

The Impact of Using the Loci Method on the Second Year Intermediate Pupils' Achievement and Interest in English

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Abstract:

This research aims at investigating the impact of using the loci method on the second year intermediate pupils' achievement and interest English . The sample of the study had been randomly chosen from among the female intermediate school pupils in the city of Mosul .

The sample consists of (60) subjects divided into two groups. The first group represented the experimental group which was taught by using the loci method , while the second group represented the control group which was taught by using the traditional method .The researcher chose the design of post-test equivalent groups as an experimental design . Both tools (achievement test and interest scale)were prepared by the researcher herself depending on previous studies . The validity of the two tools had been confirmed by presenting them to a number of experts. The reliability factor had been computed by using Kuder-Richardson' s formula (20) for the achievement test , while Pearson correlation coefficient had been used for the interest scale. After the treatment , T-test had been used to analyse the results.

The findings show that there had been statistically significant differences between the experimental group and the control group in favour of the experimental group.

أثر استخدام طريقة المواقع على تحصيل طلبة الصف الثاني المتوسط وميلهم في مادة اللغة الانكليزية

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ملخص البحث :

يهدف البحث الحالي إلى الكشف عن أثر استخدام طريقة المواقع على تحصيل طلبة الصف الثاني المتوسط وميلهم في مادة اللغة الانكليزية. تكوّنت عينة البحث من (٦٠) طالبة تمّ اختيارهن بطريقة عشوائية من بين طالبات الصف الثاني المتوسط في مدينة الموصل، وقد تمّ تقسيمهن على مجموعتين: مثلت المجموعة الأولى المجموعة التجريبية التي درّست باستخدام طريقة المواقع، بينما مثلت المجموعة الثانية المجموعة الضابطة والتي درّست باستخدام الطريقة التقليدية. اختارت الباحثة تصميم المجموعات المتكافئة ذات الاختبار البعدي كتصميم تجريبي. وأعدت الباحثة أداتين (الاختبار التحصيلي ومقياس الميل) وذلك بالاعتماد على الدراسات السابقة. تمّ التأكد من صدق الأداتين وذلك بعرضهما على مجموعة من الخبراء. أما ثبات أداة التحصيل فقد تمّ حسابه باستخدام معادلة كودر-ريجارسون (٢٠). أما فيما يتعلّق بثبات أداة الميل، فقد تمّ استخدام معامل ارتباط بيرسون. وبعد معالجة البيانات إحصائياً باستخدام الاختبار التائي لعينتين مستقلّتين، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية.

1. Introduction:

Language is considered the most effective means of communication among human beings. Both forms of language: spoken and written are used as communicative means to transfer thoughts and knowledge (Wilkins, 1974:1).

As students learn language to be able to express their desires and needs, they must learn how to express such needs in correct linguistic forms (Rivers, 1981: 139). Thus, spoken English and learners' intelligence are not enough by themselves to achieve the intended goals (Longmans, 1968: 41). However, remembering or retrieval is considered a good cue for learning. But it is hard to study remembering in a separate

form of forgetfulness which means failure to recall what the learner learned. Failure may be due to one of two reasons: either failure in encoding factual information or failure in using suitable strategies in recalling it (Ibraheem, 2007; 85). As such, English language teachers must use other means to stimulate learners and provide them with extra keys for learning and recalling information (Weaver and Genei, 1960: 7). Mnemonics are said to be one of the key means that help learners in recalling information in a best way as they may use association, visual imagery , encoding , rhyming ...etc (Caple et al., 2003: 644).

The Loci method is one of the mnemonics which works by remembering a familiar place such as a street or a room and mentally placing the setting of the items. In order to recall the ideas, the person has to mentally move to the locations and retrieve the rules or facts associated with each location (Mercer, 2005: 32).

Moreover, there are many factors that lead to success in language learning, namely motivation, attitude, interest, etc., and language learning is said to be very effective when these factors are taken into consideration. Therefore, there is a relation between interest and achievement, where as failure leads to hold the students' interest (Evans,1972: 133). Accordingly, one can the state that interest is secret behind the learning process.

2 . Significance of the Study:

The current research is expected to be important for the following reasons:

1. It is the first research that uses the loci method in teaching English as a foreign language at Intermediate Stage in Mosul .
2. It may contribute to the presentation of steps which help in raising the level of performance.

3. The Research Problem:

Recent trends in language teaching call for focusing on the learner and giving him an active role in the teaching-learning process. Hence, the learner is expected to have the ability to construct English sentences that are grammatically correct . On visiting some Intermediate schools, the researcher noticed that pupils make grammatical mistakes such as the misuse of articles when they utter and write English sentences. This indicates the presauce of mass mistakes in this field. Therefore, the researcher has formulated the problem of the current research to question the impact of using the loci method on the second year Intermediate pupils' achievement and interest in English .

4 . Aims of the Research:

The current research aims at :-

- 1- introducing the reader with the concept of mnemonics .
- 2- presenting what is meant by the loci method and how is it applied as well as investigating the impact of using it on the second year Intermediate pupils' achievement and interest in English .

5 . The Hypotheses:

The researcher attempts to test the following hypotheses :

1. There is no statistically significant difference between the mean scores of the experimental group and those of the control group in their achievement in English .
2. There is no statistically significant difference between the mean scores of the experimental group and those of the control group on the interest scale towards English .

6 . Limits of the Research:

The current research is limited to the following:

1. A sample of second year Intermediate female students in Mosul city centre, during the first term of the academic year(2010-2011).
2. The teaching of only the first four units "Iraq Opportunities"book for second year Intermediate level accompanied by students' activity book.
3. Two methods of teaching, namely the loci method and the traditional method of teaching the grammatical sections available of the textbook.

7. Definition of Basic Terms:

7.1. Loci method:-

- a- Dewey (2007:1) defines it as " one of the oldest mnemonic systems. It uses locations of a familiar place (imagined in memory) as a framework for memory retrieval".
- b- Wikipedia (2010: 1) views it as a general designation for mnemonic techniques (strategies) that rely on memorized spatial relationships to establish order or recollect memorial content.
- c- Kutami et al. (2010: 275) define it as one of the mnemonic devices where the learner relates between words or facts to be remembered within the familiar places that are significant to him/her.

In the current research, the loci method is viewed as stable locations or places identified by the teacher inside the classroom where the teacher hides the elements of English sentence that help the learners to create mental images to enable them to construct grammatically correct English sentences.

7.2. Achievement:

a- Webster (1973: 1) states that "achievement refers to quality and quantity of students' work".

b-Good(1973),cited in AL-Dulaimi (2005:5) defines achievement as "a knowledge attained or skills developed in the school subjects. It is usually designated by test scores or by marks assigned by teacher or by book".

In the current research, achievement is viewed as the scores the pupils got in the achievement test provided by the researcher about the first four units of book (6) for second year Intermediate level.

7.3. Interest:

a- Hanks (1967: 828) states that "interest is the feeling of one whose attention or curiosity is particularly engaged by something of this kind".

b- Persal (1998: 951) views interest as "the state of wanting to know or learn about something or someone".

In the current research, interest is an affective desire that makes the pupils pay attention to English language activities. It is measured by pupils' responses on the interest scale which is prepared to suit the purpose of the present research.

8. Theoretical Background:

8.1. Mnemonics:

Mnemonics are defined as learning strategies (techniques) which can often enhance learning and later recall information. In other words, "they are devices for aiding both the acquisition and retrieval of learned material (Sprinthall and Sprinthall, n. d.: 301). These strategies are divided into two types: the organization mnemonics such as (method of

loci, link mnemonic, pegword ...etc) and the encoding mnemonics such as (first letter, keyword, rhyme ...etc (Delashmutt, 2007: 6).

According to Haffman (1978:5)mnemonics strategies process the information to be learned in two operations, namely :-

1. The material that is presented as numbers, nonsense syllable, nouns, prose, mathematical formula ,rules...etc which is transformed into a concrete mental image.
2. The images of the material interact with a previously learned list of imagistic (hook) which are represented as linking elements between those materials .

Thus, they depend on the following principles:

- a. Knowledge can be stored as sensual, audio, visual, audio visual forms.
- b. The learner exerts mental effort for organizing the experiences. This process helps him remember a particular information in less time.
- c. The double code process helps the learner store the information in verbal and visual forms which makes retrieval easy.
- d. Presenting the information in a familiar context helps the learner to learn and use that information in new situations.
- e. Adding elaboration provides the learner with opportunity to link the new knowledge with the prior one.
- f. Mnemonics as a system represents what can happen to the brain when encoding the information (Touk et al., 2003: 289).

So, mnemonics deal with the memory which is considered one of the effective elements in the learning process. Psychologists have divided memory into three types, namely register memory, short –term memory and long-term memory (Bernstein et al., 2000: 133). For transferring information from the short-term memory which has a limited capacity to the long-term memory, one may use one of the following mnemonics:

visual imagery, encoding, rhyming, ...etc. Then the information retrieval becomes easier.

8.2. The Importance of Mnemonics;

Joyce et al . (1992:8)and Daruza (2004 :304) present the following reasons that lie behind the importance of mnemonics :

1. They can be used with a large group of learners who have different abilities,
2. They meet learners' needs for achieving the individual learning,
3. They help the learner to remember the information in an easy way because she / he will use her/ his ability to organize and encode knowledge,
- 4.They help the learner to absorb the information and bring fun to their class, and
5. They are considered as an active means of transferring the facts or information from the temporary information to the permanent one .

8.3. The Teachers' Role in Using Mnemonics:

The teacher plays an important role in using mnemonic strategies. This fact is obvious from the following:

1. Building a plan for the strategy to be used.
2. Explaining mnemonics function and importance for the learner.
3. Determining learners' abilities.
4. Knowing the extent of learners' development in the learning process when using these strategies (Kutami and Kutami, 1993: 49).

8.4. Loci Method

The word (loci) is the plural form of (locus) which means place. It is one of the mnemonic strategies that dates back into ancient Greek times

when a Greek poet named Simonides was at a banquet. Suddenly, he went out of the place. While he was outside, the roof of the banquet hall fell down. All guests were killed and no one could identify corpses, but Simonides pointed to the place where each victim had been sitting and said their names (Dewey, 2007: 1).

As such, a person should first imagine and recall according to the location of subjects or places working as memory snapshots (Gage and Berliner, 1984: 327). For example, if the pupil needs to remember a list of brain structures, he can mentally place them in the rooms of a house he is familiar with such as entry hall, the living room, dining room and the kitchen. The pupil imagines the house, mentally goes through the rooms, and retrieves the information. However, there are three main steps for applying the method of loci:

1. Imagining series of familiar places consecutively such as a well-known room or building which has many distinctive locations.
2. Deriving a visual or mental image to the items to be remembered by presenting each item with a certain place in the room.
3. Returning to the previous familiar places for the learner to help him remember the facts or information (Bellezza, 1981: 247; Al-drdeer and Abdallah, 2005: 63).

According to what has been mentioned above, the visual locations or imagining locations are important for two reasons:

1. They help the learners organize the information. This leads to find a mental path during retrieval.
2. They encourage them to add many elaborations to the new information (Adas, 1999: 320-321).

9. Interest:

Interest is considered one of the most important aspects of personality represented by the response of the person to a thing or a certain idea. So, it is an emotional aspect rather than a mental one.

Therefore, interest is considered an end because it is related to the comprehensive development of pupils . Accordingly, we can choose the learning situation and suitable learning experiences. Interest is also a means because it works as a power for motivating the learners to learn (Younis, 1999; 28) .

In childhood, interest is represented by fulfilling physical needs. However, when reaching (9-12) years of age, interest turns to the environment and is acquired through playing. The person becomes more interested in the practical and visual things (Nasir, 2004: 28).

Thus, interest is another key for successful teaching-learning process. When it is controlled, the pupil learns more and also better transfer his knowledge to any assignment he is interested in (Morce and Wing, 1969: 217).

9.1. Importance of Interest:

Interest is very important for all elements of the teaching-learning process. According to Rasheed and Abid (2008:358) and al-Dahii (2006:21) , the importance of interest lies in the following :

1. It is one of the important sources of deriving the educational goals,
2. It is used in giving directions and educational supervision,
3. It enables learners to choose the suitable academic specialization, and
4. It helps teachers to choose the appropriate teaching method and achieve the educational goals .

10 . Literature Review:

10.1. Sinclair ,Healy, and Bournes´ study (1989):

This study was an attempt to determine how logical and illogical pauses in sentences affected learners recollection of the sentence . The researchers hypothesized that memory retention should be the same , but during experimentation they found that it was not true . They used mnemonic associations (loci method is one of these associations) to retrieve the data .This method helped the learners to visualize the data . The researches used analysis of variance for computing the proportion of correct responses according to the kind of pause condition (meaningful , no pause ,word pause) and question type (general and specific) . The analysis showed a higher proportion of correct responses for specific questions . This result is due to the use of loci method . (cited in Grin, 2005: 2).

10.2. Ibraheem's study (2003):

The researcher tried to explore the effect of the correlative style of using some mnemonic strategies (method of loci, first letter, key word) on the achievement of first year Intermediate pupils in historical knowledge and their retention of it. The sample consisted of (73) male pupils from two Intermediate schools for boys in Ninevah Governorate. The researcher used two groups equivalent post-test as an experimental design. The experimental group included (35) pupils and was taught by using mnemonic strategies, whereas the control group included (38) pupils and was taught by the traditional method . The results showed that there was a statistically significant difference in the mean scores between the experimental group and the control group. It also confirmed its effectiveness in increasing pupils' retention of historical knowledge (Ibraheem, 2003: 135).

10.3. Ketler and Sapir s' study (2006):

The researchers investigated the effect of memory on remembering certain English syllables in English according to the sex variable. The sample included (1200) children (male and female) enrolled in kindergartens in London. The researchers emphasized using many strategies for recalling English syllables , namely,(loci method, forming similar and different relations for syllables and relating the syllables with familiar information). The results showed that children use many of these strategies to recall English syllables,the best one of these strategies was loci method. It also showed variation in the use of this strategy between the two sexes in favour of females (cited in Barakat, 2009; 10).

10.4. Abd Al-Kareem and Ibraheem s' study (2008):

This study aimed at investigating the impact of using some mnemonic strategies (first letter, method of loci, key word illustrations and organization) on the achievement of first grade students of Geography Department in materials related to the Australian Continent. The sample consisted of (38) students (male and female) who had been chosen randomly from the students of the first grade/ Geography Department / College of Basic Education.

The experimental group was taught by using mnemonics while the control group was taught using the traditional method. The results indicated that there were statistical differences in favour of the first group (Abd Al-Kareem and Ibraheem, 2008: 492).

11 . The Experimental Design:

Selecting an appropriate design of research is one of the most important decisions that researchers should make (Vandalen, 1979: 23). The researcher of this study has used the post-test and equivalent groups

design. In this design, only the experimental group has been exposed to the treatment or independent variable and thus it has been taught by using the loci method, whereas the control group received no treatment and was taught by using the traditional method for measuring its impact on the two independent variables (achievement test, interest scale) for the students in English . Figure (1) below presents the experimental design of this research .

| Group | Independent Variables | Dependent Variables | Test |
|--------------|-----------------------|---------------------|------------|
| Experimental | Loci Method | Achievement Test | Post- test |
| Control | Traditional Method | Interest Scale | |

11.1. The Population:

The population of this research has been limited to female students in second year Intermediate stage in Mosul city centre during the first semester of the academic year(2010-2011).

11.2. The Sample:

The researcher has chosen deliberately two schools, namely Al-Batul and Al-Uboor Intermediate schools for the following reasons:

1. Both schools have two shifts.
2. They are similar in social and economic aspects.
3. The administration and teachers of English at the two schools showed much interest and were highly cooperative with the researcher.

The researcher has randomly chosen section (B) from Al-Batul School to be the experimental group and section (A) from Al-Uboor school to be the control group. The researcher excluded (15) repeaters from both groups to avoid their effect on the results of the research.

Hence, the number of pupils in the experimental group was (29) and in the control group was (31) pupils.

11.3. Equivalence of the Groups:

The researcher made equivalence between the two groups as far as the following variables are concerned

11.3.1. Pupils' Age:

The age of the pupils was counted in months until 16/10/2010. The researcher used T-test of independent samples . The results showed that there was no statistically significant difference between the two groups according to age variable, the calculated t-value was (0.402) which is less than the tabulated t-value which was (2,003) at (0,05) level of significance and (58) degrees of freedom as shown in table (2):

Table (2): Test of pupils' Age

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|----------|---------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 162,6207 | 8,83343 | 0,402 | 2.003 |
| Control | 31 | 163,5484 | 9,02899 | | |

11.3.2. Intelligence:

The researcher used non-verbal intelligence applied by Al-Kazaz (1989: 190). This test was used for measuring the mental ability of children (8-17) years old. It included (60) items groups, each of which consisted of (5) pictures. In each group, one of the pictures was different from the others . The researcher then applied t-test of independent samples. The results showed that there was no statistically significant difference between the two groups in intelligence because the calculated

t-value was (0.815) which is less than the tabulated t-value which was 2,003 at (0,05) level of significance and (58) degrees of freedom as shown in table (3):

Table (3): T-test Results of Intelligence

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|---------|---------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 42,6552 | 7,67313 | 0,815 | 2.003 |
| Control | 31 | 44,4839 | 9,52495 | | |

11.3.3. Pupils' Achievement in English in the Preceding Year:

After applying t-test of independent samples, the results indicated that there was no statistically significant difference between the two groups in this variable. The calculated t-value was (0,471) which is less than the tabulated t-value (2,003) at (0,05) the level of significance and (58)degrees of freedom , as shown in table (4):

Table (4): T-test Results of Pupils' Achievement

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|---------|----------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 71,5862 | 13,43906 | 0,471 | 2.003 |
| Control | 31 | 70,0968 | 10,9859 | | |

11.3.4. Parents' Educational Attainment:

The researcher accounted for the educational level by giving each level a number which equals the years that each level comprises, as shown in table (5) below:

| Level of Educational Attainment | Illiterate | Reads and Writes | Primary | Intermediate | Secondary | Diploma | Bachelor |
|---------------------------------|------------|------------------|---------|--------------|-----------|---------|----------|
| Number | 0 | 3 | 6 | 9 | 12 | 14 | 16 |

11.3.5. Fathers' Educational Attainment:

The researcher has used t-test of independent samples to test the statistical differences. No statistically significant difference was found between the two groups with respect to this variable. The calculated t-value was (0,086) which is less than the tabulated t-value (2,003) at (0,05) level of significance and (58) degrees of freedom, as shown in table (6):

Table (6): T-test Results of Fathers' Educational Attainment

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|--------|---------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 9,6207 | 3,46837 | 0,086 | 2.003 |
| Control | 31 | 9,5484 | 3,05329 | | |

11.3.6. Mothers' Educational Attainment:

In this variable, no statistically significant difference was found between the two groups. The calculated t-value was (0,419) which is less than the tabulated t-value (2,003) at (0,05) level of significance and (58) degrees of freedom, as shown in table (7):

Table (7): T-test Results of Mothers' Educational Attainment

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|--------|---------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 9,1724 | 3,30658 | 0,419 | 2.003 |
| Control | 31 | 9,5161 | 3,04271 | | |

11.4. Lesson Planning:

The lesson plan for each unit was prepared in terms of two methods of teaching (i.e. using the loci method with the experimental group and the traditional method with the control group (see Appendix 1). The two plans were presented to a group of experts specialized in education and methodology. The experts accepted the plans and put forward some instructions that were taken in to consideration by the researcher.

11.5. Tools of the Research:

The behavioural objectives of each unit were stated according to Bloom's classification of the educational objectives (Bloom, 1982). The researcher calculated (30) objectives regarding the first three levels and made a testing map, as shown in table (8) :

Table (8): Testing Map for the Achievement Test

| Educational Unit | No. of Lesson Periods | Rate of Concentration | Knowledge | Comprehension | Application | Total |
|------------------|-----------------------|-----------------------|-----------|---------------|-------------|-------|
| Unit 1 | 6 | 30% | 4 | 3 | 3 | 10 |
| Unit 2 | 5 | 25% | 3 | 2 | 2 | 7 |
| Unit 3 | 4 | 20% | 2 | 2 | 2 | 6 |
| Unit 4 | 5 | 25% | 3 | 2 | 2 | 7 |
| | | 100% | 12 | 9 | 9 | 30 |

The achievement test was prepared according to these behavioural objectives.

11.5.1. Level of Difficulty:

The level of difficulty is based on the proportion of examinees in the group who do not answer test items correctly (Ebel, 1972: 553). When calculating difficulty factor for each item included in the test prepared for the research, it was found that it ranges between (0,56-0,72). The studies show that the acceptable range of difficulty level range between (20-80%).

11.5.2. Distinguishing Verification Factor:

It is the degree to which an item discriminates between students with high and low achievement (Gronlund, 1981: 253). By calculating the distinguishing factors for items, it ranged between (0,32-0,48). The studies show that the acceptable distinguishing factor was (0,25) or more.

11.5.3. Validity:

It refers to the degree of success with which other instrument measures what it claims to measure (Verma and Beard, 1981: 87). To measure face validity, the final test of the research was given to a group of experts to check its validity. The experts omitted three items only. So, the final number of items became (27).

11.5.4. Reliability:

A reliable test is a test that is consistent and dependable (Brown, 1980: 211). To find out the reliability of the tool, the researcher applied it to a pilot sample consisting of (50) randomly chosen female students in second Intermediate classes of the same society. The researcher applied Kuder-Richardsons' formula (20) and the reliability was (0,82) which is both good and acceptable. Thus, the test was approved in its final form.

11.6. Tool of measuring Interest in Language:

The researcher prepared a tool to measure the interest of second intermediate pupil in English language . The tool presented to pupils in Arabic, then translated into English because pupils at this stage neither perfectly read nor completely comprehend the meaning of the English items ,

11.6.1. Validity of Measuring Interest Tool:

The researcher presented the tool to a group of experts. So the final version of the tool consisted of (18)three alternative items(See appendix 3).

11.6.2. Reliability of Measuring Interest tool :

The researcher applied the tool to a pilot sample consisting of (24) pupils in second year Intermediate classes. After two weeks of applying the scale, the researcher reapplied it to the same sample. After collecting the data, the researcher used Pearson correlation factor. The result was (0.79) which meant an acceptable sign of tool reliability ,and as such , the scale was ready to be applied.

11.6.3. Method of Correcting Interest Scale:

To obtain the degree of response on items of the tool, the division of degrees was as follows: To a Large Extent (3 degrees), To an Average Extent (2 degrees), and To a Low Extent (1 degree). Thus, the degree of each pupil could be obtained by summing the highest degrees on each item.

12. Statistical Means:

The researcher used the following statistical means: Two-sample t-test of the tailed type for independent samples which is used to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of students' results in the final applied test (Glass and Stanley, 1970: 295).

The reliability of the final test was estimated by using Kuder-Richardson (20) formula (Al-Shaeeb, 2009: 109). The reliability of the interest scale was estimated by using Pearson formula of correlation (Ferguson, 1981: 113).

The difficulty level was used to measure the level of difficulty of the items contained in the test.

Also, discrimination power was used to find out the distinguishing force of the items of the test (Gronlund, 1981: 258).

13. Results and Discussion:

To verify the first null hypothesis of the research, the researcher computed the mean scores and standard deviation for both groups in terms of their achievement, and applied the T-test for two independent samples, as shown in table (9);

Table (9): T-test Results for both Groups in the Achievement Test

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|----------|----------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 19, 8621 | 5,18049 | 2,644 | 2.003 |
| Control | 31 | 16, 2903 | 5, 27379 | | |

It is clear from table (9) that the calculated T-value (2,644) is higher than the tabulated T-value which is statistically significant under (58) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups and in favour of the experimental group. Thus, the first null hypothesis is rejected and the alternative hypothesis is accepted.

This result may be due to the mental images made through the visual images of familiar locations that enabled the students to construct English sentences free from any mistakes.

To verify the second null hypothesis of the research, the researcher computed the mean scores and standard deviation of both groups on the interest scale and applied the t-test for two independent groups as shown in table (10):

Table (10): T-test Results for both Groups in Interest Scale

| Groups | number | Mean | S.D. | T-Value | |
|--------------|--------|---------|---------|------------|-----------|
| | | | | Calculated | Tabulated |
| Experimental | 29 | 45,8621 | 4,81608 | 5,195 | 2.003 |
| Control | 31 | 35,5161 | 4,65702 | | |

It is clear from table (10) that the calculated T-value (5,195) is higher than the tabulated T-value which is (2,003) at (0,05) level of significance under (58) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups and in favour of the experimental group. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted. This result may be due to pupil's ability to construct many linguistic structures correctly. This case leads pupil to the building up of self-confidence in using English which duly creates their positive interest in English.

14. Conclusions:

In the light of the results obtained, the following conclusions are drawn:

1. Using this strategy in teaching English grammar to the Intermediate stage is quite possible.
2. The use of the loci method increases the achievement of the second year intermediate students in English.
3. The loci method helps pupils use their knowledge of grammar and other English activities such as writing composition.
4. Increasing pupils' achievement in English leads them to have positive interest in English .

15 . Recommendations:

In the light of the conclusions drawn, the following recommendations can be put forward:

1. Since it has been proved to be effective, English teachers are advised to use the method of loci in their teaching.
2. Since they have been proved to be good strategies in teaching English, mnemonics should be introduced in methodology subjects.
3. Since interest plays a central role in bringing about success in learning English, English language teachers should pay attention to pupils' interest. This can be achieved by using methods or strategies that help in increasing learners' achievement.

16 . Suggestions for Further Studies:

The following suggestions for further studies can be put forward:

1. Conducting a similar study that deals with the knowledge level of Blooms' classification of educational objectives only.
2. Replicating a similar study with male students.

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Appendix (1)

A Model Daily Lesson Plan / the Experimental Group

Topic: Unit (1) Neighbours.

Class: Second year Intermediate.

Group: B.

Time allowed: 40 minutes.

Behavioural Objectives: Pupils will be able to:

1. know names of places and things such as bed, factory, etc.,
2. know the meanings of these names and use them in sentences,
3. read paragraphs fluently and correctly,
4. know the form of present simple in affirmative sentences,
5. understand the uses of present simple,
6. give examples of sentences in which the verb in the present simple is correct, and
7. pronounce the sounds /s/, /z/ and /iz/.

Teaching Aids: board, chalk, coloured cards.

Materials Taught: Key word, grammar, pronunciation.

Introduction:

The teacher may give a quick review of the material presented in the previous lesson by asking her pupils some questions such as: Who can answer the following question what Ann can do or cannot do?

Presentation:

The teacher reads the key words and asks her pupils to use dictionaries to find out their meanings. Then, she lets her pupils listen to cassettes to help them pronounce these keywords correctly. After choral and individual repetition, the teacher will ask a couple of pupils to come to the front of the class to talk about their neighbours.

Then the teacher asks her students to close their books and presents a list of places in their classroom where she will hide cards on which some elements of the sentence are written in these places such as:

Pronouns card (he, she, it ...) on the door,

Verb card (watch, go, read...) on the desk,

Third person singular (s) card in the pupil's bag,

Objects card (meat, milk, television ...) on the table and so on.

The teacher explains the structure of the present simple sentence (affirmative) form shown in the list. These places are considered a tool that will help the pupils to imagine the places for constructing grammatically correct sentences. Then, she shifts to read the paragraphs in their textbooks. She asks them to complete the table which includes many drills on present simple with the missing words or verbs in an affirmative form. After that, she tells her students the rule of using simple present tense.

Finally, the teacher lets them listen and put the verbs which end with (s) in the correct group according to their pronunciation /s/, /z/, or /iz/ such as:

Live ... lives watch....watches

Go..... goes work.....works

This would help in showing how the third person singular form is pronounced.

Homework:

The teacher assigns Exercise (1) on page (8) in the activity book as homework.

A Model Daily Lesson Plan / The Control Group

Topic: Neighbours.

Class: Second year Intermediate.

Group: A.

Time allowed: 40 minutes.

Behavioural Objectives: pupils will be able to:

1. know names of places and things such as bed, factory, etc.,
2. know the meanings of these names and use them in sentences,
3. read paragraphs fluently and correctly,
4. know the form of present simple in affirmative sentences,
5. understand the uses of present simple,
6. give examples of sentences in which the verb in the present simple is correct, and
7. pronounce the sounds /s/, /z/ and /iz/.

Materials Taught: Key word, grammar, pronunciation.

Teaching Aids: board, chalk, coloured cards.

Introduction:

The teacher may give a quick review of the material presented in the previous lesson by asking her pupils some questions such as: Who can answer the following question what Ann can do or cannot do?

Presentation:

The teacher reads the key words and asks her pupils to use dictionaries to find out their meanings. Then, she lets her pupils listen to cassettes to help them pronounce these keywords in a correct way. After choral and individual repetition, the teacher will ask a couple of pupils to come to the front of the class to talk about their neighbours.

Then the teacher reads some paragraphs in the textbook that deal with the present simple and asks them to complete a table which includes

many drills on present simple with the missing words or verbs in an affirmative form. Then, she tells her pupils when the simple present tense can be used.

Finally, the teacher lets them listen and put the verbs which end with (s) in the correct groups according to their pronunciation whether /s/, /z/, or /iz/ such as:

Live ... lives watch....watches

Go..... goes work.....works

This would help in showing how the third person singular form is pronounced.

Homework:

The teacher assigns Exercise (1) on page (8) in the activity book as homework.

Appendix (2) Achievement Test

| | Items | Fit | Unfit | Note |
|-----------|---|-----|-------|------|
| Q1 | Write the number of the sentence and the letter (a, b, c, d) of the correct choice: | | | |
| 1. | Tariq English and French today. a. study b. studies c. studied d. is studying | | | |
| 2. | They think I'm hardworking. a. do not b. doesn't c. not does d. not do | | | |
| 3. | January The first month of the year. a. are b. is c. am d. were | | | |
| 4. | Doctors sick people. a. look after b. look for c. look out d. look up | | | |
| 5. | A cow milk. a. give b. gives c. is giving d. gave | | | |
| 6. | Her mother and father early on Fridays. a. got up b. gets c. get up d. is getting up | | | |
| 7. | He Late. a. often is not b. is not often c. not is often d. often not is | | | |
| 8. | Wego to the cinema on Saturdays. a. every week b. last week c. today d. sometimes | | | |
| 9. | They are at home, aren't they? Yes, they a. were b. are c. were not d. were | | | |
| 10. | You are good Doing practical things. a. in b. on c. at d. from | | | |
| 11. | do you play sports/ a. How b. What c. How often d. How much | | | |
| 12. | I love history, teacher always tells interesting stories. a. zero article b. an c. a d. the | | | |
| 13. | There a lot of flowers in the park. a. is not b. are not c. not is d. not are | | | |
| 14. | I love my bedroom because all things in it are..... a. my b. I c. mine d. me | | | |
| 15. | My brother travels for work. a. his b. her c. my d. its | | | |
| 16. | Is this glass Selma and Ameera's? Yes, it is ... a. hers b. ours c. theirs d. yours | | | |
| 17. | is that shirt? It's mine. a. whose b. what c. who d. where | | | |

| | Items | Fit | Unfit | Note |
|------------|---|-----|-------|------|
| Q2. | put the following words in the correct order to form questions: | | | |
| 18. | I/ in / work / do / lessons / at / you / school/ a lot. | | | |
| 19. | Does / he / play / his / with / friends / not. | | | |
| 20. | Are / basketball / you / at / good. | | | |
| 21. | Comes / after / winter / what / season | | | |
| 22. | Do / people / go / to / zoo / why. | | | |
| 23. | How often / you / are / late / for / school. | | | |
| Q3. | Look at the underlined words in the following sentences, then specify whether they are nouns (n0, verbs (v) or adjectives (adj): | | | |
| 24 | Do you <u>watch</u> TV at weekend? Have you got a <u>watch</u> ? | | | |
| 25. | I didn't <u>drink</u> coffee. Can I have a <u>drink</u> ? | | | |
| 26. | The <u>wind</u> is strong today. It's a very <u>windy</u> day. | | | |
| 27. | The sea is <u>icy</u> . In winter, there is <u>ice</u> in the sea. | | | |

Behavioural Objectives

| | The Students will be able to..... | Level | | |
|-----|---|-----------|---------------|-------------|
| | | Knowledge | Understanding | Application |
| 1. | Know third person singular (s) with the singular subject. | | | |
| 2. | Indicate the negative form of the present simple. | | | |
| 3. | Know the main verb in the sentence. | | | |
| 4. | Know the meaning of (look after). | | | |
| 5. | Realize that the present simple expresses a fact. Discriminate the suitable form of the verb. | | | |
| 6. | Know the correct order of (often) with the verb to be. | | | |
| 7. | Know the location of (some- times) between the subject and the verb. | | | |
| 8. | Learn how to answer (yes / no) questions. | | | |
| 9. | Know the correct use of prepositions. | | | |
| 10. | Form a question beginning with (How often). | | | |
| 11. | Know the use of the article (an). | | | |
| 12. | Know that (there are) indicates that is present in a particular place. | | | |
| 13. | Know the suitable possessive pronouns. | | | |
| 14. | Know the correct possessive adjective. | | | |
| 15. | Know the possessive pronoun without a noun. | | | |
| 16. | Know (whose) use for asking about possessive pronouns. | | | |
| 17. | Apply the grammatical rule to form a question by using (do). | | | |
| 18. | Apply the grammatical rule to form a question by using (does). | | | |
| 19. | Apply the grammatical rule to form a question by using (are). | | | |
| 20. | Form a question by using (what). | | | |
| 21. | Form a question by using (why). | | | |
| 22. | Form a question by using (how often). | | | |
| 23. | Use the rules for identifying the difference | | | |
| 24. | between (watch) whether it is a noun or a verb. | | | |
| 25. | Use the rules for identifying the use of (drink) whether it is a noun or a verb. | | | |
| 26. | Use the rules for identifying the difference in use between (wind) and (windy) | | | |
| 27. | Use the rules for identifying the difference in use between (ice) and (icy). | | | |

Appendix (3)

Interest Scale

| | Items | To..... | | |
|-----|---|---------------|-----------------|--------------|
| | | A High Extent | A Medium Extent | A low Extent |
| 1. | I feel happy when I receive my English language book. | | | |
| 2. | I feel that the English grammar activity ends fast. | | | |
| 3. | I would like to participate in English language lessons. | | | |
| 4. | I try to get high degrees in English. | | | |
| 5. | I feel happy when the teacher gives me homework. | | | |
| 6. | I feel jealous of my clever classmates. | | | |
| 7. | I would like to be an English language teacher in the future. | | | |
| 8. | I feel anxious when examinations of English are near. | | | |
| 9. | I enjoy talk English with my classmates. | | | |
| 10. | I would like preparing educational aids for English language lessons. | | | |
| 11. | I enjoy answering English language exercises during my spare time. | | | |
| 12. | I would like to hear English songs. | | | |
| 13. | I pay attention to the English words in advertisements. | | | |
| 14. | I like computer educational games and other means. | | | |
| 15. | I follow the topics presented by the teacher. | | | |
| 16. | I feel happy when the teacher nominates me to give an example. | | | |
| 17. | I always attend English language lessons. | | | |
| 18. | I pay attention to the application of English grammar in my speech. | | | |

Appendix (4)
Names of Jury Members Consulted

| | Name | Academic Status | Specialization |
|-----------|--------------------------|------------------------|-------------------------|
| 1. | Dr. Fadhil Kh. Ibrahim | Prof. | Methodology |
| 2. | Dr. Hussein A. Ahmed | Asst. Prof. | Methodology |
| 3. | Dr. Wayees J. Ibrahim. | Asst. Prof. | Applied Linguistics |
| 4. | Dr. Isam A. Abdul-Raheem | Asst. Prof. | Applied Linguistics |
| 5. | Dr. Ansam A. Ismaeel | Asst. Prof. | Applied Linguistics |
| 6. | Dr. Khashman H. Ali | Asst. Prof. | Educational Supervision |
| 7. | Dr. Thabit M. Khitheir | Asst. Prof. | Educational Psychology |
| 8. | Dr. Ahlam A. Dawood | Asst. Prof. | Methodology |