

The Method Of Improvement Of Esl Student's Memory Skill, While Learning New Vocabulary

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Abstract: This article presents methods for improving memory and enriching the vocabulary of English as a Second Language (ESL) learners. Vocabulary acquisition is essential for foreign language learning, as it involves memorizing a large number of words and using them correctly in spoken language. Memory plays a crucial role in this process. The article briefly discusses the psychological aspects of memory and explains the main types of memory that can improve vocabulary retention. It also describes effective learning techniques such as mnemonics, regular repetition, and learning in context. Examples of practical exercises illustrate how these techniques can improve vocabulary memorization.

Keywords: Vocabulary, memory, psychology, mnemonics, repetition, context, exercises.

Introduction: Nowadays, learning vocabulary is one of the majority items in people's life. Learners of English as a foreign language may have difficulty memorizing and using new words correctly. Memory plays a crucial role in this process. Recent research has shown that psychological factors such as attention and motivation, as well as memory strategies, can significantly improve vocabulary retention [1;45-68]. In this offers practical methods for improving memory and vocabulary in learners of English as a foreign language.

psychological perspective, memory is divided into several types that influence how students learn new words. Short-term memory temporarily stores new information, working memory helps students process and use words in context, and long-term memory stores vocabulary for later use. Understanding these memory types can help teachers and students implement effective vocabulary learning strategies. The table below summarizes the main types of memory, their role in vocabulary learning, and practical applications in the classroom:

Psychological perspective about memory. From a

Types of memory	Role in vocabulary learning	Example of classroom activity
Short-term memory	Temporary holds new words for immediate recall, perhaps about 30 seconds. [2;50-75]	Flashcards, quick matching games.
Working memory	Helps process, understand and use words in context, namely processes information received from short-term and long-term memory.	Sentence-building exercises, dialogues, fill in the gaps activities (like in some English skill tasks: reading, listening tasks).
Long-term memory	It stores words for future use and supports automatic recall, by the way, ensures the durability of the stored material.[2;50-75]	Spaced repetition, reviewing past vocabulary a week later, again, using words in stories or some essays to get a nice results.

In addition, understanding the different types of memory is essential for developing effective vocabulary exercises, but managing your attention span and studying time are equally important for successful learning. The Pomodoro Technique is a practical method that can improve both attention and retention. By taking short, timed reading breaks with short breaks, students can improve their focus and retention of new words. For instance, students can



Picture1. <https://www.vedantu.com/blog/pomodoro-technique-for-studying>

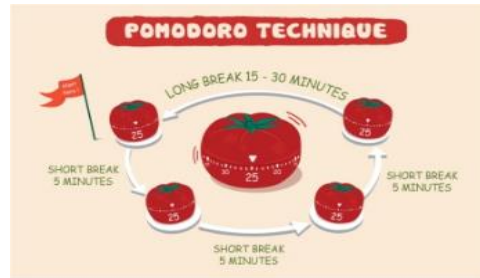
Mnemonic techniques in vocabulary learning. First of all, let us examine what are a mnemonic technique? Mnemonic technique are science, which help to remember different things, like vocabulary or necessary information with the help of some methods and techniques. The main purpose of these techniques are improving memory skills.

Mnemonic devices play an important role in improving vocabulary retention in English as a second language (ESL) learners. They help them establish strong connections between new words and existing knowledge, making memorization easier and more effective. According to Baddeley, memorization is more effective when information is encoded through visual and semantic associations [3;120-140]. For example, learners may associate unfamiliar English words with images, sounds, or similar words in their native language.

Visual association is an association, when human imagine some kind of picture of certain word for memories some information or words. For instance, cat is a domestic animal, which is widely kept as a pet or for catching mice.

Sematic association is an association, which helps to understand several words with helping of meanings,

review flashcards, complete sentence-building exercises or do several tasks in one Pomodoro session, then take a short break before continuing other tasks. Using short, focused study intervals prevents mental fatigue and improves memory, than learn a lot of words in a short time without repetition and without interruption.



Picture 2. <https://generationaldev.com/pomodoro-technique-vs-traditional-time-management/>

contexts or imaginations. For example, milk – cow (product – source), home–family (place–residents).

Common mnemonic strategies include keywords, visualization, and acronyms.

Acronyms are words formed from the initial letters of other words. For instance, USA United States of America.

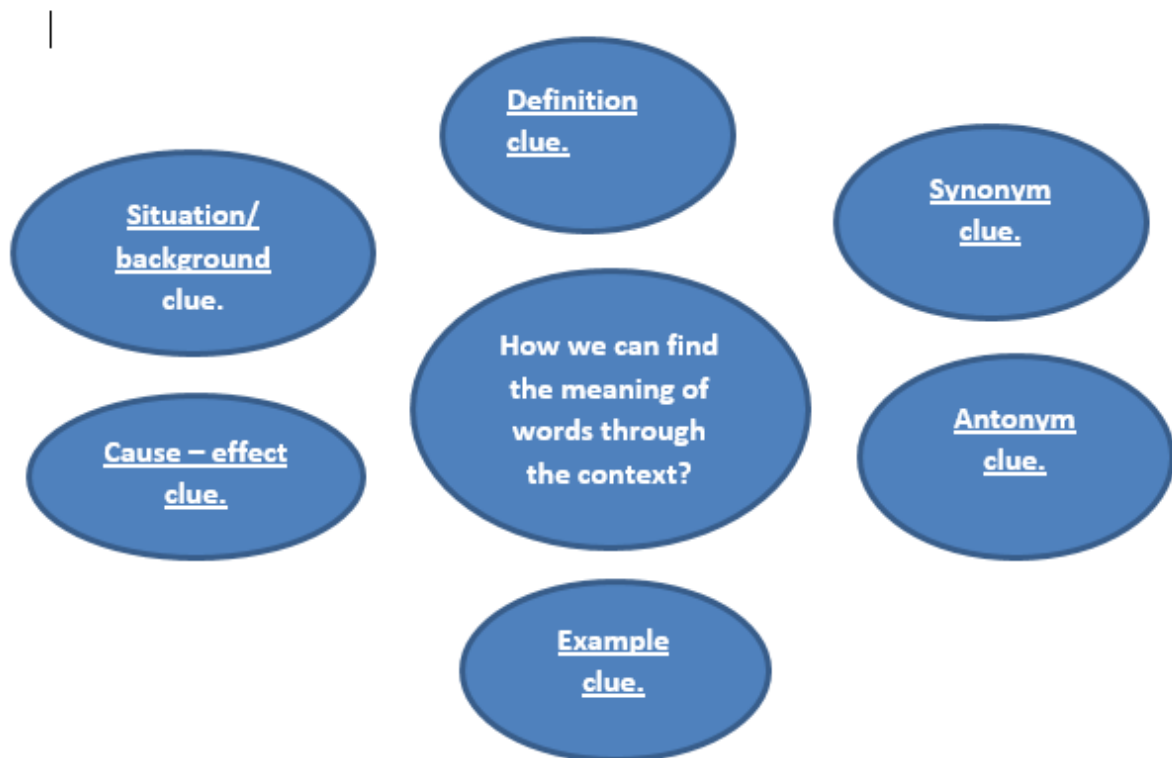
When learners actively engage with new vocabulary through mental imagery, they are more likely to transfer words from short-term memory to long-term memory. As Nation notes, “The more a word is mentally processed, the more likely it is to be remembered.”[4;102-110]

Context-based vocabulary learning. Many people strongly believe that, learning many words are effective through reading contexts of words. The reason of this is learning vocabulary through this way helps learners understand words not only with meanings, but also their usage, collocations and grammatical patterns. According to Thornbury, “Words learned in a meaningful context are remembered better than words learned in isolation” [6;22-26].

Besides, this way helps to understand the “Reading

passage” of IELTS, like if people do not understand some words, they can understand through the contexts of giving reading text. How we can find the meaning of

words through the context? Let us examine this question before getting one decision.



I believe that, this grouping method strengthens semantic connections and promotes deeper cognitive processing, which leads to better vocabulary retention.

Practical classroom activities. Classroom activities play a vital role in improving vocabulary retention and memory development in English as a second language learners. According to Nation, vocabulary learning is most effective when students have the opportunity to use words correctly and repeatedly encounter them in different contexts [5;45-68]. Activities that require active participation facilitate the transfer of vocabulary from short-term to long-term memory. For example, using several activities such as, word maps, storytelling, role-plays, gap-filling exercises:

- **Word maps.** They show a word with its meaning and example. We can use it in lessons in order to teach students interesting and effective;
- **Storytelling.** Learners use new words to create a story or sentences after learning new words. This makes words more meaningful and easier to remember to long-term;

- **Role-plays.** Students can practice new words in real-life situation. This activity do lessons interesting and students remember words to long-term too;
- **Gap-filling.** Learners must actively recall and use new words to complete sentences. This strengthens understanding and retention of new vocabulary.

These activities can help learners actively use new words. Actively using these new vocabulary improves memory and increases students' confidence in speaking lessons or exams.

CONCLUSION

In conclusion part, I want to say that, vocabulary learning is closely linked to memory processes. By understanding the different types of memory and using practical methods such as mnemonics, contextualized learning, and interactive classroom activities, English as a second language learners (ESL) can significantly improve their vocabulary retention. Combining psychological knowledge with active practice helps students not only memorize words but also confidently

use them in spoken language.

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