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EFFECTIVE MNEMONIC INSTRUCTION OF ENGLISH LANGUAGE TO THE RURAL PUPIL

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ABSTRACT

English language is packed with inconsistencies to have a firm grasp for every word. It comprises full of abstract, hard-to-remember concepts like verb conjugation patterns, sounds and spellings, vocabulary, etc. The rural pupil baffle to speak English and they derive little comfort in exerting it weirdly- spelled words. This paper provides a critical outlook in the exertion of Mnemonic strategies in English communication, learning of verbs, vocabulary, sound, etc. It also focuses on the Mnemonic approach in remembering and recalling using English in communication. Most of the rural pupil commit mistakes in memorizing English words, vocabulary, sounds, etc., with the semantic learning but introduces the significance of mnemonic strategies to go about deepening the retrieval command of English learning. Albeit mnemonic strategies have been used for centuries back, the study and use of it has just taken place during the last two or three decades. (Bellezza, Paivo & Desrochers, Presseley, Levin & Delaney). The form of mental activity creating imageries contributes the formation of relevant connections that improve retrievability. Mnemonic strategy instruction has emerged one of the most powerful techniques in promoting the acquisition of academic content (Mastropieri & Scruggs,1989 & 1990).

Key words: English Language, Mnemonic instruction, rural pupil, innovative strategies.

INTRODUCTION

Everybody cognizes how today English has amassed the status as an International and a platform for employment. English can be communicated accurately if one confiscates knowledge in Vocabulary, Construction of Sentences (syntax) and pronunciation. Most of the students especially the rural have basic English skills but are inadequate to cater the changing arena. Moreover, by emphasizing on their subject skills, the knowledge of English has been downplayed and the fear of speaking has been increasing. In my study, the problems of English Communication have been explored in shifting their mother tongue to English. An attempt has been made lucidly through the mnemonic instruction to enhance the input of knowledge and to churn out the required output.

The Association for Supervision & Curriculum Development has called for altering the curriculum as per the required abilities of the present scenario. The skills which I mention in this paper evinced an interest, influences and shapes the present skills. The present 'terminology' like syntax, semantics, morpheme, phonology and different types of names like alveolar, bilabial, velar, etc., has become strenuous to learn. My paper motivates the students to absorb the knowledge of English effectively and serves as an important input in the context of teaching / learning English Communication. An attempt has also been made in this paper to explore the essence of mnemonic instruction and projects of learning like conjugation of verbs, vocabulary, and pronunciation.

The English Educationist Dr. Ogden says that one can't exceed 200 professional words in his daily communication. Even the Cambridge Dictionary has also given of approximate 400 irregular verbs for the daily use. So, one grabs the verbs can speak better. My study underlines "Mnemonic Learning Method" which manages the available resources, coordinates in self-concept, mastery over it, gain confidence in interacting in English. It is observed that most of the students feel hard-won in exerting the verbs accurately as they could not pay heed because of confusion and confined to rote learning, fear of number of verbs in myriads, terminology and the other academic constraints. It has become a challenge that demands both the teacher and the students' participation for the accomplishment of targeted language. So, it's time indeed to weave the Mnemonic system of learning into our curriculum.

MNEMONIC METHOD TO LEARN CONJUGATION OF VERBS

Mnemonic, a greek word 'mnemon' or mindful is a memory tool, rhyme or mental image that helps remembering something. According to Tony Buzan, an Educational Psychologist expresses that the more sensory organs in which mental representation is stored, the more the students memorize through the cognitive pegs. The Mnemonic system of verbs should become an integral part of education from the conventional / traditional of teaching / learning to enhance the students' comprehension.

METHODOLOGY AND PROJECTS

The methodology of teaching/learning process in English has significantly changed and innovative modes have emerged to proliferate the proficiency of learning English in their communication.

Project Model (SOME PARENTS AND MORE CHILDREN)

It's not exaggeration to express that irregular verbs are found more in number but their parental group is very less. So, one verb brings out number of similar verbs to be conjugated lucidly and clearly. This method focuses and highlights on the necessary skills for English Communication and compatible with the teacher/learner centered in educational arena.

TRANSFORMATIONAL CLASS ROOM STRATEGIES

- Give well-structured description and explanations instead unfamiliar information for different verbs.
- Heed on conjugating and responding to queries.
- Speak and describe audibly and clearly in increasing commands of various verbs.
- Allow the opportunities in expressing the students' hypothesizing and exploring ideas.
- Easy accessibility and monitor the interest of the students
- Consider and evaluate different viewpoints and contributions of students.
- Explicit attribution instruction with the mnemonic strategic instruction.
- Exceptional verbs beyond this group should be mentioned for clear understanding.
- Spur to be given to create own imagery for long retrieval of it.
- Instructors should consider that mnemonics are memory strategies not comprehensive one.

The widely known conjugation of verbs i.e., present, past and past participle is sterilized with mnemonics, etymology and verb-link tricks to make the verbs memory-worthy to make the pupil busy to build the verb-bridges as given here. The conjugation of the verb "sleep" may become 'slept' in past tense by just deducting 'e' and inserting 't'. (Sleep-slept) The past participle form remains the same when verbs ends with 'ed or t.. If the student acquired one Verb, can accumulate many of similar sans tension or phobia. This applies to verbs like keep, weep, sleep, feel, oversleep, sweep, leaf, creep etc.

It's a beneficiary to the students to learn a few and earned the most by simplifying the conjugation. The other verbs that changes in in the past tense by adding 'o' and just inducts 'n' to the past participle. For instance bear-bore-born. Similar verbs are swear, tear, wear, etc. The verbs which came from Middle English changes its sense of past tense with 'ound' and continue the same for the past participle with 'ound' only. They are find, bind, grind, wind, etc. The verb like sell, tell, etc., are from Old English 'sellan' which again changes as 'sell' in Middle English requires 'old' to change into past tense and past participle. The verbs like bring, buy, teach, catch, seek, think, etc., which were existed from German changes as 'ought' in past and past participle. Eg.: teach-taught-taught. The conjugation of the verb in the past form is different but the past participle is the same as origin of the present tense verb. The verbs are come, run, etc. Though the conjugation of the verbs are complicated but the mnemonic mode succors to foster the verbs at ease. Contrary to this, some verbs require 'o' to the past form and then needs to add 'n' to the present verb. Those are drive, ride, rise, write, shake, take, etc. There are just fifteen modes of conjugating for more than 500 verbs.

VOCABULARY THROUGH MNEMONICS

Mnemonics has a key effect in achieving teaching/learning English vocabulary. The aim of this method is to transform the knowledge of vocabulary from short time memory to long time memory. Mnemonic device is a tool to enhance the instructional strategy that involves the students to link new information to the information that the students had already known. Even Oxford (1990) identifies the strategies namely mental linkage and applying images. Levin points out that the memory become stronger by incorporating any of our other senses into the imagined scene while encountering a new word. Many students embarrass in learning vocabulary but mnemonic method helps the pupil build faster in proficiency of vocabulary. It's a vastly superior to rote learning and exercising task work that usually tend to use in schools. German teacher Peter Heinrich reports exhibited the positive and the best result for the pupil to learn vocabulary through mnemonics. He also found that the retention rate of remembering is 47% among the students who do not use mnemonics whereas 82% retention rate of remembering is registered among the pupil who use mnemonics. So, mnemonic strategies have had a particular success in the learning of vocabulary. The key reason why more students do not use mnemonics in boosting up vocabulary is that the text books are not provided with associative-imagery to encode the words. 90% of the students have made a mistake in explaining the difference of the words diary and dairy, cast and caste, -fiancé and fiancée, etc. Using of mnemonics quickly pour itself into long term memory by incorporating associative imageries. This concept supercharges the memory and accelerates the learning. The one mnemonic strategy investigates extensively by the students to fish out the imageries with the key word of a vocabulary. The visual mnemonics are as memorable as verbal mnemonics. For instance, the pupil often confuse the words for advice and advise. The proper self visual imagery for the 'advice' (noun) and the 'advise'(verb) helps them in depth of it. Mastropieri and Scruggs,1999) comments that by using mnemonic strategies, pupil can relate themselves from stored information to the imagery ones. Thompson (1987) similarly states that these strategies help the pupil learn faster and recall the integration of new material into existing cognitive units and by providing retrieval cues. Mnemonic strategies are apt and effective for all ages. They are however, more useful for low level students because mostly in activities requiring them to remember and recall information (Levin 1993). Among the classification of Mnemonics for remembering and recalling vocabulary are in various modes like peg word method, key word method, loci method, spatial, pictures, etc. The students can organize materials under separate and each group and retrieve it easily to recall. If the words bus, milk, bike, sofa, tv, black board, ground, train, chocolate, etc., are to be remembered, the students exert as semantic organization in each group like eatables, vehicles, household articles, etc. According to Georger, Mnemonic strategies are more effective to make the pupil themselves get motivated to create an interesting classroom.

In my survey to the rural pupil, I compared the retrieved rate of vocabulary after imparting them 50 vocabulary words. The mnemonic method proved as highly effective and yielded 85% correct in recalling and just 22% has been registered for all other control procedures of learning. So, the instruction should focus on mnemonic strategies and also be asked to explore their different self-imagery mnemonic strategies for effective learning.

MNEMONICS FOR ENGLISH PRONUNCIATION (SOUND) AND SPELLING.

Many students feel onerous to pronounce the clumsy English word that they come across every time. English language which has been borrowed from multiple places keeps in pretty confusion to the students. Many words frazzle the students' brain and they often complain that the sound of the word is often completely different from what they could guess it. But Mnemonics helps them some tricky in remembering the sound and spelling of English word and fill a glimmer of hope among the minds of the pupil. Mnemonic assists the students to store their sensory information much better than the abstract one. For instance, if the students are often in chaos in sound or spelling for family. The mnemonic for it may be used as 'father and mother; I love you (family). Even for pronunciation, we use mnemonic strategy as 'red car becomes /rekka/, whenever d follows c or k, d should be deleted. Good morning becomes /gub ma:ning./. as d follows with m becomes b.. like good marks is to be pronounced a / gub ma:ks./. etc. As said above, mnemonics brought the effective result in imparting English for communication in the form of vocabulary, sound and spelling.

CONCLUSION

Mnemonics obviously work well in associating the clues for the complex data. Levin concluded that sufficient research evidence now exists to suggest that even skilled learners can become more skilled through mnemonic strategy acquisition and implementation. Albeit, some critically opines it as illogical, this sensible task makes the students retrieve for long time. Many investigations validated that the students in the mnemonic condition recalled substantially more content than more traditionally taught students.

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