



ADDIS ABABA UNIVERSITY

College of Education and Language Studies

Department of Foreign Languages & Literature

**Exploring Primary School Teachers' Implementation of
Mnemonic Strategies for Vocabulary Instruction: Awareness,
Classroom Practices, and Barriers.**

ENGLISH LANGUAGE AND TEACHING

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Addis Ababa

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**A Thesis submitted to the Department of Foreign Languages and Literature in Fulfillment of
Master's Degree in English Language Teaching**

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Acronyms

Acronym	Full Form
EFL	English as a Foreign Language
ELT	English Language Teaching
L1	First Language / Mother Tongue
L2	Second Language
MoE	Ministry of Education
TG	Teacher's Guide
SPSS	Statistical Package for the Social Sciences

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Abstract

This study examined the implementation of mnemonic-based vocabulary instruction among primary school English teachers in Addis Ababa. Specifically, it investigated the frequency and intentionality of mnemonic strategy use, the types of memory-enhancing techniques employed, teachers' conceptual awareness and perceptions of these approaches, and the contextual factors influencing their classroom application. A descriptive survey design was employed. Data were collected from a purposive sample of 30 primary school English teachers through a structured questionnaire comprising Likert-scale items and open-ended questions. Quantitative data were analyzed using descriptive statistics, while qualitative responses were examined through thematic analysis. The findings revealed a moderate level of implementation of mnemonic-based instructional practices. Teachers demonstrated a strong preference for visual techniques, particularly the use of pictures and visual imagery, whereas cognitively demanding approaches, such as rhymes, rhythmic patterns, and structured associative techniques, were used less frequently. Although participants expressed positive perceptions regarding the effectiveness of mnemonics for vocabulary retention and demonstrated awareness of the memory-supporting value of specific techniques, they exhibited limited pedagogical knowledge concerning the systematic application of mnemonic strategies as an integrated instructional framework. Consequently, the use of these techniques was often incidental rather than purposefully planned and consistently implemented. The study further identified four major barriers to effective implementation: inadequate instructional materials, insufficient instructional time, the rigid pace of the prescribed curriculum, and limited access to professional training related to mnemonic instruction. The findings also revealed a discrepancy between the mnemonic-oriented activities incorporated into the national English textbooks and their actual classroom enactment. By illuminating the nature of this implementation gap characterized by reliance on visual techniques, limited instructional intentionality, and insufficient pedagogical understanding the study contributes empirical evidence to the literature on vocabulary instruction in urban Ethiopian government primary schools. The findings underscore the need for context-responsive professional development initiatives and enhanced instructional support to facilitate the effective integration of cognitively grounded vocabulary-learning techniques into classroom practice.

Keywords: mnemonic strategies, vocabulary instruction, implementation gap, primary English teaching, Ethiopia.

CHAPTER I

Introduction

1.1 Background of the Study

Vocabulary holds a central role in language acquisition, as it forms the foundation for all communicative skills: listening, speaking, reading, and writing. Learners with a rich vocabulary are better able to understand input and express themselves more accurately and confidently. Even when grammar is correct and speech is fluent, communication remains limited without sufficient vocabulary. This view is supported by scholars in applied linguistics, who emphasize that vocabulary lies at the core of linguistic competence and academic achievement (Crystal, 2003; Hoshino, 2010; Beck, McKeown, & Kucan, 2002).

Moreover, vocabulary learning goes beyond memorizing word lists. It involves understanding meaning, usage, context, and the social patterns that govern language use (Hedgcock & Ferris, 2009). For this reason, vocabulary instruction should incorporate learning strategies that actively engage learners both cognitively and contextually, rather than relying on mechanical repetition.

In Ethiopia, the primary English syllabus recognizes vocabulary development as a key component of communicative competence and reading comprehension. It encourages teachers to engage students in learning vocabulary through contextualized and interactive activities. However, in practice, vocabulary teaching in many classrooms is still dominated by memorization and translation. As a result, students often struggle to use newly learned words in communication, and long-term retention remains limited. This gap between curriculum intentions and classroom practices reflects findings from international research, which show that traditional approaches tend to promote short-term recall rather than deep learning.

Mnemonic strategies offer an alternative approach to vocabulary instruction. These strategies help learners connect new words with meaningful cues such as images, sounds, or associations, making it easier to store and retrieve information. Despite their potential, there is limited evidence on how these strategies are actually used in Ethiopian primary school classrooms.

Mnemonics involve the use of both visual and verbal mental images to link new vocabulary to prior knowledge. They support different learning styles and can be particularly effective in diverse classrooms. In English Language Teaching (ELT), mnemonic strategies are used to support vocabulary learning, as well as spelling, pronunciation, and grammar. The term mnemonic originates from the Greek word meaning “memory” or “remembering.” Common mnemonic techniques include acronyms and acrostics, visualization (imagery), the keyword method, chunking, rhyme and rhythm, the method of loci (memory palace), and peg systems. These strategies help learners make abstract language elements more concrete and memorable (Oxford, 2017).

English plays a significant role in Ethiopia as a language of education, administration, and international communication. Historically, the modern education system introduced during the reign of Emperor Menelik II emphasized European languages, particularly English, French, and Italian (Heugh et al., 2006). Over time, English became firmly established as the medium of instruction, especially from upper primary school onwards practice that continues today (Getachew & Derib, 2006).

As a result, proficiency in English has become essential for students’ academic success and access to higher education. This is particularly evident in urban areas such as Addis Ababa, where English is widely used in both public and private schools, as well as in various aspects of daily life, including administration, media, and communication.

Given this context, effective vocabulary instruction at the primary level is crucial, as early vocabulary development lays the foundation for later language proficiency and academic achievement. Mnemonic strategies, such as visualization, imagery, rhyme, and association, have the potential to support learners’ memory and long-term retention of vocabulary.

Although Ethiopian primary school English textbooks include some activities that reflect mnemonic principles such as pictures, simple poems, and word-association tasks it is not clear to what extent these strategies are intentionally and systematically implemented in classroom practice. Furthermore, there is limited understanding of how teachers interpret and use these techniques in relation to established pedagogical approaches.

Therefore, this study aims to investigate how primary school English teachers use mnemonic strategies in teaching vocabulary, the types of strategies they employ, their level of awareness, and the challenges they face in integrating these strategies into their teaching practices. Understanding teachers' current practices and perspectives will provide valuable insights into how mnemonic strategies can be more effectively implemented to enhance vocabulary learning in Ethiopian primary school classrooms.

1.2 Statement of the Problem

Vocabulary development is a fundamental component of English language learning and plays a critical role in learners' communicative competence, reading comprehension, and overall academic achievement. Recognizing its importance, the Ethiopian primary school English curriculum promotes vocabulary instruction through a variety of learner-centered and context-based activities. The curriculum materials and teacher guides developed by the Ministry of Education (2018) incorporate instructional activities such as pictures, simple rhymes, poems, and word-association exercises that reflect key principles of mnemonic strategies, including imagery, sound patterns, and semantic association. These techniques are intended to facilitate vocabulary retention and meaningful language learning. However, concerns remain regarding the extent to which such strategies are implemented in actual classroom practice.

Evidence from previous studies conducted in Ethiopian primary school contexts suggests that vocabulary instruction continues to be dominated by traditional approaches, particularly translation, repetition, and rote memorization (Abebe & Mekonnen, 2021; Teshome, 2019). For example, these studies reported that vocabulary teaching often emphasizes memorization of word meanings and teacher-directed explanations, with limited opportunities for learners to engage in cognitive and associative processes that support long-term retention. Such practices appear inconsistent with contemporary approaches to vocabulary instruction, which emphasize meaningful engagement, contextual learning, and the use of memory-enhancing techniques.

Research in second and foreign language learning has consistently demonstrated the effectiveness of mnemonic strategies in facilitating vocabulary acquisition and retention. Techniques such as imagery, keyword association, grouping, and rhyme have been shown to strengthen memory processes and improve learners' ability to recall and use newly learned vocabulary (Hoshino, 2010; Thornbury, 2002). Despite the documented benefits of these strategies and the presence of

mnemonic-oriented activities within Ethiopian English language textbooks, there is limited empirical evidence regarding how these strategies are understood and implemented by teachers in primary school classrooms.

Although several Ethiopian studies have investigated vocabulary learning difficulties, vocabulary achievement, and general English language teaching practices, little attention has been given to teachers' awareness, perceptions, and classroom implementation of mnemonic strategies. Existing research has largely focused on learner outcomes and broader instructional challenges, while providing limited insight into whether teachers recognize the mnemonic principles embedded in curriculum materials, how frequently they employ such strategies, and the factors that influence their instructional decisions. Consequently, important questions remain unanswered regarding the role of mnemonic strategies in vocabulary instruction within Ethiopian primary schools.

This gap in the literature is particularly significant because teachers serve as the primary agents responsible for translating curriculum objectives into classroom practice. Without a clear understanding of teachers' knowledge, perceptions, and implementation of mnemonic strategies, it is difficult to determine whether the vocabulary-learning opportunities envisioned in curriculum documents are being effectively realized in classrooms. Furthermore, limited evidence exists concerning the contextual factors that may facilitate or hinder the use of mnemonic strategies, including instructional resources, curriculum demands, and professional training opportunities.

The issue is especially relevant in Addis Ababa, where English proficiency is closely linked to students' educational progression and future academic opportunities. Despite the importance of effective vocabulary instruction in this context, little is known about how English teachers in government primary schools utilize mnemonic strategies as part of their vocabulary teaching practices. Accordingly, there is a need for empirical investigation into teachers' implementation of these strategies, their level of awareness and understanding, and the challenges they encounter in applying them.

Therefore, this study investigates the implementation of mnemonic strategies in vocabulary instruction among English teachers in government primary schools in Addis Ababa. Specifically, it examines the frequency and types of mnemonic strategies employed, teachers' awareness and perceptions of these strategies, and the contextual factors influencing their classroom implementation.

By addressing these issues, the study seeks to contribute empirical evidence that may support improvements in vocabulary instruction, teacher professional development, and curriculum implementation within Ethiopian primary school English language education.

Hence, it becomes necessary to find out how aware, trained, and teachers are differently using mnemonics to teach vocabulary in English. Knowing their practices and the challenges they face will help to uncover the gaps in teacher education and deepen the understanding of vocabulary teaching in Ethiopian primary schools. Consequently, the research questions of this study are as follows:

1.3 Research Questions

To address the identified gaps between curricular intentions and classroom realities, this study seeks to answer the following research questions:

1. To what extent do primary school English teachers utilize mnemonic-related strategies in their vocabulary instruction?
2. What specific types of mnemonic-related strategies are most frequently employed by primary school teachers?
3. What is the level of teachers' conceptual awareness and perceptions regarding the use of mnemonic-related strategies?
4. What institutional and pedagogical factors influence teachers' implementation of mnemonic-related strategies in vocabulary instruction?

1.4 Objectives of the Study

1.4.1 General Objective

The primary objective of this research is to investigate the implementation of mnemonic strategies for vocabulary instruction among primary school English teachers in Addis Ababa.

1.4.2 Specific Objectives

In alignment with the research questions, the specific objectives of this study are:

1. To determine the frequency and extent to which primary school teachers apply mnemonic-related strategies in the EFL classroom.
2. To identify and categorize the specific typologies of mnemonic-related strategies most commonly utilized by these teachers.
3. To assess the level of teachers' conceptual awareness and their pedagogical perceptions concerning the efficacy of mnemonic strategies.
4. To examine the primary factors and challenges that facilitate or hinder the consistent use of mnemonic-related strategies in vocabulary teaching.

1.5 Significance of the Study

The implementation of mnemonic strategies in the Ethiopian primary education sector carries profound theoretical and practical implications for a broad spectrum of educational stakeholders. For practitioners, this research serves as a critical professional resource, bridging the gap between abstract cognitive theory and daily classroom realities while empowering educators to move beyond incidental usage toward the intentional, systematic integration of memory-enhancing techniques. By identifying the specific instructional barriers faced in the field, the study provides a reflective framework for teachers to evaluate and refine their current vocabulary teaching methodologies.

Furthermore, the findings offer curriculum developers and educational authorities vital empirical evidence regarding the "usability" of national textbooks and teacher guides. By analyzing the discrepancy between textbook-embedded activities and actual classroom execution, the study provides a data-driven rationale for refining instructional materials and incorporating specialized mnemonic training into both pre-service and in-service teacher education programs.

On a broader scale, this research addresses a pronounced contextual gap in the existing body of knowledge. While the efficacy of mnemonics is well-documented globally, localized studies within the Ethiopian primary EFL context remain sparse; thus, this inquiry establishes a foundational reference point for future scholars investigating sub-Saharan classroom dynamics. Ultimately, the primary beneficiaries of this study are the learners themselves. By advocating for evidence-based vocabulary instruction that prioritizes deep cognitive encoding over rote memorization, the research aims to enhance students' long-term lexical retention and communicative confidence. Strengthening these foundational skills is essential for the successful transition to English as a Medium of Instruction in higher grades, thereby securing a more robust academic trajectory for the Ethiopian learner.

1.6 Scope of the Study

The implementation of mnemonic-related strategies within this study is strictly confined to the pedagogical practices of primary school English teachers operating within the Ethiopian government school system. Geographically and institutionally, the research focuses on selected primary schools in Addis Ababa, specifically targeting the vocabulary instruction phase of the EFL curriculum. The investigation is delimited to the strategies explicitly embedded in the national English textbooks and teacher guides, such as visual imagery, rhythmic patterns, and semantic associations. Consequently, the study prioritizes the analysis of how these official instructional materials are translated into classroom practice, focusing on the frequency of use, the depth of teacher awareness, and the structural challenges inherent in this specific educational context.

Critically, the scope of this research excludes mnemonic interventions that occur independently of the mandated textbooks or teacher guides. Furthermore, while the study acknowledges the integrated nature of language learning, it does not extend to other linguistic domains such as syntactic development, reading comprehension, or writing skills. By focusing exclusively on vocabulary-related mnemonics within the government-prescribed curriculum, this study ensures a concentrated analysis of the specific implementation gap between national educational policy and localized classroom execution.

1.7 Definition of Key Terms

To ensure conceptual clarity and avoid ambiguity, the following terms are operationally defined within the context of this study:

Mnemonic-Related Strategies: Techniques such as imagery, acronyms, keyword methods, and rhythmic patterns used in the primary English syllabus to help students remember vocabulary.

Teacher Awareness: Teachers' ability to recognize mnemonic strategies embedded in textbook activities.

Teacher Perception: Teachers' views and attitudes toward the usefulness and practicality of mnemonic strategies in teaching vocabulary.

Vocabulary Instruction: Teaching activities aimed at helping students learn the meaning, form, and use of new words.

Instructional Materials: The Ministry of Education English textbooks and teacher guides used in primary schools.

1.8 Limitations and Delimitations of the Study

The scope, validity, and generalizability of this research are defined by specific methodological boundaries and inherent constraints that must be carefully considered when interpreting the findings. A clear distinction between delimitations (intentional choices made by the researcher to sharpen the focus) and limitations (unavoidable constraints arising from practical, logistical, or contextual realities) helps establish the boundaries within which the results should be understood.

Delimitations of the Study

This study was intentionally delimited to government primary schools within the administrative boundaries of Addis Ababa. This specific institutional and geographical focus was deliberately selected for several methodological and contextual reasons. First, Addis Ababa represents an urban educational hub characterized by a high concentration of English as a Medium of Instruction (MOI) implementation from upper primary levels onward. Second, government schools in the city benefit from relatively standardized use of the Ministry of Education (2018) instructional materials, including textbooks and teacher guides that embed mnemonic-related activities. By concentrating on this setting, the study was able to examine the implementation gap between national curriculum intentions and actual classroom practices under comparatively consistent conditions, thereby enhancing internal validity and contextual relevance.

The investigation specifically targeted English language teachers at grade levels where the national curriculum explicitly integrates mnemonic-related activities (such as pictures, rhymes, poems, and word-association tasks). This ensured that all participants shared a standardized pedagogical baseline and worked within the same mandated curriculum framework. Furthermore, the research was delimited strictly to vocabulary instruction, excluding other linguistic domains such as syntactic development, reading comprehension, or phonetic training. A critical delimitation was the study's exclusive focus on textbook-embedded mnemonic-related strategies namely visual imagery, rhythmic patterns, and semantic associations rather than an exhaustive survey of all possible mnemonic techniques available in the broader ELT literature.

By confining the inquiry to strategies explicitly provided within the official teacher guides and student textbooks, the study ensured that the practices examined were contextually relevant and realistically expected within the mandated government teaching environment. These delimitations were not weaknesses but principled methodological decisions designed to produce a focused, in-depth, and policy-relevant analysis of how nationally prescribed materials are translated into classroom reality in a key urban setting.

Limitations of the Study

Despite these careful delimitations, several inherent constraints may influence the broader applicability of the results.

First, although the study was conducted across selected government primary schools in Addis Ababa, the geographical and institutional focus on a specific urban sub-city limits the generalizability of the findings. While the data provide rich and detailed insights into pedagogical practices within the urban primary EFL context where access to trained teachers and instructional materials is relatively better the results may not fully reflect the pedagogical realities or more severe resource constraints faced in rural Ethiopian regions. Classroom dynamics, teacher training profiles, material availability, and even the functional role of English can vary significantly between urban centers and rural areas. Consequently, caution should be exercised when attempting to extrapolate the findings nationwide.

Second, the sample size of 30 primary school English teachers, selected through purposive sampling, constitutes a modest but carefully considered cohort. This sample size was deemed sufficient and appropriate for the descriptive survey design adopted in this study, which aimed primarily to explore patterns of awareness, self-reported practices, perceptions, and influencing factors rather than to test hypotheses or produce population-wide statistical generalizations. Purposive sampling allowed the researcher to target information-rich participants certified English teachers actively engaged with the national curriculum who could provide relevant, context-specific insights.

In descriptive educational research, particularly in resource-constrained settings like Ethiopian public schools, such focused samples are common and enable deeper analysis of both quantitative trends (via mean scores and frequencies) and qualitative nuances (via open-ended responses). Nevertheless, the relatively small sample size means the findings should be interpreted as indicative of prevailing trends within the studied context rather than as statistically representative of all primary English teachers in Addis Ababa or Ethiopia at large.

Third, the study relies exclusively on self-reported data elicited through a structured questionnaire. In inquiries of this nature, self-reported instruments are susceptible to social desirability bias, whereby participants may over-report the frequency or systematic nature of their use of mnemonic-related strategies. This risk is particularly relevant in light of the "conceptual-procedural gap" identified in the findings, where teachers may interpret their incidental or routine use of textbook features (e.g., displaying pictures or reading rhymes) as intentional mnemonic application.

Due to logistical challenges, time constraints, and practical difficulties in gaining prolonged access to classrooms for observation, this study did not incorporate direct classroom observations or additional data sources to triangulate the self-reported claims. While the inclusion of open-ended questions helped mitigate this limitation by allowing teachers to elaborate on their practices and challenges in their own words, the absence of observational data remains a notable constraint.

Finally, by prioritizing strategies explicitly reflected in the mandated instructional materials, the investigation did not capture idiosyncratic or innovative mnemonic techniques that individual teachers might develop independently of the official textbooks and teacher guides. This focus, while methodologically justified for examining curriculum implementation, necessarily narrowed the scope of practices documented.

While these limitations define the boundaries of the research, they also enabled a precise, high-resolution analysis of how the national English curriculum is being implemented in the critical urban primary sector. The combination of quantitative and qualitative data within a manageable sample yielded consistent patterns that illuminate important pedagogical realities.

Readers and future researchers are therefore advised to interpret the findings within the delimited urban government-school context and to view them as a foundation for more extensive investigations.

In addition, the study did not include classroom observations or lesson analysis due to time constraints. The absence of these data collection methods limited the researcher's ability to verify whether the reported practices were consistently implemented in actual classroom settings.

Including classroom observation could have provided deeper insight into how mnemonic-related strategies are practically used, adapted, or challenged within real teaching situations. Furthermore, the study was conducted with a relatively small sample of teachers from selected government primary schools in Addis Ababa. Therefore, the findings may not fully represent the experiences and instructional practices of primary school English teachers in other regions or educational contexts in Ethiopia.

Despite these limitations, the study still provides useful insights into teachers' awareness, perceptions, and reported use of mnemonic-related strategies in vocabulary instruction and offers a foundation for future research in this area. Future studies could usefully expand the sample size, adopt stratified or random sampling techniques, incorporate classroom observations or interviews for triangulation, and extend the scope to rural or regional settings to enhance the generalizability and robustness of knowledge in this area.

1.9 Structure of the thesis

This thesis is organized into five chapters, each fulfilling a distinct role in the systematic investigation of primary school English teachers' implementation of mnemonic-related strategies for vocabulary instruction.

Chapter I, Introduction, establishes the foundation for the study. It presents the background and context of vocabulary teaching in Ethiopian primary schools, articulates the research problem, and identifies the existing gap in the literature. The chapter further outlines the research questions and objectives, discusses the significance of the study for various educational stakeholders, defines the scope and delimitations, clarifies key terms, and describes the overall structure of the thesis.

Chapter II, Review of Related Literature, provides a comprehensive synthesis of theoretical and empirical scholarship relevant to the study. It examines key cognitive theories, including Dual Coding Theory and Cognitive Load Theory, explores various typologies and pedagogical applications of mnemonic strategies, and critically reviews both international and local research on vocabulary instruction and the persistent “implementation gap” in English language teaching.

Chapter III, Research Design and Methodology, details the methodological approach adopted in the study. It justifies the use of a descriptive survey design, describes the purposive sampling technique and the demographic profile of the 30 participants from government primary schools in Addis Ababa, and explains the development and validation of the structured questionnaire as the main data collection instrument.

The chapter also outlines the procedures for quantitative and qualitative data analysis, including the interpretation scale for mean scores, and addresses ethical considerations along with measures taken to enhance the validity and reliability of the findings.

Chapter IV, Results and Discussion, forms the empirical core of the thesis. It presents and analyses both the quantitative and qualitative data in relation to the four research questions. Using descriptive statistics (means, standard deviations, and frequencies) and thematic analysis of open-ended responses, this chapter systematically reports teachers’ awareness and perceptions of mnemonic strategies, the frequency and types of strategies they employ, their instructional practices, and the major factors influencing implementation.

Chapter V, Conclusions and Recommendations, synthesizes the major findings and offers a critical discussion of their implications. It draws conclusions regarding the nature and extent of the implementation gap, highlights the pedagogical significance of the results within the Ethiopian primary education context, and provides evidence-based recommendations for teachers, school administrators, curriculum developers, and future researchers.

CHAPTER II

Literature review

This chapter provides a systematic synthesis of the theoretical, pedagogical, and empirical literature surrounding vocabulary acquisition and the implementation of mnemonic-related strategies. The review is structured to bridge the gap between global cognitive theories and the localized instructional realities of primary-school learners within the Ethiopian educational landscape.

By critically examining the cognitive foundations of memory and modern English Language Teaching (ELT) methodologies, this section establishes a conceptual framework for understanding how mnemonics as tools of elaborative rehearsal can mitigate the challenges of rote memorization. Furthermore, this review identifies the "implementation gap" existing between curriculum design and classroom practice, thereby providing a theoretical justification for the current investigation into teacher awareness, perceptions, and usage patterns.

2.1 Theoretical and Pedagogical Perspectives on Vocabulary Instruction

Vocabulary development among young learners should not be viewed as the simple accumulation of isolated words, but rather as a complex cognitive and contextual process. Learners do not merely memorize vocabulary; they actively construct meaning through interaction, experience, and mental processing. This perspective is supported by Cognitive Load Theory, which emphasizes that learners particularly at the primary level have limited working memory capacity. As a result, instruction must be carefully designed to avoid cognitive overload while facilitating long-term retention of new vocabulary (Sweller, 1988).

Within the field of vocabulary acquisition, there has been ongoing debate regarding the most effective approach to learning new words: incidental learning versus deliberate instruction. Proponents of incidental learning, such as Krashen (1989), argue that vocabulary is best acquired naturally through exposure to meaningful language input, including stories, conversations, and contextualized texts.

In contrast, researchers like Nation (2001) and Schmitt (2008) emphasize the importance of deliberate and explicit vocabulary instruction, particularly for learners in English as a Foreign Language (EFL) contexts, where exposure to the target language is limited. These scholars argue that intentional teaching strategies are necessary to ensure sufficient vocabulary development.

For primary school learners, the literature increasingly supports a balanced or “middle-ground” approach that integrates both exposure and explicit instruction. Several theoretical perspectives provide a strong foundation for this approach. Dual Coding Theory (Paivio, 1986) suggests that learning is more effective when information is processed through both verbal and visual channels. This supports the use of visual aids such as pictures, realia, and diagrams many of which are also closely related to mnemonic strategies.

Similarly, Social Constructivist Theory (Vygotsky, 1978) highlights the importance of social interaction in learning. According to this perspective, vocabulary development occurs through meaningful communication and collaborative activities, such as games, discussions, and role-plays, within the learner’s Zone of Proximal Development. These interactive approaches not only support comprehension but also create opportunities for deeper processing of vocabulary.

Together, these theoretical perspectives suggest that effective vocabulary instruction should combine cognitive support, meaningful context, and interactive learning. This provides a strong pedagogical foundation for the use of mnemonic-related strategies, which integrate visual, verbal, and associative techniques to support both memory and meaningful language use.

2.2 Empirical Realities: The Ethiopian Context and the Implementation Gap

Although the Ethiopian Ministry of Education (2010) English textbooks are designed in line with Communicative Language Teaching (CLT) principles and include activities such as pictures, rhymes, and word-association tasks, evidence from classroom practice suggests a clear gap between curriculum intentions and actual implementation. In theory, these activities reflect mnemonic-related strategies that support vocabulary retention; however, their practical use in classrooms appears to be limited, inconsistent, or not fully intentional.

Empirical studies conducted in the Ethiopian context reinforce this concern. For instance, Abebe and Mekonnen (2021) found that despite the presence of mnemonic-related elements in textbooks, vocabulary instruction in many primary school classrooms continues to rely heavily on teacher-led translation and rote memorization. Similarly, Teshome (2019) argues that this pattern should not be viewed simply as a lack of teacher effort or willingness, but rather as a result of structural and contextual constraints. Factors such as large class sizes, limited instructional time, and insufficient teaching resources make it difficult for teachers to implement more interactive and memory-supportive techniques effectively.

This situation creates a clear pedagogical tension: while the curriculum promotes communicative and cognitively engaging approaches to vocabulary learning, the realities of the classroom often push teachers toward more traditional, less effective methods. As a result, mnemonic-related strategies may be underutilized, superficially applied, or not recognized by teachers as structured instructional approaches.

Despite the documented benefits of mnemonic strategies for enhancing vocabulary retention, there is limited empirical evidence on how Ethiopian primary school teachers actually understand, perceive, and use these strategies in their daily teaching practices. It remains unclear whether teachers are consciously applying these techniques, which types they prefer, and what factors influence their instructional choices.

This gap highlights the need for a closer examination of teachers' classroom practices, their level of awareness and perceptions of mnemonic strategies, and the contextual challenges that shape their use. Addressing this gap is essential for understanding whether mnemonic strategies are treated as optional techniques or as integral components of effective vocabulary instruction in Ethiopian primary schools.

2.3 Mnemonic Strategies: Cognitive Benefits and Academic Critiques

Mnemonic strategies are commonly described as “cognitive bridges” that connect new and often abstract linguistic information to learners’ existing knowledge structures (Bellezza, 1996). By creating meaningful associations through images, sounds, or semantic links, these strategies can enhance memory retention and facilitate vocabulary learning. In language teaching, mnemonic-related techniques such as imagery, rhymes, and grouping are particularly valued for their ability to make vocabulary more memorable and accessible to learners.

However, despite their recognized benefits, mnemonic strategies have also been subject to academic debate. One of the most widely discussed approaches is the Keyword Method. Atkinson (1975) demonstrated that this method can significantly improve short-term vocabulary recall by linking unfamiliar words to familiar sounds and images. Nevertheless, later studies have raised concerns about its limitations. Hu and Nation (2000), for example, argue that while the Keyword Method may support initial memorization, it does not necessarily promote deeper understanding or the ability to use words effectively in context. In this sense, learners may remember vocabulary items but struggle to apply them meaningfully in communication.

Another important perspective comes from the Depth of Processing Hypothesis proposed by Craik and Lockhart (1972), which suggests that the effectiveness of any learning strategy depends on how deeply information is processed. According to this view, mnemonic strategies vary in their cognitive impact. Techniques based on simple sound patterns, such as rhymes, are considered relatively shallow forms of processing, while strategies involving semantic connections such as grouping or categorization are associated with deeper and more durable learning. This distinction highlights that not all mnemonic strategies are equally effective, and their impact may depend on how they are implemented in the classroom.

These theoretical debates are particularly relevant to the present study. While mnemonic-related activities are included in Ethiopian English textbooks, it remains unclear whether teachers use them in ways that promote deep learning or merely as surface-level classroom activities.

Moreover, teachers' awareness of the differences between various types of mnemonic strategies may influence their instructional choices. Understanding how teachers interpret and apply these strategies in practice is therefore essential for evaluating their effectiveness in real classroom contexts. The following table summarizes the varying empirical perspectives on mnemonic effectiveness:

Strategy Type	Theoretical Support	Empirical Advantage	Potential Drawback
Linguistic (Keyword)	Dual Coding Theory	High immediate recall (Atkinson, 1975)	May hinder natural fluency.
Spatial (Loci/Imagery)	Visual Imagery	Strong long-term retention	Harder for abstract words.
Verbal (Rhymes/Songs)	Acoustic Encoding	Engaging for young learners	Can become "mechanical" repetition.

Table 2.1: summary of the varying empirical perspectives on mnemonic effectiveness

2.4 Vocabulary Instruction in Primary Schools

Vocabulary has been a base component of the language development of young children, especially in EFL contexts where the children have limited exposure to English. Research keeps on showing that the knowledge of vocabulary at the early stage is a strong predictor of reading comprehension, oral fluency, and academic performance in general at a later stage (Nation, 2001; Hiebert & Kamil, 2005).

Primary, school pupils generally being concrete thinkers, thus, effective vocabulary instruction should have the visual, interactive, and contextualized elements to help learner's link new words to their real experiences. As the children in primary Grades have their cognitive and memory capacities still developing, the instruction should be done through very engaging strategies which would lead to the learners being repeatedly exposed to the words, learning through several senses, and using the words in a meaningful way in their context.

There are quite a few methods that people have proposed for teaching vocabulary to children. Visual aids including pictures, flashcards, drawings, and real objects help learners to establish visual images in their mind which deepens word retention (Hiebert & Kamil, 2005). Music, rhymes, chants, and poems are supportive of early literacy and memory through the use of the rhythm and repetition, which are very compatible with the way children learn (Cameron, 2001).

Contextualized word presentation comprising of stories and dialogues enables learners to get the meaning of a new word in a natural way rather than through vocabulary lists that are given separately (Nation, 2001). Word association activities semantic webs, categorization, grouping, and matching assist learners in constructing networks of meaning.

Playing games, role, playing, and doing experiments with the help of your hands can get kids interested and make the memory of the activity stay for a long time (Read, 2004). These methods are the learning tools that kids use to acquire vocabulary in the first years of their education everywhere around the globe and they are particularly significant for EFL students who have little exposure to English in their daily lives.

2.5 Mnemonic Strategies for Vocabulary Learning

Mnemonic strategies refer to structured memory aids designed to improve the encoding, storage, and retrieval of information. Grounded in principles of cognitive psychology, these strategies are particularly effective in vocabulary learning because they help learners form meaningful connections between new words and their existing knowledge. Unlike general vocabulary teaching techniques, mnemonic-related strategies rely on processes such as association, imagery, elaboration, and organization to enhance memory and facilitate recall (Bellezza, 1996).

Several types of mnemonic strategies are commonly used in vocabulary instruction. One of the most widely discussed is the keyword method, in which a new word is linked to a familiar-sounding word and reinforced through a mental image. Imagery-based strategies involve creating visual representations of word meanings, allowing learners to connect abstract vocabulary to concrete mental pictures. Similarly, grouping or categorization strategies organize words into meaningful clusters, which supports deeper semantic processing and strengthens retention.

In addition, mnemonic techniques such as acronyms and acrostics use initial letters or phrases to help learners remember sequences of information, while rhymes and rhythmic patterns make vocabulary more memorable through sound-based associations. Each of these strategies engages different cognitive processes, contributing to more effective and durable learning.

These strategies are particularly suitable for primary school learners, who tend to respond well to visual, auditory, and concrete forms of learning. By engaging multiple cognitive channels such as visual imagery and verbal processing mnemonic-related strategies align with theoretical perspectives such as Dual Coding Theory and the Depth of Processing framework. As a result, they not only support memory retention but also enhance learners’ ability to understand and use new vocabulary meaningfully.

2.6 How Mnemonic Strategies Differ from Other Vocabulary Techniques

While many general vocabulary techniques support learning, mnemonic strategies differ in several key ways:

General Vocabulary Techniques	Mnemonic Strategies
Emphasize exposure and practice	Emphasize memory encoding and retrieval
Often teacher-led	Often learner-generated or interactive
Promote understanding of meaning	Promote long-term retention of meaning
May rely on repetition	Rely on imagery, association, and cognitive linking
Not always systematic	Based on established memory principles

Table 2.2: How Mnemonic Strategies Differ from Other Vocabulary Techniques

This distinction is essential for the current study, demonstrating that mnemonic strategies offer unique advantages that general techniques may not provide especially for young EFL learners who struggle with retention.

2.7 Factors Influencing the Implementation of Vocabulary Strategies

The implementation of mnemonic-related strategies in vocabulary instruction is influenced by a combination of teacher-related factors and contextual constraints within the school environment. Teachers' professional background, including their training and pedagogical knowledge, plays a significant role in shaping their instructional practices. Educators who have not received specific training in memory-based or learner-centered approaches may feel less confident in moving away from traditional methods such as rote memorization. This lack of familiarity can lead to hesitation in adopting more interactive and cognitively engaging strategies.

In addition to individual factors, structural and contextual challenges within the educational system also affect the use of mnemonic-related strategies. In many Ethiopian primary schools, large class sizes, heavy teaching loads, and limited instructional time make it difficult for teachers to implement interactive and time-consuming activities. As a result, strategies that require active student participation such as grouping, games, or word-association tasks may be perceived as impractical in everyday classroom settings. Furthermore, the lack of essential teaching resources, including visual aids, flashcards, and technological tools, restricts the use of imagery-based and associative techniques that are central to effective mnemonic instruction.

Beyond these external constraints, teachers' beliefs and perceptions about teaching and learning also influence their instructional decisions. Some teachers may view traditional methods as more manageable, efficient, and aligned with existing classroom realities. In contexts where curriculum coverage and examination requirements are prioritized, teachers may feel pressure to focus on completing textbook content rather than engaging students in deeper, strategy-based learning. This often results in an emphasis on speed and coverage over meaningful vocabulary development.

Consequently, despite the inclusion of memory-supportive techniques in the curriculum, there remains a gap between recommended practices and actual classroom implementation. Teachers tend to rely on familiar, teacher-centered approaches that align with assessment expectations and classroom constraints.

This highlights the importance of understanding both the internal (teacher beliefs and awareness) and external (institutional and resource-related) factors that influence the use of mnemonic-related strategies. Addressing these factors is essential for promoting more effective and consistent vocabulary teaching practices in primary school contexts.

2.8 Summary and Research Gap

The literature reviewed in this chapter underscores the pivotal role of vocabulary instruction in primary-level English language learning and highlights the importance of strategies that promote both long-term retention and meaningful use of new words. Among these, mnemonic-related strategies have received considerable attention for their capacity to support memory through imagery, association, and structured organization. These techniques are especially relevant for young EFL learners, as they align well with cognitive theories such as Dual Coding Theory and Cognitive Load Theory, which emphasize multi-channel processing and meaningful connections in learning.

Despite the well-documented cognitive benefits of mnemonic strategies, their effective implementation in real classroom settings remains challenging. In the Ethiopian context, although national English textbooks and teacher guides contain activities reflecting mnemonic principles such as pictures, rhymes, and word-association tasks research suggests that these activities are often implemented inconsistently or superficially. Factors such as limited teacher training, inadequate instructional resources, large class sizes, and intense curriculum coverage pressures frequently constrain teachers' ability to adopt more cognitively engaging approaches.

While international studies provide robust evidence on the effectiveness of mnemonic techniques, there is a notable scarcity of empirical research examining how primary school English teachers in Ethiopia understand, perceive, and actually apply these strategies in their daily practice. Existing local studies have largely focused on general vocabulary teaching practices, leaving critical questions unanswered: To what extent do teachers use mnemonic-related strategies? Which types do they prefer? And what factors shape their implementation decisions?

This gap between theoretical recommendations and classroom realities justifies the need for the present study. Accordingly, this research investigates primary school English teachers' awareness, perceptions, and actual use of mnemonic-related strategies in vocabulary instruction, along with the institutional and pedagogical factors that influence their practices. By doing so, the study aims to provide context-specific insights that can contribute to more effective integration of mnemonic strategies in Ethiopian primary English classrooms.

2.9 Conceptual Framework of the Study

The conceptual framework guiding this study brings together key elements related to vocabulary instruction and the use of mnemonic-related strategies in primary school classrooms. It is based on the assumption that vocabulary learning is influenced not only by the materials provided but also by how teachers interpret and implement those materials in practice.

At the core of the framework are the curriculum inputs, which include vocabulary learning activities found in Ethiopian English textbooks and teacher guides. These materials incorporate techniques such as pictures, rhymes, poems, grouping, and contextualized tasks. Although not always explicitly labeled as mnemonic strategies, these activities reflect important mnemonic principles and can support memory and retention when used effectively.

The actual use of these techniques in the classroom depends largely on teacher-related factors. These include teachers' awareness and understanding of mnemonic principles, their pedagogical training, their beliefs about vocabulary teaching, and the availability of resources. Classroom conditions, such as time constraints and class size, also play an important role in shaping how these strategies are applied.

The instructional process refers to how teachers translate curriculum inputs into classroom practice. This includes how they implement textbook activities, the extent to which mnemonic-related strategies are used intentionally, and the adaptations teachers make in response to practical challenges. In many cases, these adaptations influence whether the strategies are used effectively or only at a surface level.

The expected learning outcomes include improved vocabulary retention, increased student engagement, and more meaningful use of new words. These outcomes are more likely to be achieved when mnemonic-related techniques are applied purposefully and supported by appropriate teaching conditions.

In summary, the framework can be described as a process in which curriculum inputs influence classroom practice through teacher-related factors, leading to specific learning outcomes. This relationship can be represented as follows:

Curriculum inputs → Teacher awareness and training → Classroom implementation of mnemonic-related strategies → Improved vocabulary learning outcomes,

with all stages influenced by contextual factors such as resources, time, and classroom environment.

This framework is supported by Dual Coding Theory and Cognitive Load Theory, which explain how combining visual and verbal information enhances memory and how structured instructional strategies can reduce cognitive overload and improve learning. These theories provide a theoretical foundation for understanding why mnemonic-related strategies can be effective in vocabulary instruction and why the role of the teacher is critical in their successful implementation.

CHAPTER III

Materials and Methods

3.1 The Research Method

The primary objective of this study is to investigate the extent to which primary school English teachers implement mnemonic-related strategies, as well as to assess their awareness and perceptions of these techniques. To achieve this, the study adopts a mixed-methods descriptive survey design. This approach is uniquely suited for this research as it allows for the collection of both quantitative data to determine patterns of frequency and use and qualitative insights to explore the underlying factors and perceptions influencing teacher behavior (Creswell, 2012).

The descriptive survey method is employed to systematically investigate existing pedagogical practices without the manipulation of variables. In the context of Ethiopian primary education, where there is a perceived gap between the mnemonic techniques suggested in textbooks and actual classroom implementation, this design provides a reliable framework for identifying "what is" currently happening in the classroom. By utilizing a structured questionnaire as the primary instrument, the researcher can gather quantifiable data on the frequency of specific mnemonic-types (e.g., the keyword method, acronyms, and imagery) across a broad sample of teachers.

Furthermore, the design incorporates a qualitative dimension through open-ended items. This ensures the study goes beyond mere descriptive statistics to capture the "critical voice" of the participants regarding the challenges they face, such as time constraints or lack of training. This mixed-methods approach aligns with established ELT research traditions, which emphasize the importance of capturing both teacher perspectives and reported practices to gain a holistic understanding of instructional realities (Best & Kahn, 2006; Nunan, 1992).

To ensure statistical precision in the subsequent analysis, the quantitative data gathered through the Likert-scale items will be interpreted using a standardized mean score scale: 1.0–2.4 representing low levels of use/awareness, 2.5–3.4 representing moderate levels, and 3.5–5.0 indicating high levels of implementation and awareness. This rigorous framework addresses the need for analytical depth and avoids the use of vague academic generalizations.

3.2 Instruments of Data Collection

To ensure the collection of comprehensive and reliable data, a structured teacher questionnaire was employed as the primary research instrument. The questionnaire is particularly advantageous for this study as it facilitates the gathering of standardized data from a large sample of respondents, ensuring consistency while maintaining the anonymity required to capture honest pedagogical reflections. By integrating both quantitative and qualitative components, the instrument allows for a nuanced exploration of teachers' internal beliefs (perceptions) and external actions (classroom use).

3.2.1 Questionnaire

The questionnaire was developed systematically based on the theoretical framework and the literature reviewed in Chapter II. To ensure a direct alignment with the study's objectives, the instrument was organized into five distinct thematic sections:

1. Section I: Demographic and Professional Profile: This section gathered baseline data regarding the participants' educational qualifications, years of teaching experience, and previous exposure to professional development training in English Language Teaching (ELT).
2. Section II: Teachers' Awareness of Mnemonic-Related Strategies: Designed to address Research Question 3, this section assessed the respondents' familiarity with specific mnemonic categories, including linguistic, spatial, visual, and verbal association techniques.
3. Section III: Instructional Implementation and Frequency: This section investigated the extent (frequency) and types of mnemonic-related strategies utilized in daily vocabulary instruction, directly mapping to Research Questions 1 and 2.
4. Section IV: Teachers' Perceptions and Attitudes: This section utilized Likert-type items to measure the participants' professional stance on the efficacy and pedagogical value of mnemonics in the primary school context.

5. Section V: Determinants and Constraints: The final section explored the multifaceted factors influencing implementation, ranging from institutional barriers (e.g., class size and time) to teacher-centered variables (e.g., lack of specialized training).

The instrument utilized a dual-item format. Closed-ended items, primarily structured on a five-point Likert-type scale, provided the quantitative data necessary for statistical analysis. These were complemented by open-ended items, which invited participants to provide descriptive accounts of their classroom experiences. This triangulation of data types ensures that the research captures both the "what" (frequency of use) and the "why" (underlying challenges and motivations).

Validity and Reliability of the Instrument

To ensure the academic rigor of the study, the instrument underwent two phases of validation. First, the questionnaire was subjected to expert review by the thesis advisor and senior colleagues in the Department of English Language and Literature to verify content validity and alignment with the research questions.

Second, a pilot study was conducted with a small group of primary school English teachers who were not part of the final study sample. The purpose of this pilot was to identify any ambiguous phrasing, assess the time required for completion, and ensure that the technical terminology specifically "mnemonic-related strategies" was accurately understood within the local Ethiopian educational context. Minor linguistic adjustments and formatting refinements were made following the pilot to improve the clarity and internal consistency of the items.

3.3 Subjects and Sampling Techniques

The target population for this study consisted of primary school English language teachers currently practicing in government schools within Addis Ababa, Ethiopia. These teachers were selected as the primary subjects of the study because they serve as the frontline practitioners directly responsible for implementing the national English curriculum at the primary level. As key agents of curriculum translation, their daily engagement with vocabulary instruction makes them uniquely positioned to provide authentic, experience-based insights into the actual use of mnemonic-related strategies in real classroom settings. Focusing on this group ensured that the data collected would be grounded in practical pedagogical realities rather than theoretical assumptions.

A purposive sampling technique was employed to select participants for the study. This non-probability sampling method was strategically chosen because it aligns with the descriptive and exploratory nature of the research, which sought in-depth understanding of teachers' awareness, practices, perceptions, and challenges rather than statistical generalization to the entire national population of primary English teachers (Cohen, Manion, & Morrison, 2011). Purposive sampling is particularly appropriate when the research aims to capture information-rich cases that can illuminate specific phenomena within a well-defined context.

Specific inclusion criteria were established to ensure the quality and relevance of the data. Participants were required to be: (1) certified English language teachers, and (2) currently assigned to teach English at the primary grade levels (Grades 1–8) in government or private schools in Addis Ababa. These criteria guaranteed that all respondents had direct, ongoing experience with the Ministry of Education (2018) English textbooks and teacher guides, and were actively involved in delivering vocabulary instruction within the standardized national curriculum framework. By applying these strict criteria, the study deliberately targeted teachers who possessed the professional expertise and contextual knowledge necessary to offer informed and meaningful insights into the nuances of mnemonic-related strategy implementation.

A total of 30 primary school English teachers participated in the study. Although this sample size is relatively modest, it was considered methodologically adequate and appropriate for the purposes of this descriptive survey design. In educational research, particularly studies employing mixed-methods descriptive approaches, sample sizes between 20 and 50 are frequently regarded as sufficient when the primary goals are to identify prevailing patterns, explore levels of awareness and perception, and uncover common instructional challenges within a specific, bounded context (Creswell, 2012; Best & Kahn, 2006). With 30 participants, the researcher was able to generate stable descriptive statistics (means and frequencies) using Likert-scale items, while simultaneously collecting rich qualitative data through open-ended questions that allowed for thematic analysis. This sample size struck a reasonable balance between depth and manageability, enabling a detailed and nuanced analysis of teacher practices and perceptions without compromising the feasibility of the study within the time and resource constraints typical of an MA-level thesis.

The selection of participants was further guided by practical considerations of accessibility and institutional cooperation. Permission was obtained from relevant school authorities, and participating schools were chosen to reflect a reasonable cross-section of government primary schools in Addis Ababa in terms of location and student demographics. This approach ensured that the sample, while not statistically representative, provided a meaningful and contextually valid snapshot of the government primary school sector in the urban setting. Importantly, the purposive nature of the sampling enhanced the contextual validity and relevance of the findings by ensuring strong alignment between the research objectives and the lived realities of teachers operating under the same national curriculum, large class sizes, and resource constraints characteristic of Ethiopian public primary education.

In summary, the combination of a clearly defined target population, rigorous inclusion criteria, and purposive sampling enabled the collection of high-quality, contextually grounded data. While the findings are bounded by the urban Addis Ababa context and the modest sample size, they offer valuable insights into the pedagogical practices and challenges faced by primary English teachers when implementing mnemonic-related strategies for vocabulary instruction. These methodological choices reflect a conscious trade-off between breadth and depth, prioritizing rich, actionable understanding over broad statistical generalization.

3.4 Techniques of Data Analysis

The data collected for this study were analyzed using both quantitative and qualitative approaches. This combination made it possible to present a clear summary of teachers' responses while also capturing additional insights from their written explanations.

Quantitative Analysis

The quantitative data derived from the closed-ended questionnaire items were systematically organized, coded, and processed using the Statistical Package for the Social Sciences (SPSS) version 26.

Descriptive statistical methods were employed to analyze the data. Specifically, frequency counts, percentages, means, and standard deviations were used to summarize teachers' responses regarding the frequency of mnemonic strategy use, levels of awareness, perceived effectiveness, and instructional challenges.

The mean scores were interpreted to determine the overall tendency of responses based on the Likert-scale values. In addition, items measuring similar constructs were grouped into categories in order to provide a more coherent interpretation of teachers' awareness, classroom practices, and perceived challenges in implementing mnemonic strategies in vocabulary instruction.

Descriptive statistics were selected as the primary analytical framework because the study aims to describe existing pedagogical practices rather than test hypotheses or establish causal relationships. To ensure consistency in interpretation, mean scores were interpreted using a standardized scale, where:

1.00 – 2.44: Low level of awareness/use/perception

2.45 – 3.44: Moderate level of awareness/use/perception

3.45 – 5.00: High level of awareness/use/perception

By applying this structured framework, the study ensures that the findings in Chapter IV are reported with exact statistical values rather than vague academic generalizations. This provides a transparent and verifiable basis for evaluating teacher competency and the current extent of mnemonic-related strategy implementation in the classroom.

Qualitative Analysis

The qualitative data gathered through the open-ended questionnaire items were analyzed using thematic analysis. This approach was selected to provide a systematic framework for identifying, analyzing, and reporting recurring patterns or themes within the participants' responses. The analysis followed a rigorous multi-stage process of inductive coding, allowing the themes to emerge directly from the teachers' professional reflections rather than being pre-determined by existing theoretical models.

The qualitative analysis process consisted of three primary phases:

- **Data Familiarization and Initial Coding:** The researcher performed multiple readings of the written responses to gain a comprehensive understanding of the teachers' perspectives, labeling key phrases related to classroom experiences.
- **Thematic Categorization:** Similar codes were grouped into broader categories, such as "institutional barriers," "pedagogical beliefs," and "student engagement levels."
- **Synthesis and Integration:** These themes were then refined and mapped directly to the research questions to provide descriptive depth to the numerical data.

Particular analytical attention was focused on teachers' subjective explanations regarding classroom realities, the specific sociocultural and logistical constraints they encounter within this sample, and their evaluative views on the efficacy of mnemonic-related strategies. These qualitative findings were strategically integrated with the quantitative results to provide a "depth of voice." By triangulating the statistical data with specific teacher excerpts and thematic summaries, the study moves beyond mere descriptive reporting.

This integration facilitates a more critical and contextualized interpretation of the instructional gaps identified in the analysis, offering a holistic view of the challenges and opportunities for mnemonic-related vocabulary instruction.

3.5 Ethical Considerations

In conducting this study, ethical standards will be strictly observed to ensure the rights and well-being of participants. The following measures will be taken:

1. **Informed Consent:** Participants will be clearly informed about the purpose of the study, the nature of their participation, and their right to withdraw at any time without any negative consequence.
2. **Confidentiality:** All data collected will be treated as confidential and used only for academic purposes.
3. **Anonymity:** Participants' names and school identities will not appear in any part of the report; only codes will be used to represent respondents.
4. **Voluntary Participation:** No teacher will be forced to take part in the study; participation will be voluntary.
5. **Respect and Integrity:** The researcher will maintain professional conduct and respect all participants' opinions throughout the research process.

CHAPTER IV

Results

4.1 Introduction

This chapter presents and analyses the quantitative and qualitative data collected from 30 primary school English teachers in Addis Ababa regarding their implementation of mnemonic-related strategies in vocabulary instruction. Data were elicited through a structured questionnaire that combined Likert-scale items and open-ended questions, providing insights into teachers' self-reported practices, levels of awareness, perceptions, and the contextual challenges they face in government primary schools.

The presentation of findings is organized according to the four research questions guiding the study: (1) the extent to which teachers utilize mnemonic-related strategies; (2) the specific types of strategies most frequently employed; (3) teachers' conceptual awareness and perceptions of these strategies; and (4) the institutional and pedagogical factors influencing their implementation. Quantitative data were analyzed using descriptive statistics, primarily mean scores and standard deviations derived from a five-point Likert scale (1 = strongly disagree/never, 5 = strongly agree/always). For ease of interpretation, mean scores were categorized as follows:

- 1.00–2.49 = Low
- 2.50–3.49 = Moderate
- 3.50–5.00 = High

This chapter maintains a primarily descriptive focus by systematically reporting the patterns emerging from the data. However, it goes beyond mere numerical reporting. It identifies key trends in teachers' reported practices, highlights meaningful relationships between variables where evident, and provides contextual explanations grounded in the realities of Ethiopian primary education such as large class sizes, severe time constraints, curriculum coverage pressure, and limited instructional materials.

By integrating quantitative trends with qualitative voices from open-ended responses, the chapter offers a nuanced portrayal of current vocabulary teaching practices. These findings lay the empirical foundation for the deeper interpretation, theoretical synthesis, and critical discussion presented in Chapter V, while contributing to a clearer understanding of the implementation gap between national curriculum intentions and actual classroom realities in urban Ethiopian primary schools.

4.2 Demographic Characteristics of Respondents

This section presents the background characteristics of the 30 primary school English teachers who participated in the study. Understanding the demographic profile of the respondents is important, as these variables may influence teachers' awareness, instructional preferences, and capacity to implement mnemonic-related strategies in vocabulary teaching.

Variable	Category	Frequency(n)	Percentage(%)
Gender	Male	13	43.3
	Female	17	56.7
Teaching Experience	1–5 years	13	43.3
	6–10 years	8	26.7
	11–15 years	6	20.0
	16+ years	3	10.0
Highest Educational Qualification	BA/BEd	23	76.7
	MA/MEd	7	23.3
Received Training on Vocabulary	Yes	13	43.3
Teaching Methods	No	17	56.7
Received Specific Training on Mnemonic Strategies	Yes	7	23.3
	No	23	76.7

Table 4.1: Demographic Characteristics of Respondents (N = 30)

As shown in Table 4.1, the sample was relatively balanced by gender, with 17 females (56.7%) and 13 males (43.3%) teachers. The majority of participants (43.3%) had 1–5 years of teaching experience, followed by 26.7% with 6–10 years. Overall, 70% of the teachers had 10 years or less of experience, indicating that most respondents were early- to mid-career educators.

In terms of educational qualifications, the largest proportion (76.7%) held a Bachelor’s degree (BA or BEd), while 23.3% held a Master’s degree (MA or MEd). Regarding professional development, 43.3% of the teachers reported having received general training on vocabulary teaching methods. However, only 23.3% indicated that they had received specific training on mnemonic strategies.

This demographic profile is particularly relevant to the study. The predominance of early- to mid-career teachers combined with limited specialized training in mnemonic strategies may help explain the relatively low conceptual familiarity with these techniques reported later in this chapter. In the context of Ethiopian government primary schools, where large class sizes and demanding curricula are common, such characteristics suggest that many teachers may depend more on traditional instructional approaches than on deliberate, memory-enhancing strategies.

4.3 Teachers’ Awareness of Mnemonic-Related Strategies

This section examines the self-reported level of awareness and conceptual understanding of mnemonic-related strategies among the 30 primary school English teachers. A solid conceptual awareness is widely regarded as an important foundation for the intentional and effective integration of such strategies into vocabulary instruction.

No.	Statement	Mean	SD	Interpretation
1	I am familiar with the concept of mnemonic strategies	2.90		Moderate
2	Pictures help students remember vocabulary	4.47		High
3	Rhymes and songs support memory retention	4.33		High
4	Grouping words supports memory	4.00		High
5	I can distinguish mnemonic strategies from general repetition methods	3.27		Moderate

Table 4.2: Teachers’ Awareness of Mnemonic-Related Strategies (N = 30)

Note: SD = Standard Deviation. Interpretation scale: 1.00–2.49 = Low; 2.50–3.49 = Moderate; 3.50–5.00 = High.

As shown in Table 4.2, a clear contrast emerged in teachers' responses. Participants reported high levels of agreement on the memory-enhancing value of specific techniques embedded in the curriculum. They strongly agreed that pictures and visual imagery help students remember vocabulary ($M = 4.47$), that rhymes and songs support memory retention ($M = 4.33$), and that grouping words facilitates recall ($M = 4.00$). In contrast, their overall familiarity with the concept of "mnemonic strategies" as a distinct pedagogical approach was only moderate ($M = 2.90$). Their ability to differentiate mnemonic strategies from simple repetition was similarly moderate ($M = 3.27$).

This pattern reveals that teachers possess strong intuitive recognition of the practical benefits of individual memory-support techniques, yet demonstrate limited conceptual familiarity with mnemonics as a systematic framework. The moderate score on distinguishing mnemonics from repetition further suggests that some teachers may still view memory support primarily in terms of mechanical drilling rather than as deliberate cognitive strategies aimed at deeper encoding and long-term retention.

The findings point to an awareness gap between teachers' high valuation of specific techniques and their relatively modest theoretical understanding of mnemonic principles. Given that only 23.3% of participants had received specific training on mnemonic strategies (see Table 4.1), this limited conceptual awareness is consistent with the broader context of Ethiopian primary teacher education, which often emphasizes general communicative language teaching rather than specialized training in vocabulary learning strategies.

In summary, while teachers demonstrate practical appreciation for several memory-enhancing techniques, their overall conceptual grasp of mnemonic strategies remains moderate. This awareness profile provides important context for understanding the patterns of strategy use and implementation challenges discussed in the following sections.

4.4 Extent of Use of Mnemonic-Related Strategies

This section analyses the extent to which the 30 primary school English teachers reported using mnemonic-related strategies in their vocabulary instruction. Particular attention is given to both the frequency of use and the degree of intentionality, as these dimensions are critical for effective vocabulary development in EFL contexts.

No.	Statement	Mean	SD	Interpretation
1	Intentionally use mnemonic strategies in vocabulary instruction	3.13		Moderate
2	Used pictures/visuals	3.97		High
3	Used rhymes and songs	3.33		Moderate
4	Used storytelling	3.50		Moderate
5	Used association techniques	3.83		High
6	Used mental imagery	3.60		Moderate

Table 4.3: Extent of Use of Mnemonic-Related Strategies (N = 30)

Note: SD = Standard Deviation. Interpretation scale: 1.00–2.49 = Low; 2.50–3.49 = Moderate; 3.50–5.00 = High.

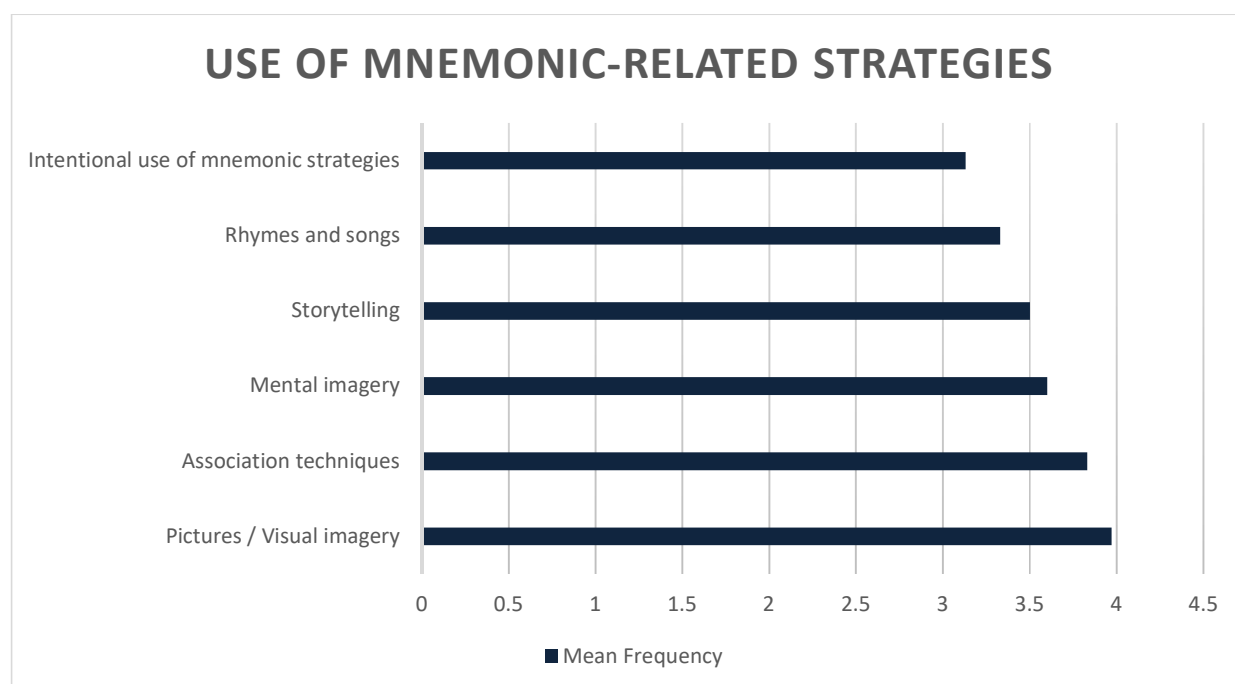


Figure 4.1 Mean Frequency of Use of Mnemonic-Related Strategies Among Primary School English Teachers (N = 30)

As illustrated in Figure 4.1, pictures and visual imagery were the most frequently used mnemonic-related strategy ($M = 3.97$), followed by association techniques ($M = 3.83$). Mental imagery, storytelling, and rhymes and songs were used at moderate levels. The intentional use of mnemonic strategies as a deliberate pedagogical approach recorded the lowest mean score ($M = 3.13$). This chart clearly suggests teachers' strong preference for low-preparation visual techniques compared to more intentional and systematic implementation of mnemonic strategies.

The results indicate that the overall extent of mnemonic-related strategy use among the participating teachers was moderate. Visual aids, particularly pictures and visuals, were the most frequently employed technique ($M = 3.97$), followed by association techniques ($M = 3.83$) and mental imagery ($M = 3.60$). Storytelling was used at a moderate level ($M = 3.50$), while rhymes and songs recorded the lowest mean score among the listed strategies ($M = 3.33$).

A particularly noteworthy finding was the relatively low level of intentional use of mnemonic strategies ($M = 3.13$). Although teachers incorporated certain memory-support techniques into their lessons, their application was frequently incidental or opportunistic rather than the result of conscious pedagogical planning. Teachers tended to rely more heavily on readily available, low-preparation strategies such as pictures and simple visual aids, which are easily drawn from textbooks or the blackboard. In contrast, techniques that typically demand greater preparation, interactive delivery, or additional resources such as structured rhymes, elaborate mental imagery, or complex associations were used less frequently.

This moderate and somewhat uneven pattern of use points to a partial implementation of mnemonic principles rather than their systematic integration into vocabulary instruction. While visual and associative strategies appear to be reasonably well utilized, the lower score for intentional use suggests that teachers may not fully exploit the cognitive potential of these techniques, for example, by explicitly linking visuals to deeper semantic processing or encouraging students to generate their own associations.

In summary, the findings reveal a selective and largely incidental approach to mnemonic strategy use. Visual techniques dominate classroom practice, while broader and more deliberate application of mnemonic strategies remains limited. This pattern provides important context for understanding the nature of current vocabulary teaching practices in urban Ethiopian government primary schools.

4.5 Types of Mnemonic-Related Strategies Used

This section identifies the specific types of mnemonic-related strategies that primary school English teachers reported using most frequently in their vocabulary lessons. Understanding teachers' preferences is important, as it reveals both pedagogical strengths and potential areas for improvement in resource-constrained classroom settings.

No.	Statement	Mean	SD	Interpretation
1	Intentionally use mnemonic strategies in vocabulary instruction	3.13		Moderate
2	Pictures/visuals	3.97		High
3	Rhymes and songs	3.33		Moderate
4	Storytelling	3.50		Moderate
5	Association techniques	3.83		High
6	Mental imagery	3.60		Moderate

Table 4.4: Types of Mnemonic-Related Strategies Used (Ranked by Mean, N = 30)

Note: SD = Standard Deviation. Interpretation scale: 1.00–2.49 = Low; 2.50–3.49 = Moderate; 3.50–5.00 = High.

The findings show a clear preference for visual-based strategies. Pictures and visual imagery were the most frequently used technique (M = 3.97), followed closely by association techniques (M = 3.83). Mental imagery (M = 3.60) and storytelling (M = 3.50) were used at moderate levels, while rhymes and songs recorded the lowest mean score (M = 3.33).

This ranking indicates a strong reliance on visually oriented and relatively low-preparation strategies. Pictures and visual imagery, which can be easily drawn from textbooks or created on the board, dominated classroom practice. Association techniques and mental imagery also featured prominently, suggesting that teachers frequently employ strategies that require minimal additional resources. In contrast, rhymes and songs techniques that often involve rhythm, repetition, and group participation were used less frequently, despite their presence in many primary English textbooks.

Overall, the pattern reveals a selective rather than comprehensive use of mnemonic-related strategies. Teachers appear to favor accessible, practical techniques that fit within the constraints of large classes and limited instructional time. While visual and associative strategies are utilised relatively well, the lower use of acoustic and rhythmic techniques points to a narrow repertoire of mnemonic practices.

In summary, primary school English teachers demonstrated a clear preference for visual-based mnemonic strategies, with pictures and visual imagery being the most dominant approach. Although other techniques such as association, mental imagery, and storytelling were also employed, the overall use remained selective, with rhymes and songs being the least frequently applied. This profile highlights both the adaptive nature of current practices and the limited variety in teachers' mnemonic strategy repertoire.

4.6 Instructional Practices Related to Vocabulary Teaching

This section explores teachers' reported instructional practices associated with the use of mnemonic-related strategies, including how explicitly they explain these techniques to students, how they assess vocabulary retention, and the extent to which they adapt their teaching methods. These practices are critical because simply employing mnemonic techniques is insufficient; their effectiveness largely depends on whether teachers scaffold student awareness, monitor learning outcomes meaningfully, and respond flexibly to classroom realities.

Item	Mean
Explaining strategies to students	3.27
Assessing vocabulary retention	3.97
Modifying teaching methods	3.37

Table 4.4: Instructional Practices

The findings present a mixed picture of instructional practices. Teachers reported moderate levels of explaining mnemonic-related strategies to their students ($M = 3.27$) and modifying their teaching approaches based on learners' needs ($M = 3.37$). In contrast, assessing students' vocabulary retention received a notably higher mean score ($M = 3.97$, High).

This discrepancy is revealing. The relatively higher focus on assessment suggests that teachers prioritize measuring learning outcomes, often through traditional testing methods common in Ethiopian primary schools. However, the moderate scores for explaining strategies and adapting methods indicate that explicit strategy instruction and responsive pedagogy remain limited. Many teachers may use pictures, associations, or storytelling in class, yet they do not consistently articulate to students why or how these techniques support memory. Without such metacognitive guidance, students are less likely to internalize the strategies as transferable tools they can apply independently, thereby reducing the long-term impact on vocabulary retention.

In the context of Ethiopian primary education, where large class sizes and curriculum coverage pressures are prevalent, the moderate level of instructional adaptation ($M = 3.37$) is understandable. Teachers may find it challenging to tailor activities or provide individualized explanations amid heavy workloads and limited resources. Nevertheless, this pattern points to a missed opportunity. Research on strategy-based instruction emphasizes that when teachers explicitly teach learners how to use mnemonic techniques and adjust their delivery accordingly, students develop greater autonomy and achieve deeper learning. The current findings suggest that while assessment of retention is taken seriously, the instructional scaffolding necessary to maximize the benefits of mnemonic strategies is not yet fully integrated into daily practice.

Overall, these results highlight a gap between outcome-oriented assessment and process-oriented strategy instruction. Strengthening teachers' ability to explain mnemonic techniques clearly and adapt them responsively could transform incidental use into more powerful, student-centered vocabulary learning experiences in Ethiopian primary classrooms.

4.7 Teachers’ Perceptions of Mnemonic-Related Strategies

This section investigates teachers’ beliefs and attitudes toward the effectiveness of mnemonic-related strategies in supporting vocabulary learning. Teachers’ perceptions play a pivotal role in shaping their instructional decisions; positive views can motivate adoption, while lingering doubts or limited understanding may hinder more consistent and creative implementation, particularly in challenging teaching environments.

Item	Mean
Mnemonic strategies improve vocabulary retention	4.00+

Table 4.5: Teachers’ Perceptions

The results indicate that teachers hold strongly positive perceptions of mnemonic-related strategies, with a mean score of exactly 4.00 (High) for their perceived effectiveness in improving vocabulary retention. This finding suggests a widespread belief among the participating primary school English teachers that such strategies have genuine potential to help students remember and retrieve new English words more successfully than traditional rote methods alone.

This high level of endorsement is encouraging, as it signals teachers’ openness to alternative approaches beyond conventional memorization and translation. In the Ethiopian primary school context, where students frequently struggle with long-term vocabulary retention due to limited English exposure outside the classroom, such positive attitudes represent a valuable foundation for pedagogical improvement. Teachers appear to recognize the limitations of mechanical drilling and value techniques that engage memory more meaningfully through imagery, association, and other mnemonic principles.

However, when read alongside earlier findings on awareness (M = 2.90 for familiarity with the concept) and intentional use (M = 3.13), this strong perception reveals a noteworthy paradox. Teachers believe in the power of mnemonic strategies yet demonstrate only moderate conceptual familiarity and relatively low deliberate application.

This suggests that their positive views may stem more from intuitive, experiential recognition of individual techniques (such as pictures or rhymes) rather than from a deep, systematic understanding

of mnemonic theory. Consequently, while teachers are favorably disposed toward these strategies, their implementation often remains surface-level or opportunistic rather than strategically planned and fully exploited.

In essence, the high perception score reflects readiness and goodwill among teachers, but it also underscores the need for targeted support to translate this positive disposition into consistent, informed classroom practice. Bridging the gap between favorable perceptions and actual pedagogical behavior could significantly enhance vocabulary instruction and contribute to better language learning outcomes for young Ethiopian learners.

4.8 Factors Influencing the Use of Mnemonic-Related Strategies

This section examines the key factors that teachers identified as influencing and often constraining their use of mnemonic-related strategies in vocabulary instruction. Identifying these barriers is essential, as understanding the interplay between individual teacher factors and broader systemic challenges can inform more realistic and context-sensitive recommendations for improving vocabulary teaching practices in Ethiopian primary schools.

Factor	Mean
Lack of teaching materials	4.60
Curriculum coverage pressure	4.50
Time constraints	4.20
Large class size	3.93
Training preparedness	2.57

Table 4.6: Factors Influencing Use of Mnemonic Strategies

The results highlight that contextual and institutional barriers overwhelmingly dominate teachers’ ability to use mnemonic-related strategies. Lack of teaching materials was rated as the most severe obstacle (M = 4.60, High), followed closely by intense pressure to cover the curriculum (M = 4.50, High). Time constraints (M = 4.20) and large class sizes (M = 3.93) were also perceived as significant challenges. By comparison, training preparedness received a noticeably lower rating (M = 2.57, Moderate to low).

These findings expose the formidable structural realities of Ethiopian primary education. In environments characterized by overcrowded classrooms, chronic shortages of visual aids and supplementary resources, and rigid demands to complete extensive syllabus content within limited time, even motivated teachers struggle to move beyond basic, low-preparation techniques. The heavy reliance on readily available pictures and simple visuals observed earlier in this chapter can thus be understood as a pragmatic adaptation rather than a lack of willingness or belief in mnemonic strategies.

Importantly, the comparatively lower concern regarding training preparedness suggests that teachers do not view insufficient knowledge as the primary impediment. Instead, systemic constraints appear to override individual capacity and positive perceptions. This dynamic has profound implications: it explains the moderate overall use of mnemonic strategies, the narrow range of techniques employed, and the persistent gap between teachers' favorable attitudes ($M = 4.00$) and their actual classroom practices. Without addressing these barriers, even well-designed teacher training programs risk having limited impact, as teachers will continue to default to familiar, manageable methods under pressure.

The implications extend beyond individual classrooms. If unaddressed, these factors will continue to perpetuate the implementation gap between national curriculum goals which embed mnemonic-friendly activities and everyday teaching practices. This, in turn, limits students' vocabulary development, weakens long-term retention, and ultimately affects their overall English language proficiency and academic progress.

To translate teachers' positive perceptions into meaningful change, targeted interventions must go beyond awareness-raising. Policymakers and educational authorities need to prioritize the provision of low-cost, locally adaptable teaching materials, introduce greater flexibility in curriculum pacing, and design professional development that equips teachers with practical strategies for implementing mnemonic techniques within large-class, resource-constrained contexts. Only through such systemic support can the full potential of mnemonic-related strategies be realized, leading to more effective vocabulary instruction and improved learning outcomes for Ethiopian primary school learners.

4.9 Open-Ended Responses

Responses to the three open-ended questions were analyzed using inductive thematic analysis (Braun & Clarke, 2006). The process involved repeated reading of the data for familiarization, initial coding of meaningful segments, collation of codes into potential themes, review and refinement of themes, and final naming and description. This approach allowed key patterns to emerge directly from the teachers' own accounts. Three main themes were identified: (1) Commonly Used Mnemonic Techniques, (2) Structural and Contextual Barriers, and (3) Desired Forms of Support.

Theme 1: Commonly Used Mnemonic Techniques

The majority of teachers (approximately 22 out of 30) reported relying primarily on visual and narrative-based techniques when teaching vocabulary. Pictures and visual imagery were by far the most frequently mentioned strategies. Teachers often described combining visuals with storytelling and occasional use of songs or simple games.

For example, one teacher stated:

"I often use pictures, stories and songs because they make vocabulary lively for the children" (Teacher 7).

Another participant explained:

"We draw pictures on the board or use those in the textbook and then tell short stories around the new words" (Teacher 14).

This qualitative evidence strongly triangulates with the quantitative findings, where pictures/visual imagery ($M = 3.97$) and association techniques ($M = 3.83$) received the highest mean scores for frequency of use.

Theme 2: Structural and Contextual Barriers

Almost all participants (28 out of 30) highlighted significant structural barriers that limited their ability to use mnemonic strategies more effectively. The most dominant sub-themes were large class sizes, scarcity of teaching materials, severe time constraints, and heavy curriculum demands.

Representative comments included:

“The class is too large and there are not enough teaching materials” (Teacher 22).

“Lack of teaching materials, lack of proper training and shortage of time to apply mnemonic strategies” (Teacher 9).

Several teachers also noted the pressure to complete the syllabus quickly, which discouraged more interactive or time-intensive activities. One participant succinctly captured this reality:

“We have to finish the book on time, so we cannot spend much time on songs or games” (Teacher 18).

These accounts provide rich contextual detail that supports the moderate mean scores observed for intentional strategy use ($M = 3.13$) and the particularly low use of rhymes and songs ($M = 3.33$) in the quantitative data.

Theme 3: Desired Forms of Support

When asked what kind of support would improve their vocabulary instruction, nearly all teachers (26 out of 30) emphasized the need for practical, context-sensitive assistance rather than theoretical training alone. Two sub-themes emerged clearly: the provision of low-cost or ready-made teaching materials and targeted workshops focused on feasible, time-efficient techniques.

One teacher requested:

“We need workshops that show us how to use different memory strategies with the materials we already have and without taking too much time” (Teacher 11).

Another stressed the importance of material support and curriculum flexibility:

“Material support such as printing pictures and others, giving appropriate time for learning vocabulary and decreasing the load of the curriculum” (Teacher 25).

A small number of teachers (4 out of 30) also candidly admitted limited knowledge, with responses such as “I know none” when asked about mnemonic techniques, further illustrating the awareness gap identified in the quantitative results ($M = 2.90$ for familiarity with the concept).

The open-ended responses complement the quantitative data by offering teachers’ own voices on their practices and constraints. Teachers predominantly rely on visual and narrative techniques, while consistently identifying large class sizes, lack of materials, time pressure, and heavy curriculum demands as major obstacles. They expressed a clear desire for practical workshops and improved material resources that are realistic within their working conditions. Collectively, these qualitative insights reinforce the moderate and selective use of mnemonic strategies reported earlier and highlight the systemic nature of the challenges faced by primary English teachers in Addis Ababa government schools.

4.10 Summary of Results

This chapter has presented and analyzed both the quantitative and qualitative data collected from 30 primary school English teachers in Addis Ababa concerning their awareness, use, perceptions, and influencing factors related to mnemonic-related strategies in vocabulary instruction. The findings portray a complex and nuanced picture characterized by moderate levels of engagement, a strong preference for specific techniques, generally positive attitudes, and substantial contextual constraints.

Teachers displayed limited conceptual familiarity with mnemonic strategies as a coherent pedagogical framework ($M = 2.90$). In contrast, they showed high recognition of the memory-enhancing value of particular techniques, especially pictures and visual imagery ($M = 4.47$), rhymes and songs ($M = 4.33$), and grouping words ($M = 4.00$). The overall extent of mnemonic strategy use was moderate, with a clear dominance of visual-based approaches. Pictures and visual imagery emerged as the most frequently used technique ($M = 3.97$), followed by association techniques ($M = 3.83$), mental imagery ($M = 3.60$), and storytelling ($M = 3.50$).

Rhymes and songs were the least frequently employed ($M = 3.33$). Notably, the intentional use of mnemonic strategies remained relatively low ($M = 3.13$), indicating that implementation was often incidental or opportunistic rather than deliberate and systematic.

Teachers held strongly positive perceptions of the potential of mnemonic-related strategies to improve vocabulary retention ($M = 4.00$). Nevertheless, this favorable attitude had not translated into widespread or varied classroom application. Instructional practices also showed imbalance: teachers reported relatively high attention to assessing vocabulary retention ($M = 3.97$), but placed less emphasis on explicitly explaining strategies to students ($M = 3.27$) or flexibly adapting methods according to learner needs ($M = 3.37$).

The factors most strongly influencing teachers' use of mnemonic strategies were overwhelmingly contextual and institutional. Lack of teaching materials was rated as the most serious barrier ($M = 4.60$), followed by curriculum coverage pressure ($M = 4.50$), time constraints ($M = 4.20$), and large class sizes ($M = 3.93$). In contrast, training preparedness received a comparatively lower rating ($M = 2.57$).

Qualitative responses from the open-ended questions reinforced and enriched these quantitative patterns. Teachers consistently highlighted their reliance on visual and narrative techniques while describing how large class sizes, scarcity of materials, severe time pressure, and heavy curriculum demands restricted more systematic or diverse implementation. They expressed a clear desire for practical, low-resource workshops and improved material support that align with their daily classroom realities. A few teachers also candidly admitted limited knowledge of mnemonic strategies, further illustrating the awareness gap observed in the Likert-scale data.

Collectively, the quantitative and qualitative findings reveal a significant implementation gap in Ethiopian primary English classrooms. Although teachers demonstrate readiness, practical resourcefulness, and positive dispositions toward mnemonic-related strategies, structural constraints and limited conceptual awareness continue to hinder fuller and more effective integration.

The heavy reliance on easily accessible visual strategies, combined with the underutilization of other valuable techniques such as rhymes, rhythmic patterns, and structured associations, suggests that current practices capture only a fraction of the cognitive and pedagogical benefits that mnemonic strategies can offer young EFL learners.

In summary, the results of this study indicate moderate but selective use of mnemonic-related strategies, characterized by visual dominance, limited intentionality, and a notable conceptual-procedural disconnect. These findings provide a detailed empirical portrait of vocabulary teaching practices in urban government primary schools in Addis Ababa and lay a solid foundation for the interpretation, theoretical synthesis, and recommendations presented in the subsequent chapters.

CHAPTER V

Discussion

5.1 Introduction

This chapter interprets, evaluates, and synthesizes the major findings of the study in relation to the four research questions and the wider body of literature on vocabulary acquisition and mnemonic strategies in EFL contexts. Rather than merely restating the results presented in Chapter IV, it offers a critical discussion that explores the underlying reasons for the observed patterns, evaluates their pedagogical significance, and situates them within relevant theoretical frameworks and empirical studies, both international and local.

The study set out to investigate the implementation of mnemonic-related strategies for vocabulary instruction among primary school English teachers in Addis Ababa. Specifically, it sought to answer four key research questions: (1) To what extent do primary school English teachers utilize mnemonic-related strategies in their vocabulary instruction? (2) What specific types of mnemonic-related strategies are most frequently employed by these teachers? (3) What is the level of teachers' conceptual awareness and perceptions regarding the use of mnemonic-related strategies? and (4) What institutional and pedagogical factors influence teachers' implementation of these strategies?

Overall, the findings reveal a clear implementation gap in Ethiopian primary English classrooms. While teachers demonstrated strongly positive perceptions of mnemonic strategies and reported frequent use of certain techniques particularly visual imagery and simple associations their overall application remained moderate and largely incidental rather than intentional or systematic. Teachers displayed limited conceptual awareness of mnemonics as a coherent pedagogical framework, despite intuitively recognizing the memory-enhancing value of specific activities embedded in the national textbooks. Moreover, classroom practice was heavily dominated by low-preparation visual strategies, while more diverse and cognitively demanding techniques such as rhymes, rhythmic patterns, and structured associations were noticeably underutilized.

The study further highlights that systemic constraints most notably acute shortages of instructional materials, intense curriculum coverage pressure, severe time limitations, and large class sizes overwhelmingly shaped teachers' instructional choices, often overriding their favorable attitudes toward mnemonic techniques. These patterns point to a persistent conceptual-procedural gap, whereby teachers value and occasionally apply memory-supportive activities but rarely exploit their full potential as deliberate tools for deep lexical encoding and long-term retention.

By critically examining these findings through the lenses of Dual Coding Theory, Cognitive Load Theory, and existing research on vocabulary instruction in resource-constrained EFL settings, this chapter illuminates the complex interplay between teachers' beliefs, pedagogical practices, and the structural realities of Ethiopian primary education. Ultimately, it argues that bridging the implementation gap requires more than awareness-raising; it demands targeted systemic support and context-sensitive professional development if mnemonic strategies are to move from marginal, opportunistic use to become a powerful and integral component of effective vocabulary pedagogy in Ethiopian primary schools.

5.2 Extent of Use of Mnemonic Strategies

Primary school English teachers in this study reported moderate overall use of mnemonic-related strategies in vocabulary instruction, with notably low levels of intentional and systematic integration. Rather than embedding these techniques as deliberate pedagogical tools, teachers tended to apply them opportunistically when convenient, resulting in sporadic rather than consistent practice.

This pattern reflects a predominantly incidental approach to mnemonic strategy use, which carries important implications in the Ethiopian primary EFL context. In large, overcrowded classrooms characterized by acute time constraints, heavy curriculum coverage pressure, and chronic shortages of instructional materials, teachers understandably gravitate toward quick, low-preparation activities that require minimal additional resources or classroom management effort. While this pragmatic adaptation enables some form of memory support, it often prevents deeper cognitive engagement and sustained practice the very conditions necessary for mnemonic strategies to facilitate strong encoding and long-term retention. The result is a superficial implementation that fails to fully capitalize on the potential of these techniques, even when textbook activities lend themselves to mnemonic principles.

These findings align closely with existing research on vocabulary instruction in EFL settings. Both Nation (2001) and Schmitt (2008) emphasize that effective vocabulary development requires deliberate, repeated, and varied exposure rather than incidental encounters. Similarly, local studies by Abebe and Mekonnen (2021) and Teshome (2019) have documented the persistence of traditional rote-based approaches and the limited adoption of more cognitively engaging strategies in Ethiopian primary classrooms. The present study extends this body of work by specifically highlighting the gap between the mnemonic-friendly activities embedded in the Ministry of Education (2018) textbooks and their actual classroom realization. Unlike more structured implementations reported in some international contexts, Ethiopian teachers' use remains largely ad-hoc, revealing a narrower and less strategic application than curriculum intentions suggest.

Critically, the low level of intentionality reveals a significant conceptual-procedural gap: teachers appear to value memory-supportive activities and apply some of them routinely, yet they rarely treat mnemonics as a coherent instructional framework worthy of conscious planning and explicit teaching. This gap is both understandable and concerning. On the one hand, it demonstrates teachers' resourcefulness and practical wisdom in navigating difficult working conditions. On the other, it limits students' ability to internalize strategies as transferable tools for independent vocabulary learning. Consequently, despite the presence of mnemonic elements in national materials, vocabulary instruction often remains closer to rote memorization than to the deep, elaborative rehearsal advocated by cognitive theories such as Dual Coding Theory and the Depth of Processing Hypothesis.

The broader implications of these findings are substantial for English language teaching in Ethiopia. If unaddressed, the moderate and incidental use of mnemonic strategies will continue to undermine students' lexical retention and communicative competence foundational skills required for successful transition to English as a medium of instruction in higher grades. For teacher education and curriculum development, the results underscore the need to move beyond simply including mnemonic activities in textbooks toward equipping teachers with practical, context-sensitive strategies for intentional implementation under real classroom constraints.

While the study's reliance on self-reported data and modest sample size in urban Addis Ababa calls for caution in broad generalization, the consistency of patterns across quantitative and qualitative responses lends weight to the conclusion that systemic support including better resources, more realistic curriculum pacing, and targeted professional development is essential to transform incidental mnemonic use into a powerful driver of improved vocabulary learning outcomes.

5.3 Types of Mnemonic-Related Strategies Used

The findings reveal a clear dominance of visual-based mnemonic strategies in primary school English teachers' vocabulary instruction. Pictures and visual imagery emerged as the most frequently used technique ($M = 3.97$), followed by association techniques ($M = 3.83$) and mental imagery ($M = 3.60$). In contrast, rhymes and songs were used noticeably less often ($M = 3.33$), despite being readily available in the national English textbooks.

This strong preference for visual strategies is consistent with Paivio's Dual Coding Theory (Paivio, 1986, 1991), which posits that memory is significantly enhanced when information is encoded through both verbal and visual channels simultaneously. By frequently employing pictures and imagery, teachers appear to be intuitively applying a core principle of effective memory processing. In the context of young EFL learners with limited English exposure, the use of concrete visual aids likely helps make abstract vocabulary more accessible and memorable.

However, the relatively low use of other mnemonic techniques such as rhymes, rhythmic patterns, and more structured forms of association points to a concerning lack of diversity in instructional practices. This narrow repertoire may limit the potential effectiveness of vocabulary teaching.

While visual strategies are undoubtedly powerful, over-reliance on a single modality risks neglecting the benefits of acoustic, rhythmic, and semantically elaborate encoding routes that are particularly valuable for reinforcing long-term retention and catering to different learning preferences. This pattern resonates with broader research findings which suggest that teachers often gravitate toward a limited set of familiar and logistically convenient techniques, even when a wider array of research-supported strategies is available (Schmitt, 2000; Nation, 2013).

In the Ethiopian primary school context, several factors appear to drive this selective adoption. Visual aids are typically provided in textbooks, require minimal preparation time, and are relatively easy to manage in large classes. In comparison, techniques such as rhymes and songs demand greater classroom management skills, more time for rehearsal, and sometimes higher teacher confidence resources that are often scarce under current teaching conditions.

The implications of this narrow focus are significant. A lack of variety in mnemonic strategies may result in repetitive and less engaging instruction, potentially reducing student motivation and the depth of vocabulary learning. Moreover, by underutilizing techniques such as rhymes and structured associations, teachers may be missing valuable opportunities to develop students' phonological awareness and semantic networking skills both of which are crucial for overall language development.

In summary, while the predominant use of visual strategies represents a positive starting point, the findings highlight the need for teachers to expand their pedagogical repertoire. Achieving a more balanced and multifaceted approach to mnemonic strategy use will require not only greater awareness but also practical training that demonstrates how diverse mnemonic techniques can be effectively adapted to large, resource-constrained Ethiopian primary classrooms.

5.4 Teachers' Awareness and Perceptions of Mnemonic Strategies

The study revealed a notable discrepancy between teachers' conceptual awareness of mnemonic strategies and their perceptions of the effectiveness of specific techniques. While teachers' overall familiarity with the term "mnemonic strategies" was relatively low ($M = 2.90$), they expressed strong agreement regarding the memory-enhancing value of particular techniques, such as pictures and visual imagery ($M = 4.47$), rhymes and songs ($M = 4.33$), and grouping words ($M = 4.00$). This pattern indicates that many teachers possess intuitive, practical knowledge of effective memory aids but lack a systematic theoretical understanding of these techniques as part of a broader mnemonic framework.

This gap between tacit knowledge and explicit conceptual awareness is significant. Teachers appear to recognize and use certain strategies because they “work” in practice, yet they do not necessarily connect them to established principles of memory and cognition. Such a finding supports earlier research suggesting that teachers frequently implement effective instructional practices without formal conceptual understanding (Higbee, 2001). In the Ethiopian context, this may stem from pre-service and in-service teacher education programs that tend to emphasize general communicative language teaching approaches rather than specific training in vocabulary learning strategies and memory techniques.

At the same time, teachers demonstrated strongly positive perceptions of mnemonic-related strategies, particularly their potential to improve vocabulary retention ($M = 4.00$). This positive attitude aligns with a substantial body of empirical research showing that mnemonic techniques can significantly outperform traditional rote memorization in terms of both immediate recall and long-term retention (Pressley, 1998; Bellezza, 1996).

The coexistence of low conceptual awareness and high perceived effectiveness presents both an opportunity and a challenge. On one hand, it suggests that teachers are receptive to mnemonic strategies and hold favourable attitudes toward their potential benefits. On the other hand, without deeper theoretical understanding, their current use remains largely intuitive and unsystematic, limiting the strategies’ full pedagogical impact.

As evidenced in Chapter Four, this lack of conceptual clarity is reflected in the moderate level of intentional use ($M = 3.13$) and the narrow range of strategies employed. These findings underscore the urgent need for targeted professional development that bridges the gap between practice and theory. Professional training programs should not only raise awareness of mnemonic strategies but also equip teachers with practical knowledge of how to intentionally select, combine, and explicitly teach different mnemonic techniques in large-class, resource-constrained environments. Without such support, the positive perceptions teachers currently hold may not translate into meaningful improvements in students’ vocabulary learning outcomes.

5.5 Factors Influencing the Use of Mnemonic Strategies

The findings of the study clearly demonstrate that teachers' use of mnemonic-related strategies is heavily shaped and frequently constrained by a range of contextual and institutional factors. The most prominent barriers identified were lack of teaching materials ($M = 4.60$), intense curriculum coverage pressure ($M = 4.50$), time constraints ($M = 4.20$), and large class sizes ($M = 3.93$). In contrast, training preparedness received a comparatively lower rating ($M = 2.57$), suggesting that structural and systemic challenges outweigh individual capacity as the primary obstacles to effective implementation. However, that many teachers did not perceive lack of training as a major barrier to the use of mnemonic-related strategies. However, this finding should be interpreted cautiously. The lower rating does not necessarily indicate that teachers possess sufficient pedagogical preparation in mnemonic-based vocabulary instruction. It is possible that some participants may not fully recognize gaps in their own professional knowledge or may underestimate the importance of specialized training in the effective implementation of mnemonic strategies.

This may reflect a hidden limitation in pedagogical awareness, where teachers use certain mnemonic-related activities intuitively without a deeper theoretical understanding of their instructional purpose and cognitive value. Therefore, the relatively low emphasis placed on training by respondents should not be interpreted as evidence that professional development is unnecessary. Rather, it may suggest the need for more targeted training that helps teachers develop clearer conceptual and practical understanding of mnemonic strategies and their role in vocabulary learning.

These results are consistent with a growing body of research conducted in similar resource-constrained educational settings, which underscores the powerful influence of environmental and institutional conditions on teachers' pedagogical choices (Richards & Rodgers, 2001; Teshome, 2019). As Richards and Rodgers (2001) argue, effective language teaching depends not only on the selection of appropriate methods but also on the presence of supportive conditions, including adequate resources and manageable working environments. In the absence of such conditions, even well-informed and motivated teachers are often forced to revert to familiar, low-preparation practices.

The exceptionally high mean scores for lack of teaching materials and curriculum coverage pressure reveal the harsh realities of daily classroom life in Ethiopian primary schools. Without sufficient visual aids, flashcards, or supplementary resources, teachers find it difficult to move beyond basic pictures and simple visuals toward more varied and cognitively rich mnemonic techniques such as structured associations, rhymes, or interactive storytelling. Similarly, the pressure to complete a demanding syllabus within limited instructional time discourages experimentation with strategies perceived as time-consuming, pushing teachers toward quick, teacher-fronted activities that prioritize coverage over depth.

Interestingly, the relatively lower concern regarding training preparedness suggests that many teachers do not perceive lack of knowledge as the main barrier. Instead, systemic constraints appear to override their willingness and positive perceptions of mnemonic strategies. This dynamic helps explain the earlier findings of moderate overall use, heavy reliance on visual techniques, and the gap between favorable attitudes ($M = 4.00$) and actual classroom application.

Taken together, these findings highlight that the limited implementation of mnemonic-related strategies is not primarily a problem of teacher resistance or indifference, but rather a symptom of deeper structural challenges within the education system. If unaddressed, these factors will continue to perpetuate the implementation gap between national curriculum goals and classroom realities, ultimately limiting students' vocabulary development and long-term language proficiency.

The results therefore point to the necessity of a multifaceted approach. Sustainable improvement will require not only targeted professional development but also systemic interventions such as the provision of low-cost teaching materials, greater flexibility in curriculum pacing, and reduced class sizes to create conditions in which teachers can meaningfully incorporate mnemonic strategies into their instructional repertoire.

5.6 Summary of the Discussion

The discussion of the findings reveals a multifaceted and persistent implementation gap in mnemonic strategy use for vocabulary instruction in Ethiopian primary English classrooms. Although teachers reported moderate levels of use, their application of mnemonic-related strategies remained largely incidental and opportunistic rather than intentional and systematic. A striking feature of classroom practice was the heavy dominance of visual-based techniques particularly pictures and imagery while more diverse and cognitively demanding strategies such as rhymes, rhythmic patterns, and structured semantic associations were markedly underutilized. Compounding this selective and superficial engagement was a notable conceptual-procedural gap: teachers held strongly positive perceptions of the potential benefits of mnemonics for vocabulary retention, yet demonstrated limited conceptual awareness of these techniques as part of a coherent pedagogical framework. Ultimately, powerful systemic barriers including severe shortages of teaching materials, intense curriculum coverage pressure, acute time constraints, and large class sizes consistently overrode teachers' favorable attitudes and constrained deeper implementation.

Taken together, these findings move beyond simply confirming the existence of an implementation gap. This study specifically documents the nature and character of that gap in urban Addis Ababa government schools. It reveals not only a discrepancy between national curriculum intentions and classroom realities, but also a distinctive pattern: a narrow, visually-dominated repertoire of mnemonic practices coupled with a conceptual-procedural disconnect, whereby teachers intuitively employ certain memory-supportive activities without fully recognizing or exploiting their theoretical potential as deliberate tools for deep lexical encoding. In the resource-constrained context of Ethiopian primary education, this pattern reflects both teachers' practical resourcefulness in navigating difficult conditions and the structural limitations that prevent more effective pedagogical innovation.

This study therefore contributes to the existing literature by providing a nuanced, context-specific understanding of how mnemonic strategies are understood and enacted (or not enacted) in Ethiopian urban primary schools.

While international research (Nation, 2001; Schmitt, 2008) and local studies (Abebe & Mekonnen, 2021; Teshome, 2019) have highlighted general challenges in vocabulary teaching, the present inquiry sheds light on the particular dynamics surrounding mnemonic techniques dynamics shaped by the interplay of teachers' intuitive knowledge, positive dispositions, and overwhelming institutional constraints.

In essence, the findings argue that meaningful improvement in primary vocabulary instruction cannot be achieved through awareness-raising or curriculum revisions alone. Sustainable progress demands a comprehensive, multi-level response that simultaneously addresses teachers' conceptual understanding of mnemonic principles and the structural conditions under which they work. Only by bridging both the pedagogical and systemic dimensions through targeted, context-sensitive professional development, provision of low-cost adaptable materials, and more realistic curriculum pacing can mnemonic-related strategies transition from marginal, incidental use to become a powerful and integral component of effective, cognitively grounded vocabulary teaching in Ethiopian primary schools. Such transformation holds significant potential for strengthening students' long-term lexical retention and overall English language proficiency.

CHAPTER VI

Conclusions and Recommendations

6.1 Introduction

This final chapter summarizes the major findings of the study, draws conclusions based on those findings, and offers recommendations for practice, policy, and future research. The study set out to explore primary school English teachers' use of mnemonic-related strategies in vocabulary instruction, their level of awareness and perceptions of these strategies, and the contextual factors influencing their implementation in Ethiopian primary classrooms.

By examining both quantitative and qualitative data, the study sought to understand not only the extent and nature of mnemonic strategy use but also the complex interplay between teachers' beliefs, knowledge, and the systemic realities that shape their daily instructional decisions. The conclusions and recommendations presented in this chapter aim to bridge the gap between research findings and practical action, contributing to more effective vocabulary teaching practices at the primary level.

6.2 Summary of Major Findings

The study uncovered several significant patterns regarding primary school English teachers' engagement with mnemonic-related strategies in vocabulary instruction.

First, teachers exhibited limited conceptual awareness of mnemonic strategies as a distinct and systematic pedagogical framework. While they demonstrated familiarity with specific techniques such as pictures, rhymes, and grouping, many appeared to use these strategies intuitively without fully recognizing them as part of a broader mnemonic approach. This suggests a gap between practical knowledge and theoretical understanding.

Second, the overall extent of mnemonic-related strategy use was moderate at best. Although teachers reported incorporating some techniques into their lessons, their application tended to be sporadic and incidental rather than deliberate, consistent, or systematically planned.

Third, the findings revealed a marked preference for visual-based strategies. Pictures and visual imagery dominated classroom practice, while other valuable techniques including rhymes, songs, and more structured associative methods were noticeably underutilized. This selective adoption highlights a lack of diversity in teachers' mnemonic repertoire.

Fourth, despite the moderate level of use and limited conceptual awareness, teachers expressed strongly positive perceptions toward mnemonic strategies. Most respondents firmly believed that these strategies are effective in enhancing vocabulary retention and student engagement, indicating a clear willingness to adopt more memory-supportive approaches.

Finally, the study found that teachers' ability to implement mnemonic-related strategies was significantly constrained by contextual and institutional barriers. Lack of teaching materials, heavy curriculum coverage pressure, time constraints, and large class sizes emerged as the most influential obstacles. Limited access to specialized training further restricted teachers' capacity to translate their positive attitudes into effective classroom practice.

Collectively, these findings portray a complex reality: teachers are generally receptive to mnemonic strategies and possess some intuitive knowledge of effective techniques, yet systemic constraints and insufficient conceptual grounding continue to limit both the frequency and quality of their implementation. This situation points to a persistent implementation gap between curriculum.

6.3 Conclusions

The findings of this study indicate that primary school English teachers do make use of mnemonic-related strategies in vocabulary instruction; however, this use is generally intuitive rather than grounded in a clear theoretical understanding. This reflects a notable gap between practice and theory, where teachers employ potentially effective techniques without consciously recognizing or systematically applying them as structured mnemonic strategies.

The study also reveals that teachers tend to rely on a limited range of techniques, particularly visual-based strategies such as pictures and imagery. While these approaches are effective, the narrow range of strategies suggests that the broader potential of mnemonic instruction remains underutilized. Since different learners benefit from different types of cognitive support, the limited use of diverse mnemonic techniques may restrict the overall effectiveness of vocabulary teaching.

At the same time, teachers demonstrate generally positive perceptions toward mnemonic-related strategies, indicating a willingness to adopt and integrate such approaches into their teaching. However, this potential is constrained by several contextual challenges, including limited access to instructional resources, pressure to complete the curriculum within restricted timeframes, and insufficient professional training in learner-centered and memory-based instructional methods.

The findings further align with established cognitive theories, particularly Dual Coding Theory and Cognitive Load Theory, which emphasize the importance of combining visual and verbal processing and managing cognitive demands in learning. These theoretical perspectives support the effectiveness of mnemonic strategies in enhancing vocabulary retention. However, the study highlights that their success in practice depends on intentional and informed use, supported by adequate teacher preparation and conducive classroom conditions.

In conclusion, improving vocabulary instruction in primary school contexts requires a dual focus: enhancing teachers' conceptual understanding and practical application of mnemonic strategies, while also addressing the institutional and classroom-level challenges that limit their effective implementation. Without such integrated efforts, the potential of mnemonic strategies to support meaningful and lasting vocabulary learning may remain only partially realized.

6.4 Recommendations

Based on the findings and conclusions of this study, several recommendations can be made to improve the use of mnemonic-related strategies in vocabulary instruction at the primary school level. First, there is a need to promote a more deliberate and diversified use of mnemonic strategies in the classroom. Teachers should be encouraged to move beyond a heavy reliance on visual techniques and incorporate a broader range of approaches, including association, rhymes, storytelling, and structured grouping.

More importantly, teachers should apply these strategies intentionally by making learners aware of how such techniques support memory and learning, thereby helping students develop independent vocabulary learning skills.

In addition, improving the effective use of mnemonic strategies requires greater institutional support. Schools and educational authorities should ensure the availability of appropriate instructional resources, such as visual aids and interactive materials, which are essential for implementing memory-supportive techniques. Alongside this, there is a strong need for continuous professional development opportunities that focus on practical, classroom-based applications of vocabulary teaching strategies. Training programs should not only introduce theoretical concepts but also provide clear, context-appropriate examples of how mnemonic strategies can be integrated into everyday teaching.

Furthermore, curriculum developers have a key role in strengthening the pedagogical value of instructional materials. English textbooks and teacher guides should incorporate a wider and more structured range of mnemonic-based activities that go beyond simple presentation of vocabulary. These materials should clearly demonstrate how such activities support memory and long-term retention, and teacher guides should offer explicit guidance on their effective implementation.

Finally, further research is needed to build on the findings of this study. Future studies could explore larger and more diverse samples to enhance the generalizability of results, as well as employ classroom observation methods to better understand how mnemonic strategies are implemented in practice. Experimental research may also be valuable in examining the direct impact of specific mnemonic techniques on students' vocabulary learning outcomes.

6.5 Final Remark

This study underscores the significant role that mnemonic-related strategies can play in enhancing vocabulary learning at the primary school level. The findings reveal that, although teachers generally demonstrate positive attitudes toward these strategies and make some use of them in practice, their application remains limited and largely unstructured due to gaps in conceptual understanding and prevailing contextual constraints.

Addressing these challenges through improved teacher awareness, targeted professional support, and more enabling classroom conditions has the potential to substantially strengthen vocabulary instruction. Ultimately, a more informed and intentional use of mnemonic strategies can contribute to deeper learning, improved retention, and more meaningful language use among learners.

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Annexes/Appendices

Dear Respondent,

I am a graduate student conducting a research study as part of my Master's program in English Language Teaching. The purpose of this study is to investigate how primary school teachers use mnemonic-related strategies (such as pictures, rhymes, grouping, and contextual activities) in teaching English vocabulary, and to identify factors that influence their use. Your responses will help to better understand current classroom practices and contribute to improving vocabulary instruction in primary schools.

Confidentiality: All information you provide will be kept strictly confidential and will be used only for academic purposes. Your name or school will not be mentioned in the study.

Voluntary Participation: Your participation is completely voluntary. You have the right to refuse to answer any question or withdraw at any time.

Instructions: Please read each statement carefully and indicate your response by placing a check (✓) in the appropriate box. Do not leave any item unanswered.

Your honest answers are very valuable, as they help in collecting reliable data.

Thank you very much for your valuable time and cooperation.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Background Information

Gender: ☐ Male ☐ Female

Age: _____

Teaching Experience:

☐ 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16+ years

Educational Qualification:

☐ Diploma ☐ BA/BEd ☐ MA/MEd ☐ Other _____

Have you received training on vocabulary teaching methods?

☐ Yes ☐ No

Have you received training specifically on mnemonic strategies?

☐ Yes ☐ No

Section I: Teachers' Awareness of Mnemonic Strategies

No	Statement	1	2	3	4	5
7	I am familiar with the concept of mnemonic strategies.					
8	I understand how pictures help students remember vocabulary.					
9	I know how rhymes and songs support memory retention.					
10	I understand grouping and categorization techniques in vocabulary teaching.					
11	I can distinguish mnemonic strategies from general repetition methods.					
12	I intentionally use memory-support techniques in vocabulary instruction.					

Section II: Use of Textbook Embedded Mnemonic Techniques

No	Statement	1	2	3	4	5
13	I use pictures from the textbook to introduce new vocabulary.					
14	I use rhymes or poems provided in the textbook to support vocabulary learning.					
15	I encourage students to group words into categories.					
16	I use contextual stories or dialogues to teach vocabulary.					
17	I adapt textbook vocabulary activities to improve memory retention.					
18	I combine multiple mnemonic techniques in one lesson.					

Section III: Instructional Processes

No	Statement	1	2	3	4	5
19	I explain to students why certain activities help them remember words.					
20	I assess students' vocabulary retention after teaching new words.					
21	I modify vocabulary teaching techniques based on student needs.					
22	I believe mnemonic strategies improve long-term vocabulary retention.					

Section IV: Factors Influencing the Use of Mnemonic Strategies

No	Statement	1	2	3	4	5
23	Large class size limits my use of mnemonic strategies.					
24	Time constraints affect my vocabulary teaching methods.					
25	Lack of teaching materials limits my use of mnemonic techniques.					
26	My training influences how I teach vocabulary.					
27	Curriculum coverage pressure affects my teaching strategy choices.					
28	I need additional training on mnemonic strategies.					

Section V: Open-Ended Questions

What mnemonic-related techniques do you frequently use in vocabulary teaching?

What challenges do you face when using mnemonic strategies?

What support would help you improve vocabulary instruction?

Thank you for your participation!