

THE EFFECTIVENESS OF A KEYWORD METHOD IN ACQUIRING ENGLISH WORDS

Sarbinaz Bakhadirovna SEYTNIYAZOVA

ESP teacher

Tashkent State University of Law

Tashkent, Uzbekistan

INGLIZ TILIDAGI SO‘ZLARNI O‘RGANISHDA «KALIT SO‘Z» METODINING SAMARADORLIGI

Sarbinaz Baxodirovna SEYTNIYAZOVA

O‘qituvchi

Toshkent davlat yuridik universiteti

Toshkent, O‘zbekiston

ЭФФЕКТИВНОСТЬ МЕТОДА КЛЮЧЕВЫХ СЛОВ В ИЗУЧЕНИИ СЛОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

Сарбиназ Баходировна СЕЙТНИЯЗОВА

Преподаватель английского языка

Ташкентский государственный юридический университет

Ташкент, Узбекистан s.seytliyazova@tsul.uz

UDC (УЎК, УДК): 37.012

For citation (для цитирования, iqtibos keltirish uchun):

Seytniyazova S. B. The Effectiveness of a Keyword Method in Acquiring English Words// Foreign Languages in Uzbekistan. — 2022. — No. 3 (44). — P. 56-71.

<https://doi.org/10.36078/1657706494>

Received: March 25, 2022

Accepted: June 17, 2022

Published: June 20, 2022

Copyright © 2022 by author(s).

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract. The current article reveals the ways of learning English words with the help of the method called “Keyword method”, developed by J. Atkinson in 1994. Even though it has been a long time since it was introduced in the world of language learners, it can still play a paramount role in second language acquisition. The article also explains the importance of the role of vocabulary enrichment in learning a foreign language as a second language. It is well known that many students find it challenging to memorize new words because when it comes time to use them in speech, the words in their mind get confused and forgotten. Therefore, the article discusses the definition and classification of active vocabulary teaching methods. The examples of rote learning and keyword method learning are provided. Meanwhile, the criteria for application, features, principles and pedagogical conditions for implementing of active teaching methods are indicated. Furthermore, there is a vivid comparison between rote learning (repetition) and the keyword method, which is based on association. For the experimental part, 2 participants have been chosen to precisely check the effectiveness of the keyword method after taking their consent. The results have shown exciting and useful features of both vocabulary learning methods. According to the results of the keyword method, participants were involved in learning new words and performed better than simply repeating new words. They were able to memorize more words, according to the statistics. More details about the experiment are described in the article.

Keywords: vocabulary; retention; repetition; language settings; comprehension; speaking module; ability; confidence; internal motivation.

Аннотация. Mazkur maqolada 1994 yilda J. Atkinson tomonidan ishlab chiqilgan «Kalit soʻz usuli» deb nomlangan metod yordamida ingliz tilidagi soʻzlarni oʻrganish yoʻllari ochib berilgan. Garchi u til oʻrganuvchilar dunyosiga birinchi marta kiritilganiga ancha vaqt boʻlgan boʻlsa ham, u hali ham ikkinchi tilni oʻzlashtirishda asosiy rol oʻynashi mumkin. Maqolada, shuningdek, chet tilini ikkinchi til sifatida oʻrganishda soʻz boyligini boyitishning ahamiyati tushuntiriladi. Maʼlumki, koʻpchilik oʻquvchilar yangi soʻzlarni yodlashda qiynaladilar, chunki ularni nutqda qoʻllash vaqti kelganda ularning boshidagi soʻzlar chalkashib ketadi va unutiladi. Shuning uchun maqolada faol lugʻatni oʻqitish usullarining taʼrifi va tasnifi muhokama qilinadi. Qanday qilib tong sahardan tilni oʻrganish va kalit soʻz usullarini oʻrganish boʻyicha misollar keltirilgan. Shu bilan birga, faol oʻqitish usullarini qoʻllash mezonlari, xususiyatlari, tamoyillari va pedagogik shart-sharoitlari koʻrsatilgan. Bundan tashqari, oʻrganish (takrorlash) va assotsiatsiyaga asoslangan kalit soʻz usuli oʻrtasida yaqqol taqqoslangan. Eksperimental qism uchun 2 ishtirokchi ularning roziligini olgandan soʻng kalit soʻz usulining samaradorligini aniq tekshirish uchun jarayoni amalga oshirilgan. Natijalar ikkala lugʻat oʻrganish usullarining qiziqarli va foydali xususiyatlarini koʻrsatadi. Kalit soʻz usuli natijalariga koʻra, ishtirokchilar yangi soʻzlarni oʻrganishga jalb qilingan va yangi soʻzlarni takrorlashdan koʻra yaxshiroq ishlashgan. Statistik maʼlumotlarga koʻra, ular koʻproq soʻzlarni eslab qolishga muvaffaq boʻlishgan. Tajriba haqida batafsil maʼlumot maqolada tasvirlangan.

Kalit soʻzlar: lugʻat; saqlash; takrorlash; til sozlamalari; tushunish; nutq moduli; qobiliyat; ishonch; ichki motivatsiya.

Аннотация. В статье рассматриваются способы изучения английских слов с помощью «Метода ключевых слов», разработанного Дж. Аткинсоном в 1994 году. Хотя прошло много времени с тех пор, как он был впервые представлен миру изучающему языки, он все еще может играть ключевую роль в изучении второго языка. В статье также объясняется важность обогащения словарного запаса при изучении иностранного языка как второго. Общеизвестно, что большинство учащихся испытывает трудности с запоминанием новых слов, потому что, когда приходит время использовать их в речи, слова в их голове путаются и забываются. Поэтому в статье обсуждается определение и классификация методов обучения активной лексики. Вот несколько примеров того, как учить язык по утрам и изучать методы работы с ключевыми словами. При этом указываются критерии, особенности, принципы и педагогические условия использования активных методов обучения. Также делается четкое сравнение между повторением и методом ключевых слов на основе ассоциаций. В экспериментальной части был проведен процесс точной проверки эффективности метода ключевых слов после того, как 2 участника получили свое согласие. Результаты показывают интересные и полезные особенности обоих методов изучения словаря. Согласно результатам метода ключевых слов, участники были вовлечены в изучение новых слов и выполняли их лучше, чем повторение новых слов. По статистике, они смогли запомнить больше слов. Подробности эксперимента описаны в статье.

Ключевые слова: словарный запас; запоминание; повторение; языковая установка; понимание; речевой модуль; умение; уверенность; внутренняя мотивация.

Introduction. The current language situation is characterized by the active development of intercultural contacts in various fields of activity. International relations are constantly expanding, and the Internet as a means of mass communication is actively being introduced into our lives and makes a variety of information in foreign languages more and more accessible, and, consequently, the need for the ability to use a foreign language for communication purposes is increasing. Knowledge of a foreign language is necessary for a specialist in any field. To date, the most urgent problem that requires new solutions is the problem of improving the quality of English language skills with a small number of hours of study load allotted for studying the subject. Knowledge of a foreign language today is a necessary condition for obtaining a fascinating, well-paid job, both in our country and abroad, for communicating with foreign partners, for getting the opportunity to continue education abroad, professional development in your field. Thus, the main goal of learning a foreign language is the formation of linguistic competence. Linguistic competence involves mastering a certain amount of formal knowledge and corresponding skills related to various aspects of the language: vocabulary, phonetics, and grammar. Therefore, we can conclude that in teaching, the emphasis is not on language as a system but on speech. Nowadays, many teachers are actively looking for new forms, methods, and techniques of teaching. Modern education is aimed at preparing students for the active development of the situation of social change. When teaching a foreign language, special attention is paid to such classes that involve each student's active involvement in the educational process, stimulate communication in a foreign language, contribute to the development of interest in learning the language and increase motivation. One of the non-traditional teaching methods is the method of associations or the method of keywords. This method is not widespread enough among the techniques and methodologies traditionally used in English lessons and is not described in detail in the methodological literature. However, interest in this method has increased significantly in recent years.

Vocabulary is a significant key element of the language learning process. Moreover, most linguists and scientists note that vocabulary is a prime concern in L2 settings as it plays a dominant role in succeeding in second language acquisition (SLA). Moreover, as defined by Michael McCarthy, vocabulary is "the single biggest component of any language course" (8, 65). According to him, even if learners have sufficient knowledge of grammar or well-mastered pronunciation, communication in an L2 is impossible without words to express various meanings and thoughts. Yet vocabulary is claimed to be the most neglected area as it is "the least systematized and the least well-catered for of all the aspects of learning a foreign language" (8, 70).

There is a wide range of methods to facilitate adequate vocabulary learning. Nonetheless, how to effectively learn and enrich vocabulary has caused a burning dispute among many scholars. Despite the plethora of conducted research, studies, and experiments upon L2 vocabulary acquisition by many influential linguists, researchers, and theorists, there is still ambiguity in the theories of vocabulary learning in SLA. It should be noted that it encourages scholars to delve deeper into exploring, understanding, and creating a clearer picture of particular vocabulary methods and efficient vocabulary models.

It is intimidating to realize that vocabulary of a language like English contains more than a million words. According to recent statistics, to

converse freely in it, one should know 5 000–6 000 words that correspond to the language's advanced level. How is it possible for learners and teachers to approach and comprehend this vast stock of words and make appropriate sense of them?

A continuous search for proper answers to the abovementioned question has led language instructors to design several teaching methods to aid learners in retaining new words by strengthening the processing. Forty-five years ago, J. W. Atkinson (1, 76) made a successful attempt to develop and implement a mnemonic technique based on imagery: a keyword method for learning foreign language vocabulary. The keyword method is a cognitive strategy that helps remember definitions, any academic terms and words, foreign language vocabulary and hieroglyphs, and many more. The method works by visualizing of the substitute word and combining it with the unfamiliar word acoustically or orthographically. There is a three-step process for the usage of the keyword method:

First, pick a word that has a similar *sound* to the target word. It is recommended to choose a particular thing or an object to make it easier to picture in mind as it becomes a 'keyword'. Next, mix it with the definition of the unfamiliar word, relating it to its meaning. Here, it is better to have the keyword doing or interacting with the definition, to make it memorable. Finally, it is expected to remember the image or imagined scene since this evokes the definition after which a learner can retrieve and utilize the word in a context. For instance, the word 'barrister' is another way for 'lawyer'. As barrister ('bærɪstər) sounds like 'bear' (beə), it is reasonable to imagine a bear dressed like a lawyer going to the court. Whenever there is the word 'barrister', one tends to recall that fancy bear lawyer, which hints at the meaning of the word. One of the advantages of the keyword method is that it is highly flexible because it is suitable for any content area, whether it is a science (e.g., math formulas, biology concepts), ELL classroom, or any unacquainted academic language. Furthermore, it works for any subject as well as any grade and age, whether it is adults or children.

However, based on other studies, the keyword method is found to be effective only for a short time, providing immediate recall. Some researchers' discoveries indicated that long-term forgetting was considerably higher for learners using the keyword method than for learners who used rote rehearsal. Rote rehearsal is a non-mnemonic process, which includes repeating a foreign word and its L1 translation several times to bear it in mind.

Several studies found that vocabulary memorization strategies that increase the depth of processing could result in better retention of the new information rather than procedures requiring shallow processing. Nevertheless, most learners lean towards the latter as the capacity to process and store information is limited.

Using the keyword method with its constituents, such as mental imagery, substitution, and integration into previous knowledge encourages learners to process the data better and reinforce their processing capabilities.

One of the ways to get L2 learners interested and engaged in complex strategies of lexical processing is to demonstrate to them their beneficial sides and give them opportunities to observe and determine whether they assist in memorizing new words and enable deep processing at an early stage of language acquisition.

The current case study aims:

- To investigate whether a keyword is an appropriate

method to learn new English words at an intermediate level.

- To examine the effects of the keyword method in comparison with the rote rehearsal on vocabulary retention.
- To facilitate the participants to learn new words more efficiently.

Consequently, the conductor attempted to seek corresponding answers for the following **research questions**:

1. To what extent does using a keyword method improve the recall of the new English vocabulary either immediately or after a delayed retention interval of one week?
2. Are the participants who use a keyword method able to utilize the new words in a context?
3. What is more effective: rote learning or keyword method?

A small-scale experiment has been conducted on two students, who have been learning English for four years and have the same intermediate level. Before starting the research, there was a negotiation between the conductor and participants who agreed to take part and signed consent forms attached at the end of the study. Additionally, research instruments such as pre-interviews, pre-tests, immediate post-test, and delayed post-tests were also included. The case study results will give deeper insight into language learning and help gain more comprehension of the positive sides and the effectiveness of the keyword method.

Literature Review. A mnemonic strategy such as the keyword method has kept researchers' attention for many years; thus, there has been a wide range of views regarding it. One of the first scientific studies devoted to this method was R. C. Atkinson's study (2, 825). He and a group of co-authors described this technique in their articles (this method is called the keyword method). The experiment was carried out at Stanford University. English-speaking students who participated in this experiment were offered to memorize Russian words using the keyword method (phonetic association method). The associative method uses associative images. One of the main requirements for associative images is their connection with some common feature. An associative link can be, for example, by color (black — white), shape (square), size (big — small). The idea's value lies in the fact that each has its associative image under specific requirements: connection and a common given theme. The main thing in the association method is the brightness of the image. The brighter the images, the easier it is to create connections between them; the more words you can remember. Associations should be unusual, non-standard, absurd, funny, imaginative, unexpected, and new. The following experiment was conducted in the English class in the second-year group. Students were asked to memorize 20 words on a new topic, using the methods they usually use simply to memorize. In the next lesson, the memorization of words was tested, and a number of tasks were proposed for their use in oral and written speech. Then it was suggested to memorize another 20 new words, but this time using the method of associations, while at the lesson itself in the group, the associations that students had in connection with the proposed words were actively discussed. The result of the experiment was more successful in terms of faster memorization.

Associations can be completely different, respectively, and the ways of memorizing words will differ. Consider the different types and their examples:

Phonetic Association. Words in English and, for example, Russian have the same sound, or at least similar. For example, *step* — *стень*; *observe* — *обсерватория*, *beach* — *буч*, *book* — *бук*.

Situational association or method of revitalization, often with autobiographical associations: if you need to remember the words *rain*, *umbrella*, *sun*, *jump over*, *puddles*, *face*, *raindrops*, *passerby*, remember a case from life when, for example, you fell under warm rain in the park, and you did not have an umbrella with you. However, the sun was shining, and you looked at passers-by with a smile, jumped over puddles, and wiped raindrops from your face. It is also recommended to imagine how the drops are dripping, what a warm rain is, the colors around it, the season and what they are wearing. All this will help to strengthen the result of this method.

Figurative association. The approach is very simple and common among the youngest learners. Although no less effective for an adult audience. For example, let us take the image of Gena the Crocodile, with which you can remember the following words: nose, kind, hat, tail, green, animal, alligator, accordion, songs, sing etc. Or taking the image of Superman: strong, quick, helping, brave, courageous, catastrophe, fly, move, sky, muscles, uniform etc.

Associations with the help of rhymes. It is not for nothing that everyone learns poetry at school because this is not only aesthetic education but also a great way to develop memory. Remember how you memorized the lines - according to the last words, according to rhyme. The same excellent method will work with English words.

Naturally, not all words and expressions can be matched with such associations, but sometimes it turns out very funny, enhancing the effect of memorizing words.

The researchers such as M. Pressley and J. R. Levin (10, 359) have generally found that the mnemonic keyword method requires a laborious procedure. It shows much more efficacy in comparison to non-mnemonic rote learning. The high degree of effectiveness of the application of this method was proved because of this experiment compared with ordinary memorization.

When working with associations, it is important to present the studied material systematically. One of the most critical conditions in the application of the method is facial expressions, gestures, and the expressiveness of speech. As some illustrations of this, R. C. Atkinson (2, 821) revealed the superiority of the keyword strategy over rote memorization for English speakers of L2 German and ESL learners. Moreover, according to M. Pressley and J.R. Levin (10, 359) the keyword method is found to be beneficial not only for adults and elderly learners, but also for children.

Further speaking of the advantages of the keyword method, A. D. Baddeley (3, 189) noted that the keyword method relies on the recoding, relating, and retrieving principles of effective associative mnemonic devices. Some researchers (A. D. Baddeley, S. E. Gathercole, C. Papagno (4, 158)) described the connection between vocabulary words and a meaningful definition. As a result, it enhances the learner to recall necessary information when it is necessary. Likewise, A. D. Cohen and E. Aphon (6, 221) claimed that the keyword method is the most efficient in producing and strengthening L2 vocabulary and successfully instructing foreign words.

In the studies by N. C. Ellis and A. Beaton (7, 107), the keyword method was experimented on children to determine

whether young learners would benefit from it. The results were positive; however, children required the words that were accompanied by related pictures. The scholars J. G. Van Hell and A. Candia Mahn (11, 507) obtained the same results from 3–6-year-old learners. As young learners do not have rich background knowledge, they might find the keyword method rather tricky. That is why teachers' instructions play a crucial role and correlate words with suitable images.

On the other hand, some linguists disapproved the effectiveness of the keyword method for delayed recall and claimed that it just gave immediate effect. A. Y. Wang and M. H. Thomas (12, 359) compared rote learning and keyword strategy to the long-term memory of English translations of Chinese characters. Their finding replicated and proved their hypothesis. The keyword method failed when remembering the information in the end.

Although many theorists promoted the keyword method and demonstrated its usefulness for various types of L2 learners, it has limitations and cannot be applicable in all situations and circumstances:

1. It is arduous to teach abstract terms and cognates using keywords (N. C. Ellis and A. Beaton (7, 107)).

2. It takes more time to recall the word compared to rote learning, and it demands more time to bring forward associations in the initial point.

3. The keyword method can work for receptive tests but not productive tests for which rote learning is the most suitable (J. G. Van Hell and A. Candia Mahn (11, 510)).

4. The keyword method is preferable to use for those who are just starting their language learning, at the beginning stage of acquisition, and not for advanced level learners (S. A. Bird and G. M. Jacobs (5, 76)).

In addition to the abovementioned drawbacks, the keyword method loses its effectiveness when the unfamiliar words are not concrete and cannot be simply imagined. Moreover, as learners connect the similarity between their L1 and L2, their pronunciation may deteriorate because of the huge influence of L1 words.

The teacher continually strives to make the concept of "translation" lose its meaning. That is, the main goal when teaching vocabulary in a foreign language is to memorize new words in such a way as to create a stable connection between the visual and verbal image. Then foreign speech begins to be understood directly, as well as speech in the native language, and words stimulate the emergence of images. The action of this reflex should be automatic and instantaneous. If this is not the case, then, despite excellent grades, the student will forget both the new words and the accompanying grammar. So, the challenge is to help shape the reflex.

Based on the preceding, we can draw the following conclusions: using effective ways of developing associative memory and some mnemonic techniques in English classes can improve the quality of knowledge and improve academic performance, increase motivation for learning English, and develop cognitive interests.

To conclude, the keyword method has its specifications and can be used productively at the lower stages of language acquisition. Based on the findings of the presented studies in this section, the

keyword method can be superior to rote rehearsal in receptive recalls regardless of the learners' age, settings and variations in the target language.

Participants' profiles. Two participants were chosen for the present case study whose names were deliberately hidden. They were named Student 1 and Student 2. As it was mentioned earlier, they have been learning English as their fourth language for four years now. Currently, they are at an intermediate level. They are siblings, so they were raised in the same family. Participants are Karakalpaks and come from Nukus, Karakalpakstan. Student 1 is a female, a 20-year-old student at Tashkent Architectural Institute in the faculty of management in construction and, she is studying in her third course. Regarding her personality, she is a sociable, extroverted, goal-oriented, and adventurous student. She neither feels shy nor has any language barriers or obstacles, even if she makes mistakes. According to her words, mistakes are her best teachers. She is very active as long as she understands the topic that is under discussion in her classes. She learns English independently with the help of YouTube tutorials almost daily (4–5 times a week). Currently she is working on her grammar using the book “Grammarway 4” by J. Dooley and V. Evans. She practices the languages all by herself: she takes a video of her speech in English, watches English movies with subtitles, listens to English songs and sometimes sings them. She needs English because she wants to study for her master's degree abroad after graduation. She memorizes new words by associating them with her L1. She finds rote learning mundane and ineffective as she forgets the words after a short time. Furthermore, regarding her interests, she is fond of SMM, such as business development on Instagram, web design, accounting, and reading self-help books. She can fluently speak Karakalpak and Russian but moderately Uzbek and English.

On the other hand, Student 2 is a male, a 15-year-old schoolboy who studies in grade 10. He is the youngest child in his family. He is studious, and at present, he is taking English and history courses. Similarly to Student 1, he has an intermediate level. However, he is shy and unconfident when speaking English, no matter how well he knows the grammar. He is an introvert and does not socialize with his peers a lot. He is extremely interested in history and reads detective stories in Russian, especially by Agatha Christie. He learns grammar and new words by heart three times a week. He has never practised a keyword method before, as he has always learned words by rote rehearsal. He has a strong memory, and by repeating the word several times, he is sure that he can recall it whenever he needs it. His native language is Karakalpak. Additionally, he is a fluent speaker of Russian and Uzbek. He is not able to learn the language without the teacher's instructions. He often loses motivation and will keep track of learning whenever he faces obstacles, so he needs the teacher's attention and support. Although he drills grammar exercises, writes small essays in English, and memorizes the words, he does not work on other skills, such as reading, listening, and speaking. Furthermore, his primary purpose now is to get into university after taking the IELTS examination.

It is obvious that both partakers are driven by instrumental

motivation and Student 1 is a field-independent learner since she is autonomous, and the logical and mathematical side of her brain is more active during the process of learning. In contrast Student 2 is field-dependent, because he is better when he is instructed and directed by his teacher. Besides, they mostly communicate in Karakalpak and Russian at home with their family and friends. Despite this, they use different strategies to enrich their vocabulary. Consequently, they were found to be the best candidates for the current experiment to check their adaptability and performance in rote learning and keyword method.

Research design. To be more precise, the conductor developed a pre-interview at the beginning to identify the participants' attitudes towards language learning, the strategies, and the techniques they utilize in the process. Then, they were given an online test to ensure their level was intermediate (Appendix A). The test covered all the skills: listening, grammar, writing, reading, and speaking. After that, the students were informed that they would have to deal with L2 word memorization using two strategies.

In the following stage, each participant was provided 20 experimental words (Appendix B) from different grammatical categories (nouns, verbs, adjectives). The students learned the words as shown in the table:

Words 1–10	Keyword method
Words 11–20	Rote rehearsal

(Appendix C) to determine their background knowledge of the experimental words. For the pre-test, the students were asked to translate the English words into Russian even if they are unsure about their answers. Next, the students were instructed on how to use rote learning. They were guided to write and read the words with their Russian translation continuously (e.g. *sneeze* — *чихать*) without making any connections apart from what they wrote in their copybooks. To learn the keyword method set, the learners were told to make associations and links between the English and Russian words that sounded like or looked like (e.g. *sneeze* – *снизу* очень громко *чихают*). The students had to connect the keywords with the definitions of the target words on their own without any assistance.

The memorization process lasted for three days, and an immediate test (Appendix D) was taken on day 4 to fixate on how well the learners carried out the assignment and check their short-term memory. The immediate test was taken in the form of a multiple-choice test involving questions that required finding definitions. A week later, on day 11, there was another post-test (Appendix E) that was similar to the pre-test, but the words were shuffled differently and required to translate and make a sentence for each word. Before that, the participants were asked not to use any experimental words during the week, and the instructor observed them avoid possible exposures. In the beginning, the students were not announced about the post-test to minimize the possibility that students might revise the words. For each test, the participants were given a certain allocated time of 5 minutes.

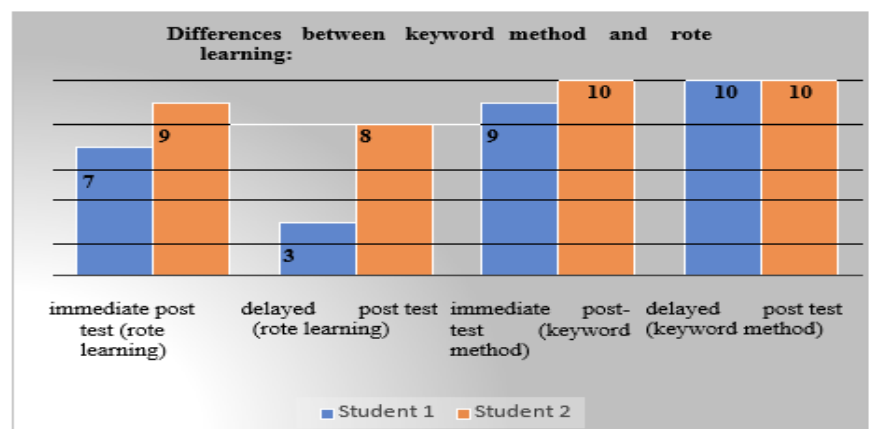
Both participants were instructed in the same way, provided

with the same examples and tests and had the same experimental words. The only difference was in the order of the words.

Data collection and findings. As the case study was devoted to comparing rote learning and the keyword method and identifying the latter's effectiveness, the conductor was inclined mainly to the questions related to vocabulary learning in the initial interview with the participants. The students gave different answers and completed various approaches to the language learning procedure.

Student 1 likes freedom and access to different techniques and tactics in language learning. She sparks with more motivation to explore the language deeper if she is not restricted. She knows her pace, which is probably she decided to be her own teacher in this process. However, Student 2 is dedicated and prefers to have a certain organized program. He opts to have a particular structure and be instructed all the time. He needs encouragement and be reminded of the purpose of learning the language. According to the online test, they truly are at an intermediate level. They can have conversations related to work, school, leisure, etc. Moreover, they can produce simple texts on familiar topics and describe their experiences, ambitions, and other abstract themes, but they still cannot use the language in the professional sphere. What is more, students have difficulties in the correct usage of prepositions and articles. When speaking, they often forget words and find it hard to talk about the environment, politics, and so on.

The pre-test results that asked the learners to write the Russian translations for the words were quite identical: Student 1 (2/20), Student 2 (3/20). The familiar words were replaced with different ones afterwards. Interestingly, the outcomes of immediate and delayed tests were diversified, as shown in the diagram:



As one might notice, the keyword method was proven to be much more productive and helpful in L2 word retention, even after a week of interval. Both students demonstrated a high percentage of retention (100%) when using the cognitive keyword strategy, whereas rote learning turned out to be less effective (30% — Student 1 and 80% — Student 2).

At the end of the study, the participants shared their constructive feedback. At first, it was difficult for them to come up with ideas to associate and find words with similar sounds or spelling. It made them feel tense and took a long time. However, their attempts paid off when they got their results, which made them feel proud of themselves. When they faced

difficulties, they were inclined to think that rote learning was the easiest and did not demand any significant effort. After the results of the tests were announced, they changed their mind.

Conclusion/Further Implications. The current case study investigated the role of rote rehearsal and keyword method in L2 vocabulary learning at the intermediate level. Based on previous research and studies and the theory of a cognitive network as a way of representing linguistic knowledge, it was identified that more complex strategies (keyword method) that increase the processing tend to be more effective than those that require shallower processing (rote learning). The advantage of the keyword method over rote memorization can be elaborated more clearly with the help of A. Paivio's dual coding theory (9, 567), as the keyword strategy uses two memory systems (imagery and verbal), and even if one of them fails, the other one will always support and will be useful for learning.

Moving to the limitations of the study, it is necessary to mention that the number of participants is too small. To determine whether the hypothesis of the effectiveness of the keyword method is true for most people, it is recommended to deal with a large group of participants and with different age groups. Next, the keyword method should be compared with other strategies as well, such as semantic mapping, to find the best strategy.

In conclusion, speaking of pedagogical implications, the finding of the current case study is significantly important as the keyword method is often ignored in elementary and secondary English classes. It is easier and more practical to instruct the students to get accustomed to rote learning as it is done in most local schools. However, it does not only provide long-term retention of the L2 words but also restricts learners' potential as it does not leave any room for imagination and integration into previous knowledge, which brings a great benefit in the form of revision. Thus, when introducing new vocabulary, especially to those who are starting their language learning journey, at the early stage of acquisition, teachers can suggest the keyword method and create associations with their students which can be fun and engaging.

References

1. Atkinson J. (1994). *Words in the mind*. Oxford: Blackwell. 75-100.
2. Atkinson R. C. (1975). Mnemotechnics in second-language learning, *American psychologist*, 30, 821-828.
3. Baddeley, A. D. (2003). Working memory and language: An overview. *Journal of Communication Disorders*, 36(3), 189–208.
4. Baddeley, A. D., Gathercole, S. E., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, 105, 158–173.
5. Bird, S. A., & Jacobs, G. M. (1999). An examination of the keyword method: How effective is it for native speakers of Chinese learning English? *Asian Journal of English Language Teaching*, 9, 75–97.
6. Cohen, A. D., & Aphek, E. (1981). Easifying second language learning. *Studies in Second Language Acquisition*, 3, 221–236.
7. Ellis, N. C., & Beaton, A. (1995). Psycholinguistic determinants of foreign language vocabulary learning. In B. Harley (Ed.), *Lexical issues in language learning*. Ann Arbor, MI: John Benjamins. 107–165
8. McCarthy, M. J. (1990). *Vocabulary*. OUP Oxford. 1-173.
9. Paivio, A. (1986). *Mental representations: A dual coding approach*. New York: Oxford University Press. 76 (2), 567-590.

10. Pressley, M., & Levin, J. R. (1978). Development constraints associated with children's use of the keyword method in foreign language learning. *Journal of Experimental Child Psychology*, 26, 359–372.
11. Van Hell, J. G., & Candia Mahn, A. (1997). Keyword mnemonics versus rote rehearsal: Learning concrete and abstract foreign words by experienced and inexperienced learners. *Language Learning*, 47, 507–546.
12. Wang, A. Y., & Thomas, M. H. (1992). The effect of imagery-based mnemonics on the long-term retention of Chinese characters. *Language Learning* 42, 359–376.

Appendix A

Online test to identify the level in English
(<https://puzzle—english.com/leveltest/common>):

Appendix B

The list of experimental words

Rote learning	Keyword method
tempt — соблазнять, искушать	elope — сбежать пенЕЛЮПа сбежала с турнира (жена Одиссея)

tease — дразнить	mock — издеваться ребята издеваются над мокрым мальчиком
scoff — насмехаться	Treat — угощать ТРИ Тарелки, чтобы угощать гостей, поставила на стол хозяйка
gnaw — грызть	soothe — успокаивать С УЗником разговаривает смотрящий, который успокаивает его
stick — застревать	goblet — бокал гоблин (гоблин) разбил бокал
peril — опасность, риск	trace — проследивать, следить ТРЕЙСи проследивает геопозицию мужа
cocky — дерзкий, смелый	filch — стащить ФИЛ Что-то стащил
villain — злодей	seductive — соблазнительный СИД АКТИВировал соблазнительность
Orderly — аккуратный, опрятный	Doss — ночевать переночевать у подруги — хороший ДОСуг
Dodgy — изворотливый, хитрый	savour — наслаждаться, смаковать СЕЙте ВЕчное и вы будете наслаждаться своей славой

Appendix C

Pre-test: writing Russian translations

English	Russian
tempt	
elope	
tease	
mock	
scoff	
treat	
gnaw	
soothe	
stick	
goblet	

peril	
trace	
cocky	
filch	
villain	
seductive	
orderly	
doss	
dodgy	
savor	

Appendix D

Immediate test

Find the definitions for the given words.

- 1) Tempt —
 - a. entice or try to entice (someone) to do something that they find attractive but know to be wrong or unwise.
 - b. run away secretly in order to get married.
 - c. make fun of or attempt to provoke (a person or animal) in a playful way.
- 2) Scoff —
 - a. tease or laugh at scornfully or contemptuously.
 - b. behave towards or deal with in a certain way.
 - c. speak to someone or about something in a scornfully derisive or mocking way.
- 3) Soothe —
 - a. bite at or nibble something persistently.
 - b. be fixed in a particular position or unable to move or be moved.
 - c. relieve or ease (pain).
- 4) Cocky —
 - a. conceited or confident boldly or cheekily.
 - b. neatly and methodically arranged.
 - c. dishonest or unreliable.
- 5) Savor —
 - a. sleep in rough accommodation or on an improvised bed.
 - b. taste (good food or drink) and enjoy it to the full.
 - c. to steal (especially something of small value);
- 6) Trace —
 - a. find or discover by an investigation.
 - b. tempting and attractive; enticing.
 - c. drinking glass with a foot and a stem.
- 7) Mock —

- a. serious and immediate danger.
 - d. tease or laugh at scornfully or contemptuously.
 - b. a character whose evil actions or motives are important to the plot.
- 8) Dodgy —
- a. make fun of or attempt to provoke (a person or animal) in a playful way.
 - b. tempting and attractive; enticing.
 - c. dishonest or unreliable.
- 9) Stick —
- a. behave towards or deal with in a certain way.
 - b. be fixed in a particular position or unable to move or be moved.
 - c. to steal (especially something of small value).
- 10) Orderly —
- a. speak to someone or about something in a scornfully derisive or mocking way.
 - b. find or discover by an investigation.
 - c. neatly and methodically arranged.
- 11) Doss —
- a. sleep in rough accommodation or on an improvised bed.
 - b. to steal (especially something of small value);
 - c. tempting and attractive; enticing

Appendix E

Delayed post-test

Translate the words and make sentences with them.

English	Russian
tempt	
elope	
tease	
mock	
scoff	
treat	
gnaw	
soothe	
stick	
goblet	
peril	
trace	
cocky	
filch	
villain	
seductive	

orderly	
doss	
dodgy	
savor	