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Teaching children vocabulary through the mnemonic
technique "Loci"

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TEACHING CHILDREN VOCABULARY THROUGH THE MNEMONIC TECHNIQUE
"LOCI"

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This thesis has been read by members of the thesis committee and

is considered to fulfill the requirement for the degree of

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ABSTRACT

Thisresearch was carried out in order to look for more information about the mnemonic techniques and one in specific which is the Loci technique, which has been used for a long time, it would give to the teachers or students some useful information about it and it explains the steps that each activity followed.

In this research a case study was done because in this way we can have a wider and deeper understanding of the situation and it can gives the reader a clearer idea about the Loci technique. It was applied to six children students of English as a Foreign language in a private school.

I decided to do it for giving students or teacher an overview of the mnemonic techniques so they can choose one and research more about it or to use the Loci technique in their following classes.

I consider this research important as there are not many papers or books about it and is an easy way to understand the technique which we are related to but we do not know how to apply it in our lives or academic studies.

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This thesis would not have been possible without the help of many people who directly or indirectly helped me through the development of it, at the beginning it was not easy to find a topic which attracted me and which fulfill my expectations about what a thesis project should be.

I want to thank to all my university teachers who taught me and guided me and in this journey, especially to my thesis director Sara Merino Munive for all her guidance and advice given during this research, for showing me the right way to do a research and taught me the steps to follow. I appreciate the leading of my advisor Julio Martinez Gonzalez who support me along my studies.

I would like to thank all my students' parents who let me apply this research in the private classes similarly to my students who helped me and did all the activities and steps asked.

DEDICATIONS

I would like to dedicate this thesis to God, my family, my father, my brother, Carlos my husband, friends and people who join me during my university studies, especially to my mother who is my support, my best friend and the person who taught me being a responsible person, you are my strength mother I love you so much.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

Nowadays, teaching and learning a foreign language is an important requirement in this world. To learn a new language there are many important aspects to take into account such as grammar, listening, writing, pronunciation and vocabulary. Learners have to learn a lot of vocabulary to have a good competence in the language. Vocabulary is the amount of words that a person has to know in order to learn a language.

Language learners face many problems when acquiring a language for example when they have a huge amount of words and grammatical rules and they cannot remember when to use them. Some students learn the words when they are studying the language but when they are asked to remember them later they find it difficult or sometimes guessing words from context is also problematicas Sokmen said (1997), learners often have a problem remembering words because they do not use them frequently. Jan H. Hustijn mentioned that learners sometimes find a word difficult to remember and that is why the teacher should give them a mnemonic technique to reinforce their knowledge.

According to Ronald Carter (2001) a lot of work when learning a language is involved with memorization and the process from the storage of the first language and the storage of the second language (Aitchison 1994, Singleton 1999). So far, language teachers and language methodologists have identified many ways to help children acquire vocabulary. Among the most important are according to Thornbury (2002) repetition involves 'memorising the new vocabulary' repeating an item many times in order to learn it, retrieval which is similar to the repetition this is an act of retrieving a word from our

mind and this would let the learner remember it later, spacing is the distribution of the words presenting the new words in block pacing in this method learners work quietly and individually, using the words is another way to learn them, imaging which consist of creating a mental picture of the word, and mnemonics devices.

Mnemonic techniques are defined as "tricks"or ways to help us to learn things or rules which are stored in our minds (Thornbury 2002).Mnemonic systems are special techniques or strategies consciously used to improve memory which help to employ information already stored in long-term memory to make memorization an easy way to learn a language; however learners should be able to use and employ effectively the words they learned

Mnemonic technique is a technique used to remember things, according to Thornbury(2002) the best ones have a visual element like the keyword technique which consists of developing a picture in the mind which is linked to the pronunciation of the second language word with the translation of the first language word.

"Paired associates" is a mnemonic technique which links two words of familiar sounds and meanings; it is also a varied technique which long pre-dates modern applied linguistics; the *Loci technique* is a more elaborated example of paired associated mnemonics(Cohen and Aphek 1980).

Loci is a mnemonic device related with the location of things or words using visualization to recall the information; it involves storing in the mind the words or items in familiar places (Cohen &Aphek, 1980). This technique is going to be used through this research.

1.2 Purpose of the study

The aim of this research is to explore the pertinence of the mnemonic technique Loci in the acquisition of vocabulary in childhood. This will help introduce the mnemonic vocabulary activities based on the Loci technique to eight years old children.

1.3 The research questions

This research addresses the following research questions.

1. How does the Loci technique help children for learning vocabulary?

2. Do children remember more vocabulary by using the Loci technique?

1.4The importance of the research

This study is going to be useful in primary schools where English teachers face some problems teaching vocabulary to eight-year-old-children. This research could be useful in both private and public schools, where there are a lot of children who want to learn English but they feel frustrated when they forget the vocabulary. Teachers could introduce mnemonic vocabulary techniques to reinforce their students learning through the loci technique also it will help students to learn vocabulary in an easy way.

1.5 Significance of the study

I decided to research about the Loci Technique because when I was studying Vocabulary in my classes at the university I read about the mnemonic techniques and I had realized that there were many of them. Also I saw that there are not many books or examples about the Loci technique. During my classes I found this technique very interesting and I considered it could be useful for my young students as it develops children's memory. This technique has been tested through the different activities applied in the English classroom. This research will be helpful for English teachers who want to use something else besides the textbook and have time to create more exercises with new topics;I gave some examples of how I used it and what were the results that I obtained in Chapter four.

The research was carried out in anEnglish class in a private school called GARHAM Centro de Idiomaslocated in Heroes de Puebla, Puebla; where it has been observed that the text book is not enough for children to learn the vocabulary. In this class there were six boys and two girls where children were in third grade in primary school and their English level is A1 according to the European framework. The teacher created materials following the loci technique in order to help students to learn vocabulary. This research is going to present the mnemonic devices usually used when learning vocabulary in ELT, focused on The Loci Method.

In the classroom, children showed a lot of interest in learning English vocabulary but they had a problem when they tried to remember it. In this context arises the necessity to

use more visual materials together with Mnemonic techniques for effective learning of English vocabulary in children.

1.6 Key Terms

Vocabulary: "Is the basic unit of language. Language is the primary vehicle of thought, expression and communication" (McWhorter, 1998, p. 82)

Vocabulary: "Is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write." (Richards, J and Renandya W. p. 255)

Teaching vocabulary: "Teaching vocabulary is essentially the teaching of the meaning of words in situations or in context" (Lindsay, P. 2000, p.41)

Mnemonics: " Techniques for remembering things" (Thornbury S. 2002, p. 145)

Mnemonics procedures: "Also called memory prompts can be placed and scanned in order to elicit words from long-term memory into working memory." (Thornbury S. 2002, p.23)

Mnemonic Techniques: These techniques are based on learning new words by memory using relations or keywords.

Loci:"Is an ancient mnemonic technique which involves storing – in one's mind's eye- the lexical items or what these items represent, in various places along an actual, familiar route or along a metaphorical route" (Boers F., Lindstromberg S p. 14)

CHAPTER II: LITERATURE REVIEW

This chapter provides different definitions about vocabulary and it explains how children learnaforeign language or a second language, it also mentions what the most common problems an EL student faces when learning a language. It also describes the different mnemonic techniques developed during the years and how to use some of them.

2.1 Vocabulary in language learning

The use of vocabulary when learning a new language is very important; words are necessary to express ideas and according to Nation (1990) vocabulary is the most important element in language learning, but sometimes it is the most neglected area (Taylor, L . 1990), however teachers should be aware of the new methodologies available to teach it.

Linguists, philosophers and pedagogues have been interested in the problems raised by words and the understanding of them for centuries, much of what is said nowadays on the teaching and learning of vocabulary has been around for a very long time. The history and development of vocabulary teaching is, therefore, not so much one of old insights leading to new; it is more a series of dominating ideologies or fashions that have succeed one another and which sometimes come to a full circle (Fries, 1945).

In this chapter the importance of vocabulary has been analyzed and the common methods use to learn it are also mentioned; the focus of this chapter is on presenting to the reader the theory to use around mnemonic science.

2.2 Children and second language acquisition

First of all we have to understand the difference between language learning and language acquisition; our first language or our native language is acquired and the second language is learned (House, S. 1997). *Language acquisition* occurs in a motivating environment because children are exposed to it most of the time while language learning occurs very often only in the classroom, so teachers have to give their students the necessary tools in order to facilitate their learning.

There is a big difference between what children of five years old can do and what children of eight years old can do, some children develop early, some children develop gradually and other develop in leaps and bounds.

Scott, W. &Yetreberg (1990) divided children into two groups:

1.   Five-seven years old children

2.   Eight-ten years old children

Also, they mentioned that it is difficult to say exactly what each child can do according to his age, but they give some things that they may do at each stage.

1. Talking about *five-seven years old children* Scott &Yetreberg (1990 p. 4) said that children: are able to talk about what they are doing and they can tell you about what they have done or heard, can tell you their plan activities and argue for something, also he mentions that a child can say what they think and because they can use their imagination as well as a wide range of patterns of their mother tongue.

Scott, W. &Yetreberg, L. (1990) mentioned other characteristics like: children know that the world is governed by rules, they understand situations more than the language they use, they are very logical, they have a very short attention that is why we can use mnemonic techniques in order to encourage their knowledge.

2.Scott, W. &Yetreberg, L. (1990) explained the characteristics of *eight to ten years old children* who are relatively mature children with an adult side and a childish side; they may have the following characteristics:

1. Their basics components are formed, they have a vision of the world.

2. They can see the difference between fact and fiction

3. They ask questions all the time

4. They can decide what to learn and what not

5. They can say what they like and what do not like

6. They analyze what happens in the classroom

7. They start to question the teacher

8. They are able to work in groups and cooperate

2.3 Language development of children

Eight to ten years old children have developed a language with all the basic elements, they are more competent users of their mother tongue and in its connection. They are aware of the main rules of syntax in their own language.

Some of the characteristics of children mentioned by Christopher Brumfit in the book "Teaching English to Children" are that children can form their expectations of the school, also they are more enthusiastic than adults and they do not usually have the feelings that make someone to feel unable of doing something so they are willing and opened to new activities and techniques. Children do not have the same amount of worries and responsibilities thanadults,so the process of learning seems to be easier and faster, also they can be more motivated because of their parents; on the other hand, friends and teachers can help them through this process. Eight to ten years old children have a good knowledge of their native language and they are able to connect the words and rules of their language to the second language, they can understand words, symbols and rules. (Scott &Ytreberg 1990 p. 4).

2.4 Teaching English to children

House Susan (1997) mentioned that children are exposed to their mother tongue most of the time and we as teachers should try to give our pupils some of the stimuli which exist in language acquisition to help them learning the language.

As House S. (1997) said children have not developed learning strategies as the same way as an adult or a teenager has; children are not conscious about what the process of learning is and how to acquire tools for learning, so the teacher should give them the possibility of experimenting and experiencing the different stages of learning.

As House (1997) explained every moment with children is a learning time and the teacher must know this, every time with students is accurate to teach them because children at primary school learn from experience and they do not distinguish learning situations

from non-learning situations.Schmitt and McCarthy (1997) said that when children learn vocabulary they are learning the world at the same time unlike adults' language learners who have categorized and recognized each word into their minds.

2.5 The four skills in English language learning

Four major skills in communication through language are: listening, speaking, reading and writing, in many situations where English is taught these skills should be integrated and explained in each English course.

Listening is used in language teaching to refer a complex process that allow students to understand spoken language, is the most widely used language skill and it is often used at the same time with speaking, reading or writing. (Rost, M. cited in Carter, R. &Nunan, D. 2001) Listening could be presented in listening comprehension, short utterances, dialogues, etc. According to Scott and Yetreberg (1990, p. 21) listening could be the first skill children acquire mainly if they have not learned reading yet, it is important for the teacher to say the things clearly and repeat them if necessary and give them visual back-up, facial expressions and gestures.

Speaking in a second language involves the development of a particular type of communication skill, this tends to differ from written language, and in addition some of the processing skills needed in speaking differ from those involved in reading and writing. (Bygate, M. , M. cited in Carter, R. &Nunan, D. 2001 p. 14). The speaking ability could be practiced in an interview, a picture description, role play, and a problem-solving task, etc.

Speaking is perhaps the most demanding and difficult skill to teach, children who are able to express their emotions, intentions and reactions may want to do it in English, as we do not know what they want to say we have to find the balance providing them guided activities and letting them enjoying it and they might naturally insert their native language when they cannot find the words in English (Scott &Yetreberg; 1990, p.33).

Reading has been seen as practice, product and process of the language. Reading is a skill which is practiced without noticing for example in advertisements, in menus, bills, and it occurs within a social context. Reading is the ability to understand a text, could be a novel, a newspaper, magazine, article, etc. Scott and Yetreberg (1990, p. 49) mentioned that reading can be the second main source of language learning which can help to expand and reinforce the language and is also the easiest to remember even when we as adults do not practice the language.

Writing is a support skill in language learning, during the 80s writing was taught as a process of self-discovery and teachers neglect accuracy in favor of fluency. In the skill of writing students can develop the ability to write paragraphs, letters, reports, memos, messages, instructions and others. Writing is a long process which can take a lot of time for children to master it because "correcting errors" is often focused instead of content (Scott &Yetreberg; 1990,p.68).

2.6The language sub-skills

In English Language Learning the language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills one of this sub-skills is vocabulary.When we

talk about language sub-skills we refer to the skills that a student can use in order to develop or learn the language skills, some of these sub-skills are grammar, vocabulary scanning, skimming, connected speech and intonation.

2.6.1 Vocabulary

Richards and Renandya(2002)defined vocabulary as "a core component of language proficiency and provides much of the basis for how well learners speak, listen read and write" as can be seen the vocabulary is the foundation of a language as Carter mentioned vocabulary is not just a list of words, if the learner does not have strategies for learning the new words he can lose potential or speed during the process.

In foreign language teaching, vocabulary has been neglected for long time, course books have provided a guide instead of words lists, and however, teachers still need to be aware of the methodologies available for introducing and consolidating new words.

In language there are four kinds or words:

•   Function words

•   Substitute words

•   Words of negative/affirmative distribution

•   Content words

Fries (1945, p. 39) considers that the three first stages must be mastered with only a small number of content words and this small vocabulary should be learned from the environment. After this initial stage the learner can move to the next stages which are:

- The learning of vocabulary for production

- The expansion of vocabulary for recognition

- The learning of vocabulary for special areas

Learning vocabulary is not only a list of items that have to be learned; Richards (1976) brought a characterization of lexical competence into eight assumptions:

1. Native speakers continue expanding their vocabulary in adulthood.

2. Knowing a word means knowing it frequency and it collocability.

3. Knowing a word means knowing its limitations

As Healy and Bourne said (1998) an important component of improving foreign language acquisition is improving the efficiency and effectiveness of acquiring new vocabulary. One approach to achieving this goal is to make use of existing knowledge. For example, in acquiring new vocabulary various meditation techniques may be used. One such technique is the keyword method, in which an unfamiliar foreign word is first related to a similar-sounding native-language keyword, which in turn is related to the native language equivalent using an interactive image. For example, the Spanish word *cabra*, meaning "*goat"* can be learned by first noting the similarity in sound of *cabra* to the English keyword "*cab*" and then generating an interactive image of a "*goat driving a cab*".

2.7 Approaches to vocabulary learning

Before explaining the approaches, it is convenient to explain direct and indirect vocabulary learning. In direct vocabulary learning the students do the exercises and

activities that focus their attention on vocabulary such as guessing words from context or vocabulary games. In indirect vocabulary the students' attention is focused on some other feature usually a message. Opportunities for indirect vocabulary take more time than direct activities (Nation, 1990, p. 3), vocabulary teaching can fit into a language course in four ways:

1.- Material is prepared taking into account the vocabulary, the most common way to do this is to simplified the material and grading it according to the lessons.

2. -If a word causes a problem, the teacher will explain it at the moment; the teacher should consider the frequency and usefulness of each word when deciding how much time to spend explaining it.

3. - Vocabulary is related to other language activities, this means that the vocabulary taught can be prepared in listening or reading exercises which can give the students further practice.

4. - Learning vocabulary can be in the class or out of the school, for example, time is spent on learning spelling rules or on activities connected, but we can spend time on activities requiring the whole class using group work, puzzles, crosswords, etc.

As Nation (1990) said there are points to consider in learning vocabulary, the teacher has to answer the following three questions:

1.   What vocabulary do my learners need to know?

2.   How will they learn this vocabulary?

3.   How can I test to see what they need to know and what they know now?

2.8 Mnemonic science

The mnemonic science is based on as its name said in memory, mnemonics techniques are often verbal, like a short poem, story, sentence or a special word used to help a person remember something, particularly lists, but may be visual, kinesthetic or auditory. Mnemonics rely on associations between easy-to-remember constructs which can be related back to the data that is to be remembered.

According to Schmitt and McCarthy (1997) the memory strategies traditionally called mnemonics involve relating the word to be retained with some previously knowledge using imagery or grouping, it is also mentioned what Thompson explained these strategies help students learn faster and recall better.

2.8.1 Memory and acquisition

According to Carter and McCarthy (1988) in the early stages of language learning, words are conventionally learned in lists of paired words or "paired associates". The lists contain a word from the target language, either a synonym in that target language, or a translation in the mother tongue, and these can be accompanied by a picture or some means of graphic or other mnemonic representation, a relevant research (Kellog& Howe 1971; Crothers and Suppes 1967) has made claims for the efficacy of such learning procedures and has shown that large quantities of initial vocabulary can be learned efficiently and quickly by such means.

Atkinson (1975) also has argued for the usefulness of the "key-word" technique which involves an association of the target second/foreign language word with a native word. The association can be aural or imagistic and preferably incorporates both dimensions. That technique is not without problems but linking meaning and structure, and facilitating a combination of both productive and receptive word-attack skills, the techniques would appear to have advantages over an exclusive focus on straight translation or rote learning. The principle of vocabulary learning which emerges is that the more words are analyzed or enriched by imagistic and other associations the more likely it is that they will be retained.

But the question of retention is a complex one, as Carter and McCarthy(1988) said there is a problem of whether a single word forms with extended meaning can be retained more easily than the meanings of an equal number of separate word forms. At different stages in language learning there are clearly differences to be drawn between short term and longer term memorization.

Learning vocabulary effectively is closely bound up with a teacher's understanding, and a learner's perception of the difficulties of a word, the difficulty of a word may result, inter alia, from the relations it can be seen to contract with other words, either in the native or target language, whether it is learned productively or receptively; as well as from its polysemy, the association it creates.

2.8.2. Enhance storage in memory

The second task in teaching comprehension is helping students remember the words (Nattinger, mentioned in Nation, 1990) or helping them to store words in their minds, function words can be learned quickly because there are a few of them and they reoccur more often, but the problem arises with content words that are not easily pictured such as nouns, verbs, adjectives or adverbs that stand for abstract concepts.

In teaching comprehension it is needed to teach strategies that can be a path to meaning. In the case of production it is the meaning that guides the learner to use an appropriate form for a specific situation.

2.9 Mnemonic devices

To enhance storage it is useful to encourage students to use memory techniques that will aid them in keeping words in memory.Teachers can help students by applying a variety of mnemonic techniques in order to help students to learn new words these techniques are related with memory and storing (Boers S. and Lindstromberg p. 13).

2.9.1 Loci

Loci is the world`s oldest and best known memory device, it has been described in a self-help book (Neisser 1976) which are based on "cognitive maps" (familiar sequences of visual images). These images are situated in a well-traveled path for example a well-known story used in order to collocate new items to remember new words.Nattinger J. Mentioned in Carter and McCarthy (1988) explained this technique also as a useful technique to

memorize an item forming a visual image of it and places in the scene helping the student to the retrieval of these things when he remembers the entire scene.

According to Wikipedia the word "*Loci*" comes from the latin word "*locus*" which means place or location and it is also called *"The memory palace"* it was introduced by the ancient roman and Greeks in their rhetorical speeches.

In this technique the teacher has to think about a place or location that is familiar or well known by students and then the teacher introduces the word between each location or word known by the student and then creates a statement with new and old words.

According to Cohen and Aphek (1980) the Loci technique involves storing in the mind the lexical items in various places such as a familiar route or a metaphorical route or in a complex space that one knows well. Unfortunately, there is a lack of information about the use of Loci techniques or more characteristics.

It was said by the poet Cicero's de Oratore that the Greek poet Simonides invented this technique; the legend says that Simonides escaped from a disaster that destroyed the building where he was having dinner with other dignitaries and that he was able to name the victims by recalling where they had been seated. According to Scott A. (2012) this technique" is used to enhance memory via elaborative rehearsal involving the use of familiar locations…", he mentioned four steps in order to use this mnemonic technique which are:

1. - Learn a set of locations that are organized in a well know journey or in a natural sequence.

2. - Create a mental picture of each piece that needs to be remembered.

3. - In order to encode the concepts visualize each item at the significant location.

4. - Retrieve the information visualizing the route as you remember the required items.

2.9.2 Paired associates

Another memory device is paired associates which links two words of familiar sounds and meanings. Curran calls this associates "security words" (Curran 1976, p. 77) and advocates their use for acquiring new vocabulary.

Carter and McCarthy (1988) also explains this device in the early stages of language learning, words are conventionally learned in lists of paired words or "paired associates". The lists contain a word from the target language, either a synonym in that target language, or a translation in the mother tongue, and these can be accompanied by a picture or some means of graphic or other mnemonic representation, a relevant research (Kellog& Howe 1971; Crothers and Suppes 1967). These authors have made claim for the efficacy of such learning procedures and has shown that large quantities of initial vocabulary can be learned efficiently and quickly by such means.

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2.9.3. Key word technique

This technique seems to be against the theories of language acquisition but it has been very effective, in this technique the student learns a word in the target language by associating it with its translation in the native language in a special way.As Nation (1990) mentioned in the book "Teaching and learning vocabulary" the key word is an effective way to remember a new word, this technique implies the use of the native language of the student, when the student find a new word he has to think in a word in his native language and related to the new word and create and image in his mind, this is the linking association between the meaning of a word with the sound of the foreign word.

Pressley, Levin & Delaney (1982) researched the keyword technique and they argued this technique is the most effective when learning foreign vocabulary because it can be used with verbs, nouns and adjectives as well as it can be used with adults and children

but the more imagination you use the more useful the technique will be. They also gave comprehensive reviews for the research of a keyword and in a comprehensive survey realized by Pressley et al. (1982) they mentioned the following points:

1. - The keyword technique helps students to learn vocabulary in an easy way,

2. - It can be used with nouns, adjectives, adverbs, verbs,etc.

3. -This technique can be used with children and adults obtaining good results,

4. - The keyword can be provided by the teacher or the learner can think their own keyword to find this technique useful, it is necessary to have imagination because you have to think in a keyword.

When students face the challenge to discover the meaning of an unfamiliar word they will make a strong effort trying to remember this word, for example an Indonesian learners of English want to learn the word parrot, first the learner try to think in an Indonesian word that sounds like parrot or like a part of parrot, for example the Indonesian word *parit* which means a *"ditch"* and this is his keyword, after the student imagines a *parrot lying in a ditch* (Nation, 1990, p. 166). Nation says that the most unusual or weird the image the more unforgettable will be.

CHAPTER III: METHODOLOGY

3.1 Introduction

This chapter presents the methodology used to apply the Loci mnemonic technique in order to help children to learn specific vocabulary, in this chapter the research setting, the participants and the instruments are described. This research was carried out to apply the Loci technique with children in learning new vocabulary.

3.2 Research Design

As Yin (2009, p.1) mentioned when we want to carry out a case study research we have to follow these steps, plan, design, prepare, collect, analyze and share. The researcher has to choose its method according to three conditions which are the "type of research question, the control that the investigator has over the behavioral events and the focus on contemporary as opposed to historical phenomena". In most of the case studies the researcher has a little control over the events and is focused on a contemporary phenomenon in a real-life context, this method is used usually with questions with "why" and "how" by using this research we can give a deep description of the phenomenon investigated that is why I chose it.

When a researcher wants to understand a real-life phenomenon deeply he should choose the *case study method* (Yin & Davis, 2007) and this understanding surround important contextual conditions. A case study focuses on distinctive situations in which can be many variables, it relies on multiple sources of evidence and it can give advantages to prior development of theoretical propositions to guide data collection and analysis (Yin, 2009).

A qualitative study was done because it helps to explore and analyze a social phenomenon (Merriam, 1998). This study will not try to predict what could happen in students mind by using the Loci mnemonic technique; it helps to explore the participants and their setting. A case study was carried out to find and analyze the results, as Merriam (1998) cited "cases studies are employed to have a deep understanding of the situation in this way it can suggest to the reader what can do or not to do in a particular situation by examining a similar situation"(pag.27). Yin (1994) defines case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.27). Merriam (1998) defined it as follows "A qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (pag.27).

3.3 Research Setting

This research was applied in a private school "GARHAM Centro de Idiomas" located in Heroes de Puebla, Puebla, México. The school is a familiar business which main purpose is to offer local students of all ages the opportunity to learn English; it started seven years ago with one girl who needed help in her exams and she recommended the classes to her relatives. At the beginning, the classes were given to one or two students in each session; now the groups which are divided by age and English level are grouped by 6 students. Nowadays the school has 40 students approximately.

3.4 Participants

The research was applied to six children between the ages of eight and ten years old, three boys and three girls. The students were from both public and private schools, the

students came to the extra English classes as a result of their necessity to understand their English classes and pass theirexamsfrom schools.

3.5 Instruments

As it was mentioned earlier in this technique the teacher has to think about a place or location that is familiar or well known by students and then the teacher introduces the word between each location or word known by the student and then creates a statement with new and old words.

The first thing that I did for adapting this technique was to create an easy drawing where I collocated things that students already knew, then I showed it to the students and I asked them to draw it on their notebooks, after I asked them to write the names of the new items on their drawings and finally they retrieve the information and visualize each new word.

The instrument used for this study was evidencedrawings that the students had to draw as the example given to them. I chose this instrument because most of the students of this age are able to draw. For designing the material I chose the five topics and then designed the drawings in an easy way, so the children can copy and memorize them. The topics were selected following the English book we used in the classroom; also I took notes where I wrote every season the work and the results of each student.

Every week students were given a sheet where they had to copy the drawing they had on the whiteboard, then they had to copy a sentence containing five new underlined words related to words they already know, after that they had to read the sentence louder

and write the words underlined in the part of the drawing that corresponds. Each drawing was taught twice a week, the topics taught were:

-Parts of the house

-Living Room

-Bedroom

-Country

-Road features

When the students had the drawing complete with the new words they were asked to unscramble the words learned. The next day the students were asked to draw on the whiteboard and write the words learned. At the end of the week they had a test for each topic.

3.6 Data Collection

According to Yin (2009) case study evidence may come from six sources which are; documents, archival records, interviews, direct observation, participant-observation and physical artifacts; in this research I used the direct observations which consists in analyzing the process of learning of the students in each lesson in real time and I also took notes in form of a diary where I wrote my observations. I gathered information from the drawings and exercises such as the crosswords and puzzles that students had to complete where I realized if they were learning.

CHAPTER IV: RESULTS

4.1 Introduction

In this chapter the results from the instruments will be presented, also the research questions previously presented will be restated again in order to answer them. The data will be analyzed through charts and a description of the steps followed to do this research will be explained also a conclusion will be presented.

4.2 Research questions

The research questions are presented in order to analyze and answer them:

1. How does the loci technique help children for learning vocabulary?
2. Do children remember more vocabulary by using the Loci technique?

4.3 Results

The data was collected first with drawings, then with unscramble the words, after that a crossword and finally an evaluation.

The first exercise consisted in drawing the picture that they have on the whiteboard and then copy the sentences which contained the new words, this exercise was very easy because the children only have to copy the drawing and the paragraph.

The second part of the exercise was to fill with the underlined words the drawing, this exercise was easy for the students, they had to use the loci method in order to write the words in the correct place, some students had problems remembering some old words;in this case the teacher helped them to remember the words.

The third exercise applied one week later consisted in completing a crossword which has the five new words taught in each topic; in this exercise some students face problems because they could not see the drawing, which helps their memory.

The fourth step was the evaluation where the students had to write the words they learned. The following charts were made in order to show the expectations at the beginning of each activity and show the results obtained in each topic. As it was mentioned before the Loci technique was used in every class to teach the students the vocabulary.

CHART 4.1 THE HOUSE

HOUSE 1st ACTIVITY	WHAT STUDENTS HAD TO DO In this activity students were asked to draw the house that the teacher draw previously on the whiteboard.	WHAT STUDENTS DID In this first activity Students did not know the activity,so the teacher had to explain them all the activities.
2ND ACTIVITY	The second activity was about writing The paragraph that the teacher wrote on the whiteboard.	Some students separated the word doorbell.
3RD ACTIVITY	This activity consisted in writing the new words In the picture following the "Loci" technique.	The teacher had to help them to follow the loci technique because students were not familiarized with this technique, showing one word and then helping them to find the following words.
4TH ACTIVITY	This activity was a crossword which included the new vocabulary.	In this activity only one student had one mistake with the word "chimney".
5TH ACTIVITY	In the next activity students were asked to pass to the whiteboard and draw the house, and then each student had to write one word.	In this activity students had fun because they like drawing and writing on the whiteboard the house.
6th ACTIVITY	This was the final evaluation which consisted of the six drawings and the students had to writeall the words they can remembered.	Three students remembered all the words and could write them in the correct place, two students could not remember the long words such as doorbell and front door. One student wrote all the words.

CHART 4.1. THE HOUSE

As it was mentioned in the chart 4.1 the students did not know the activity, so this class took time to explained them the activity that it was going to be applied, the students

were not familiarized with the Loci technique so the teacher had to instruct and help them, the students found funny this activity and they really enjoyed drawing the house. In this activity only one student remembered all the words.

In this activity some students faced problems when remembering long words, but they did the activity with enthusiasm and they seemed excited about the new topic.

CHART4.2 THE BEDROOM

BEDROOM 1ST ACTIVITY	WHAT STUDENTS HAD TO DO In this activity students were asked to draw the bedroom that the teacher draw previously on the whiteboard.	WHAT STUDENTS DID This time students knew what to do and they did it faster than the first time.
2ND ACTIVITY	The second activity was about writing The paragraph that the teacher wrote on the Whiteboard.	In this activity there was one word underlined that was incorrect, this word was every day, so the teacher had to tell them that this word was not a part of the bedroom.
3RD ACTIVITY	This activity consisted in writing the new words In the picture following the "Loci" technique.	Some students had problems writing the long words correctly such as chest of drawers and nightstand table, on the other hand closet was the easiest one because is similar to their first language.
4TH ACTIVITY	This activity was a crossword which included the new vocabulary.	In this crossword four students could not remember the word nightstand table and two students did not write the words nightstand table and chest of drawers. Two students wrote drawers with "g" instead of "w".
5TH ACTIVITY	In the next activity students were asked to pass to the whiteboard and draw the bedroom, and then write the new words.	This activity most of the students had fun and wanted to pass, they did it fast and they could follow the loci technique writing the vocabulary.
6TH ACTIVITY	This was the final evaluation which consisted of the six drawings and the students had to write all the words they can remembered.	One student wrote all the words, two students wrote four words and two students only remembered three words, the longest words were the most difficult for the students.

CHART4.2. THE BEDROOM

This time the students knew the activity so they did it fastersome students had problems with the long words even though they were copying from the whiteboard, so the teacher explained them again the activity and more students learned more words only one student remembered all the words; this time they were more relax and had more fun whenthey did the bedroom activity.

I realized that students had problems with long words so I had to supervise that they copy them correctly, at the end of the activity the smallest words were the easiest for the pupils, all the students wrote first the word *"closet"*because it is a cognate of Spanish language.

CHART4.3 LIVING ROOM

LIVING ROOM 1ST ACTIVITY	WHAT STUDENTS HAD TO DO In this activity students were asked to draw the living room that the teacher draw previously on the whiteboard.	WHAT STUDENTS DID The students draw the living room fast and they were excited drawing it.
2ND ACTIVITY	The second activity was about writing The paragraph that the teacher wrote on the Whiteboard.	Two students wrote incorrectly the word coffee table, three students wrote the paragraph correctly and one had some mistakes copying it.
3RD ACTIVITY	This activity consisted in writing the new words In the picture following the "Loci" technique.	Three students wrote incorrectly the word coffee table one did not write the words on the picture.
4TH ACTIVITY	This activity was a crossword which included the new vocabulary	This exercise was easier because they had to find the words on the crossword so they did not write the words only underlined them.
5TH ACTIVITY	In the next activity students were asked to pass to the whiteboard and draw the living room, and then each student had to write one word	One student tried to draw all the living room so the other students told him to let them pass, they liked this activity.
6TH ACTIVITY	This was the final evaluation which consisted of the six drawings and the students had to write all the words they can remembered	Three students wrote the words correctly, one student only remember one word and one student wrote three words.

CHART 4.3. THE LIVING ROOM

During this third activity the students knew perfectly the activity and they really wanted to do it, like in the topic of the bedroom some students had problems with the long wordswhen they were asked in the 5th activity to draw *a living room* on the whiteboard, all wanted to pass because they learned the words. In this topic more students learned all the words only one student learned only three, each time more students learned more words."Coffee table" was a familiar word for the students because they listened it frequently, however when they had to write it they found it difficult, only three students write all the words correctly.

CHART 4.4THE COUNTRY

CONTRY 1ST ACTIVITY	WHAT STUDENTS HAD TO DO In this activity students were asked to draw the country that the teacher draw previously on the whiteboard.	WHAT STUDENTS DID In this class two students did not come, so only four students did this activity.
2ND ACTIVITY	The second activity was about writing The paragraph that the teacher wrote on the Whiteboard.	Two students separated the word "farmhouse", the others copied the paragraph correctly.
3RD ACTIVITY	This activity consisted in writing the new words In the picture following the "Loci" technique.	This time students did the next activity faster than the first times because they know the "loci" technique.
4TH ACTIVITY	This activity was a crossword which included the new vocabulary.	All the students wrote the five words in the correct way.
5TH ACTIVITY	In the next activity students were asked to pass to the whiteboard and draw the country, and then each student had to write one word.	The students were happy doing this activity so everybody passed and wrote the words.
6TH ACTIVITY	This was the final evaluation which consisted of the six drawings and the students had to write all the words they can remembered	This time students wrote four words correctly but one student only wrote one word and this words was not taught during the activity.

CHART 4.4. THE COUNTRY

Doing this 4th topic two students did not come to the class, but the others did it fast and they really liked the topic, they knew what to do even before the teacher told them what to do next, the majority of the students learned all the words, and in different classes they continued saying the words, only one student had problems remembering the words and only learned one word.

I noticed that each time they did it faster and clearer, they remembered more words and they did not have many problems of spelling like the previous lessons. I really consider that this technique is very useful when learning vocabulary.

CHART 4.5ROAD FEATURES AND HIGHWAY

ROAD FEATURES AND HIGHWAY 1ST ACTIVITY	WHAT STUDENTS HAD TO DO In this activity students were asked to draw the highway that the teacher draw previously on the whiteboard	WHAT STUDENTS DID Male students liked drawing the highway, they really enjoyed it. One female girl did not draw the highway like the one on the whiteboard.
2ND ACTIVITY	The second activity was about writing The paragraph that the teacher wrote on the Whiteboard	One student wrote the word "fast lane" incorrectly, the others could write it right.
3RD ACTIVITY	This activity consisted in writing the new words In the picture following the "Loci" technique	Two students did not write the new words on the drawing. The others did it in the correct way.
4TH ACTIVITY	This activity was a crossword which included the new vocabulary	In this activity all the students remembered all the words.
5TH ACTIVITY	In the next activity students were asked to pass to the whiteboard and draw the highway, and then each student had to write one word	Students draw the highway and could remember all the words.
6TH ACTIVITY	This was the final evaluation which consisted of the six drawings and the students had to write all the words they can remembered	Two students wrote "traffic light" incorrectly, one student wrote" road sign" incorrectly but the others could write the words on the right way.

CHART 4.5. HIGHWAY AND ROAD FEATURES

In the last topic the boys seemed to really enjoy drawing the highway and they did it slower than the girls because the girls copy the drawing but the boys wanted to add more things; this topic was easier for them and I saw with happiness that all the students learned the words, only some of them had problems with two difficult words such as traffic light and road sign.

Even though some students did not write all the words on the drawing when they were asked to say them,they did it correctly, I could see that the Loci technique was really helpful to teach them the new words, and I think that if they were presented more new topics each time they would do it better.

CHAPTER V: CONCLUSIONS

5.1 Introduction

This chapter restates the research questions and answers them also presents a conclusion which contains the results obtained during the research, it gives suggestions for a deeper research, it has the limitations of the study and it also contains a personal reflection about the research and the results.

5.2 Answer to the research questions

This research was carried out in order to answer the following research questions:

1. How does the loci technique help children for learning vocabulary?

2. Do children remember more vocabulary by using the Loci technique?

RQ1:How does the loci technique help children for learning vocabulary?

This technique can be very helpful due to many people use it everyday for example when they want to remember where they left an object a person tries to remember all the places he was before he lost it, also when we want to get to a place we follow a sequence of places in order to get there. This technique seems to help students to remember new words as they used it more often they learned more words and faster than the first time I used it.

Most of the students gained knowledge about vocabulary through the development of the activities, even they had never used it in terms of vocabulary; my students found it

easy and funny because they started working before I asked them to do it at the beginning of the classes they asked me if we were going to use the activities and when I said yes they were really glad, when I tested them I realized that the majority learned the required words.

RQ2: Do children remember vocabulary using the loci technique?

During this research I realized that this technique is very useful because most of the students can remember all the words that were taught.I noticed that students could understand the technique easily so once they had known it they follow the steps without asking questions about it. Children also loved drawing instead of writing or reading long paragraphs. This technique can be very helpful for teachers who look for different and new activities.

As the course continues I see that most of the students incorporate the words taught to the different topics of the book, even taught they do not appear in the following lessons in this way I really consider that they learned them.

5.3 Limitation of the study

As all the researches this project has limitations;this research was carried out with a small group and with children, it means that it does not represent a research with big groups or with teenagers or adults. Students liked the activities but not all the students like drawing so this can be a problem because they had to draw in order to use the Loci technique, as I could see this technique works better with visual students the ones that were not visuals did not remembered all the words. In this light, there was not a Learning style analysis at the

beginning of the research. To know the students' learning style could help in developing the activities.

This research does not analyze the feelings of the students toward the technique it only reflects the perception of the teacher using the evaluations through the activities. Thus, considering students perceptions or parents' perceptions about the technique or the learning language progress was not considered.

5.4 Suggestions for further research

This research contains five topics, further research can give and create more topics and apply them to the students, and also it can be applied to teenagers or adults with advanced vocabulary in order to see if we have the same or different results.

It can be used with big groups so we can see if it works as well as with the small groups which are more observed and helped by the teacher. It also can be used with different languages not only with English. It would be also useful to apply it to smaller children from 4 to 6 years old but without the paragraphs only the drawings.

5.5 Personal reflection on the research experience

At the beginning of the research I did not know what a mnemonic technique was but I wanted to find a different way to teach vocabulary to children then as I continued reading I found out that these techniques are used for us since we were children and without noticing in our everyday lives.

I also noticed that there was not a lot of information about them sometimes it was difficult to find it; on the other hand creating the pictures and the sentences was easy for me but it took time to do it and create them. But when I saw that children enjoyed these activities and that they really learned I liked creating the others and I would like to do more but we did not have the enough time to do it because we have to follow a curriculum.

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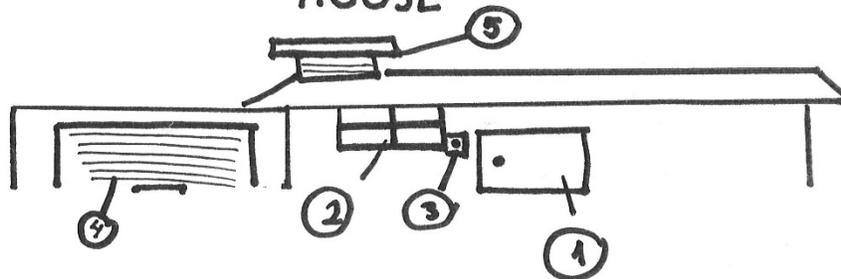
EVALUATION
WRITE THE WORDS YOU LEARNED

LIVING ROOM

1.- arm chair
2.- lamp
3.- coffee
4.- vase
5. courtains

HOUSE

1.- door
2.- window
3.-
4.- garage
5.- chimney
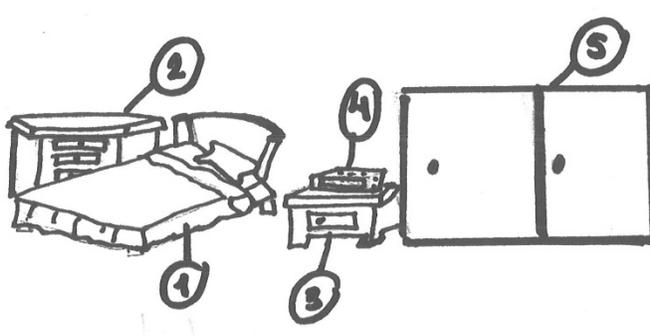
EVALUATION
WRITE THE WORDS YOU LEARNED

BEDROOM

③

1ᵒ bed
2ᵒ chest of drawers
3ᵒ
4ᵒ Alarm clok
5ᵒ closet

COUNTRY
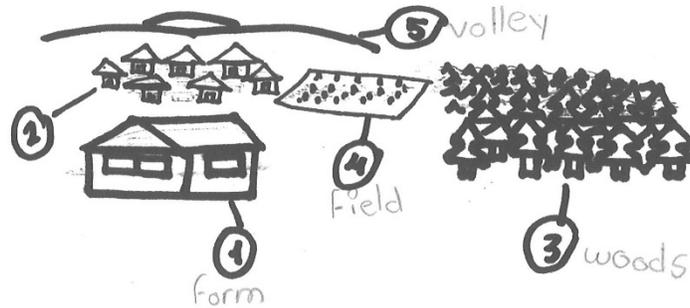
⑤ volley

② ④ Field

① ③ woods
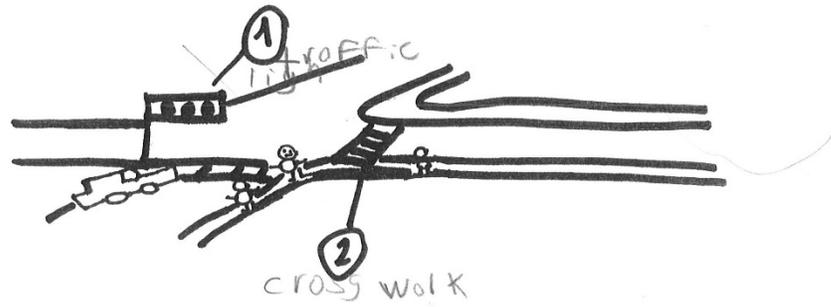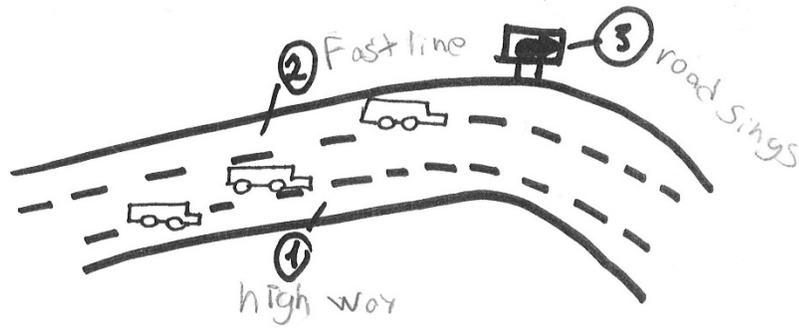
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ROAD FEATURES

1 t	2 r	a	F	F	i	c	l	i	g	3 h	t
	o									i	
4 F	a	s	t	l	i	n	e			g	
	d									h	
	s									w	
	i									a	
	g									y	
	h										
5 c	r	o	s	s	w	a	l	k			

ACROSS
1 indicates if cars stop
4 for higher speeds
5 where people can cross

DOWN
2 give indications
3 a main road

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ROAD FEATURES

① traffic light

② cross walk

HIGHWAY

② Fast line

③ road sings

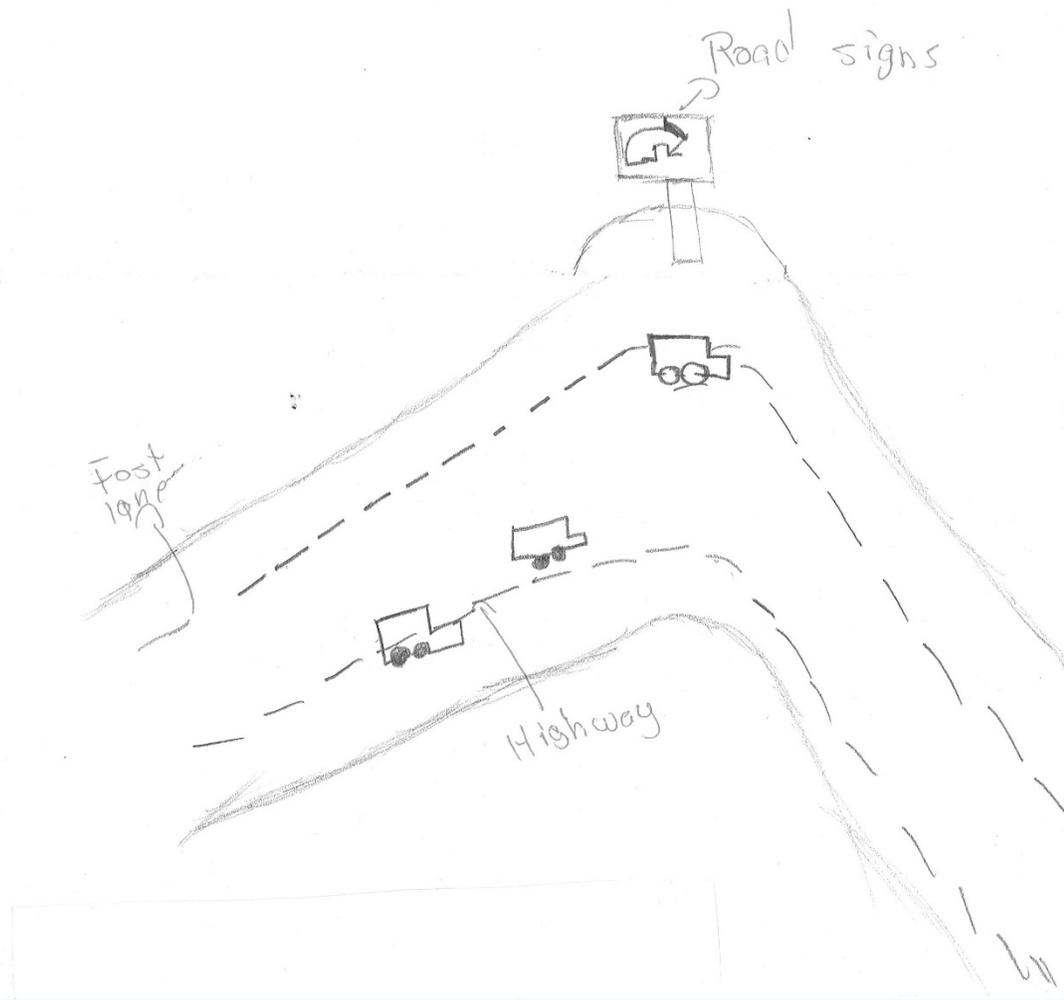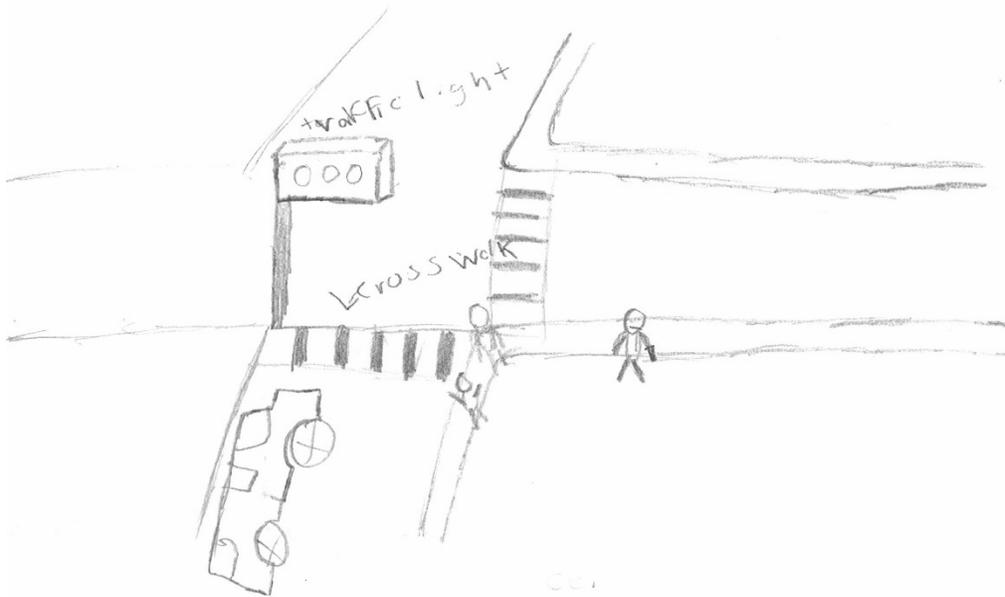① high woy

Highway

A Highway is a road where cars drive at high speed, the Fast lane is for higher speeds and the road signs are to give indications.

Road signs

Fast lane

Highway

APPENDIX F

Road Features

When you walk you see the cross walk is
Where you can cross before crossing the
street people have to take a look of
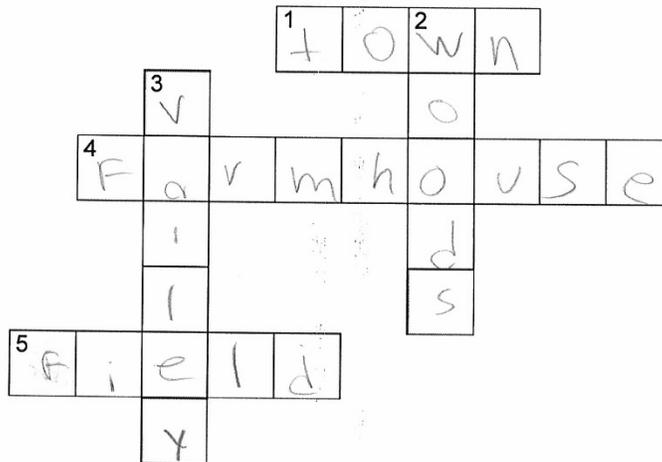the traffic light

traffic light

crosswalk

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COUNTRY

```
              1          2
              T  O  W  N
           3         O
           V
     4     F  a  r  m  h  o  u  s  e
           i            d
           l            s
     5     F  i  e  l  d
           y
```

ACROSS
1 where people live
4 where the farmer lives
5 a land for growing crops

DOWN
2 small forest
3 a low area between hills and mountains

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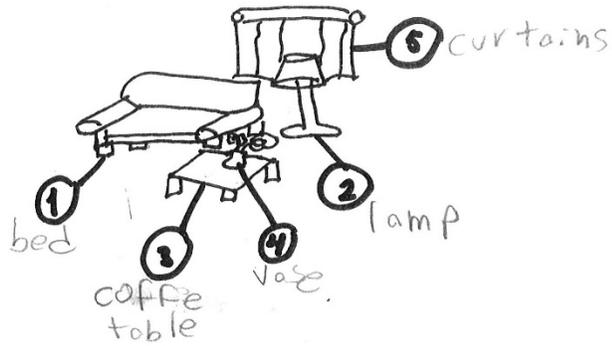
Country

Here are some things you see in the coutry the Farmer lives in there coutry the Farmer lives in the Farm house behind in there is valley in Front of the valley you will see the town you will see the woods and the Field.
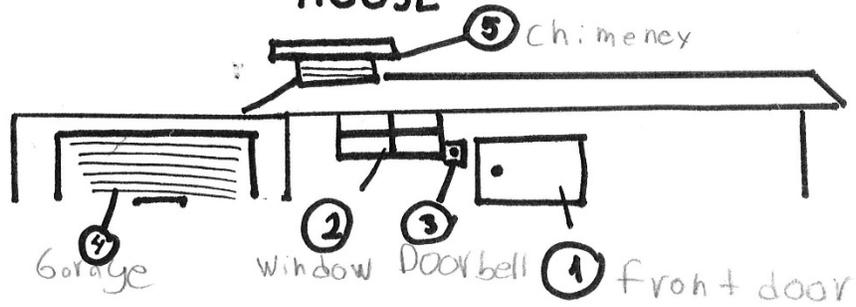
valley

town

Field

woods

Farm house

EVALUATION
WRITE THE WORDS YOU LEARNED

LIVING ROOM

5 curtains

1 bed

2 lamp

8 coffe toble

4 vase

HOUSE

5 Chimeney

2 window

3 Doorbell

4 Gorage

1 front door

APPENDIX J

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BEDROOM
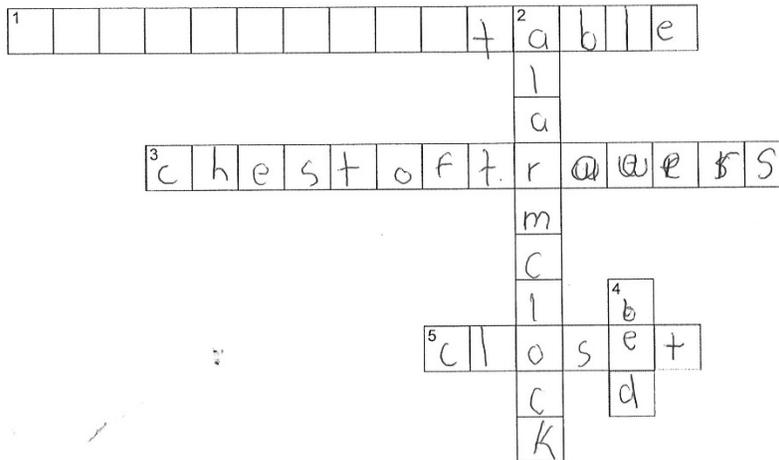
ACROSS
1 WHERE I PUT MY ALARM CLOCK
3 WHERE YOU BEND YOUR CLOTHES
5 WHERE I HANG MY CLOTHES

DOWN
2 WHICH WAKES ME UP
4 WHERE YOU SLEEP

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I sleep on my ~~bed~~ Bedroom next to my bed, there is a chest of drawers. Next to my closet there is my nightstand table where I have my alarm clock wich wakes me up every day

APPENDIX L

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HOUSE

ACROSS
4   TO HEAT THE HOUSE
5   RING IT TO ENTER

DOWN
1   TO ENTER
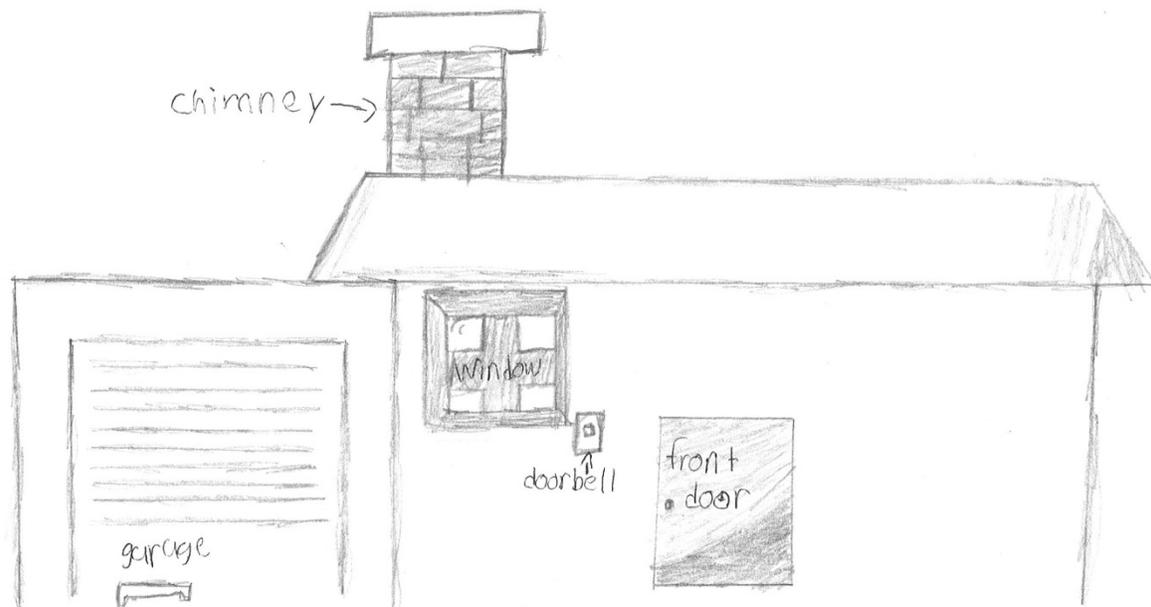2   YOU SEE CARS
3   TO SEE OUTSIDE

Note: You can use a different program named Crossword Weaver® to print a nicer copy of this puzzle, one that doesn't look like a web page. This software program gives you much greater control over how the puzzle looks, lets you export your puzzle to other software, publish it interactively on the Web or as a PDF file. Check it out for free by downloading the demo from www.CrosswordWeaver.com. Purchasing converts the demo into the full program.

APPENDIX M

chimney →

window

doorbell

front door

garage

House

When you come to my house you see the front door to enter to my house you ring the door bell nest to it there is window, there is a garage, at the top of my house you will see a thimney