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Abstract
The purpose of this study was to investigate the effect of the keyword method on elementary school students' long-term vocabulary learning in the English as a Foreign Language (EFL) setting in Taiwan. A total of 69 fourth graders in three classes participated in the study. Each class was randomly assigned to three conditions－keyword-given, keyword-generated, and rote rehearsal methods. All subjects were asked to learn forty target words within eight weeks. Three delayed tests were given respectively after one week, two weeks and three months. The study used a quantitative dominant approach to score the subjects' learning achievement. A questionnaire was used to assist in understanding the subjects' attitude toward the keyword skill.
According to the analysis of the data, the results of the study were concluded as follows:
1. In this study, the difference between the keyword-given and rote rehearsal groups reached the significant level.
2. Low-proficient students in both the keyword-given group and the keyword-generated group outperformed those in the rote rehearsal group and the difference reached the significant level.
3. The subjects' attitude toward the keyword method was positive.
According to the findings, it is suggested that the keyword method is one of the effective vocabulary learning skills in helping the EFL elementary students in Taiwan acquir English words. The positive effect of the keyword method on the low- proficient students in this study also indicated that with this skill, students in the countryside were motivated and confident in vocabulary learning.
Advisory Committee Chen I-Chen - advisor

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