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Abstract. Teaching English as a foreign language in secondary schools requires methods that not only promote accurate learning but also sustain student motivation. Traditional approaches such as rote memorization often fail to ensure long-term retention. Therefore, this study examines the effectiveness of mnemonic techniques in improving vocabulary, grammar, and pronunciation among secondary school learners. The research was conducted with 90 students aged 12-15 from secondary schools No 40 in Amudarya, No 16 in Chimboy, No 10 in Xodjeyli and No 47 in Nukus city, divided into experimental groups and one control group. Firstly, the control group received traditional instruction, while the experimental groups were taught using mnemonics, with one group additionally exposed to visualization and storytelling. Secondly, data were collected through pre- and post-tests, classroom observations, student questionnaires, and teacher interviews. Finally the findings were analyzed using both quantitative and qualitative methods.

INTRODUCTION

Teaching English as a foreign language in secondary schools presents both challenges and opportunities. On the one hand, students are expected to master a wide range of vocabulary, grammar structures, and pronunciation rules within a limited timeframe [2]. On the other hand, traditional methods of memorization such as repetition and translation often lead to low motivation and poor long-term retention. Therefore, innovative strategies are required to make language learning more effective, engaging and memorable [5].

One promising is the use of mnemonic techniques. Mnemonics, derived from the Greek word *mnemonikos* meaning "memory," refer to methods that facilitate memorization by linking new information to familiar associations, images, or patterns [4]. As a result, abstract concepts become easier to remember because they are connected with visual, auditory, or kinesthetic cues. For example, students may use acronyms to recall grammar rules, rhymes for irregular verbs, or storytelling to internalize vocabulary [1].

Moreover, scholar have increasingly recognized the pedagogical value of mnemonics in education. According to V. A. Kozarenko, mnemonics provide a systematic way of enhancing memory through structured techniques [9]. Similarly, G. I. Fateeva argues that mnemonics simplify retention by replacing abstract objects with concrete associations linked to different types of memory [3]. In addition, S. Yu. Golovin describes mnemonics as a set of special techniques specifically designed to make learning easier [7]. Thus, the theoretical basis of mnemonics supports their use in language classrooms.

Despite these advantages, mnemonics are still underutilized in secondary education, particularly in English language teaching. Consequently, there is a need to examine how mnemonic strategies can be integrated into classroom practice and what measurable effects they produce on student learning outcomes [6].

The present study therefore aims to explore the role of mnemonic techniques in teaching English to secondary school students. More specifically, it investigates how mnemonics influence vocabulary retention, grammar learning and pronunciation. By comparing traditional methods with mnemonic-based instruction, this study seeks to highlight the pedagogical potential of mnemonics as effective tools for enhancing both memory and motivation in the English classroom.

METHODOLOGY

To begin with, the methodological basis of this study draws upon modern definitions of mnemonics proposed by leading scholars. In our view, the definition of V. A. Kozarenko most precisely reflects the contemporary nature of mnemonics, as it emphasizes the systematic character of mnemonic methods in enhancing memory [9]. Moreover, G. I. Fateeva highlights that the principle of mnemonics consists in replacing abstract objects and facts with concepts and representations that have visual, auditory, or kinesthetic imagery [3]. In addition, she stresses that mnemonics link the material to be memorized with existing knowledge in different types of memory, thereby simplifying retention. Similarly, S. Yu. Golovin regards mnemonics as a system of special techniques designed specifically to facilitate memorization [7]. Consequently, these theoretical perspectives guided the design of our research, since they provided a clear framework for selecting and applying mnemonic strategies in English language teaching [8].

Firstly, this study employed a mixed-methods design, combining classroom experimentation with qualitative feedback analysis. The overall aim was to evaluate how the application of mnemonic strategies influenced students' retention and comprehension in English lessons.

Secondly, the study involved 90 secondary students (aged 12-15) from four different schools in areas. The students were therefore divided into three groups in order to compare results:

Experimental Group A (30 students): taught vocabulary and grammar with mnemonic strategies.

Experimental Group B (30 students): taught with mnemonics plus visualization and storytelling.

Control Group (30 students); taught with traditional memorization techniques (rote learning).

Thirdly, several data collection instruments were employed. Pre-tests and post-tests were conducted to measure vocabulary and grammar improvement. Furthermore, observation checklists were used by teachers to record student participation, motivation, and classroom interaction. In addition, student questionnaires were distributed to collect feedback on the usefulness and enjoyment of mnemonic activities. Finally, teacher interviews provided deeper insights into the practicality and challenges of integrating mnemonics into lessons.

The intervention lasted for six weeks. During this period, teachers in the experimental groups consistently applied different mnemonic techniques. For instance, acronyms and acrostics were used for grammar rules (e.g., FANBOYS, OSASCOMP). Moreover, rhymes and songs were applied for irregular verbs and spelling patterns. In addition, visualization and storytelling supported vocabulary learning, while sound associations facilitated pronunciation practice. By contrast, the control group continued with traditional instruction using repetition and translation.

Finally, quantitative data from tests were analyzed by comparing mean scores of pre- and post-tests between groups. At the same time, qualitative data (from observations, questionnaires, and interviews) were carefully coded into themes such as student motivation, ease of recall, and teacher perspectives. Thus. Triangulation was applied to ensure validity by comparing findings across different sources of evidence.

RESULTS

The results of the study demonstrate that the application of mnemonic techniques led to considerable improvements in students' performance. Firstly, students who used visualization and storytelling mnemonics remembered new vocabulary with higher accuracy compared to those relying only on rote memorization. Secondly, grammar lessons that employed rhymes and acronyms were perceived as easier to understand and recall. Thirdly, pronunciation drills using sound associations noticeably reduced spelling errors and improved word stress recognition.

TABLE 1. Examples of Mnemonics for Vocabulary

| Word	Mnemonic device	Example association
"Arid" (dry)	Visualization	Imagine a desert with no water
"Benevolent" (kind)	Word Link	"Ben" sounds like "Ben is a good person."
"Submerge" (go underwater)	Storytelling	"The submarine submerges deep into the sea."

TABLE 2. Examples of Mnemonics for Grammar

Grammar Rule	Mnemonic	Example
Coordinating conjunctions	FANBOYS	For, And, Nor, But, Or, Yet, So
Order of Adjectives	OSASCOMP	Opinion, Size, Age, Shape, Color, Origin, Material, Purpose
Irregular Verbs	Rhymes	" Sing, sang, sung – the song is sung."

TABLE 3. Examples of Mnemonics for Pronunciation and Spelling

Rule	Mnemonic	Example
" i before e except after c	Rhyme	" Believe, friend, but receive."
Silent letters	Visualization	Imagine a ghost covering the silent "k" in "knight."
Stress in two-syllable nouns	Word Stress Rule	Nouns stress the first syllable: TAble, DOCtor.

Moreover, quantitative data revealed clear differences between the control and experimental groups. As shown in Figure 1, both experimental groups achieved much higher post-test results compared to the control group. In particular, Group B, which combined mnemonics with visualization and storytelling, demonstrated the greatest improvement.
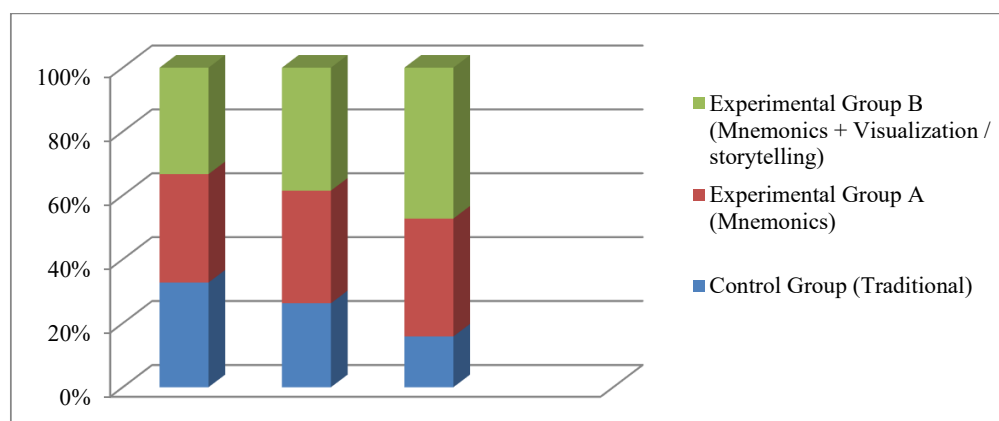
FIGURE 1. Pre-test and Post-test Scores of Students

As can be seen, the control group improved slightly but less significantly, whereas both experimental groups showed notable progress. Therefore, it can be concluded that mnemonics contributed directly to better retention and comprehension of English vocabulary and grammar.

In addition, qualitative data supported these findings. Classroom observations revealed that students were more engaged and motivated during mnemonic-based lessons. Teachers reported increased participation and creativity among learners. Furthermore, student questionnaires showed that learners considered mnemonic techniques to be not only effective but also enjoyable. Consequently, mnemonics made the learning process less stressful and more interactive.

DISCUSSION

The findings of this study clearly demonstrate that mnemonic techniques play a significant role in improving English language learning among secondary school students. Firstly, the use of mnemonics resulted in higher test scores compared to traditional memorization, which confirms the effectiveness of these strategies in enhancing retention and comprehension. Moreover, qualitative feedback highlighted that students found mnemonic-based lessons more engaging, interactive, and enjoyable.

Secondly, the results align with the theoretical perspectives of V. A. Kozarenko, G. I. Fateeva, and S. Yu. Golovin, who emphasized that mnemonics transform abstract information into vivid, memorable forms by engaging multiple types of memory. Our findings therefore support the argument that mnemonics are not only cognitive tools but also motivational enhancers in the classroom. In particular, the success of Experimental Group B indicates that when mnemonics are combined with visualization and storytelling, they become even more effective in facilitating long-term retention.

In addition, the study revealed that mnemonics improved not only vocabulary acquisition but also grammar and pronunciation. This suggests that mnemonic strategies are versatile and can be adapted to different aspects of language learning. Consequently, teachers can use them as flexible tools for diverse linguistic tasks, ranging from spelling rules to sentence structure.

However, despite these positive outcomes, several limitations must be acknowledged. Firstly, the study was conducted over a relatively short period of six weeks; thus, the long-term effects of mnemonics on language learning require further exploration. Secondly, the sample size was limited to three schools in an urban context, which may restrict the generalizability of results to rural or larger populations. Finally, the study focused primarily on secondary school learners, while the potential application of mnemonics in primary or higher education remains under-researched.

Nevertheless, the implications for teaching practice are noteworthy. Mnemonics can be effectively integrated into everyday English lessons without requiring expensive resources or advanced technology. Therefore, teachers should be encouraged to incorporate mnemonic techniques alongside other communicative methods, creating a balanced and dynamic learning environment. Thus, mnemonics may serve as a bridge between traditional instruction and modern, student-centered approaches in foreign language education.

CONCLUSION

In conclusion, the present study has shown that mnemonic techniques significantly enhance English language learning among secondary school students. Firstly, the experimental groups that employed mnemonic strategies outperformed the control group in both vocabulary and grammar retention. Secondly, the combination of mnemonics with visualization and storytelling proved to the most effective approach, leading to the highest improvement rates. Moreover, qualitative evidence revealed that students experienced greater motivation, enjoyment, and participation when mnemonics were integrated into lessons.

Therefore, the results confirm that mnemonics are not only powerful cognitive tools but also effective pedagogical strategies for fostering active engagement in the classroom. In addition, their versatility makes them applicable across different areas of language learning, from vocabulary acquisition to grammar rules and pronunciation.

Nevertheless, the study also identified certain limitations, including the relatively short duration of the intervention and the limited sample size. Consequently, further research is needed to examine the long-term effects of mnemonics, as well as their impact on learners of different age groups and in various educational contexts.

Finally, the pedagogical implications are clear: teachers should be encouraged to integrate mnemonic devices systematically into English language instruction. By doing so, they can simplify the learning process, improve memory retention and create a more engaging and student-centered learning environment. Thus, mnemonics is regarded as an essential component of innovative language teaching methods in contemporary secondary education.

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