

## Abstract

Keyword method was found to be effective to supplement the context method in English vocabulary learning to low-ability Form-3 and Form-4 Cantonese-speaking students. This study tried to replicate some of the research findings in the previous Chinese study and further investigate some untapped areas. Primary six students who were Cantonese-speaking were taught eighteen English words in four groups: (a) Keyword and context method with experimenter-imposed imagery, (b) Keyword and context method with self-created imagery, (c) Keyword method with experimenter-imposed imagery, and (d) Context method with experimenter-imposed imagery. Students' retrieval of definitions and pronunciations were examined immediately and after two weeks.

Results failed to replicate the findings of the superiority of the combination of keyword and context method. No significant differences were found among the four groups in recall of definitions and pronunciations. But low-ability students performed significantly worse in retrieval of definition in the keyword and context method with self-created imagery.

Keyword method was as effective as context method in helping children's retrieval of definitions and pronunciations in vocabulary learning. But for the low-ability students, experimenter-imposed imagery was more effective than self-created imagery.