

**FOOD-BASED ACRONYM STRATEGY FOR TEACHING ADJECTIVES IN
ELEMENTARY EFL****Irina Anatolyevna Vezner¹, Nur Jamilah², Octa Pratama Putra³,**¹Novosibirsk State Pedagogical University, Russia²STAI Nurul Islam, Mojokerto³Bina Sarana Informatika University, Indonesia**DOI: 10.23917/humaniora.v27i1.16090**Received: January 10th, 2026. Revised: February 18th, 2026. Accepted: February 20th, 2026
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Keywords	Abstract
Acronym Strategy, Adjectives, Vocabulary Learning, Young Learners, English Language Teaching	<i>This study aimed to explore the use of a food-based acronym strategy in teaching English adjectives to fourth-grade elementary school students. The research was conducted using a descriptive qualitative method with a case study approach involving ten students. The instructional focus was on adjectives related to human personality and feelings, which were taught through mnemonic strategies using familiar food names. Data were collected through classroom observations, students' written responses, and reflective arguments before and after the implementation of the strategy. The data were analyzed using comparative qualitative analysis to identify changes in students' understanding and learning behavior. The results showed that students were able to recognize and recall adjectives more effectively after learning through the food-based acronym strategy. The findings also indicated increased student engagement, enthusiasm, and confidence during the learning process. The strategy helped students organize adjective vocabulary in a more meaningful and memorable way. In conclusion, the food-based acronym strategy was found to have pedagogical value as a simple and practical approach for supporting English vocabulary learning among elementary school students.</i>
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INTRODUCTION

Vocabulary mastery is a fundamental pillar for young EFL learners, serving as the essential foundation for developing integrated language skills and classroom participation (Sahin & Yavuz, 2025). Among various lexical categories, adjectives are particularly vital as they enable students to articulate emotions, describe personal experiences, and interact meaningfully within their immediate social environment (Hurtado & Díaz, 2021). Consequently, prioritizing adjective instruction in elementary contexts not only fosters linguistic growth but also enhances students' communicative competence in expressing detailed ideas clearly and appropriately.

Fourth-grade learners are cognitively primed to acquire descriptive vocabulary, particularly adjectives related to personality and emotions, which are central to their daily social interactions (Davies et al., 2022). Despite this developmental readiness, EFL instruction remains heavily dominated by rote memorization and translation-based methods. These decontextualized practices often result in monotonous learning environments, leading to poor retention and diminished student motivation (Sa'd & Rajabi, 2018). Consequently, there is an urgent

pedagogical need for alternative instructional strategies, such as the food-based acronym approach, to foster more engaging and meaningful adjective acquisition among young learners

To overcome the aforementioned challenges in vocabulary learning, teachers are encouraged to implement meaningful, creative, and innovative learning strategies that support both memory retention and learning motivation within the pedagogical context. Instructional strategies that actively involve students and help them organize information meaningfully are particularly beneficial for young learners. One effective approach is the use of mnemonic strategies, which assist learners in retaining information by creating mental associations, patterns, and structured connections between new and existing knowledge (Rough & Atkinson, 2021). Mnemonic strategies are especially suitable for elementary school students because they reduce cognitive load and make learning more enjoyable. Among various mnemonic techniques, acronym-based learning has gained attention as a practical strategy for vocabulary instruction.

This approach organizes vocabulary items into simple and memorable units by using the initial letters of words to form meaningful acronyms. As a result, learners are able to recall vocabulary more easily and efficiently. Previous studies have suggested that acronym-based learning supports long-term memory and enhances students' engagement during learning activities (Salehi & Kiani, 2021). Therefore, the use of acronym strategies offers a promising alternative to traditional vocabulary instruction methods for young learners.

Integrating food-based acronyms into vocabulary instruction leverages children's natural familiarity with concrete, everyday concepts to facilitate lexical retention (Dulay et al., 2021). By anchoring adjectives to recognizable culinary terms such as *S.T.E.A.K.* (*Strong, Tired, Elegant, Amazing, and Kind*) learners develop robust mental associations that transcend rote memorization. This associative framework organizes vocabulary into meaningful clusters, significantly enhancing recall through cognitive scaffolding. Furthermore, this mnemonic approach fosters a positive affective climate, increasing student enthusiasm and active participation, which aligns with previous findings on the correlation between enjoyable learning strategies and heightened learner engagement (Yan et al., 2023).

While mnemonic and acronym strategies are widely discussed in vocabulary learning, empirical studies on their application in teaching adjectives to elementary school students remain limited, particularly in qualitative, classroom-based research contexts. Existing studies focus, for example (Hill, 2022) on quantitative outcomes or general vocabulary acquisition, neglecting young learners' experiences with mnemonic strategies. Research on adjectives related to human personality and feelings at the elementary school level is also scarce. To address this gap, this study explores the implementation of a food-based acronym strategy in teaching adjectives to fourth-grade students, focusing on their responses, understanding, and learning experiences.

The use of food-based acronyms was deliberately chosen in this study because familiar food names function as effective mnemonic cues that help young learners understand, organize, and recall English adjectives more easily (Dixon et al., 2023). Food-related terms are commonly encountered in children's daily lives, which makes them meaningful and accessible for elementary school students. By incorporating food names into acronym strategies, the learning process becomes more concrete and engaging, allowing students to associate new vocabulary with familiar concepts. This approach supports memory retention while also increasing students' interest and motivation during classroom activities. Using a descriptive qualitative case study approach, this research investigates students' responses and arguments before and after the implementation of the food-based acronym strategy. The study focuses on how students perceive the strategy, how they express their understanding of adjectives, and how their arguments develop throughout the learning process. By examining these aspects, the research seeks to gain a deeper understanding of the pedagogical impact of using food-based acronyms in teaching English adjectives to fourth-grade elementary school students.

Based on the objectives of the study, the research questions are formulated as follows:

1. How is the food-based acronym strategy implemented in teaching adjectives to fourth-grade elementary school students?
2. What are the students' responses after the implementation of the food-based acronym strategy?

3. How does the use of a food-based acronym strategy influence students understand and motivation in learning adjectives?

METHOD

Research Design

This study employed a descriptive qualitative research design (Younas et al., 2023) integrated with a case study approach (Njie & Asimiran, 2021) to facilitate an exhaustive, in-depth investigation into the implementation of a food-based acronym strategy within a primary pedagogical setting. The selection of this dual framework was strategically intended to capture the nuanced dynamics of a real classroom context, providing a granular view of how elementary students interact with mnemonic scaffolding while learning English adjectives. Moving beyond the limitations of statistical generalization, this research prioritized the lived experiences of the participants, seeking to decode the evolution of their learning trajectories through an analysis of their arguments and perceptions. By utilizing a comparative *before-and-after* analytical lens (Qiu et al., 2021), the study meticulously explored how shifting from traditional rote memorization to a creative, food-associated mnemonic system such as the *S.T.E.A.K* acronym could transform student engagement, enhance cognitive retention, and foster a more profound, enthusiastic connection to language acquisition.

Research Setting and Participants

The research was strategically situated within an Indonesian elementary school setting where English is instructed as a foreign language (EFL), providing a critical context for observing second-language acquisition in a formal environment. The participant pool comprised ten fourth-grade students, aged approximately 9 to 10 years, a developmental stage characterized by a pivotal transition in cognitive and linguistic maturity. These students were selected through a purposive sampling technique (Friday & Leah, 2024), ensuring that the subjects possessed the requisite foundational knowledge to engage effectively with basic English adjectives while remaining receptive to innovative mnemonic strategies. By deliberately limiting the sample size to ten participants, the study moved away from broad surface-level observations in favor of a concentrated, high-fidelity analysis. This intentional focus allowed the researcher to meticulously document the intricacies of the learning process, capturing the subtle shifts in student responses and the depth of their cognitive engagement as they navigated the food-based acronym strategy within the classroom.

Teaching Material and Strategy

The teaching material focused on adjectives related to human personality and feelings, such as *kind*, *friendly*, *happy*, *tired*, and *strong*. The main instructional strategy used in this study was a food-based acronym strategy, which is a mnemonic technique designed to help students remember vocabulary through familiar and meaningful associations. Within this strategy, each food name represented an acronym consisting of several adjectives. One example of the acronyms used in this study was *S.T.E.A.K*, which had been introduced in the previous section, while the remaining acronyms followed a similar construction. The teacher introduced the acronyms using simple explanations, examples, and classroom discussions. The students were encouraged to recall the adjectives by remembering the food names and to use them in simple descriptive sentences. The number of adjectives in each acronym varied depending on the food name used; however, this variation did not affect the focus of the study, which emphasized students' understanding and responses to the strategy rather than the quantity of vocabulary learned.

Classroom Observation

To capture the multifaceted classroom reality, this study employed systematic observations to document students' behavioral and cognitive shifts during the intervention (Klette, 2023). Beyond monitoring participation, the observation focused on 'student engagement anatomy,' tracing sustained attention, affective reactions, and the transition from rote learning to mnemonic practice. Key indicators included increased verbal spontaneity, proactive discourse, and heightened self-efficacy during acronym recall. Furthermore, the observational lens extended

to socio-constructivist dynamics, analyzing how peer-to-peer interactions facilitated shared linguistic mastery. By documenting both verbal responses and non-verbal cues, such as expressions of cognitive breakthrough, this longitudinal approach provided a robust empirical backbone. These insights illustrate how the food-based strategy transformed the pedagogical atmosphere from a traditional instructional space into a dynamic environment of active discovery.

Students' Written Responses

Students' written responses were utilized as pivotal qualitative artifacts to document their conceptual grasp of adjectives through a comparative before-and-after lens. Distinct from psychometric testing, these narratives functioned as a reflective window into the students' internal reasoning, prioritizing authentic expression over grammatical precision. By deliberately minimizing the 'affective filter,' this approach created a low-stakes linguistic environment tailored to the developmental profiles of fourth-grade EFL learners. Analysis of these artifacts revealed qualitative shifts in clarity, vocabulary organization, and descriptive confidence. These written records served as a 'narrative testament' to the strategy's efficacy, providing permanent documentary evidence that triangulated classroom observations and anchored the study's findings in the participants' lived experiences.

Students' Arguments and Reflections

Students' arguments and reflections were collected through a set of simple reflective questions designed to capture students' opinions, reasoning, and personal responses toward learning English adjectives using the food-based acronym strategy. These reflective questions were intended to elicit students' perspectives on the learning process rather than to evaluate their linguistic performance. Through reflection, students were encouraged to express how they perceived the strategy, how it supported their understanding of adjectives, and how they felt during the learning activities. This approach aligns with qualitative research principles that emphasize participants' voices and lived learning experiences.

The reflective questions were presented in a simple, clear, and age-appropriate manner to ensure that fourth-grade elementary school students could respond comfortably and confidently. Questions were framed using familiar language and concrete prompts so that students could articulate their ideas without feeling pressured by language accuracy. Students were asked to share their arguments and reflections both before and after the implementation of the food-based acronym strategy. This before-after design enabled the researcher to identify qualitative changes in students' understanding, attitudes, and reasoning related to adjective learning.

Importantly, the focus of these reflections was not placed on grammatical correctness or sentence complexity, but rather on students' ability to convey ideas, explain their reasoning, and describe their learning experiences. Through their arguments and reflections, students demonstrated how the acronym strategy influenced their ability to remember adjectives, organize vocabulary meaningfully, and engage more positively in the learning process. Many responses revealed increased motivation, confidence, and enjoyment, indicating that the strategy supported affective aspects of language learning.

Students' arguments and reflections provided rich qualitative data that revealed changes not only in cognitive understanding but also in emotional engagement with vocabulary learning. These reflections served as the primary data source for the before-after comparative analysis of students' argumentation, highlighting shifts in how students perceived and articulated their understanding of English adjectives. Hence, students' arguments and reflections played a crucial role in understanding the pedagogical impact of the food-based acronym strategy, allowing the researcher to interpret its significance beyond observable classroom behavior and to gain deeper insight into students' learning experiences.

Data Analysis Technique

The data were processed using a comparative qualitative framework, focusing on a longitudinal examination of students' expressive responses. Following a rigorous three-tiered process data reduction, thematic categorization, and deep-level interpretation the analysis juxtaposed initial linguistic baselines with post-intervention outputs. This approach prioritized students' evolving reasoning and their internalization of mnemonic scaffolding over standardized

testing (Kluger et al., 2022). The findings were synthesized through the lens of established ELT theories, specifically correlating the success of food-based acronyms with cognitive strategies for vocabulary acquisition. Ultimately, this comparative method provided a robust evidentiary basis for understanding how creative linguistic associations reshape the learning trajectory of young EFL learners.

RESULTS

This section presents the results of the study, addressing the first research question, followed by the subsequent questions, as outlined below. The implementation of the food-based acronym strategy was conducted through several systematic instructional stages during English lessons for fourth-grade elementary school students. The teacher began by introducing adjectives related to human personality and feelings, such as *kind*, *happy*, *angry*, and *brave*. To facilitate memorization, these adjectives were grouped into acronyms derived from familiar food names that students frequently encountered in their daily lives.

During the instructional process, the teacher then first explained the meaning and pronunciation of each adjective included in the acronym. Visual aids and simple contextual examples were provided to ensure students' comprehension. Afterward, students were guided to associate each letter of the food-based acronym with a specific adjective, creating a mnemonic connection between the food name and the vocabulary items. This activity was conducted interactively through oral repetition, guided questioning, and short written exercises. The evidence presented below is derived from the researcher's classroom field notes, documenting students' responses after the instructional process.

“After the food-based acronym strategy was introduced, students showed greater enthusiasm during the lesson. Many students raised their hands voluntarily and were able to mention several adjectives without referring to their textbooks. The classroom atmosphere became more interactive, with students actively participating in discussions.”

The strategy was implemented collaboratively, allowing students to actively participate by recalling adjectives through the acronym, discussing meanings with peers, and using the adjectives in simple sentences. Thus, the classroom observations showed that students were more attentive and responsive during the learning activities. In sum, the food-based acronym strategy was implemented as a structured yet flexible approach that integrated vocabulary explanation, mnemonic association, and student-centred interaction. After describing the implementation of the food-based acronym strategy, the following section presents students' responses before and after its use.

After the implementation of the strategy as the second research question, the noticeable changes were observed in students' responses. Students were able to recall adjectives more accurately and explain their meanings with greater confidence. Their written responses showed clearer associations between adjectives and their functions in describing personality and feelings. In reflective arguments, students expressed that the use of food-based acronyms helped them remember vocabulary more easily because the food names were familiar and enjoyable.

Furthermore, students became more willing to participate actively in classroom activities. They responded more quickly to questions, shared their ideas without hesitation, and demonstrated enthusiasm during learning sessions. These changes indicate that the food-based acronym strategy positively influenced both the cognitive and affective aspects of students' learning responses. Building on the analysis of students' responses, the next section examines how the strategy influenced students' understanding and motivation in learning adjectives.

The following examples illustrate students' written responses, highlighting the differences observed after the implementation of the strategy.

“Now I remember kind, polite, brave, and friendly because of the food name (DUR).”

The student's initial written response reveals a restricted lexical repertoire, with a noticeable reliance on simplistic and high-frequency adjectives to describe their best friend. However, following the implementation of the strategy, a marked transformation is evident, as the student's subsequent response showcases a significantly expanded range of vocabulary, featuring a more diverse and nuanced array of adjectives to characterize their friend's personality. Notably, the student explicitly attributes their enhanced vocabulary recall to the food-based acronym strategy, demonstrating a clear understanding of the strategy's role in facilitating their learning and illustrating a heightened metacognitive awareness of their own learning processes. The next student implies

“Angry, nervous, proud, and shy are feelings. One thing, I remember them from the acronym (LYF).”

The student's post-implementation response demonstrates a notable improvement in the organization and articulation of their ideas, with adjectives related to feelings and emotions now clearly categorized and effectively utilized to describe their personal experiences. Furthermore, the response exhibits a marked enhancement in sentence construction, with the student employing more complex and coherent sentence structures to convey their thoughts. This increased sophistication in language use suggests that the student has not only developed a deeper understanding of the target vocabulary but has also become more adept at recalling and applying adjectives in context. It is ultimately reflecting a more nuanced and expressive command of the language. The other student also describes as

“The food name helps me remember the adjectives (FES).”

This means that, it reveals a striking contrast between the student's initial and subsequent responses, highlighting a significant improvement in their retention of vocabulary and, more importantly, a shift towards a more positive perception of the learning strategy. The student's increased confidence and enthusiasm in applying the strategy are palpable, suggesting that the intervention has not only enhanced their linguistic competence but also fostered a more empowering and self-directed approach to learning, as they have come to appreciate the strategy's efficacy in facilitating their own vocabulary development.

Then, the third research question of findings revealed that the use of a food-based acronym strategy significantly influenced students' understanding of English adjectives. Students showed improved comprehension by correctly identifying adjective meanings and applying them in simple contexts. To support the evidence, the following quotations, which represent recurring themes expressed by several participants, highlight the ways in which the strategy has influenced their perceptions, attitudes, and approaches to learning, thereby shedding light on the complexities of the learning process. One of the students said

“Before, I was confused about many adjectives, but now I can remember them because of the food name. (SNI)”

This reflective statement underscores a profound transformation in the student's cognitive and affective states, as they recount their journey from initial confusion and uncertainty to a more profound and stable understanding of the target vocabulary. The student's attribution of this shift to the mnemonic association strategy highlights the efficacy of this approach in facilitating comprehension and retention, suggesting that the use of associative links has enabled them to forge meaningful connections between abstract concepts and concrete experiences, thereby rendering the learning process more accessible, enjoyable, and enduring. Thus, it can be understood the next student defined

“It is easier to learn adjectives now because I just think about the food and then I remember the words (SGX).”

This statement implies that the strategy employed has been instrumental in facilitating the students' ability to create robust and enduring mental associations between their existing knowledge and newly introduced vocabulary, thereby rendering the learning process more meaningful and effective. By leveraging familiar concepts and experiences, the strategy has enabled students to forge tangible connections with abstract vocabulary, increasing the likelihood of retention and recall. This process of building cognitive bridges between the known and the unknown has empowered students to take a more active and autonomous role in their own vocabulary development. The student, next claimed

“I feel more confident when the teacher asks me to say adjectives in front of the class (LDU).”

This quotation underscores a significant transformation in the student's affective and behavioural disposition, as they express a newfound sense of confidence and eagerness to engage in class activities. The student's increased willingness to participate suggests that the strategy has not only enhanced their cognitive abilities, such as comprehension and retention, but also had a profound impact on their motivational and emotional states, fostering a more positive self-image and a greater sense of self-efficacy in language learning

Altogether, the food-based acronym strategy supported both cognitive development and motivational growth by making adjective learning more accessible, enjoyable, and memorable for elementary school students. This indicates that the strategy has pedagogical value as a practical approach to vocabulary instruction in EFL contexts. Table 1 below summarizes the food-based acronyms used in the instructional process and the general focus of the adjectives presented to the students.

Table 1. Food-Based Acronym Strategies Used in Teaching English Adjectives

The Food Acronym	Number of Adjectives	Focus of Adjectives
<i>B.U.R.G.E.R</i>	6	Positive human personality traits
<i>M.U.F.F.I.N</i>	4	Positive personal characteristics
<i>P.A.S.T.A</i>	5	Social and emotional traits
<i>P.I.Z.Z.A</i>	5	Motivational and descriptive traits
<i>P.O.P.C.O.R.N</i>	7	Positive attitudes and behaviors
<i>P.U.D.D.I.N.G</i>	7	Character and emotional qualities
<i>R.A.M.E.N</i>	5	Personal and social traits
<i>S.U.S.H.I</i>	5	Behavioral and moral traits
<i>W.A.F.F.L.E</i>	6	Social and personality traits
<i>Y.O.G.U.R.T</i>	6	Positive character traits

DISCUSSION

The findings of this study indicate that the use of a food-based acronym strategy played an important role in supporting fourth-grade students' learning of English adjectives. Instead of merely memorizing isolated vocabulary items, students were able to organize adjective learning through familiar and meaningful associations related to food. This organization helped students recall adjectives more easily and use them with greater confidence during learning activities. The strategy encouraged students to view vocabulary as connected units rather than separate words. These findings suggest that mnemonic-based instruction can facilitate vocabulary learning by

enabling young learners to connect new linguistic information with concepts drawn from their everyday experiences, thereby making the learning process more meaningful and accessible (Koroliova et al., 2021)

One possible explanation for the effectiveness of the food-based acronym strategy lies in its ability to reduce students' cognitive load during vocabulary learning (Wang, 2021). For young learners, learning English adjectives can be challenging, particularly when vocabulary is presented in an abstract or decontextualized manner. By grouping adjectives into memorable acronyms linked to familiar food items, students were able to process information more efficiently and recall vocabulary with less mental effort. This structured organization helped students focus on meaning rather than memorization. This finding is consistent with previous studies on mnemonic strategies, which highlight the importance of association, chunking, and structured memory aids in supporting vocabulary retention and comprehension among language learners (Agnes & Srinivasan, 2024).

Another important aspect highlighted by the results is the increased level of student engagement during the learning process (Wanodya, 2020). The food-based acronym strategy appeared to create a more enjoyable and interactive classroom environment, encouraging students to participate more actively in learning activities. Students showed greater enthusiasm when recalling adjectives and responding to classroom tasks, as the strategy reduced the monotony often associated with vocabulary learning. Motivation is widely recognized as a key factor in successful language learning, particularly for young learners, as it influences students' willingness to participate and persist in learning tasks (Azar & Tanggaraju, 2020). The use of food-based acronyms may have contributed to students' positive attitudes toward learning adjectives by transforming vocabulary instruction into a playful and meaningful activity. As a result, students were more willing to engage with learning materials and express their ideas using newly learned adjectives (McManus et al., 2023).

The results of this study also suggest that the food-based acronym strategy supported students' understanding at the levels of recognition and recall. Students were able to identify and explain adjectives associated with each acronym, indicating that the strategy effectively helped them build initial vocabulary knowledge. This level of understanding is considered appropriate for fourth-grade elementary school students, whose English learning primarily focuses on developing foundational vocabulary rather than producing complex grammatical structures. By emphasizing recognition and recall, the strategy aligned well with students' cognitive and linguistic development. Therefore, the findings demonstrate that the food-based acronym strategy is pedagogically suitable and effective for young learners in an English as a Foreign Language context.

Furthermore, the findings of this study contribute to existing research on vocabulary instruction by providing qualitative evidence derived from a classroom-based case study. While many previous studies have primarily emphasized quantitative learning outcomes and test scores, this research highlights students' learning experiences, responses, and levels of engagement during the instructional process. By focusing on how students interacted with the strategy, the study offers a deeper understanding of the learning process itself. The results also suggest that simple and low-cost instructional strategies, such as food-based acronyms, can be effectively integrated into elementary English classrooms. Such strategies do not require complex materials or advanced technology, making them practical and accessible for teachers working in various educational contexts.

However, this study is not without limitations that should be considered when interpreting the findings. The small number of participants and the focus on a single classroom context limit the generalizability of the results to broader educational settings. As a qualitative case study, the research aimed to provide an in-depth understanding of students' learning experiences rather than to produce statistically generalizable conclusions. Additionally, the study primarily examined students' immediate understanding and recall of adjectives after the implementation of the food-based acronym strategy. It did not investigate long-term vocabulary retention or students' ability to transfer the learned adjectives to different contexts. Therefore, future research could explore

the effectiveness of acronym-based strategies with larger groups of students, across different grade levels, or over extended periods of time. Such studies may provide further insights into the sustainability and broader applicability of mnemonic strategies in vocabulary instruction.

Hence, to provide a clearer presentation of the findings, a comparison of students' responses before and after the implementation of the food-based acronym strategy is presented in Table 2 below.

Table 2. Comparison of Students' Responses Before and After the Implementation

Indicator	Before Implementation	After Implementation
Ability to recall adjectives	Most students recalled 1 (one) or 2 (two) adjectives only	Majority, students recalled 4 (four) to 6 (six) adjectives accurately
Confidence in answering	Students feel hesitant and dependent on teacher's guidance	Students become more confident and have more willingness to answer
Participation	Passive participation	Students have their active participation engagement in the discussions
Motivational level	Low enthusiasm	Students have increased their enthusiasm and interest in studying

As being shown in Table 2, there was a noticeable improvement in students' recall ability and classroom participation after the implementation of the strategy. Overall, the discussion indicates that the food-based acronym strategy holds meaningful pedagogical value in teaching English adjectives to elementary school students. The strategy supports vocabulary organization by helping learners' group and recall adjectives through familiar and meaningful associations. Complementarily, it enhances students' motivation and engagement by transforming vocabulary learning into an enjoyable and interactive activity. This approach provides a practical instructional alternative for teachers who seek to improve young learners' understanding of English vocabulary without relying on complex teaching materials or technology. By aligning with students' cognitive development and everyday experiences, the food-based acronym strategy facilitates meaningful learning and encourages active participation in the classroom. Therefore, this strategy can be considered an effective and adaptable approach for elementary English instruction, particularly in contexts where fostering motivation and foundational vocabulary development is a primary instructional goal.

CONCLUSION

This study demonstrates that the food-based acronym strategy significantly enhances adjective acquisition and retention among fourth-grade EFL learners. By anchoring abstract personality traits to familiar culinary mnemonics, students developed structured mental frameworks that fostered both cognitive recall and affective engagement. Pedagogically, this approach offers a pragmatic, low-cost instructional alternative that aligns with the developmental needs of young learners for concrete contextualization. While the study's scope is limited by its small sample size and specific classroom context, the findings underscore the potential of mnemonics to transform vocabulary instruction into a dynamic, learner-centered experience. Future research should explore larger cohorts and longitudinal effects to further validate the long-term efficacy of acronym-based strategies in diverse educational settings.

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