSqtTj8gzF7bvwuSd0QXj0bkPdlzNIWPgnCQ/viewform?usp=sf_link

Final Resolution:

Approved	√	Disapproved	

Source: Cunalata (2020).

INSTRUMENT VALIDATION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Sarah Jacqueline Iza Pazmiño.

Profession: English Professor

Workplace: Universidad Técnica de Ambato

Degrees

Undergraduate: Awarded degree in Human and Educational Sciences, specialized in English.

Institution: Universidad Técnica de Cotopaxi

Year: 2005

Postgraduate: Linguistics applied to Bilingual Teaching English – Spanish.

Institution: Pontificia Universidad Católica del Ecuador Sede Ibarra

Year: 2017

EXPERT JUDGMENT EVIDENCE

I, Lic. Sarah Iza Pazmiño Mg, with I.D. No. 0501741060, certify that I conducted the expert judgment on this instrument designed by Jessica Gabriela Cunalata Ramón, with I.D. No. 0503951485 for the Final Degree Project entitled "THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 25th, 2020.

Sincerely,

Lic. Sarah Iza Pazmiño Mg.

I.D. 0501741060

Annex 7: Students' survey

Survey addressed to students from first semester of Pedagogia de los Idiomas Nacionales y Extranjeros at Universidad Tecnica de Ambato.

Topic: THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING

Objective: To find out students' perception of the implementation of the Keyword Method to learn vocabulary.

Instruction: Read the questions carefully and choose the answer you consider the best for you.

1. How difficult was it for you to use the Keyword Method to learn new vocabulary?
   a. Very difficult
   b. Easy
   c. Very easy
2. Do you think the Keyword Method helped you to improve your vocabulary knowledge?
   a. Yes
   b. No
3. Do you think that the 4 sessions of application were enough for you to get familiarized with the Keyword Method to learn new vocabulary?
   a. Yes
   b. No

If your answer is "No", how much time do you think could be perfect to apply the method and learn new vocabulary?

Your answer: ………………………………….

4. Do you think the Keyword Method helped you to learn vocabulary in an easy way?
    a. Yes
    b. No

5. Would you like to continue using the Keyword Method autonomously to learn more vocabulary?
    a. Yes
    b. No

6. Would you recommend other EFL students use the Keyword Method to learn new vocabulary?
    a. Yes
    b. No

Link Google Forms:

https://docs.google.com/forms/d/e/1FAIpQLSdRC1LXrL2xLa2ooWylLX4n82mS8XnN7fSAE nBm--msR4x2Rw/viewform?usp=sf_link

Final Resolution:

Approved	✓	Disapproved	

Source: Cunalata (2020).

Annex 8: Survey validation

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Lic. Cristina del Rocío Jordán Buenaño, Mg.
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: Bachelors' degree on Human Sciences and Education- Majored in English Institution: Universidad Técnica de Ambato Year: 2007 Postgraduate: Master's in Curriculum Design and Educational Evaluation Institution: Universidad Técnica de Ambato Year: 2015

EXPERT JUDGMENT
EVIDENCE

I, Lic. Cristina del Rocío Jordán Buenaño, Mg. with I.D. No. 1804010500 certify that I conducted the expert judgment on this survey designed by Jessica Gabriela Cunalata Ramón, with I.D. No. 0503951485 for the Final Degree Project entitled "THE KEYWORD METHOD AND THE ENGLISH VOCABULARY LEARNING" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.
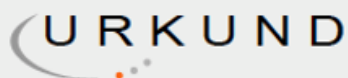
Ecuador, July 21st, 2020.

Sincerely,

Lic. Cristina Jordán Buenaño,
Mg.

I.D.1804010500

Annex 9: Urkund

URKUND

Urkund Analysis Result

Analysed Document:	URKUND_CUNALATA_GABRIELA_DISSERTATION.docx (D77781560)
Submitted:	8/14/2020 4:19:00 PM
Submitted By:	jcunalata1485@uta.edu.ec
Significance:	5 %

Sources included in the report:

Project proposal.pdf (D66362369)
DISSERTATION_MENA_DANIEL.docx (D77779101)
Final Report - Piedra Sadi.docx (D60223792)
TESIS MIRYAN SALAZAR 2.docx (D40265306)
CATEGORIZACIÓN V.I.docx (D65274738)
Thèse de Oumaima ben Kridis.docx (D56066810)
https://rdw.rowan.edu/cgi/viewcontent.cgi?article=1080&context=etd
https://www.researchgate.net/
publication/263578683_The_impact_of_the_keyword_method_on_vocabulary_learning_and_rete
ntion_in_preparatory_French_classes_in_higher_education

Instances where selected sources appear:

18

_____

Mg. Wilma Elizabeth Suárez Mosquera
TUTORA TRABAJO TITULACIÓN