

“Using mnemonic strategies to enhance meaningful learning”

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Manizales, Caldas

2017

DESCRIPTION OF THE CONTEXT

LOCATION:



The school is located in Alcázares neighborhood in the following address: Street 3B N° 23 - 19 Los Alcázares. This institution is of private character and the schedule is from 7:30am to 2:00pm. It is surrounded by the major part of Alcázares neighborhood and its

surrounding neighborhoods are la Francia, Asturias, Topacio and Morrogacho Neighborhoods.

FACILITIES

The facilities of this institution consists of a three-story house that was made adequate to become a school. Each story has a section of the school in the first floor is the location of the preschool and kindergarten section. The second floor is the primary school section from second grade to fifth. In addition, the middle school section is on the third floor. The school does not have many technological devices it has one TV in preschool and one in the second floor. The classrooms are very small and the kids are cramped inside the mayor part of the time. The classroom of third and fifth grade is in the same place nothing separates them and they are always distracted with that aspect of the school. The school lacks a lunch program, they have a small store where they sell the kids some snacks, at lunchtime each child must bring their lunch packed and in the school, they can heat it up. The school has two small bathrooms for 49 children and their conditions are not

the best also they are very few for so many children. The school only has a small patio and a small library with a collection of books for every grade and some stories.

POPULATION

The staff of this school is composed of six teachers. The whole school has 49 students of which 30 are boys, 20 are girls, and they are between 3 years old and 14 years old. The institution is composed of approximately six teachers. One teacher is in charge of preschool and first grade. The second teacher is in charge of the groups from second to fifth. Finally, the last teacher is in charge of sixth and seventh grade.

MISION AND VISION OF THE SCHOOL Source:

http://www.sanfelipeneri.co/index.php?option=com_content&view=article&id=50&Itemid=197



EMBLEMS OF THE SCHOOL

SHIELD OF THE SCHOOL



Aparecen muchos niños rodeando la tierra lo que significa que son ellos los encargados de velar por su planeta y de apropiarse de su cuidado. A su espalda se ve la salida del sol con lo cual se entiende que es un nuevo amanecer para su generación y las venideras y la esperanza en que su futuro sea prometedor y lleno de ilusiones.



FLAG OF THE SCHOOL:

Tiene dos franjas de igual tamaño, la primera es de color blanco el cual representa la inocencia e ingenuidad que emanan los niños y niñas y el ambiente armonioso basado en la sana convivencia que proyecta el GIMNASIO SAN FELIPE NERI.

En el centro aparece el escudo del colegio.

HYMN OF THE SCHOOL

San Felipe es el reino
de los niños más hermosos,
son sus caritas tan tiernas
que sus padres se sienten orgullosos.

San Felipe es el centro
donde aprendo los valores:
la bondad y la alegría
en todos alrededores.

Es mi colegio San Felipe
allí aprendo y me divierto
con todas las profesoras
que nos brindan mucho afecto.

Sigamos las enseñanzas
de Felipín el Bueno
las virtudes de este Santo
que nos sirvan de modelo.

DIAGNOSTIC STAGE:

The classroom is composed of six students in total. There are four boys and two girls and they are between the ages of 10 and 11 years old. One boy and one girl are from 4th grade the other three boys and one girl are in 5th grade. The students of these grades seem interested in learning English and they like the class, but the learning is very superficial, students need to learn the language in a more substantial way, in other words, their learning process should be more long term. Another problematic situation observed in class is the fact that students do not have an organized classroom organization. The students need to be in an orderly fashion in the English classroom to be able to comprehend topics better. Some of the students in the classroom have some situations during their development in school activities these situations include, problems with concentration, problems with attention, and problems with writing processes among others. All of these issues must be also understood in the English classroom. The way that the students are taught is equal in every aspect and all the students have different learning preferences. Students of this school are taught in multi-grade classrooms and since there is, only one teacher the process of teaching didactics is being left behind. There are very few students in the school, which mean that all of them have the same attention and love, a very important aspect is that all of the connections between kids and teachers are based on love and sweetness. The methodologies used in class are based on the students learning the topic and writing the information in their notebooks, they then practice the topic

coloring a picture or doing a practice activity on an extra sheet of paper, the kids should have spaces to interiorize the topic better. The technological equipment in the classrooms is minimal but not non-existent they should have a better management of technology in the classroom. Students behaviors are sometimes competitive they always want to be better and that creates some conflicts with the slower kids. Students aren't in constant aware that English is important in the classroom and outside of the classroom the school must be immersed in the English teaching and learning process because it is there where in a later future students wont develop traumas in their lives due to the English they must have learned in school. One aspect they are not aware of in the school is the constant listening of the language in the classroom with simple phrases or commands they can start developing their abilities of listening. In this case, students must work on their communication in the language talking specifically about listening and speaking skills if they had a base on those skills, they would manage the language better. students manage their relationships in an open and direct way they use dialogue to express what they don't like and what they do and that direct communication is very useful when there is an argument or conflict in the classroom.

TAXONOMY OF THE PROBLEM.

Mechanical learning in the English classroom



Unsolved questions.



No internalizing



Lack of vocabulary

No retention of topic

Lack of interest

Poor production

TAXONOMY ANALYSIS AND EXPLANATION OF EACH ASPECT:

Students have mechanical learning in the English classroom because students rarely remember what they are taught in the English classroom from one week to the other. Students usually leave the classroom with many UNSOLVED questions because they usually don't ask the teacher due to the LACK OF VOCABULARY they have and understanding of the language. Students are also NOT INTERNALIZING the topics that are taught this is said because many students usually keep the superficial topic and don't practice the topic to depth in their houses. These phenomenon's in the classroom conclude that students aren't keeping or RETAINING INFORMATION and this learning isn't categorized as meaningful, when the students begin to feel bad in the English class they feel FRUSTRATED and very rapidly LOSE INTEREST and this leads to a student who always has trouble in the English class and feels the same way as many students who become frustrated because they don't understand this ultimately leads to POOR PRODUCTION and failure of their process in English.

QUESTION: How mnemonic strategies promote meaningful learning in the English classroom?

GENERAL OBJECTIVE:

- To foster meaningful learning in the English classroom through mnemonic strategies.

SPECIFIC OBJECTIVES:

- To identify children's learning styles.

- To implement mnemonic strategies in the English classroom.
- To promote participation in the language classroom.

DATA GATHERING INSTRUMENTS AND TECHNIQUES

The English classroom present various issues that should be looked at and analyzed in an objective way this analysis was developed In order to collect data related to the way students interact and learn in the English classroom. To collect information relevant to the study the following instruments and techniques were applied.

Instrument/ technique	Objective	Applied to:	findings
Pedagogical diary	To reflect upon the attitude in which students react to the English class.	Students of fourth and fifth grade.	Students do not maintain meaningful learning in the English classroom.
General observations	To identify how students are being taught and their response.	Students of fourth and fifth grade	Students need to foster meaningful learning in the classroom.
Survey	Analyze students opinions on how the learn English	6 students of fourth and fifth grade	To reflect upon students opinions

			about English class.
Teachers survey	To analyze teachers opinions of how students learn English.	2 teachers of the school	To know the opinions of teachers of the development of English in the classroom.

INSTRUMENTS: SURVEYS

The following survey was applied to five students of fourth and fifth grade of the san San Felipe Neri School; originally, the study would be conducted to six students taking into account that one missed class that day of the application of the survey. The questions conducted had the objective of analyzing the different opinions of the students on the way they learn English. After having conducted the survey to the students, the teachers were also asked some questions to contrast the opinions they have and the children have. The surveys were designed in the following way.

UNIVERSIDAD DE MANIZALES

LICENCIATURA EN EDUCACION BASICA CON ENFASIS EN INGLES

STUDENT'S SURVEY

OBJETIVO: Analizar la opinión de los estudiantes con respecto a la manera como aprenden inglés.

- Encuesta dirigida a 6 estudiantes del grado cuarto y quinto del colegio San Felipe Neri.

Responde las siguientes preguntas teniendo en cuenta tu aprendizaje en la clase de inglés.

1. Te gusta la clase de Inglés si no, y por qué?

2. Cuántas horas de inglés tienes a la semana?

3. De las siguientes actividades cuáles prácticas en la clase de inglés? Encierra las opciones.

- | | |
|--------------------------|---------------------------------|
| a. hablar en inglés | d. escuchar canciones en ingles |
| b. leer textos en inglés | e. practicar juegos en ingles |
| c. escribir en inglés | f. uso de la tecnología |

4. Con qué frecuencia participas en la clase de inglés?

- a. mucho b. poco c. nada

5. Entiendes cuando la profesora habla en inglés?

- a. Mucho b. poco c. nada

6. Te gusta realizar las tareas en inglés. Sí, no y por qué?

7. En el colegio te ponen tareas de inglés para hacer en la casa?

- a. Mucho b. poco c. nada

8. Con que personas haces la tarea de inglés en la casa?

- a. Mama b. papa hermanos (a) d. otro _____quien?

FACULTAD DE CIENCIAS SOCIALES Y HUMANAS

UNIVERSIDAD DE MANIZALES

LICENCIATURA EN EDUCACION BASICA CON ENFASIS EN INGLES

TEACHER'S SURVERY

OBJETIVO: Analizar la opinión de los profesores con respecto a la manera como aprenden los niños inglés.

- Encuesta dirigida 2 profesoras del colegio San Felipe Neri.

Responde las siguientes preguntas teniendo en cuenta el aprendizaje de los niños en la clase de inglés.

1. Crees que a los niños les gusta la clase de Inglés si no, y por qué?

2. Cuántas horas de inglés tienen los niños a la semana?

3. De las siguientes actividades cuales practican los niños en la clase de inglés? Encierra las opciones.

- | | |
|--------------------------|---------------------------------|
| a. hablar en inglés | d. escuchar canciones en ingles |
| b. leer textos en inglés | e. practicar juegos en ingles |
| c. escribir en inglés | f. uso de la tecnología |

4. Con que frecuencia ves que los niños participan en la clase de inglés?

- a. mucho b.poco c.nada

3. Crees que los niños entienden cuando la profesora habla en inglés?

- b. Mucho b. poco c. nada

4. Crees que a los niños les gusta realizar las tareas en inglés. Sí, no y por qué?

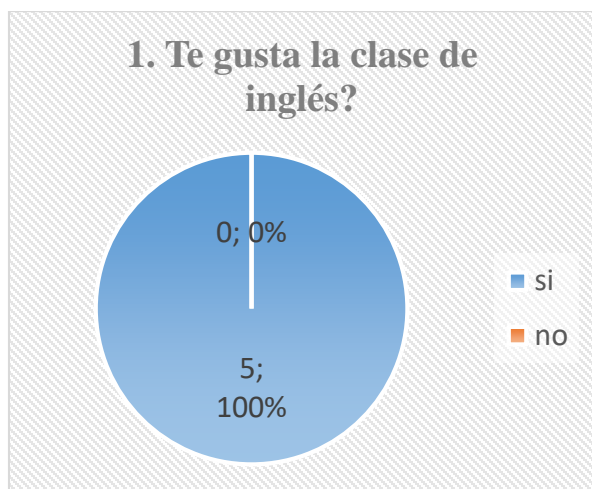
5. En el colegio los maestros ponen tareas de inglés para que los niños realicen en la casa?

- a. Mucho b. poco c. nada

A. Con que personas crees que los niños hacen la tarea de inglés en la casa?

- b. Mama b. papa hermanos (a) d. otro_____quien?

ANALYSIS OF DATA



El 100% de los estudiantes dicen que les gusta la clase de inglés, esto sugiere que los estudiantes disfrutan la clase y aprenden en ella. Expresan ideas como:

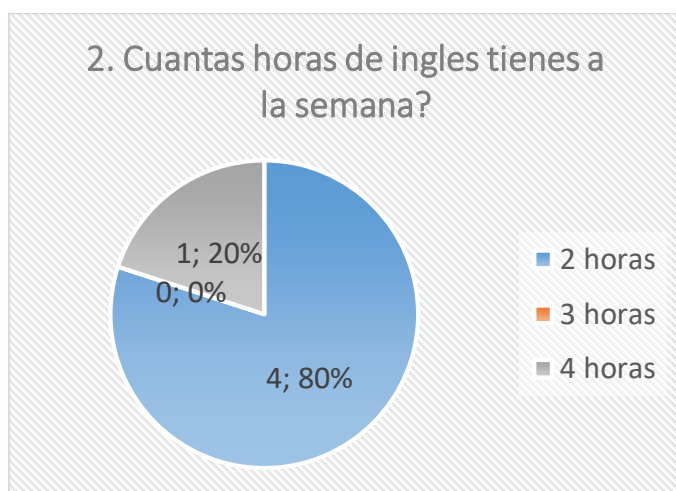
“si porque nos explican muchas cosas que no sabemos”

“si porque yo aprendo jugando y hacemos actividades”

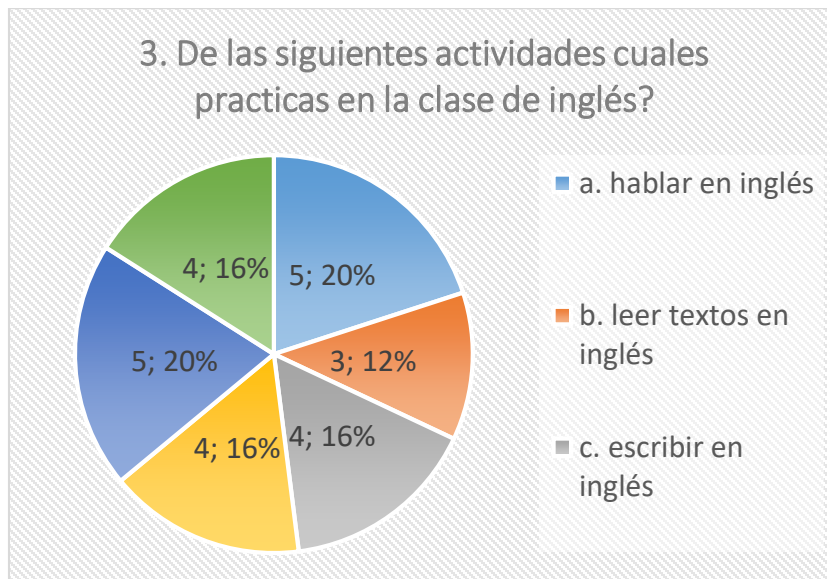
“si porque es muy divertida y es muy dinámica”

“si profe es divertido porque nos pone a veces juegos”

“si porque la profe hace juegos didácticos”



Los estudiantes contestan que tienen entre dos y cuatro horas de inglés a la semana esto información concluye que los niños no están claros en la intensidad que tienen y les falta más contacto con el idioma durante su jornada escolar.



De los siguientes resultados se concluye:

La totalidad de los estudiantes contestan que hablan en inglés en el aula de clases. Esto es positivo puesto que siempre debe existir la exposición del “**speaking**” en el aula.

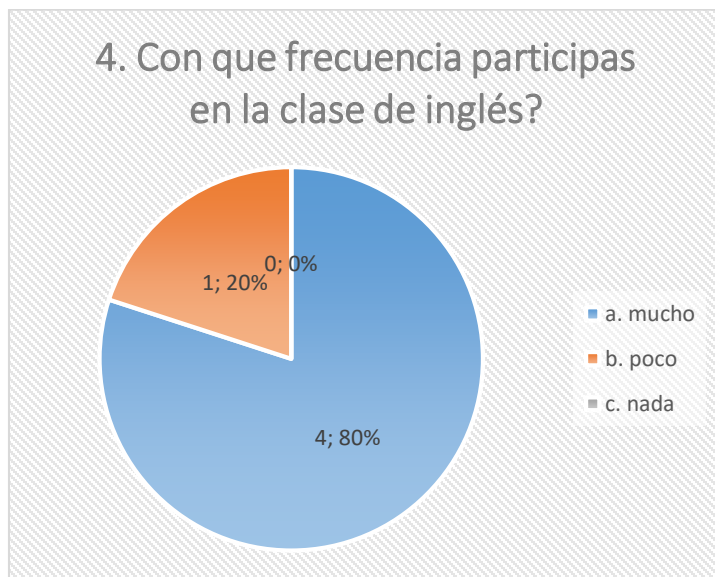
Por otro lado solo el 12% de 20% contestan que leen textos en inglés lo que concluye que no están siendo expuestos a todas las habilidades.

Luego se expone que el 16% de los estudiantes de 20% escriben en inglés lo cual presenta concordancia con la anterior estadística de lectura de textos.

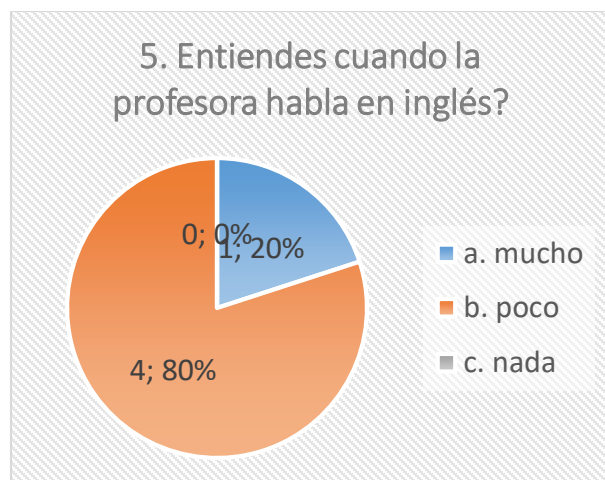
Igualmente los estudiantes expresan que están expuestos a escucha en inglés por medio de canciones en un 16 por ciento de 20%

Luego se expone que el 20% de los estudiantes concuerdan que practican juegos en inglés lo cual concluye que en clase se juega y se divierten aprendiendo el idioma.

Finalmente se expone en la tabla que el 16 por ciento de los estudiantes concuerdan que usan la tecnología en la clase de inglés. Lo cual dicta que tienen una exposición a las TICS y eso los motiva en el aprendizaje.



Los estudiantes opinan que practican el idioma ingles en clase con frecuencia. El 80% de ellos están de acuerdo con lo anteriormente dicho el otro 20% de los estudiantes dicen que participan poco en clase in inglés, lo que me hace pensar que los estudiantes en algunos casos no les da confianza participar en la clase de inglés.



Los estudiantes concuerdan que en un 80% hablan en inglés en clase y el otro 20% lo hablan poco, lo cual concluye que estas habilidades no están siendo afianzadas en la clase de inglés.



Todos los estudiantes concuerdan que les gusta y disfrutan realizar tareas en inglés expresando ideas como:

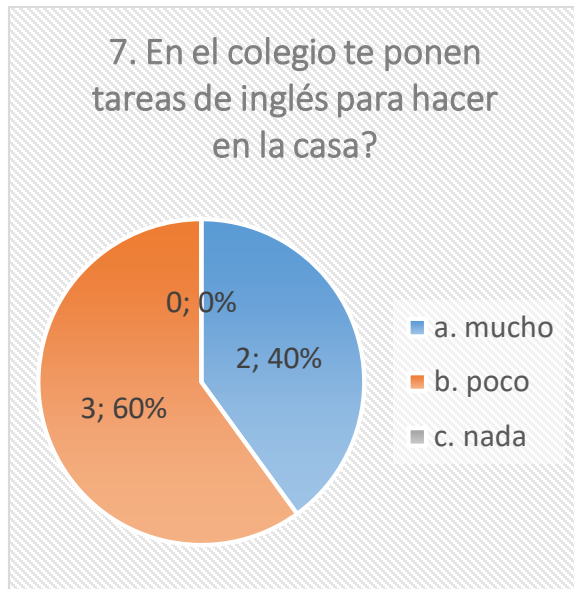
“si porque me gusta participar ingles”

“Si porque aprendemos temas”

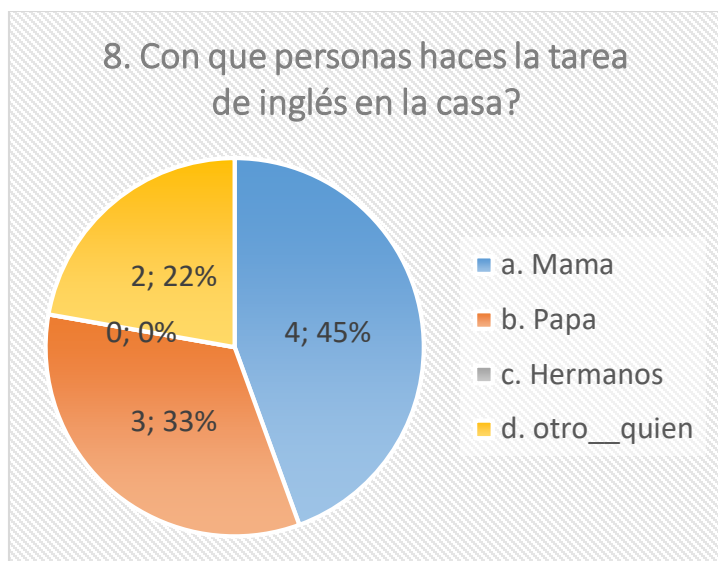
“si porque no todo es lo mismo”

“si porque me gusta el inglés”

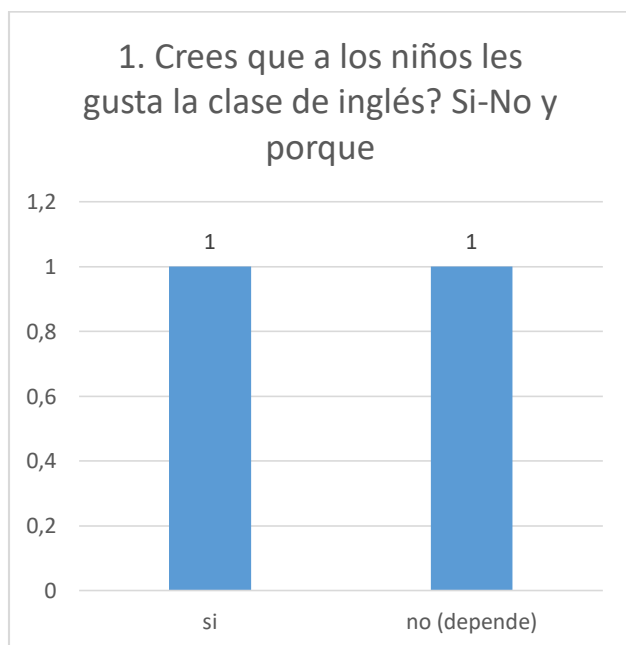
“si porque son creativas”



Los estudiantes concuerdan que en un 60% realizan tareas de inglés en casa mientras un 40% dice que poco, lo que concluye que existe poco inmersión en el idioma en casa dado que no se intensifican las habilidades del idioma.



Los estudiantes contestan que en un 45% la persona que les ayuda a realizar tareas de inglés en casa es se mama, en un 33% contestan que quien les ayuda a realizar tareas en casa es su papa, y en un 22% dicen que las personas que les colaboran en la realización de tareas en casa son abuelos, y primos.

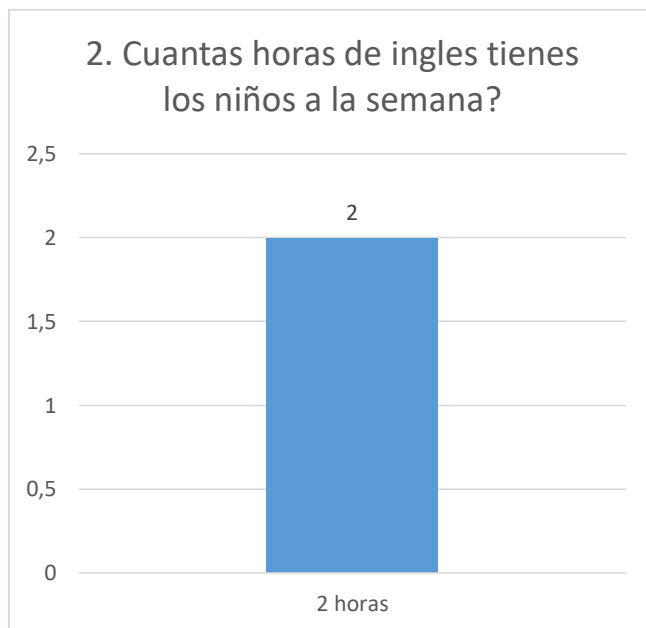


Las docentes que realizaron la encuesta concuerdan que a los estudiantes les gustan la clase ingles expresando ideas como:

“si, creo que los niños les gusta aprender inglés, ya que se nota la influencia del idioma en las actividades cotidianas”

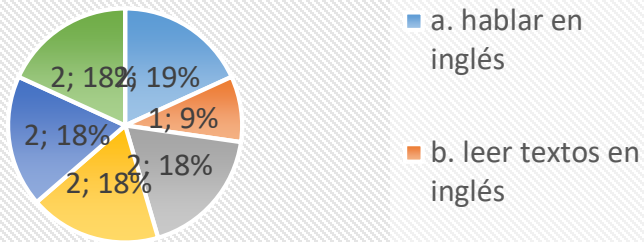
Aunque una de ellas responde que depende por razones como:

“depende de la metodología que use el docente, si su estrategia es muy didáctica llama la atención hasta a un adulto”



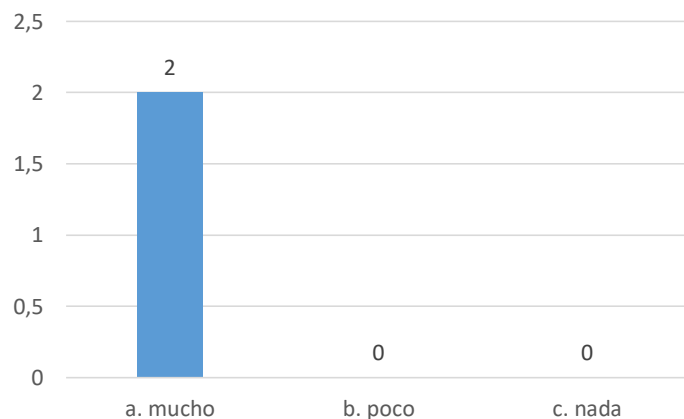
Ambas docentes concuerdan que los niños tienen 2 horas de inglés. Esto concluye que esta intensidad en el idioma es poco y se debe tener más conciencia en la distribución del horario dado que los niños deben estar expuestos al idioma más frecuentemente.

3. De las siguientes actividades cuales practican los niños en la clase de inglés? Encierras las...

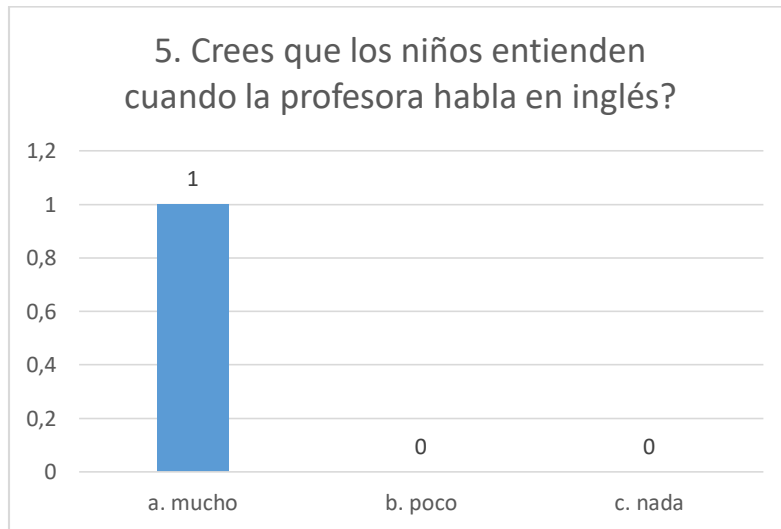


En este análisis las docentes concuerdan en un 19% que los niños hablan en inglés en clase. Seguido de esto en un 9% de 20% dicen que los niños no leen suficientes textos en inglés lo que concuerda las opiniones de los niños. El 18% de las docentes dictan que los niños escriben inglés en clase y afianzan esta habilidad. Igualmente concuerdan que en un 18% los estudiantes escuchan canciones en inglés en clase. Igualmente en un 18% practican juegos en inglés, y finalmente un 18% concuerdan que usan la tecnología en clase.

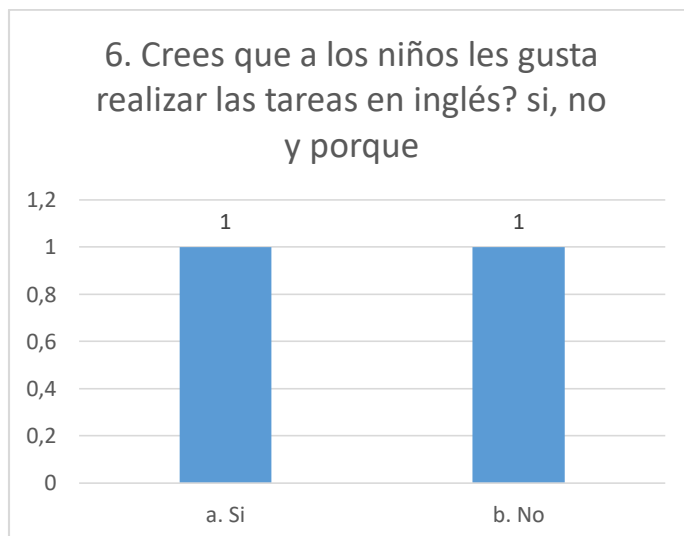
4. Con que frecuencia ves que los niños practican en la clase de inglés?



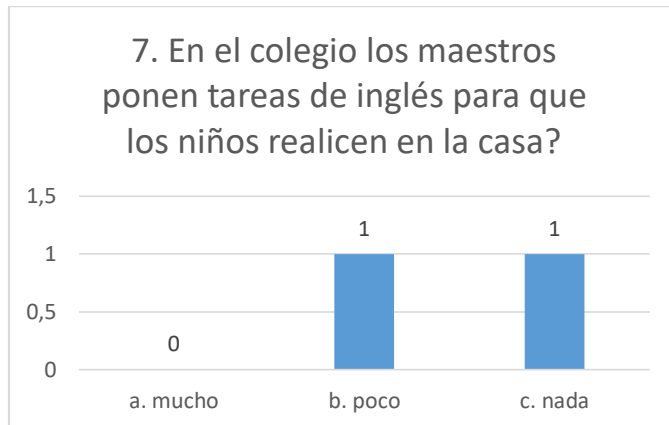
Ambas docentes concuerdan que los niños practican el idioma en clase y esto prueba que los estudiantes tienen una inmersión en la clase y practican las habilidades en clase.



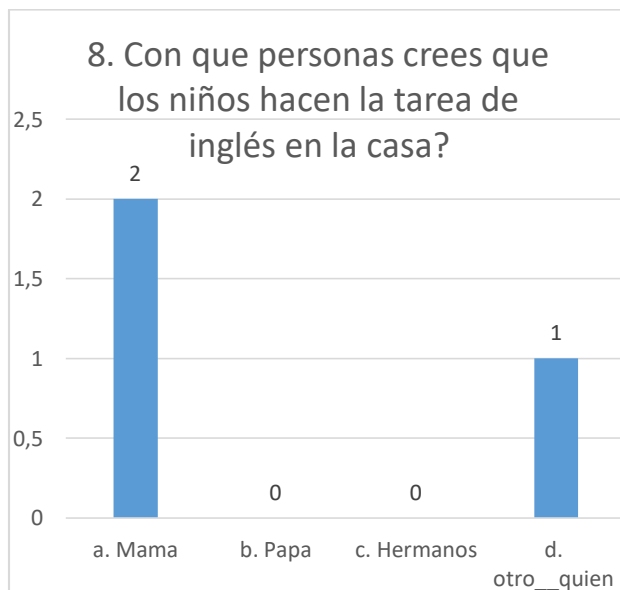
Igualmente ambas docentes concuerdan que los estudiantes comprenden el idioma cuando la profesora lo habla. Esto comprende que los estudiantes tienen una buena retentiva para escuchar el idioma y replicarlo.



Las docentes están en desacuerdo en un 50% por ciento, una docente dice que a los estudiantes les gusta realizar las tareas en inglés, mientras que la otra dice que a los estudiantes no les gusta realizar tareas en inglés.



Las docentes responden que los maestros ponen a los estudiantes a realizar tareas de inglés poco o nada en casa, lo cual es un aspecto importante en la adquisición de un segundo idioma.



Finalmente una de las docentes dice que los estudiantes realizan las tareas con su madre, y la otra docente dice que los estudiantes hacen sus tareas con otra persona.

THEORETICAL FRAMEWORK:

Meaningful learning engages students emotionally, socially and cognitively it promotes success and boosts student's empowerment as well as increasing emotional and cognitive growth. The results are a sense of responsibility and accountability, and it develops curiosity and propels the student towards the joy of discovery leading to self-actualization. (Ministry of education 2014)

The underlying components of meaningful learning in the language classroom has three main objectives relevance, involvement and value. Relevance is the ability a student has to learn from experiences of their own lives. Involvement because students have an active participation with teachers and peers and value because the learner gets a sense of meaning in his environment (ministry of education 2014)

It is generally agreed upon "that engagement is important for learning and achieving success in school" (Klem and Connell, 2004, p.1). The challenges that most teachers face within their classrooms, such as trying to deal with lack of student motivation, students being uninterested in content material and social and behavioral disruptions can also be addressed by making attempts to engage students in the learning process.

Intrinsic motivation is very clearly defined by Deci & Ryan (1985)... the innate, natural propensity to engage one's interests and exercise one's capacities, and in so doing, to seek conquer optimal challenges. (Joshua L.Olsen 2008)

SUGGESTED PROPOSAL

Having observed all of the characteristics of the students of fourth and fifth grade of the GIMANASIO SAN FELIPE NERI school of Manizales, it is evident that they need to overcome mechanical learning for something more meaningful and engaging. The proposed strategy to try

and solvent the problem of this group is called “NEMONIC STRATEGIES” when a student is faced with the task of remembering or retaining information their lack of memory comes from the lack of importance and logic of the lesson to the proper student. Students must be explained the most important and basic aspects of their teaching and learning process. So in that way they can become more aware and engaged in their learning process. now if we are talking specifically about retention students are known in this age to be in a way overly visual and they are engaged only with what they perceive as important or relevant for the time and space that are currently living in. if we take this idea into account a mnemonic strategy can very well engage and supply the student with meaningful learning and autonomous learning strategies to enhance their learning style thus securing their understanding and preventing the student to feel frustrated and marked for life when they are faced to learning a second language or foreign language. Now let go back and talk about the general meaning of a mnemonic strategy. A mnemonic strategy or mnemonic device is relating the new knowledge or vocabulary that you don't know or can't internalize and making this attractive to your brain by using what can be either attractive or relevant to your student. this can be done with many different materials such as mental images, songs, music, rhyme, beats, color even a smell can trigger a learning path that can ultimately help student contain and retain information clearly and in that way the can overcome may obstacles they face in a daily basis when it comes to learning a second language.

Farzaneh Khabbazibab (2014) defines the use of mnemonic devices as an effective method for improving and recalling information. Learning English vocabulary through mnemonic devices is a method that ensures the process of bridging the meaning of words with pictures, mentally or physically. The development of recalling information is difficult for some students to acquire, that is why in some cases the data bank of vocabulary those students have in their mind isn't completely

developed. A method of making that process better is to know how to help students relate their previous knowledge then they can relate that knowledge with something visual, mental, or physical.

According to Ina Rosdiana (2009), “the vocabulary development with variety of alternative ways is needed. Because, those findings have serious consequences for students in English leaning, especially in Vocabulary mastery. Some problems of the students in learning vocabulary process are; first, it is caused by in effectiveness of learning vocabulary strategy, which is chosen by the teacher; second, the student who always forgets their new vocabulary causes it. One of the strategies often used to help language learners learn vocabulary is mnemonic devices. The major purpose of this technique is to enhance the memory, and it is usually used to the student with disabilities”

Mohammad Amiryousefi and Saeed Ketabi (2011) “Vocabulary learning strategy is an approach which facilitates vocabulary learning and has attracted considerable attention. It is a movement away from teaching-oriented approach toward one that is interested in seeing how actions of learners might affect their acquisition of vocabulary (Schmitt, 2002). Strategies can help learners both in discovering the meaning of a word and consolidating it and are specially needed when they are encouraged to learn independently (Celce-Murcia, 2001). One of the problems that students mostly face is that they easily forget the newly learned words.

CHARACTERTISTIC OF SLOW LEARNERS

Student´s with below average cognitive abilities whom cannot term as disabled are called slow learners. They struggle with traditional academic demands of the regular classroom actually slow

learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted systems of education (Rashmi Rekha Borah, 2013)

Children learn at different rates and they learn only when they are ready. Students that are slow learners do not have a medical problem and they do well outside the classroom. They simply do not do well in school or in a particular subject.

Slow learners can have problems with coordination, penmanship, sports or dressing. Often they are quiet and shy and they have trouble making friends. They may have poor self-confidence. They have trouble with abstract thinking. **They often have short attention span**

Teachers should give intrinsic rewards, motivation by personalized lessons.

Coordination: to act in harmonious combination.

Co-ordination is the integration of several parts into an orderly whole to achieve the purpose of understanding”.

- a. **Co-ordination through Planning** - Planning facilitates co-ordination by integrating the various plans through mutual discussion, exchange of ideas. e.g. - co-ordination between finance budget and purchases budget.
- b. **Co-ordination through Organizing** - Mooney considers co-ordination as the very essence of organizing. In fact, when a manager groups and assigns various activities to subordinates, and when he creates department's co-ordination uppermost in his mind.
- c. **Co-ordination through Staffing** - A manager should bear in mind that the right no. of personnel in various positions with right type of education and skills are taken which will ensure right men on the right job.

- d. **Co-ordination through Directing** - The purpose of giving orders, instructions & guidance to the subordinates is served only when there is a harmony between superiors & subordinates.
- e. **Co-ordination through Controlling** - Manager ensures that there should be co-ordination between actual performance & standard performance to achieve organizational goals.

Memory Tip #1: The Keyword Method

Studying a second (or third or fourth) language? Multiple research studies have demonstrated that using the keyword mnemonic method improves learning and recall, especially in the area of foreign language.

Here's how the keyword method works. First, you choose a keyword that somehow cues you to think of the foreign word. Then, you imagine that keyword connected with the meaning of the word you're trying to learn. For example, if you're trying to learn the Spanish word for cat, which is *gato*, first think of a gate and then imagine the cat sitting on top of the gate. Even though the "a" sound in *gato* is short and the "a" sound in *gate* is long, the beginnings are similar. Thus, the visualization and association should trigger the recall of the correct word.

Memory tip # 2: chunking as mnemonic strategy

Chunking information is a mnemonic strategy that works by organizing information into more easily learned groups, phrases, words or numbers. For example, memorizing the following number: 47895328463 will likely take a fair amount of effort. However, if it is chunked like this: 4789 532 8463, it becomes easier to remember.

Memory tip # 3 musical mnemonics

One way to successfully encode the information into your brain is to use music. A well-known example is the "A-B-C" song, but there is no end to what you can learn when it's set to music. You can learn the countries of Africa, science cycles, memory verses, math equations and more.

If you search online, you will find that there are some songs already created specifically to help teach certain information, and for others, you will have to make up your own. In addition, no, you do not have to be able to carry a tune or write the music out correctly for this mnemonic method to work.

Memory tip # 4 letter and word mnemonic strategies

Acronyms and acrostics are typically the most familiar type of mnemonic strategies. Acronyms use a simple formula of a letter to represent each word or phrase that needs to be remembered.

For example, think of the NBA, which stands for the National Basketball Association.

An acrostic uses the same concept as the acronym except that instead of forming a new "word," it generates a sentence that helps you remember the information.

Memory tip # 5 Rhymes as mnemonic strategies

The ability to remember nursery rhymes is often due in part to repetition and in part to rhyming. Rhyming words can be used as a mnemonic to help us learn and recall information.

Sometimes, you can rearrange words or substitute a different word with the same meaning to make them rhyme.

Take the familiar spelling rule: "i" before "e," except after "c," or in sounding like "ay" as in "neighbor" or "weigh." This phrase sticks in our memories because we've heard it multiple times but also because of the rhyming within it.

Memory tip #6 making connections as a mnemonic method

One mnemonic strategy that helps encode new information is to connect it with something else that you already are familiar with or know. This gives it meaning and makes it easier to remember. This method can be applied to almost any subject or type of information.

For example, imagine that you are just introduced to someone named Jeffery. Rather than mentally zipping past his name, pay attention and think about how you can remember it. Perhaps you notice that Jeffery is very energetic, so you can imagine him jumping around his work and connect Jeffrey with jumping. The next time you see him, you'll think, "There's 'Jumping Jeffery' and you can say hello by name." (Don't forget to leave the word "jumping" off his name when you greet him.)

Memory tip #7 The loci method as a mnemonic strategy

The method of loci (pronounced low-sigh) is arguably the earliest identified mnemonic in history. It is first attributed to Simonides of Ceos, a Greek poet, in 477 BC. It's also one of the most researched mnemonics, demonstrating strong success across a wide spectrum of academic subjects and life situations.

How does it work? In the method of loci, the learner visualizes a room or a familiar path through a building and mentally associates facts or information with specific locations or objects along the way. In order to recall what he's learned, he re-visualizes moving through through that room or

along that path and each stop along the way triggers another piece of information. This method is also called the journey method, creating a "memory palace" or the mental walk strategy.

Memory tip# 8 Peg method mnemonics

The peg method is an especially useful mnemonic for remembering sequenced information. It first requires that you memorize the following list in help you order the facts:

- one = bun
- two = shoe
- three= tree
- four = door
- five = hive
- six = sticks
- seven = heaven
- eight = gate
- nine = vine
- ten = hen

After you have memorized this list, look over the new information that you are trying to learn. Then, connect the first word to "bun," the second word to "shoe," the third word to "tree," etc. The goal is to make a memorable connection with each new piece of information you need to memorize.

For example, let's imagine you need to learn the scientific classification system - Kingdom; Phylum or Division; Class; Order; Family; Genus; Species. Using the peg system, you will first

think of a kingdom placed on a hamburger bun. Then, you will imagine the mathematical division sign inside a shoe. Next, you will picture a classroom perched on a tree branch. And so on.

This method allows you to be able to recall both the specific piece of information as well as the correct order in which it needs to be placed.

Memory tip # 9 The Mnemonic Linking System (Stories or Images)

The mnemonic linking method (also called "chaining") consists of developing a story or image that connects together pieces of information you need to remember. Each item leads you to recall the next item.

For example, imagine that you need to remember to bring the following things with you to school in the morning: homework papers, glasses, gym shoes, wallet, lunch money and keys.

Using the linking system, you can think of the following short story to help you: Jack's homework papers put on their glasses and gym shoes and ran over to his wallet where his hungry keys were eating his lunch money.

If you add interesting details or humor, it often makes the information easier to remember.

METODOLOGY:

Type of study: Action Research

Diagramed definition



SAMPLE:

Six students of Gimnasio San Felipe Neri, 4 of them are boy and two of them are girls their ages oscillate between 9 and 11 years old.

IMPLEMENTATION STAGE

Topic: The farm and its components

Grade: Fourth and Fifth

Date: September 14th 2017

Time: 2 horas

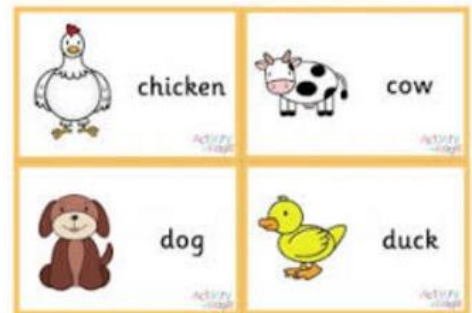
Objective:

Communicative: talking about farm animals.

Linguistic: identifying vocabulary related to farm animals.

Formative: promoting the value of organization and order.

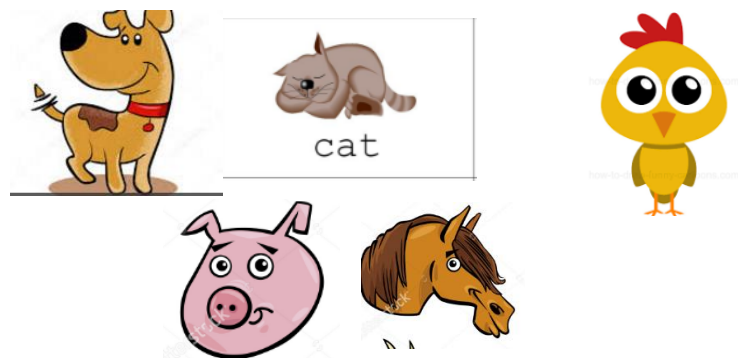
- **WARM UP:** students will start the topic by playing a bingo with images and sounds of the different farm animals before starting with physical and auditory teaching of the vocabulary per say because the retention of the words are developed after this process



PRESENTATION:

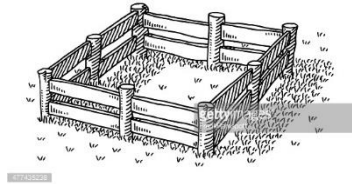
Starting the process of using mnemonic strategies students will begin by learning the following vocabulary words with some images of each animal.

- Cat
- Dog
- Chicken
- Pig
- Horse



- **PRESENTATION: (SOLO-WORK)**

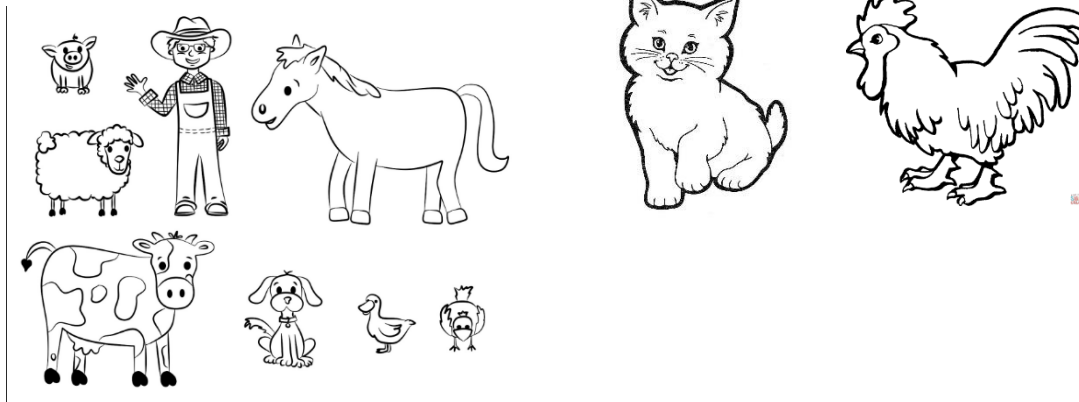
To permit them to internalize and retain the vocabulary words students will look at the following image with the animals secretly inside they will look at the following word that may sound funny to them but ultimately will help them retain the information, which is the memorization of these 5 terms.



“CADOCHIPIHO”

- **PRACTICE: (SOLO-WORK)**

Inside the image that the kids will observe they will have to deduce from their previous knowledge what animals are hidden in the word as they memorize the word they will start to use mnemonics to retain the words and in a moment they need this vocabulary they will be able to remember it with this trick.



- **PRACTICE 2 (GROUP WORK)**

To practice the topic students will learn new terms slowly they will start using their memory to be able to retain more than one group of words. In this practice, section students will practice some terms related to the farm. The words are the following.

- Farmer
- Tractor

- Barn
- Fields
- Scarecrow
- Stable
- Pasture



For this process, students will use mnemonics by imagining a scene that would relate these objects to their daily lives. We will start by taking the school as a place where we could mentally imagine the previous vocabulary. The idea is to start making mental images of these objects in different spaces of the school (Eg: when we enter the school, we see a friendly farmer, when we open the closet we see a big red tractor) in this way students will close their eyes and using these mental images they will remember the vocabulary easier.

- **PRODUCTION: (GROUP WORK)**

After students use the mnemonic strategies mentioned before, they will have the opportunity to show their learning and memory capacities. They will develop the following worksheet that proves if the strategy has worked or not.

After this, students will develop a game of Kahoot. That consists of a series of questions where students need to use their smartphones or tablets bringing technology and didactic activities to the classroom. The game is in the following Link: <https://kahoot.com/>

Finally, students will play a game of pass the ball about the information that they have learned.

(Presentation of pass the ball attached)

- **EVALUATION: (SOLO-WORK)**

The evaluation process is composed of two parts. One part is the process in which students acquire the language and vocabulary using the mnemonic strategies and if they are easily retaining this information. The second section of the evaluation process is when they develop the worksheet that proves if these strategies have been effective. Worksheet # 1

1. Match the pictures of the animals with the corresponding word

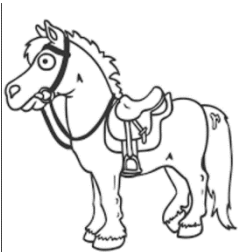


P____

___R___

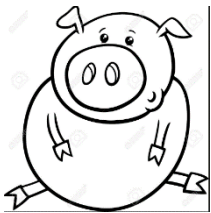


__O__



C____

___I_K___



2. Complete the following text using the second series of words we imagined in the story.

One day there was a _____ who lived in a big farm. He had many animals and a big red _____ in the farm there was a very nice _____. In the _____. The farmer had many vegetable patches. In the patches, there was a laughing funny _____. And the horses lived in a _____ next to the _____

REFERNCIAS BIBLIOGRAFICAS

<http://www.academypublication.com/issues/past/jltr/vol02/01/23.pdf>

https://www.researchgate.net/publication/228990463_Mnemonic_Instruction_A_Way_to_Boost_Vocabulary_Learning_and_Recall

http://www.ikiu.ac.ir/public-files/profiles/items/090ad_1480393556.pdf

Topic: The clothes and in what weather to wear them.

Grade: Fourth and Fifth

Date: September 20 2017

Time: 1 hour

Objective:

Communicative: Talking about Clothes

Linguistic: Identifying vocabulary related to clothes

Formative: Promoting the value of responsibility.

WARM UP: Students will learn the topic of clothes using an acrostic that will boost memory and increase student's motivation.

1. Students will see some words that they will have to memorize
2. Dress,Skirt,Blouse,Coat,hat,shoes,tie,jacket,gloves,t-shirt,pants,belt

They will learn the following phrase in their native language to help them remember the vocabulary.

“Diego saca buenas calificaciones, hace sus tareas juicioso.

Guillermo tiene pantalones blancos”

PRESENTATION: The previous exercise will help the students relate the images of the clothes in the order of the sentence. In this part, they will be shown the images of the words so that they can relate them and memorize them.



PRACTICE: Students will complete a worksheet **individually**, in which they will have to match the sentence to the words that they have memorized and then they will match the images to the words. This activity will enhance memory and retention of the words.

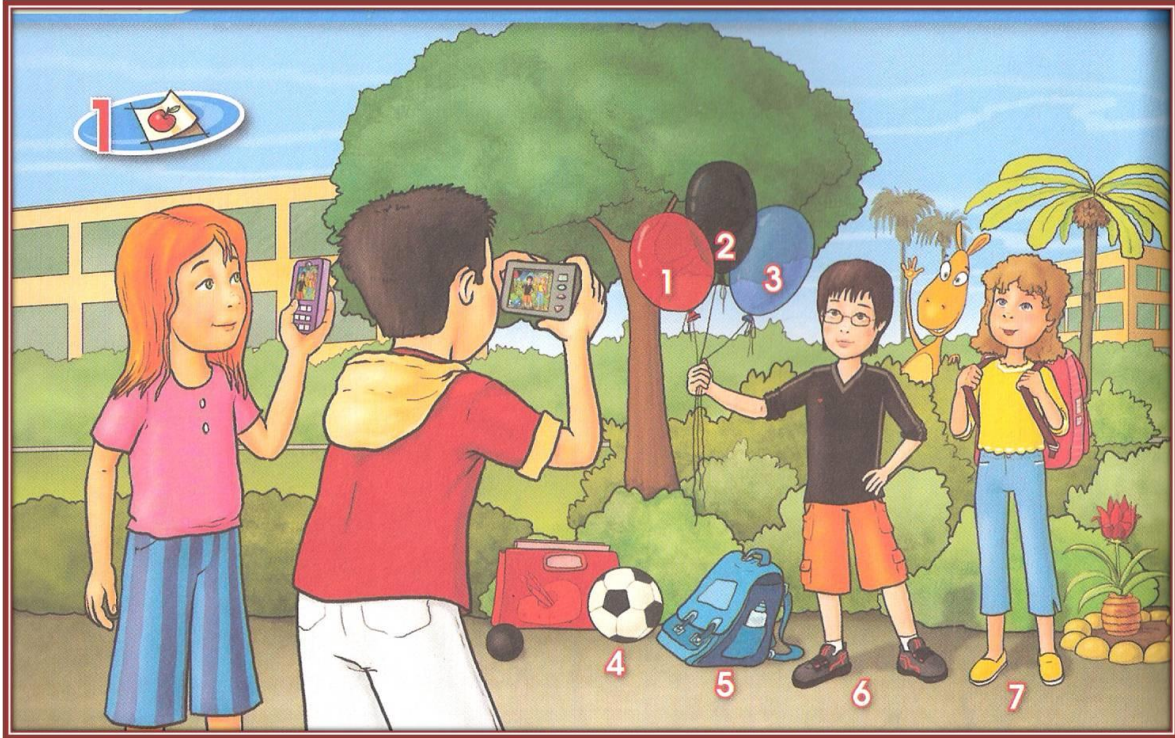
PRODUCTION A: Students will show what they have learned through a word search of the words studied in the beginning of class. They will not be told what words they have to look for thus making the purpose of the mnemonic strategies.

M F M S R H G L L H J H Y Z I
J P M H M F Z L G J A H F G F
U K G M D M I O O T X U C E J
X T C A S V W K P V C G U Q B
X N J O T I E N Q K E A T H F
G H B S E W S G I B O S L R I
N X B O K S N X L G H E O F U
I A E M C S T O P I Z W M U G
S I L B A U U N R O L O Y P V
B H T Y J S H T A T K K Z Z F
C O O K E U I L D P J M L H V
L A A E J T O Y R S K E I O C
O E U N S N W K E Z Z V H S C
O P F L P P S A S K I R T Z P
T A O C P S D R S T T P O J W

EVALUATION: Students will develop a game of apple apple lemon in which they will answer the questions about the images they will see for example.

What is this...?

I am wearing a...



The girl is wearing a....

REFERNCIAS BIBLIOGRAFICAS

<http://www.academypublication.com/issues/past/jltr/vol02/01/23.pdf>

https://www.researchgate.net/publication/228990463_Mnemonic_Instruction_A_Way_to_Boost_Vocabulary_Learning_and_Recall

http://www.ikiu.ac.ir/public-files/profiles/items/090ad_1480393556.pdf

Topic: The weather

Grade: Fourth and Fifth

Date: October 5 de 2017

Time: 1 hour

Objective:

Communicative: Talking about weather.

Linguistic: Identifying vocabulary related to weather.

Formative: Promoting the value of tolerance.

WARM UP (individual work)

Motivation of the topic will start by students seeing some images of the four season and guessing how they are pronounced in English.

They will learn the following terms.

- Sunny
- Cloudy
- Rainy
- Stormy
- Snowy
- Windy

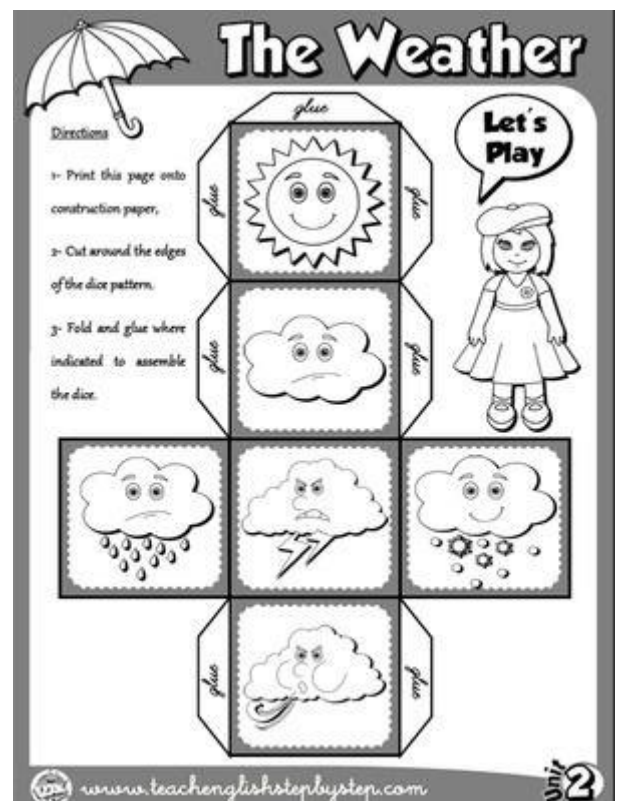
PRESENTATION (group work)

Students will be presented into the topic throughout a dice game where they will relate an image to the weather condition.

For example: using the following dice students will create mental images of the different weather conditions thus remembering and retaining the vocabulary.

PRACTICE: (group assessment)

Students will practice what they have learned throughout a worksheet that enhances their memory about the weather conditions.




PRODUCTION AND EVALUATION (individual assessment)


THE WEATHER


Worksheet no. _____
Name: _____
Date: _____


Look and match. Then write and colour.


WindySunnyStormy


1



2



3





RainyCloudySnowy


4




5



6



www.colchallenges.co.uk

The production of the topic will be carried out by a game of apple lemon with the following questions, with this game the evaluation process will be carried out because through these questions the memory and retention process is visualized.

1. What is this weather?
2. What is this weather?
3. What is this weather?
4. What is this weather?
5. What is this weather?



REFERENCIAS BIBLIOGRAFICAS

<http://www.academypublication.com/issues/past/jltr/vol02/01/23.pdf>

https://www.researchgate.net/publication/228990463_Mnemonic_Instruction_A_Way_to_Boost_Vocabulary_Learning_and_Recall

http://www.ikiu.ac.ir/public-files/profiles/items/090ad_1480393556.pdf

Topic: illnesses

Grade: Fourth and Fifth

Date: October 19 de 2017

Time: 1 hour

Objective:

Communicative: Talking about illnesses

Linguistic: Identifying vocabulary related to illnesses

Formative: Promoting the value of caring for your body.

WARM UP: (INDIVIDUAL WORK)

Students will start by playing a game of guess the illness. They will start saying symptoms of illnesses in some prompts given to them by the teacher through images. Students will be the doctors and they will tell the patient what they have and how to treat the illness (it's possible to use L1)

For example:



I feel sick; I have a runny nose and need to use tissues all day. What do I have?

I have red spots all over my body and I feel a fever. What do I have?



I can't breathe and I need my inhaler.
What do I have?



PRESENTATION (GROUP WORK)

Students will start the presentation by watching a video about the different illnesses. After watching the video we will have a short conversation about what they have experienced in their daily lives. For example.... (It's possible to use L1)

1. Have you had chickenpox? How did you feel?
2. Have you had a Stomachache? What symptoms did you have?
3. Have you ever had a toothache? How was your experience?

PRACTICE: (GROUP WORK)

Each students will have an illness and they will create a story about what happened to the person and what are the symptoms of his or her illness. Each student will present their story and the other's will listen and try to remember the illness throughout the story of their partners making a kind of visual mental image in their heads.



PRODUCTION: (INDIVIDUAL WORK)

Students will complete a worksheet to practice what they have learned before. They will see some images of illnesses and the symptoms and they have to match the images to the symptom.

Match the image to the illness and then the illness to the correct symptom.



a broken leg

I have red spots all over my body and I feel a fever. What do I have?



a cold

I feel really hot and red, and I can't get out of my bed. What do I have?



asthma

I have a very Sharp pain in my mouth and I can't eat anything. What do I have?



a toothache

I feel sick; I have a runny nose and need to use tissues all day. What do I have?



(the) measles

I can't breathe and I need my inhaler.
What do I have?



a fever

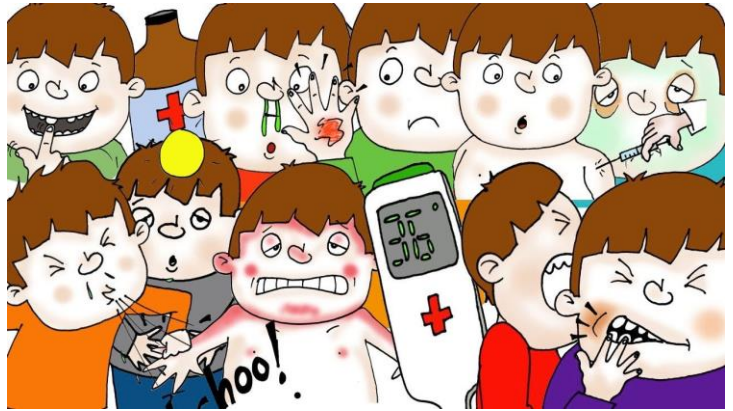
I feel down the stairs and I have a very sharp pain in my leg. What do I have?

EVALUATION: (INDIVIDUAL WORK)

Students will be evaluated by a game of apple apple lemon. Answering to the correct illness and symptom.

For example:

1. What is this illness?
2. What is this illness?
3. What is this illness?
4. What is this illness?
5. What is this illness?
6. What is this illness?



I have red spots all over my body and I feel a fever. What do I have?

I feel really hot and red, and I can't get out of my bed. What do I have?

I have a very Sharp pain in my mouth and I can't eat anything. What do I have?

I feel sick; I have a runny nose and need to use tissues all day. What do I have?

I can't breathe and I need my inhaler.
What do I have?

I feel down the stairs and I have a very sharp pain in my leg. What do I have?

REFERENCIAS BIBLIOGRAFICAS

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http://www.ikiu.ac.ir/public-files/profiles/items/090ad_1480393556.pdf

Topic: Places in the city

Grade: Fourth and Fifth

Date: October 25 de 2017

Time: 1 hour

Objective:

Communicative: Talking about Places in the city.

Linguistic: Identifying vocabulary related to places in the city.

Formative: Promoting the value of taking care of your city.

WARM UP: (INDIVIDUAL WORK)

Students will learn about different places in the city throughout a PowerPoint presentation of the images of each place.



school



hospital



cinema



restaurant



church

PRESENTATION (GROUP WORK)

Students will start the presentation of the topic by learning the following words making a mental image of the places and something specific about these places.



school



hospital



cinema



restaurant



church

They will draw

the place and the object the will remind them of this place.

Instruction: Draw something that reminds you of these places in the city. (Example below)

School

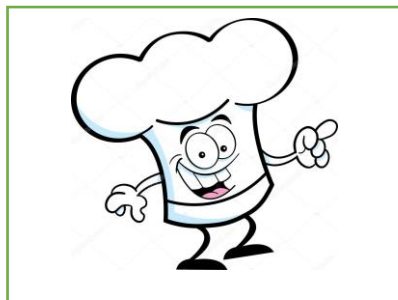
Hospital

Cinema



Restaurant

Church

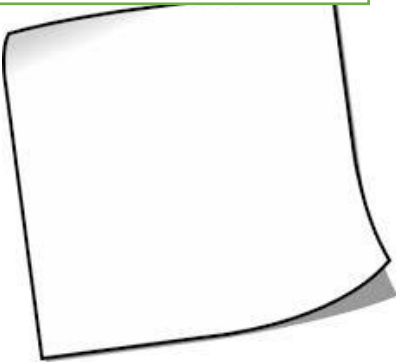


PRACTICE: (INDIVIDUAL WORK)

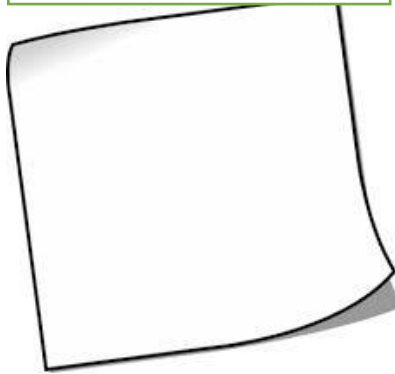
Students will practice the topic developing the following worksheet. This worksheet will ensure that they have comprehended the vocabulary and that they can relate it to the different places in the city.

Draw the place of the city according to the key picture you see below.

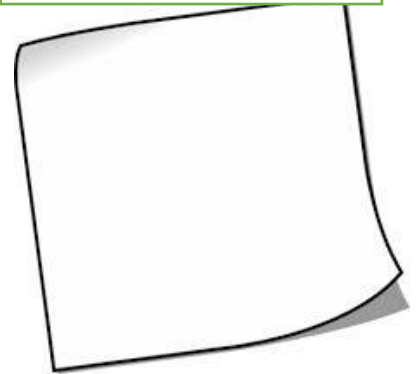
S _ _ _ _ _



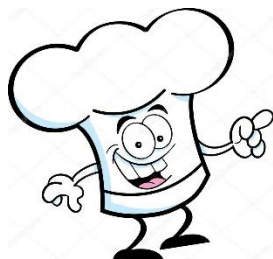
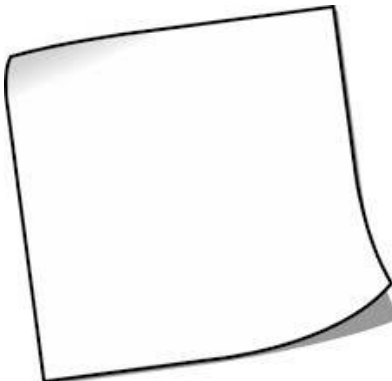
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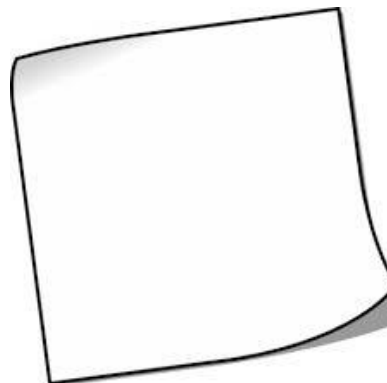
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_ _ _ _ _ N T



C _ _ _ _ _



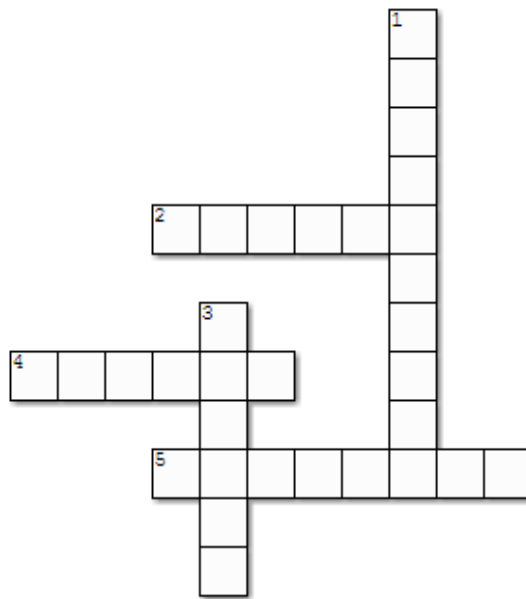
PRODUCTION: (INDIVIDUAL WORK)

Students will develop the following worksheet about the places in the city and they will prove their retention of information.

Name: _____

places in the city

Complete the crossword below



Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

Across

2. Donde encuentro las palomitas?
4. Donde encuentro el Angel?
5. Donde encuentro la inyeccion?

Down

1. Donde encuentro el gorrito?
3. Donde encuentro el Lapiz?

EVALUATION: (INDIVIDUAL WORK)

Students will be evaluated through a questionnaire of kahoot.com that will ensure the comprehension of the topic and retention of information suing mnemonic strategies.

REFERNCIAS BIBLIOGRAFICAS

<http://www.academypublication.com/issues/past/jltr/vol02/01/23.pdf>

https://www.researchgate.net/publication/228990463_Mnemonic_Instruction_A_Way_to_Boost_Vocabulary_Learning_and_Recall

http://www.ikiu.ac.ir/public-files/profiles/items/090ad_1480393556.pdf

Topic: Food

Grade: Fourth and Fifth

Date: October 26 de 2017

Time: 1 hour

Objective:

Communicative: Talking about Food.

Linguistic: Identifying vocabulary related to food.

Formative: Promoting the value of good eating habits.

WARM UP: (INDIVIDUAL WORK)

Students will start the warm up by learning the vocabulary of food



TACO



SODA



ICECREAM



BURGER



FRIES

PRESENTATION (GROUP WORK)

Students will learn by making an acrostic to memorize the vocabulary

**“TOMAS SABE IMAGINAR
BUENAS FRASES”**

PRACTICE: (INDIVIDUAL WORK)

Students will relate the images to the words of the previous phrase that the memorized matching the vocab and the mnemonic strategy.

TOMAS

SABE

IMAGINAR

BUENAS

FRASES



PRODUCTION: (INDIVIDUAL WORK)

Students will prove what they have learned through a short worksheet where they will have to look for the words in the word search below.

W	R	A	W	E	V	R	L	W	U	L	O	F	U	Z	H	R	T
O	P	A	B	N	F	W	S	R	A	A	O	Z	W	Q	S	S	X
S	H	L	F	G	S	X	P	L	T	P	W	E	M	X	O	Z	Z
I	C	E	C	R	E	A	M	P	O	X	N	A	I	S	D	Z	E
E	M	G	U	T	D	B	B	F	L	L	Q	V	T	Z	A	H	N
U	I	X	H	E	S	O	P	N	M	Z	N	U	V	W	F	I	Y
D	R	B	Z	O	Z	R	K	A	R	X	Z	Z	S	T	B	J	A
T	F	E	Q	G	T	V	L	V	J	Z	Z	N	R	A	B	C	J
Y	T	R	H	G	E	W	L	Z	B	Q	Q	L	Y	C	F	E	M
F	P	U	K	F	R	I	E	S	X	Z	E	V	V	O	R	T	C
B	U	R	G	E	R	F	G	U	T	A	I	D	C	C	V	Y	O
W	F	O	J	C	C	U	V	G	U	K	L	Y	A	E	W	F	F

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

BURGER
FRIES

ICECREAM
SODA

TACO

EVALUATION: (INDIVIDUAL WORK)

Students will be evaluated through a questionnaire of kahoot.com that will ensure the comprehension of the topic and retention of information using mnemonic strategies.

REFERNCIAS BIBLIOGRAFICAS

<http://www.academypublication.com/issues/past/jltr/vol02/01/23.pdf>

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http://www.ikiu.ac.ir/public-files/profiles/items/090ad_1480393556.pdf

EVALUATION STAGE

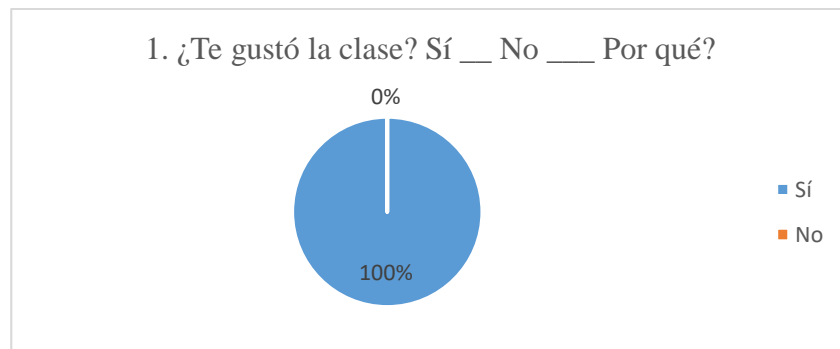
ANALYSIS AND INTERPRETATION OF DATA

Workshop # 1: “The Farm and it’s components.”

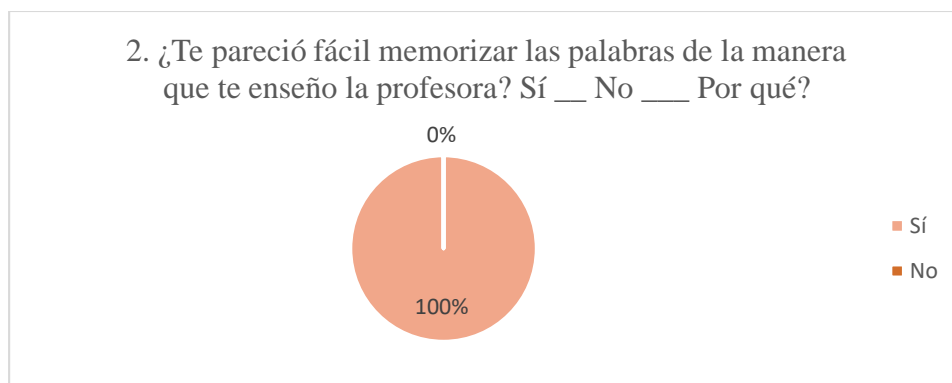
Survey

Applied to students

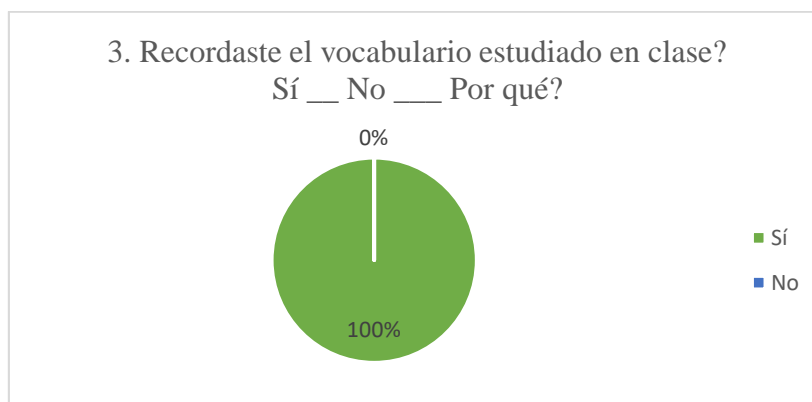
Objective: To identify the impact of mnemonic strategies in student’s meaningful learning.



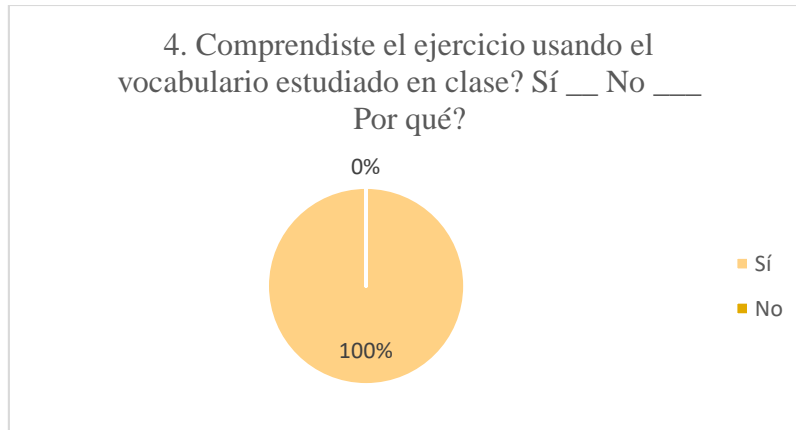
All of the students said that they liked the class, “si porque, es muy dinamica y divertida” “porque me gusta aprender cosas porque cuando este grande me gustaria ser doctora y poder y a estados unidos” “ si megusto (me gusto) y simos (hicimos) dinamica y maginando (imaginando) cosas” this information is due to the fact that the stimuli provided by the teacher were attractive to the children and all of the resourses delt with the students’s daily experiences, for example the teacher showed the students tricks or strategies to make the retention of the terms easier. Strategies such as the term “CADOCHIPHO” That helped students memorize the vocabulary of the farm animals. And the second strategy that lead students to imagine the vocabulary words using their imagination around their school and helping them visualize the terminology thus making their memory as if they were acting in real settings different from the classroom.



All of the students state that they thought it was easy for them to memorize the words in the way the teacher taught them. “Si me parecio facil porque las palabra cadochipiho trae algunas palabra de animales como doc,cat,chiken etc”, “si porque solo con decir ca ya recordaba todas las palabras de cadochipiho” ,“si porque la profe nos enseña mucha creatividad” these statements show the impact of the activities developed in class and the way these activities can improve students rentention. On another hand their comments demonstrate that throughout creative input the evidence of their retention is clear and more importantly dinamic and fun for them.



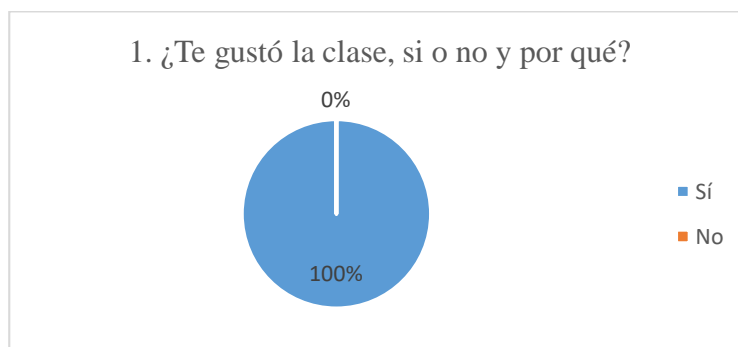
All of the students express that they remembreded the vocabulary studied in class. They express phrases like “ si porque imagine las palabras” “si porque yo aprendi la palabra cadochipiho” “si porque era muy facil de aprender y porque haprendi (aprendi) las palabras que dijo la profesora” these statements show that students acquired the words in an easy way and they remembered the tecniques used in class.



All of the students state that they comprehended the exercise using the vocabulary they studied in class expressing phrases like “ si porque puede imaginar el farmer, el stable,el scarecrow, el pasture etc.” si porque recor de las palabras de algunos animales de la granja” “si porque recorde las palabras” these ideas express that students really enjoyed the activity apart from comprehending and remembering the words.

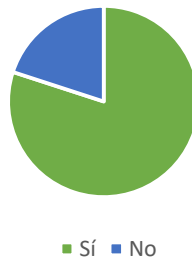
Workshop # 2: “The clothes”

La encuesta fue aplicada a seis estudiantes, cuatro son de cuarto y cinco son de quinto.



All of the students agree that they liked the class “ha mi me gustaría aprender mas ingles” “por es muy divertida aprendemos mucho” “para aprender mucho mas” these statements show that students enjoyed the class and liked the way that it was taught. Also it shows that students can be motivated into learning a second language (L2) if they have the correct tools to enhance the process and make it easier.

2. Te pareció fácil memorizar las palabras de la manera que te enseñó la profesora si no y porque?

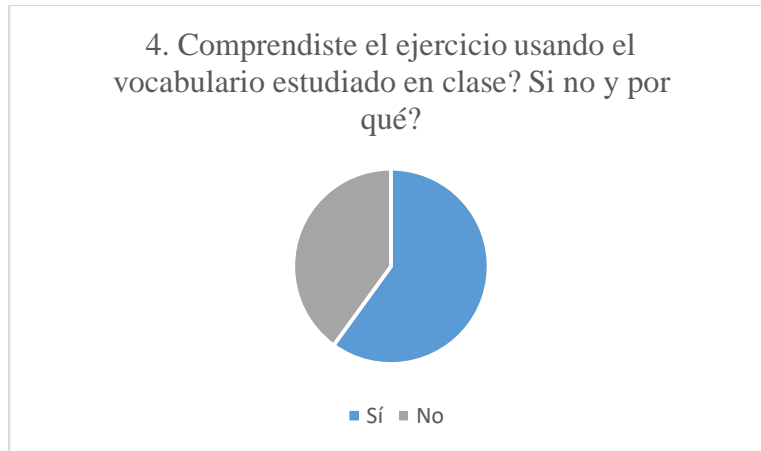


Most of the students said that they that they thought it was easy for them to memorize the words in the way the teacher taught them. “ fue un poco difícil aprenderme el vocabulario “ “si porque las frases que nos alludo y qe nos en seño la profe” “ porque cuando hay un examen me puedo memorizar las palabras”these statements show that students think the nemonic strategies help them memorize words and motivate them into learning. But also that some of them found it difficult to memorize them that way.

3. Recordaste el vocabulario facilmente? Si no y por qué?



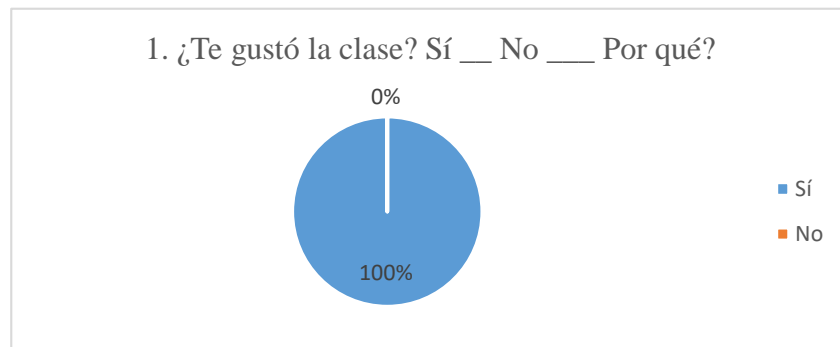
All of the students express that they remembrered the vocabulary studied in class expressing phrases like “las palabras fueron facil de recordar” “si recorde las palabras y por eso la profe nos enseo en clase” “porque las palabras me enseñan facil aprender el vocabulario”. these statements show that students remembered the vocabulary taught in class and that the strategies helped them understand the topic more and retain more information.



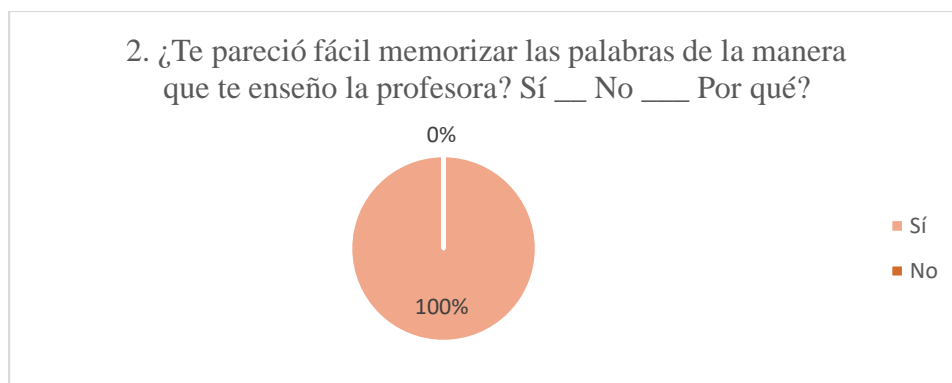
Some of the students agree that they comprehended the exercise using the vocabulary they studied in class expressing phrases like “no recorde todas las palabras” “por la actividad divertida” “porque usando las nemotecnicas me ayudan a memorizar facil” “ porque la clase me ayuda a memorizar el vocabulario” with these phrases they express that they thought the class was nice. And they comprehended the vocabulary but some of them had difficulties with the technique.

Workshop # 3: “The Weather conditions”

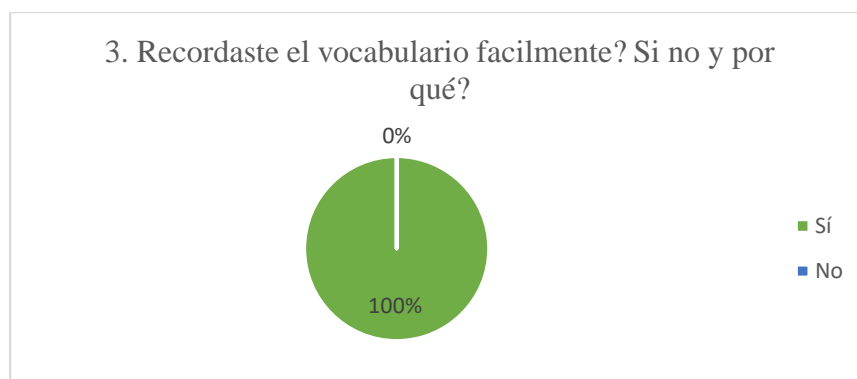
La encuesta fue aplicada a seis estudiantes, cuatro son de cuarto y cinco son de quinto



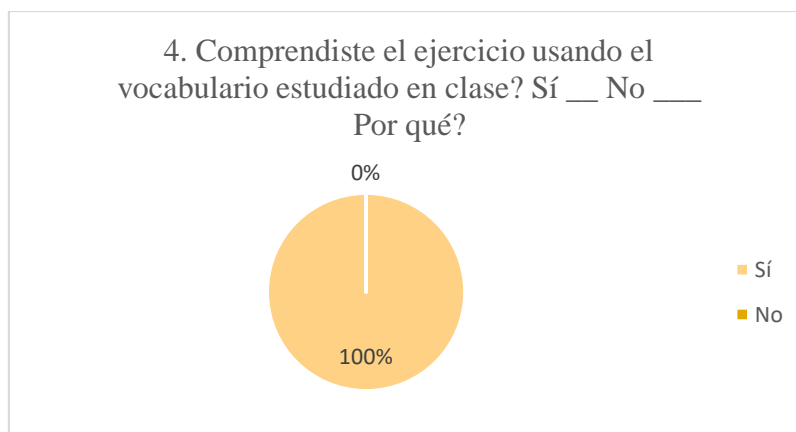
All of the students express that they liked the class. “aprendí el clima en ingle”, “aprendí nuevas cosas como el clima”, “la clase es muy cómica (divertida) y aprendí los climas en inglés”, “aprendemos los climas en inglés”, “porque aprendí como se dice el clima en inglés” These statements show that the students enjoy the class and have fun when they are learning English with mnemonic strategies. They retain the information that they are acquiring in class and they apply this information in their daily lives.



All of the students express that they thought it was easy to memorize the words in the way that the teacher taught them expressing phrases like “las palabras fueron facil porque recorde la plabras que la profe nos enseñó”, “con las imagines pude recorder todo”, “la manera de la profe fue muy buena y interstante”. These statements show that students find it easy and comprehensible learning the vocabulary in the way it was taught. They have grown aware of the importance of the strategy used and they apply them in their school routines.



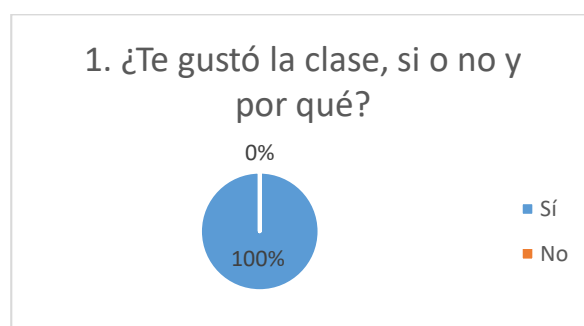
All of the students express that the remembered the vocabulary easily expressing phrases like “ si recorde el vocabulario”, “ me parecio facil recorder todas las palabras”, “ el vocabulario fue muy facil de aprender y divertido”. These expression show that students remembered the vocabulary because the related and retained the information taking into account images and relating that information to the vocabulary. The strategy of the use of images and the way they can use their imagination when they used the vocabulary in class and they became excited by the way they have learned English and that they have been able to understand everything the teacher has taught them.



All of the students express that they comprehended the exercise using the vocabulary studied in class. They express this in the following phrases “si lo comprendí”, “lo recorde con todos los dibujos encebados”, “lo repase mucho en casa y fue facil” These statements express that students understood the information taught in class, they used the strategies to help them in the relation of the images, and the words. Their use of imagination helped them in the retention of information and the comprehension of the different aspects of the class not only the vocabulary but also the use of phrases that would help them use the L2 language in class and outside of class.

Workshop # 4: “illnesses”

La encuesta fue aplicada a seis estudiantes, cuatro son de cuarto y cinco son de quinto.



All of the students express that they liked the class. “aprendí el clima en ingle”, “aprendí nuevas cosas como el clima”, “la clase es muy cómica (divertida) y aprendí los climas en inglés”, “aprendemos los climas en inglés”, “porque aprendí como se dice el clima en inglés” These statements show that the students enjoy the class and have fun when they are learning English with mnemonic strategies. They retain the information that they are acquiring in class and they apply this information in their daily lives.

2. Te pareció fácil memorizar las palabras de la manera que te enseñó la profesora si no y porque?



All of the students state that they thought it was easy for them to memorize the words in the way the teacher taught them. “Si me parecio facil porque las palabra cadochipiho trae algunas palabra de animales como doc,cat,chiken etc”, “si porque solo con decir ca ya recordaba todas las palabras de cadochipiho” ,“si porque la profe nos enseña mucha creatividad” these statements show the impact of the activities developed in class and the way these activities can improve students rentention. On another hand their comments demonstrate that throughout creative input the evidence of their retention is clear and more importantly dinamic and fun for them.

3. Recordaste el vocabulario facilmente? Si no y por qué?



All of the students express that the remembered the vocabulary easily expressing phrases like “ si recorde el vocabulario”, “ me parecio facil recorder todas las palabras”, “ el vocabulario fue muy facil de aprender y divertido”. These expression show that students remembered the vocabulary because the related and retained the information taking into account images and relating that information to the vocabulary. The strategy of the use of images and the way they can use their imagination when they used the vocabulary in class and they became excited by the way they have learned English and that they have been able to understand everything the teacher has taught them.

4. Comprendiste el ejercicio usando el vocabulario estudiado en clase? Si no y por qué?



Workshop # 4: “places in the city”

La encuesta fue aplicada a seis estudiantes, cuatro son de cuarto y cinco son de quinto.

1. ¿Te gustó la clase, si o no y por qué?

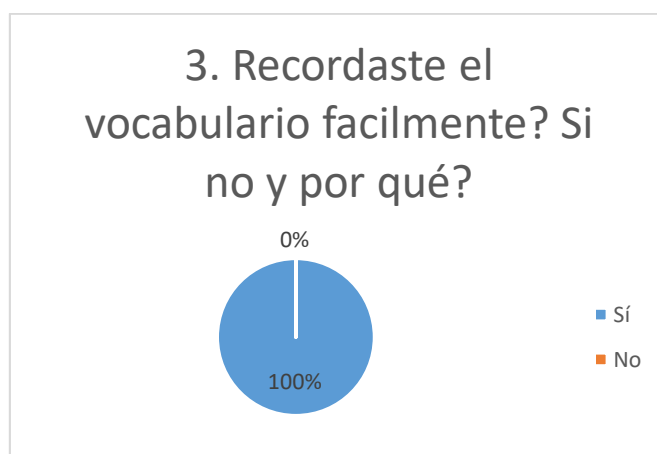


All of the students express that they liked the class. “aprendí el clima en ingle”, “aprendí nuevas cosas como el clima”, “la clase es muy cómica (divertida) y aprendí los climas en inglés”, “aprendemos los climas en inglés”, “porque aprendí como se dice el clima en inglés” These statements show that the students enjoy the class and have fun when they are learning English with mnemonic strategies. They retain the information that they are acquiring in class and they apply this information in their daily lives.

2. Te pareció fácil memorizar las palabras de la manera que te enseñó la profesora si no y porque?



All of the students state that they thought it was easy for them to memorize the words in the way the teacher taught them. “Si me parecio facil porque las palabra cadochipiho trae algunas palabra de animales como doc,cat,chiken etc”, “si porque solo con decir ca ya recordaba todas las palabras de cadochipiho” ,“si porque la profe nos enseña mucha creatividad” these statements show the impact of the activities developed in class and the way these activities can improve students retention. On another hand their comments demonstrate that throughout creative input the evidence of their retention is clear and more importantly dinamic and fun for them.



All of the students express that the remembered the vocabulary easily expressing phrases like “ si recorde el vocabulario”, “ me parecio facil recorder todas las palabras”, “ el vocabulario fue muy facil de aprender y divertido”. These expression show that students remembered the vocabulary because the related and retained the information taking into account images and relating that information to the vocabulary. The strategy of the use of images and the way they can use their imagination when they used the vocabulary in class and they became excited by the way they have learned English and that they have been able to understand everything the teacher has taught them.

4. Comprendiste el ejercicio usando el vocabulario estudiado...

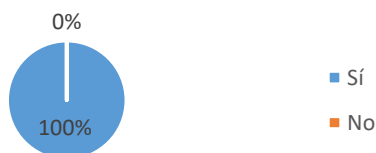


All of the students express that they comprehended the exercise using the vocabulary studied in class. They express this in the following phrases “si lo comprendí”, “lo recorde con todos los dibujos encañados”, “lo repase mucho en casa y fue facil” These statements express that students understood the information taught in class, they used the strategies to help them in the relation of the images, and the words. Their use of imagination helped them in the retention of information and the comprehension of the different aspects of the class not only the vocabulary but also the use of phrases that would help them use the L2 language in class and outside of class.

Workshop # 5 “food”

La encuesta fue aplicada a seis estudiantes, cuatro son de cuarto y cinco son de quinto.

1. ¿Te gustó la clase, si o no y por qué?



All of the students express that they liked the class. “aprendí el clima en ingle”, “aprendí nuevas cosas como el clima”, “la clase es muy cómica (divertida) y aprendí los climas en inglés”, “aprendemos los climas en inglés”, “porque aprendí como se dice el clima en inglés” These statements show that the students enjoy the class and have fun when they are learning English with mnemonic strategies. They retain the information that they are acquiring in class and they apply this information in their daily lives.

2. Te pareció fácil memorizar las palabras de la manera que te enseñó la profesora si no y porque?



All of the students state that they thought it was easy for them to memorize the words in the way the teacher taught them. “Si me parecio facil porque las palabra cadochipiho trae algunas palabra de animales como doc,cat,chiken etc”, “si porque solo con decir ca ya recordaba todas las palabras de cadochipiho” ,“si porque la profe nos enseña mucha creatividad” these statements show the impact of the activities developed in class and the way these activities can improve students retention. On another hand their comments demonstrate that throughout creative input the evidence of their retention is clear and more importantly dinamic and fun for them.

3. Recordaste el vocabulario facilmente? Si no y por qué?



All of the students express that the remembered the vocabulary easily expressing phrases like “ si recorde el vocabulario”, “ me parecio facil recorder todas las palabras”, “ el vocabulario fue muy facil de aprender y divertido”. These expression show that students remembered the vocabulary because the related and retained the information taking into account images and relating that information to the vocabulary. The strategy of the use of images and the way they can use their imagination when they used the vocabulary in class and they became excited by the way they have learned English and that they have been able to understand everything the teacher has taught them.

4. Comprendiste el ejercicio usando el vocabulario estudiado...



All of the students express that they comprehended the exercise using the vocabulary studied in class. They express this in the following phrases “si lo comprendi”, “lo recorde con todos los dibujos encañados”, “lo repase mucho en casa y fue facil” These statements express that students understood the information taught in class, they used the strategies to help them in the relation of the images, and the words. Their use of imagination helped them in the retention of information and the comprehension of the different aspects of the class not only the vocabulary but also the use of phrases that would help them use the L2 language in class and outside of class.

FINDINGS:

The use of mnemonic strategies to enhance meaningful learning in the English classroom.

1. The students enhanced the retention of information and memory.

2. The students comprehended English better.
3. The students were motivated into the L2 language
4. The mnemonic strategies dealt with individual learning styles so the student had possibilities to perform actively in class.
5. The strategies generated meaningful learning.

CONCLUSIONS:

1. The student retains information and memory
2. Students comprehend English better
3. Students are motivated into L2 language speaking
4. Mnemonic strategies deal with individual learning styles
5. Students generate meaningful learning.

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