



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

“MEMORY STRATEGIES AND VOCABULARY LEARNING”

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Ambato – Ecuador

2023

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I declare this undergraduate dissertation entitled "**MEMORY STRATEGIES AND VOCABULARY LEARNING**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God for giving me the strength and discipline to achieve my goals. To my parents Yolanda Guevara and Segundo Guanga for being my motivation, supporting me, and trusting me throughout my life. Finally, to my angel whose spirit is always present, this is for you T.M.

Estefanía.

ACKNOWLEDGMENTS

First of all, I want to express my gratitude to God for giving me health, life, and strength to make my biggest dream come true.

Furthermore, a special acknowledgment to my parents Yolanda Guevara and Segundo Guanga for their hard work and for motivating me to continue despite the barriers. Thanks for making me feel loved and teaching me to be a person with good values.

To Mg. Dorys Cumbe who has guided me in the development of this research work, thanks for your patience and support.

Finally, to my angel in heaven, for blessing me every day, I miss you so much. I know you will be glad to see me succeed.

Estefanía.

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THEME: “Memory Strategies and Vocabulary Learning”

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RESUMEN

El dominio del vocabulario es fundamental a la hora de aprender otro idioma, ya que es la base para comunicarse. Las personas no pueden expresarse si no conocen suficientes palabras en un idioma. Es por ello que este proyecto de investigación tuvo como objetivo analizar el impacto de las estrategias de memoria en el aprendizaje de vocabulario. Este estudio fue preexperimental con un enfoque cuantitativo ya que los datos obtenidos fueron cuantificados. Los participantes fueron 24 estudiantes de segundo bachillerato de la Unidad Educativa “Joaquín Arias” ubicado en Pelileo, 12 varones y 12 mujeres con un rango de edad de 16 a 18 años. La muestra se seleccionó aplicando el método de muestreo no probabilístico. La herramienta para recolectar la información fue un pre y post test basado en el A2 Key English Test for Schools (KET) tomado de Cambridge Assessment, las preguntas fueron tomadas de las secciones de lectura y escritura, partes 2, 5, 6, 7. En total fueron 30 preguntas. La investigación tuvo una duración de 4 semanas, se realizaron 7 intervenciones donde se implementaron estrategias de memoria como crear enlaces mentales, aplicar imágenes y sonidos, y emplear acciones para enseñar nuevo vocabulario. La primera y última intervención se centró en la aplicación del pre y post test. Se utilizó Statistical Package for the Social Sciences (SPSS) para comparar los resultados obtenidos, realizar la prueba de normalidad y analizar las hipótesis a través de la prueba de Wilcoxon. Los resultados revelaron que las estrategias de memoria contribuyen al aprendizaje de vocabulario ya que los estudiantes demostraron un mejor desempeño y obtuvieron mejores resultados en el post-test. Además, los estudiantes estaban más motivados y mostraban mayor interés por aprender el idioma.

Palabras clave: Aprendizaje de vocabulario, enseñanza del inglés, estrategias cognitivas, estrategias de aprendizaje de idiomas, estrategias de memoria.

THEME: “Memory Strategies and Vocabulary Learning”

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ABSTRACT

Vocabulary domain is essential when learning another language, as it is the basis for communicating. People can not express themselves if they do not know sufficient words in a language. That is why this research project aimed to analyze the impact of memory strategies on vocabulary learning. This study was pre-experimental with a quantitative approach since the data obtained were quantified. The participants were 24 second-baccalaureate students from the "Joaquin Arias" High School located in Pelileo, 12 males and 12 females with an age range from 16 to 18 years old. The sample was selected by applying the non-probability sampling method. The tool to collect the information was a pre and post-test based on the A2 Key English Test for Schools (KET) taken from Cambridge Assessment, the questions were taken from the reading and writing sections, parts 2, 5, 6, 7. There were 30 questions in total. The research lasted 4 weeks, 7 interventions were carried out where memory strategies such as creating mental linkages, applying images and sounds, and employing actions were implemented to teach new vocabulary. The first and the last intervention focused on the application of the pre and post-test. The Statistical Package for the Social Sciences (SPSS) was used to compare the results obtained, perform the normality test, and analyze the hypothesis through the Wilcoxon test. The results revealed that memory strategies contribute to vocabulary learning since the students demonstrated better performance and obtained better results in the post-test. Additionally, the students were more motivated and showed greater interest in learning the language.

Keywords: Cognitive strategies, English Language Teaching, language learning strategies, memory strategies, vocabulary learning.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

To carry out this research work it was essential the use of reliable academic databases in order to collect relevant information, some of them were Scielo, Google Scholar, Science Direct, and repositories of different Universities around Ecuador. Within these sites, it was possible to find different academic papers, theses, magazines, and eBooks whose main focus was based on the use of memory strategies to develop English language skills.

Al-Khresheh and Al-Ruwaili (2020) carried out a study focused on vocabulary learning strategies used by English language learners. One of the main objectives of this research was to identify the type of strategies most preferred by students when learning new target words. The population consisted of 47 females and 172 males with an age range of 19 to 26 years. All of them were part of a government university in Saudi Arabia. Moreover, this study had a quantitative descriptive design since a 42-item questionnaire devised by Schmitt (1997) and revised by Omaar (2016) was applied in order to collect accurate information. After analyzing the results, it was concluded that memory strategies were the most preferred by students in order to learn and memorize new vocabulary.

Andini et al. (2019) conducted a research aimed to analyze whether there is an improvement in students' vocabulary mastery after using realia as a treatment. The participants who contributed to this study were 27 first-grade students from Junior High School 26 Bandar Lampung, 13 females and 14 males. This experimental research had a quantitative design since a pre-test and a post-test were implemented to analyze and compare the students' scores by using SPSS16. The pre-test and post-test contained 40 multiple-choice questions regarding nouns, adjectives, verbs, and adverbs. Students had 60 minutes to complete them. Furthermore, the authors applied a questionnaire to explore the difficulties experienced by students when learning new target words through the implementation of realia. The questionnaire contained 10 questions. The results showed that there is a significant difference in students' vocabulary mastery after implementing realia and students presented some difficulties in pronouncing difficult words and understanding the meaning of words that have multiple meanings.

Hounhanou (2020) lead a research work whose main objective was to promote one of the memory strategies such as Total Physical Response in order to introduce new vocabulary. 150 beginners students from six different schools and 26 English teachers were the participants. This investigation had a qualitative and quantitative design and a descriptive and interpretive approach since the instruments used to collect accurate data were questionnaires and class observation. The questionnaire contained 10 questions regarding the application of TPR in their lessons, the use of commands, ways of establishing a relaxed atmosphere in the classroom, and ways of teaching vocabulary. Through observation, it was possible to notice that first, the teacher started the class by introducing vocabulary related to the parts of the body through commands and movements. Subsequently, the students could follow the same commands but this time without having to see the teacher's movements, and therefore, if a student did not remember an action, they could guide themselves by observing what their classmates were doing. The results showed that Total Physical Response contributed to English language learning especially vocabulary as students could comprehend the language through actions made by the teacher or their classmates.

Birinci and Sariçoban (2021) carried out a research work whose main objective was to analyze the effectiveness of using visual materials when teaching new vocabulary to deaf students. The visual materials used were flashcards and realia. The population was made up of 80 deaf Turkish students from a special education high school and all of them were beginners. This is a quantitative quasi-experimental investigation since there is an experimental group and a control group. New vocabulary items were taught to the experimental group by using visual materials and sign language while the control group was taught the same target words only using the sign language. After applying the treatment, two post-tests were applied. The first post-test helped to analyze the impact of visual material on vocabulary learning while the second one was given six weeks later to both groups in order to test their knowledge retention. Both tests contained five sections in which students had to match pictures with the correct words, fill in the blanks to complete a word, answer multiple-choice questions, unscramble and write the correct words, and finally write the correct words under some pictures. The results showed that visual materials has a positive impact on vocabulary learning in deaf students as opposed to just using sign language.

The research conducted by Coşar & Orhan (2019) aimed to identify the effectiveness of Total Physical Response (TPR) when teaching English language vocabulary to kindergarten students in physical education courses. It was quasi-experimental and quantitative research since two groups were part of this investigation. The first group called the "experimental group" was made up of 6 girls and 10 boys while the "control group" was made up of 9 girls and 7 boys, 32 students in total. A pre-test and post-test were applied so it was possible to analyze the impact of TPR in vocabulary learning before applying it. Both tests contained 16 multiple-choice and matching questions. In this research, the experimental group was taught new vocabulary items through the application of total physical response while the control group continued learning the same new target words through verbal communication. The results obtained showed that the students who were part of the experimental group improved their vocabulary knowledge compared to the control group. In addition, it was concluded that with the use of TPR, lessons are more interactive and students enjoy learning the second language.

Ngarofah and Sumarni (2018) carried out a study in which flashcards were used to introduce new vocabulary related to things in the classroom. The population was composed of 30 Indonesian students of elementary school. This was a quantitative pre-experimental research since a pre-test was applied to identify the vocabulary background of students and a post-test was applied to measure students' vocabulary progress after applying flashcards. The results obtained allowed the researcher to state that Flashcards do improve vocabulary learning in students since they memorized and learned new vocabulary items easier and even students' motivation increased.

Lestari & Anti (2020) lead a research focused on the use of English songs in vocabulary learning outside the classroom. This was a descriptive qualitative investigation since individuals' opinions, perceptions, and experiences toward the use of English songs were explored. The participants who contributed to this study were four females, all of them use songs intentionally to improve their vocabulary domain. An in-depth interview that contained questions regarding the use of English songs to learn new target words was applied in order to collect data. When applying the interview, the researchers decided to use the Indonesian language so that participants could feel comfortable and thus avoid misunderstandings in the answers. The results obtained revealed three important aspects when using songs to learn new target words,

first, the music tempo, second, the reasons why they use songs to improve their vocabulary knowledge, and third, the strategies they apply when using songs. To summarize, it can be said that the participants agree that slow-beat songs are the best to learn new words since they can recognize and understand the words mentioned by the singer easier. Also, the participants pointed out that some of the reasons why they use songs to learn new vocabulary are that it allows them to learn in a fun way, to be exposed to authentic language, and supports vocabulary retention. Finally, they also reported that some of the strategies they use when using songs to improve their vocabulary were notetaking, imaging, and predicting.

The research carried out by Bhatti et al. (2021) aimed to investigate the effectiveness of one of the memory strategies such as realia in improving students' vocabulary learning. The participants were 40 students from Girls Alpina School and they were divided into an experimental group and a control group. In this experimental study, realia was applied for three weeks, four days a week in a 2-hour class. After each lesson, a post-test was implemented which evaluated the content taught during the class. The tests contained pictorial representations where students had to look at different pictures and choose the correct verb that described the action presented. This investigation had a quantitative approach since the scores obtained from the experimental groups were compared with the scores of the control group. The results obtained showed that realia does contribute to vocabulary learning since the experimental group was able to memorize and retain new words more easily by associating vocabulary with real objects compared to the members of the control group who were taught vocabulary through traditional methods.

Magnussen and Sukying (2021) conducted a research where TPR and English songs were used to analyze whether both strategies facilitate vocabulary learning. The population selected for this study was 72 students in an age range of 4 to 5 years from a pre-school in north-eastern Thailand. All of them were divided into three class groups. The first group was composed of 22 students who were taught 12 target words through the implementation of TPR, the second group consisted of 22 students who were taught the same 12 words by applying English songs, and finally, the third group was composed of 28 students who were taught the same target words by applying both TPR and English songs. This study had a mixed method design since the data was collected through different methods such as two tests that are the pre-test and the post-test, and video recordings using hidden cameras which captured students'

interaction. Therefore, this research work has both a quantitative and qualitative design. The results obtained showed that TPR, English songs, and the combination of both contribute to vocabulary learning. However, the participants in the third group who were taught new target words using TPR and English songs performed better than the other two groups.

Razaq (2022) carried out a study to see how flashcards contribute to vocabulary learning. This study used a pre-experimental design since the author used only one group of 13 students of third semester from an English course at IAI As'adiyah Sengkang. The participants were selected by using the cluster random sampling technique. The vocabulary taught during interventions was word classes such as nouns, verbs, adjectives, and adverbs. A quantitative approach was used since the scores obtained from the pre-test and post-test were analyzed by using SPSS24. Both tests contained 30 items, 10 multiple-choice questions regarding word classes, 10 questions regarding word classes meaning, and 10 questions about word classes use where students had to write sentences using particular words given. The results showed that the implementation of flashcards do contribute to students' vocabulary learning since the pre-test score average was 47.2258 while the post-test score average was 69.3871, that is, the null hypothesis was rejected.

Nemati (2018) conducted a research whose main objective was to analyze the impact of memory strategies in vocabulary learning. The memory strategies implemented during the treatment were grouping, placing new words into a context and using images. It was a quantitative studies since the results obtained from the tests were analyzed statistically. The sample was composed of 130 Indian students, all of them were female. The instruments used to collect data were a self-report questionnaire and Vocabulary Knowledge Scale (Test). The questionnaire was about the satisfaction of the students when using memory strategies to learn vocabulary while the test called Vocabulary Knowledge Scale was used as a pre-test and pos-test. The results ibtained demonstrated that memory strategies contributed pisitively to vocabulary learning since students showed better performance after the treatment. In adittion, The participants were more interested in learning the language.

This study significantly contributes to the present investigation since it demonstrates that memory strategies could be useful and effective when teaching new vocabulary items and promotes students' motivation.

Pérez and Alvira (2019) carried out a research in which memory strategies were applied to improve vocabulary learning. These memory strategies included word cards, pictures, and word association. It was a qualitative research. The sample included 12 students from an urban technical public high school in Colombia. The research tools were questionnaires and a pre-test and post-test. The questionnaire was used to collect information about the perception of the students when using memory strategies to learn new vocabulary while the pre-test and post-test were useful to compare the results and to analyze the effectiveness of such strategies. The results showed that memory strategies are useful when teaching new vocabulary since the students' performance in the post-test was better compared to their performance in the pre-test.

This study contributes significantly to the present investigation since it shows that memory strategies have a positive impact when teaching new vocabulary since it allows students to learn in a more interactive way compared to the traditional methods.

Reza and Heshmatifar (2019) developed a research focused on investigating the most and least used strategies by students when learning new vocabulary. The sample consisted of 74 students from the Hakim Sabzevari University, all of them were studying different careers and their age range was from 19 to 34 years. The research tool was a questionnaire regarding the taxonomy of vocabulary-learning strategies adapted from Schmitt's (1997). The vocabulary learning strategies that were taken into account for the development of this research were memory strategies, determination strategies, cognitive strategies, and metacognitive strategies. The results revealed that among the strategies most used by students to learn vocabulary were memory strategies, determination strategies and cognitive strategies.

This research supports the theory that memory strategies can positively contribute to vocabulary learning and thus improve students' language knowledge and production.

The research conducted by Asgari and Mustapha (2020) aimed to investigate. Aimed to investigate the vocabulary learning strategies used by 8 Malaysian ESL students, for males and for females. All of them were chosen randomly. This research had a qualitative approach since an open-ended interview was implemented to collect the information. Every single student was interviewed individually. The results obtained stated that memory strategies, determination strategies, and metacognitive

strategies are the most used by students to learn vocabulary since they used to learn new words when reading, use a monolingual dictionary, and apply new words to their dialogues.

This study agrees with the idea that vocabulary is one of the most important elements when learning the English language and therefore contributes to the present investigation since it was possible to show that memory strategies and vocabulary learning can be related to obtain good results in the performance of the students.

The research led by Wanpen et al. (2020) had as main objective to investigate the different types of strategies that students use to learn new technical vocabulary related to their area of study. The sample was composed of 47 engineering students from Udon Thani Rajabhat University. This was a qualitative investigation since a questionnaire regarding vocabulary learning strategies and interviews were implemented to collect information. After analyzing the results, it was possible to conclude that students use different types of strategies to learn vocabulary, among them are memory strategies, determination strategies and cognitive strategies. In addition, thanks to the information obtained through the interviews, it was possible to notice that the students prefer to use their own strategies instead of using traditional ones.

This research contributes to the current study since it not only supports the theory that vocabulary is an important element to use the English language but also shows that memory strategies are one of the strategies most used by students to learn new words even in the technical context.

Gani et al. (2021) conducted a research focused on the vocabulary learning and the strategies most used by undergraduate students. In this investigation, 5 different vocabulary learning strategies were taken into account such as memory strategies, determination strategies, cognitive strategies, metacognitive strategies, and social strategies. The participants were 250 Iranian undergraduate EFL learners. This study applied two instruments to collect information. A questionnaire regarding the vocabulary learning strategies and a standardized vocabulary size test with 140 items. After analyzing the results, it was possible to conclude that the students made use of all the vocabulary learning strategies mentioned above, however, the most used were the cognitive strategies, and the metacognitive ones, since the students increased the size of their knowledge of vocabulary.

This study contributes significantly to the current research as it not only considers vocabulary learning important but also demonstrates that cognitive and metacognitive strategies can make the learning process faster and more efficient.

Theoretical foundation of the variables

Independent Variable

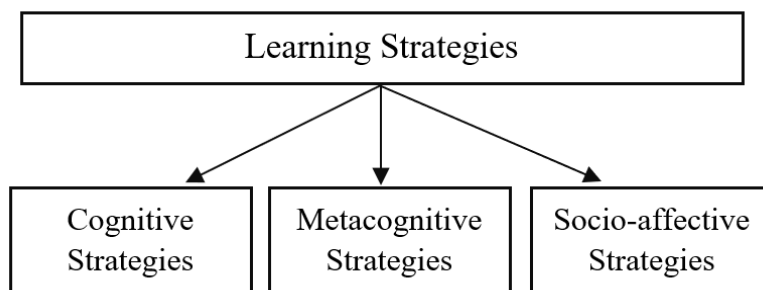
Language Learning Strategies

Learning Strategies can be defined as “special ways of processing information that enhance comprehension, learning, or retention of the information” (O'Malley & Chamot, 1990,p.1). In other words, Learning Strategies can be considered as a set of activities or tactics that facilitates knowledge acquisition, makes the learning process enjoyable, supports the retention of information, and help learners to remember information easier. The term Learning Strategy can also be defined as “an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings” (Schumaker & Deshler, 1992,p.22). Within English language learning, it can be said that Learning Strategies support students in their learning process, helping them understand the language, store new information, complete tasks, remember information and even use the language in real situations.

The main goal of Language Learning Strategies according to Oxford (1990) is the development of communicative competence. She says that in order to develop communicative competence it is required to make English learners participate actively and interact between them by using contextualized language. On the other hand, O'Malley et al. (1985) have classified LLS into three types; cognitive strategies, metacognitive strategies, and socio-affective strategies.

Figure 1

Learning Strategies Classification



Note: The following figure shows the different types of strategies that English language learners use when learning the language (O'Malley & Chamot, 1990, p.46)

Cognitive Strategies

Cognitive strategies are thought to be mental processes that are directly related to the processing of information in order to learn, collect, store, retrieve and use information. Repeating English language patterns and writing down the information presented orally are some examples of cognitive strategies. “Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task” (Cajski, 1999,p.11). It can be inferred that cognitive strategies refer to all actions that allow students to learn and understand the English language. Activities such as listening to English songs, watching television programs in English, or even playing video games that require the use of the English language can be considered cognitive strategies since they make students get familiar with the language and thus be able to acquire and use it in a real context.

On the other hand, O'Malley & Chamot mentioned some other examples of cognitive strategies which can be applied when learning the English language, those are resourcing, repetition, grouping, deduction, imagery, auditory representation, recombination, keyword method, elaboration, transfer, inferencing, note-taking, summarizing, and translation.

Resourcing has to do with the use of dictionaries, textbooks, websites, or any other reference sources in order to learn the target language. On the other hand, repetition refers to the repetition of words, phrases, commands, or expressions when learning a second

language. The next cognitive strategy is grouping, which consists of classifying words, expressions, or concepts according to their category. Deduction basically refers to the analysis of the target language so it is possible to identify or comprehend its rules. The following strategy is imagery which is focused on the use of mental or real images in order to learn and remember the English language, especially vocabulary.

Auditory representation has to do with using the mind to reproduce the sound of a word or phrase to make it easier to understand the language, usually used to develop pronunciation skills. In recombination, students create longer sentences or extend their linguistic production by putting together smaller meaningful elements that they already know. Another cognitive strategy is the keyword method, commonly used to teach new vocabulary so that students can relate a new word with its definition or even its visual representation.

The elaboration strategy focuses on relating new information with previously acquired information in order to expand knowledge. The next strategy is called transfer, where students use the same learned target words to produce the English language but this time in a different context. The inferencing strategy has to do with the use of information from any type of text to guess or predict definitions, facts, or opinions. On the other hand, note taking strategy consists of writing down keywords to develop learners' skills, also, those keywords can be written graphically, abbreviated, or numerically and thus EFL can remember the target language more easily.

Summarizing is considered a useful strategy where students create a summary from information gained from receptive skills, such as reading and listening. Finally, the translation strategy refers to the use of the mother tongue in order to understand new English words or expressions.

Metacognitive strategies

Before explaining what metacognitive strategies are about, it is quite important to define the term metacognition. The prefix "*meta*" means "*beyond*", so, in this case, the term "metacognition" refers to something beyond the cognitive. "Metacognition is often simply defined as thinking about thinking" (Livingston, 2003,p.2). It can be said that thanks to metacognition, people are capable to think about their own ways to learn.

Metacognitive strategies allow learners to reflect on their own learning process. In other words, these types of strategies refer to the methods students use to coordinate their learning in a better way. O'Malley and Chamot have also classified metacognitive strategies into three categories: planning, monitoring, and evaluation.

- **Planning:** before doing a task, the learners identify the goal to be achieved and think about the strategy which helps them to learn and understand new information faster.
- **Monitoring:** while performing a task, students monitor their understanding of what is intended to be learned as they study with actions. It helps students to review how a task is being performed and they can even choose viable learning strategies to achieve the objectives set by the teacher.
- **Evaluation:** before completing a task, students evaluate themselves by analyzing their progress in learning the language and correcting their mistakes.

Some clear examples of metacognitive strategies could be when students start doing a task by analyzing its objective, they will distinguish, for example, between a task whose purpose is to improve reading comprehension or to enrich vocabulary knowledge through a reading passage (planning). While completing the task, the students review it to be sure if they are doing the task correctly (monitoring). Finally, they look for opportunities in which they can apply what they have learned (evaluation).

Socio-affective strategies

Socio-affective strategies involve factors such as motivation, learners' attitudes, and learning environment, also promote teamwork, since these strategies require interaction and problem-solving skills in order to improve language performance. It has been also stated that "Socio-affective strategies are the ones that are nonacademic in nature and deal with intriguing learning through setting up a level of empathy between the instructor and student" (Saeidi & Khaliliaqdam, 2013).

According to H. D. Brown (1981), two categories have been established within socio-affective strategies: cooperation and asking questions for clarification. Cooperative strategies mean "classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance"

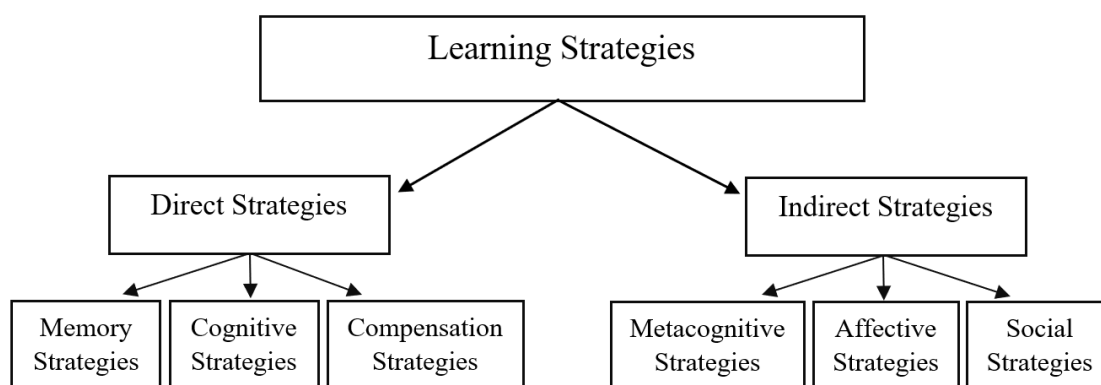
(Slavin, 1980). In other words, cooperative strategies focus on activities whose main purpose is to get students involved in the learning process of others and thus share information and learn new things at the same time. English language learners can use cooperative strategies to achieve a common goal and solve problems that arise during their academic performance. The interaction and production of the English language between students can be considered an advantage of cooperative strategies.

On the other hand, the strategy of asking questions for clarification refers to asking for explanation, definition, repetition, or even examples regarding what is intended to be learned. A clear example of the use of this strategy is when students have trouble pronouncing a word correctly and they decide to ask the teacher or a native speaker to repeat it word so the learners will pay attention to the correct pronunciation.

Language Learning Strategies have also been classified by Oxford (1990) into direct and indirect strategies. Direct strategies have to do with the direct use of the English language and require mental processes. They are divided into three sub-strategies like compensation, memory, and cognitive strategies. On the other hand, although indirect strategies do not directly involve the language being studied, they are useful as they serve to support and control English language learning. They are also divided into sub-strategies which are metacognitive, affective, and social strategies.

Figure 2

Learning Strategies Classification



Note: The figure below shows the learning strategies classification that enhance language acquisition (Oxford, 1990, p.16).

Direct Strategies

Direct strategies are those that directly contribute to English language learning. Authors mention that direct strategies require mental processes and thanks to that learners can make use of the target language they are learning. In addition, Oxford (1990) divided direct strategies into three categories: memory, cognitive, and compensation strategies.

For a better understanding of memory strategies, it is first necessary to define what memory is. “Memory is a fundamental mental process, and without memory, we are capable of nothing but simple reflexes and stereotyped behaviors” (Okano et al., 2000). Some authors agree that memory strategies include all kinds of strategies that help learners store and retrieve information. Cajski (1999) claims that “Memory strategies assist in entering information into long-term memory and in retrieving information when needed for communication” (p. 12). According to Oxford (1990), memory strategies can be used by creating mental linkages, applying images and sounds, reviewing well, and employing action.

Cognitive strategies, as it was mentioned before, include all strategies that require mental processes in order to learn, store and retrieve new information. In connection with this, Brown (1981) states that “cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself” (p. 124). This kind of strategy has been categorized into: practicing, receiving and sending messages, analyzing and reasoning, and creating structures for input and output.

Finally, compensation strategies refer to those strategies that help students compensate lack of knowledge in areas such as vocabulary and grammar. English language learners use compensation strategies in order to comprehend the target language when there is a lack of knowledge, in other words, when new words or expressions are presented to students, they try to guess their meaning since they have not used that word/expression before.

Compensation strategies have been categorized into: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing (Oxford, 1990). Guessing intelligently in listening and reading refers to comprehending an overall idea of a passage without needing to recognize and understand the meaning of every single word. It is also mentioned that English learners can guess an overall meaning through the use

of linguistic clues (prefixes, suffixes, and word order) and other clues that are not language-based (text structure, tone of voice, general sense of a passage).

Overcoming limitations in speaking and writing has to do with the development and improvement of speaking and writing skills in English language learners. It also contributes to learning English by keeping students producing the language orally or in writing for a sufficient time. Moreover, this strategy includes eight sub-strategies such as switching to the mother tongue, getting help, using gestures, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

Memory Strategies

Memory can be defined as “the process of maintaining information over time” (Farmer & Matlin, 2019). On the other hand, it is considered that through the use of memory strategies, “learners use their brain to remember the important information or knowledge they get in learning process and help them retrieve information or knowledge that they have remember when they need to use that information or knowledge for production and their understanding” (Chilmy et al., 2020). Basically, memory strategies are tactics used by English language learners to learn, store, and retrieve new information when needed, especially vocabulary.

Within memory strategies, it is quite important that English teachers are clear about the concept of sensory memory, short and long-term memory, and its role in the language learning process. “Sensory memory, formed at the beginning while perceiving and interacting with the environment, is considered a primary source of intelligence” (Wan et. al., 2020,p.16). In short, sensory memory focuses on the perception and storage of information from the physical environment and is received through the senses (touch, taste, smell, sight, and hearing).

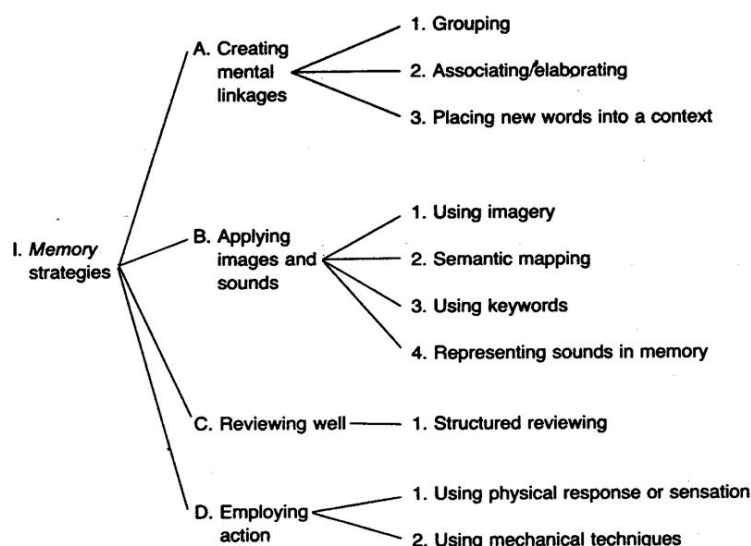
Short-term memory refers to the ability to retain a limited amount of information for a certain period of time. Cherry (2022) defines short term memory as “the capacity to store a small amount of information in the mind and keep it readily available for a short period of time”. Information stored in short-term memory is also said to be retained for at least 30 seconds or even less, according to Atkinson & Shiffrin (1971). Long-term memory, on the other hand, focuses on the storage of information that is maintained in humans' brain for a long period of time or even for a lifetime. Chiras (1991) states that

repetition, mnemonics, and rhymes are some strategies that help humans to transfer information from short-term to long-term memory.

There are different memory strategies and techniques that can be implemented to teach new vocabulary. Oxford (1990) has elaborated a thorough diagram that explains those strategies in detail. The techniques to be applied in the classroom depend on the objective of the lesson, the content to be taught and the needs of the students. The memory strategies according to Oxford are: creating mental linkages, applying images and sounds, reviewing well, and employing actions.

Figure 3

Diagram of Memory Strategies



Note: Figure 3 describes the memory strategies and techniques that can be used by English teachers to teach vocabulary (Oxford, 1990, p.18).

Creating mental linkages

This memory strategy allows students to make mental connections and facilitates the process of receiving, remembering, and retrieving information by grouping, associating, and placing new words in context. Grouping basically focuses on classifying new words or phrases according to their category while associating has to do with the association of new information with already known information to consolidate understanding and thus facilitate the process of remembering. Finally, placing new words

into context helps learners to understand the meaning of new vocabulary items by using them in a real context.

Applying images and sounds

This sub-strategy requires visual and /or auditory processing, making it easier to remember new words and contributing to the vocabulary learning progress of the English language. In addition to this, this secondary strategy can be carried out through the use of images, the use of keywords, semantic mapping, and the representation of sounds in memory.

Reviewing well

This strategy is based on a frequent review of new information in the target language since studying it just once is not considered enough. In this case, students will find it easier to acquire knowledge about new vocabulary items and store them in their long-term memory. A clear example of the application of this strategy is when students review new material before starting to learn it in the classroom, then, they review it 30 minutes later, two days later, three weeks later, and even while they are learning something new, giving as a result the storage of information in their long-term memory.

Employing action

Focused on movements and actions in order to create meaningful knowledge. This sub-strategy can be carried out by the implementation of total physical response and using mechanical tricks. “The total physical response technique involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action” (Asher, 1969). On the other hand, mechanical tricks can be considered as activities or tactics that require not only movements but also tangible techniques such as flashcards to remember new vocabulary items after studying them for the first time (Oxford, 1990).

It could be said that all the memory strategies explained above not only contribute to vocabulary learning but also to information retention. All of these strategies can be used by beginner, intermediate, and advanced students because they will never stop learning new words related to the English language.

Instructional model for Memory Strategies

One of the most effective instructional models to develop memory strategies specifically direct ones is the Cognitive Academic Language Learning Approach (CALLA). This instructional model was designed by Chamot & O'Malley in 1980 and is based on cognitive theory. Its objective is to integrate content, language, and learning strategies in a five-stage lesson that involves preparation, presentation, practice, evaluation, and expansion. These authors mention that CALLA makes use of learning strategy instruction which helps students learn consciously which are the processes and techniques they can use in order to learn, understand and retain new information.

In the preparation section, teachers can introduce new target words and carry out short activities to activate students, establish a good learning environment, and increase their motivation. In addition, teachers also identify what students already know about a topic. To achieve this, teachers can use the brainstorming technique so that students can recall and elicit information. Then, in the presentation part, teachers present the new target language or words in a contextual way. In this phase, the use of flashcards, the implementation of Total Physical Response, or language strategies such as inferencing, elaboration, or note-taking may be useful.

On the other hand, in the practice section, students are asked to work on the new target language and the learning strategies that were presented in the previous stage through cooperative tasks. This phase is learner-centered attention and the teacher's role is as facilitator. Strategies such as self-monitoring, organizational planning, resourcing, grouping, deduction, and imagery are the most useful in this stage.

The next phase is evaluation where students reflect on their learning progress and assess which strategies were most helpful in learning new information and what are some of the areas they need to reinforce. Also, in this stage, the teacher assesses students' understanding of new content. The strategies that most help to carry out this stage are reviewing well, self-evaluation, elaboration, questioning for clarification, cooperation, and self-talk. Teachers can assess students' level of comprehension by focusing on the meaning of students' responses rather than the correct use of grammatical rules.

Finally, the expanding section basically asks students to use their new knowledge in other contexts or situations. In addition, teachers assign additional tasks in order to

make students practice what they have learned in the classroom and reinforce their knowledge. In this part, teachers can use any combination of memory strategies.

Memory Strategies vs Memorization

It is quite important to take into consideration that memory strategies are not directly related to memorization, they are totally different. According to Balini and Jeyabalan (2018), memorization is not a sufficiently effective method when learning a language for three reasons: the retention of information does not last long, students do not apply such knowledge in a real context, and language is not deeply analyzed. On the other hand, the use of memory strategies favorably supports the learning process, making students acquire a high level of knowledge and facilitating the information retrieval process. Regarding vocabulary learning, memory strategies not only help students to learn new words but also to analyze them and think about how and when those words can be used in many other contexts. Oxford (1990) claims that traditional language teaching methods that include memorization can be replaced by cognitive-based memory strategies, as they make the learning process easier, more enjoyable, and more effective.

In the past, memorization was commonly used by students to learn new English words, specifically verbs just to take a verb test conducted by a teacher. They used to repeat a word many times until they could retain as many verbs as possible in their minds. The fact is that when the students finished the test, they stopped practicing what they had memorized and therefore the information they acquired is not placed on their long-term memory, which means, the process of learning and understanding was not effective.

In contrast to memorization, memory strategies require more than repeating words. An English class where memory strategies are applied includes sub-strategies that will allow students to learn new vocabulary through activities that cover different learning styles. For example, the implementation of images or flashcards to teach new words are considered memory strategies, therefore it also supports students whose learning style is visual. On the other hand, students whose learning style is kinesthetic can be taught by using Total Physical Response, which is also a memory strategy. Finally, the implementation of sounds in the class can facilitate the learning process of those students whose learning style is auditory.

Given these points, it is evident that memory strategies not only contribute to learning a second language but also allow students to enjoy learning, taking into account

the different needs of each one of them. In this way, anxiety is reduced and the opportunities to practice increase. In addition, strategies that require mental processes make learners retain information in their long-term memory since they not only learn new things but also put them into practice, giving as a result the expansion of knowledge.

Dependent Variable

English Language Learning

The English language has been considered one of the most spoken languages in the world and that could be one of the reasons why the teaching of this language has been integrated into the educational system of several countries. Ahmadi (2018) defines language as “one of the significant elements that affects international communication activities” (p.116). In other words, language can be considered the main tool that human beings use to communicate ideas, interact with society, and express thoughts. Also, teaching English as a second language could be a difficult process since people do not learn in the same way, that is why English teachers should apply the most appropriate strategies in the class taking into consideration students’ needs.

There are several factors that influence the learning of the English language such as motivation, learning and teaching styles, personal experiences with the language, and so forth. Ahmed et al. (2015) state that “motivation had a peripheral importance in accordance to the factors like self-confidence, class room condition, passion and role of student teacher in the class” (p.236). When learners have purposes that motivate them to learn the language, the learning process becomes more enjoyable and this makes students learn faster.

Within English language learning, there are four main skills that learners must develop for a better understanding of the language such as reading, listening, speaking, and writing. Reading and listening are considered receptive skills as students are not required to produce the English language at all, but simply receive it and thus develop their understanding of the language. On the other hand, speaking and writing are called "productive skills" since students need to produce the language to express ideas or thoughts in written or oral form.

Learning English provides many opportunities in the academic, cultural, and work environment. People who acquire English as a second language are more likely to get a job more easily, and can even hold conversations that require a higher level of vocabulary

knowledge. It also facilitates the opportunity to study abroad because many foreign universities have English as their mother tongue. Moreover, speaking this language is considered important since it makes it easy to interact with native people from other countries and thus be able to learn about their culture and customs. Finally, some experts claim that speaking two languages contribute to the development of the brain, improving people's memory and concentration.

Components for successful communication

To achieve successful communication through the use of the English language, it is quite important that the speaker master different significant components that allow him to express his ideas clearly. The key components for successful communication include comprehension, vocabulary, grammar, pronunciation, and fluency (Harris, 1974).

- **Comprehension**

It refers to the ability to understand the message that is being transmitted orally or in a written way. For effective comprehension, three elements must be considered, those are vocabulary knowledge, background knowledge, and text structure. Vocabulary refers not only to the knowledge of words and their definition but also to the ability to use words appropriately based on the given context, for example, the word “light” can act as a noun, adjective, or verb, it depends on the context that is being used.

By mastering vocabulary, people can more easily comprehend the message that is intended to be conveyed. Background knowledge refers to the knowledge that a person already has about a specific topic and is acquired through past experiences or by retaining information that was obtained through receptive skills. It makes it easier to comprehend a message as people can relate the new information to their prior knowledge. Finally, text structure refers to the way in which information is organized in a text. It facilitates reading comprehension as readers can understand the content of a text by focusing on its structure, for example, the structure of an essay is not the same as the structure of a menu in a restaurant.

- **Vocabulary**

Vocabulary refers to the words in a language that people use to communicate effectively. The production and reception of a message can be affected by a lack of

knowledge of words of a language, that is, people cannot express themselves or understand what another person is trying to convey if they do not master vocabulary.

- **Grammar**

Speaking a language not only requires knowing as many words as possible but also knowing how to put words together to convey an understandable message. Thus, the set of rules that show us how to order words to create a sentence is called grammar. Grammar includes parts of speech (noun, pronoun, verb, adjective, preposition, conjunction, interjection), verb tenses, (past, present, future) sentence structure (simple, compound, complex), and punctuation (comma, exclamation mark, question mark, semicolon, apostrophe).

- **Pronunciation**

Pronunciation also plays an important role when communicating with other people. It refers to how words sound in a language. Wrong pronunciation may lead to misunderstanding and therefore, people will not comprehend what the speaker is trying to express. Two important aspects must be considered when pronouncing the words, those are stress and intonation. Stress is the emphasis given to a particular syllable of a word, that is, one syllable can sound stronger than the others. On the other hand, intonation refers to the melody of words, that is, how the voice rises or falls when pronouncing words.

- **Fluency**

“Fluency means speaking with ease and without thinking about possible errors” (Baker & Westrup, 2003). It has to do with the ability to speak or write easily without mistakes. People learning English as a second language can develop fluency by being exposed to the language.

Vocabulary Learning

“Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign” (Decarrico, 2001). In short, vocabulary refers to the knowledge of English language words that are necessary to communicate. This is one of the most important elements of a language since people cannot transmit a message if they do not know as many words as possible. It can be said that by mastering vocabulary, people can develop the main language skills in a better way, that is, they can understand the

information through receptive skills such as reading or listening and it also facilitates the production of the language through speaking and writing.

Vocabulary is said to be more easily learned when students are exposed to the language in real situations, but, in countries where English is not the primary language, the common environment for improving vocabulary knowledge is just the classroom. For this reason, the communicative language teaching method would be very useful when applying memory strategies in the classroom, since in this way students not only develop linguistic competence but also acquire communication skills through interaction. In that way, learners can use the English language in real contexts beyond a classroom.

Vocabulary can be learned not only in the classroom but also in a natural environment where the individual acquires new words by unconsciously listening. Hence, this process involves both direct and indirect vocabulary methods (Chimbo, 2018). Direct vocabulary learning for example means that people learn new vocabulary through a teaching process in academic environments in which they study the words directly. Meanwhile, in indirect vocabulary learning, people learn new target words by being exposed to the language e.g. by hearing conversations, interacting with other people, watching movies in English. (Sabzehparvar, 2021).

Techniques for teaching vocabulary

English language students find it difficult to understand any type of information when they do not have a broad knowledge of words and their meanings. That is why vocabulary mastery is considered essential when learning a language since it allows students to express themselves successfully and understand the message that another person transmits. In short, the more words students know, the better they will communicate.

Chiekezie & Inyang (2021) have established different techniques that can be useful when teaching vocabulary. All of them focus on direct vocabulary learning since they can be applied in academic environments. These vocabulary teaching techniques include visual techniques and auditory techniques.

- **Visual techniques**

English teachers can use visual techniques to introduce new vocabulary in class. It contributes to the retention of information since students can easily remember new

target words by associating them with visual materials. Among these techniques are visual aids and realia. Visual aids include the use of flashcards, diagrams, posters, pictures, photos, and picture books. On the other hand, realia has to do with the use of real-life physical objects to teach vocabulary and facilitate students' learning. One of the advantages of applying these techniques in the classroom is that the information acquired through realia or visual aids stay longer in students' mind compared to verbal ones.

- **Auditory techniques**

Students whose learning style is auditory can directly benefit from this technique. Auditory learners prefer to hear the information to be learned instead of just reading it or seeing it. When a teacher applies activities that require auditory processing in an English class, students not only learn new words but also improve their listening and pronunciation skills. These techniques include the implementation of audio-visual aids and English songs. First, audio-visual aids are composed of videos, music clips, films, and TV programs. These resources allow students to learn new words put in context or isolated by using their senses of sight and hearing at the same time. Audiovisual aids may also increase students' motivation and interest and facilitate their learning process since the use of modern materials can turn a traditional lesson into a more interactive and innovative one. Otherwise, Using English songs not only benefits vocabulary acquisition but also helps to establish a good learning environment as they are enjoyable and fun. It is quite important that teachers choose songs carefully, it means, songs must contain appropriate language and words should be according to the level of students.

Criteria for evaluating vocabulary

As all English language skills such as speaking, reading, writing, and listening, vocabulary is also assessed based on different important criteria, in other words, English teachers should determine which skills are expected the students to demonstrate in a specific area. The evaluation criteria differ from the format test used to assess vocabulary knowledge.

- **Multiple-choice format**

Within vocabulary assessment, the MC format presents incomplete sentences, also called "stems", and provides a list of possible answers for each item. Among the options, only one of them is correct and the rest are considered distractors. One of the

advantages of using the MC format when evaluating vocabulary is that the recognition of a large number of lexical items can be evaluated in a short period of time, in addition, the scoring process is simpler and takes less time (Gyllstad et al., 2015).

- **Cloze test format**

This format focuses not only on recognition but also on the production of vocabulary. The target words to be assessed are removed from a passage to create blanks, and students are asked to fill them in with the most suitable words. It is quite important that teachers create their own passages instead of simply searching for them on the Internet or any other resource since they must be readable and must contain vocabulary words according to the level of the students.

- **Inference meaning**

This format is based not only on word recognition but also on meaning. Inference meaning provides students with clues, definitions, or pieces of information that describe a specific target word, therefore, students are asked to write the most appropriate word that matches with the clues given.

- **Gap-Fill format**

In this format, sentences containing gaps are presented, requiring students to read each sentence carefully and provide an appropriate word to complete them. This format makes students produce vocabulary depending on the context rather than just studying the meaning of words (Kılıçkaya, 2019).

It is important to point out that a vocabulary test may not only include a single format but a combination of them. An ideal test contains different test formats which will assess not just word recognition or not just vocabulary production, but both. Also, English teachers should keep in mind that vocabulary tests should always assess content that was previously taught in class.

1.2 OBJECTIVES

General Objective

To analyze the effectiveness of memory strategies in vocabulary learning of second baccalaureate students at “Joaquín Arias” High School in Pelileo.

Specific Objectives

- To define the memory strategies that help students improve vocabulary learning.
- To identify the vocabulary background of second baccalaureate students at “Joaquín Arias” High School through a standardized test.
- To describe students' progress in their vocabulary knowledge after applying memory strategies.

Fulfillment of objectives

- The first step to fulfill the first objective was to carry out an in-depth investigation using different databases such as Scielo, Google Scholar, and academic articles, in that way. it was possible to obtain information about the different memory strategies that could help English learners improve their vocabulary learning.
- To carry out the second established objective was necessary to administer a pre-test using the format of the Key English Test 2 for schools to 24 second baccalaureate students at “Joaquin Arias High School” which is located in Pelileo. Students had 30 minutes to complete the test. It contained multiple choice, open cloze, inference meaning and gap-filling questions, 30 items in total. Each correct answer was worth 1 mark according to the Cambridge English Scale. The converted score method was applied to get scores from 1 to 10 points.
- Finally, to meet the last objective, a post-test was implemented so it was possible to identify students' progress in their vocabulary knowledge after applying memory strategies such as applying images and sounds, employing actions, and creating mental linkages for 4 weeks. The post-test was basically the same as the pre-test. When post-test scores were obtained, the Statistical Package for Social Sciences SPSS was used to interpret the results.

CHAPTER II

METHODOLOGY

2.1 Materials

To conduct this research work it was necessary to use different human, technological, and educational resources. The implementation of this study was carried out with the participation of 24 students from the second baccalaureate at "Joaquín Arias High School", all of them were evaluated through a pre-test and their progress through a post-test. Both tests were based on the Key English Test (KET) taken from Cambridge and it contained 4 parts such as multiple-choice questions, cloze test questions, inference meaning questions, and gap-filling questions. On the other hand, the use of books, articles, journals, and academic papers was essential since it allowed the researcher to study and obtain relevant information on both the dependent and independent variables. Finally, educational resources were also fundamental during the development of the research since it was required to interact directly with the population and thus obtain accurate information.

2.2 Methods

Research Approach

This research was based on a quantitative approach since numerical results were obtained through a pre and post-test. It is quite important to understand that the quantitative approach helps the researcher to quantify and examine factors such as attitudes, opinions, and behaviors through statistical data (Cornell, 2023). The pre-test was applied to the students from the second baccalaureate at Joaquín Arias High School to measure their vocabulary knowledge. After applying memory strategies in the classroom, a post-test was implemented so it was possible to interpret grades and analyze if there is an increment in students' vocabulary knowledge.

Research Modality

Bibliographic

A bibliographic research focuses on exploring and collecting relevant information related to a topic under study from bibliographic materials (Grajales, 2000). Thus, this research work was bibliographic since scientific journals, books, scholarly websites, academic papers, and previous studies were used in order to obtain relevant information

regarding the two variables under study. All of these prior works had contributed positively to the present study since it was possible to have a basis foundation in order to develop the in-depth analysis of the research topic.

Field Research

Field research focuses primarily on the interaction between the researcher and the individuals under study within their real environment to obtain and analyze information (Arteaga, 2022). Therefore, this research work was in the field since it was necessary to be in the place where it was possible to work with all the individuals who were involved so that the information could be collected accurately. In addition, the researcher applied the participant observation method, that is, the researcher not only observed the participants but also got involved and participated in the data collection process.

Type of research

Exploratory Research

An exploratory research is carried out to investigate a problem that has not been extensively studied previously (Bhat, 2023). This study was conducted at an exploratory research since the research topic has not been widely addressed by other authors, hence, it was possible to be familiarized with a new phenomenon associated with EFL teaching. Furthermore, both variables, memory strategies, and vocabulary learning, are topics that have been studied independently by other authors, however, in this research work, it was possible to establish a connection between them.

Descriptive research

Arias (2021) states that descriptive research is based on the description of the characteristics of the phenomena under study. In other words, it is intended to describe the research topic without going into why it occurs. Thus, this research work was descriptive since it aimed to describe the benefits of using memory strategies when teaching new vocabulary, therefore, concepts related to both variables were carefully examined.

Explanatory research

An explanatory investigation focuses mainly on explaining the phenomenon under study instead of just describing it. The current research can be considered explanatory since other authors have not studied memory strategies in depth. In addition,

these kinds of strategies were not only explained but also applied in the academic field to analyze their effectiveness.

Research design

Pre-experimental design

This study had a pre-experimental design since a pre-test was applied in the first intervention to collect information about the vocabulary background of students from the second baccalaureate at Joaquin Arias High School. After 7 interventions where different memory strategies were applied, a post-test was implemented so that the researcher could analyze and compare the results using the Statistical Package for the Social Sciences (SPSS) and thus recognize if memory strategies have a positive impact when learning new vocabulary. Both the pre-test and post-test were based on the Key English Test 2 (KET) from Cambridge. There were 30 questions taken from parts 2, 5, 6 and 7 from the reading and writing paper.

In the research process, 7 interventions were applied where the first one was focused on the implementation of the pre-test while in the seventh intervention the post-test was carried out.

Session 1

In the first intervention, the researcher started the class by introducing herself and explaining the rules that students must follow during the whole interventions. After that, the author explained to the students that a 30-minute pre-test will be carried out to get information about their vocabulary background. In addition, the researcher explained the students how to answer the questions from the test by using an answer sheet. Finally, the author thanked all the students for their participation and an agreement was reached where the students agreed to collaborate throughout the research process.

Session 2

In the second intervention, the class focused on vocabulary about food. The teacher introduced new target words and students were asked to work in groups most of the time. In this lesson, learning strategies such as the keyword method, imagery, and note-taking were developed in different stages so students could learn new vocabulary. In addition, materials such as the whiteboard, worksheets, students' notebooks, and reading passages were essential to develop different activities asked by the teacher.

Session 3

In the third intervention, the lesson called "This is my family" was implemented. This lesson was focused on vocabulary about family members where the general objective was to make students have a short conversation explaining important facts about their families. This class could be considered inclusive since sign language was included and thus the implementation of Total Physical Response was an essential method to make students learn new target words in an interactive way. Learning strategies such as imagery, employing actions, and overcoming limitations in speaking were applied during the class. In addition, materials such as the whiteboard and flashcards were important to develop the different activities planned by the teacher.

Session 4

The fourth session called "My last birthday" was focused on the development of writing and speaking skills by using verbs in past simple tense. At the end of this lesson, students were able to describe different activities they did on their last birthday by using different phrases shown and explained by the teacher. The main memory strategy implemented in this lesson was imagery since the teacher used different flashcards to introduce new vocabulary related to the activities that people usually do on their birthdays. In addition, two activities were performed to develop writing skills, a worksheet where students had to complete a text with verbs in past simple tense and the development of a paragraph where students had to describe different activities they did on their last birthday using the new vocabulary they have learned during the class. Finally, to put the students' speaking skills into practice, they were asked to come to the front of the class and orally share some information about their last birthday.

Session 5

The fifth intervention was called "The best memory". In this lesson, the explanation of the use of verbs in simple past was expanded a little more. The main objective of this class was to develop students' speaking skills by asking them to describe the best memories of their classmates. Imagery and employing actions were some of the memory strategies employed by the teacher to teach new vocabulary since flashcards and the implementation of total physical response contributed to the teaching process. At the end of the class, students were asked to work in groups to make a very short presentation

where they had to brainstorm information about a group member's best memory and then explain it in front of the class.

Session 6

In the sixth intervention, the lesson called “Booking in a Hotel” was implemented. This lesson was based on Communicative Language Teaching since real-life expressions were taught that will help students communicate and interact with other people. The main objective of this lesson was to teach students different expressions they can use when booking a hotel. Overcoming limitations in speaking, overcoming limitations in writing, auditory representations, and recombination were some strategies applied by the teacher during the class. At the end of the lesson, students performed a role-play in which they were asked to book a hotel by using key expressions presented by the teacher during the class.

Session 7

In the seventh intervention, the teacher carried out a lesson called “Visiting a Zoo”. This lesson was focused on the development of writing skills by using vocabulary from context. The strategies that contributed to the teaching process were auditory representations, overcoming limitations in speaking, note-taking, recombination, and transfer. At the end of the lesson, students created a paragraph in which they described the last time they were at the zoo. They had to create their paragraph by answering some questions provided by the teacher, in summary, they had to describe how was the weather, what they wore, what mean of transportation they used to get there, what animals they saw at the zoo, what they had for lunch and what animals they took photos of.

Session 8

The eighth intervention was called “Means of transportation”. The main objective of this class was to make students describe different means of transportation they like. This lesson focused on the development of vocabulary from context and the strategies applied during the class were overcoming limitations in speaking, creating mental linkages, overcoming limitations in writing, recombination, and resourcing. At the end of the lesson, students were asked to work in groups of 5 people and choose one mean of transportation such as a bus, a plane, a train, or a ship. Then, they had to use markers and posters to write a short paragraph regarding the mean of transportation they chose by

answering some questions given by the professor. In brief, they had to write about when it was created, who created it, its cost at first, and some of the reasons why people used it in the past. Students also were allowed to use cell phones, the internet, or any other source to search for information. When writing their paragraphs, students had to follow some patterns in order to work on parts of speech. Those patterns were noun=red, adjective=blue, verbs = green. At the end of the class, they had to come to the front and present their paragraphs.

Technique

The pre-test and post-test are considered the most appropriate methods to obtain accurate data and compare results from participants or groups under study after applying a treatment (Shuttleworth, 2009). The researcher implemented a pre-test in the first intervention so it was possible to collect information about the vocabulary background of students of second baccalaureate from Joaquin Arias High School. After 7 interventions where memory strategies were applied in the development of the lessons to teach vocabulary, a post-test was taken so the researcher could analyze and compare the results from both tests by using the Statistical Package for the Social Sciences (SPSS) and identify the impact of memory strategies in vocabulary learning. All the questions included in both tests were taken from the Key English Test (KET) from Cambridge, specifically from the reading and writing paper. There was a total of 30 questions divided into four parts.

The first part contained 5 multiple-choice questions where students had to read a sentence and choose the best option to complete it. The second part consisted of 8 cloze-test questions in which the participants had to read a reading passage and complete the spaces using one of the options given for each question. The third part contained 5 inference-meaning questions. Students were asked to read different descriptions and guess which family member the description is about. The first letter of the answer is already given, so the students had to complete the word by writing the missing ones. Finally, the fourth part consisted of 12 gap-filling questions where students were asked to read two letters and complete them by writing one word in each space. In this part, options to complete the texts were not given. Every correct answer was worth 1 mark on both tests. Therefore, 30 correct answers were equivalent to a grade of 10 out of 10.

Population

The pre-experimental group of this research work was composed of 24 Ecuadorian students whose mother tongue is Spanish, all of them belong to the second baccalaureate from Joaquin Arias High School which is located in Pelileo, Tungurahua Province. All of them were in the age range of 16 to 18 years, 12 students were male while 14 were women.

Table 1

Population

Population	Pre-experimental group	Percentage
Male	12	50%
Female	12	50%
Total	24	100%

Note: These data were obtained based on students from the second baccalaureate from Joaquin Arias High School.

Hypothesis

Alternative Hypothesis

The use of memory strategies has a positive impact on the development of vocabulary learning in students at Joaquin Arias elementary school.

Null Hypothesis

The use of memory strategies does not have an impact on the development of vocabulary learning in students at Joaquin Arias elementary school.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter describes the statistical results, analysis, and interpretation of the data collected through the pretest and post-test which were applied in the first and the last intervention. Both tests based on the Key English Test (KET) taken from Cambridge Assessment were essential to analyze whether applying memory strategies contribute to vocabulary learning in 24 students of second baccalaureate at Joaquin Arias High School. Furthermore, both the tests were graded over 10 points and divided into four parts such as multiple-choice questions, cloze test questions, inference meaning questions, and gap-filling questions.

The Statistical Package for the Social Sciences (SPSS) was used to obtain statistical information about the pre-test and post-test results. In addition, a comparative table was elaborated to see the significant difference between the performance of the students before and after having applied memory strategies for 4 weeks to improve vocabulary learning. Also, a normality test was implemented since this calculates the probability that the sample comes from a normal distribution. As the sample was less than 50 people, the Shapiro-Wilk test was used. Following that, a parametric method such as the T-test was applied since the normality test demonstrated that the data is normal, therefore, it was possible to verify if the null hypothesis is accepted or rejected.

3.1.1 Pre-test results

Table 2

Pre-test scores

Type of questions	Multiple choice	Cloze test	Inference meaning	Gap filling
Average	3,12	2,50	3,08	1,29

Note: Average of the pre-test results obtained after applying the A2 Key English Test in students of the second baccalaureate at Joaquin Arias High School.

Analysis and Interpretation

Table 2 describes the averages obtained after applying the KET exam as a pre-test to 24 students at Joaquin Arias High School in Pelileo. The test consisted of 30 questions

in total divided into four parts, such as multiple-choice questions, cloze test questions, inference meaning questions, and gap-filling questions. Each correct answer was worth 1 mark. The implementation of the pre-test was essential to obtain information about the vocabulary background of the students. As it is evidenced in Table 2, students got an average of 3,12 out of 5 in multiple-choice questions, on the other hand, in the cloze test questions, they got an average of 2,50 out of 8. Regarding the inference meaning questions, they obtained an average of 3,08 out of 5, and finally, an average of 1,29 out of 12 was obtained in the gap-filling questions.

The results show that the students found more difficulty in the gap-filling questions, which means, they lack communication skills since those questions were based on real-life expressions people use in a particular context. In addition, students demonstrated a low performance in cloze test questions, in this part, the vocabulary domain was assessed by a reading passage, which means, their reading skills were deficient. Moreover, although the average of the inference meaning and multiple-choice questions was the highest, it is not enough according to the level in which they are.

3.1.2 Post-test results

Table 3

Post-test scores

Type of questions	Multiple choice	Cloze test	Inference meaning	Gap filling
Average	4,75	6,29	4,79	7,41

Note: Average of the post-test results obtained after applying the A2 Key English Test in students of the second baccalaureate at Joaquin Arias High School.

Analysis and Interpretation

Table 3 details the averages obtained after applying the KET exam as a post-test. The pre-test and post-test were basically the same, which means, the post-test also contained 30 items in total divided into multiple choice questions, cloze test questions, inference meaning questions, and gap-filling questions. Each item was worth 1 mark. By implementing the post-test, it was possible to collect information on students' vocabulary knowledge progress after applying memory strategies for 4 weeks (two days a week in a one-hour class). As this table indicates, a significant difference stands out in comparison

with the averages obtained in the pretest scores, which means, students demonstrated better performance in each of the parts of the post-test. They got an average of 4,75 out of 5 on the multiple-choice questions. Then, the average obtained in the cloze test questions was 6,29 out of 8. Regarding the inference meaning questions, students got an average of 4,79 out of 5. Finally, in the gap-filling questions, students got an average of 7,41 out of 12.

The results obtained confirm that the implementation of memory strategies contributed to vocabulary learning since their performance increased in relation to the pre-test scores. It is also quite important to point out that students showed greater interest in learning the language and their motivation increased as well.

3.1.3 Comparative results

Table 4

Difference between the pre-test and post-test scores

Type of questions	Pretest	Posttest	Difference
Multiple choice	3,12	4,75	1,62
Cloze test	2,50	6,29	3,79
Inference meaning	3,08	4,79	1,70
Gap filling	1,29	7,41	6,12

Note: Overall average of the pre and post-test results and the difference between them.

Analysis and Interpretation

Table 4 presents the averages obtained from each of the sections of both the pretest and posttest. In addition, this table also shows the statistical difference between the pre and post-test averages to see if there is an improvement in student performance after applying the memory strategies. First, in the multiple-choice section, there is an average of 3,12 in relation to the pre-test while in the post-test students obtained an average of 4,75. It is evident that there is a significant difference of 1,62, which means, the students' performance increased in terms of vocabulary domain. Regarding the cloze test questions in the pretest, the students obtained an average of 2,50, while in the post-test the average increased to 6,29. It demonstrates that students' vocabulary domain improved with a difference of 3,79. Then, in the inference meaning questions, the average of the pre-test was 3,08 while in the post-test, students obtained an average of 4,79. It indicates that

students improved their vocabulary domain with a difference of 1,70. Finally, regarding the gap-filling questions in the pre-test, students obtained an average of 1,29 while in the post-test, their average increased to 7,41 with a favorable difference of 6,12.

Therefore, the implementation of memory strategies did contribute to the learning of vocabulary in the second-baccalaureate students of Joaquín Arias High School, since it was proved that their performance in each of the sections in the post-test got better compared to the scores they got on the pretest.

3.1.4 Test of Normality

Table 5

Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Multiple choice pre-test	,289	24	,000	,753	24	,000
Multiple choice post-test	,464	24	,000	,542	24	,000
Cloze test pre-test	,231	24	,002	,851	24	,002
Cloze test post-test	,301	24	,000	,749	24	,000
Inference meaning pre-test	,214	24	,006	,878	24	,008
Inference meaning post-test	,484	24	,000	,503	24	,000
Filling in the gaps pre-test	,273	24	,000	,731	24	,000
Filling in the gaps post-test	,175	24	,054	,936	24	,132

Note: Test of normality obtained from the Statistical Package for Social Sciences (SPSS).

Analysis and Interpretation

Table 5 presents the normality test from the pre-test and post-test results. The use of the Statistical Package for Social Sciences (SPSS) was essential to determine whether the data the researcher worked with is based on a normal distribution or not. Two different statistical interpretations were detailed such as the Kolmogorov-Smirnov and the Shapiro-Wilk. However, only the Shapiro-Wilk test was considered since the sample of this research was less than 50 students. As it can be observed, in the multiple-choice questions section, the significance level of both the pre and post-test was 0,000, hence, the alternative hypothesis was accepted and the null hypothesis was rejected. On the other

hand, in the cloze test questions section, the significance level of the pre-test was 0,002 and the post-test was 0,000, both values turned out to be less than 0.05, which means, the alternative hypothesis was accepted and the null hypothesis was rejected. Then, in the inference meaning questions section, the significance level of the pre-test was 0,008 and the post-test was 0,000. Both values were less than 0.05, which implies that the alternative hypothesis was accepted and the null hypothesis was rejected. Finally, in the gap-filling questions section, the significance level of the pre-test was 0,000 and the post-test was 0,132, this last value was greater than 0,05, which means the results did not follow a normal distribution.

After analyzing the data detailed by the normality test, a non-parametric method such as the Wilcoxon method was implemented to determine if the hypothesis is accepted or rejected.

3.1.5 Wilcoxon Analysis Method

Table 6

T-Wilcoxon

	Test Statistics	
	Z	Asymp. Sig. (2-tailed)
Multiple choice (pretest and post-test)	-4,318 ^b	,000
Cloze test (pretest and post-test)	-4,319 ^b	,000
Inference meaning (pretest and post-test)	-4,084 ^b	,000
Gap filling (pretest and post-test)	-4,307 ^b	,000

a. Wilcoxon signed ranks test.
b. Based on Negative Rank.

Note: T-Wilcoxon obtained from the Statistical Package for Social Sciences (SPSS).

Analysis and Interpretation

The T-Wilcoxon method was used since according to the test of normality, the data did not follow a normal distribution. It is quite important to contrast that the acceptance or rejection of a hypothesis depends on the value of the asymptotic significance. Table 6 shows that the asymptotic significance of each section on both the pre and post-test was less than 0,05. Hence, the alternative hypothesis is accepted while the null hypothesis is rejected.

To sum up, it demonstrated that memory strategies had a positive impact on second baccalaureate students' vocabulary learning at Joaquin Arias High School in Pelileo.

3.2 Verification of Hypotheses

Table 7

Hypothesis verification

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distributions of Multiple choice, Cloze test, Inference meaning, Gap-filling, Multiple choice, Cloze test, Inference meaning, and Gap filling are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	,000	Reject the null hypothesis.

Note: Hypothesis verification obtained from the Statistical Package for Social Sciences (SPSS).

Analysis and Interpretation

According to the results detailed in Table 7, the level of significance is 0,000, which is less than 0,05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, there is enough statistical evidence that memory strategies do contribute to vocabulary learning.

Discussion of the results

After analyzing the results, it could be determined that memory strategies had a positive impact when teaching and learning vocabulary. The participants demonstrated that their vocabulary mastery improved remarkably after 7 interventions where different memory strategies were applied such as Total Physical Response (TPR), flashcards, auditory representations, mental linkages, and grouping activities. In addition, the students not only improved their vocabulary knowledge but also their communication skills since the Communicative Language Teaching method was used when planning the lessons, it means, the participants learned how to use the language in real-life contexts instead of studying its grammatical rules.

Coşar and Orhan (2019) claimed that English teachers can improve students' vocabulary acquisition by applying Total Physical Response in the class as students can relate new words with specific movements using their bodies, therefore, the process of storing and retention of information is more effective. In addition to this, the authors stated that TPR contributes to students' motivation as it makes the lesson more interactive and the learners become more interested in learning the language. The points mentioned by the authors were evidenced since the participants of this study improved their vocabulary domain by being taught through TPR and increased their interest in learning as well as their motivation.

On the other side, Ngarofah & Sumarni (2018) pointed out that flashcards have a positive impact when learning new English target words. Also, the author stated that vocabulary learning is more effective when it is presented through visual materials and learners' motivation increases when using non-traditional methods to teach the English language. These points have been proven in this research since the students who were part of the sample were able to easily learn new vocabulary by implementing flashcards in the lessons.

Birinci and Sariçoban (2021) claimed that students with special educational needs also benefit from visual materials to learn new vocabulary. They determined that deaf students learn new target words better when applying flashcards and realia in the classroom, compared to just using sign language. In addition to this, the authors stated that visual materials not only support vocabulary learning but also allow students to retain new information for an unlimited period of time. All these points could be evidenced in the development of this study. Although the participants did not have special educational needs, visual materials such as flashcards helped them learn, understand, and retain new target words more easily.

To sum up, the implementation of memory strategies is effective when teaching and learning new vocabulary. To sum up, the application of memory strategies in the classroom allows English language learners to improve their vocabulary domain. In addition, it is important to emphasize that within memory strategies there is a variety of teaching techniques that take into consideration the different learning styles, which means that anxiety and stress are reduced during the learning process and students' motivation increases since the lessons become more interactive and fun.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

After analyzing, and interpreting the information collected during this research work entitled "Memory strategies and vocabulary learning" applied to 24 second-baccalaureate students from Joaquín Arias High School located in Pelileo, the following conclusions and recommendations were reached:

4.1 Conclusions

The memory strategies that can be applied in the classroom to help students improve their vocabulary learning are the implementation of Total Physical Response in which students relate body movements to new target words, the use of Flashcards that allow students to look at visual materials to learn new vocabulary, auditory representations that make students acquire new English words and improve pronunciation, the grouping technique that asks students to classify words according to their category, and placing new words into context as it helps them to learn new words by using them in a real context.

The vocabulary background of second baccalaureate students at "Joaquín Arias" High School was evaluated through a standardized test before applying memory strategies, the pre-test was based on the A2 Key English Test for schools (KET) taken from Cambridge Assessment. The criteria used to assess vocabulary knowledge were word recognition and vocabulary production by implementing a combination of four assessing formats such as multiple-choice questions where students got an average of 3,12 out of 5, cloze test questions where they obtained an average of 2,50 out of 8, inference meaning questions where they got an average of 3,08 out of 5, and finally gap-filling questions where the participants obtained an average of 1,29 out of 12. The results showed that the students did not have sufficient knowledge of vocabulary according to the level in which they were, since the averages obtained were remarkably low.

After 4 weeks (2 days a week in a one-hour class), where memory strategies were applied in the classroom such as employing actions, visual materials, grouping activities, auditory representations, and exercises of placing new words into a context, a post-test was taken to determine the progress of vocabulary knowledge of second baccalaureate students at "Joaquín Arias" High School. The post-test was basically the same as the pre-test where the criteria to be assessed were word recognition and vocabulary production.

In the multiple-choice section, students demonstrated better performance since the average increased to 4,75 out of 5. Then, in the cloze test section, they got an average of 6,29, which means, the average increased with a difference of 3,79. Regarding the inference meaning section, the participants increased their average to 4,79 with a difference of 1,70 compared to the average obtained in the pre-test. Finally, in the gap-filling section, the students obtained an average of 7,41, which means that they performed better than in the pre-test. The results obtained demonstrated that the participants did progress in vocabulary knowledge after memory strategies were applied.

4.2 Recommendations

English language teachers should consider the implementation of memory strategies when teaching new vocabulary, not only for A2 level students but also for more advanced levels, as they make students learn, understand, and retain new words in their long-term memory, thus, it will be easier for them to communicate with other people and they will not feel limited to produce the language.

As English teachers, it is very important to look for new tactics or activities that will make students expand their knowledge of vocabulary and their communicative skills, in this way, it will be much easier for them to use the language in different contexts inside and outside the classroom.

Every English teacher should select the most appropriate activities or strategies to teach vocabulary, which means that it is not only about teaching the language but also about making students enjoy their learning process. Learning styles should always be considered by the teacher, so it is suggested to apply a series of activities that meet the needs of all students.

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ANNEXES

Annex 1: Key English Test for schools as a pre-test and post-test



UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
PEDAGOGIA DE IDIOMAS NACIONALES Y EXTRANJEROS



KET Exam - Vocabulary section

Class: Second baccalaureate

Time: 30 minutes

Objective: To identify the vocabulary level of second baccalaureate students before applying memory strategies.

PRE-TEST – POST-TEST

PART 1

Instructions:

- ✓ Read the sentences (1-5) about going to the zoo.
- ✓ Choose the best word (A, B, or C) for each space.
- ✓ For questions 1-5, mark A, B, or C on the answer sheet.

EXAMPLE:

0. On Sunday, Tim Up early because he was going to the zoo.
- A. stood B. woke C. went

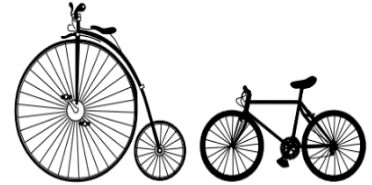
1. He put some biscuits and an apple in a bag for his
- A. meat B. lunch C. dish
2. He took a bus to the zoo and got off outside the entrance.
- A. high B. important C. main
3. He at the monkeys eating some bananas.
- A. enjoyed B. watched C. laughed
4. The lions were sleeping under a tree because it was very
- A. hot B. tired C. full
5. Tim some photos of the elephants.
- A. put B. took C. made

PART 2

Instructions:

- ✓ Read the article about bicycles
- ✓ Choose the best word (A, B, or C) for each space (6-13)
- ✓ For questions 6-13, mark A, B, or C on the answer sheet.

The bicycle is (0.) _____ cheap and clean way to travel. The first bicycle (6.) _____ made about one hundred and fifty years ago. At first, bicycles were expensive. Only rich people (7.) _____ buy one. These early bicycles looked very different from the ones we have today. Later, (8.) _____ bicycles became cheaper, many people (9.) _____ one. People started riding bicycles to work and in (10.) _____ free time.



Today, people use cars more than bicycles; cars are much (11.) _____ and you don't get wet when it rains! But some people (12.) _____ prefer to cycle to work. They say that (13.) _____ are too many cars in town centers and you can't find anywhere to park!

EXAMPLE

0. A. some B. any C. a

- | | | |
|--------------|-----------|------------|
| 6. A. was | B. is | C. were |
| 7. A. must | B. could | C. were |
| 8. A. when | B. if | C. that |
| 9. A. buy | B. buys | C. bought |
| 10. A. their | B. his | C. its |
| 11. A. fast | B. faster | C. fastest |
| 12. A. yet | B. still | C. already |
| 13. A. they | B. there | C. here |

PART 3

Instructions:

- ✓ Read the descriptions (14-18) of some people in a family.
- ✓ What is the word for each description?
- ✓ The first letter is already there. There is one space for each other letter in the word.
- ✓ For questions 14-18, write the words on the answer sheet.

EXAMPLE

0. If your child is a boy, he is this. s o n

14. This is your mothers' brother. u _ _ _ _
15. She is your father's mother. g _ _ _ _ _ _ _ _ _
16. This is the person a man is married to. w _ _ _
17. This is your father's sister. a _ _ _
18. If your child is a girl, she is this. d _ _ _ _ _ _ _

PART 4

Instructions:

- ✓ Complete these letters.
- ✓ Write ONE word for each space (19-30).
- ✓ For questions 19-30, write your words on the answer sheet.

Dear sir,

I (0.) read your advertisement for English courses (19.) _____ the newspaper. I would (20.) _____ to have some more information. How (21.) _____ does a course cost? Also, (22.) _____ long is each course and when does the next course start?

Yours,
María Gonzalez

Dear Ms. Gonzalez,

Thank (23.) _____ for your letter. Our next course starts in three weeks, (24.) _____ Monday, 9 May. This is a 6-week course and it (25.) _____ \$150. If you prefer (26.) _____ begin in June, we have (27.) _____ 10-week course for \$200. I hope (28.) _____ is (29.) _____ information you (30.) _____.

Yours,
David May

Note: Key English Test 2 for schools (Cambridge, 2004, p.3-10)

Annex 2: Lesson plans

UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION N°2

CLASS: Second baccalaureate “C” DATE: May 16 th , 2023 TEACHER’S NAME: Estefania Guanga	TOPIC: My favorite food TIME: 40 minutes
GENERAL COMPETENCE: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.	LESSON OBJECTIVES: GENERAL: Students will be able to talk about their favorite food. SPECIFIC: To identify students’ prior knowledge about food vocabulary. To introduce new vocabulary about food through flashcards. To encourage students to use food vocabulary when using productive skills.
METHODOLOGY USED: Communicative Language Teaching	FOCUS ON VALUES: Cooperation, responsibility, and respect.

CONTENT: Vocabulary about food

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (5 min)	<ul style="list-style-type: none"> The teacher informs the students about the objectives to be achieved in class. The teacher asks students what ingredients they usually have in their kitchen. The teacher writes on the board the names of the foods that the students mention and asks them to repeat every single word. 	Association Auditory (repetition)	Whiteboard	Teacher’s observation
Presentation (10 min)	<ul style="list-style-type: none"> The teacher divides the class into four groups and gives them a small piece of paper with a reading passage about the favorite food of 4 different children (Annex 1). The teacher asks students what they think the reading is about and what are some difficult words for them to understand. After reading the passage, ss have to write unknown words about food in their notebooks. The teacher introduces all the new words about food by sticking flashcards on the board (Annex 2). 	Inferencing Note-taking Imagery	Reading passages Flashcards	Teacher’s observation

<p>Practice (15 min)</p>	<ul style="list-style-type: none"> • The teacher gives the students a worksheet about food classification (Annex 3). • Students work in the same groups and complete the worksheet where they have to classify food vocabulary depending on their category (fruits, vegetables, and sweets). • Then, the teacher asks students to write a short paragraph explaining their favorite food following the model of the previous reading. 	<p>Creating mental linkages (grouping)</p> <p>Recombination</p> <p>Overcoming limitations in writing.</p>	<p>Worksheet</p> <p>Students' notebooks</p>	<p>Teacher's observation</p>
<p>Evaluation (5 min)</p>	<ul style="list-style-type: none"> • The teacher asks for volunteers to share their paragraphs in front of the class. • Feedback is given by the teacher. • Students ask the teacher questions if they have something that is not clear to them. • The teacher asks the students which strategy worked best when learning new vocabulary; flashcards, taking notes, repetition, grouping. • Students reflect individually on which strategy worked best to learn new target words. 	<p>Overcoming limitations in speaking.</p> <p>Asking questions for clarification</p> <p>Self-assessment</p>	<p>Classroom</p> <p>Students' participation</p>	<p>Teacher's observation</p>
<p>Expansion (5min)</p>	<ul style="list-style-type: none"> • The teacher asks the students to mention in which other contexts they could use food vocabulary. • Then, the teacher asks students to look for short videos on the internet at home about ordering food in a restaurant and identify which expressions and people use in that context. 	<p>Overcoming limitations in speaking.</p>	<p>Students' participation</p>	<p>Discussion of a topic</p>

UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION N° 3

CLASS: Second baccalaureate “C” DATE: May 19 th , 2023 TEACHER’S NAME: Estefania Guanga	TOPIC: This is my family. TIME: 40 minutes
GENERAL COMPETENCE: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.	LESSON OBJECTIVES: GENERAL: Students will be able to have a conversation talking about family. SPECIFIC: To introduce new vocabulary about family members. To relate family members’ names with specific movements.
METHODOLOGY USED: Communicative Language Teaching	FOCUS ON VALUES: Cooperation, responsibility, and respect.

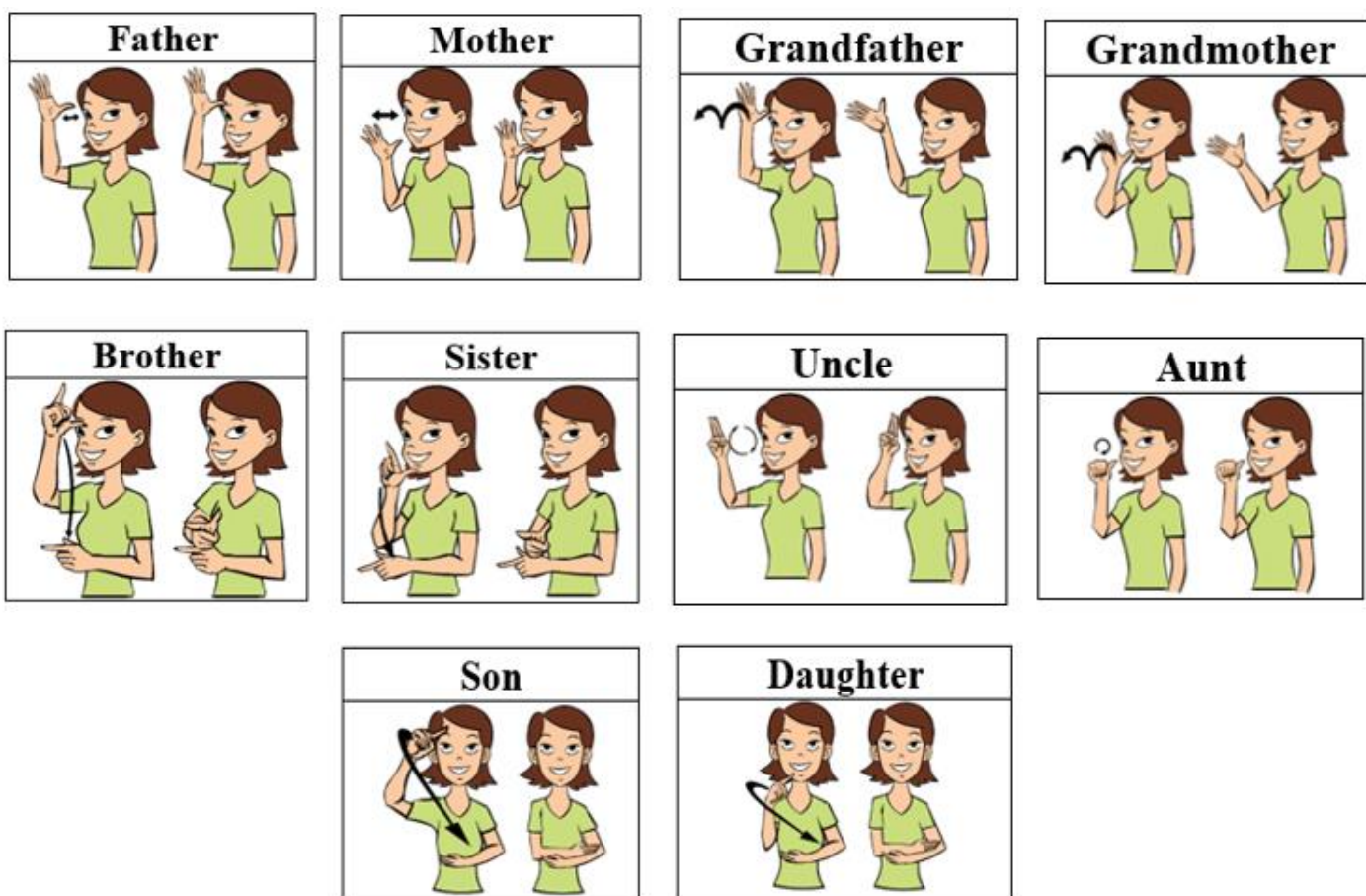
CONTENT: Vocabulary about family members

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (5 min)	<ul style="list-style-type: none"> The teacher begins the class by asking the students to stand up and stretch their bodies while she asks how they feel today. The flashcards about family members are stuck on the board in a horizontal line (Annex 1) while the teacher asks some of her students which of their relatives they admire and why. The teacher asks students what they think they are going to learn in the class. 	Inferencing Overcoming limitations in speaking	Whiteboard Flashcards	Teacher’s observation
Presentation (20 min)	<ul style="list-style-type: none"> The teacher introduces the new vocabulary by mentioning the family members one by one using the flashcards stuck on the board and making specific movements for each one. Students listen to what the teacher says and look at the teacher's movements (TPR representation for family members), then they repeat exactly what the teacher did. The teacher then divides the class into two groups. One student from each group will go to the front and one of them will be located at the beginning and another at the end of the horizontal line made by the flashcards. 	Imagery Employing actions Auditory	Flashcards Whiteboard Students’ participation	Teacher’s observation

	<ul style="list-style-type: none"> Each student will have to walk as fast as possible following the horizontal line touching each flashcard and saying which member of the family is it, and making the correct movement. When both students meet face to face, they should stop and have a short conversation using key expressions that will be written on the board by the teacher. <p>A: Who is this? B: This is my ... (father) A: What is his name? B: His name is (Carlos)</p> <ul style="list-style-type: none"> At the end of the dialogue, both students play rock-paper-scissors. The winner will stay in front while the loser will return to his position and a new student from his group will participate in the same activity. The teacher should make sure that all students have participated. 			
Practice (5 min)	<ul style="list-style-type: none"> The teacher asks the students to work in pairs. Students will have to write a short dialogue using the questions provided by the teacher (Annex 2). 	Recombination Overcoming limitations in writing.	Students' participation	Monitoring
Evaluation (5 min)	<ul style="list-style-type: none"> The teacher asks for a group to read in front of the class the dialogue they have created previously. In this part, while the students speak they have to make the correct movements depending on the family member they mention. While the volunteers are speaking in front of the class, the teacher writes students' mistakes in order to give feedback at the end. 	Recombination Employing actions	Classroom Whiteboard	Teacher's observation
Expansion (5min)	<ul style="list-style-type: none"> Students can ask the teacher questions about something they do not understand or are unclear about. The teacher asks the students how they felt to learn new vocabulary through movements and explains in which other situations they can use this methodology. 	Asking questions for clarification Self-assessment	Classroom Students' participation	Teacher's observation

- Flashcards



- Question to create a dialogue

How many people are there in your nuclear family?
 What is your mother's / father's name?
 Who in your family do you admire the most?
 Is there someone in your family who likes to cook? Who?
 Who in your family likes animals?
 Does anyone in your family speak another language? Who?
 Does anyone in your family live in another country? Who?

UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION N° 4

CLASS: Second baccalaureate “C” DATE: May 23 rd , 2023 TEACHER’S NAME: Estefania Guanga		TOPIC: My last birthday TIME: 40 minutes		
GENERAL COMPETENCE: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.		LESSON OBJECTIVES: GENERAL: Ss will be able to describe different activities about their last birthday. SPECIFIC: To introduce vocabulary verbs in past tense		
METHODOLOGY USED: Communicative Language Teaching		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Simple past verbs				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (5 min)	<ul style="list-style-type: none"> The teacher starts the class by asking the students to sit in a different place. Students will work in pairs. They will have to carry out a short interview and take notes about what activities their classmates did on their last birthday. The teacher asks the students to return to their places and ask for volunteers who want to share the information they got, meanwhile, the past activities mentioned by the students are written on the whiteboard by the teacher. The teacher asks students what they think they are going to learn in class. 	Overcoming limitations in speaking. Note-taking Inferencing	Classroom	Teacher’s observation
Presentation (10 min)	<ul style="list-style-type: none"> The teacher shows the students one by one different flashcards related to the activities that different people did on their last birthday. (Annex 1) Students will have to listen carefully to the teacher's pronunciation of each sentence and then repeat them. Every time a new phrase is presented, the teacher sticks the flash card on the board so that the students can see it throughout the class. The teacher asks the students how they think verbs can be transformed into past tense and briefly explains the difference between regular and irregular verbs. 	Imagery Auditory Deduction	Flashcards Whiteboard	Teacher’s observation
Practice (10 min)	<ul style="list-style-type: none"> The teacher gives the students a worksheet about “My last birthday” where students have to complete a reading text with the correct form of the verbs (Annex 2). 	Recombination	Worksheet	Teacher’s observation

Evaluation (10 min)	<ul style="list-style-type: none"> The teacher asks students to write a short paragraph describing different activities they did on their last birthday. Students are then randomly chosen to share their paragraphs in front of the class. The teacher gives feedback. 	Recombination Overcoming limitations in writing.	Classroom Students' participation	Monitoring
Expansion (5min)	<ul style="list-style-type: none"> The teacher explains which are some other contexts where verbs in past tense can be used and gives some examples of how to use them (talking about the last vacation or talking about a memory). Students make some questions about something they did not understand. 	Asking questions for clarification	Classroom	Teacher's observation

• Flashcards

Max organized a birthday party.



Abel danced with his friends.



Mark cooked his favorite food.



Ana sang his favorite song.



Lily did yoga.



Sofy made a cake.



Cindy visited a museum.



Natty played video games.



Axel watched a movie.



Leo traveled to another country.



• Worksheet

My last birthday

- Read and complete the following paragraph about Ali's birthday using the correct form of the verbs in the box.

not buy	be	be	not be	come	give
dance	cook	make	have	not help	organize
	sing	play	take		

Last Saturday was my birthday. My friends and family a wonderful surprise party. All my schoolmates, friends and family to the party. They any food because my parents all the food and my best friend, Juanita, a super delicious cake. She a bakery course last year. My classmates with the organization of the party but they very nice presents. Then, my friends great music and we and our favorite songs. The party in my house, we in one of my friend's huge gardens. It a really special birthday because I everything I wanted.



UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 5

CLASS: Second baccalaureate “C” DATE: May 24 th , 2023 TEACHER’S NAME: Estefania Guanga	TOPIC: The best memory TIME: 40 minutes
GENERAL COMPETENCE: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.	LESSON OBJECTIVES: GENERAL: Students will be able to describe the best memory their classmates have. SPECIFIC: To make students remember their best memories. To introduce new phrases that students can use to describe important events in the past. To relate phrases with physical movements to make the learning process more fun.
METHODOLOGY USED: Communicative Language Teaching	FOCUS ON VALUES: Cooperation, responsibility, and respect.

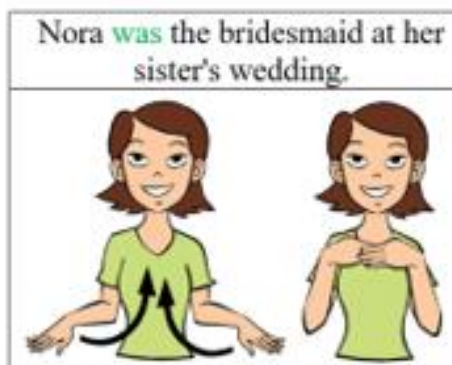
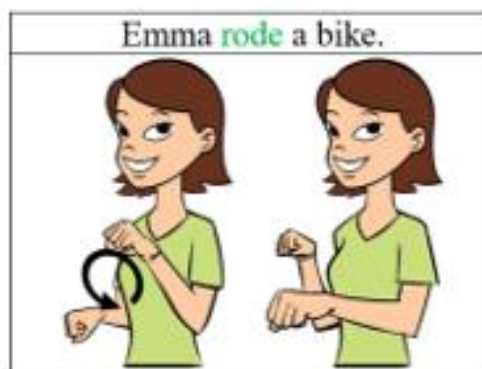
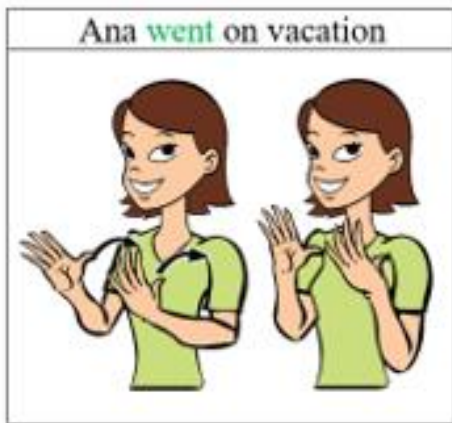
CONTENT: Simple past verbs

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (10 min)	<ul style="list-style-type: none"> The teacher starts the class by asking students to stand up and form a circle in the middle of the classroom. The teacher briefly tells the students the best memory she has with exaggerated and animated gestures and then nominates any student to tell their best memory. <p>“The best memory I have is when I graduated from school. What about you Karla...?”</p> <ul style="list-style-type: none"> Students must repeat what the teacher said before telling their best memory using gestures and then nominate another classmate to continue the sequence. <p>“Teacher Steffi remembers when she graduated from school and my best memory is when my friends celebrated my birthday for the first time. What about you....?”</p> <ul style="list-style-type: none"> When all the students have participated, the teacher explains that the lesson will focus on the language they can use to describe important events they remember. 	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Presentation (7 min)	<ul style="list-style-type: none"> The teacher sticks on the board one by one some flashcards about the best memories of different women: July, Ana, Mar, Luna, Emma... (Annex 1) 	Imagery Auditory	Flashcards	Teacher’s observation

	<ul style="list-style-type: none"> • First, the teacher reads the sentence written on the flashcard and then makes its physical representation (TPR). • Every time a new flashcard is presented, students must repeat exactly what the teacher did. • After all the flashcards have been stuck on the board, the teacher asks different students questions about which are the best memories of each woman. For example: “What is Luna's best memory?” “What is Emma's best memory?” ... • The students will have to answer the questions asked by the teacher, guided by the information that each flashcard contains. They also have to employ the correct movement when speaking. 	Employing actions	Students' participation	
Practice (10 min)	<ul style="list-style-type: none"> • The teacher asks the students to work in groups of 4 people. • Students will have to create a short brainstorming presentation with information about the best memory of a member of that group. They can use some of the phrases presented through the flashcards. 	Note-taking Recombination	Markers Posters	Teacher's observation
Evaluation (10 min)	<ul style="list-style-type: none"> • The teacher will ask students to present their work in front of the class. Everyone will have to participate. • Students must use facial and body gestures as they present their work. • If students have used a new phrase, they must invent their own movement based on the action they are talking about. 	Employing actions	Students' posters Classroom	Teacher's observation
Expansion (3min)	<ul style="list-style-type: none"> • The teacher asks the students to ask their parents at home what their best memories are and tell their classmates about it the next class. • Students can make questions to clarify their knowledge. 	Asking questions for clarification.	Classroom	Group-assessment

- Flashcards



UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION N° 6

CLASS: Second baccalaureate “C” DATE: May 30, 2023 TEACHER’S NAME: Estefania Guanga	TOPIC: Booking in a hotel TIME: 40 minutes
GENERAL COMPETENCE: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.	LESSON OBJECTIVES: GENERAL: Students will be able to make a hotel reservation. SPECIFIC: To present important phrases used when booking a hotel. To get students actively involved by pretending they are making a hotel reservation.
METHODOLOGY USED: Communicative Language Teaching.	FOCUS ON VALUES: Cooperation, responsibility, and respect.

CONTENT: Booking a hotel vocabulary

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (6 min)	<ul style="list-style-type: none"> The teacher starts the class by asking the students to sit in a different place where they will be working for the rest of the class. The teacher asks students some questions: How often do you stay in a hotel? When was the last time you booked a hotel? What do you like and dislike about staying in hotels? 	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Presentation (9 min)	<ul style="list-style-type: none"> The teacher plays an audio (Annex 1) related to a hotel reservation and then asks the students what the audio is about. Then the teacher plays the audio one more time but before doing it, she divides the class into two groups. Group 1 should take notes about questions asked by the receptionist while Group 2 has to write down the answers given by the customer. After playing the audio twice, the teacher asks the members of group 1 to mention the different questions asked by the receptionist and group 2 has to answer them by using the notes they took. While students are speaking, the teacher writes on the board relevant phrases to be used when booking a hotel: I would like... Do you have any room available? How much does it cost? How long will you stay at the hotel? 	Inferencing Auditory Taking notes	Students’ participation Students’ notebooks Audio-player Whiteboard	Teacher’s observation

	<p>How many people is the reservation for? Your room is dollars per night.</p> <p>Could you spell your surname, please?</p> <p>Will you pay by credit card or cash?</p>			
Practice (10 min)	<ul style="list-style-type: none"> The teacher asks students to work in pairs and gives them some role-play prompts (Annex 2). Students have to create a very short script about booking a hotel using the information they have in the role-play prompts and the phrases explained by the teacher previously. 	<p>Overcoming limitations in writing.</p> <p>Recombination</p>	<p>Sheets of paper and pens</p>	<p>Monitoring</p>
Evaluation (10 min)	<ul style="list-style-type: none"> Students are randomly chosen to come to the front of the class to perform their role plays. The rest of the class should pay attention to their classmates' presentations so they can give feedback. 	<p>Overcoming limitations in speaking.</p>	<p>Students' participation</p>	<p>Group assessment</p>
Expansion (5min)	<ul style="list-style-type: none"> The teacher asks the students how they felt about using auditory material to learn new words and if they would use it at home to expand their knowledge of vocabulary. 	<p>Self-assessment</p>	<p>Students' participation</p>	<p>Discussion of a topic</p>

- Audio about booking a hotel
[Hotel-reservations-Ex5.mp3](#)
- Role-Play Prompts

<p>You are traveling alone. You would like a single room. You would like to pay with cash. You will be staying 2 nights. You would like a wake-up call for 7:00 A.M.</p>	<p>You are traveling alone. You would like a single room. You would like to pay with cash. You will be staying 1 night. You would like a wake-up call for 7:30 A.M.</p>
<p>You are traveling with your husband/wife. You would like a single room. You would like to pay with credit card. You will be staying 2 nights. You would like a wake-up call for 6:00 A.M.</p>	<p>You are with your brother. You would like a double room. You would like to pay with cash. You will be staying 2 nights. You would like a wake-up call for 6:00 A.M.</p>
<p>You are traveling with two friends. You would like a double room. You would like to pay with credit card. You will be staying 1 night. You would like a wake-up call for 6:30 A.M.</p>	<p>You are traveling alone. You would like a single room. You would like to pay with credit card. You will be staying 4 nights. You don't want a wake-up call.</p>
<p>You are traveling with your family (3 kids and spouse). You would like a suite (or a double if there are no suites available). You would like to pay with credit card. You will be staying 2 nights. You don't want a wake-up call</p>	<p>You are alone. You would like a suite. You would like to pay with cash. You will be staying 1 night. You would like a wake-up call for 7:00 A.M.</p>

UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION N°7

CLASS: Second baccalaureate “C” DATE: June 1 st , 2023 TEACHER’S NAME: Estefania Guanga	TOPIC: Visiting a zoo TIME: 40 minutes
GENERAL COMPETENCE: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.	LESSON OBJECTIVES: GENERAL: Students will be able to describe the last time they went to the zoo. SPECIFIC: To present contextualized auditory material about going to the zoo. To develop students' writing skills using new words and phrases related to the context.
METHODOLOGY USED: Communicative Language Teaching	FOCUS ON VALUES: Responsibility, optimism, and respect.

CONTENT: Vocabulary about going to the zoo

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (5 min)	<ul style="list-style-type: none"> The teacher starts the class by asking students some questions: When was the last time you visited a zoo? What kind of animals could you see there? How was the weather? Did you take photos of the animals? 	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Presentation (10 min)	<ul style="list-style-type: none"> The teacher plays an audio that describes the last time she went to the zoo (Annex 1). While students are listening carefully to the audio to analyze what is it about, the teacher sticks some questions on the board. (Annex 2) At the end of the audio, the teacher asks students the questions she stuck on the board. The students try to answer all the questions but to be sure of their answers, the teacher plays the audio a second time and asks the students to take notes. When the audio finishes playing a second time, the teacher asks different students to come to the front and write on the board the answers for each question. 	Auditory Overcoming limitations in speaking Taking notes	Students’ participation Students’ notebooks Audio-player Whiteboard Sticky notes	Teacher’s observation
Practice (10 min)	<ul style="list-style-type: none"> The teacher gives the students a worksheet where students had to complete a reading passage with the correct missing words. (Annex 3) 	Overcoming limitations in writing. Recombination	Worksheet	Monitoring

Evaluation (10 min)	<ul style="list-style-type: none"> Students are asked to write a paragraph describing how was the last time they went to the zoo. Students have to create their paragraphs by answering the following questions: How was the weather? What did you wear? What transportation did you take to go there? What animals could you see? What did you have for lunch? What did you take photos of? 	Overcoming limitations in writing. Recombination	Students' participation	Monitoring
Expansion (5min)	<ul style="list-style-type: none"> The teacher asks the students what other attractive places they have visited. The students will have to tell the class about different attractive places that they have visited using new words and phrases learned during the class. 	Overcoming limitations in speaking Transfer.	Students' participation	Discussion of a topic


- Audio about going to the zoo
[GOING TO THE ZOO.ogg](#)
- Questions to be stuck on the board

- What day did I go to the zoo?
- How was the weather that day?
- What did I wear?
- What did I take for lunch?
- Where did I get off the bus?
- What time did I take the bus?
- What animals could I see at the zoo?
- Why did I laugh at the monkeys?
- What animals did I take photos of?

- Worksheet
 - Read the following passage about “Carla’s birthday” and complete it using the correct words given in the box.

Hot took main laughed lunch animals went

At the Zoo



Yesterday was my birthday. As a gift, I went to Dusit Zoo with my father and younger brother. I wore a skirt and a shirt because the weather was very _____. We took a train and got off at the _____ entrance. We walked around and saw many _____. My favorite animal was the giraffe. It has a very long neck. My brother was scared of the snakes. He doesn't like them. For _____, we had French fries and fried chicken. After that, we fed the fish and then we went on a boat on the lake, I _____ many photos of the landscape. We _____ at the pandas climbing the trees. That was really fun. We stayed at the zoo for nearly 3 hours. When we _____ home we were tired so we slept on the bus.

UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION N° 8

CLASS: Second baccalaureate “C” DATE: June 6 th , 2023 TEACHER’S NAME: Estefania Guanga		TOPIC: Means of transportation TIME: 40 minutes		
GENERAL SKILLS: To develop the personal, social and intellectual skills needed to achieve students’ potential to participate productively in an increasingly globalized world that operates in English.		LESSON OBJECTIVES: GENERAL: Students will be able to describe different means of transportation. SPECIFIC: To describe the different means of transportation that students use. To present a reading about a brief history of the bicycle. To identify the parts of speech.		
METHODOLOGY USED: Communicative Language Teaching		FOCUS ON VALUES: Responsibility, cooperation, and respect.		
CONTENT: Vocabulary from context				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Preparation (5 min)	<ul style="list-style-type: none"> The teacher begins the class by asking students to stand up and stretch their bodies. The teacher asks students some questions: What mean of transportation do you use to come to class? Can you describe it? How long does it take to get to school? The teacher creates a brainstorm on the board about the different means of transportation mentioned by the students and the different adjectives they used to describe them. 	Overcoming limitations in speaking Creating mental linkages	Students’ participation	Teacher’s observation
Presentation (10 min)	<ul style="list-style-type: none"> The teacher gives the students a short reading passage that tells a brief history of the bicycle (Annex 1). Students are asked to read it silently. The teacher asks students some questions related to the reading passage to assess their comprehension: What is the reading about? When was the first bicycle made? When bicycles first appeared, could everyone buy one? When did people use to ride a bicycle? Do people still ride bicycles? Then, the teacher assigns different colors to each part of speech that the reading contains (noun=red adjective=blue verbs = green). Students are asked to color the different parts of speech from the reading passage using the colors assigned by the teacher previously. 	Overcoming limitations in speaking Creating mental linkages	Reading passage Students’ participation Colors	Teacher’s observation Monitoring

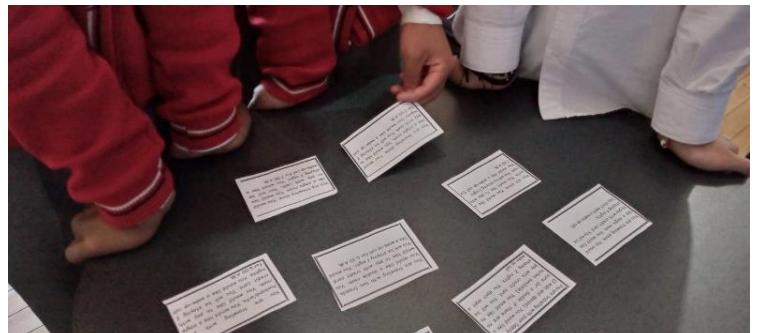
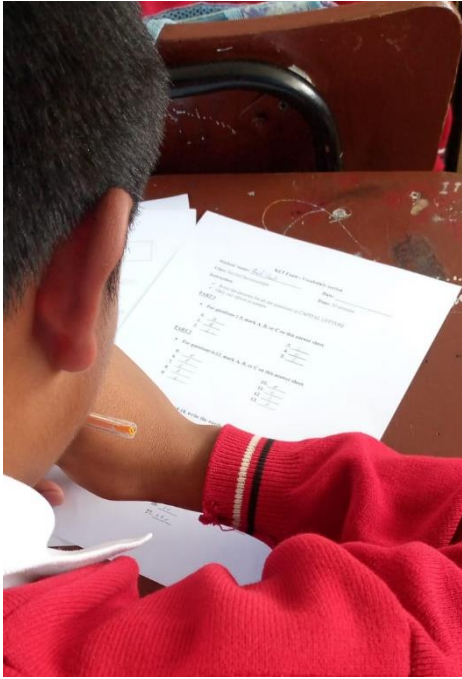
<p>Practice (10 min)</p>	<ul style="list-style-type: none"> The teacher divides the class into 5 groups of 5 people and asks the students to think of a means of transportation and choose one (bus, train, plane, ship, etc.). Ss have to create a 3-minute presentation writing a short paragraph using markers and posters. The paragraph has to be similar to the one presented in the previous stage. Ss have to write the paragraph answering the following questions: When was it created? Who did create it? What was its cost at first? What are some of the reasons people used it in the past? How is it different from the current ones? <ul style="list-style-type: none"> Dictionaries, textbooks, or websites can be used to search for information. Students have to write the paragraph following the pattern of parts of speech (noun=red adjective=blue verbs = green). 	<p>Overcoming limitations in writing</p> <p>Recombination</p> <p>Resourcing</p> <p>Creating mental linkages</p>	<p>Markers</p> <p>Posters</p> <p>Students' participation</p>	<p>Monitoring</p>
<p>Evaluation (10 min)</p>	<ul style="list-style-type: none"> Each group has to come to the front of the class and present their paragraphs. At the end of each presentation, the members of the group have to ask the rest of the class a few questions to test their understanding of the presentation. The rest of the class should pay attention so they can answer the questions made by the groups. 	<p>Recombination (oral production)</p>	<p>Students' participation</p>	<p>Teacher's observation</p>
<p>Expansion (5 min)</p>	<ul style="list-style-type: none"> The teacher asks students how they felt by using colors to learn different parts of speech and what other topics they can learn by applying the same strategy. 	<p>Self-evaluation</p>	<p>Students' participation</p>	<p>Teacher's observation</p>

- Reading passage

<p>The bicycle</p>
<p>The bicycle is a cheap and clean way to travel. The first bicycle was made about one hundred and fifty years ago. At first, bicycles were expensive. Only rich people could buy one. These early bicycles looked very different from the ones we have today. Later, when bicycles became cheaper, many people bought one. People started riding bicycles to work and in their free time. Today, people use cars more than bicycles; cars are much faster and you don't get wet when it rains! But some people still prefer to cycle to work. They say that there are too many cars in town centers and you can't find anywhere to park!</p>



Annex 3: Evidences



Annex 4: Urkund Report



Document Information

Analyzed document	THESIS URKUND.docx (D171485386)
Submitted	6/28/2023 11:05:00 PM
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