

USING MNEMONIC KEYWORD METHOD IN ENGLISH VOCABULARY TEACHING

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ABSTRACT

The aim of the article is an investigation of one of the most effective vocabulary learning strategies is the use of mnemonic keyword method on L2 vocabulary learning of secondary students. 20 Uzbek L1 learners, who studies at first-grade of JSPI AL, (Jizzakh State Pedagogical Institute Academic Lyceum) of English as a foreign language with the same level of English proficiency were arbitrarily selected as the mnemonic keyword group. Before the instruction period, a multiple choice vocabulary test was conducted as the pre-test, after a week from the instruction period, the same test was given as the post-test. The results of the statistical analysis conducted using the t-test on the JASP revealed that the difference between the groups' pre and post tests scores was statistically significant in favor of the mnemonic keyword method. This study found that using the mnemonic keyword strategy, first-grade students at JSPI AL improved their vocabulary proficiency.

Keywords: L2 vocabulary learning, mnemonics, long-term memory, short-term memory, keyword method, secondary students.

Аннотация

Целью статьи является исследование одной из наиболее эффективных стратегий изучения словарного запаса - использование метода мнемонических ключевых слов при изучении словарного запаса L2 учащихся средней школы. В качестве группы мнемонических ключевых слов произвольно выбраны 20 узбекских учащихся первого класса, обучающихся в 1-м классе ЖГПИ АЛ (Академический лицей Джизакского государственного педагогического института) английского языка как иностранного с одинаковым уровнем владения английским языком. Перед периодом обучения исследователь проводил словарный тест с множественным выбором в качестве предварительного теста, через неделю после периода обучения тот же тест проводился в качестве пост-теста. Результаты статистического анализа, проведенного с использованием t-теста на JASP, показали, что разница между оценками групп до и после тестов была статистически значимой в пользу метода мнемонических ключевых слов.

Это исследование показало, что, используя стратегию мнемонических ключевых слов, первоклассники JSPI AL улучшили свой словарный запас.

Ключевые слова: изучение иностранной лексики, метод ключевых слов, учащиеся старших классов.

Annotatsiya

Ushbu maqolaning maqsadi lug'atni o'rganishning eng samarali strategiyalaridan biri - o'rta maktab o'quvchilarining xorijiy tili lug'atini o'rganishda mnemonik kalit so'z usulini qo'llashdir. Mnemonik kalit so'zlar metodini o'rganishda ingliz tilini chet tili sifatida bir xil darajada bilish darajasiga ega bo'lgan JDPI AL (Jizzax davlat pedagogika instituti akademik litseyi) birinchi kursida tahsil olayotgan 20 nafar o'zbek o'quvchilari tanlandi. Ta'lim muddatidan oldin tadqiqotchi tomonidan ko'p tanlovli lug'at testi pre test sifatida o'tkazildi, o'quv davridan bir hafta o'tgach, xuddi shu test post-test sifatida berildi. JASP bo'yicha t-test yordamida o'tkazilgan statistik tahlil natijalari shuni ko'rsatdiki, guruhlarning testdan oldingi va keyingi ballari o'rtasidagi farq mnemonik kalit so'z usuli foydasiga statistik ahamiyatga ega bo'ldi. Ushbu tadqiqot shuni ko'rsatdiki, mnemonik kalit so'z strategiyasidan foydalangan holda, JSPI AL ning birinchi kurs o'quvchilari o'zlarining so'z boyligini yaxshiladi.

Kalit so'zlar: ingliz tilini xorijiy til sifatida o'rganadiganlar uchun lug'atni o'rganish, uzoq muddatli xotira, qisqa muddatli xotira, mnemonika, kalit so'z usuli, o'rta maktab o'quvchilari.

INTRODUCTION

For the last decade, learning and teaching vocabulary effectively has been a prominent subject because many researchers make sure that the importance of knowing a word is first and foremost issue for both learners and educators before learning other main skills of a language. Even though there are various articles that have shown significant results related to vocabulary strategies, L2 vocabulary teaching and learning was not drawn much more attention in EFL classes. In the beginning of 1970, Wilkins emphasized on the importance of learning and teaching vocabulary “without grammar very little conveyed, without vocabulary nothing can be conveyed” (p.111). For the 20th century, more researches based on L2 vocabulary acquisition were carried out and researchers and linguists proved a wide vocabulary is an indispensable part of communicative competence that is the most essential aspect of learning a foreign language. There are lots of aspects in learning a language such as semantic, morphological, pragmatic and cognitive. However, L1 learners can easily utilize these aspects without difficulties in their vocabulary acquisition. For L2 learners, learning vocabulary requires a lot of cognitive efforts: maintaining them in the long term memory, retention and immediate retrieval during the speech. Taking several difficulties in the process of the learning and teaching new words into account, researchers have long sought the most fruitful methods and approaches and found some

effective ones namely, learning by authentic materials, synonyms, antonyms, translations, contexts, semantic sets, mind maps to achieve quality, long term retention, and automatic retrieval during a fluent speech. Some researchers suggested that one of the most alternative methods is a mnemonic keyword method. Others indicated their studies mnemonic keyword method would not be as productive as other approaches. Therefore, using the method for learning vocabulary is a controversial issue. (Dolean, 2014)

This study aims to one of the most effective strategies to improve, learn and teach vocabulary that is the use of mnemonic keyword method on L2 vocabulary learning of secondary students. The keyword approach is a valuable mnemonic aid that can assist pupils expand their vocabulary through speaking and, eventually, reading and writing as well as it can create a meaningful visual image on which to remember the meaning of a new word. This paper is organized as follows: section two explores literature review of mnemonic keyword method, section three discusses the research design and methodology, section four presents the empirical analysis and findings, section five offers final discussion and conclusions of the article.

1.1.Keyword method.

Vocabulary is an important skill for secondary students who are preparing for taking an entrance test for universities from English or taking an IELTS exam in order to get the maximum scores of tests in English . As a teacher, you need to utilize a variety of tactics to keep pupils engaged and avoid boredom in the classroom. One way for improving vocabulary knowledge is to use the mnemonic keyword method. The keyword approach is a mnemonic (memory-improving) strategy for improving the initial acquisition and recall of facts and fact systems that young adults frequently encounter in schools and at lyceums. This strategy uses both aural and visual clues to make the material more relevant and to encourage strong connections between questions and replies (Mastropieri, 1988). Furthermore, according to Thornbury (2002), mnemonics are "tricks" for retrieving things or rules that are stored in memory but are not yet retrievable mechanically. The researcher summarizes the concept of mnemonics as a strategy to assist students in retrieving or recalling knowledge based on the descriptions above. Using the keywords approach or technique is the most prevalent method.

Keyword method: a new word/concept is associated with a similar sounding, familiar word. The meaning of the original word is linked to the keyword through an interactive mental image. In the research similar examples were discovered as a result of the investigation. First, even in a basic phrase, the pupils struggled to convey and respond to something written and spoken in English. Second, pupils lacked confidence in their ability to articulate their thoughts because

they were fearful of making mistakes if they are unfamiliar with many new concepts and difficult to memorize. They wondered if studying language was tedious. The final issue is the boring teaching method. To address the issues, the mnemonic keyword approach was presented to secondary students to improve vocabulary acquisition. The goal of this study is to see if the Mnemonic keyword technique may help pupils improve their vocabulary knowledge. The student with a vocabulary difficulty is the focus of this study. Twenty first-graders participated in the study, with the researcher serving as an English teacher.

LITERATURE REVIEW

For a number of years, mnemonics have been consistently developing, and it has been widely supported by many scientists in the field of education system. Our research work is depended on mnemonic and the main aim of our research project is improving students' vocabulary through mnemonic keyword strategy for secondary school learners. Learning new vocabulary words and facts can be easier when students connect the new information with something that already familiar to them. The keyword method links a new word or concept to an easily recognized known word that sounds similar. The student creates a visual image depicting this connection, which makes the new information easier to store and retrieve as needed. Vocabulary acquisition has a very important role in English language learning. McCarthy (1992) states that meaningful communication cannot take place without having sufficient knowledge of vocabulary. Vocabulary knowledge has been acknowledged as crucial to using language, therefore, insufficient vocabulary knowledge will lead the learners to difficulties in communication. In learning vocabulary, learner shave to put certain amount of efforts which Nation (2000) describes as 'learning burden'. According to him, different words have different weight of learning burdens and each aspect of knowing a word may contribute to the learning burden. In learning English vocabulary, students have to be educated and taught the strategies for learning vocabulary. Students have to be persuaded to use appropriate strategies in order to learn vocabulary. Thus, teachers have an important role to decrease the students' learning burden by guiding them to use appropriate strategies. The utilization of mnemonic dates back to 500 B.C and the word mnemonic (pronounced as "ni-mon-iks") is derived from the Greek word "Mnemosyne" or "mnemon", which means mindful, alluding to the antiquated Greek goddess of memory (Pillai, 2017; Yates, 1966). The initially utilizedmnemonic device was an earlier form of the current technique for loci and from that point forward, various devices have been produced (Amiryousefi & Ketabi, 2011; Higbee, 1987; Pillai, 2017). Atkinson (1975), the pioneer on this issue, believes that mnemonics is an instructional strategy, that is, techniques or devices intended to help students enhance their memory of vital information that includes teaching students to

connect the new data to the information that they already know. Additionally, he believed that our mind is like the London Underground. By this he implies that information stored in the brain is linked in various ways and mnemonics have been proven to be extremely effective in helping people remember things that are linked to each other. One important factor that affects the ease of L2 vocabulary learning involves committing the link between the word's form and its meaning to memory. Accordingly, the general picture of the mental vocabulary is one in which there are varieties of connections between some strong and weak words that we call the weak words "mnemonics" (Amiryousefi & Ketabi, 2011). A scientific work similar to our scientific work in May 2017 language was carried out by Abdullah, Mokhtar, Mohamed, Radwan & Yahaya at Zajan (Iran). 256 third year senior high school students from 6 senior high schools in Zanjan (Iran) were selected through a multistage cluster random sampling method and based on the Cambridge placement test (2010), 230 students proved to be upper intermediate. A quasi-experimental design was used to determine the effects of a mnemonic vocabulary intervention on content vocabulary learning. In this article there were one control group (A, n=115), and one experimental group (C, n=115) all of which were male and there were selected randomly. This study was done over four weeks, in two thirty-minute sessions per week, group C received key word mnemonic instruction. In order to test the effects of mnemonic vocabulary teaching on content vocabulary learning, the covariance analysis was employed and the results demonstrated that by eliminating the covariance factor of the pretest, mnemonic vocabulary instruction improved content vocabulary learning for students. The use of keyword mnemonics as a means to differentiate instruction is an educational result that can assist teachers.

In line with the literature review above, this study sought answers for the sub-questions listed below:

1.How effective is the use of mnemonic keyword strategy for secondary students to enhance vocabulary?

2.What is the difference between pre-test and post-test when done the experimental research?

METHODS

First and foremost, our research depends on teaching vocabulary through mnemonic keyword strategy. The participants of the research will be secondary students at JSPI AL. We have tried to make use of the kinds of tools in our research work. They are: observation, questionnaire, experiment and pre/post tests. Students selected to the experimental method will take pre and post tests are given by researchers.

1.The questionnaire and vocabulary pre test are applied to the experimental group on the first day of classes.

2.The mnemonic keyword strategy is implemented one academic hours every day for a week. There are 6 days of the execution of the strategy, making a total of 6 academic hours.

3.Post test is applied at the end of the experiment.

Participants: The study participants in this research will be 20 uzbek speaking learners of English of first graders of JSPI AL (10 males and 10 females). The participants' ages ranged between 15-16 years old. They have previously learned the English language a little, A1 and A2 learners. All the participants have studied the target vocabulary without repetition of words, by using mnemonic keyword strategy between the pre-test and the post test. Data collection tools: This research based on improving students' vocabulary through mnemonic keyword method. The study is used two tests: pre/post tests to determine the effect of the mnemonic strategy. All 20 secondary students at JSPI AL participated both tests and the process of the study was not distracted by anything and there was no effect of the reliability of the both tests results. The validity of the tests was examined.

Process Firstly, the participants took the pre test to identify their vocabulary knowledge before the experiment. The pre test contained 20 questions about 20 words that the students should decide whether they know well and can use them correctly or they do not know these words.

1. “I know it well, I can explain, I can use it “ -1 2. ” I do not know the word”-0

The participants of the study can get overall 20 points from 20 words. The researcher selected the higher level words for A1/A2 learners in order to determine the effect of the mnemonic keyword method. Therefore, the results of the pre test were much lower than post test results. Secondly, the researcher gave an explanation about mnemonic keyword strategy to students, they were interested in this method during a week training. The training session lasted for 40 minutes each. The teacher used some useful equipment and tools such as her private laptop, the projector, slides, flashcard of the 20 target words, the questionnaire papers, pre test and post test materials. After the pre test, the teacher explained fully what the mnemonics is, the types of the mnemonics, the effect of the mnemonic keyword method, how to find similar sound words in uzbek-English languages, e.g: subsidize-sabzidey, heed-hid. Thirdly, the participants should pay attention to the associations of the two words: uzbek and English, e.g: I sometimes heed to my hid, Amanda is amending the car. They should make a sentence using two words, sometimes these sentences can not match each other, or nonsense. Even though the students have to these kinds of funny and nonsensical sentences for them to memorize more and more words as soon as

possible. At the end of the week, the students had to take post tests. All the results from pre/post tests were compared and analyzed using JASP.

Data analysis When the researcher began to analyze the data collection results using JASP, both tests were initially shown. In the pre test students could get 20 points from 20 word questions. The researcher wanted to indicate the results by descriptive statistics in order to determine the mean and standard deviations. Then, the results of the both tests were calculated using the paired t-test statistics to compare the exact results of the tests. The methodology used in this section is discussed, and the main results of the current research are discussed in the next section. The number of the validity was 20 for all items, so the number of the missing was equal to 0. Mean score of the pre test was 1.35, while Mean score of the post teas was 18.8. The standard deviation indicated approximately 1.9 and around 1.3 respectively. The minimum score of the pre test was 0, whereas the maximum score was 3.0 in the pre test, however, we can easily noticed that in the post test minimum and maximum scores were 16 and 20 respectively.

As the research dependent on the pre and post tests and their comparison, it was calculated in the paired sample t test. According to the p-value, it showed <.001. therefore, the p-value less than .05 means that the difference is significant. Cohen’s D was -12.5. It indicated the effect size that is a value measuring the strength of the relationship between two variables. An effect size can tell us how large this difference actually is. In statistics, we often use p-values to determine if there is a statistically significant difference between the mean of two groups. However, while a p-value can tell us whether or not there is a statistically significant difference between two groups, an effect size can tell us how large this difference actually.

Table: Paired Sample t-test Results

Paired Samples T-Test

1Measure 1	Measure 2	T	df	p	Mean Difference	SE
Difference	Cohen's d	Pre-test	-	Post-test	-55.960	19
17.450	0.312				< .001	-
		-12.513				

when interpreting Cohen’s d:

- 1.A value of 16.3 represents a lower effect size.
- 2.A value of 12.5 represents a medium effect size.
- 3.A value of 8.4 represents an upper effect size.

In this case, results from Cohen’s D illustrates lower effect size with

statistically significant difference between both tests. According to the t-test results, there is a considerable difference between pre and post tests in the current research. It showed that using mnemonic keyword strategy to enhance vocabulary is quite helpful and easy way to learn and memorize.

RESULTS AND DISCUSSIONS

The research was carried out by secondary students at JSPI to improve vocabulary skill through mnemonic keyword method. The findings of the study demonstrate that using the mnemonic keyword approach to acquire vocabulary can help university students improve their vocabulary knowledge. This may be observed in the test results analysis, observation, questionnaire, pre and post tests that were used in the study. The most typical mistakes students make when they are having difficulty expressing and responding to something written or said in English, even in a basic statement. Furthermore, pupils lack the courage to convey their thoughts because they are fearful of making mistakes if they are unfamiliar with many new concepts and find it difficult to memorize them. They were able to recall and remember information/vocabulary more effectively and easily after being treated with the keyword method. It entails using a visual picture or letter/word combinations to link new to be learned information with familiar already known knowledge. The kids were treated with the keyword strategy above, which supposedly resulted in an improvement. With the strategy used, the pupils make progress in their vocabulary acquisition. This can be observed in the tables 1 and 2 which show the mean score achieved by students in tests. It was discovered that after being handled with the keyword technique, the teaching learning process improved significantly and had a positive influence on university students' vocabulary knowledge.

CONCLUSIONS

In conclusion, this study examined the effect of using mnemonic keyword strategy for secondary students to enhance vocabulary skill. The research results indicated that the following positive effects.

1. Students were highly motivated to study vocabulary using the keyword technique since it encouraged students to work in groups and couples, allowing them to learn from one another and share ideas.

2. Students had an excellent understanding of the term since the key word approach is an effective strategy for providing a meaningful visual image on which to establish memory for a new word's meaning.

3. Students found it simpler to learn new words by employing linguistic pictures and mental images, allowing them to recall a large number of vocabulary words.

4. Students were satisfied with the mnemonic keyword approach of learning language. They can assist kids in expanding their vocabulary through speaking and, eventually, reading and writing.

The research is provided an explanation and detailed directions in this stage. The researcher then created keywords to go along with the story's vocabulary terms and added an image to a study sheet. Following the introduction of new vocabulary and meanings from the tale, the students brainstorm to come up with a term in their own language that sounds similar to the foreign language. Following the discovery of mnemonic keyword technique implementations, various recommendations are made to both English lecturers and other scholars. The English instructor might utilize a novel strategy or method to help their pupils understand vocabulary, making the teaching and learning process more creative and fun. Future researchers can utilize the findings of this research project as references in other lessons and use this strategy to carry out this study at a higher level or to reinforce the current results so that they are relevant to a wider range of classroom settings.

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