

THE APPLICATION OF MNEMONIC STRATEGIES TO IMPROVE EFL STUDENTS' APTITUDE FOR VOCABULARY

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ABSTRACT

Background and Purpose: Using mnemonic strategies is one of the useful ways to help students memorize and retrieve vocabulary effectively in learning English. This paper mainly focuses on promoting mnemonic strategies to EFL students' vocabulary learning. Though some research in this field has been conducted, there have been hardly any specific studies on using mnemonic strategies to improve vocabulary learning ability for English major pre-intermediate level students at a university of foreign languages in Vietnam. The study aims to investigate the benefit of mnemonic strategies in vocabulary learning for EFL students.

Methodology: This study was designed as quasi-experimental research, employing a mixed-method approach to gather data. 90 respondents from a university in the centre of Vietnam were recruited in the study using a simple random sampling method. A 5-point Likert scale questionnaire of 20 items, a vocabulary test and semi-structured interview questions were the research instruments used in the study. The Statistical Package for Social Sciences (SPSS) version 25.0 was used for analyzing the quantitative data. The responses from semi-structured interviews were analysed in theme.

Findings: The results of the study showed that both teacher-provided mnemonic strategies and student-generated strategies could help students memorize vocabulary effectively. However, students who were creative and methodical in applying their own mnemonic strategies performed better at memorizing vocabulary. Also, those students who applied mnemonic strategies had better results in the vocabulary tests than the others.

Contributions: The study concludes that mnemonic strategies including spatial grouping, keyword method, the use of rhyme, story method, acronym, etc. to memorize and retrieve vocabulary has potential to be applied with EFL adult students as a new vocabulary teaching method. The research is expected to contribute to university administrators, EFL instructors, as well as university students to encourage and apply mnemonic strategies for improving EFL students' vocabulary learning.

Keywords: Mnemonic strategies, vocabulary learning, pre-intermediate level, student, English.

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1.0 INTRODUCTION

There is no doubt that vocabulary plays a vital role in the use of language. The important part of learning a language was learning vocabulary (Horwitz, 1999). According to Zimmerman (1997, p. 5), "Vocabulary is central to language and of critical importance to the typical language learner". From those points of view, it can be said that vocabulary is a very essential part of a language, as Read (2000, p. 1) concluded, "Words are the basic blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and the whole texts are formed". Discussing the importance of vocabulary in learning a language, Richards (2000) considers vocabulary as the heart of communication competence. He states that the quality of grammatical knowledge or other types of linguistic competence cannot be improved through communication or in discourse management without the role of vocabulary. Therefore, there have been many approaches, strategies, and practice used to teach vocabulary (Hatch & Brown, 1995).

Though vocabulary is regarded as an important part in learning a language, most Vietnamese students are found to have difficulties in remembering the words or phrases they have learnt. Due to the limit of 50 minutes in each lesson, English as Foreign Language (EFL) lecturers in Vietnam just choose some words or phrases to introduce in the early stage of each lesson (mainly focused on speaking, reading, listening and writing lessons). It can be seen that teachers pay much attention to four English skills because tests in the University including Preliminary English Test (PET), First Certificate in English (FCE) and Certificate in Advanced English (CAE) or international exams such as International English Language Testing System (IELTS), Test of English for International Communication (TOEIC), Test of English as a

Foreign Language (TOEFL) and many others focus on assessing the four skills. Consequently, vocabulary has not been really paid much consideration as it must be. Indeed, some students cannot remember much vocabulary even though they have made various efforts to learn.

According to Gray (2001), through the use of mnemonic strategies (MS), the problem can be solved effectively. MS includes the ways to code information using vivid mental images, using stories, strong mental images, and familiar journeys (Gray, 2001). It is obvious that the words using vivid, colorful, sense-laden images are easier to remember than drab ones. Mnemonics can contain sounds, smells, tastes, touch, movements and feelings as well as pictures. As a result, the students can learn to remember vocabulary with all their senses. Mnemonics will have more positive effects because the students can have flexible and creative ways to design their own mnemonics beside ones provided by their teachers or collected from the Internet. According to Ellis (1995), learners can use a variety of MS including visual methods and verbal methods to increase their retention of new words.

In Vietnam, there has so far been some research on vocabulary learning strategies (Duong & Nguyen, 2006; Luu, 2011; Nguyen & Khuat, 2003; Pham, 2016). However, research focusing on mnemonic strategies in vocabulary learning employed by pre-intermediate students at a university has not been done yet, as shown in the results of the studies presented above. Therefore, this study is conducted to give answers to the following points:

1. The perceptions of ELF students towards using mnemonic strategies for remembering vocabulary.
2. Particular mnemonic strategies that ELF students used in their vocabulary learning.
3. The effectiveness of using mnemonic strategies in vocabulary learning.

2.0 LITERATURE REVIEW

2.1 What is Vocabulary?

According to Hornby (2015), vocabulary is all the words that a person knows and uses. Neuman and Dwyer (2009, p. 385) defines vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Jackson (2002) defines a word as a sequence of letters bounded by spaces. He also emphasizes that it is essential to distinguish active vocabulary, i.e. the words that people use in their own speeches and writing and passive vocabulary, i.e. the words that people recognize and can make sense of in the speeches and writing of other people. The latter which consists of a lot of words we do not know their full definitions and connotations is typically

greater than the former (Kamil & Hiebert, 1993). From the definitions given by experts, it can be concluded that vocabulary is a collection of words with the correct definition that is used to acquire and convey information. Without vocabulary, nothing can be expressed in any way. As Richards and Schmidt (2010) have noted, vocabulary is a core component of language proficiency, a basement of speaking, listening, reading and writing skill. Therefore, vocabulary enrichment is an important and indispensable part, not only in language learning but also in social life.

2.2 How is Vocabulary Learnt?

According to Cook (2016), there are four aspects relating to learning a new word: form of the word (spelling and pronunciation), grammatical properties (grammatical structure), lexical properties (word combinations and appropriateness), and general meaning and specific meaning. That is why learning new vocabulary items has always been challenging for students. In fact, many Vietnamese students of English have not been fully, specifically and reasonably instructed about the methods of learning a foreign language. There are two different ways of learning vocabulary, including incidental learning and direct intentional learning. Nation (2013) states that incidental learning occurs due to extensive reading which is useful for vocabulary growth. This method can help students memorize a large number of vocabularies in order to do the exams effectively. However, after a while, they will forget those words or cannot recall them when needed. On the other hand, learning vocabulary through some strategies and plans or in the context is called direct intentional learning. Learning vocabulary through a meaningful and clear context will help students memorize and assimilate that vocabulary for a longer time. These methods can be considered as a shortcut; whoever chooses the right path will spend less effort and achieve higher results. Therefore, it is necessary for EFL students to have some strategies to learn vocabulary effectively.

In the context of Vietnamese learners of English, some students think that learning vocabulary means learning a series of new English words by simply remembering their Vietnamese equivalents, without using them in any real communication situation. Particularly, when they meet new words, they will look up their meanings in bilingual dictionaries. This way of learning vocabulary is often not supported because students will not be able to understand and convey the message they are reading to the process of remembering. Sometimes, they blame the failure of communication because of their poor memory in recalling vocabulary. Actually, this is because they have separated words out of context. One of the effective ways for the betterment of this is to apply appropriate learning strategies. Mnemonic

strategies can help students in retrieving the learned vocabulary. As Farjami (2007) has proved, MS has a substantial contribution to vocabulary learning and retaining.

2.3 What is Mnemonic Strategy?

The term “mnemonics” has an origin from the Greek word “mnemon” which means mindful or "aiding the memory" (Higbee, 1979). Hayes (2009) defines MS as a formula designed to support memory and students can use it to make information easier to remember. Particularly, in MS, a word, a phrase, or a visual image act are used as a mediator for remembering. Solso (1995) considers mnemonics as verbal or visual techniques (for example a rhyme or an image) that is helpful in enhancing the storage and the recall of information contained in memory. Therefore, mnemonic strategies are really important in language learning in general and vocabulary in particular. This is because mnemonics have been considered as an extremely effective way to remember things or connect new information with stored information in their long-term memory (Pillai, 2017).

Higbee (2001) divides MS into two types: Verbal-based mnemonic (using word) and Visual-based mnemonic (using visual imagery). The keyword method is the combination of verbal and visual mnemonics. With verbal mnemonics, students can encode information by using words to remember it. In other words, to remember new words, students need to construct them in a meaningful sentence or phrase. Therefore, it seems to be more beneficial for students with high verbal proficiency than students with low verbal fluency (Cohen, 1987). These techniques involve using the first letter (acronyms, acrostics and spelling), rhymes and story. This kind of strategy helps students create more meaningful information to remember easily. Visual-based mnemonics (imagery mnemonics) is about using images to remember new words. O'Malley and Chamot (2012) make a valid point that visualization can greatly support vocabulary learning. Visual-based mnemonics consist of four techniques, namely peg-word mnemonics, the loci technique, spatial grouping, and the link mnemonics.

3.0 RESEARCH DESIGN

This study was designed as descriptive research, employing both the mixed-method (quantitative and qualitative approaches) to collect data. The integration of both approaches is considered more plausible in providing more valid data and reliable answers to the research questions (Creswell, 2014). The quantitative approach alone cannot provide adequate data to investigate the effectiveness of MS on vocabulary learning. Meanwhile, the limitation can be

compensated by a qualitative approach, which can provide data, giving insights into the participants' experience, opinions and attitudes (Dornyei, 2007).

3.1 Research Sampling

The present study had a sample of 90 first year students, who were randomly chosen from 10 classes in the English department. They answered the questionnaires based on their knowledge about mnemonic strategies. After that, the students who had completed answering the questionnaire papers took a vocabulary test. Among the test-takers, nine of them were selected for interviews. Several criteria were taken into account for selecting the interview participants. They were selected from the three groups of high, average and low scores of the test-takers. The reason for this selection is to get feedback from their vocabulary learning strategies in order to make comparative analyses. As such, the interview participants may have enough chances to provide in-depth information about the effectiveness of using mnemonic strategies in learning vocabulary. In order to ensure the ethical issues, the nine participants who took part in the interviews were denominated in terms of the conventions from S1 to S9. S1, S2 and S3 were three students in the highest level of achievement; S4, S5 and S6 were the three in the middle level; and S7, S8 and S9 were the three in the lowest level.

3.2 Research Instruments

3.2.1 Questionnaire

A set of questionnaires was used in this study to measure the respondents' attitude towards mnemonic strategies (see Appendix A). It was a 5- point Likert scale set of questionnaires that comprised 20 items. Each item was a statement in which the respondents were asked to choose from 5 (Strongly Agree) to 1 (Strongly Disagree). This questionnaire on mnemonic strategies consisted of two clusters:

- Reality of self-studying and remembering vocabulary
- General knowledge of mnemonic strategies

The questionnaire content is displayed in Table 1 below.

Table 1: Distributions of questionnaire items

Clusters	Items
Reality of self-studying and remembering vocabulary	1,2,3,4,5,7,9,16,19
General knowledge of mnemonic strategies	6,8,10,11,12,13,14,15,17,18,20

The questionnaire was developed based on the theoretical background that has been set in the literature review chapter. Then two experienced language lecturers from the English department of the university were asked to give comments on it. After receiving the feedback, the questionnaire was redesigned and sent to students for piloting. In other words, the reliability and validity of the questionnaire were enhanced with their expertise.

3.2.2 Vocabulary test

The vocabulary test aimed at testing students' retrieval of vocabulary when applying mnemonic strategies. They were a multiple-choice type of test, mainly chosen as the main form of the achievement test since the entrance university exam and some tests at the university use a similar test type. This may guarantee students' familiarity with the test type. Firstly, the vocabulary test was designed on the basis of the given vocabulary which was picked up from the Vocabulary Builder section in Solution Pre-Intermediate Student's Book by Falla and Davies (2007). The test included 25 items. The score for each item was 0.4. Therefore, the maximum of the test was 10 and the minimum was 0. Then, it was given to two experienced language lecturers from the English department of the university to give comments. After getting their feedback, the researcher made some editing and necessary modifications. After the respondents completed the questionnaire, the vocabulary test was taken in 30 minutes.

3.2.3 Semi-structured interviews

The interviews were carried out through Facetime, and they were recorded by the researcher. They were conducted to collect additional data about the participants' perceptions toward mnemonic strategies to enhance the ability of remembering vocabulary.

After marking the test, nine students were selected for the semi-structured interviews, conducted approximately in fifteen minutes. Each of the participants (interviewees) answered the following five questions:

1. Do you often learn vocabulary outside the classroom? If so, how do you make your own way to remember them?
2. Have you ever been taught any strategy/strategies to remember vocabulary? If so, does your own way match with the strategies you learnt? Please give examples of your own.
3. What do you think about the level of difficulty of vocabulary in Solutions Pre-Intermediate Student's Book? What difficulties have you encountered?
4. How can mnemonic strategies help you overcome the difficulties that have been discussed?
5. What in your opinion is among the most effective mnemonic strategies in learning vocabulary?

The language of the interview was Vietnamese so that the questions could be fully understood and the interviewees could express their feelings, their ideas exactly. The researcher recorded and transcribed the interviews. After that, the researcher translated it into English. Then, the fully worked-out translation forwarded to the interviewees to check the accuracy of the translation. This helps ensure the reliability of the interviews. Then, the responses from the interviewees were used for qualitative data analysis.

4.0 ANALYSIS AND DISCUSSION

4.1 The Perceptions of EFL Students towards Using Mnemonic Strategies for Remembering Vocabulary

Based on the Likert scale questionnaire, the participants' awareness of the importance of learning vocabulary could be classified into 3 levels: strongly agree, agree and neutral. No one agrees that he/she does not need to focus on learning vocabulary. As shown in Figure 4.1, most participants reported learning vocabulary actually important (82.6%). This result is similar to what has been discussed about the importance of vocabulary in learning and using language in chapter two. In addition, this finding is similar to what was found by Luu (2011), even though the respondents in Luu's (2011) are Vietnamese non-English major undergraduates. This shows the crucial role of vocabulary knowledge in language learning.



Figure 1: Respondents' awareness of the importance of learning vocabulary

However, most students encountered a lot of difficulties in learning vocabulary as they agreed with the statement: *“When doing tests, exercises, I always encounter with the shortage of vocabulary.”* (accounting for 23.7% of students who strongly agreed and 51.3% of students who agreed). Evidence of students' difficulties in remembering vocabulary was that they did not know how to remember vocabulary effectively, and their main techniques to learn words at home was simply rote-learning, and continuous repetitions. 66% of all students participating in this study admitted that they used the rote learning method to learn vocabulary. This is supported by an answer to the first question in the interview with student S6:

“When the teacher told me to study new words at home, I just read and wrote them repeatedly on the board or on a piece of paper. It has been the way I learnt to remember since I was a kid. It was not really effective but I had no choice.”

From the questionnaire, in general, students knew about MS in vocabulary learning. However, the number of strategies they used was not varied. Being asked about the desire to be taught MS, 54 students (72%) admitted that they would like to be taught MS in class. The remaining students chose neutral for the statement: *“I want to be taught techniques to remember vocabulary in classroom activities.”* No student selected “Disagree” and “Strongly disagree”. Data and illustration were presented as follows:

Table 2: Students' wish to be taught MS in class

	Number of choosing	Percentage (%)
Strongly agree	22	29.4%
Agree	32	42.6%
Neutral	21	28%
Disagree	0	0
Strongly disagree	0	0

The data collected from the questionnaire items show that in spite of their awareness of the importance of vocabulary in language learning, the majority of the students still had difficulty in memorizing vocabulary because this is a really large and challenging field. Besides, they were also knowledgeable about MS and wished to better understand these strategies. The negative sides of the importance of vocabulary and MS received no vote from the participants.

4.2 Particular Mnemonic Strategies That EFL Students Used in Their Vocabulary Learning

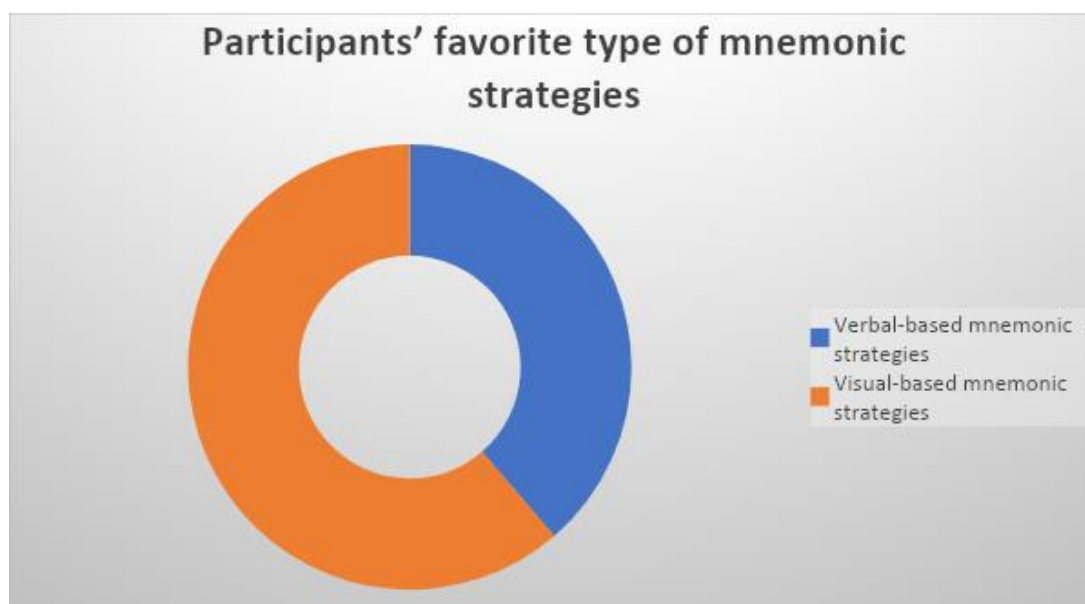


Figure 2: Participants' favourite type of mnemonic strategies

One of the most interesting findings was that the students' trend of using MS has been discovered. A strong relationship between mnemonic strategies and learning styles has been reported before. In other words, students' choices of MS were affected by their learning styles.

The students always like to choose the mnemonic techniques, which is related to their learning styles. While some students liked using mental linking, others preferred singing or playing with words. Based on the pie chart above, a high percentage of students chose imagery mnemonic strategies to remember vocabulary (61.3%). This supports the findings by Wammes, Meade, and Fernandes (2016) that reported when participants were asked to recall vocabulary, the participants were more likely to remember the words they drew than the words they wrote. It can be concluded that most students are visual learners who are keen on learning and memorizing vocabulary through drawings.

As mentioned above in section two, there are many different types of MS to memorize vocabulary. The data of MS ranked by participants were summarized in the following table. The total percentage is more than 100% because one item could have more than one choice given by each student.

Table 3: Participants' preference of mnemonic strategies

Mnemonic strategies	Number of choosing	Percentage (%)	Rank
Spatial grouping	20	26.7%	1
Keyword method	14	18.7%	2
Use of rhymes	12	16%	3
Method of loci	10	13.3%	4
Story method	10	13.3%	4
Acronym	6	8%	6
The peg word method	3	4%	7

From Table 3, it can be seen that spatial grouping and keyword methods are more frequently used than others. Spatial grouping is the technique that the students like most with 20 times selected. As mentioned above, memorizing an image is easier than remembering a word. In addition, spatial grouping may help enhance long-term memory. Talking about this strategy, S1 said that: *Using spatial grouping techniques helps me increase my ability to concentrate and not wander to something else. This also helps me remember longer as well as recall easily when needed.* This student's view is in line with the finding stated by Amiryousefi and Ketabi (2011) that when individuals remember the pattern, they can easily remember the words which form that pattern. What is more, with spatial grouping, students have their opportunity to draw what they want. Keyword method followed right after spatial grouping with 14 times selected. This was understandable because these two devices shared a common point that is using related images and patterns to remember words.

4.3 The Effectiveness of Using Mnemonic Strategies in Vocabulary Learning

From the result of the vocabulary test, nine students, in the top, the middle, and the bottom level were chosen to answer 5 questions which were designed to focus on the participants' preference and practice of mnemonic strategies. The students' oral responses to the interview questions about the effects of mnemonic strategies are presented in this part.

Table 4: Gained scores of 9 participants chosen to be interviewed

<i>Participants</i>	Score	Group of achievement
<i>S1</i>	9.2	Top level
<i>S2</i>	8.8	
<i>S3</i>	8	
<i>S4</i>	6.8	Middle level
<i>S5</i>	6	
<i>S6</i>	5.6	
<i>S7</i>	4.4	Lowest level
<i>S8</i>	4	
<i>S9</i>	1.6	

From the interview, most students agreed that the vocabulary is too much and too difficult for them to remember. They said that they had to learn vocabulary at home because the teacher told them to do so. In addition, the majority of interviewees agreed that vocabulary disappeared from their memory so quickly.

Then the interviewees were asked the question “How can mnemonic strategies help you overcome the difficulties that have been discussed?”. Firstly, participants in the top level were requested to give the answers. The first two participants agreed that mnemonic strategies were so helpful in recalling the vocabulary. And they did the vocabulary test without hesitation.

S2, a participant in the top level of achievement said that *“I know that vocabulary is important in all skills but it is not easy for me to remember. Though I tried a lot, I couldn't remember the vocabulary that my teacher asked to me to learn by heart. If possible, just for a week.”*.

S1, another student in the same level with S2 added *“Actually, I have a good memory, I always got high marks in exams. However, I sometimes could not think out the words when I needed. In some cases, I felt disappointed trying to find a word to express my idea.”*.

Next, the three students in the middle level agreed that mnemonic strategies had positive effects on their vocabulary remembering. S4 and S5 gave the same answers. They found mnemonic strategies fun and interesting. Taking about the effects of MS, the rest student in this level, S6 modified:

“The mnemonics are so good, they help me connect the new words with my own stuffs. I remember the words with my own memory. Sometime, when I finished drawing, I looked at my picture. It was so funny. And that makes me remember longer. They are quite effective. Actually, mnemonics can be used in other subjects like Mathematics, Physics too.”.

From the responses of those participants, it is clear that most of the participants found mnemonic strategies helpful, fun and easy to apply. These results are consistent with the finding claimed by Groeger (1997) that mnemonic devices were found very effective, and can make the students motivated when they began to apply them. However, it can be said that this finding challenges the conclusion reached by Gu and Johnson (1996), who identified memory strategies as the least frequently used vocabulary strategies. The cause for their conclusion may be difficulties in using MS.

Having the views that are in line with Gu and Johnson’s (1996), three students in the lowest level of achievement thought it was unnecessary. It means that they were keen on their own traditional ways of learning words. This result may be explained by the fact that these students have personal difficulties which prevented the MSs from working on them.

As S7, the first student in the lowest level said:

“Mnemonic strategies are good. But just some, not all. In fact, I didn’t put all my heart in mnemonic strategies. I have so much homework to do”.

Sharing this opinion, the other two participants in the lowest level thought that MS was ineffective and unsuitable for them. They also admitted that mnemonics are difficult to apply.

“Maybe, mnemonic strategies are not for me. I tried it but I couldn’t apply it. Firstly, it is too time-consuming. Secondly, it is too complicated. For example, I have to create a story to learn vocabulary items. It seems that I have to learn vocabulary and study literature at the same time.”, said S9.

It is true that no techniques or strategies are perfect in all cases. All nine interviewees agreed that learning words with mnemonics took a lot of time. It is quite clear because they needed time not only to think, to link and imagine but also to draw, build stories and so on. Actually, for some students, it took them longer than the others to adapt to new things. Perhaps, more time on practice with the mnemonic strategies may change their ideas. This is supported by S3's opinion that *"At first, I also found that learning vocabulary through MS was very time consuming. But then I found this is completely worth because it took a little time but I could remember the vocabulary items longer."*

Besides, S8 and S9, the two participants in the lowest level, revealed that they could not use the mnemonic strategies with abstract words. However, the limit of one technique can be compensated with another. As S1, a student in the top level said that *"The more MS I use, the more I find them interesting. I can use images to memorize many vocabulary items. With abstract words which cannot find related images, I can remember due to the use of rhymes."*

In short, despite the difficulties of MS, students have recognized the effectiveness of using MS in vocabulary learning. This has been proved when students who used MS had better results in vocabulary tests than students who did not use it. Besides, they also claimed that MS has made learning vocabulary – a field that seems very boring, becomes more interesting. This result is supported by Luu (2011) that most students only learn interesting vocabulary or when they feel like to do so.

Based on the descriptive statistics, it was found that most of the respondents have difficulties in learning and remembering vocabulary, and the majority of them realized the importance of vocabulary and tried to achieve the number of words sufficient for tests. They manifested that the words which they had learnt could not remain in the memory even for a few days. A possible explanation for the students' limitation in remembering and retrieving words is that many of them simply learnt to remember words using rote memorisation, and by continuous repetitions. This finding coincides with Nguyen & Khuat's (2003) study finding. The shortage of vocabulary caused difficulty in learning the language, in all language skills. It prevented students from gaining good marks in the tests or exams. That is the reason why they felt that the amount of vocabulary in Solution Pre-Intermediate Student's Book by Falla and Davies (2007) was really a burden to them. Therefore, most students want to be taught mnemonic strategies to make their memorizing of vocabulary more effective.

From the analysis of the data collected from the questionnaire papers, it can be claimed that students tend to use visual-based MS more than the verbal-based MS. This finding is in line with Wammes et al. (2016) that reported that it is easier to memorize images than letters.

The mean score of students' favourite MS shows that Spatial grouping and Keyword method are the two most frequently used strategies by the students. Particularly, among the mnemonic strategies used, Spatial grouping was the most common to the participants, and was favoured most by them, whereas keyword method ranked the second, accounting for only 8% less than the percentage of interest of the previous strategy.

In addition, the study showed that more than half of the students like to create their own mnemonic strategies to remember and recall vocabulary items. This is considered a positive point about the creative ability of the Vietnamese English major freshmen. Besides, there are some students who wanted to be guided and provided with MS by teachers. Therefore, depending on their imagination and creativity, students can use self-created MS or MS provided by teachers to memorize and retrieve vocabulary.

It is true that when new techniques or strategies are applied, much time will be spent. Therefore, students need to be patient. In the first attempt to use mnemonics, students may encounter lots of challenges because they have to both remember the usage of mnemonic strategies and the vocabulary at the same time. However, once all the mnemonic strategies are fully understood, the time of learning vocabulary will be shortened. There are a wide range of mnemonic techniques, so students need to know which one is suitable for a type of vocabulary to learn. What is more, students need to exchange their experiences of applying MS with each other. They can learn a lot from each other because each student with a different learning style will have his/her own strength. Some may draw pictures very well, some may write good and funny stories, some may design interesting verses with amusing rhythm. All the impressive products from their friends will help them remember the words easier, even at the first time looking at those mnemonics.

5.0 CONCLUSION

Mnemonics strategy is effective for the vocabulary retention of students. The present study may contribute, mainly for teachers, to improve EFL students' vocabulary learning while teaching. Teachers should create a favourable environment and pay attention to improving students' motivation for vocabulary learning. The learning atmosphere should be friendly and open for all participants to freely join and discuss. The study recommends improving the materials, for teaching mnemonic techniques should be vivid and appealing. In many countries, books of mnemonics on vocabulary have been written a lot. Many of them are best-sellers. If possible, teachers should also be encouraged to write books on mnemonics on vocabulary and grammar rules.

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