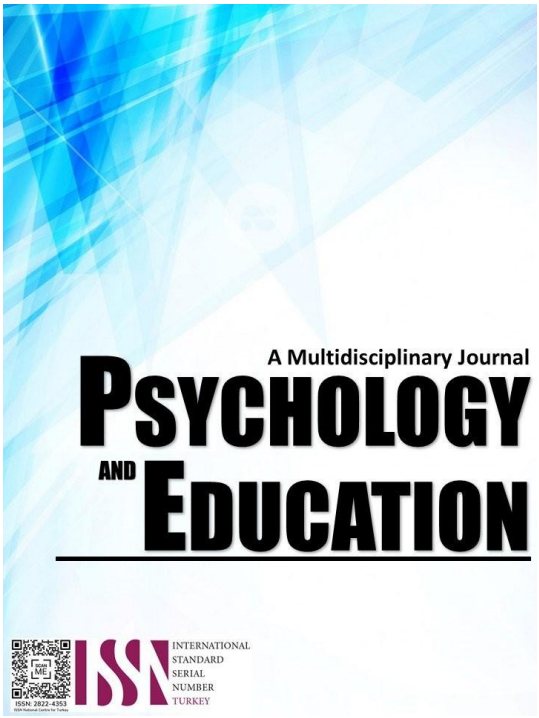
MNEMONIC INSTRUCTIONAL STRATEGIES AND VOCABULARY KNOWLEDGE OF ENGLISH STUDENTS: A MIXED METHOD STUDY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44
Issue 9
Pages: 1212-1243
Document ID: 2025PEMJ4322
DOI: 10.70838/pemj.440906
Manuscript Accepted: 06-14-2025

Psych Educ, 2025, **44**(9): 1212-1243, Document ID:2025PEMJ4322, doi:10.70838/pemj.440906, ISSN 2822-4353

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Research Article

Mnemonic Instructional Strategies and Vocabulary Knowledge of English Students: A Mixed Method Study

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Abstract

This mixed-method study investigates the impact of mnemonic instructional strategies on the vocabulary knowledge of English major students to address effective approaches for vocabulary learning. Quantitative data were collected to analyze students experiences and perceptions, while qualitative insights were derived from focused group discussions and in-depth interviews. The findings reveal high level of mnemonic strategy use, particularly in motivation, learning context, and vocabulary retention, as well as vocabulary meaning. However, statistical analysis (Mean, R-value = -0.020, P-value = 0.805) showed no significant relationship between mnemonic instructional strategies and vocabulary knowledge. Qualitative analysis provided richer insights into students experience, revealing themes such as challenges in implementing strategies, enhancing vocabulary retention, and optimizing mnemonic techniques to effectiveness. Themes such as simplicity, contextual use, active engagement, and institutional support further highlighted areas for improvement. This study contributes to the research field through offering integrated quantitative and qualitative insights that emphasized the importance of adopting and personalizing mnemonic strategies to enhance vocabulary retention and use. Recommendations includes fostering consistent practice, exploring diverse mnemonic techniques, and integrating supportive instructional measures.

Keywords: *mixed method, mnemonic instructional strategies, vocabulary knowledge, retention, language, education, Philippines*

Introduction

Mnemonic instructional strategies are essential tools for English majors aiming to enhance their vocabulary knowledge. These methods include mnemonic devices such as acronyms, images, the loci method, and associative techniques (rhyme, keywords, sentences, or music) to assist students recalling information effectively. Through using these methods, students can address the difficulties of acquiring complex vocabulary, resulting in enhanced language skills. The application of mnemonic instructional strategies is especially advantageous in building long-term memory, thereby making the learning experience more engaging and effective for students studying English.

In the global context, particularly in Malaysia, English is taught as a Second Language in schools, it is a mandatory subject from primary to secondary education. Malaysian students generally invest around 10 to 11 years in learning English. Upon finishing high school, it is expected that they have developed a significant vocabulary, estimated to be between 3,000 and 5,000 words, which should sufficiently equip them for studies at the tertiary level. However, despite having completed high school, students have failed to achieve vocabulary proficiency beyond 2,000 words. As a result, it is not surprising that when these students start higher education, they are unfamiliar with many frequently used academic terms (Chu et al., 2019). In general, the research findings suggest that Malaysian students have not achieved a sufficient level of vocabulary proficiency despite many years of English instruction.

In the Philippine setting, particularly in Angeles City, the study of Santillan and Deanos (2020) sheds light on a significant problem faced by students in the Philippines regarding their vocabulary knowledge. Despite English being one of the official languages and a medium of instruction in many educational institutions, many students struggle to achieve a level of proficiency in vocabulary that enables them to effectively communicate and excel academically. This problem can be attributed to several interrelated factors, including inadequate exposure to the language, insufficient instructional resources, and a lack of qualified teachers. Many students presumed vocabulary knowledge ranging from 57% to 97% of the self-reported unfamiliar words while their actual vocabulary knowledge ranges from 50% to 91%, which presumed vocabulary knowledge is higher than actual vocabulary knowledge.

Vocabulary encompasses the range of words that individuals use and respond to making it a fundamental aspect of communication. While understanding and conveying meaning are still possible with grammatical errors, effective communication is nearly impossible without a strong vocabulary. In the Philippines, the presence of various regional languages adds complexity to learning English. Many students struggle with code-switching and the influence of their native languages on their English proficiency. Additionally, instructional strategy challenges can hinder vocabulary acquisition by failing to provide structured, engaging, and contextually relevant learning experiences, making it difficult for students to retain and apply new words. Additionally, limitations in resources, teacher training, and adaptation to diverse linguistic backgrounds can further restrict students exposure to effective vocabulary-building methods, widening the proficiency gap. Therefore, addressing these connected challenges is crucial to enhancing English language learning, as effective solutions can bridge gaps in instruction, resources, and linguistic diversity. Improving instructional strategies, resource accessibility, and linguistic adaptation empowers students with effective vocabulary-building methods, enabling them to strengthen language proficiency and navigate academic and professional opportunities with confidence.

While several studies have examined language competence in English learners, significant gaps remain in the literature, particularly at the local level. For example, Vanathayah et al., (2023) conducted research emphasizing the importance of vocabulary acquisition and retention for English as a Second Language (ESL) learners, which are crucial for mastering the core skills of English, especially reading. Mnemonic strategies have been widely applied to improve these aspects; however, there is a notable lack of research on their effectiveness in enhancing reading skills among ESL learners. This gap in research highlights the limited understanding of the effectiveness of mnemonic strategies for improving reading skills and the need to identify the most effective types of mnemonic strategies for vocabulary retention. This paper aims to address these issues by proposing a study to examine the effectiveness of mnemonic instructional strategies and identify the most effective types for boosting vocabulary knowledge.

In this context, the proposed research on mnemonic instructional strategies and vocabulary knowledge of English major students becomes particularly relevant. The study aims to bridge the existing gaps in the literature by providing empirical evidence on the effectiveness of mnemonic techniques in enhancing vocabulary knowledge and overall language proficiency. Given the varied challenges faced by ESL learners, from insufficient vocabulary acquisition in Malaysia to proficiency gaps in the Philippines, this research seeks to offer a comprehensive analysis that is both locally and globally significant. Through employing a mixed-method approach, the study will not only quantify the impact of mnemonic strategies but also gather qualitative insights that reflect the experiences and perceptions of English major students.

Through this holistic approach, the study aims to identify which mnemonic techniques are most effective in boosting vocabulary knowledge and provide actionable recommendations for educators, policymakers, and students. The outcomes are expected to contribute to a more engaging and effective learning environment, ultimately supporting the academic and professional aspirations of the learners. This research underscores the importance of innovative instructional strategies in overcoming language learning barriers and highlights the critical role of vocabulary knowledge in mastering English as a global language.

Research Questions

Specifically, this sought to answer the following research questions.

1. What is the level of mnemonic instructional strategies and vocabulary knowledge among English major students?
2. Is there a significant relationship between mnemonic instructional strategies and vocabulary knowledge among English major students?
3. What are the lived experiences and coping mechanism of English major students with regards to mnemonic instructional strategies in their vocabulary knowledge?
4. What are the insights of English major students with regards to the effectiveness of mnemonic instructional strategies in developing their vocabulary knowledge?
5. How do qualitative results explain the quantitative results of the study?

Methodology

Research Design

This study used a mixed methods research design in a convergent parallel approach, which combines both quantitative and qualitative methods concurrently. As defined by Johnson et al. (2017), mixed methods used quantitative and qualitative methods in a single or multiphase study. Also, it is an inquiry or an approach which investigate the social world that ideally involves more than one methodological tradition and thus more than one way of knowing, along with more than one kind of technique for gathering, analyzing, and representing human phenomena, all for the purpose of better understanding.

In this mixed-method study, a convergent parallel design was utilized to explore both quantitative and qualitative aspects of language education. The study collected survey data and conducted focus group discussions or one-on-one interviews simultaneously, giving equal weight to both types of data. The quantitative data from surveys provided statistical insights, while the qualitative data from interviews offered in-depth perspectives. These data sets were analyzed separately and then combined to identify connections, differences, and contradictions. This approach allowed for a comprehensive understanding of the relationships between the different data sources and enriched the interpretation of the findings (Hanson et al., 2005).

To gain a comprehensive understanding of the topic, this study employed the convergent parallel design, a mixed-method approach. In this approach, both qualitative and quantitative data were collected simultaneously during the same research phase, with each method given equal importance. The qualitative component involved in-depth interviews or focus groups, while the quantitative component involved surveys or statistical measures. Both datasets were analyzed separately to identify individual insights and then combined to compare and validate results. The goal was to triangulate the methods, using the strengths of both approaches to corroborate findings and enhance the overall understanding of the research topic (Demir & Pismek, 2018).

In a convergent parallel design, both qualitative and quantitative data are collected and analyzed concurrently to provide a comprehensive understanding of the research topic. For this study, data from qualitative sources such as in-depth interviews, focus group discussions, audio recordings, and transcriptions were gathered alongside quantitative data from survey questionnaires. The

qualitative data were analyzed using discourse and thematic analysis to explore relationships and patterns related to language exposure and competence among students. Concurrently, statistical analysis was applied to the quantitative data to profile language exposure, assess competence, and identify significant differences and correlations. By comparing and integrating the results from both data types, this approach aimed to enrich the overall understanding of the research question.

Figure 2 illustrates the convergent parallel mixed-method design employed in this study. The design demonstrates that quantitative and qualitative data were collected and analyzed independently. Subsequently, the researcher integrated both data sets to examine how they converge or diverge in the analysis.

Respondents

The individuals involved are those most capable of providing insights and addressing the research questions, thus deepening the comprehension of the phenomenon being investigated (Kuper, Lingard & Levinson, 2008). The key participants of this study will be the students coming from the Education department majoring in English of Kapalong College of Agriculture, Sciences, and Technology (KCAST), Maniki, Kapalong, Davao del Norte.

Quantitative Phase

In the quantitative phase, the participants in this research comprised 2nd to 4th year English major students of Kapalong College of Agriculture, Sciences, and Technology enrolled in the academic year 2024-2025. The selection of these students as respondents will be intentional, aligning with the focus of the study on mnemonic instructional strategies and vocabulary knowledge among English major students at the institution. The stratified random sampling technique was employed to obtain a representative sample of the population. The researcher randomly selected a sample from each stratum in proportion to its size, ensuring a representative sample. The criteria for selecting these respondents will be as follows: (1) they must be enrolled in education program, specifically a BSEd Major in English at Kapalong College of Agriculture, Sciences, and Technology; (2) must be currently enrolled in the present and previous academic year 2024-2025; (3) can be male or female or any gender; and (4) the researcher will not require age limits to the respondents.

Table 1.1 *Distribution of Respondents*

Year Level	*Population*	*Sample*	*Percentage*
Second Year	113	66	24.23%
Third Year	101	59	21.66%
Fourth Year	61	36	13.08%
TOTAL	274	162	58.97%

Qualitative Phase

The participants for the qualitative phase are 14 in total who are selected based on a prescribed criterion. These students were divided equally, seven of which serve as research participants for the in-depth interview while the remaining seven served as research participants for the focus group discussion. The purposive sampling method was used in determining the respondents to ensure the acquisition of authentic experiences relevant to the study. Same with quantitative phase, choices related to selection are determined by the research questions, theoretical frameworks, and supporting evidence pertaining to the study (Sergeant, 2012).

Table 1.2 *Profiles of the Participants*

Assigned Code	*Sex*	*Year-Level*
IDI-01	Female	Second Year
IDI-02	Female	Second Year
IDI-03	Male	Third Year
IDI-04	Female	Third Year
IDI-05	Female	Third Year
IDI-06	Female	Third Year
IDI-07	Female	Fourth Year
FGD-01	Male	Third Year
FGD-02	Female	Third Year
FGD-03	Female	Fourth Year
FGD-04	Female	Third Year
FGD-05	Female	Second Year
FGD-06	Female	Second Year
FGD-07	Female	Third Year

Instrument

Quantitative Phase

To obtain the required data to supply an appropriate answer to the said problems covering the study, the researcher will use survey questionnaires and test questionnaires. The first instrument, an adopted questionnaire from Elsisi, E. (2023) will be used for the

mnemonic instructional strategies with six indicators namely: mnemonics and students' motivation, mnemonics and learning context (as fun and entertaining), mnemonics and students' anxiety, mnemonics for review of vocabulary (and its effect on retention), mnemonics in vocabulary instruction, and using mnemonics in class specifically during first encounter with vocabulary item. The participants will answer using the scale of 1 to 5, with 1 strongly disagree and 5 strongly agree. On the other hand, an adopted test questionnaire from Roma, T.M., Erellana, E., (2024) will be used for the vocabulary knowledge with three indicators namely: vocabulary form, meaning, and use. The participants will choose their answer through the multiple choice being given.

For vocabulary knowledge, the researcher employed researcher-made test questionnaires that were specifically designed for the studys subject matter. The test questions contained the vocabulary form, vocabulary meaning, and vocabulary use as indicators. All of the test questions are multiple-choice, meaning that each participant can select only one response from the list of choices. Moreover this approach is a methodical and orderly method for assessing secondary students vocabulary knowledge. There are three indications of vocabulary knowledge: form, meaning, and use of words. Each indicator consists ten (10) items. The adapted test questionnaire created by the researcher was validated by experts to guarantee its content correctness.

Qualitative Phase

For the qualitative phase the researcher developed open-ended questions tailored to gather in-depth insights which will be validated by a panel of experts. It consisted of open-ended questions regarding the lived experiences and insights of English major students with regards to their knowledge in mnemonic instructional strategies and vocabulary knowledge in English language learning.

Procedure

The data collection process have involved several steps. In concurrent data collection, the researcher gathered quantitative and qualitative data simultaneously. From the time when the researcher was done with the routing of the manuscript to its panelists, the research manuscript was submitted to the Research Ethics Committee of the KCAST to check whether the study followed the mandated protocol needed for ethical consideration and trustworthiness. The researcher also requested Ethics Clearance to conduct the study. After conforming to the recommendations as per protocol evaluation given by the Research Ethics Committee (REC) of the institution, the following stages were undertaken by the researcher in gathering the data needed for the study.

First, the researcher wrote a letter asking permission to conduct the study. A request letter was signed by the adviser and attached with an endorsement letter signed by the college president of Kapalong College of Agriculture, Sciences and Technology.

Meanwhile, before collecting data, the researcher conducted orientations with relevant personnel. These orientations aimed to familiarize the personnel with the study's nature and purpose. The researcher provided informed consent forms to these individuals, who then distributed them to the respondents along with the researcher. Following this, the researcher explained the studys goals and respondents roles as outlined in the informed consent forms. After the orientation, respondents signed the forms, indicating their understanding of the studys purpose and their voluntary participation. After these essential and necessary preliminaries in conducting the study, discussed below are the different essential and significant measures in gathering the data both in the qualitative and quantitative phase of the study. By which, in the data gathering process, optimum confidentiality of data is assured.

Quantitative Phase

To facilitate the gathering of essential quantitative data, the researcher obtained consent from the OIC - Office of the College President to carry out this research. In this research, quantitative data were collected through two specifically designed questionnaires: the Mnemonic Instructional Strategies Survey Questionnaire and the Vocabulary Knowledge Test Questionnaire. Furthermore, the survey questionnaires and test questionnaires were given to the participants simultaneously to reduce the likelihood of any fluctuations in their moods.

First, after the respondents signed the informed consent form, they were given the survey questionnaire and test questionnaire, which contained different questions for the two variables, mnemonic instructional strategies (MIS) and vocabulary knowledge (VK). In the questionnaire, the respondents did not need to include their name as it was optional. They were also given ample time to complete answering the questions to ensure valid and reliable answers were obtained;

Second, after the respondents completely answered all the stipulated questions in the survey and test questionnaire, the researcher completely retrieved the questionnaires in preparation for the tallying process. Consequently, the respondents were given a token of appreciation as a form of gratitude for their voluntary participation in the study. Additionally, in the tallying of the responses, a format of tallying the data was provided by the researcher to his statistician for easy treatment of the data afterwards;

Third, after tallying the research data, the analysis and treatment of the data followed. The tallied data was given to the research statistician who was capable and knowledgeable in data analysis and data treatment;

Fourth, when the statistician returned the result of the data analysis and treatment, the researcher analyzed and interpreted the results. Of course, this was done with the help and guidance of the research adviser to ensure that the analysis done was truthful and correct, and;

Lastly, in the whole process of the data gathering, data treatment, and data analysis and interpretation, it was guaranteed that the data taken from the research respondents would be kept confidential. All of the answered survey questionnaires were put in one box with a lock and a unique and strong pin code so that only the researcher could gain access to it. With these measures, it was guaranteed that no other person could access the gathered data.

Qualitative Phase

In the qualitative phase, focus group discussions and in-depth interviews were carried out to understand the lived experiences of the participants concerning their experiences and insights. To ensure the relevance and authenticity of the participants, they were invited through direct personal contacts. Each participant are fully informed about the interview process, and the schedule was arranged to fit their availability and convenience. (Creswell, 2013).

Furthermore, in qualitative data collection, the interviews was audio recorded. Additionally, ethical considerations will be discussed to the participants during the interview.

First, since the respondents already signed the informed consent before the conduct of the quantitative phase, the researcher chose 14 participants from the same sample to be part of the in-depth interview and focus group discussion.

Second, when the 14 participants were already chosen and selected, another orientation was conducted. This orientation informed and educated these participants about the next stage of the research, fully informing them about their role in this stage of the research. In addition, in case any of the identified participants withdrew their participation during the orientation, the researcher respected and researcher looked for new participants and volunteers.

Third, after the orientation, a one focus group discussion with the first 7 participants started. This was conducted via face-to-face as what they agreed. After the focus group discussion with the 7participants, the separate one-on-one in-depth discussion with the remaining 7 informants started. This was conducted face-to-face agreed upon and convenient for the informants was utilized in the whole discussion.

Fourth, after the interview process, the researcher transcribed all of the individual responses of the 7 informants in verbatim form. Also, a separate transcript was prepared for the 7participants in the focus group discussion.

Fifth, when the individual transcript of all the 14 informants was available as well as the transcript for the focus group discussion, the researcher gave each informant and participant a copy of this. This was for them to check and verify whether the transcript was correct or incorrect. In addition, if any of the participants wished to delete part of the transcript or add more responses, the researcher conformed and followed this.

Lastly, when the verified copy of the individual transcript from the 14 informants and the one from the focus group discussion was ready, the analysis of data, which is the thematic analysis, followed.

Data Analysis

In this section, the data analysis, sequence, emphasis, and mixing procedures as well as figure of procedures, anticipated methodological issues, trustworthiness of the study, validity of instruments and ethical considerations in gathering quantitative and qualitative data from the participants and informants as well as respondents of this study are discussed.

Quantitative Phase

The quantitative data was analyzed using descriptive statistics and Pearson-r. Here are the discussions to each of the statistical tool: (1) Mean was used to determine the level of mnemonic instructional strategies and vocabulary knowledge of English major students, to answer research questions or problem number 2; (2) Pearson-r was used to determine the significant relationship between mnemonic instructional strategies and vocabulary knowledge of English major students; (3) Standard Deviation was used to measure how spread out the responses of the respondents are; (4) The survey data, which were collected, serving as the basis for in-depth analysis. Upon retrieval of the questionnaires, the data were tallied and treated accordingly. The survey data were further analyzed using Statistical Package for the Social Sciences (SPSS) for both descriptive and inferential statistics. These statistical treatments were applied to ascertain the status of English major students.

Qualitative Phase

However, in qualitative data analysis, the data collected during the conduct of the interview was analyzed that came up with conclusions that affirmed and supported the findings in the quantitative phase. As explained, analysis of data in research involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the study (Harding, 2013).

In the study, data analysis was done after the process of transcribing the results of the in-depth interview and focus group discussion among the participants. The researcher used coding and thematic analysis in analyzing the collected and gathered data. Further, in displaying and presenting the data, it was organized into different categories that have similar responses from the different participants. The process was called thematic analysis.

Regarding the qualitative data analysis, the researcher employed coding and thematic analysis. According to Braun & Clarke (2013) stated that thematic analysis is a flexible data analysis plan that qualitative researcher' used to generated themes from interview data. This involved examining the patterns and themes that emerged from the utterances or statements of the participants/informants during the one-on one and focus group interviews. The themes were formulated with the purpose of analyzing the lived experiences and insights of English major student's mnemonic instructional strategies and vocabulary knowledge. The data were carefully analyzed to identify and extract relevant themes that shed light on the research objectives and provide insights into the participant's experiences in this context.

To familiarize the data, the researcher listened and transcribed the recorded interview of the participants and keep on reading it to identify similar answers given by the participants. After familiarizing the data, coding of the data begun of which the researcher used coding of the data that arrived and generated themes, ideas and categories. Then similar passages of text were marked with a code label so that they can easily be retrieved at a later stage for further comparison and analysis.

After the codes was clustered together, the researcher labeled the clusters based on the meaning or relationships shared among the codes. Naming the codes was the next process involving the utilization of the labels created for the theme and providing a comprehensive name that describes the relationship or meaning conveyed in that specific theme.

Lastly, to enhance the reliability of the data, the researcher consulted a data analyst with expertise in the field and their research adviser for additional verification. The findings and interpretations were subsequently presented in tabular form to facilitate clearer understanding and detailed elaboration.

Ethical Considerations

To maintain the trust of the English teacher education students at KCAST, this study placed paramount importance on their safety, anonymity, full protection, and confidentiality. Steps were meticulously taken to address these ethical considerations with the aim of upholding the participants trust throughout the duration of the research.

The researcher scrupulously adhered to ethical principles, encompassing respect for individuals, beneficence, justice, securing informed consent, and preserving confidentiality, to guarantee the observance of ethical standards. These principles steered the execution of the study in a conscientious and considerate manner, with a focus on safeguarding the rights and welfare of the participants (Mack et al., 2005).

Respect for Persons. A fundamental ethical principle that underscores the significance of treating research participants with politeness and consideration, while recognizing their independence in deciding their involvement in a study (Munhall, 2012 & Scott, 2013). This principle requires furnishing participants with comprehensive information about the study, ensuring their clear comprehension of the research, as well as any potential risks or benefits involved. Obtaining informed consent constitutes a pivotal component of abiding by this principle, signifying a voluntary agreement grounded in an informed comprehension. By upholding the principle of respect for persons, the researcher can guarantee that the study is conducted ethically and in a manner that respects the rights and autonomy of the participants.

Prior to conducting the interviews, the researcher secured the participants consent and prearranged the interview schedule to prevent any conflicts with their academic commitments or other responsibilities. This proactive approach aimed to minimize any disruptions to the participants schedules caused by the researcher's presence and to mitigate the necessity of rescheduling or canceling the interviews.

Throughout the course of the study, the researcher fostered a considerate and polite rapport with the participants, seeking their consent before recording conversations. If they did not allow recording, the researcher truthfully respected their decision. Likewise, the researcher encouraged participants to pose questions whenever they wished and upheld the confidentiality of both the in-depth interviews and the focus group discussions. Moreover, participants retained the prerogative and the free will to decline responding to sensitive inquiries about the study. If they wished to withdraw and terminate participation in the study, they had all the freedom to do so without any other explanation or risks imposed or involved. By cultivating a positive relationship and adhering to courteous conduct, the study was conducted in an ethical and respectful manner.

Consent. Constitutes a pivotal element of research ethics, serving to demonstrate respect for research participants. Through the learning of informed consent, participants are comprehensively apprised of the aims and rationale of the research in which they are invited to engage. Written consent will be diligently procured from each participant, affirming their willingness to partake in the in-depth interviews and focus group discussions. Additionally, participants received detailed information about the study's outcomes and discoveries, thereby upholding transparency and ensuring that they remained well-informed throughout the research process (Creswell, 2012).

To uphold the ethical standards of the study, participants were furnished with permission and consent letters that comprehensively delineated the study's particulars, including its methods, design, procedures, benefits, and risks. These letters were designed to facilitate participants' comprehension of the study's nature and empower them to make informed decisions regarding their participation. Those who chose not to participate were free to do so without any obligation to provide explanations, and they received assurances that their

data would be held in strict confidence. Furthermore, participants were informed of their right to receive the study's results. By adhering to these ethical guidelines, the study was conducted responsibly and respectfully.

Beneficence. As an ethical principle, underscores the dedication to mitigating risks and optimizing the welfare of research participants. In this study, measures were taken to safeguard and shield the well-being of the participants. The confidentiality of the interviewees was meticulously preserved to avert any potential threats to their privacy. Additionally, all data files were securely stored and never left unattended or inadequately protected (Bricki & Green, 2007).

To align with the principle of beneficence, measures were implemented to preserve the anonymity and confidentiality of participants' responses and personal information. Participants and respondents involved were informed of the findings to help them improve and enhance their language exposure and language competence as one of the benefits of the study. They were also given tokens of appreciation to show respect and generosity for their time given in the study. To mitigate and avoid potential risks, remote communication through a social media platform was opted for, avoiding face-to-face interactions with the participants. These precautions were undertaken to safeguard the participants' well-being and interests, underscoring the dedication to ethical research standards.

Additionally, the data gathered during this research study was exclusively utilized for the specified research objectives. However, the study's outcomes may also have been disseminated through various means, including presentations within the institution, publication in scientific forums or journals, and presentations at conferences, whether on a local, national, or international scale. The researcher's intent in sharing the study's findings was to contribute to the broader body of knowledge within their field of study.

Confidentiality was upheld through various techniques to protect the data, results, and findings, as well as to ensure the safety of participants. This encompassed concealing all personal identities of the participants and refraining from disclosing them. Furthermore, all materials, including audio records, encoded transcripts, notes, soft and hard copies of data, and other related documents, were disposed of immediately after the data analysis was concluded (Maree & Westhuizen, 2007).

To protect the identity of the participants and ensure compliance with the Data Privacy Act of 2012, discrete coding was used to denote each participant's responses. This measure involved carefully phrasing any information that could potentially identify the participants in terms of their name, gender, ethnicity, or employment/location to avoid violating their anonymity. By using proper coding and other measures, the participants' identity was protected, and their privacy was respected.

Justice in the conduct of this study, it was upheld by ensuring that the rights of the participants who identified themselves as English teacher education students were respected. Given that the study aimed to investigate the language exposure and competence of teacher education students, no rights of minor students were violated. To ensure fairness and equal opportunity for participation, the researcher utilized random sampling and purposive sampling techniques. English major teacher education students were not coerced into participating and were given the freedom to decline if they chose. In recognition of their contribution, they were duly credited for their involvement in the research, contributing to the overall success of the study. Additionally, justice was ensured by including only relevant utterances of the participants related to the research objectives and accurately transcribing them (Munhall, 2012; Scott, 2013).

Results and Discussion

This section presents the results of both the quantitative and qualitative phases of the study. The first phase focused on the quantitative data, displaying the levels of mnemonic instructional strategies and vocabulary knowledge among English major students, along with the significant relationships identified. The second phase covered the qualitative data, which is presented through a matrix format. This matrix illustrates participants responses regarding their lived experiences with mnemonic instructional strategies and vocabulary knowledge, including their valuable insights and recommendations. The matrix also included the issues investigated, core ideas, codes or categories, essential themes, and the relevant theoretical perspectives. Additionally, another matrix is provided to show the integration of the key findings from both the quantitative and qualitative data.

Level of Mnemonic Instructional Strategies

Shown in Table 2 is the level of mnemonic instructional strategies among English major students at Kapalong College of Agriculture Sciences and Technology. It obtained an overall mean score of 3.80 with a descriptive equivalent of High. This means that the English major students manifested oftentimes their mnemonic instructional strategies. The variable of the study which is the mnemonic instructional strategies which has six indicators namely: six indicators namely: mnemonics and students motivation, mnemonics and learning context (as fun and entertaining), mnemonics and students anxiety, mnemonics for review of vocabulary (and its effect on retention), mnemonics in vocabulary instruction, and using mnemonics in class specifically during first encounter with vocabulary item.

Mnemonics and Students Motivation. In terms of mnemonics and students motivation, the category mean is 3.98, which is described as high. This means that it is often manifested by the students. Among the items under this indicator, Item No.3 - remembering vocabulary when I use mnemonics, got the highest mean of 4.02 with a descriptive equivalent as high. This only means it is often manifested by the English major students. Meanwhile, the lowest mean of 3.92 was obtained from item No.4 - feeling more confident

in my vocabulary skills when I use mnemonics with descriptive equivalent as high which mean it is often manifested by the English major students.

Table 2. *Level of Mnemonic Instructional Strategies*

Indicators	*Mean*	*Description*
A. Mnemonics and Students Motivation		
1. using mnemonics to motivate me in learning new vocabulary.	3.98	High
2. finding that mnemonics make learning new vocabulary more enjoyable.	3.98	High
3. remembering vocabulary when I use mnemonics.	4.02	High
4. feeling more confident in my vocabulary skills when I use mnemonics.	3.92	High
5. using mnemonics to help me stay engaged during vocabulary lessons.	3.98	High
Category Mean	3.98	High
B. Mnemonics and Learning Context (as Fun and Entertaining)		
1. find using mnemonics to learn vocabulary enjoyable.	3.96	High
2. feeling entertained when using mnemonics to memorize new words.	4.01	High
3. looking forward to lessons that incorporate mnemonics because they are fun.	4.01	High
4. believing that mnemonics make the learning process more enjoyable and interactive.	4.01	High
5. finding that using mnemonic techniques increases my engagement in learning vocabulary.	3.95	High
Category Mean	3.99	High
C. Mnemonics and Students Anxiety		
1. not feeling comfortable when I use mnemonics in my English class.	2.8	Moderate
2. finding that utilizing mnemonics in English class helps reduce my anxiety.	3.88	High
3. feeling less stressed about learning vocabulary when using mnemonics.	3.83	High
4. believing that mnemonics make learning vocabulary less overwhelming.	3.86	High
5. feeling more confident in my vocabulary skills when I use mnemonics.	3.83	High
Category Mean	3.64	High
D. Mnemonics for Review of Vocabulary (and its Effect on Retention)		
1. finding it easier to remember vocabulary using mnemonics.	3.94	High
2. prefer to use a mnemonics activity to review before an exam than using vocabulary lists.	4.06	High
3. finding it easier to master new vocabulary words when they are introduced through mnemonics.	3.86	High
4. believing that using mnemonics enhances my long-term retention of vocabulary.	4.01	High
5. still remember words I used mnemonics to learn in previous semesters.	3.9	High
Category Mean	3.95	High
E. Mnemonics in Vocabulary Instruction		
1. believing the teacher should use mnemonics as a strategy to help me learn vocabulary.	4.08	High
2. feel that using mnemonics in class enhances the appropriate usage of targeted vocabulary during communication.	3.98	High
3. think using mnemonics in the classroom is a waste of class time.	2.91	Moderate
4. finding mnemonics confusing.	3.13	Moderate
5. enjoying the challenge of creating my own mnemonics while learning vocabulary	3.93	High
Category Mean	3.60	High
F. Using Mnemonics in Class Specifically During First Encounter with Vocabulary Item		
1. believing the teacher should use mnemonics to introduce vocabulary for the first time.	4.06	High
2. finding mnemonics are not an effective way to introduce new vocabulary words in a new lesson.	2.99	Moderate
3. think introducing new vocabulary words through mnemonics makes it easier to master English words (to acquire and retain).	4.01	High
4. do not like Mnemonics, but I use them as the teacher presents them in class.	3.07	Moderate
5. believing that using mnemonics helps me retain vocabulary better over the long term.	3.95	High
Category Mean	3.62	High
Overall Mean	3.80	High

Mnemonics and Learning Context (as Fun and Entertaining). In terms of mnemonics and learning context (as fun and entertaining), the category mean is 3.99, which is described as high. This means that it is often manifested by the students. Among the items under this indicator, Item No.2 - feeling entertained when using mnemonics to memorize new words, Item No.3 - looking forward to lessons that incorporate mnemonics because they are fun, and Item No.4 – believing that mnemonics make the learning process more enjoyable and interactive got the highest mean of 4.01 with a descriptive equivalent as high. This only means it is often manifested by the English major students. Meanwhile, the lowest mean of 3.95 was obtained from Item No.5 – find that using mnemonic techniques increases my engagement in learning vocabulary with descriptive equivalent as high which mean it is often manifested by the English major students.

Mnemonics and Students Anxiety. In terms of mnemonics and students anxiety, the category mean is 3.64, which is described as high.

This means that it is often manifested by the students. Among the items under this indicator, Item No.2 - find that utilizing mnemonics in English class helps reduce my anxiety got the highest mean of 3.88 with a descriptive equivalent as high. This only means it is often manifested by the English major students. Meanwhile, the lowest mean of 2.80 was obtained from Item No.1 - do not feel comfortable when I use mnemonics in my English class with descriptive equivalent as moderate which mean it is sometimes manifested by the English major students.

Mnemonics for Review of Vocabulary (and its Effect on Retention). In terms of mnemonics for review of vocabulary (and its effect on retention), the category mean is 3.95, which is described as high. This means that it is often manifested by the students. Among the items under this indicator, Item No.2 - prefer to use a mnemonics activity to review before an exam than using vocabulary lists got the highest mean of 4.06 with a descriptive equivalent as high. This only means it is often manifested by the English major students. Meanwhile, the lowest mean of 3.86 was obtained from Item No.3 - finding it easier to master new vocabulary words when they are introduced through mnemonics with descriptive equivalent as high which mean it is often manifested by the English major students.

Mnemonics in Vocabulary Instruction. In terms of mnemonics in vocabulary instruction, the category mean is 3.60, which is described as high. This means that it is often manifested by the students. Among the items under this indicator, Item No.1 – believing the teacher should use mnemonics as a strategy to help me learn vocabulary got the highest mean of 4.08 with a descriptive equivalent as high. This only means it is often manifested by the English major students. Meanwhile, the lowest mean of 2.91 was obtain from Item No.3 – think using mnemonics in the classroom is a waste of class time with descriptive equivalent moderate which mean it is sometimes manifested by the English major students.

Using Mnemonics in Class Specifically During First Encounter with Vocabulary Item. In terms of using mnemonics in class specifically during first encounter with vocabulary item, the category mean is 3.62, which is described as high. This means that it is often manifested by the students. Among the items under this indicator, Item No.1 - believing the teacher should use mnemonics to introduce vocabulary for the first time got the highest mean of 4.06 with a descriptive equivalent as high. This only means it is often manifested by the English major students. Meanwhile, the lowest mean of 2.99 was obtained from Item No.2 - finding mnemonics are not an effective way to introduce new vocabulary words in a new lesson with descriptive equivalent as moderate which mean it is oftentimes manifested by the English major students.

As to the level of mnemonic instructional strategies considering its six indicators, mnemonics and learning context (as fun and entertaining) obtained the highest mean of 3.99 described as high which means it is oftentimes manifested by the English major students. Secondly, followed by mnemonics and students motivation obtained the overall mean of 3.98 described as high which means it is oftentimes manifested by the English major students. Third highest overall mean of 3.95 was obtained by the indicator mnemonics for review of vocabulary (and its effect on retention). It has a descriptive equivalent as high which is oftentimes manifested by the English major students. Fourthly, it was followed by mnemonics and students anxiety obtained the overall mean of 3.64 described as high which means oftentimes manifested by the English major students. Fifthly, using mnemonics in the class specifically during first encounter with vocabulary item obtained the overall mean of 3.62 described as high which means it is oftentimes manifested by the English major students. Lastly, mnemonics in vocabulary instruction obtained the lowest mean of 3.60 described as high which means it is oftentimes manifested by the English major students.

Level of Vocabulary Knowledge

Shown in Table 2.1 are the indicators for the level of vocabulary knowledge among English major students at Kapalong College of Agriculture of Sciences and Technology with their corresponding mean. It obtained an overall mean of 3.39 with a description of moderate. This means that the level of vocabulary knowledge of English major students sometimes manifested. This variable of the study which is the vocabulary knowledge which has three indicators namely: vocabulary form, vocabulary meaning, and vocabulary use.

Vocabulary Form. In terms of form, the category mean is 3.41, which is described as moderate. This means that it is sometimes manifested by the English major students. Among the items under this indicator, Item No. 7 got the highest mean of 4.29 with a descriptive equivalent as very high. This only means it is always manifested by the English major students. Meanwhile, the lowest mean of 2.19 was obtained from Item No.2 and No. 9 with descriptive equivalent as low which mean it is rarely manifested by the English major students.

Vocabulary Meaning. In terms of meaning, the category mean is 3.51, which is described as high. This means that it is oftentimes manifested by the English major students. Among the items under this indicator, Item No. 4 got the highest mean of 4.44 with a descriptive equivalent as very high. This only means it is always manifested by the English major students. Meanwhile, the lowest mean of 1.51 was obtained from Item No.3 with descriptive equivalent as very low which mean it is never manifested by the English major students.

Vocabulary Use. In terms of use, the category mean is 3.25, which is described as moderate. This means that it is sometimes manifested by the English major students. Among the items under this indicator, Item No. 10 got the highest mean of 4.14 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 2.47 was obtained from Item No.8 with descriptive equivalent as very low which mean it is rarely manifested by the English major students.

Table 2.1. *Level Of Vocabulary Knowledge of English Major Student*

Indicators	*Mean*	*Description*
A. Vocabulary Meaning		
1	2.69	Moderate
2	2.19	Low
3	3.80	High
4	3.61	High
5	4.23	High
6	3.09	Moderate
7	2.29	Very High
8	4.23	High
9	2.19	Low
10	3.77	High
Total	3.41	Moderate
B. Vocabulary Meaning	Mean	Description
1	3.80	High
2	3.12	Moderate
3	1.51	Very Low
4	4.44	Very High
5	4.23	High
6	3.98	High
7	4.04	High
8	4.14	High
9	3.33	Moderate
10	2.53	Low
Total	3.51	High
C. Vocabulary Use	Mean	Description
1	3.73	High
2	3.95	High
3	3.15	Moderate
4	2.56	Low
5	2.62	Low
6	4.01	High
7	3.18	Moderate
8	2.47	Low
9	2.69	Moderate
10	4.14	High
Total	3.25	Moderate
Overall Mean	3.39	Moderate

Significant Relationship of Mnemonic Instructional Strategies and Vocabulary Knowledge

Presented in Table 3 is the result of the significant relationship between mnemonic instructional strategies with a mean rating of 3.80 described as high which means that it is oftentimes manifested and vocabulary knowledge with a mean rating of 3.39 described as moderate which means that it is sometimes manifested among English major students at Kapalong College of Agriculture, Sciences, and Technology.

Table 3. *Significant Relationship of Mnemonic Instructional Strategies and Vocabulary Knowledge*

Variable	*M*	*R-Vc*	*P-Vc*	*Decision @=0.0*
Mnemonic Instructional Strategi	3.			
Vocabulary Knowledge	3.	-0.0	.80	H_o Accepted

Doing an in-depth analysis of the table, the total mean of 3.80 in mnemonic instructional strategies and 3.39 in vocabulary knowledge showed a weak negative correlation between variables, with R-value of -0.020. This suggest that there is no relationship between mnemonic instructional strategies and vocabulary knowledge of English major students.

Additionally, the P-value of 0.805 is greater than the 0.05 level of significance, this indicates that there is no statistically significant relationship between the two variables. Hence, this indicated that the null hypothesis which is tested at 0.05 alpha level was being accepted.

Therefore, this implied that there is no significant relationship between the two variables which are the mnemonic instructional strategies and vocabulary knowledge which was being given evidence according to the statistics result.

Lived Experiences of English Major Students with Regards to Mnemonic Instructional Strategies and Vocabulary Knowledge

Seven essential themes were derived from the in-depth interviews and focus group discussions conducted with the participants regarding the first research question. Prior to presenting the results from these interviews and discussions, Table 1.2 outlines the profiles of the participants involved in the qualitative data collection. This table details the participants' profiles, who were selected purposively based on the inclusion criteria: he or she must be a 2nd year, 3rd year, or 4th year English major education student in KCAST. Based on the table, the profiles are divided into participants sex and year level.

Further, Table 4 deals on the lived experiences of the English major students regarding their mnemonic instructional strategies and vocabulary knowledge. The essential themes which emerged from the transcriptions of the participants responses for the research question number one consisted of overarching themes which are summarized in the said table.

Table 4. *Lived Experiences of English Major Students with regards to Mnemonic Instructional Strategies and Vocabulary Knowledge*

Issues Probed	*Core Ideas*	*Code / Categories*	*Essential Theme*	*Theoretical Support*
Challenges in Learning Vocabular Using Mnemonics	● Mnemonics can be difficult to recall if they are too complex. ● Over-reliance on mnemonics leads to forgetting actual word meanings. ● Mnemonics for abstract words are harder to retain.	Mnemonic Complexity and Forgetting	Struggles in Using Mnemonics to Learn Vocabulary	
	● Creating mnemonics for each word takes too much time. ● The mnemonic itself can be harder to remember than the word. ● Memorization-focused learners struggle to use mnemonics effectively.	Time Consumption and Inefficiency		
	● Mnemonics sometimes do not connect well with the words. ● Similar mnemonics for different words can cause mix-ups. ● Overcomplicated mnemonics hinder understanding.	Confusion in Mnemonic Application		Cognitive Load Theory by Sweller (1988)
Effectiveness of Mnemonic Instructional Strategies	● Use of mnemonics during review sessions for an upcoming exam. ● Mnemonics improve word recall, especially for difficult words. ● They provide a structured way to retain information. ● Mnemonics help in linking new vocabulary with familiar concepts.	Enhancement of Vocabulary Retention	Enhancing Vocabulary Retention	Dual Coding Theory by Pavio (1971)
	● Mnemonics are useful for quick recall but less effective for long-term retention. ● They require constant repetition and contextual application. ● Mnemonics form strong associations (e.g., acronyms and rhymes) that enhance vocabulary retention by encoding words into long-term memory.	Quick Recalling of Mnemonics		
Positive and Negative Experiences with Mnemonics	● Mnemonics make vocabulary learning engaging. ● Visual mnemonics help in remembering words faster. ● Simplify memorization. ● Word association sharpens mind. ● Mnemonic strategies for retaining vocabulary.	Positive Aspects	Mixed Experiences with Mnemonic Strategies in Vocabulary Learning	Working Memory Model by Baddeley and Hitch (1974)
	● Mnemonics require time and effort to create. ● Complex mnemonics can hinder understanding. ● Overuse of mnemonics leads to reliance on patterns rather than comprehension.	Negative Aspects		
Most Useful Mnemonic Strategies in Classroom Discussions	● Acronyms like PMDAS and SMART aid memorization. ● Mnemonics representing memorable cues that simplify complex concepts. ● Word association, followed by acronym creation, helps in linking unfamiliar words to familiar cues during class.	Acronyms or Word Association	Effective Mnemonic Strategies for Vocabulary Knowledge	Dual Coding Theory by Pavio (1971)
	● Creating mental pictures helps in word association. ● Some learners find visual mnemonics more effective. ● Linking words to pictures strengthens memory and improves recall during exams and discussions.	Imagery and Visualization		

Struggles with Using Mnemonic Strategies for Vocabulary Knowledge	• Regular review helps in retention. • Using mnemonics in conversations strengthens recall. • Mastery of personal learning styles leads to better planning and use of mnemonic reviews.	Reviewing and Reinforcing Mnemonics	Overcoming Challenges in Using Mnemonics for Vocabulary Learning	Constructivist Learning Theory by Bruner (1950)
	• Mnemonics should be combined with other learning methods. • Contextual learning improves retention. • Using new words in sentences alongside mnemonics promotes balanced vocabulary development. • Application of vocabulary in speech and writing balances mnemonic use and comprehension	Contextualizing and Avoiding Over-Reliance on Mnemonics and		
	• Keeping mnemonics simple and relevant helps. • Constant application. • Reading and writing to enhance the utilization of mnemonics.	Simplifying Mnemonics for Better Retention		

Struggles in Using Mnemonics to Learn Vocabulary. In the context of mnemonic instructional strategies and vocabulary knowledge, some students experienced difficulties in implementing mnemonic techniques effectively. These challenges arise due to the complexity of certain mnemonic devices, making them harder to recall when needed. While mnemonics are designed to enhance vocabulary knowledge resulting to memory retention, some students struggle to apply them efficiently, particularly when the associations created are too abstract or difficult to relate to the target vocabulary.

Mnemonic Complexity and Forgetting. This is the first code of the first probed issue. Some participants stated that while they recognize the usefulness of mnemonics in learning vocabulary, they find it challenging to use them effectively. The complexity in learning vocabulary, they find it challenging to use them effectively. The complexity of certain mnemonic strategies often leads to confusion, causing students to forget the mnemonic itself rather than the vocabulary word it is supposed to help them remember.

Similarly, some participants believe that mnemonics work best when they are simple and directly related to the vocabulary they are trying to learn. However, when mnemonics become too complicated, they place an additional cognitive burden on learners, making learning vocabulary more difficult. They believe that finding the right balance between complexity and effectiveness is important for successful vocabulary acquisition. As Participant 2 mentioned:

"For me, for me po noh is kanang one challenges for me is that some mnemonics are hard to remember. Especially if kanang dili siya mag connect sa words. And also, sometimes I also mixed-up mnemonics to different words which can be confusing for me." (IDI-02)

(For me, one of the challenges I face is that some mnemonics are difficult to remember, especially when they do not have a clear connection to the words. Additionally, I sometimes confuse mnemonics for different words, which can be confusing.)

Furthermore, participants believe that while mnemonics can aid vocabulary knowledge, over-reliance on these techniques sometimes leads to forgetting the actual meaning of words. Instead of internalizing the word itself, learners may remember only the mnemonic, making it difficult to use the vocabulary in appropriate contexts. This realization underscores the need for a balanced techniques in using mnemonics, one that reinforces both recall and comprehension. As Participant 7 said that:

"So, I think the very aspect or the challenge there in learning vocabulary is that; we particularly memorize the uhm…the pattern of the mnemonics instead of the denotative and connotative meaning of a particular vocabulary. So, that is the challenge there because we are not getting the point or the vocabulary; the meaning, the context. Instead, we memorize the pattern of how the specific mnemonic is being presented. So, I think that is one. Secondly, we often forget the connotation that we set based on the mnemonics that we try to memorize or familiarize with. So, I think that is one of the challenge." (IDI-07)

(So, I think the main challenge in learning vocabulary is that we memorize the pattern of the mnemonics instead of the denotative and connotative meaning of a particular vocabulary. That is the challenge because we are not grasping the point of the vocabulary—its meaning and context. Instead, we just memorize the pattern of how the specific mnemonic is being presented. I think that is one issue. Secondly, we often forget the connotation that we set based on the mnemonics that we try to memorize or familiarize with. So, I think that is one of the challenges.)

Likewise, learners find that mnemonics for abstract words are particularly difficult to retain. Unlike concrete words, which can be easily linked to images or familiar associations, abstract terms require more effort to encode effectively. This challenge can hinder vocabulary learning, as learners may struggle to recall and apply abstract words in communication. To address this, learners must integrate mnemonics with other learning strategies, such as contextual usage and repeated exposure. By doing so, they can strengthen their understanding and long-term retention of vocabulary. As Participant 13 said that:

"One of the main challenges I faced when using mnemonics ma'am no, is that some words are too abstract or lisod kaayo siya i associate with a familiar image or phrase." (FGD-06)

(One of the main challenges I faced when using mnemonics, ma'am, is that some words are too abstract or it is very difficult to associate

them with a familiar image or phrase.)

Time Consumption and Inefficiency. This is the second code of the first probed issue. The participant expressed that while mnemonics can aid vocabulary learning, creating a mnemonic for each word can be time-consuming. The effort required to generate meaningful and memorable mnemonics often outweighs the benefits, making the learning process inefficient. Instead of focusing on understanding and applying the word, learners may spend excessive time in constructing associations, which slows down their vocabulary acquisition.

In connection, participants expressed that creating mnemonics can be a time-consuming process, making learning feel less efficient. This perception often discourages learners from consistently using mnemonic techniques in their study routines. Many find it challenging to invest time in crafting memory aids, especially when under academic pressure. This highlights a significant barrier to the regular use of mnemonics among students. As Participant 2 said that:

"One challenges pod noh is creating mnemonics where every new word can take time and effort. Mao lang po na siya." (IDI-02)

(Another challenge is that creating mnemonics for every new word requires time and effort.)

In connection, some learners find that the mnemonic itself can be harder to remember than the target word, leading to confusion rather than clarity. When a mnemonic is too complex or lacks a strong personal connection, it adds an extra layer of cognitive effort rather than simplifying the learning process. This challenge leads to frustration, as learners struggle to recall both the mnemonic and the target vocabulary, making the strategy ineffective. As Participant 14 said that:

"So, my experience is, kanang I find it that creating memorable images is difficult. Usahay kanang the mnemonic itself lisud siya hinumdumon than the words it associates. It is also time consuming to create effective mnemonics for every word." (FGD-07)

(So, my experience is that I find it difficult to create memorable images. Sometimes the mnemonic itself is harder to remember than the words it associates. It is also time-consuming to create effective mnemonics for every word.)

Furthermore, learners who prefer direct memorization techniques often struggle to incorporate mnemonics into their study habits. The shift from rote memorization to meaningful learning through mnemonics can be challenging for them. This difficulty may hinder their ability to fully grasp deeper concepts. As a result, an overreliance on mnemonics can lead to surface-level understanding. Instead of promoting comprehension, it may sometimes limit critical thinking and retention. As Participant 9 said that:

"Ahh usahay pag over relying na ta sa mnemonics is kanang dili nata makasabot sa deeper meaning sa isa ka word." (FGD-02)

(Ahh, sometimes when we over-rely on mnemonics, it is that we can't understand the deeper meaning of a word.)

Confusion in Mnemonic Application. This is the third code of the first probed. The participants found it challenging to use mnemonic devices for vocabulary learning, especially when it came to accuracy and clarity. Although mnemonics are meant to help with memory recall, some participants pointed out that the associations they make do not always match the word. Learners may find it difficult to remember the association of the word to the mnemonics, which could cause confusion rather than better retention.

In connection, participant struggle to connect well the mnemonics with the words. Although mnemonics are meant to make it easier for students to recall words, sometimes they fail to establish a clear connecting between the mnemonic to the word. Learners may find it difficult to remember the right word association of the mnemonic, especially if the mnemonics is weak or unrelated, making the it ineffective as a memory aid. Instead of strengthening comprehension, it could cause misunderstandings and make it harder to remember words. As participant 1 said that:

"So, as a student noh. One of my biggest challenges that I have faced in using mnemonics is to learn, to learn vocabulary is finding the right connection between a word and a mnemonic that make sense to me. Kay kailangan man gud nga Ang imong mnemonic is related sa imohang word nga kanang gusto nimo ma hinumdoman bitaw. And sometimes the mnemonic, kanang... sometimes the mnemonic if forced and the link I create doesn't feel strong enough in my memory." (IDI-01)

(So, as a student, one of my biggest challenges that I have faced in using mnemonics to learn vocabulary is finding the right connection between a word and a mnemonic that makes sense to me. Because the mnemonic needs to be related to the word that you want to remember. And sometimes, the mnemonic feels forced, and the link I create does not feel strong enough in my memory.)

Similarly, participants expressed concern that using similar mnemonics for different words can lead to confusion. When multiple terms share nearly identical imagery or patterns, it becomes challenging to distinguish one from another. This overlap often causes mix-ups during recall, especially in high-pressure situations. As a result, learners may remember the wrong word or meaning. Such confusion reduces the overall effectiveness of mnemonic strategies in supporting accurate learning. As Participant 11 stated that:

"So akoang specific challenges sa learning vocabulary using mnemonics kay kanang ano, pag daghan na gani kayo ang words na buhatan nakog mnemonics kay mahimo siyag complex. So maglibog kog, unsa gani to na mnemonics akong gibuhat ani, samot nag daghan na words" (FGD-04)

(So, my specific challenge in learning vocabulary using mnemonics is that when there are already too many words that I make mnemonics for, it becomes complex. I get confused about which mnemonic I created for this one, especially when there are many

words.)

Moreover, overcomplicated mnemonics can hinder understanding rather than facilitate learning. When a mnemonic requires detailed associations or connections, learners may find it more challenging to remember both the mnemonic and the associated images, phrase, or word itself. Instead of simplifying the learning process, complex mnemonics can overload the learners working memory, making vocabulary acquisition less efficient. As Participant 13 stated that:

"And also, ma'am I struggle to recall the mnemonics itself, especially when I create complicated or unrelated association po." (FGD-06)

(And also, ma'am, I struggle to recall the mnemonics itself, especially when I create complicated or unrelated associations.)

Enhancing Vocabulary Retention. In the context of mnemonic instructional strategies and vocabulary knowledge, students have found that mnemonics significantly aid in learning new words. These strategies are particularly useful during review sessions for upcoming exams, as they provide a structured approach to memorization. Mnemonics improve word recall, especially for difficult vocabulary, by linking new information with familiar concepts, making learning more engaging and effective.

Enhancement of Vocabulary Retention. This is the first code identified in the second probed issue. According to several participants, mnemonics support language retention by associating words with meaningful sounds, images, or expressions. This connection creates a stronger mental link, making the vocabulary easier to remember. The structured format of mnemonics also helps reduce the cognitive load during recall. As a result, learners can retrieve words more efficiently during conversations or exams.

Similarly, participants believed that using mnemonics during review sessions helps them retain and recall vocabulary more effectively by creating meaningful associations. These strategies reduce cognitive load during exams, allowing for quicker word retrieval. Consistent use of mnemonics enhances both short-term recall and long-term retention, making exam preparation more efficient. As what Participant 1 said that:

"So, para sa akoa no. I perceive mnemonic instructional strategies as extremely, ay dili siya extremely but effective. It is because habit man gud nako na during exam, mao na akoang ginabuhat. Gina rewrite nako ang ang lesson using the mnemonics na, so through that mas ma retain siya sa akoang hunahuna" (IDI-01)

(So, for me, I perceive mnemonic instructional strategies as effective, not extremely effective, but still effective. It is because, it is a habit of mine during exams, this is what I do. I rewrite the lesson using the mnemonics, and through that, it helps me retain the information in my mind.)

Additionally, the participants have found mnemonics to be effective in improving word recall, particularly for difficult words. Participants acknowledged that using mnemonic techniques provided them with a structured approach to retaining information, making it easier to remember new words. By associating unfamiliar vocabulary with mnemonics, however participant highlighted that the effectiveness depends on the mnemonic strategy that the learner will be using. As what Participant 8 said that:

"Mnemonics can be really helpful especially when kanang mag remember gani kog tricky na words or mga hifalutin words." (FGD-01)

(Mnemonics can be really helpful, especially when I need to remember tricky words or complex words.)

Furthermore, participants highlighted that the mnemonics offer a structured method for retaining information due to the strong associations they create. These vivid connections make the learned words more memorable and easier to recall. As a result, the likelihood of forgetting vocabulary is significantly reduced. This organized approach not only supports long-term retention but also enhances learners confidence. Ultimately, it encourages more effective and fluent use of English in various contexts. As what Participant 11 said that:

"So, I think mnemonic strategies, highly effective siya. In terms of helping me nga ma remember ang mga vocabularies kay mag create siyag strong associations sa words og sa memory nako na ma assess atoang hunahuna pod and I likely recall the words sooner." (FGD-04)

(So, I think mnemonic strategies are highly effective. In terms of helping me remember vocabularies, they create strong associations between the words and my memory, which can engage my mind, and I can likely recall the words sooner.)

Lastly, the participants have acknowledged that mnemonics help in linking new vocabulary with familiar concepts. Creating associations through acronyms or rhymes, mnemonics are effective method for remembering new or difficult words. This approach not only makes learning easier, but it also improves vocabulary knowledge and its application in various situations. The participants experience demonstrates how mnemonics help with long-term memory by making it simpler to remember and use new terms when necessary. As what Participant 10 said that:

"So, I perceive mnemonic instructional strategies effective when trying to memorize a uhm unfamiliar or complex words because creating associations between new words and kanang mga acronyms or even rhymes. I found that my ability to recall and use these

words improves significantly" (FGD-03)

(So, I perceive mnemonic instructional strategies as effective when trying to memorize unfamiliar or complex words because they help create associations between new words and acronyms or even rhymes. I found that my ability to recall and use these words improves significantly.)

Quick Recalling of Mnemonics. This is the second code in the second issues probed. Participants acknowledged that mnemonic instructional strategies are effective in helping them recall words quickly. These mental shortcuts allow for faster access to vocabulary during conversations or assessments. However, they also recognized that without regular reinforcement and contextual use, the benefits may not last. Long-term retention still requires repeated exposure and practical application of the learned words.

In connection, participant believes mnemonics is useful tool for rapid recall since they make it easier for students to memorize words by using associations like acronyms, rhymes, or pictures. However, unless they are reinforced with regular practice, their efficacy in long-term retention is limited. Therefore, without repeated exposure, the learned information tends to fade over time. As participant 13 said that:

"For me, I find mnemonic strategies effective. For kanang mag memorize kog vocabulary in a short term. But without regular practice no, kanang mga words, words nga naa sa akong hunahuna tends to fade. So however, when mnemonics are paired with contextual usage with repetition it becomes more beneficial for my long-term retention." (FGD-06)

(For me, I find mnemonic strategies effective for memorizing vocabulary in the short term. But without regular practice, the words in my mind tend to fade. However, when mnemonics are paired with contextual usage and repetition, they become more beneficial for my long-term retention.)

Additionally, mnemonics require constant repetition and contextual application to ensure lasting retention. Learners must actively use the vocabulary in real-life situations, such as conversations and writing exercises, to improve their understanding. By integrating words into meaningful contexts, they can enhance long-term memory and prevent forgetting. As Participant 6 said that:

"So, I perceive mnemonics for quickly recalling new vocabulary. Although they require uhm consistence reinforcement to ensure long term retention." (IDI-06)

(So, I perceive mnemonics for quickly recalling new vocabulary. Although they require consistent reinforcement to ensure long term retention.)

Lastly, mnemonics form strong associations that enhances vocabulary retention by encoding words into long-term memory. Through the use of effective associations of words with recognizable patterns or abbreviations learners tend to recall the vocabulary efficiently. It is evident that this method prevents forgetting the word easily. Therefore, allowing the vocabulary to last long in the cognitive pathways. As Participant 10 said that:

"Mnemonics are effective tools for linking new vocabulary with familiar concepts and they have certainly helped me retain words better. Because, through mnemonics man gud pwede nimo siya ma shorten ang words na mas dali nimo siya mamemorize and ma store siya sa imohang knowledge in a long-term way." (FGD-03)

(Mnemonics are effective tools for linking new vocabulary with familiar concepts and they have certainly helped me retain words better. Because, through mnemonics, you can shorten words in a way that makes them easier to memorize and store them in your long-term memory.)

Mixed Experiences with Mnemonic Strategies in Vocabulary Learning. In the context of mnemonic instructional strategies and vocabulary knowledge. Participants highlighted that mnemonics make vocabulary learning engaging. They emphasized that using mnemonic strategies in learning created an enjoyable and interactive process, making it easier to recall words. The engaging nature of mnemonics allowed them to associate new vocabulary with meaningful experiences, fostering a more effective learning environment.

Positive Aspects. This is the first code of the third issues probed. Participant shared that the engaging process they experience when using mnemonics has contributed to noticeable improvements in their ability to recall vocabulary. As one participant noted, the use of mnemonic devices makes the learning process more enjoyable, which in turn enhances motivation and retention. This positive engagement is essential in maintaining sustained interest in vocabulary acquisition, ultimately supporting long-term language development. As Participant 14 said that:

"My positive experiences are my improvement in recalling and there is more engaging process" (FGD-07)

(My positive experiences are my improvement in recalling, and there is more engagement in the process.)

Similarly, participants stated that visual mnemonics helped them remember words faster. By associating vocabulary with vivid images or mental representations, they found it easier to remember unfamiliar terms. This approach offered a concrete and organized method for vocabulary retention. It simplified the memorization process by reducing the mental effort required. As a result, learners experienced quicker and more confident word recall. As Participant 9 said that:

"Ah positively speaking about mnemonics kay kanang nindot siya kay dali ra kaayo koo maka hinumdom sa mga unusual words." (FGD-02)

(Ah, positively speaking about mnemonics, it is nice because I can easily remember unusual words.)

Additionally, the participant expressed that mnemonics simplify the process of memorization. Learners who favor structured study methods found mnemonics especially helpful in committing new words to memory. The clear patterns and associations offered by this strategy enhanced their ability to retain information. It proved particularly effective for those who depend on repetition and recall techniques. Overall, mnemonics served as a valuable tool in supporting consistent and efficient vocabulary learning. As Participant 12 said that:

"And one of the positive side pod is that if you are really into memorization mnemonics could be so easy for a person to use because it would be an advantage" (FGD-05)

(On the positive side, if you are really into memorization, mnemonics could be very easy to use for a person because it would be an advantage.)

Consequently, word association through mnemonics was found to sharpen the mind. Participants believed that these strategies encouraged them to think critically about the relationships between words, rather than relying solely on visual cues. This deeper level of processing promoted more meaningful learning experiences. As a result, learners developed greater cognitive flexibility in understanding and applying vocabulary. Mnemonics thus served not only as memory aids but also as tools for higher-order thinking. As Participant 7 said that:

"We will also see that there are many things that we can remember or we can see based on the things that mnemonics can contribute in the learning process. So, basically it is another thing that we can integrate in learning, so that students will not only rely on the things they can see. But they can associate or they can sharpen their minds on how they can really use the mnemonics to become familiar with the vocabulary." (IDI-07)

(However, if we look at it from another perspective, mnemonics also offer several benefits. They help us remember and recognize information more effectively, contributing positively to the learning process. Essentially, mnemonics serve as an additional tool that can be integrated into learning, encouraging students not just to rely on what they see but to associate concepts and sharpen their thinking skills. This way, they can use mnemonics effectively to become more familiar with vocabulary.)

Lastly, participants acknowledged that mnemonic strategies significantly contributed to vocabulary retention. They emphasized that techniques like visual imagery and acronyms were especially effective in helping them remember longer or more complex words. These strategies allowed learners to store and retrieve vocabulary more efficiently. This benefit proved particularly valuable during exams and classroom discussions, where quick recall was essential. As Participant 1 said that:

"So, one of the positive experiences I've had with mnemonic strategies is that they have made it easier for me to retain vocabulary, especially kanang mga long words bitaw. So, for instance, using visual imagery to link words into picture has helped me to recall information during exams or classroom discussions." (IDI-01)

(So, one of the positive experiences I have had with mnemonic strategies is that they have made it easier for me to retain vocabulary, especially those long words. For instance, using visual imagery to link words to pictures has helped me recall information during exams or classroom discussions.)

Negative Aspects. This is the second code of the third issues probed. Participants highlighted that creating mnemonics demands considerable time and effort. Many expressed frustration when the process felt lengthy and the mnemonic failed to aid recall effectively. This challenge sometimes made them hesitant to use mnemonics regularly. The time-consuming nature of developing these devices was seen as a major drawback.

In connection, participants stated that it takes a lot of time and effort to create mnemonics. They suggested that the process can be discouraging and time-consuming, expressing dissatisfaction when the mnemonic does not function as expected. This suggests that although mnemonic techniques may help with word retention, their efficacy may be slowed by the initial work needed. As participant 14 said that:

"Sa negative experiences are kanang the time investment and kanang frustration when the mnemonic doesn't work" (FGD-07)

(On the negative side, it is the time investment and the frustration when the mnemonic does not work.)

Moreover, participants mentioned that complex mnemonics can hinder understanding. When mnemonic strategies become too complicated, they often cause confusion instead of clarity. This added complexity can overwhelm learners rather than assist them. Instead of serving as helpful memory aids, overly intricate mnemonics may disrupt the learning process. Keeping mnemonics simple is therefore essential for effective retention. As participant 11 said that:

"Tapos on the other hand, pag complicated na sha, confuding na sha kay mahimo siyag complex. So murag makalagot usahay kay

malibog nako." (FGD-04)

(On the other hand, when it becomes complicated, it gets confusing because it becomes complex. So, it is frustrating sometimes because I get confused.)

Furthermore, participants observed that overuse of mnemonics leads to reliance on patterns rather than true comprehension. They warned that if learners depend too much on mnemonic devices, they might focus only on the pattern or initials, neglecting the deeper meaning and context of the vocabulary, resulting in superficial learning. This dependency may result in superficial learning, limiting the learners ability to engage in critical and in-depth analysis of the material. As Participant 7 said that:

"One downside of using mnemonics for learning vocabulary is that we may become too focused on the pattern or the initials themselves rather than truly understanding the words in a meaningful or relevant way. As a result, we might rely too much on the mnemonic system, leading to superficial learning instead of critically or deeply analyzing the material." (IDI-07)

(One disadvantage of using mnemonics for vocabulary learning is that learners may focus too much on the pattern or initials rather than grasping the words in a meaningful and relevant way. Consequently, they may become overly dependent on mnemonic techniques, resulting in superficial learning instead of engaging in critical and in-depth analysis of the material.)

Effective Mnemonic Strategies for Vocabulary Knowledge. In the context of mnemonic instructional strategies and vocabulary knowledge, students reported that using techniques like acronyms, word association, and visualization helped create stronger memory links. Participants mentioned that incorporating these mnemonics in the classroom made learning more engaging and memorable. These strategies provided concrete ways to connect new words with familiar concepts. Overall, acronyms and imagery were seen as valuable tools for enhancing vocabulary retention.

Acronyms or Word Association. This offers a structured way of remembering and using vocabulary in the classroom, which is crucial for successful word learning. Additionally, it exposes students to a variety of mnemonic devices, like acronyms like SMART and PMDAS, which help to clarify difficult ideas and strengthen comprehension. Regularly using these mnemonic methods in class discussions also encourages vocabulary growth, critical thinking, and active participation.

In connection, the participants clarified that, for example, PMDAS enables them to combine the mathematical order of operations into a single, remembered word rather of remembering each component separately. In a same manner, coming up with acronyms for words in the same language facilitates rapid recall and increases discussion participation. According to this, acronyms are effective mnemonic devices that break down complex material into manageable chunks. As Participant 10 said that:

"So, acronyms have worked particularly for me in classroom discussion. For example, using the PMDAS so instead of dissecting it into parenthesis multiplication, division, addition, subtraction. I used the PMDAS the order of the operations in mathematics. Similarly, I create memorable acronyms that are grouped with related vocabulary words. And so, I guess that is all." (FGD-03)

(Acronyms have worked particularly well for me in classroom discussions. For example, using PMDAS, so instead of dissecting it into parentheses, multiplication, division, addition, subtraction, I use PMDAS as the order of operations in mathematics. Similarly, I create memorable acronyms grouped with related vocabulary words. And so, I guess that is all.)

Also, the second core idea emphasizes that mnemonics providing memorable cues simplify complex concepts. Participants mentioned that using mnemonics like "SMART" in lesson planning, where each letter stands for a specific aspect such as Specific, Measurable, Achievable, Relevant, and Timely. This makes it much easier for them to memorize and understand the underlying concepts. This approach not only facilitates immediate recall but also reinforces long-term retention by integrating visual and verbal cues. As Participant 3 said that:

"Kuan using mnemmics kay dali rata maka tuon. Like kadtog for example, sa mnemonic sa "SMART". Kadtong gina gamit nato sa lesson plan is S stands for specific, M for measurable, ana ana siya so dali ra kaayo nato ma memorize ang concept ana." (IDI-03)

(Using mnemonics is easy for me to learn. Like for example, with the mnemonic "SMART." That is what we use for lesson planning: S stands for specific, M for measurable, and so on. It is very easy for us to memorize the concept.)

Lastly, participants observed that word association, along with acronym creation, effectively links unfamiliar words to familiar cues during class. They noted that connecting new vocabulary to what learners already know builds a strong foundation for recognition and comprehension. This process makes it easier to remember and understand new terms. Creating acronyms, in particular, was seen as a powerful tool for structured recall. Overall, these strategies support more organized and lasting vocabulary learning. As Participant 11 said that:

"During class discussion kay kanang naa koy new word nga gina connect or gina tawag nato nga word association. Gina link nako ang new word para ma familiar ko sa isa ka word napod, unya buhatan nakog acronyms like ang first letter naay meaning." (FGD-04)

(During class discussions, I have new words that I connect or what we call word association. I link the new word so I can get familiar with another word. Then I create acronyms, where the first letter has a meaning.)

Imagery and Visualization. This is the fourth code of the third issues probed. Participants emphasized that these mnemonic strategies are crucial for vocabulary development and retention during classroom discussions. Creating mental pictures helps learners associate words with vivid images. This connection makes it easier to recall and use new vocabulary. Overall, visualization strengthens memory and supports effective language learning.

In connection, the participant responses highlight the effectiveness of visual mnemonics in classroom discussions. Many learners find that linking images to word meanings improves their vocabulary retention. This technique helps create strong mental associations that aid memory. As a result, recalling and understanding new words becomes easier. Overall, imagery plays a vital role in enhancing language learning. As Participant 8 said that:

"Uhm mnemonic strategies in class, things that work is to use images na kanang mo connect sa meaning sa isa ka word" (FGD-01)

(Uhm, mnemonic strategies in class, things that work includes using images that connect to the meaning of a word.)

In addition, participants report that the emphasis on vivid mental images aligns with the principles of effective mnemonic strategies, such as acronyms, rhymes, and visual representations, which aid in cognitive processing and memory enhancement. This reinforces the idea that mnemonic strategies involving visual aids create stronger memory links, facilitating deeper learning and long-term retention of vocabulary leading to knowledge of a particular word. As Participant 13 stated that:

"Effective mnemonic in classroom discussion ma'am no is that using acronyms, rhymes, or images. These worked well for me ma'am no because of the vivid mental images." (FGD-06)

(An effective mnemonic in classroom discussions, ma'am, is using acronyms, rhymes, or images. These worked well for me, ma'am, because of the vivid mental images.)

Lastly, participants believe that linking words to pictures strengthens memory and improves recall during exams and discussions. They explained that associating each letter in an acronym with a mental image or sequence boosts retention. This visual connection makes it easier to remember and retrieve information. The strategy promotes faster recall by creating clear, memorable links. Overall, it enhances both learning and performance in language tasks. As Participant 1 stated that:

"So isa sa mga strategies na ni gana jud sa akoa kay using acronyms. It really worked well for me in classroom discussions labi na pag exam. For example kana bitaw sa math kanang methods of solving a math problem ang diba, common ana diba kay ang PMDAS, mnemonics naman na siya parentheses...[researcher: Multiplication...] ohh kana siya." (IDI-01)

(So, one of the strategies that really worked for me is using acronyms. It really worked well for me in classroom discussions, especially during exams. For example, in math, the methods of solving math problems, right? A common one is PMDAS, that is the mnemonic for parentheses [researcher: Multiplication...] Oh, yes, that one.)

Overcoming Challenges in Using Mnemonics for Vocabulary Learning. In the context of mnemonic instructional strategies and vocabulary knowledge. Optimizing and integrating mnemonic strategies for effective vocabulary knowledge involves a balance of reinforcement, contextual application, and simplification. Reviewing and reinforcing mnemonics regularly strengthens memory and ensures long-term retention, while contextualizing their use prevents over-reliance and promotes a deeper understanding of vocabulary in real-life scenarios. Simplifying mnemonic techniques enhances memory retention by alleviating mental effort, enabling learners to concentrate on key details and optimize their learning process.

Reviewing and Reinforcing Mnemonics. This is the first code of the fifth issues probed. Also, student highlights the importance of reviewing and reinforcing mnemonics as a strategy to address the challenge of forgetting vocabulary. One participant acknowledges that forgetting mnemonics is a common struggle and manages this issue by using multiple mnemonic techniques and engaging in regular review. This suggests that consistent reinforcement strengthens memory retention and prevents forgetting over time. Participant 8 stated that:

"Forgetting the mnemonics is a big problem. To manage this, I try to use multiple mnemonics and gina review nako siya regularly." (FGD-01)

(Forgetting the mnemonics is a big problem. To manage this, I try to use multiple mnemonics and I regularly review them.)

Additionally, another participant emphasizes the role of active usage in long-term retention. By integrating mnemonics into writing and speaking, learners reinforce their understanding and recall of new vocabulary. This aligns with Constructivist Learning Theory, which asserts that learners construct knowledge through active engagement and practical application. Applying mnemonics in real-life scenarios strengthens memory associations, making vocabulary knowledge more accessible and functional in everyday communication. As participant 9 said that:

"Uhm my main struggle is maintaining long term retention. To manage this, I actively use the new words in writing and speaking." (FGD-02)

(Uhm, my main struggle is maintaining long-term retention. To manage this, I actively use the new words in writing and speaking.)

Additionally, participants said that mastery of personal learning styles leads to better planning and use of mnemonic reviews. It is emphasized that when students identify their learning preference, they would likely adopt strategies like mnemonics. This personalized approach not only minimizes wasted effort but also enhances long-term retention through the intentional use of memory aids tailored to their learning style. As participant 7 said that:

"So, I think one way to repel with that challenge is that, you have to really master in which aspects do you find yourselves strengthened or kanang weakened. So that you can position yourself in the aspect that you no longer have to uhm grasp everything. In the sense that it would not be beneficial for you in the longer run. So, you have to really know what's your learning preference so that you can position yourself in the aspect that would be beneficial for you in learning." (IDI-07)

(So, I think one way to address that challenge is by really mastering which aspects strengthen you or weaken you. So that you can position yourself in a way that you no longer have to grasp everything, as it would not be beneficial for you in the long run. You really have to know your learning preference so that you can position yourself in a way that would be beneficial for your learning.)

Contextualizing and Avoiding Over-Reliance on Mnemonics. This is the second code of the fifth issues probed. While mnemonic strategies are helpful for vocabulary learning, depending on them alone can create challenges. Overuse may hinder long-term retention and practical application of words. Learners need to balance mnemonics with real-life context and practice. This approach ensures more meaningful and lasting language development.

In connection, the participants responses indicate that supplementing mnemonics with other learning strategies enhances vocabulary retention and usability. They emphasized the importance of contextual learning through writing and conversation. Using words in real situations helps reinforce understanding. This approach makes vocabulary more accessible and practical for everyday communication. Overall, combining mnemonics with context strengthens language skills. As participant 1 said that:

"So, in these cases I've learned to supplement mnemonics with other strategies such as contextual learning or reading text where the words is used different context. I also make an effort to actively use new vocabulary in writing and speaking, which helps reinforce the words effectively than just relying on mnemonic device." (IDI-01)

(So, in these cases I have learned to supplement mnemonics with other strategies such as contextual learning or reading text where the words is used different context. I also make an effort to actively use new vocabulary in writing and speaking, which helps reinforce the words effectively than just relying on mnemonic device.)

Additionally, participants response suggests that while mnemonics serve as an initial aid, it is true that vocabulary knowledge comes from engaging with words dynamically in different contexts. Reading and writing provide continuous exposure, reinforcing word meanings and improving recall. Also, it has been highlighted that it is better to use mnemonics as a starting point and gradually utilizing it to support contextual learning. As Participant 13 said that:

"To overcome challenges ma'am noh, I think students should combine mnemonics with contextual learning such as using new vocabulary in writing or sa conversation and also space repetition." (FGD-06)

(To overcome challenges, ma'am, I think students should combine mnemonics with contextual learning, such as using new vocabulary in writing or conversations, and also with spaced repetition.)

Furthermore, participants suggested that using new words in sentences alongside mnemonics promotes balanced vocabulary development. Combining mnemonic devices with contextual practice helps learners connect meaning with memory. This approach strengthens both word recall and language fluency. It encourages deeper understanding and practical use of vocabulary. Overall, integrating these methods supports more effective language learning. As Participant 2 said that:

"So, to manage this, for me ma'am is I use mnemonics as starting point but also practice using the words in sentence." (IDI-02)

(So, to manage this, for me, I use mnemonics as a starting point but also practice using the words in sentences.)

Lastly, participants also suggested that application of vocabulary in speech and writing balances mnemonic use and comprehension. This integration ensures words are not only memorized but also internalized. Using vocabulary meaningfully helps deepen understanding. It strengthens both retention and practical communication skills. Overall, combining mnemonics with real use enhances language mastery. As Participant 13 said that:

"To overcome challenges ma'am noh, I think students should combine mnemonics with contextual learning such as using new vocabulary in writing or sa conversation and also space repetition." (FGD-06)

(To overcome challenges, ma'am, I think students should combine mnemonics with contextual learning, such as using new vocabulary in writing or conversations, and also with spaced repetition.)

Simplifying Mnemonics for Better Retention. The effectiveness of mnemonic strategies in vocabulary acquisition depends on their simplicity and relevance. Participants emphasize that keeping mnemonics straightforward and meaningful enhances retention, making them easier to recall and apply in real-life situations. When mnemonics are too complex or abstract, learners may struggle to retrieve

them when needed. Simplified and personally relevant mnemonics provide a stronger cognitive link between the word and its meaning, leading to more effective vocabulary retention.

In connection, the participant highlighted the challenge of creating effective mnemonics. They emphasized the need for mnemonics to be meaningful and relatable. When linked to personal experiences, mnemonics become more memorable. This connection helps learners better retain and recall information. Meaningful mnemonics enhance the overall learning experience. As Participant 4 said that:

"For me the struggles that I've faced with mnemonics strategies is creating effective mnemonics take time and effort and also, I try to keep my mnemonics simple and relevant to my experiences" (IDI-04)

(For me, the struggles I have faced with mnemonic strategies are that creating effective mnemonics takes time and effort, and also, I try to keep my mnemonics simple and relevant to my experiences.)

In addition, participants believed that constant application is a key strategy for effective learning. Frequent use of mnemonics in writing, speaking, or contextual activities helps embed them deeply in memory. Their responses reinforce that regular exposure and repetition are essential. This consistent practice supports long-term vocabulary retention. Ultimately, repeated usage strengthens both recall and understanding. As participant 6 said that:

"So, the struggle is with sustaining mnemonic retention over long period and I manage this challenge by regularly reviewing and applying the mnemonic in various context." (IDI-06)

(So, the challenge lies in maintaining memory retention over time, and I address this by consistently reviewing and using the mnemonic in different situations.)

Lastly, participants suggested that reading and writing enhance the effective use of mnemonics. They emphasized that while mnemonics serve as initial memory aids, true learning is strengthened through active reading and writing. These activities help reinforce and apply the vocabulary in meaningful ways. Engaging with words beyond mnemonics deepens understanding and retention. Overall, combining mnemonics with reading and writing leads to better language mastery. As participant 13 said that:

"Pero I manage this by using mnemonics as starting point but also mag reinforce kog learning magbasa or mag sulat." (FGD-06)

(But I manage this by using mnemonics as a starting point, but I also reinforce my learning by reading or writing.)

Insights Shared of English Major Students with Regards to Mnemonic Instructional Strategies and Vocabulary Knowledge

Displayed in Table 4.1 are the responses of the participants in regards to their insight in mnemonic instructional strategies and vocabulary knowledge. There are four essential themes which are drawn out from the in-depth and focus group discussion of the participants for the second question. The essential themes consisted codes based from the issues being probed which are summarized in the table.

Table 4.1. *Insights of English Major Students with regards to Mnemonic Instructional Strategies and Vocabulary Knowledge*

Issues Probed	*Core Ideas*	*Code / Categories*	*Essential Theme*	*Theoretical Support*
Insights of English major students in addressing potential challenges with mnemonic strategies and vocabulary retention	● Mnemonics can be difficult to remember if they are too complex, so they should be simple, short, and meaningful. ● Mnemonics should be reinforced with active vocabulary use in writing, speaking, and spaced repetition for long-term retention. ● Identifying learning preferences.	Effective Mnemonic Design and Contextual Learning	Enhancing English Majors Vocabulary Retention Through Simplified, Contextual, and Personalized Mnemonics	Cognitive Load Theory by Sweller (1988)
	● Learners should personalize mnemonics to match their learning styles and modify them as needed. ● Continuous exposure and practice with mnemonics improve mastery over time, making learning easier. ● Keeping the mnemonic simple and relevant.	Adaptability and Learner-Centered Approaches		Constructivist Learning Theory by Bruner (1950)
Recommendation for aspiring educators and teachers to Improve Students Vocabulary	● Frequently use mnemonics in real-life situations. ● Using vocabulary in writing and speaking reinforces learning. ● Personalizing learning experiences.	Regular Review & Application	Engaging Effectively to Ensure Vocabulary Retention	Multimodal Learning Theory by

Retention and Support Their Vocabulary Knowledge Using Mnemonics	• Experimenting with different mnemonic strategies improves adaptability. • Integrating real-life scenarios. • Experimenting with different mnemonics such as acronyms, keyword mnemonics, and visualization techniques enhance learning. • Students should be encouraged to create their own mnemonics. • Peer collaboration in mnemonic development supports retention.	Teaching Various Mnemonic Strategies	Integrating Different Strategies for Effective Vocabulary Learning	Mayer (1997)
Recommendation for School Administrations in Making the Students Exposed with Mnemonic Instructional Strategies Which Develops Their Vocabulary Knowledge	• Provide teacher and student training on mnemonic creation. • Support with structured programs and materials. • Institutionalize interactive tools for mnemonic use. • Combine mnemonic learning with real-life applications. • Encourage peer collaboration and sharing of mnemonic techniques. • Ensure mnemonics support deeper understanding, not just memorization. • Adapt strategies based on students diverse learning preference. • Avoid on-size-fits- all. • Using mnemonics early or as a starting point to improve vocabulary learning.	Providing Resources & Training Promoting Contextual and Collaborative Use of Mnemonics Supporting Learner-Centered Implementation	Having Institutional Support to Enhance Vocabulary Learning	Sociocultural Theory Vygotsky (1978)

Enhancing English Majors Vocabulary Retention Through Simplified, Contextual, and Personalized Mnemonics. The insight of the English major students

in accordance with mnemonic instructional strategies and vocabulary knowledge are being affected based from the responses given by the participants. Based on the information given by the participants, it is claimed that simplicity, contextual use, and personalizing the mnemonic contributes to it effectiveness for retaining the vocabulary.

Effective Mnemonic Design and Contextual Learning. This is the first code of the first issues probed. Mnemonic instructional strategies play a crucial role in enhancing vocabulary knowledge among English major students. However, their effectiveness depends on how they are designed and implemented. The participants highlighted that mnemonics should be simple, short, and meaningful to avoid cognitive overload. Overly complex mnemonics may hinder retention rather than facilitate it.

Similarly, participants emphasized minimizing extra cognitive load to optimize learning. Simplifying mnemonics allows learners to concentrate on key information. This reduces unnecessary mental strain and confusion. Clear and straightforward mnemonics enhance memory retention. Ultimately, simplicity supports more effective and efficient learning. As Participant 8 said that:

"In addressing challenges, we need to keep in mind that we need to shorten the mnemonics, make it simple and relevant its words and meanings." (FGD-01)

(In addressing challenges, we need to keep in mind that we need to shorten the mnemonics, make it simple and relevant its words and meanings.)

Moreover, the students recognized that reducing unnecessary mental effort is crucial for effective learning. By simplifying mnemonic techniques, learners can concentrate better on important details. This approach helps prevent cognitive overload and ensures a smoother learning experience. Furthermore, participants emphasized that mnemonics should be reinforced through active vocabulary use in writing, speaking, and spaced repetition. This approach supports long-term retention and practical application of vocabulary. As Participant 9 said that:

"The key is to combine mnemonics with active use of the words. Regular review and space repetition will help for long term retention. Mas dali jud siya ma hinumduman pag ibalikbalik nimo siyag storya, for me lang" (FGD-02)

(The key is to combine mnemonics with active use of the words. Regular review and space repetition will help for long term retention. It is definitely easier to remember when you keep repeating the words, at least for me.)

In addition, the participants underscored the importance of recognizing individual learning preferences when using mnemonic strategies. Not all students find mnemonics equally effective, and educators should consider alternative methods to support diverse learners. Participants highlighted the necessity of differentiated instruction in vocabulary learning. By understanding students learning

styles, educators can tailor mnemonic strategies to maximize their effectiveness. Providing alternative methods for vocabulary retention ensures that all students have the opportunity to develop their language competence. As Participant 14 said that:

"For me, as a teacher when you are implying mnemonics strategies in learning vocabulary. You really have to know first your learners. You will get to know them if that would be suitable for them or that would be beneficial for them, because there are learners who cannot really learn when you are using mnemonics. Though it is very good strategy that we can use, so that you are able to give your students an alternative way of memorizing or knowing things" (FGD-07)

(For me, as a teacher, when you are implementing mnemonic strategies in learning vocabulary, you really have to know your learners first. You will get to know if that strategy would be suitable for them or beneficial for them because there are learners who cannot really learn when you are using mnemonics. Though it is a very good strategy that we can use, so you are able to give your students an alternative way of memorizing or knowing things.)

Adaptability and Learner-Centered Approaches. This is the second code of the first issues probed. This focuses on how English major students perceive the role of mnemonic strategies in overcoming challenges in vocabulary knowledge and effective learning. They emphasize the importance of personalizing mnemonic techniques to suit individual learning preferences. Participants highlight that through the integration of mnemonics, it makes it more effective and relevant, allowing students to align strategies with their cognitive needs.

Similarly, this perspective highlights the importance of simplicity, contextual relevance, and adaptability in using mnemonics. Learners benefit from adjusting or discarding strategies that don't suit them. This flexibility helps them find what works best for their learning style. It enhances both vocabulary retention and deeper understanding. Ultimately, adaptable approaches lead to more effective language acquisition. As Participant 4 said that:

"It is important to find a mnemonic strategy that fits your learning style. Do not be afraid to adapt or discard mnemonics that are not working." (IDI-04)

(It is important to find a mnemonic strategy that fits your learning style. Do not be afraid to adapt or discard mnemonics that are not working.)

Moreover, the students perceive the role of mnemonics and their long-term effectiveness in addressing challenges tied to vocabulary retention. Participants emphasized the significance of consistent exposure and practice in mastering mnemonic strategies. Through sustained effort, learners can refine their use of mnemonics, gradually improving both their understanding and application over time. Thus, this perspective reflects a learner-centered mindset. It emphasizes active engagement and personal effort as key factors in constructing knowledge and achieving proficiency in vocabulary retention through mnemonic strategies. As Participant 3 said that:

"Padayon lang sap ag mnemonics kay samtang naga padugay is ma master man nimo ang pag gamit nimo sa mnemonics jud. Dili lang man hantud hantud dihaa lang jud ka taman. Naa juy time na mo improve jud ka, especially sa pag gamit sa mnemonics." (IDI-03)

(Just keep going with mnemonics because as time passes, you will master the use of mnemonics. It is not just about staying there, you will improve over time, especially in using mnemonics.)

Lastly, participants suggested keeping mnemonics simple and relevant for better results. They emphasized that mnemonics are most effective when personally meaningful and easy to understand. Using straightforward strategies helps students remember information more easily. This simplicity also supports practical application of vocabulary. Overall, clear and relevant mnemonics enhance both retention and use. As Participant 3 said that:

"One way to overcome challenges noh is to keep mnemonics simple and meaningful." (IDI-03)

(One way to overcome challenges is to keep mnemonics simple and meaningful.)

Engaging Actively to Ensures Vocabulary Retention. Active engagement plays a crucial role in ensuring vocabulary retention by incorporating consistent review and application. Frequent review and spaced repetition strengthen memory over time, preventing the likelihood of forgetting. Moreover, using vocabulary in writing and speaking, alongside contextual usage, creates meaningful connections that enhance learning and make mnemonic strategies more effective.

Regular Review and Application. This is the first code of the second issues probed. Regular application of mnemonics in real-life scenarios, such as daily conversations helps students move from passive recall to active usage. Active engagement with vocabulary through consistent practice, like dialogues, allows students to revisit and reinforce learned terms.

Similarly, participants emphasized the need to minimize extra cognitive load to optimize learning. Simplifying mnemonics helps learners focus on essential information. This reduces unnecessary mental strain and confusion. As a result, the learning process becomes more efficient and manageable. Clear, simple mnemonics support better retention and understanding. As Participant 6 said that:

"My advice for improving the vocabulary retention is to create simple and meaningful mnemonics and use them regularly in sentences

and conversations" (IDI-06)

(My advice for improving vocabulary retention is to create simple and meaningful mnemonics and use them regularly in sentences and conversations.)

Moreover, participants highlighted the importance of reinforcing mnemonics through active vocabulary use in writing, speaking, and spaced repetition. This method supports long-term retention and practical application of words. Integrating mnemonics with active recall helps deepen memory connections. Repeated exposure further strengthens learners' ability to remember new vocabulary. Together, these strategies enhance both retention and effective use of language. As Participant 9 said that:

"The key is to combine mnemonics with active use of the words. Regular review and space repetition will help for long term retention. Mas dali jud siya ma hinumduman pag ibalikbalik nimo siyag storya, for me lang" (FGD-02)

(The key is to combine mnemonics with active use of the words. Regular review and space repetition will help for long term retention. It is definitely easier to remember when you keep repeating the words, at least for me.)

In addition, the participants underscored the importance of personalized learning experiences was emphasized. Participants acknowledged that not all students find mnemonics equally effective, and educators should consider differentiated instruction to support diverse learners. Providing alternative methods for vocabulary retention ensures that all students have the opportunity to develop their language competence. As Participant 1 said that:

"As this personalize their learning experiences and additionally space repetition, pagbalik balik sa mga words and peer collaboration could help students retain the vocabulary for the long term." (IDI-01)

(As this personalizes their learning experiences. Additionally, spaced repetition—repeated exposure to words—and peer collaboration could help students retain vocabulary for the long term.)

Integrating Different Strategies for Effective Vocabulary Learning. Integrating various strategies fosters effective vocabulary learning by encouraging students to explore and adapt different mnemonic techniques such as acronyms, keyword mnemonics, and visualization. Incorporating real-life scenarios and peer collaboration in mnemonic development enhances engagement and retention, creating deeper connections with the material. Furthermore, empowering students to design their own mnemonics promotes creativity and adaptability, enabling them to personalize their learning experience for maximum effectiveness.

Teaching Various Mnemonic Strategies. This is the second code of the second issues probed. Experimenting with different mnemonic techniques allows students to identify which strategies work best for their learning style, fostering adaptability in vocabulary retention.

Similarly, participants hat exposure to various mnemonic methods, such as acronyms, keyword mnemonics, and visualization techniques, encourages active engagement and strengthens vocabulary knowledge. Moreover, educators play a crucial role in introducing these techniques effectively, ensuring that students develop a versatile approach to learning new words. As Participant 9 said that:

"Uhm…as a student. Educators should teach a variety of mnemonic techniques and emphasize active use of vocabulary. Schools should provide resources and support for advice for vocabulary learning. Students should be proactive and find strategies that work for them." (FGD-02)

(Uhm as a student, educators should teach a variety of mnemonic techniques and emphasize the active use of vocabulary. Schools should provide resources and support for vocabulary learning. Students should be proactive and find strategies that work for them.)

Moreover, integrating mnemonics into real-life contexts enhances their effectiveness by making learning engaging and meaningful. Participants highlighted the importance of interactive strategies, such as storytelling and games, in reinforcing vocabulary knowledge. When mnemonics are applied in enjoyable ways, students are more likely to remember and use new words in real-world situations. As Participant 2 said that:

"Dapat ang teacher should introduce mnemonics in lingaw nga way. Like games or storytelling to make learning engaging. So, schools can encourage more interactive vocabulary activities and also students should practice mnemonics along with real-life usage of words" (IDI-02)

(Teachers should introduce mnemonics in a fun way, like through games or storytelling, to make learning engaging. Schools can encourage more interactive vocabulary activities, and students should practice mnemonics along with the real-life usage of words.)

In addition, utilizing a variety of mnemonic strategies (acronyms, keyword mnemonics, and visualization) enhances vocabulary learning. Experimentation allows learners to identify which mnemonic techniques work best for them, fostering adaptability in learning. Furthermore, incorporating mnemonics into classroom activities and providing time for practice and review ensures deeper understanding and long-term retention. Participants highlighted the importance of an interactive and flexible learning environment where students are actively engaged in selecting and applying mnemonic strategies. As Participant 14 said that:

"I encourage experimentation of different mnemonic techniques. Mao jud na siya ang importante and also provide time for practice

and review. Incorporate mnemonics into various classroom activities, teach students how to create effective mnemonics, not just how to use." (FGD-07)

(I encourage the experimentation of different mnemonic techniques. That is really important, and also provide time for practice and review. Incorporate mnemonics into various classroom activities, teach students how to create effective mnemonics, not just how to use them.)

Consequently, the students perceive personalized mnemonics as more meaningful and easier to remember because they are created based on individual associations and preferences. This approach aligns with constructivist learning principles, where learners build knowledge through personal experiences. This allows students to develop their own mnemonics promoting autonomy in learning and strengthens memory retention. Therefore, through fostering self-directed learning, students can take an active role in vocabulary retention, making the learning process more engaging and effective. As Participant 3 said that:

"Teachers should also encourage students to create their own mnemonics, as this personalizes their learning experiences" (IDI-03)

(Teachers should also encourage students to create their own mnemonics, as this personalizes their learning experiences.)

Additionally, collaborative learning settings improve vocabulary retention by encouraging students to exchange mnemonic methods, explore strategies collectively, and support each others comprehension. Moreover, spaced repetition, which involves revisiting vocabulary at consistent intervals, plays a vital role in reinforcing long term memory. Through peer interactions and repeated exposure to words, students enhance their recall and ability to apply them effectively. This reinforces the idea that social interaction and consistent practice are key elements in effective vocabulary acquisition and retention resulting to vocabulary knowledge. As Participant 3 said that:

"Additionally, space repetition, pagbalikbalik, and collaboration could help students retain the vocabulary for a long-term." (IDI-03)

(Additionally, spaced repetition, reviewing repeatedly, and collaboration could help students retain vocabulary for the long-term.)

Having Institutional Support to Enhance Vocabulary Learning. Institutional support plays a vital role in enhancing vocabulary learning by equipping teachers with proper training on mnemonic techniques. Providing learning materials that include mnemonic resources ensures that students have access to tools that support effective learning strategies. Additionally, organizing workshops and training sessions for both educators and students fosters a deeper understanding and application of mnemonic techniques, leading to improved vocabulary retention and proficiency.

Providing Resources and Training. This is the first code of the third issues probed. Providing adequate learning resources and teacher training in an essential factor in improving students vocabulary knowledge. Exposure to diverse educational materials that incorporate mnemonic strategies can significantly aid in vocabulary retention. Schools should invest in learning tools that integrate mnemonic methods, ensuring that students have access to structured learning techniques.

Participants indicated that seminars and training programs could improve the proficiency of both instructors and students in using mnemonic tactics. This highlights the need for institutional support to provide proper training for educators. Ensuring teachers are skilled in mnemonic instruction is essential. It also encourages active student engagement in learning through mnemonics. Overall, such support fosters more effective vocabulary learning for all. As Participant 4 said that:

"Also, schools could offer workshops on effective mnemonic creation and students should be proactive in finding mnemonics that work for them." (IDI-04)

(Schools could offer workshops on effective mnemonic creation, and students should be proactive in finding mnemonics that work for them.)

Moreover, participants underscores the importance of organized mnemonic programs in educational institutions, indicating that institutional backing may greatly enhance word retention. Integrating mnemonic tactics with practical application enables students to enhance their comprehension and retention of terminology or vocabulary in more significant and enduring manners. This highlights the essential role of educational institutions in providing learners with effective tools and environments that connect theoretical knowledge with practical application. As Participant 6 said that:

"Schools to offer structured mnemonics and students to constantly combine mnemonics with real world practice to enhance vocabulary retention." (IDI-06)

(Schools to offer structured mnemonics and students to constantly combine mnemonics with real world practice to enhance vocabulary retention.)

Furthermore, participants highlighted the need for school administrations to provide institutionalized interactive tools for mnemonic use. Equipping classrooms with dynamic and well-designed learning resources supports this goal. Such tools create more engaging and student-centered vocabulary learning experiences. They help make mnemonic strategies easier to apply and more effective. Ultimately, this fosters better vocabulary retention and learner participation. As Participant 13 said that:

"For school administrations, they should provide interactive learning tool and language practices." (FGD-06)

(For school administrations, they should provide interactive learning tool and language practices.)

In connection, another participant emphasized that it is the teacher's role to make mnemonic techniques enjoyable and interactive. This can include integrating games and storytelling into lessons. Such approaches engage students and make learning more memorable. It highlights the importance of institutional support in encouraging creative, blended activities. Combining structure with creativity enhances classroom practices and vocabulary learning. As Participant 2 said that:

"Dapat ang teacher should introduce mnemonics in lingaw nga way. Like games or storytelling to make learning engaging." (IDI-02)

(Teachers should introduce mnemonics in a fun way, like through games or storytelling, to make learning engaging.)

Promoting Contextual and Collaborative Use of Mnemonics. This is the second code of the third issues probed. Institutional support is essential for enhancing meaningful social learning experiences through the contextual and collaborative application of mnemonics. Integrating mnemonics into real-life scenarios and interactive classroom activities enhances student engagement and improves vocabulary retention. Curriculum design, teacher training, and interactive tools provide structured support that enhances the effectiveness of mnemonic strategies, therefore improving vocabulary learning outcomes.

Similarly, participants highlighted the importance of applying mnemonic strategies in real-life contexts to reinforce vocabulary knowledge. They emphasized that meaningful use helps deepen understanding and retention. Additionally, allowing students to create their own mnemonics gives them a firsthand learning experience. Personalizing these techniques makes memorization more effective and engaging. Overall, this approach supports efficient and lasting vocabulary learning. As Participant 1 said that:

"So, while mnemonics are great for remembering words, it is important to apply them in meaningful context. Teachers should also encourage students to create their own mnemonics. As this personalize their learning experiences." (IDI-01)

(While mnemonics are great for remembering words, it is important to apply them in meaningful contexts. Teachers should also encourage students to create their own mnemonics, as this personalizes their learning experiences.)

Moreover, participants emphasized that encouraging students to create their own mnemonics personalizes the learning process. This approach makes vocabulary more meaningful and easier to remember. It also fosters collaboration among students as they share and discuss their mnemonics. Active engagement is promoted through this creative involvement. Therefore, student made mnemonics enhance both motivation and retention. As Participant 10 said that:

"Teachers should also encourage students to create their own mnemonics, as this personalizes their learning experiences. Additionally, space repetition, pagbalikbalik, and collaboration could help students retain the vocabulary for a long term." (FGD-03)

(Teachers should also encourage students to create their own mnemonics, as this personalizes their learning experiences. Additionally, spaced repetition, reviewing repeatedly, and collaboration could help students retain vocabulary for the long term.)

Lastly, participants emphasized that effective vocabulary learning through mnemonics requires institutional support that goes beyond surface-level memorization and fosters deeper understanding. By providing teachers with resources, implementation guidance, and ongoing support, school administrators can help ensure that mnemonic strategies are used meaningfully and sustainably in the classroom. This aligns with the idea of promoting contextual and collaborative use of mnemonics, reinforcing the essential theme that vocabulary learning is most effective when institutions actively support both teachers and students in applying these techniques thoughtfully. As Participant 7 said that:

"To the school administrators, I think that they could do learning vocabulary using mnemonics is that you have to extend extra support to them, especially to the teachers. You will give extra support on the resources, on the implementation, or on the process so that it is not extra heavy on the end of teachers and the learners." (IDI-07)

(To school administrators, the best way to support vocabulary learning through mnemonics is by providing extra support to teachers. This includes offering resources, guidance on implementation, and refining processes to ensure that the burden is not solely on teachers or students.)

Supporting Learner-Centered Implementation. This is the third code of the third issues probed. This underscores the necessity for institutional support that emphasizes student needs, preferences, and active engagement in vocabulary acquisition. This involves providing educators with the resources and autonomy to modify mnemonic tactics according to students interests, learning preferences, and real-world experiences. This method believes that when educational institutions use tailored and student-centered tactics, vocabulary learning becomes more substantial, engaging, and effective.

In connection, participants highlights the importance of experimenting different mnemonic techniques and allotting time for practice and review. Through incorporating mnemonics into different classroom activities and teaching students to create their own mnemonics, this approach becomes learner-centered. Therefore, highlighting how institutional support enables teachers to deliver flexible, student-focused instruction that enhances vocabulary retention As Participant 14 said that:

"I encourage experimentation of different mnemonic techniques. Mao jud na siya ang importante and also provide time for practice and review. Incorporate mnemonics into various classroom activities, teach students how to create effective mnemonics, not just how to use." (FGDI-07)

(I encourage the experimentation of different mnemonic techniques. That is really important, and also provide time for practice and review. Incorporate mnemonics into various classroom activities, teach students how to create effective mnemonics, not just how to use them.)

Moreover, participants response strongly supports the idea of avoiding a one-size-fits-all approach through emphasizing that mnemonic strategies should not be imposed uniformly to all students. Recognizing that learners have different cognitive styles and preferences. Participants encourages teachers to introduce mnemonics with flexibility and sensitivity to individual needs. it underscores the importance of institutional encouragement for personalized teaching practices that respect learner diversity. As Participant 7 said that:

"Firstly, to teachers I would like this to be heard that do not force your students to learn how you learn. Using mnemonics kasi is case to case bases. So, you can introduce it to the learners, you can investigate or explore if it is effective on the end of your learners. But still, you really have to accept that not everyone will be going to learn how you learn or perceive the things how you perceive it. So, you have to be extra kind when you are introducing this one." (IDI-07)

(First, to teachers, I want this to be clear: Do not force your students to learn the way you do. The use of mnemonics varies from person to person. You can introduce it to learners and explore whether it works for them, but you must accept that not everyone learns or perceives things the same way you do. Therefore, be especially considerate when introducing this technique.)

Finally, participants highlight the significance of early introduction of mnemonic strategies in the teaching and learning process to support vocabulary knowledge. Through encouraging future educators, administrators, and students to familiarize themselves with mnemonic use from the beginning, it promotes a proactive and learner-centered approach to vocabulary learning. Thus, early integration of mnemonics can be more effective when supported by institutional guidance and resources. As Participant 12 said that:

"The recommendation that I could give to aspiring educators, administrations, teachers, and students with regards to the improvement of their vocabulary using mnemonics is that to practice earlier, how it could be utilize in your teaching and learning process." (FGD-05)

(The recommendation that I could give to aspiring educators, administrations, teachers, and students regarding the improvement of their vocabulary using mnemonics is to practice earlier on how it could be utilized in your teaching and learning process.)

Data Integration of the Salient Quantitative and Qualitative Findings. The current study, which examines the relationship between mnemonic instructional strategies and vocabulary knowledge among English major students at a local college, utilizes a mixed methods approach through a convergent parallel design. The third research question addresses the corroboration of findings from both the quantitative and qualitative phases. Table 5 presents the key findings from both phases, with the first column outlining the focal aspects of the study. The second and third columns display the quantitative and qualitative findings, respectively. Quantitative results typically reflect indicators with the highest means, while the qualitative findings consist of identified responses that either confirm or disconfirm the quantitative data. The fourth column indicates the nature of the data integration, while the fifth column presents the axiological implications derived from the data presented in the preceding columns.

Table 5. *Joint Display of Salient Quantitative and Qualitative Findings*

Aspect Or Focal Point	*Quantitative Findings*	*Qualitative Findings*	*Nature Of Data Integration*	*Axiological Implications*
Mnemonic Instructional Strategies	On table 2 under the indicator mnemonic and students motivation with an overall mean of 3.98 specifically in the item number 5- use mnemonics to help me stay engaged during vocabulary lessons (3.98; high)	On table 4 essential theme of Mixed Experiences with Mnemonic Strategies in Vocabulary Learning, under category of positive aspects specifically in the code- mnemonics make vocabulary learning engaging.	Merging-converging	The high rating shows that students value mnemonics for boosting motivation in vocabulary learning. Qualitative data support this, revealing that students find mnemonics engaging and enjoyable. This alignment confirms that mnemonics are both useful and meaningful, helping sustain interest and active participation in learning.
	On table 2 under the indicator mnemonics for review of vocabulary (and its effect on retention) with an overall average mean of 3.95 specifically in the item number 2- prefer to use a mnemonics activity to review before an exam than	On table 4 essential theme of Enhancing Vocabulary Retention, under category of enhancement of vocabulary retention specifically in the code- use of mnemonics during review sessions for an upcoming exam.	Merging-converging	The high rating shows students prefer mnemonics over traditional vocabulary lists for review. Qualitative data support this, with students finding mnemonics effective for exam preparation. Together, these findings highlight that students view mnemonics as valuable, purposeful tools that enhance retention and make vocabulary learning more engaging.

	using vocabulary lists (4.06; high)			
	On table 2 under the indicator mnemonics in vocabulary instruction with an overall average mean of 3.60 specifically in the item number 1- believe the teacher should use mnemonics as a strategy to help me learn vocabulary (4.08; high)	On table 4.1 essential theme of Integrating Different Strategies for Effective Vocabulary Learning, under category of teaching various mnemonic strategies specifically in the code- experimenting with different mnemonics such as acronyms, keyword mnemonics, and visualization techniques enhance learning.	Merging-converging	The high rating for mnemonics in vocabulary instruction indicates that English major students strongly agree that teachers should use mnemonics. This is supported by qualitative data where students said techniques like acronyms, keywords, and visualization help their learning. Overall, students see mnemonic strategies as effective and meaningful tools for building vocabulary.
	On table 2 under the indicator using mnemonics in class specifically during first encounter with vocabulary item with an overall average mean of 3.62 specifically in the item number 5- believe that using mnemonics helps me retain vocabulary better over the long term (3.95; high)	On table 4 essential theme Enhancing Vocabulary Retention, under category of quick recalling of mnemonics, specifically in the code- they require constant repetition and contextual application.	Merging-converging	The high rating of English major students shows that they value the early use of mnemonics in vocabulary learning (mean = 3.95), seeing them as helpful for long-term retention. Qualitative data shows that while mnemonics aid quick recall, they are most effective with repeated use and real-life context. This highlights the importance of consistent and intentional mnemonic instruction as a meaningful strategy for lasting vocabulary development.
Vocabulary Knowledge of English Major Students	On table 2.1 under the indicator vocabulary form with an overall average mean of 3.41 specifically in the item number 7- where students identified the correct verb form. This item obtained the highest score and it shows that learners are most familiar with the correct past tense form if irregular verbs. Their strong performance suggests effective recognition of verb forms in context. (4.04; high)	On table 4 essential theme of Struggles in Using Mnemonics to Learn Vocabulary, under category of mnemonic complexity and forgetting specifically in the code- over-reliance on mnemonics leads to forgetting actual word meanings.	Merging-converging	This highlights that English major students show strength in recognizing verb forms (mean = 4.04), especially past tense irregular verbs, but this may reflect surface-level knowledge. Qualitative data reveals that over-reliance on mnemonics can hinder understanding word meanings, showing a gap between recognition and real usage. This suggests the need for balanced instruction that promotes both accuracy and meaningful, independent language use.
	On table 2.1 under the indicator vocabulary meaning with an overall average mean of 3.51 specifically in the item number 4- where students identified the meaning of the word "monarch", this item obtained the highest score for vocabulary meaning. Most students correctly understood that "monarch" refers to a king. This indicates that students have a strong grasp of word meaning related to royalty or leadership. (4.44; very high)	On table 4 essential theme of Enhancing Vocabulary Retention, under category of enhancement of vocabulary retention in the code- mnemonics improve word recall, especially for difficult words.	Merging-converging	This highlights that the high accuracy in understanding the word "monarch" shows students' strong grasp of meaningful vocabulary, especially related to leadership. Combined with findings that mnemonics enhance recall, this highlights the value of linking new words to familiar concepts through mnemonics and context. Such strategies move vocabulary learning beyond memorization, promoting deeper understanding and long-term retention, making mnemonics essential tools for effective language acquisition.
	On table 2.1 under the indicator vocabulary use with an overall average mean	On table 4 essential theme of Enhancing Vocabulary Retention,	Merging-converging	This highlights that the low score in using "there" correctly reveals students struggle with applying vocabulary in context despite

	of 3.51 specifically in the item number 5- where students identified the correct usage of the word "there". However, despite being the highest in this category, the mean score was only 2.62, which is considered low. This indicates that while students performed better on this item compared to others, their overall ability to use vocabulary in context still needs improvement. (2.62; low)	category of quick recalling of mnemonics in the code-mnemonics are useful for quick recall but less effective for long-term retention.	recognition skills. Combined with insights that mnemonics help recall but not long-term retention, this highlights the need for consistent, meaningful practice. Effective vocabulary learning requires active use and repeated engagement to ensure deep and lasting mastery beyond memorization.

Mnemonic Instructional Strategies. In the quantitative phase, under the indicator of mnemonic and student motivation, the specific item was rated by the participants as high - using mnemonics to help me stay engaged during vocabulary lessons. This result is connected with the qualitative findings, which is categorized as positive aspects, specifically in the core idea mnemonics make vocabulary learning engaging, under the essential theme of mixed experiences with mnemonic strategies in vocabulary learning. This reflects that students value mnemonics as tools that boost their motivation. Their enjoyment and engagement show that mnemonics hold meaningful relevance in the learning process. It is safe then to say that the qualitative merges the quantitative.

In the quantitative phase, under the indicator of mnemonics for review of vocabulary (and its effect on retention), the specific item was rated by the participants as high preferring the use a mnemonics activity to review before an exam than using vocabulary lists. This result is connected with the qualitative findings, which is categorized as enhancement of vocabulary retention, specifically in the core idea use of mnemonics during review sessions for an upcoming exam, under the essential theme of enhancing vocabulary retention. This indicates that students value mnemonics as effective and purposeful tools for exam preparation. Their preference reflects a belief that mnemonic strategies make learning more meaningful and memorable. Hence, this can be viewed that the qualitative merges with the quantitative.

Furthermore, in the quantitative phase, under the indicator of mnemonics in vocabulary instruction, the specific item was rated by the participants as high believing the teacher should use mnemonics as a strategy to help me learn vocabulary. This result is connected with the qualitative findings, which is categorized as teaching various mnemonic strategies, specifically in the core idea experimenting with different mnemonics such as acronyms, keyword mnemonics, and visualization techniques enhance learning, under the essential theme integrating different strategies for effective vocabulary learning. This shows that students value the intentional use of mnemonic strategies in instruction. They believe these techniques are meaningful supports that improve vocabulary development. Thus, this can be viewed that the quantitative and qualitative merges.

Moreover, in the quantitative phase, under the indicator of using mnemonics in class specifically during first encounter with vocabulary item, the specific item was rated by the participants as high believe that using mnemonics helps me retain vocabulary better over the long term. This result is connected with the qualitative findings, which is categorized as short-term vs. long-term memory, specifically in the core idea requiring constant repetition and contextual application, under the essential theme of enhancing vocabulary retention. This suggests that students value early mnemonic use as a meaningful tool for long-term learning. They recognize its importance when paired with consistent practice and real-life application. This can be viewed that both quantitative and qualitative merges.

Vocabulary Knowledge. In the quantitative phase, under the indicator of vocabulary form, the specific item no. 7 "She _____ a beautiful song yesterday obtained the highest score. This indicates that students could often identify the correct grammatical form (sang) in context. However, in the qualitative findings, it reveals that students may rely on memorizing patterns instead of understanding the context, this indicates that high performance may not always equate to deep comprehension. This result is connected with the qualitative findings, which is categorized as mnemonic complexity and forgetting, specifically in the core idea over-reliance on mnemonics leads to forgetting actual word meanings, under the essential theme struggles in using mnemonics to learn vocabulary. This implies that while students value accuracy, they also need instruction that fosters deeper understanding. Mnemonics must be paired with meaningful use to ensure lasting vocabulary knowledge. It is safe then to say that the qualitative merges the quantitative.

Moreover, in the quantitative phase, under the indicator of vocabulary meaning, the item no.4 “They saw the monarch” obtained the highest score. This shows that students correctly identify “king” as the meaning or monarch. This aligns with the essential theme enhancing vocabulary retention, particularly under the code category enhancement of vocabulary retention, where students shared that mnemonics improve word recall, especially for difficult words. This reflects that students value the meaningful connection between words and their real-life associations. They see mnemonics not just as memory aids but as tools that deepen understanding and support long-term learning. Thus, this can be viewed that the quantitative and qualitative merges.

Furthermore, in the quantitative phase, under the indicator of vocabulary use, the specific item no. 5 "there" obtained the highest score. The item evaluates the ability of the students to choose correct contextual usage, the result reveal that mnemonics help with short-term recall but are insufficient for lasting retention without contextual usage. This result is connected with the qualitative findings, which is categorized as short-term vs. long-term memory, specifically in the core idea mnemonics are useful for quick recall but less effective for long-term retention., under the essential theme of enhancing vocabulary retention. Therefore, this suggests that students recognize the limits of memorization strategies. They value learning experiences that promote contextual understanding and practical application for lasting vocabulary use. This can be stated that the quantitative and qualitative merges.

Conclusions

First, the level of mnemonic instructional strategies among English major student is high in terms of mnemonics and students motivation, mnemonics and learning context (as fun and entertaining), mnemonics and students anxiety, mnemonics for review of vocabulary (and its effect on retention), mnemonics in vocabulary instruction, and using mnemonics in class specifically during first encounter with vocabulary item and its overall result is high. Also, the level of vocabulary knowledge among English major students is also high in term of vocabulary form, vocabulary meaning, and vocabulary use. Hence, this indicate that the indicators of mnemonic instructional strategies and vocabulary knowledge are always manifested by the English major students.

Second, the findings revealed that there is no significant relationship of mnemonic instructional strategies and vocabulary knowledge among English major students using the Mean, R-Value and P-Value. It was revealed that both variables are accepted hence, there is no significant relationship between mnemonic instructional strategies and vocabulary knowledge among English major students.

Third, the thematic analysis of the qualitative data was conducted based on responses obtained from in-depth interviews (IDI) and focus group discussions (FGD). This analysis provided additional insights into the lived experiences and insights of English major students, specifically regarding how mnemonic instructional strategies can enhance their English vocabulary knowledge. Qualitatively, English major students have been experiencing different situations that contribute to their experience in using mnemonic instructional strategies, aiming to enhance their vocabulary knowledge. The following themes were emerged: struggles in using mnemonic to learn vocabulary, enhancing vocabulary retention, mixed experiences with mnemonic strategies in vocabulary learning, effective mnemonic strategies for vocabulary knowledge, and overcoming challenges in using mnemonics for vocabulary learning.

Fourth, from the participants responses, other themes are identified which show the insights shared of English major students with regards to the effectiveness of mnemonic instructional strategies in enhancing their vocabulary knowledge. The following are the themes: enhancing English majors vocabulary retention through simplified, contextual, and personalized mnemonics, engaging effectively to ensure vocabulary retention, integrating different strategies for effective vocabulary learning, and having institutional support to enhance vocabulary learning

Lastly, to comprehensively assess the impact of mnemonic instructional strategies on the vocabulary knowledge of English major students, the responses were analyzed thematically to validate the qualitative findings of the study. The results from both phases were integrated according to the planned approach. The quantitative results provided insights into the levels of mnemonic instructional strategies (MIS) and vocabulary knowledge (VK) among participants, which were then cross-referenced with the qualitative data. Both sets of findings converged, confirming that mnemonic instructional strategies significantly influence students vocabulary knowledge across various dimensions. This convergence underscores the enhancement of students abilities to understand nuances, engage in discourse, and apply linguistic functions effectively within different contexts.

Based on the findings of the study, the following recommendations were being drawn:

Firstly, the level of perceived use of mnemonic instructional strategies among English major students reveals that, among the six indicators, mnemonics in vocabulary instruction has the lowest mean. This suggests that students are less likely to apply mnemonic mnemonics in vocabulary instruction, which can impact the development of their vocabulary knowledge. Limited practice of mnemonic techniques in instruction could reduce opportunities to reinforce and retain vocabulary, leading to difficulties in understanding and using vocabulary effectively, particularly in academic or professional settings where strong vocabulary skills are essential. To address this, students should create and employ mnemonic strategies, such as using arconyms, rhyming, associating words with images, or creating memory aids for vocabulary retention. They may also seek resources and tools, both online and offline, to support the consistent application of these strategies.

Furthermore, the level of perceived vocabulary knowledge among English major students indicates that, among the three components, vocabulary use has the lowest mean. This could negatively affect their ability to use vocabularies effectively making it more challenging to apply vocabulary knowledge in different contexts. To overcome this, students are encouraged to explore the different types of mnemonics and participate in conversations with peers or instructors that integrate mnemonic approaches to recall and use new words. Experimenting with different mnemonic instructional strategies is being encouraged to find out what works best for acquiring vocabulary knowledge.

Qualitative findings further reveal that the use of mnemonic instructional strategies and their application in various contexts could significantly enhance vocabulary knowledge. Engaging in classroom tasks and activities that incorporate mnemonic aids provides

practical, hands-on learning opportunities, encouraging better retention and usage of vocabulary. Exposure different mnemonic strategies, such as acronyms, word association, rhyming, and visualization helps reinforce comprehension and strengthen word recall. Applying mnemonic strategies across different scenarios enables learners to adapt their vocabulary use, enhancing their ability to communicate effectively and efficiently. This also provides insights into diverse cultural contexts where language is used, enriching their vocabulary knowledge.

The shared perspectives of English major students highlight how the effective implementation of mnemonic instructional strategies could address their needs in improving vocabulary knowledge. Regular practice and openness for further application of mnemonics are crucial, as these allow learners to refine their mnemonic techniques and strengthen word retention. Incorporating diverse activities that include mnemonic aids ensures that learning remains dynamic and engaging. This not only enhances vocabulary knowledge but also equips learners to communicate confidently in varying situations.

Lastly, the researcher recommends fostering structured, meaningful, and engaging mnemonic instructional strategies. Emerging technologies provide learners with engaging, innovative ways to practice and expand their vocabulary, such as through gamified apps and interactive vocabulary quizzes. These tools often deliver immediate feedback, enabling students to monitor their progress and refine their mnemonic approaches effectively. Incorporating these modern strategies into vocabulary-building efforts creates a personalized, efficient, and enjoyable learning environment.

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