

***Incorporating Self-Generated Mnemonics into Lexical Learning: Impact on EFL Adult Learners' Vocabulary Achievement, Retention and Metacognitive Awareness***

***Dr. Mohammed Farouk Abd Elsamie Ali***

***Abstract***

*EFL adult learners often share a number of features that affect the process of learning a foreign language. Some of these features seem to make them undermine the impact of instruction on them such as: having a short memory span, many preoccupations, selective filters, strongly established learning styles, in addition to some negative feelings or unpleasant experiences developed from previous learning situations. Other features represent signs of metacognition such as: having a tendency to be independent, a lot of experience to draw on, much concern about self-esteem, specific purposes for learning ...etc. These traits are seized by the present study and invested for the maximum benefit of EFL adult learners. Therefore, the study aimed at promoting Saudi EFL adult beginners' vocabulary achievement, retention and metacognitive awareness via incorporating an additional training for them in generating verbally and visually coded mnemonics into their lexical instruction. Participants were 42 EFL adult beginners enrolled in a six-month English language program at the Training and Community Service Center at Riyadh Teachers' College, K.S.A. in the academic year (2006-2007). They were randomly assigned to either a treatment or control group; each consisted of 21 students. The treatment group participants were trained to construct and use mnemonics in their vocabulary learning. The think-aloud protocol was used in this training. The control group was instructed in the same way without such training. To maintain the congruence of both groups, participants were offered the same circumstances of practice. The experiment lasted for 16 weeks. The participants' vocabulary achievement*

*and metacognitive awareness were pre- and post-tested using a Vocabulary Achievement Test and a Metacognitive Awareness Questionnaire successively. Both tools were designed by the researcher. A delayed post assessment of their vocabulary retention was administered to both groups. Findings of the study showed that incorporating mnemonics into lexical instruction was more effective than the same instruction without it in vocabulary achievement, retention and metacognitive awareness. Recommendations and suggestions for further research were provided.*