



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“MEMORY STRATEGIES FOR ENGLISH LANGUAGE
TEACHING”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR APPROVAL

In my role as Advisor of the research paper under the title “MEMORY STRATEGIES FOR ENGLISH LANGUAGE TEACHING” prepared by TIGRERO GONZÁLEZ JOSUÉ ISMAEL, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



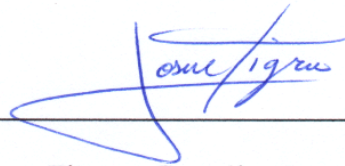
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Statement of Authorship

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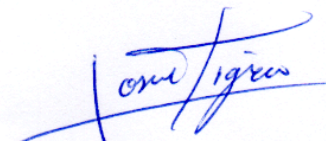
A handwritten signature in blue ink, reading "Josue Tigrero", is positioned above a horizontal line. The signature is stylized and cursive.

Tigrero González Josué Ismael

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Declaration

The content of the following graduation work titled “Memory strategies for English language teaching” is my responsibility; the intellectual property belongs to peninsula de Santa Elena state university.



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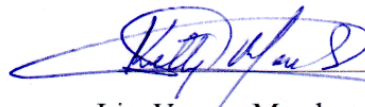
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Sincerely, Tigrero González Josué Ismael.

Dedication

I would like to start by mentioning God, for being the first in charge to make this possible, for his graceful and love to provide me the precious people who have made this process memorable. The challenges, experiences and lessons placed by God have helped grow and mold me as the person that I am today.

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Abstract

This study examines the use of memory strategies by English as a Foreign Language (EFL) teaching in secondary schools in Ecuador to improve their students' academic progress and vocabulary acquisition. The study looks at the four main memory strategies from Oxford's (as cited in Aljurbua, 2020) model: Creating Mental Linkages (CML), Applying Images and Sounds (AIS), Reviewing Well (RW), and Employing Action (EA). It is based on Vygotsky's (as cited in Riera Hermida et al., 2024) sociocultural Theory and cognitive framework like the Levels of processing (Craik & Lockhart, 1972, as cited in Aljurbua, 2020) and Dual coding Theory (Paivio, 1991, as cited in Al Abri et al., 2024). EFL teachers were interviewed one-on-one using a qualitative phenomenological approach to learn more about their teaching methods, perceived efficacy, and contextual difficulties. The results show that while AIS and EA are underutilized despite their demonstrated effects on engagement and retention and spaced digital review. The study further illustrates that these strategies conform to Ecuador's national legal framework, notably the Constitución de la República del Ecuador (2008) and the Ley Orgánica de Educación Intercultural (LOEI, 2001), which prioritize student-centred, inclusive, and contextually pertinent pedagogy. This research offers practical recommendations for teacher training, curriculum development, and policy, promoting the systematic integration of evidence-based memory strategies to convert vocabulary instruction from more rote memorization into meaningful, equitable, and effective learning.

Keywords: Memory Strategies, vocabulary acquisition, sociocultural theory, English as a Foreign Language teaching, phenomenological study.

Resumen

Este trabajo examina el uso de estrategias de memorización por parte de profesores de inglés como lengua extranjera (EFL) en escuelas secundarias de Ecuador para mejorar el rendimiento académico y la adquisición de vocabulario de sus alumnos. El estudio analiza las cuatro estrategias de memorización principales del método de Oxford (citado en Aljurbua, 2020), Creación de Vínculos Mentales (CML), Aplicación de Imágenes y Sonidos (AIS), Revisión Adecuada (RW), y Empleo de Acciones (EA). Se basa en la teoría sociocultural de Vygotsky (citado en Riera Hermida et al., 2024) y en marcos cognitivos como los niveles de procesamiento (Craik & Lockhart, 1972, citado en Aljurbua, 2020) y la teoría de la codificación dual (Paivio, 1991, citado en in Al Abri et al., 2024). Se entrevistó individualmente a profesores de lenguas extranjeras utilizando un enfoque fenomenológico cualitativo para obtener más información sobre sus métodos de enseñanza, la eficiencia percibida y las dificultades contextuales. Los resultados muestran que, mientras que AIS y EA están infrautilizadas a pesar de sus efectos demostrados en el compromiso y la retención, CML y RW son las más utilizadas especialmente a través de la asociación personal y la revisión digital especializada. El estudio ilustra además que estas estrategias se ajustan a los marcos jurídicos nacionales la Constitución de la República del Ecuador (2008) y la ley Orgánica de Educación Intercultural (LOEI, 2011), que dan prioridad a una pedagogía centrada en alumno, inclusiva y pertinente al contexto. Esta investigación ofrece recomendaciones prácticas para la formación del profesorado, el desarrollo curricular y las políticas, promoviendo la integración sistemática de estrategias de memorización basadas en la evidencia para convertir las enseñanzas del vocabulario de una mera memorización mecánica en un aprendizaje significativo, equitativo y eficaz.

Palabras claves: Estrategias de memoria, adquisición de vocabulario, teoría sociocultural, enseñanza de inglés como lengua extranjera, estudio fenomenológico.

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Introduction

Proficiency in English has become essential for global citizenship, career advancement, and academic success in an increasingly interconnected world. English is taught as a Foreign Language (EFL) in Ecuador and many other Latin American countries starting in early secondary school, but students frequently struggle to build up a sufficient vocabulary, which is the foundation of effective communication. Many students still rely on rote memorization despite decades of curriculum reform and pedagogical innovation, which results in brittle, short-term retention and a restricted capacity to apply new words in real-world situations. This constant distinction between exposure and meaningful acquisition emphasizes how urgently evidence-based, cognitively informed teaching strategies that take into account how the human mind processes and remembers language are needed.

This thesis examines how EFL teachers in secondary school in Ecuador use memory strategies, particularly Creating Mental Linkages (CML), Applying Images and Sounds (AIS), Reviewing Well (RW), and Employing Action (EA), to boost students' progress and vocabulary acquisition. These four categories, which are taken from Oxford (as cited in Aljurbua, 2020) Strategy Inventory for Language Learning (SILL), are cognitive tools that convert abstract linguistic input into knowledge that can be acquired and used. According to recent research, some of the best techniques for long-term retention include CML, which involves connecting new words to personal experiences, and EA, which involves using writing or gestures (Al Abri et al., 2024; Aljurbua, 2020). However, not much is known about how they are systematically used in Ecuador classrooms.

Vygotsky (1978, as cited in Salsberry, n.d.) Sociocultural Theory, which holds that social interaction and cultural mediation are the means by which higher mental functions develop,

forms the theoretical basis of this study. Vygotsky asserted that learning is a collaborative process in which language, imagery, gestures, and technology all work together to scaffold understanding within the Zone of Proximal Development (ZPD). Therefore, memory strategies are socially mediated practices rather than merely individual techniques. For example, when a teacher asks students to mime “jump” (EA) or connect “generous” to a personal memory (CML), they are offering culturally responsive scaffolds that help students cross the gap between internalized knowledge and social input. Through discussion, modeling, and facilitated engagement, this viewpoint moves the emphasis from “what” strategies are employed to “how” they are co-constructed.

Ecuador's national Framework serves as the legal foundation for this study as well while the Ley Orgánica de Educación Intercultural (LOEI, 2011) encourages students-centered, inclusive, and technologically integrated pedagogy in Article 147, the Constitution of the Republic of Ecuador (2008) require that education promote “integral formation,” “critical thinking,” and “autonomy” (Article 347, 350). The implementation of memory strategies reduces anxiety, boosts motivation, and supports diverse learners, including those with attentional or cognitive differences, by personalizing, multimodalizing, and contextualizing vocabulary learning (De La Cruz et al., 2020; Salazar & Salazar, 2024).

Through one-on-one interviews, this study employs a qualitative, phenomenological approach to investigate the lived experiences of EFL teachers, documenting not only the strategies they employ but also where, when, and why they do so. This study goes beyond theoretical prescription by emphasizing teachers' voices in order to reveal the innovations, difficulties, and practical realities of classroom practice. The ultimate goal of this thesis is to provide useful information for curriculum development, teacher preparation, and educational

policy, to ensure that vocabulary instruction in Ecuador is not only efficient but also fair, interesting, and compliant with national legal requirements as well as cognitive science.

Chapter I

Research Topic

Types of Memory Strategies and their application in the classrooms.

The Title of the Project

Memory Strategies for English Language Teaching

Problem Statement

Vocabulary is crucial for improving English language comprehension. Students often become frustrated or mentally exhausted when trying to understand a text or conversation and fail to grasp any meaning, especially when English classes lack engaging and stimulating instruction. This lack of effective pedagogical stimulation can hinder students' ability to progressively develop their language performance. According to Salazar and Salazar (2024), memory strategies are a key factor in vocabulary development, as they provide structured and meaningful ways for students to retain new words. That memory methods as a learning methodology in vocabulary acquisition are more fruitful than simply using word lists or rote memorization techniques (Mohamad et al., 2021, as cited in Salazar & Salazar, 2024, p. 1009). Therefore, students are more likely to expand their vocabulary effectively when teachers implement evidence-based, strategic methodologies that are tailored to their learners' needs and cognitive styles.

Furthermore, the rigid structure of national curricular and textbook manage the vocabulary setting in semantic groups in Turkey, Sarioğlu and Karatepe (2024) explore this type of teaching in most coursebooks, explaining this way as a logical and organizational appearance,

which can support to emerge a "cross-association", make students misunderstandings about the similar words such as "skirt" and "shirt." Indeed, teachers report feeling tangled by the use of official materials, the authors explain this case as an "irreconcilable dilemma" (Sarioğlu & Karatepe, 2024, p. 2) by the inefficient technique which is still used, however it depends on how the students fit their studies with their habits.

Due to the lack of specializing in teachers training and persistent over reliance on rote memorization, in Ecuador and Latin America, are focused on keyword mnemonic method as one of the memory strategies, Azuero and Maritza (2023) pictured in Ecuador research as many teachers aren't able to understand how apply effectively implement cognitive strategies such as keywords methods, by the need of create vivid mental images toward students, thus will work on new words in English matching the phonetically similar words in their student's native language.

A Chilean study (Castillo Torres & Quintanilla Espinoza, 2025) investigated how visualization works through picture description, it could actually support the English speaking skills, however due to the limited class time teachers often lose opportunities which can help to enhance students performance, That is why students tend to memorize sentences rather than use visualization flexibility. To prepare visual tasks also need extra effort from teachers, as a result the lack of regular speech practice, so visualization is crucial to develop a speaking skill, but if it is linked with communicative skills to truly improve fluency.

Furthermore the rapid digitalization of education and the use of virtual translation tools, instead of the vocabulary learned, have developed language independently, students often use Google translate to get comprehension, as a result students fail to build a firm linguistic foundation. According to a recent systematic review, "Students may become overdependent on the machine output and accept it without postediting, suggesting a lack of critical analytic skills.

In this case, they would develop bad habits and become less motivated and enthusiastic to learn” (Deng & Yu, 2022, p. 7).

This over dependence not only hinders vocabulary development but also contradicts the principles of learner autonomy and active engagement that are essential for effective language learning. In addition, some recent research shows that the use of digital tools, in circumstances where the tools are poorly designed or executed, instead of reducing that naturalness of interaction and thereby heightens the mechanical nature of practice instead of interaction’s communicative instance, causing a loss of motivation and interaction in the classroom (Forsström et al., 2025; Giannakos et al., 2025; Shadiev & Wang, 2022; Stockwell & Wang, 2023).

Therefore the teacher's role can make the difference, by using the right technique, students can find learning a second language as a possible and enjoyable goal as a consequence of learning useful vocabulary and knowledge that will enhance their English comprehension. A critical problem in English as a Foreign Language (EFL) education, particularly in contexts like Ecuador, many students fail to acquire even basic vocabulary, leading to frustration, disengagement, and a lack of confidence. (Albán, 2025).

Research Question

General Question

- How memory strategies used by English language teaching can shape the student performance?

Specific Question

- Which memory strategies do English language educators most commonly employ in their classrooms?
- How do educators view the advantages and difficulties of memory strategies in the classroom?
- How do teachers use memory strategies to help their students learn English?

Objectives**General Objectives**

- To describe how Memory Strategies enhance students' English language learning.

Specific Objectives

- To identify which memory strategies for English educators are most commonly employed.
- To explore teachers' perspective on the benefits and challenges of using memory strategies.
- To interpret the role of Memory Strategies in English language learning process.

Justification

This study describes how effectiveness could be achieved by applying the correct memory and motivational strategies to enhance student performance, while also exploring teachers' viewpoints when students face difficulties related to the target language. Every student can learn in different ways; by recognizing their individual weaknesses and strengths, educators can design activities that accommodate diverse learning styles.

The lack of students' motivation students often show a disengage and abandon to their language learning goals as Hidalgo and Villacís (2020) found that both teachers and students are agreed that the motivation is a common reason that provide a failure in EFL learning, it is a requirement to get useful communication skills. In Ecuador the main motivation for students is to get a certificate for graduation as Soto et al. (2025) mentioned, so this type of thinking involves students just to be prepared in a short term, it does not mean a real engagement to foster their own communication skills.

It's essential for instructors to understand students' perspectives to improve their learning because there are several influences on students' confidence that simultaneously hinder achievement. The major language skills that impact confidence and achievement are grammar, speaking, and vocabulary in some cases. This can cause students to engage in avoidance behaviours, use Machine Translation (MT), or simply disengage from the class. As Kirchhoff (2024) explains "They fear that rather than developing their own language competences, students might become over-dependent on MT." (p. 395). The educator has to identify the challenges to apply target memory strategies such as mental imagery, contextual guessing, and semantic encoding, these not only enhance the students' retention but also make a meaningful learning reducing an intimidating classes' perspective (Salazar & Salazar, 2024, p. 1010).

This research provides a view of the English Language techniques used by EFL Teachers, identifying the memory strategies such as repetition, visualization and mnemonics to compare International finding likewise Latin American context, Practically it offers a perspective about what teachers and students have to deal with through the school year, beside how teachers engage to their students effectively following their experiences.

Chapter II

Theoretical Framework

Background

Evidence suggests that students who effectively use memory strategies, reviewing appropriately, or using actions have vocabulary retention and application that is greatly improved over individuals who rely only on rote rehearsal (Al Abri et al., 2024; Aljurbua, 2020). Yet, global studies have identified a notable paradox: while vocabulary is a fundamental building block of language for communication, memory strategies rank among the least frequently used language learning strategies (John Peter & Hashim, 2025). This is not necessarily that learners lack effort, but rather they do not have appropriate cognitive tools to retain and retrieve lexical knowledge.

In Ecuadorian classrooms, this problem is made more difficult by large classes, a lack of resources, and the tradition of teaching the grammar art of language rather than communicative competence. Teachers often use translation drills or repetition/rote experiences that allow learners to recall what they have learned in the short term, but many do not support meaningful learning in the long term (De La Cruz et al., 2020). More recently researchers have argued in the classroom, such as spaced retrieval, dual coding, and embodied cognition that will not only meet challenges, but align with how the brain learns and remembers naturally (Carpenter et al., 2022).

Furthermore, the advancement of digital technology has created new opportunities for enhancing memory strategy stages. For instance, Tik Tok, Youtube, and interactive apps enable learners to interact with vocabulary, and using multimedia annotations, subtitles, and guided experiences. All of these aspects support multimodal encoding and retrieval (Ng Li Wen &

Muhammad Naim, 2023). Learners who watched videos with subtitles, or created their own Tik Tok video with target vocabulary, demonstrated better retention and motivation to engage with target vocabulary than doing the same with only textbooks.

The intention of this study will contribute knowledge in this area by exploring how EFL teachers utilize memory strategies in their everyday practice from La Libertad and Salinas schools, Ecuador. By documenting their lived experiences through phenomenological interviews, this research will examine not only what strategies are employed, but also how, why and under what conditions memory strategies are employed investigations of this nature may lead to valuable suggestions or teacher education of curricular or public policy development.

Theoretical Basis

A memory strategy is a proposed mental technique employed by language learners as they work to encode, store, and recover new language information, particularly vocabulary, in long term-memory. Memory strategies for under the large umbrella of language learning strategy (LLS) and are especially essential in the early stage of second/foreign language acquisition when students are under pressure to develop knowledge quickly without sufficient natural exposure (Oxford, 2003, as cited in Aljurbua, 2020, p. 12) help students link new words to their prior knowledge, construct vivid mental images, utilize sounds of physical actions, and review material systematically to help retention describe memory strategy as a specific action, Behaviors, steps, or techniques which have the store and retrieve language elements; clearly, these are useful instruments for vocabulary development specifically in EFL (English as a foreign language) context where students have a limited input (Al Abri et al., 2024; Aljurbua, 2020).

Rather than narrowly focusing on simple retention which are often ineffective, contemporary approaches highlight meaningful memorization, in which learners experience new vocabulary first-hand through personal association, semantic networks, visual imagery, or through contextual usage (Schmitt, 1997, as cited in Wang, 2020). This concept is consistent with cognitive-based theories of memory, and in the case of the Contemporary approaches, it is strongly linked to the level of processing model which claims that meaning of a deeper, more elaborative encoding leads to stronger and more durable traces of memory. Recent evidence supports this principle, showing that meaningful processing promotes longer-lasting retention compared with surface-level encoding (Craik & Lockhart, 1972 as cited in Peng et al., 2025). Thus, a typical memory strategy is not merely mechanical language into meaningful and retrievable knowledge.

Memories are formally classified as four types in taxonomy involving the four language skills which is still the most common theoretical model in research today in the field of EFL (Al Abri et al., 2024; Aljurbua, 2020; Feng Teng, 2023). The first type of Creating Mental Linkage (CML), or linking new vocabulary to previous knowledge, life experience, or a semantic network in other words, linking to a memory about oneself and surrounding specially in a thematic cluster (Al Abri et al., 2024; Aljurbua, 2020). The second type is Applying Images and Sounds (AIS), which is the use of some components of the sense including mental images, rhymes, or attaching sounds to improve recall (Aljurbua, 2020; Ng Li Wen & Muhammad Naim, 2023). The third type is Reviewing Well (RW), which centers around your travel and repetition and may include spaced review, Flashcards, or self testing all of which are borrowed from Principal which demonstrate evidence of long-term retention (Al Abri et al., 2024; Carpenter et al., 2022).

Ultimately, Employing Actions (EA) refers to kinesthetic or motor base approaches such as writing words over and over, acting out the meanings with Total Physical Response (TPR), or making physical history as lexical items are encoded (Celik et al., 2021; Riera Hermida et al., 2024). An important distinction is that these categories are not separate or mutually exclusive; efficient Learners will combine all three within a real communication context to enhance encoding, consolidation, and retrieval of information (Al Abri et al., 2024; Celik et al., 2021).

The role of semantic elaboration of memory strategies

Memory strategies are ultimately about enhancing retention through a deeper, semantic processing over shallower, surface-level encoding. First described in Craik and Lockhart (1972, as cited in Peng, 2025) levels of processing framework, the principle is that the more people process information meaningfully, the stronger and more durable the memory trace becomes. In an EFL context, this means learners who link new vocabulary to their personal experiences, prior knowledge, or connected conceptual network will have significantly better retention than vocabulary learners who focus on repeating words for phonetic production, regardless of accuracy (Aljurbua, 2020; Wang, 2023). Consider a learner who relates the word “generous” to an experience when they shared something meaningful or valuable. The learner is how semantic networks become more readily accessible to note or retell (Carpenter et al., 2022).

The signals that the brain perceives semantically processed information as having more meaning, and therefore, its storage and retrieval require more cognitive resources. In the classroom environment, teachers can scaffold this by asking students to explain how a new word is relevant to their lives, which activates their autobiographical memory systems that are meaningful, salient or powerful. (Gómez et al., 2021).

Deep processing also ties to the principles of “desirable difficulty,” which states that the effectiveness of learning is enhanced when that learning requires effortful cognitive processing (Bjork & Bjork, 1992, as cited in Carpenter et al., 2022) When learners are required to construct meaning (e.g. create sentences or explain the definition of a word), their cognitive load is temporarily increased, which actually engaged long term retention. This is another reason why “using a new word in a sentence” consistently ranks among effective and frequently used strategies with the EFL population across the age span (Aljurbua, 2020).

The research concerning the benefit of semantic elaboration can be noted in studies across cultures. For instance, in Oman, eleventh-grade students cited a highest use of the Creating Mental Linkages (CML) strategy, which requires adding words to past personal experience, more so than other categories of memory (Al Abri et al., 2024). In Saudi Arabia, students learning English rated the statement, “I connected a word to a personal experience” as important when learning new vocabulary.

In addition to providing strong benefits to students, semantic elaboration provides cognitive offloading to working memory limitations. Working memory as explained by Saul McLeod (2025) when discussing working memory limitations. Working memory has a limited capacity (approximately the famous 7 ± 2 items) but linking the new with permanent structures in long-term memory can allow students to cognitively offload acknowledgements and ideas stored in fragile short-term memory to permanent structures or associate networks (Feng Teng, 2023). This is key in EFL classrooms where students are also required to remember new grammar or pronunciation in addition to vocabulary, which places further cognitive demands and limitations on working memory. Teachers can assist learners when introducing new vocabulary by linking or typing it back to concepts they learned in the past that they are more familiar with if they can

anchor new words to structures they are more acquainted with. In this way, teachers can work to buffer the limits of working memory while also building long-lasting lexical knowledge (Feng Teng, 2023).

Dual Coding and Multimodal Integration.

Memory strategies are based on dual coding theory (Clark & Paivio, 1991), which suggest that information can be acquired and recalled more effectively when it is encoded in both verbal and non verbal (visual, auditory, or motor) representation. When information is dual coded, there are overlapping memory traces that result in his potential for a successful recall in different circumstances. In terms of EFL learning, this is through the use of technique when student visualized are worth latent meaning, pay it with a sound or rhyme, or enact gesture that ties the word which a student might recall the word “flamingo” by picturing a pink bird that stands in water, a highly evocative image that dual codes both verbal and visual memory systems. Simultaneous rain activation of multimodal properties represents a wider strong memory trace than unimodal encoding conditions. Encoding words through bodily enactment or meaningful gestures (for example, miming “clap” or “kick”) strengthens motor-based memory representations and improves recall under competing-task conditions, making them more resistant to interference than purely verbal encoding (Li et al., 2022).

Dual coding, in practice, adds input from abstract linguistic forms to concentrate and experiential knowledge. Teachers can accomplish this by using images, video and physical activities in vocabulary lessons. For example, students can see pictures represented with the target word with the use of flashcards to create verbal and visual connections. While picture help, songs or rhymes also utilize auditory coding and are especially useful for kinesthetic and auditory learners (Ng Li Wen & Muhammad Naim, 2023). Kurniati et al. (2020) found that

picture mnemonics facilitated greater vocabulary retention with students with intellectual disabilities, demonstrating how dual coding works across all learners profiles. The interaction of both verbal and nonverbal representations also reduces memory problems.

The spacing affects a well-established concept in cognitive psychology more than massed practice (Carpenter et al., 2022). Dual coded materials support spaced retrieval because learners have multiple pathways toward retrieving the same information, where if a student forgets the word in written form, they may still be able to retrieve the meaning of the word using the picture or gesture. This consistency enhances the reliability and diminishes the well as production. When learners hear or read a word, they can activate their visual or motor representation of the meaning. Similarly, when producing language, accessibility is essential for fluency. As Feng Teng (2023) explained cognitive strategies like imagery assist learners to scaffold and mentally arrange information to further help learners direct their goal-directed behavior.

Motor Engagement and Embodied Cognition

Memory techniques work best when involving physical movement and motor engagement which is consistent with the principles of embodied cognition, or the idea that cognition processes are situated in bodily experience. Total Physical Response (TPR) and enactment-based techniques, where learners use gestures or actions when learning new vocabulary, are examples of this principles of embodied cognition. Reach shows that this type of motoric engagement leads to multimodal memory traces that consist relative to verbal or visual ones (Celik et al., 2021).

The neurocognitive basis of this is found in the brain's sensorimotor system. If learners were to enact a word while saying it, for example, "drinking" by engaging in mine while

pronouncing it out loud, the premotor and motor cortices are engaged along with language areas of the brain like Broca's and Wernick's Areas. The coactivation solidifies synaptic connection between these areas, thus providing a stronger and more accessible representation of the word Pulvermüller, 2025, cited in experimentally supporting this proposition. Participants who engaged in arm-related verbs (e.g. "throw," "chop") and long-term memory recall outperformed participants who read or hear the words they also managed to maintain the memory better under distraction. Their work shows that motor representation can serve as "protective scaffolds" for the memory representation against interference. Embodied strategies are adaptable in educational practice as well. For example, De La Cruz et al. (2020) used TPR games such as "simon Says" successfully with ADHD learners, incorporating a combination of physical movement with vocabulary instruction for attention and retention.

In similar fashion, Riera Hermida et al. (2024) integrated TPR with technology, one of their conclusions showed that students who enacted gestures during to students who used traditional vocabulary methods. These studies clearly show TPR and motor engagement are beneficial not just for young children or special needs students, but Embodied cognition principles also counteract working memory limitations. According to McLeod (2025) working memory has limits, and children are generally limited to remembering 4-7 total items at one time. Learners utilize their motor systems to 'off-load' the information through complex language tasks because working memory is less taxed. Instead of remembering a list of verbs that may include "run, jump, and swim", a learner can demonstrate movements for each word, providing an experimental opportunity instead of just abstract symbols-directional symbols.

Additionally, motor engagement increases emotional significance and motivation. Engaging in physical activity releases endorphins and dopamine, which are neurotransmitters

associated with pleasure and reward, making the learning process something more pleasurable and easier to remember (Dove, 2023). This connection is particularly noteworthy in the EFL setting, especially when students' anxiety or fear of making a mistake affects their performance. For example, Gomez et al. (2021) found that 43.6% of students in their study felt shame when they spoke English. However, students who reported using embodied strategies to engage linguistically frequently reported higher confidence and reduced anxiety. When learners feel positively about associating vocabulary with physical movements, they are likely to take chances and actively participate in class.

Spaced Retrieval and Successive Relearning

Memory techniques are most effective when using spaced retrieval and successive relearning strategies based on decades of cognitive science literature that suggest that optimal review times maximize retention in long-term memory. Spaced retrieval is the act of pulling information from memory, at increasing intervals, while successive relearning is reviewing information repeatedly until it is mastered. Both of these strategies were developed using the brain's natural forgetting curve and help ensure that each recall is practiced while the memory is being weakened, thus creating the desirable difficulty (Roediger & Karpicke, 2006, as cited in Carpenter et al., 2022) that strengthens long-term memory.

Pedagogical Basis

Creating Mental Linkage (CML)

According to David Ausubel, new information becomes meaningful to a learner when the new information is subsumed under their existing cognitive structure, along with the advanced

organizers (Ausubel, 1969 as cited in Bryce & Blown, 2023). When dealing with vocabulary development, this means that the teacher will ask the students to connect personal experience. This way the new vocabulary is not simply treated as an isolated mental event, rather it improves retention and understanding. Thus, CML draws on the principle introduced by Ausubel without relevant prior knowledge, the vocabulary might just be learned rather quickly but will soon be forgotten. The teacher needs to build the appropriate prior knowledge in order to activate the learning and be sure to make connections to the vocabulary explicitly.

Applying Images and Sounds

Allan Paivio's Dual coding theory posits that we form richer memory traces and meaning when we process information through both a verbal (e.g. example text) and non-verbal (e.g. images, sounds and gestures) system (Clark & Paivio, 1991). In the AIS strategy, learners are presented vocabulary with supporting images, sounds and/or gestures that means learners learn and encode words using the visual and verbal systems, a key principle in assisting encoding and retrieval. Dual channel aid in reducing the dependence on verbal rehearsal and activating more cognitive pathways. So, coupling a word with some form of imagery or sound leads to more chronic learning than a presentation of text alone rationale is grounded in Pavio's original research in cognitive representation to support memory.

Reviewing Well (RW)

Reviewing Well can include spaced repetition self-testing, and organized flashcards represent a metacognitive strategy that takes advantage of both the spacing effect and retrieval practice to enhance long-term retention. Al Abri et al. (2024) found RW to be the most highly reported type of memory strategy used by Omani students (M=3.99) including the use of digital

flashcards that encourage self-regulated learning. Drawing on Vigitsky 1986 work, these kinds of review routines often begin as socially mediated techniques, which illustrates movement from the interpsychological to the intrapsychological level of functioning.

Employ Actions (EA)

This technique integrates physically based strategies like repeated writing words, flashcards, or acting out meaning using Total Physical Response (TPR) that shift the semiotic experience of abstract vocabulary into embodied experience. Schmidt's (1990) noticed hypothesis proposed that engaging physically with words to act on their meanings engages attention. This attention focuses the cognitive process on linguistic form, increasing the likelihood they will become "intake" for learning. When learners act a word out in an EA, for example "jump," or trace letter as they say them, they create a kind of sensorimotor trace that reinforces memory (Salazar & Salazar, 2024). These studies support Vygotsky's notion that cognition is mediated through tools and actions.

Legal Basis

This research is based on a constitutional requirement of Ecuador that education is to contribute to the integral, critical, and autonomous development of every person. The Constitution of the Republic of Ecuador (2008) defines education as a human right and a public service oriented toward a holistic education.

Art. 26 affirms that "education shall be universal, inclusive, and equitable" while art. 27 emphasizes its role in developing "critical thinking", creativity, and autonomy." Furthermore, Art. 347 obligates the State to strengthen public education by promoting teaching and linguistic needs. These provisions directly justify the investigation of memory strategy strategies in EFL

classrooms, as such strategies like creating mental linkage or spaced review empower learners to actively construct, retain and apply vocabulary in meaningful ways, aligning with the constitutional vision of student centred, cognitively enriching education.

When establishing the pedagogy of all educational levels in Ecuador, the Ley Orgánica de Educación Intercultural (LOEI, 2001) implemented these constitutional principles. In particular, Art. 15 requires educators to establish a learning environment that promotes both academic achievement and personal growth. Additionally, in order to reduce waste and increase educational quality, Art. 147 requires the explicit integration of information and communication technologies (ICT) into instructional practices. This legal method clearly supports the use of digital resources like flashcards, videos with subtitles, or interactive applications in the application of memory techniques and space retention to support long-term memory.

Also, the LOEI affirms the values of interculturality by requiring that teachers honor and take into account students' cultural background, past knowledge, and life experiences. This is exactly in line with the memory techniques known as Creating Mental Linkage (CML), in which educators assist students in making connections between new words and their own experiences, cultural background, or semantic networks. By establishing language in students' realities, CML not only deepens comprehension but it also fulfills the LOEI's mandate for contextually relevant and inclusive pedagogy. Thus, this legal framework makes it acceptable to take advantage of the ways in which EFL teachers modify their memory techniques to take into account the various characteristics of secondary students in Ecuador public schools.

Ultimately, the text expresses that both the Constitution and the LOEI underscore that education must be dynamic, innovative, and responsive to a world that is always changing. With the necessity of English language proficiency, being prepared to provide evidence-based

cognitive tools to teachers is actually a responsibility of the country, not just a pedagogical option. This study aims to investigate memory strategies in actionable settings as supporters of Ecuador's legal commitment to providing teachers in developing autonomous systems.

Chapter III

Methodological Framework

Research Method

This study is situated within a qualitative framework which is appropriate for examining complex human phenomena like teaching practice and strategy implementation in the natural context (Alhazmi & Kaufmann, 2022). Qualitative research was conceptually shaped by Denzin and Lincoln, who defined it as a naturalistic and interpretive approach that seeks to understand phenomena in their social context (Denzin & Lincoln, 1994, as cited in Englander & Morley, 2023). Their work established the foundation for exploring meaning, experiences, and perspectives rather than numerical data. This approach aligns with the purpose of the present study, which seeks to understand teachers' experiences through descriptive, context based analysis rather than quantification.

As noted by Alhazami & Kaufman (2022), qualitative research is a means for exploring and understanding the meaning individuals or groups assign to a social or human problem. In this case the “problem” is the underutilization of memory strategies despite their proven effectiveness in vocabulary acquisition, a paradox documented across multiple national contexts (Gómez et al., 2021; John Peter & Hashim, 2025).

Type of Research

This research is identified as a phenomenological research study; it originates from the philosophical ideas of Edmund Husserl, who proposed that scientific inquiry should return “to the things themselves” by focusing on conscious experience (Husserl, 1913, as cited in Alhazmi

& Kaufmann, 2022). As Alhazmi and Kaufmann (2022) explain, Husserl's principles remain essential for guiding contemporary phenomenological research, particularly through methods that involve bracketing assumptions and identifying meaning units.

In this research, the phenomenon under investigation is the use of memory strategies by EFL teachers. By collecting and analyzing narratives from educators, the study seeks to identify common themes, Challenges, and facilitators in strategy implementation. Phenomenology is essentially valuable in educational research because it centers the voice of practitioners, allowing their expertise and contextual knowledge to inform theory and practice (Ng Li Wen & Muhammad Naim, 2023). As Gómez et al. (2021) argue, understanding teachers' beliefs and behaviors is essential for designing interventions that are both effective and sustainable.

Data Collection Techniques

The primary method of data collection will be one-on-one interviews. It is a flexible method using an interview guide to ask open-ended questions while also allowing spontaneous follow up questions and probes. One-on-one interview technique traces its origins to Merton and Kendall, who first developed the focused interview as a systematic tool for social research (Merton & Kendall, 1946, as cited in Manzano, 2022). Manzano (2022) explains that the in-depth interview remains one of the most effective data collection techniques for qualitative and phenomenological studies because it enables detailed, context-rich accounts of human behavior. Consequently, this study adopts one-on-one interviews to collect comprehensive and authentic data that align with the phenomenological perspective.

The interview will be during roughly 5 to 10 minutes to allow sufficient time for robust discussion without the risk of fatigue. The differences in duration reflect the richness for the

responses. Some pictures gave a long multiple faceted, reflective response, while somewhere more succinct with direct answer which in combination provide rich data. All interviews will be recorded and without preconceived theoretical expectation on the findings, ensuring that the findings were driven by data. The decision to conduct one-on-one interviews will be guided by newer research emphasizing in person interaction in qualitative inquiry. Alhazmi and Kaufman (2022) highlight that qualitative interviews are more personal, flexible, and open the new quantitative interview, producing a familiar, confident, and constructive social environment like conversation.

Type of Question

For this study, the questions will be open-ended, they will not require predetermined answers and participants were free to answer in their own words, as they deemed appropriate. The practice of using open-ended questions to elicit participant-centered data in qualitative research draws on early interview and survey traditions that emphasized respondents' free expression rather than fixed responses. Foundation methodologies such as Robrt K. Merton (focused interview) and Michael Quinn Patton (qualitative interview techniques) first articulated the logic of probing participants' own words and meaning (Patton, 2002, as cited in Elhami & Babak, 2022; Merton & Kendall, 1946, as cited in Manzano, 2022).

Population and Sample

This study's population include EFL teachers from Salinas and La libertad schools, a sample of six teachers will be selected using purposive sampling, because it allows researchers to intentionally recruit participants who can provide rich, detailed descriptions of the phenomenon under investigation. In this case, selecting experienced EFL teachers ensured that the data

reflected the insights of the mature and reflective practitioners rather than those of novice, trial-and-error instructors (Imran et al., 2024).

Every participant will be given a pseudonym (e.g., Teacher 1, Teacher 2) to protect their privacy. I suppose size six was considered sufficient for a phenomenological study because the aim of qualitative research is not too generalized to the population statistically, but to add depth and richness to our understanding of each experience. The findings might not be generalized to another region of Ecuador or another type of school within Ecuador, however the data gathered does offer productive insight into contemporary EFL teaching practices as well as a general foundation for future studies into implementing memory strategies in Ecuadorian classrooms.

Chapter IV

Analysis of findings

This Chapter presents a comprehensive analysis of the data collected through interviews with six English language teachers. The analysis is based on 10 questions, in this section the teachers' perspectives are in charge to explore how memory strategies are used by them to comprehend what is the teachers' role, what are the teachers' challenges, and so on. Each question is answered by teachers with many differences of year's experiences who share their knowledge acquired through their career.

Reports of the Questions

Table 1

Results obtained from teachers' interviews from different institutional education.

CATEGORIES	PERCEPTIONS
1. Range of students' age or grade.	The six teachers interviewed have extensive experience working focused on young learners such as preschool and primary education, most of teachers' experience lead the primary school getting 4-9 years old as a range of students age, however there is a teacher who has tried out from kindergarten to high school. In addition, there is a teacher who has the experience to teach Chinese students at this age.

2. Strategies chosen by the teacher. There is a distinction between teacher 1,2,3 and teacher 2,4,6. The first group agree to avoid rigid techniques forgetting that every student has different ways of learning a second language, the second group teachers 2,4,6, they frequently use repetition to get multisessionary association that shows a comprehension to young learners style.

3. Teachers' viewpoints about their strategies. The interviews show their strategies as the consequence of analyzing the students' needs, involving several techniques such as association into images, guessing games, collaborative puzzles, and so on, they connect students' lived experiences to develop a closer learning style, providing meaningful and enjoyable class, prioritizing their performance.

4. Students' reaction about the teachers' strategies. Teachers explore different students' reactions, however their view points match on the students' progress and how the age and the use of strategies affect the students, there are ways that a learner should take into account before creating a class.

5. Expectations of the strategies used. The majority of the teachers interviewed based their answer into an adaptive lesson plan, which can be changed by their students' needs considering also the

time management. Few teachers agree that the class size can be challenging, to catch the students' attention, knowing the structural condition heavily influences the outcomes.

6. Common challenges in an English class.

The principal aspect that students match is about the students behaviour, despite of there are some sudden interruptions that could happens, however the students tend to be unpredictable, even if the teacher make meticulously lesson plan the students can reacts different, by students environment, in addition in public institutions where the students managements tend to be bigger.

7. Solutions' explanation.

Through the interview, the use of games and emotional strategies are the main aspects that students tend to use when the attention or behavior changes suddenly. These strategies not only are applied to get another activity entertaining students, but it is for reducing the interruption by changing the students environment giving a chance to relax and order the environment, but the strategies change by the age of students.

8. Strategies reconsidered.

The six teachers agree that they have been driven by experience, reflection and changing context, due to the administrative pressure, to adapt by the students learning, to apply their own strategies so on, Thus teachers struggle the obstacles getting experience through the years and even from virtual media platform, So teachers evolution develops to convenience and creativity.

9. English's issue for students.

Most of the teachers mention making mistakes, fear social judgment by the lack of comprehension of the English major as a result of insecure behaviour to participate, because as mentioned by a teacher the English is not their first language, so they tend to translate every single word leading to frustration. In addition to the lack of practice outside class, they forget the vocabulary specially on holidays.

10. Teacher role by guidance.

The interviews lead three pillars, emotional encouragement, personalized relevance, and formative feedback. Teachers explain the motivation as an achievement by repeatedly explaining that mistakes are okay, without punishment, by the

posture of listening with patience and increasing the vocabulary as daily feedback, thus teachers build confidence in students.

Note: This table presents the result of interviews from English teachers who use Memory Strategies in their classroom. This information provides us a perspective of how the strategies are used by the teachers throughout their career to interpret what is the best alternative to apply in a classroom.

Interpretation of Data from The Interview

In the first question for the interview was set what are the teacher experiences, setting the age range of 4-9 years old and the grade level from primary to high school, teacher 1, 3 and 4 are who teach primary, the teacher 1 tough chinese children, while teacher 2 and 5 often taught in preschool, however teacher 6 she taught from preschool to high school students, this type of knowledge provided us a wide range of study which worked to understand better the differences strategies used among ages, such as sensory rich, playful approaches, rote memorization, grammar rules, and so on.

The second section was focused on analyse the differents teachers' strategies, many of them coincided on use the memory strategies according to the class progress, teacher 1 Worked within a structural online company which strategically changed by the programs' build progress recycling vocabulary and grammar around 12 class units, he mentioned the use of repetition as familiar format, such as drag and drop exercise or sentences pattern drills. Teacher 3 evaded a rigid adherence to one technique. She integrated pictures as an introduction, then spelling words exercises to conclude with sentence construction. It is a way for students to consistently use their different abilities from recognition to production. The teacher 5 rejected the memorization, into meaningful connections, for instance he is tailored with stylevisual, auditory,

or kinesthetic and beliefs. On the other hand, teachers 2, 4 and 6 frequently used repetition, visual flashcards and games, while teacher 2 also used physical actions through flashcards paired to create multisensory associations. Furthermore teacher 6 applied visual prompts on the board to encourage them with collaborative learning. The first group (1, 3, 5) demonstrated a strategic flexibility by contextual adaptations, whereas the second group (2, 4, 6) established an effective support routine.

The third section try to show the reasons that the teachers choose those strategies, the teacher 1 explained that their strategies changed by the class content for example the passive voice require the use of a grammar structure, it did not need visual supports, Teacher 3 applied her strategy to reinforce from mental association between concrete images and abstract symbols, thus student developed a way to increase their skills by the use of visual and verbal strategies which can support them as more durable in memory. Teachers 2, 4 and 6 are further argued for the effective use of motivational benefits, combining repetition with visual learning, guessing games, collaborative puzzles rather than solitary memorization tasks. Teacher 5 emphasized the effective strategy of using the class content into lived experiences, enhancing the class to make it personal and closer for students. These answers are the perspectives that students had on different kinds of learning, which can be supplied by the learners.

The fourth segment that was discussed during the interviews focused on memory strategies, and the students' responses to learning in the multisensory repetition increased student motivation, as well as eliminating students' fear, thus creating a safe environment where they would take language risks. Teachers 4 and 6 saw that games promoted learning engagement and retention for vocabulary, especially for younger learners, although older learning engagement was favorable. Teacher 3 described the initial classroom reaction that included surprise followed

by acceptance when they introduced pictures with words, and understood this as a natural reaction due to the first experiences. Teacher 1 stated that if the skill was introduced in a predictable order it decreases the frustration of some students, especially for those with academic responsibilities causing English to be perceived as “do able” not a burden. Teacher 5 noticed early resistance to language memory activities established from language learning habits however once the students understood the flexibility of language learning, it seemed to fascinate them. Overall the emotional responses of happy, confident, reduced anxiety and focused engagement indicated that using memory strategies are not in retention but the approach is focusing on emotional well being, and places that learner in a more exciting human centered approach to learning.

The fifth section of the interview investigated the relationship between teacher expectations in context to expectation in their classrooms. The teachers showed flexibility, and realism in adjusting expectations to situate them within their actual classroom context. Indeed, teacher 3 focused on developing listening and speaking by using a play based approach, prioritizing a process despite product concept. The teachers 2 and 4, they adjusted expectations based on the needs of the students, imploring to show down or "scaffold" the activity in order to keep students progressing. Teacher 5 continued to create moderate expectations based on the previous ineffectiveness of a few of the student's instruction process, showing a "pragmatic approach that shaped expectations based on “remediation”, versus “fantastic” expectation. Teacher 1’s primary expectation is for students “to persevere” vs. “to master, attend or achieve”. He instilled the importance of emotional perseverance into highly overworked and evaluated students. Teacher 6 was able to provide an interesting view of education by her experience, as a school with more financial resources versus less urban school contrasts. Teacher 6 viewed class

size and time as the primary factor that led to affect their academic success. Through the interview, teachers have a way of being flexible, while still being empathetic to the emphasis of noticing engaged participation and emotional balance over standardized book learning. Teacher expectations contextualized and developed through the educational employment realities of the students while still fostering a type of learning centered in order for learning to be measured on more “normed” or commonalities in expectation on growth motivation and emotional capacity in the context of a diverse educational paradigm.

The sixth section of the interview focused on the issues teachers tend to tackle. The issues mentioned went beyond language barriers to address the emotional, behavioral, and system approaches teachers adopt. Teacher 1 mentioned exhaustion and lack of authentic speaking practice from students' contributions to the challenge, especially under academic testing pressures. Teacher 2's young learners had short attention spans and mixed proficiency levels, so teacher 2 needed to be creative. Teachers 3 and 4 discussed unpredictability in the behavior. Teacher 5 has students with different learning challenges, empathy was significant, but working collaboratively with other professionals was important for his students to reach inclusive learning goals. Teacher 6 encountered structural barriers, such as overcrowded classrooms and limited time, preventing interactive teaching and learning methods to occur, which they recognize has benefits as a pedagogical approach. These experiences surfaced all at once to show the complexity of teaching language with human intents under limited resources. Teachers needed to find a balance between being mindful of emotional needs and learning, as well as being a pragmatic problem solver to maintaining engagement and understanding of learning and teaching choices of learners, regardless of environmental challenges.

The seventh segment looked into how teachers cope with challenges in the classroom. Teachers illustrated how they adapted to flexible, students centered approaches based on creativity, empathy, and rapid responses. Specifically, teacher 2 employed differentiated instruction using songs, games, and task modification as strategies to accommodate different levels of ability. Teacher 3 used creativity and dynamic pacing, viewing play as a fundamental component to student engagement and learning. Teacher 4 focused on group work, as well as patience, to help manage student behaviour and promote group collaboration. Teacher 5 engaged a colleague or outside expert, and viewed over a large cohort of students everywhere he was quick to intervene to prevent interruptions and restore order of punishment, but articulated a shift from typical discipline to relational management, with empathy and flexibility at the center of their practices. Overall, the teachers show that student engagement, direction, and harmony work better as a function of creativity and flexibility instead of predetermined rules or alternative methods of control.

The eight sections discussed how teachers changed their approaches. All six teachers indicated they have changed significantly, due to their collective experience and their ability to reflect upon their approaches and pedagogical choices. Teacher 1 demonstrated this contrast between his past, where he was able to have more creativity using Quizlet, and other AI supported tools, along with making own materials and his current model where he is more structured and not able to make changes. Teacher 2 saw that part of being a professional was the agility to change methods when they are not working. Teacher 3 indicated he taught for over twenty years, and his pedagogical practice has shifted from a strict formula from the textbook to a play based approach with students agency, moving from compliance to conviction. Teachers 4 and 5 indicated that changes in approach are based upon context. Teacher 6 illustrated

adaptations in the digital age, using social media sources, e.g. TikTok, to learn new approaches, to ameliorate the gaps that appeared in her teacher preparation program. Collectively, these teacher accounts present teaching as an active process of reframing their approach and practice, based on observation, reflection, and gradual understandings of how children learn.

The ninth component of the interviews examined the students' primary challenges when commencing English classes. Educators see psychological barriers in particular, fear and insecurity as the main areas of difficulty at the beginning of the learning process. Educators 2, 3 and 4 agreed to reinforce the sense of fear of getting it wrong, of not understanding, of being judged resulting in the students' disengagement. Educator 3 additionally noted that the concern of having to understand every word leads to overload which interferes with natural understanding. Educator 5 discussed how the lack of real world experience in English causes the student to treat English as an academic class and forgets it is supposed to be used, while teacher 1 highlighted the problems of emotional exhaustion and family pressure in interpreting engagement and enthusiasm. Educator 6 suggested that engaging in something enjoyable, like games, opened up the idea that both fear and worry can be transitioned into curiosity. These ideas together suggested that the success of the initial stages of English learning does not depend on the linguistic knowledge of the students, but rather on engaging students emotionally. The earlier socialization of learning English created a safe environment which fostered playfulness and lower fear. These early opportunities create experiences where the students become willing to take risks, make mistakes, and develop their experience of English as valuable, and ultimately desirable in contrast to an experience which causes fear and anxiety.

The tenth section of the interview included an examination of how teachers assisted students in improving progress learning. The support teachers offered encompasses emotional

support, personalized learning experiences, and positive feedback. Teacher 1 emphasized joy, optimism, and hard working, putting emotional well being ahead of perfection. Teacher 2 fostered an environment in which accidents were acceptable and used multisensory input to engender confidence. Teacher 3 had a well thought out sequence of skills that emphasized slow and gradual progression, developmental appropriateness, and avoiding overwhelming the teachers. Teacher 5 personalized using examples from the students' name and interests so the students saw greater engagement in the lesson and found purpose in their lesson. Teacher 6, despite working with a large class size, provided small group opportunities to improve conversation around motivation and engagement. The approaches of these teachers emphasized improving performance requires consideration of emotional and cognitive learner needs. Teachers acted as mentors who encourage resilience, promote relevance, and acknowledge effort. Overall, they demonstrated students grow academically when they are supported through healthy structuring, value, and connection to the learning experience personally and socially.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations derived from the analysis of the interviews with English language teachers. These findings directly address the general objective and specific objectives established in this research, offering a clear synthesis of how memory strategies are used, perceived, and implemented in real classroom contexts to enhance student performance in English vocabulary learning

General Objective

To describe how Memory Strategies enhance students' English language learning.

Conclusion 1:

Memory strategies significantly influence English language teaching and student performance, but their effectiveness was deployed mediated by teacher perception, contextual constraints, and methodological adaptation. The research confirms that when teachers intentionally implement memory strategies such as repetition, visualization, association with personal experience, and multisensory techniques they create a more engaging, emotionally safe, and cognitively supportive learning environment. This, in turn, enhances vocabulary retention, reduces anxiety, and fosters student motivation. However, the mere presence of these strategies is not enough, their success depends on how flexibly and empathetically teachers apply them in response to students' age, learning style, and emotional needs.

Recommendation 1:

It is strongly recommended that English language teachers consciously integrate memory strategies into their lesson planning, not as rigid techniques, but as adaptive, student centered tools. Educator preparation programs and professional development workshops must prioritize

the theoretical and practical bases of memory strategies (e.g., Oxford's four categories: Creating Mental Linkages, Applying Images and Sound, Reviewing Well, and Employ Actions). This allows deeper, more meaningful vocabulary learning that enhances student performance and autonomy.

Specific Objectives

1. To identify which memory strategies for English educators are most commonly employed.

Conclusion 2:

Frequent memory strategies adopt two distinct approaches. The first group of teachers prefers the structured, multisensory routines including flashcards, physical actions, speaking while looking at visual support, and games involving collaboration, especially with younger learners, while the second group of teachers prefers more flexible, content-driven strategies such as making links in their thoughts, using narrative about themselves, or constructing sentences depending on the lesson and students. For both groups, memory strategies included repetition, as this was the easiest method and aligned with institutional expectations, although this was increasingly accompanied by a visual or emotional element to raise engagement.

Recommendation 2:

Teachers should expand their strategies by using repetition with more cognitively demanding strategies such as semantic mapping, keyword mnemonics, or arsenal association. Schools should provide textbooks and other educational materials with simple, low cost aids (e.g., flashcards, whiteboards, digital projectors) to support these strategies. Moreover, curriculum designers should limit the excessive use of spacing

vocabulary by semantic grouping (e.g., teaching “shirt” and “skirt” together), which result in cross association errors, and instead promote thematic or experimental vocabulary organization.

2. To explore teachers’ perspective on the benefits and challenges of using memory strategies.

Conclusion 3:

Teachers all considered memory strategies to be very helpful in lowering student anxiety, riding student motivation, and improving vocabulary retention. All state that using games, emotional connection, and collaborative tasks create a “human-centered” classroom that makes students feel comfortable taking risks. However, teachers also indicated that some of the significant challenges they face are class size, lack of planning time, inconsistent student behavior, and pressure for students to work through a rigid curriculum. All of these challenges create situations where teachers often have no choice but to settle for easier, less engaging meaning of instruction even when they may be aware of better options.

Recommendation 3:

Educational institutions should begin dismantling systemic barriers to effective strategy implementation. Barriers may include decreasing class size, designating planning time for lesson design, and provision for thoughtful ongoing professional support utilizing that emotional safety and cognitive engagement are prerequisites for language performance and not luxuries, and adjust policies at the institutional level to empower teachers as reflective responsive practitioners.

3. To interpret the role of Memory Strategies in English language learning process.

Conclusion 4:

Memory strategies are most effective when they are personalized, scaffolded, and emotionally resonant. Teachers who link new vocabulary to students' lived experiences, allow for choice in learning (e.g., visual vs kinesthetical task), and provide formative, non-punitive feedback report the greatest improvements in student confidence and performance. The research shows that performance is not just about linguistic accuracy, but about emotional readiness students perform better when they feel valued, understood, and capable of growth. Teachers act as mentors and facilitators, not just instructors, by building trust and celebrating effort over perfection.

Recommendation 4:

Teachers need to use a triad of support: emotional support (e.g., normalizing mistakes), personal relevance (e.g., using students' name, interest or cultural references), and formative feedback (e.g., daily check-ins on vocabulary). Future research should investigate how technology, such as apps for flashcards, mind maps, or keywords mnemonics, can be incorporated to reduce teacher workload and increase strategy variety. Longitudinal studies are needed to show measures of the impact of strategy training on vocabulary retention and overall language proficiency.

In conclusion, the study highlights that memory strategies are not solely cognitive mechanisms, but pedagogical acts of care. Their true power lies not in their technicality, but in their ability to humanize the learning process, enabling vocabulary words to become a bridge to expression, connection and confidence. While challenges remain, the

teacher participants in this study demonstrate that even when working from utility-oriented pedagogy, recognizing and applying intentional pedagogical practices that take into account students' experiences can result in an impactful transition.

This study adds to the developing body of evidence, reinforcing the idea that teacher agency and student-centeredness are pivotal in effective EFL pedagogy. This work can serve as a starting point for future investigation surrounding still important topics of strategy training, curriculum reform, and emotional designs of language learning. For pre-service teachers, it offers a helpful framework ; for policymakers, and affirmation of worthwhile supporting structures; for students, a reminder that learning a language can be more than memorizing words but finding your voice in that language.

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Annexes

Annex A: Certified Anti-plagiarism System

La libertad, 30 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado “MEMORY STRATEGIES FOR ENGLISH LANGUAGE TEACHING” elaborado por el estudiante TIGRERO GONZALEZ JOSUE ISMAEL de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema antiplagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.



Atentamente,

Verónica Limones Borbor, MSc.



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Annex B: Questionnaire

Topic: Memory Strategies for English Language Teaching.

Sample: Six teachers from different schools from Salinas and La Libertad

Questions:

- 1) What grade levels or age groups have you primarily taught?
- 2) What is the memory strategy most often used through your classes currently?
- 3) Why do you prefer that memory strategy?
- 4) How is the students' reaction when they learn through a memory strategy?
- 5) How do your expectations match your classes?
- 6) What are the challenges that you often handled in your classes?
- 7) How do you face the challenges in your classes?
- 8) Have you ever changed your strategies through your career? Why? or Why not?
- 9) Why do you think it is the students' challenge when the English class starts?
- 10) How have you supported your students to enhance their performance?

Annex C: Transcriptions of the interview:

1. What grade levels or age groups have you primarily taught?

ANSWER 1 : All levels and all ages. These days and for the last five or six years, I've been primarily teaching younger students between the ages of five and nine. Mostly, the majority of my students are between five and nine and mostly average around seven years old. Just younger students? These days, yeah. I used to teach high school in Ecuador in Guayaquil for years, but then I started teaching online even before COVID. I started teaching online and I've just been doing that for years now.

ANSWER 2 : Okay, I have primarily taught young elementary school students and also middle school students especially in the later years. And now I am in preschool with four years old kindergartens, yes.

ANSWER 3 : I have worked with preschool, in this case with initial and first grade elementary. Since June 24, I was working with second and third grade of elementary school too.

ANSWER 4 : I have taught primary and when I did my practice, I taught to A, 9 and 10 grade.

ANSWER 5 : I have primarily taught on 4th and 5th grade.

ANSWER 6 : I worked with all levels, primary, with kindergarten and high school.

2. What is the memory strategy most often used through your classes currently?

ANSWER 1 : Where I work since it's a Chinese company. So I work for the Chinese company and they provide all the material, so I don't have to do any planning, which is really convenient. This is one of the reasons why I do it. It's so simple. I just teach the class. I don't have to deal with parents or administrators. So I just teach the class, which is great. The memory strategies for that program is that it's a lot of building on past knowledge or building on the same concepts throughout a unit, and a unit might have 12 classes. So from the first class, they'll introduce some vocabulary or some grammatical structure. And then we'll be using it again and again through every single class for the next couple of weeks, which is really convenient. It's a great way for the student to be familiar with the concept.

And then you used pictures or audios or some just repetitions like songs or something else?

We do, I mean, a lot of it, I think the most successful part is just we see the same style of sentences, the same style of structure in the class previous and then in the current class and then the next class, and we'll build on it. So it's progressive.

ANSWER 2 : The strategy I use most often is the repetition with visuals or actions like flashcards and games that help students connect words with images or movements.

ANSWER 3 : Ok, I try to use different strategies. I don't use to focus on memory strategies or only memory strategies because I try to use different strategies. For example, I try to use pictures and words at the same time because students need to keep in their minds the words and they need to relate to the corresponding pictures to introduce vocabulary in this case. But after that, I try to use spelling for introducing some vocabulary words. For example, after spelling, the student needs to or can identify some vocabulary pictures. And after that, they need to make some sentences too and they need to learn effectively.

ANSWER 4 : I mostly use the repetition and visual flashcards and in some cases games too, depending of the topic that I teach.

ANSWER 5 : I prefer to use meaningful connection, because I do think that memorizing is not a great deal nowadays. It doesn't help the students to internalize the core knowledge. But doing a meaningful connection will help them understand at a world level about the language that they are using. So, I normally tend to make them reflect on what they are seeing, what they are applying, also using in a more natural and common context. Okay.

And so, your strategy focus on visualization, repetitions, or...?

I try to use a lot of strategies, methodology, because you know that there are not only one type of students. There are many students that tend to learn better by watching pictures, others tend to hearing you when you talk, and others learn doing, I don't know, a craft, a project. So, as a teacher, you have to know how to apply all of these learning styles. So, I don't have only one learning style that I can apply inside the classroom.

ANSWER 6 : I apply different memory strategies, but the most important for me is when we have different pictures on the board, I try to play with the students in my class and guess the different vocabulary, try to understand some vocabulary if some students could be so difficult for them.

3. Why do you prefer that memory strategy?

ANSWER 1 : Well, so if it's something with grammar, something with grammar, then pictures don't help very much. Right. So it's just repeating the structure over and over again. So if it's passive voice, we're seeing how to create a passive voice, or if it's present perfect tense, it's how to create present perfect tense again and again and again. But vocabulary, definitely images help with vocabulary. You want to see images of these things in use. So I don't know, if it's a class about space exploration and astronauts, then we'll see words like, I don't know, launch or training or engine or weightlessness. These are some of the vocabulary words that are going to be included in that unit. Then you'll see it in images, and they'll be like drag and drop activities. So more like tactile. And the kids use tablets, so they're dragging and dropping or drawing a line. Just the act of drawing the line helps them to remember it better.

then, the first step to introduce vocabulary in a topic, right?

And to prove that they know it. When we have a test later on, they'll do the exact same style of activity. So when they take the test, it's not a new way to demonstrate their knowledge. They demonstrate their knowledge in the same way.

ANSWER 2 : Well I prefer it because the children well the repetitions because the children remember better when they see and do something at the same time. It makes learning more natural and fun and easier to recall.

ANSWER 3 : ...But after that, I try to use spelling for introducing some vocabulary words. For example, after spelling, the student needs to or can identify some vocabulary pictures...

ANSWER 4 : I mostly use the repetition and visual flashcards and in some cases games too, depending of the topic that I teach.

ANSWER 5 (Cralos): ...I prefer to use meaningful connection, because I do think that memorizing is not a great deal nowadays. It doesn't help the students to internalize the core knowledge.

But doing a meaningful connection will help them understand at a world level about the language that they are using. So, I normally tend to make them reflect on what they are seeing, what they are applying, also using in a more natural and common context....

ANSWER 6 : ...I try to play with the students in my class and guess the different vocabulary, try to understand some vocabulary if some students could be so difficult for them...

4. How is the students' reaction when they learn through a memory strategy?

ANSWER 1 : It's a lot less frustrating. I think the English can be frustrating, and it can be scary, and it can be hard. The students, they're not, their objective in life isn't to learn English. Their objective is to pass their classes, and they have so much more to do, and their parents want them to take violin classes and piano and ballet and martial arts. They just need to get through the classes, and it can be frustrating for them. So if we go through it in a structured and progressive way, it's not a surprise to them, and it's manageable. It's not intimidating, because they've seen it before, and they see it this class, and they'll do it the next class.

ANSWER 2 : They usually enjoy it, they feel more motivated, participate actively and often they repeat words or phrases without fear or making mistakes or errors.

ANSWER 3 : Sometimes, at the first time when I introduce some new vocabulary and I introduce it in this way, students are surprised. But I consider, as I told you before, it's necessary to show them the vocabulary pictures and at the same time vocabulary words. Some of them are surprised. I don't consider they are not scared. But I consider they need to learn and they need to train their ears from early ages.

ANSWER 4 : They feel more confident and they remember better in each class, depending of the topic that you teach. For example, the new words, it's so happy when they play games, for example, the handman is a game very good for them.

ANSWER 5 : Well, at first, they tend to be a little afraid of this methodology, because they come from an idea that English is just repeating over and over and over. But when you challenge them to apply to a... No, no, not even a difficult question, just a normal one. They tend to tell you, but teacher, that is not what you told, or teacher, that is not what you say. Because you only change one word, and for them, that

is a complete mess. But, when they realize the importance of this thing, of this technology, I would say, of this methodology, they understand why you try to help them improve at a complete level. So, they end up fascinated by learning by this methodology.

ANSWER 6 : Okay, it depends on the levels. For example, when we work with kindergarten or primary, they are so excited, but if you want to work with high school, it's so-so.

5. How do your expectations match your classes?

ANSWER 1 : I have so many different students. In one week, I'll have maybe, well, in one month, I'll have 300 different 25-minute classes. I'll have 300 classes in one month. Wow. Right? So it's a ton of classes. And with the students, some students, I'll have them four or maybe eight times a month, or maybe one student just once a month. So sometimes I see the students regularly, and sometimes not very often. Usually, the students are in the right level, in the right class. So it's not impossible for them, but it's a proper challenge. It's the right challenge. So usually, it's not an issue, because they're at the level where they should be. I deal a lot with the emotional side of teaching as well, because the kids are so stressed and pressured by their parents. With younger students under a lot of pressure from their families. So sometimes they're crying, and sometimes they're frustrated, and they're a little bit angry sometimes. So a lot of the job of teaching is being kind and compassionate and being patient with them while they're working. And so if a student is not meeting the expectations, I'm still going to congratulate them. I'm still going to be kind and fatherly to them, and smile, and say, great job, and celebrate even the small successes, even if they're not being successful. Even if they're definitely not being successful, like they're not getting the grammar, maybe they're too tired to really pay attention, and they're failing that lesson, I'm still going to be positive for them. Yes, that is the way to motivate the students to keep going.

ANSWER 2 : Most of the time

they match but I know that I have to adapt depending on on the group or on the grade. Sometimes the students need more time or different support so I adjust my expectations to their needs.

ANSWER 3 : I try my students develop listening and speaking skills from their early ages. And that's why I use and apply some different strategies, as I told you before. I'm not focusing on repeating

words five times, four times, the same word. I try to use different strategies, but I try to use vocabulary games too. Because, as you know, students need to enjoy and have fun with this kind of activity, ludic activities, for example.

ANSWER 4 : Most of the time, yes, my expectations match, but in some cases I have to adapt to this, yes.

ANSWER 5 : Well, my current expectations are on an average level, because you know that, and that is true, I am not saying that it is wrong or anything, but you know that the work from the previous teacher, if he was or she was a good teacher, it will carry out good results. But, for, let's say, time, for time constraints, or the teacher's lack of knowledge, maybe there will be some gap in the student's knowledge. So, you have to fix it, or try to fix it, in the short lapse of time. Okay? So, I could say that, right now, right now, on this interview, my expectations are on an average level.

ANSWER 6 : I hope that all the students learn with different strategies, but especially in the prepared schools, they learn very well, but when you work with the government, for example, it's so difficult, but the students can learn.

6. What are the challenges that you often handled in your classes?

ANSWER 1 : Yeah, again, it's exhaustion. Again, maybe my students are a special case, since they're all in China. They're all students in Beijing, Shanghai, and Guangzhou.

So they're all Chinese students these days. Sometimes they're from other countries, but these days, all Chinese. But they're just tired, mostly. A lot of students don't get any practice with English speaking, but they will be in class every single day in their schools, learning English, just like in Ecuador. The students are learning English in their classes, but they don't get any opportunity to speak it. So only with me in my class, they actually have the opportunity, but also the obligation to make them speak. So that can be a bit challenging for them, because you can read something, and you can be a great reader, and even a great writer, but not a great speaker.

ANSWER 2 : One challenge in my class is maintaining the student's attention. This is especially the youngest ones who get distracted quickly. Another challenge is the different levels of English in the same group. Yes.

ANSWER 3 : There are some challenges in my classes because one of them is the student's behavior, for example. Even though you have planned a beautiful class, when you are in the classroom, the environment can be different. And that's why, depending on your creativity, your time and different aspects, a teacher faces in the classroom.

ANSWER 4 : Obviously, some students lack of focus, they don't pay attention and they have to learn in different process depending of the students.

Okay, what about their behavior?

Depending, depending of the students and depending of me, you are going to search the good strategy for each grade, depending of them.

ANSWER 5 : Well, the challenges could be that not all the students learn the same way, that most of them tend to be more energetic, I don't know if you can, they are more energetic than others. But, well, there are also students with certain needs, so that is really a challenge to the teacher, because you have to adapt your classes to those needs. But, aside from that, I don't think that there is a major issue where I have to, I don't know, change my methodology at a complete level. No, there is not.

ANSWER 6 : It's a difficult question, because here I have 40 and 45 students. Sometimes we don't have enough time when I need to apply different strategies. For example, if I want to play with the students, it's terrible.

7. How do you face the challenges in your classes?

ANSWER 1: ... Some students aren't going to get it. With them, you can be encouraging, but you really can't send them to do more homework. They don't have time to do more. So you just have to be encouraging so they don't give up...

ANSWER 2 : I use games, songs and various activities to keep them engaged. I also adapt tasks for different levels, giving more support to those who need it and more challenge to the stronger students.

ANSWER 3 : As I told you in the question before, you need to be creative. You need to apply different strategies. You need to apply attention-grabbers. Because it's necessary to keep a student focusing on the topic, for example. I try to apply some different strategies. One of them is to be creative. Another one is applying different attention-grabbers to focus students on the topic, for example. That, and I consider there are two of the most important strategies. And another one, a teacher needs to apply a strategy or a way to keep students engaged in the classroom or in the topic. And I consider one of them is the game, too. Because everybody is having fun when he's playing a game. And so, it's the most important for me, in my case.

ANSWER 4 : I use activities, work in groups and I'm so very patient with them.

ANSWER 5 : Well, obviously, I have to be prepared first, so I have to talk with the experts for someone that already faced those kind of challenges before, so they can guide me to not face the challenge alone. Because, you know, if you do it alone, you may make some little to huge mistakes trying to face the challenge alone. So, I always try to keep updated with the methodology, with the tendency of education, trying to learn from others, and like that. Okay.

ANSWER 6 : It's like a revolution. When I have a challenge with the students, I try to do it very fast. Very fast? Yes, because all the students could be angry, sad, and sometimes they have bad words. I prefer, in this case, to work with the primary or the kindergarten, but high school, not necessarily. But all levels need some strategies, some challenges, methodology, but it depends on the students.

And what do you do when someone...

I'm so angry, but I try to control my group.

8. Have you ever changed your strategies through your career? Why? or Why not?

ANSWER 1 : Well, not specifically with these kids that I'm teaching, these Chinese kids that I'm teaching. But when I have private classes, or again, I used to teach in colegios, in Guayaquil, I taught in universities. When I have private classes, and classes that I'm in charge of, then I like to use tools, so

flashcards. There's a website and an app called Quizlet, Q-U-I-Z-L-E-T, Quizlet, and it's all just flashcards. You make the flashcards, you can make flashcards with the word, and then the definition, or the word, and then an example sentence, or a fill-in-the-blank, and then the word on the back. So I'll develop sets like that, and give them to my students. You can find sets that are already made, but that learning through a game, or learning through repetition, it works better than, well, nothing at all. A lot of times, you can sit in a class for one hour, and then say, okay, I'll remember it, but you don't remember it. You have to review it. So any positive way to review it. Using AI is fun. You can give your set of vocabulary words to chat GPT, and say, let's have a conversation, or quiz me, all these things. Not a lot of the students use it. The way that it could be used, I think it is a powerful tool, but, yeah, it's useful, but not used often.

ANSWER 2 : I have. I believe teaching is flexible so I change the strategies when I see something is not working. For example, I include more interactive or cooperative activity when traditional methods are not effective.

ANSWER 3 : Yes, because as I told you before, I had worked for 22 years. In my first years, I used the book, for example, because it was an obligation for me as a teacher. Because I had a principal and she was a teacher. And she told me, Vanessa, you need to use a book. And that's why I used it. But she hasn't asked me about what is my opinion. And even though I used the book, I saw students need to engage on the topic. And, for example, I had worked in preschool for 22 years. And these kind of children need to have fun. And the games are the most important at this level. And I consider all the levels. Because I apply the games outside the classroom. Because, especially when we have two hours, I need to apply some strategies in the classroom. And other different strategies outside. For practicing vocabularies and for practicing some language structures, too.

ANSWER 4 : Obviously, it's depending of each grade, depending of the type of students that you teach, depending of the needs of the students.

ANSWER 5 : Yes, because, as I said, there are certain cases where you have to adapt to a different context that you didn't expect at the beginning of the year. So, yes, I have to do it. Sometimes I have to do it.

ANSWER 6 : When I studied English, I don't remember. I don't remember the strategies or some methodology. But I researched strategies on the Internet. On the Internet, that could be TikTok.

9. **What do you think is the students' challenge when the English class starts?**

ANSWER 1 : Depends on the age group, and depends on the culture. For my students, again, they are so tired, and they've been at school all day, much longer than American or Ecuadorian kids. They're tired, they're under pressure. That's the hardest thing. The English itself isn't that difficult for them. It's just social and familial. You're referring to the Chinese students. Am I what? You're referring to the Chinese students. Yeah, I refer to the Chinese students. Those are the majority of my classes. These days, I do these volunteer classes here at the church. I do volunteer classes with the Esuna, with the Ecuadorian Armada, with their midshipmen. Sometimes I have private classes, but not too often these days.

Professionally, with the Chinese kids.

ANSWER 2 : Maybe it's the fear. I think the biggest challenge is fear of speaking or not understanding. Many feel insecure because English is new or different from their first language.

ANSWER 3 : The challenge students face in the classroom is trying to understand every word. But as you know and as you see, some of them are scared. And others don't try to make a sentence, maybe. But even though they are attentive, they don't understand some words. That's why it's important to start working to train their ears from early ages. I consider this reason. That's why some students don't speak in the classroom or don't have fun in English classes.

ANSWER 4 : Because they feel nervous and afraid of making some mistakes, and this is my teacher, in this case.

ANSWER 5 : Well, first is that the lack of practice, because you know that English, as I said before, is not about repetition anymore. It's just about practicing. Sadly, here in Ecuador, or talking in an EFL context, if English is not their mother language, they tend to forget to practice it. So, when they get out of the classroom, they do not practice it at all. So, they just finish the English class saying, okay, that's all, I don't care about English anymore. So, that's what happens when they go on vacation, on holidays. They return to the class and they say, but teacher, I forgot about that.

ANSWER 6 : For example, yesterday I played with... I don't remember the level, but they are so excited because we are going to apply vocabulary. It could be in groups of three or four or five. I need small groups, not big groups. It's not necessary for me. But it's so important when you apply different strategies, different methodologies. For the students, I say every day, Miss, tomorrow we are going to play? Miss, tomorrow we are going to play? Yes, next week, next week, next week.

10. How have you supported your students to enhance their performance?

ANSWER 1 : Sometimes they don't have success. Sometimes they don't meet the goal. Hi guys. Sometimes the students don't learn the grammar and they don't learn the vocabulary. There are students who... Most of the students are excellent and they'll just get it. With going through the activities and the practice and doing the homework, they'll be fine. But some students will not. Some students aren't going to get it. With them, you can be encouraging, but you really can't send them to do more homework. They don't have time to do more. So you just have to be encouraging so they don't give up. Just try to encourage them so they don't give up. Because you can be strict with them. You can be harsh with them. But it's not going to help. You might feel better because you said, you know, you need to do your work. You might feel satisfied because you've said, you've told them what they need to do and now it's no longer a problem. But it's definitely not going to help the student. So some of those kids don't end up learning the present perfect tense as well as they should. They don't learn the vocabulary as well as they should. But I'm still positive with them. They don't give up and they keep going. They'll have two classes this week and they'll have another two classes the next week and they'll keep going, hopefully, for years. And they

won't give up. That's the thing. Because with English, if you want to, you can just give up in English. And you say, well, it's not for me anymore. I'm not going to do it anymore. And people stop. It's like learning the violin or the piano. If you stop practicing, you never get there. So, yeah, I help them mostly on the emotional side. If they're not learning very well, at least we're helping them to complete the lesson and encouraging them emotionally to not give up.

ANSWER 2 : I support them by creating a positive environment where mistakes are part of learning. I use visual sounds or real-life examples to make English easier, flexible. I also encourage them and celebrate as more equipment so they feel more confident.

ANSWER 3 : I try my students to improve their skills, especially speaking and listening.

Because I like to work with these skills. For example, from early ages, as I told you and as you know, I worked in preschool. I tried these younger students to practice speaking and listening. Because I applied some games to improve these abilities. In second and third grade, I tried to practice spelling from these ages. And after that, they start making sentences, short and simple sentences, through spelling. And after that, they need to talk about their topics in simple sentences. But I consider it's more important to practice and improve. Or in this case, include this kind of strategies.

ANSWER 4 : by giving extra activities, encourage them and say everyday the feedback for them of each class. The feedback is very important in each class, in each class the feedback is so important when you start your class. It's more effective, yes.

ANSWER 5 : I normally try to search for games, for interactive activities where they can be more involved in the classroom. I also try to personalize the example that I do in class, so they can feel integrated to the class. For example, if I want to talk about like +ing, I do not use the personal pronouns at Arzabella, for example. Does he like playing basketball? No, I use, does Tomas like playing basketball? Does Sofia like playing basketball? So, they could feel integrated.

ANSWER 6 : Okay. Not all the students have the... What is the correct answer? For example, five or three students, could be ten students. They are warriors. They are... could be... I don't know. For the

students, some students are so smart. And the other, not exactly, but they don't care. They don't care the score, they don't care nothing.