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**MNEMONICS TO ENRICH STUDENTS'
VOCABULARY IN ENGLISH LESSONS IN FORM 5**

DIPLOMA PAPER

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ANĢĻU VALODAS STUNDĀS 5.KLASĒ

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Declaration of Academic Integrity

I hereby declare that this study is my own and does not contain any unacknowledged material from any source.

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25 May, 2017

ABSTRACT

The author of the Paper believes that broad vocabulary is the foundation that foreign language skills can be based on. Therefore, the aim of this research was to find out how to enrich students' vocabulary using mnemonics in Form 5.

The research method was a case study that was carried out in Riga Secondary School No.94 in the spring of 2017. To conduct the case study, the following data collection methods were applied - 2 questionnaires on students' needs, learning experience and self-evaluation, the author's designed exercises and a post-test in order to verify the efficiency of using mnemonics.

The results proved that usage of mnemonics was meaningful, and required students' full involvement. Thus, students showed high language proficiency results in the post-test.

Keywords: vocabulary enrichment, mnemonics, memorization, adolescence.

ANOTĀCIJA

Darba autore uzskata, ka plašs vārdu krājums skolēnam ir pamats, uz kura citas valodas prasmes var tikt balstītas. Šī iemesla dēļ, tika izvirzīts mērķis noskaidrot 5.klases skolēnu vārdu krājuma bagātināšanas iespējas, izmantojot mnemonikas.

Pētījuma metode ir gadījuma pētījums, kas tika veikts Rīgas 94.vidusskolā 2017.gada pavasarī. Datu vākšanas metodes ietver 2 anketas, lai noskaidrotu skolēnu vajadzības, pieredzi un pašizvērtējumu, speciāli sagatavotus uzdevumus un testu, lai noskaidrotu mnemoniku izmantošanas efektivitāti.

Iegūtie rezultāti pierādīja, ka mnemonikas lietojums valodas prasmju veidošanā ir jēgpilns, prasa pilnīgu skolēnu iesaisti mācību procesā, kā arī valodas prasmes testa rezultāti bija augsti.

Atslēgas vārdi: vārdu krājums, mnemonikas, bagātināšana, pusaudžu gadi.

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INTRODUCTION

Throughout the century of globalisation and worldwide trade English has become an integral part of communication. Nowadays, it is not possible to imagine collaboration without such a well-known language as English. According to British Council's article *The English Effect* (2013: 4), "English is spoken at a useful level by some 1.75 billion people worldwide – that's one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the 'operating system' of that global conversation."

In addition, *Special Eurobarometer 386. Europeans and Their Languages* (2012: 69) states: "Two thirds of Europeans think that English is one of two most useful languages. It is much more likely to be considered useful for personal development than any other language". Thus, 79 % of Europeans believe that English is the language that their children must learn in order to provide higher quality of life (*Special Eurobarometer 386. Europeans and Their Language*, 2012: 75). This proves that the ability to speak English can ensure almost unlimited opportunities to communicate all around the world, broaden horizons, get acquainted with different cultures and also may be effective for personal development. Thus, it is important to add the foundation for this prosperous culture and knowledge exchange, and it is the vocabulary that allows language users to communicate on different language levels and always to be understood. Pikulski and Templeton (2004: 1) point out that "the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge".

Therefore, the author can agree that there is no point in knowing many rules and structures if a student cannot use them in a relevant and useful way. Broad vocabulary may help a person not only to communicate on daily basis but it may lead to a perspective and successful future. Nowadays, people tend to cooperate and appreciate those who are able to express themselves clearly, precisely and confidently. These people can inspire others only by being able to deliver the information with high

language proficiency. Subsequently, while mastering a foreign language, it is crucial to find the best and most effective way how to acquire a large amount of vocabulary and create a pleasant and meaningful learning process.

Considering this issue, the author believes that one of the most successful ways how to learn and remember the new vocabulary is to make it relevant for the particular learner and create links between the unknown words in order to spend less energy and effort, and gain greater results. Therefore, in order to encourage language learners to overcome the struggle that is connected with creating meaningful bonds, mnemonics is introduced and used while teaching and learning vocabulary. There are different memory strategies such as the method of loci, the peg-word strategy, the keyword method, link and story mnemonics, word part and physical response methods, and all of them are meant to help the learners broaden their vocabulary (Belleza, 1981; Pressley, Levin & Delaney, 1982, in Wein, 2015). “The theoretical rationales for the beneficial effects of the memory strategies state that these memory strategies promote deeper processing at both the sensory and semantic level of the information a word entails” (Bellezza, 1981; Pressley, Levin, & Delaney, 1982, in Wein, 2015).

Considering the experience gained before, the author can agree that foreign language learners remember the things that are important for them. There is no point in asking students to remember a huge number of new words if they make no sense for them. The most common feature that learners will probably do is they will read these words many times, and at the same time will write them down many times. The result might be seen only during the next lesson when they will have to demonstrate the new vocabulary, but, being asked after a month, students might remember almost nothing. Therefore, the author thinks that using a learning strategy that helps learners to recall larger piece of information will increase the possibility of consolidating vocabulary knowledge in the long term and would make language learning pleasant and meaningful for the learners.

The **aim** of the Paper is to examine how mnemonics can be used to enrich students’ vocabulary in English lessons in Form 5.

To achieve the aim the following **objectives** are set:

- 1) to select and study literature on vocabulary and its importance in English language acquisition, the concept of mnemonics, its principles and elements it consists of;
- 2) to examine students’ vocabulary learning needs and experience;
- 3) to apply mnemonics in teaching vocabulary in English lessons;

4) to observe students' work with the mnemonic devices;
5) to check students' vocabulary knowledge by means of testing;
6) to collect students' self-evaluation and attitude towards mnemonics as a learning technique.

The **research questions** are as follows:

1. How students' English vocabulary can be enriched in lessons in Form 5;
2. How mnemonics can be used in to teach English as a foreign language;
3. How mnemonics can be used to enrich students' vocabulary;

The chosen **method of research** is a case study, 20 pupils from Form 5 in Riga Secondary School No. 94 are the research sample of the Diploma Paper. The research was carried out from February – April, 2017. As a **data collection method**, the author used 2 questionnaires in order to collect students' needs and experience and to gain students' self – evaluation and reflection on the method, its observation while using specially designed lesson plans and a test.

Outline of chapters

Chapter 1 is concerned with the concept of vocabulary, the parts of the vocabulary and its importance in a language.

Chapter 2 focuses on the concept of mnemonics, different types of mnemonics, principles and elements it consists of, and possible opportunities to include mnemonics in language teaching process.

Chapter 3 describes the case study on enriching the vocabulary in Form 5 and the discussion on the gained results.

1. VOCABULARY IN ENGLISH AS FOREIGN LANGUAGE LESSONS

Vocabulary has always been considered an important part in establishing the communication. In the English language, it is one of eight foreign language skills and aspects, and has the same relevance as the other skills. It is taught in order to create fundamentals that other skills could be based on afterwards. Thus, to stress the importance of the vocabulary acquisition, it is relevant to point out that “learners who experience slow vocabulary development may have higher risk for encountering difficulties in oral or text communication when compared with their peers” (Dalton & Grisham, 2011, Liu, 2016: 129).

It leads to the fact that broad vocabulary is the one that may provide gradual and steady language acquisition development and help to avoid struggling situations for the learners, for example, being unable to speak fluently in front of public or create incomprehensible texts even without knowing it.

1.1 DESCRIPTION OF VOCABULARY

Contemplating the term, the first that comes into the author’s mind is explanation of ‘lots of words’. According to Hornby (1982:455), “vocabulary is the total number of words which (with rules for combining them) make a language”. The author adds that “no dictionary could list the whole vocabulary of a language.” Moreover, Ur (1998: 25, in Alqahtani, 2015) broadens the definition and explains that “vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".

It establishes a concept that vocabulary builds the language only in the case of using specific rules, that it is not enough to know just words. Thus, the vocabulary is also classified according to the specific fields of usage and emphasizes that it is systematized and the speaker should know what type of vocabulary he/ she is concerned about. Realizing the concept of vocabulary, Crystal (1995: 117) skilfully reveals the basic idea that needs to be remembered, “Vocabulary is the Everest of a language. There

is a larger task than to look for order among the hundreds of thousands of words which comprise the lexicon. There may be many greater tasks – working out a coherent grammatical system is certainly one – but nothing beats lexical study for sheer quantity and range.”

Considering the constant changes in culture, society and values, the language is changing simultaneously. Thus, the most noticeable transformation can be seen in the vocabulary. Old words are replaced with new ones, the existing words after all change their meaning, and it all happens so naturally that it has become a phenomenon of the English language (Baugh, 1959:2, 3). The author of the Paper can agree to this statement, as, while studying English for 15 years, there has not been a moment when it seemed that everything was clear, and there was no need for continuous development. Almost every day there appeared new, unknown words whose meaning had to be looked up and phrases that were formed and necessary to be used in order to incorporate into the modern English language flow. Therefore, the following question appears – what does it mean knowing a word?

While paying attention to what knowing a word actually includes, there are several sections that have to be looked at (See Figure 1.1.1.).

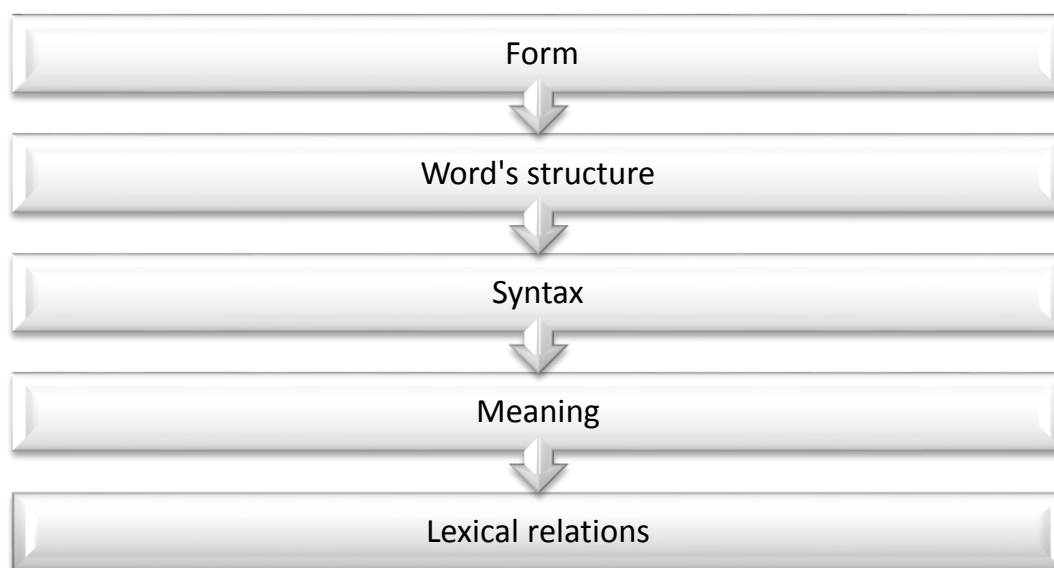


Figure 1.1.1. Implications of knowing a word

First, the form is distinguished, which means that a learner is able to notice a word in oral and written texts, is able to spell and pronounce the given word correctly. The second category concerns the word structure, which refers to the morphemes (the smallest grammatical units in a language) that creates a word (Laufer, 1991, in Sydow, 2015: 3).

The third category is based on syntax and follows the way how the given word functions in a sentence and whether there are any consequences that may appear while using the constructed word. The next category is meaning, which includes "referential meaning (homonyms, polysemes, idioms etc.), affective meaning and its pragmatic meaning". The last category is based on lexical relations, which include knowing the word's link to other words (synonym, antonym, hyponym), and collocations (words that are usually used together). According to the author, these five categories are connected with different problematic points which a learner might come across. (Laufer, 1991, in Sydow, 2015: 3).

Miller (1999, in Sydow, 2015: 4) states that "people rarely express themselves through decontextualized words but through sentences. Therefore, it cannot be assumed that everyone who uses a word in a sentence can define the word itself. A more fluent scale is presented, on which the learner is positioned according to how extensive the knowledge of a word is. This bears with it that even though a learner might not have the ability to describe a word or state all of its features, it does not mean that the learner is completely oblivious to that word".

This leads to an assumption that even though a learner does not know all the categories mentioned above, one might still recognize the given word or even be able to use it in one's speech.

The author of the Paper believes that in order to use a word at a basic level, the main point the learner must be aware of is the meaning of the word. Nevertheless, it does not provide that learners might use the word correctly according to the syntax rules or know other words which can be used to replace it. Subsequently, the author thinks that it is vital to study vocabulary step by step, gradually expanding students' knowledge. In order to be able to organize that, it is necessary to realize how vocabulary acquisition is constructed.

There are two types of vocabulary – "receptive" and "productive" vocabulary which are important to be aware of in order to understand vocabulary learning. Receptive vocabulary includes the understanding of the meaning of a word when coming across it in writing or speech. The productive vocabulary is the collection of words which a learner is able to use in interlanguage situations (Sydow, 2015:4). The teacher should know the division in order to understand and remember that it is necessary to come across the new words many times and understand the meanings of the words to be able to use them in one's own modelled sentences.

Laufer and Goldstein (2004, Sydow, 2015: 4) have divided vocabulary acquisition into four stages: “active recall (being able to use the target word); passive recall (understanding the meaning of the target word); active recognition (recognising the word when given its meaning); passive recognition (the ability to recognise meaning when given options)”. In addition, Laufer in Goldstein (2004, in Sydow, 2015: 4) proposes that the target to be reached and successful vocabulary acquisition while studying a second language is passive recall, and this is the suggested point to be concentrated on during vocabulary teaching.

Yet, Webb (2005, in Sydow, 2015:4) disagrees that passive recall is connected with success in a case of using passive and receptive activities, such as listening or reading. According to Laufer (2005, in Sydow, 2015: 4), “expanding one’s active vocabulary might be a very desirable goal for non-native speakers in order to progress in terms of fluency, accuracy and complexity. This might involve activating words that are already known but are not likely to occur in production due to lack of explicit knowledge of the word, or due to lack of confidence to use more complex vocabulary. High-frequency vocabulary is more likely to be used since such words are encountered more often in input. These words also have a tendency to have wider definitions where low frequency vocabulary might be very specific”.

The author of the Paper can agree that it is necessary to work on passive recall as not always hints or meanings of the words will be provided. Thus, as it was stated before, the author also thinks that knowing the rules of word linking (such as the use of prepositions or conjunctions), synonyms, antonyms, and the place of the word in the sentence may promote using the words which are not high – frequency words more often. In addition, knowing even basic word formation rules may help a learner to broaden their vocabulary, and increase the level of language proficiency.

While considering the vocabulary, it is necessary to point out that when the vocabulary of a language is looked at, the words of that language are primarily investigated. According to McCarthy (1990:3), it is most advisable to assume words as “freestanding items which have their own meaning”. Supporting this idea, the author of the Paper can state that free standing words are the foundation for the vocabulary. For example, a speaker who is not able to construct a grammatically correct sentence, but uses words such as ‘go. straight. turn.’ will still be understood by the listener and will succeed in the communication rather than a speaker who has poor vocabulary, but knows grammar rules.

In relation to the previous idea, the author of the Paper states that thousands of words which form vocabulary are connected with each other, and by knowing particular combination rules, learners can formulate new words. McCarthy (1990) supports that by using free standing words, and it is possible to make a connection of words thus creating a variety of terms. In addition, the speakers can form different parts of speech by adding suffixes such as –ed, -ly or –ing or prefixes such as un-, dis- or im-, and thus considerably enlarge their vocabulary by using specific combining rules. This means that a teacher should not only provide a necessary number of words for the specific level, but also particular rules of combining words and fixed phrases with a definite meaning. While recognizing and being able to construct new words, and thus broadening one’s vocabulary, there is still one question that should be considered – what is the approximate number of words which a learner should know in order to feel a competent language user?

McCarthy (1990) explains that a language learner should know and be able to use about 2,000 high frequency words, but as the language is constantly changing and because of worldwide trade, communication is increasing. Nation (2006, in Sydow, 2015:2) maintains that “in order to understand a variety of texts, learners need a lexicon of around 8000-9000 word families. This number is believed to be enough for a 98% comprehension rate of a novel or newspaper”.

It is possible to trace that necessity for the number of high frequency words is growing and a language must be able to follow that. This leads to the necessity to find the most convenient and at the same time the most effective way how to acquire the language. While doing that, the teacher is the one who organizes activities, tries to understand students’ needs, and also takes into account different learning preferences which include the age, and the language proficiency level.

1.2 VOCABULARY ACQUISITION

Some of us might agree to a statement that the best way how to learn new and unknown things is to make the new information relevant and meaningful, therefore, the same attitude should be taken into account while attaining the new vocabulary.

While learning the language children usually start with tagging the new words to their concepts so that a word ”cat”, for example, would be connected to its direct concept. Nevertheless, not all animals that have four legs and long tails are called “cats”, therefore, it is necessary to acquire categorizing skills. It helps a child to

discriminate between the tagged concepts and know the distinction between them. The third and the final step while acquiring the new vocabulary, is to build a network. It helps children understand that words which are tagged with similar concepts can be replaced (Thornbury, 2002).

According to Thornbury (2002: 18), “network building serves to link all the labels and packages, and lays the groundwork for the process that continues for as long as we are exposed to new words, that is, for the rest of our lives. However, there is a downside to having a ready-made conceptual system with its associated lexicon. While learning a new word, the foreign language learner is likely to short-cut the process of constructing a network of associations – and map the word directly onto the mother-tongue equivalent, which may lead to false friends (words that may appear to be equivalent, but whose meanings do not in fact correspond)”.

For instance, a word ‘reptile’ in Latvian translates as ‘rāpulis’. Nevertheless, this direct equivalent does not provide that a learner understands what the word implies. The mother-tongue equivalent might include a creature that is crawling (thus, even a person can crawl when necessary), or the clothes for a baby. Therefore, it is vital to build the networks to provide that no misunderstanding appear.

Concerning the issue, the author of the Paper can state that it is relevant to find the way how to help learners to create their own network building strategy, so if a new unknown language item appears, a language learner is able to find the most suitable place for it in one’s vocabulary instead of confusing its meaning. In order to do that, it is necessary to avoid direct connection with a mother-tongue equivalent, and find the most meaningful and at the same time most precise way to structure the information. The author believes that in this process, the teacher should be a supporter who lets students find their own way to structure the vocabulary. The teacher should be there for giving advice, offering ideas, explaining differences and encouraging learners. However, the leadership and activities made should be trusted by the learners.

Scrivener (2005:229) introduces certain stages of teaching vocabulary:

1. Noticing new words and understanding their meanings and the possible form and combinations they are used in;
2. Practising the word usage;
3. Finding ways that help learners to remember the words;
4. Recalling and using the words properly.

Scrivener (2005: 235) offers different activities for introducing new vocabulary items in the classroom. They are the following:

- “Mime;
- Make facial expressions;
- Watch a video where the new words appear;
- Draw them on the board;
- Get students act out the new words;
- Tell a personal anecdote;
- Get students deduce them from the context;
- Point to the object;
- Explain the words with examples;
- Read out a dictionary definition;
- Translate them;
- Show pictures in a book;
- Bring the object to the classroom;
- Act out a short conversation;
- Students who know the new vocabulary explain it to those who do not know it;
- Students look the words up in the dictionary;
- Create a story using models/dolls;
- Play a game;
- Tell a story that includes these words;
- Draw a diagram of a graph.”

Scrivener (2005) adds that a simple vocabulary lesson at beginner or elementary level can make the teacher use some of the techniques that were mentioned above. After that, there should follow a practice time when students could use these words in the context and find different ways how to exploit them. However, using these activities does not provide that students will learn these new items. Knowing and being able not only to remember but also to create new context is a gradual process. Therefore, it is vital to take into account the fact that if the words are related to each other, the lesson might feel more structured than if the list contains aimless selection of words. The structure might provide an opportunity to remember the new vocabulary.

The author of the Paper can agree that these activities are used nowadays as well and they may help to understand the meaning of the words as the techniques are demonstrative and simple. Nevertheless, the author realized that the first two vocabulary teaching steps have always had a great amount of attention paid to, but the problems appear with the third stage, when it is necessary to find the ways how to remember the

new words. Most teachers do not create activities that help students to memorize the new language items, as they think that a lot of practice exercises are the only tool that might bring benefit. Subsequently, they do not provide a chance for their students to use a variety of memorization activities, which could help to remember words, then to be able to recall these new words and in such a way broaden their vocabulary.

According to Carter and McCarthy (1988: 12), the basic principle that has to be taken into account while learning vocabulary is that the more visual aids are used, the more words will be analysed, consequently, there is a bigger possibility that the new vocabulary will be preserved. Thus, the authors add that “there is the problem of whether single word forms with extended meanings can be retained more easily than the meanings of an equal number of separate word forms”. Therefore, it is essential to understand how memory works.

Studies about memory commonly divide it into the following systems: the short-term store, working memory, and the long-term memory. The short-term memory is the ability of the brain to keep particular amount of information for short periods of time. It is the type of memory that can hold a telephone number or some short pieces of information in one’s mind for as long as the person is asked to write it down or repeat. Moreover, useful vocabulary learning includes more than just keeping words in mind for a few seconds. In order to incorporate words into long-term memory, they have to be exposed to different kind of activities (Thornbury, 2002: 23).

Thornbury (2002: 23) states that “focusing on words long enough to perform operations on them is the function of working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. It can be thought of as a kind of work bench, where information is first placed, studied and moved about before being filed away for later retrieval”.

The author continues that the information that has been looked at, can be revoked from outward senses, or can be recalled from the long-term memory. For instance, when a learner hears a word, one can recall another similar word from long-term memory, and then compare these words to see whether they have the same or different meaning. It happens in a working memory and the information stays there for approximately twenty seconds.

“Long-term memory can be thought of as kind of filing system. Unlike working memory, which has a limited capacity and no permanent content, long-term memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain new vocabulary items during the length of lesson but have forgotten

them by the next lesson suggests that long-term memory is not always as long-term as it would be wished. Rather, it occupies a continuum from “the quickly forgotten” to “the never forgotten”. The greater challenge for language learners is to transform material for the quickly forgotten to the never forgotten” (Thornbury, 2002: 24).

Considering this issue, the author of the Paper believes vocabulary acquisition is a complex and structured process where all the four stages (noticing the new words, practicing them, finding ways how to remember them, and being able to recall) should be treated with an equal relevance. Thus, the words should be in a way connected with a similar or the same topic in order to draw the bounds easier. Another issue the author considers to be important while acquiring the vocabulary is creation of a system. Assisting students to structure the new knowledge, may help to fill the empty spaces in students’ networks and contribute in establishing all-round comprehension of the words and avoid false mother-tongue equivalents.

The most important aspect while teaching new vocabulary is to find the most effective way how to demonstrate it precisely, simply and meaningfully, so that the knowledge becomes “never forgotten” and little effort is required to recall it. The method that the author of the Paper believes could provide the enrichment of the vocabulary is called ‘mnemonics’. It is a learning strategy that helps learners to recall large pieces of information stored in the long-term memory. Thus, it requires the language learners to devote themselves fully to the learning process, and by using the given materials create the content. This makes the procedure become meaningful and important for the students and subsequently promotes the efficiency.

2. THE NOTION OF MNEMONICS

2.1 DESCRIPTION OF MNEMONICS

While having a meaningful learning process, the language learners are searching for the most effective ways to attain a language. Therefore, in order to utilize the time usefully, it is advisable to find the learning techniques that can help to apply students' learning potential with the highest capacity. The author believes that the teacher has to find the most convenient ways how to not only introduce the vocabulary but also help the students to remember and be able to recall the new words.

“One important factor that affects the ease of L2 vocabulary learning involves committing the link between the word's form and its meaning to memory. In order to help language learners tackle this difficulty, several memory strategies have been proposed and used in vocabulary teaching and learning” (Bellezza, 1981; Pressley, Levin, & Delaney, 1982, in Wein, 2015: 44).

Mnemonics are learning devices that can increase the productivity of learning process and later can help to remember the information (Belleza, 1981: 247). “All of the established mnemonic methods make use of association, organization, elaboration, and imagination in order to facilitate encoding, which, in turn, affects both storage and retrieval” (Worthen & Hunt, 2011, in Esposito, 2016: 107). “The word *mnemonic* is derived from the Greek word *Mnemosyne*, referring to the ancient Greek goddess of memory. The use of mnemonic dates back to 500 B.C.” (Yates, 1966, in Amiryousefi, 2011:178).

“Mnemonic devices may seem to be overly complicated procedures, but more naturally occurring memory processes are themselves complex in their use and development. The frequency of use of both mnemonic devices and simpler memory processes is affected by such factors as age, individual differences among people, education, and culture. For example, young children are deficient in elaborating word pairs by induced visual imagery in order to better remember them” (Keeny, Cannizzo, & Flavell, 1967, in Belleza, 1981: 250).

It is possible to trace that mnemonics are based on building associations, organizing the new items, elaboration, and imagination. This leads to believe that it is necessary to fully involve students as the principles mentioned require personal approach and students' perception as a foundation.

The author of the Paper believes that mnemonics can be used at different age groups and levels. The matter the teacher should consider before using it is the needs and interests of the particular group, and also their language proficiency level so that the learners would receive graded tasks whose purpose they could trace.

Nevertheless, there are some points that have to be taken into account beforehand. Firstly, Amiryousefi (2011: 180) states that “it is not often possible to use certain mnemonic devices with certain words. It is, for example, difficult to find a key word for certain words”. Thus, the teacher must pay attention to students’ abilities and perception. For some visual techniques will work the best, while for others they will be less effective and only verbal strategies will function.

Considering the use of mnemonics, the author of the Paper can agree with the author mentioned above that it requires imagination, association, and action in order to make the link between the word and its meaning in memory. Moreover, working with words helps to create this personal relevance which is one of the basics for storing the words in a long-term memory. The author believes that mnemonic strategies can affect the amount of vocabulary remembered. Because of that, it is necessary to collect the needs of the students and pay attention to their multiple intelligences. Having done that, the teacher can vary the exercises so that all students’ needs are taken into account. Therefore, the main factor the language teacher should consider and pay attention to is which of the different mnemonic methods are appropriate for the students’ interests and language proficiency level.

2.2 TYPES OF MNEMONICS

For a language learner to remember large amount of information that includes grammar rules, spelling patterns, and different sections of vocabulary is not an easy task, therefore, it is only advisable to find the way how to create the learning process meaningful and enjoyable. Mnemonics is a learning technique which helps to recall larger pieces of information without struggling and frustration. There are different mnemonics developed that have different approaches based on students’ interests and language proficiency level.

Loci are based on the statement that people’s mind functions using “cognitive webs”, which means that it is possible to recall well-known sequences of visual illustrations without any effort (Carter and McCarthy, 1988: 65). Thus, “Loci are the

world's oldest and best-known memory device, described in every self-help book on improving memory" (Neisser, 1976, in Carter, McCarthy, 1988).

Belleza (1981: 254) points out that "the process by which an orator used the method of loci involved a number of stages. First, a large number of places in some public building were memorized in a strict serial order, such that each locus could be clearly visualized from memory. Then, after a speech was prepared, its content was reduced to a series of visual images, where each image represented an important word or idea in the speech. Each of these images was then "placed" or associated with the corresponding locus in the same ordinal position as the image. During his speech the orator would mentally visualize each locus in turn and, using it as a cue, recall the associated mental image. The mental image acted as a prompt for the next part of the speech".

The author thinks that the possible vocabulary that Form 5 students could attain using this method might be places in a city, household objects, products, animals or even seasons as it is possible to create a clear mental image in which the provided vocabulary could be placed in.

A mnemonic device similar to the method of loci is called the peg-word mnemonic. Illustrations of particular objects are used as the pegs to which illustrations that should be remembered are added. An attached feature of most peg-word systems is that there is a strategy which helps to remember not only the words but also the order of them (Belleza, 1981:255).

The peg-words method is based on periodic progression of activities in order to increase the productivity of memory processes. Instead of analyzing particular places, the learner uses numbers as the basics of the system. These mnemonics are formed according to the sound of each number, for example, "the word sun is used because it rhymes with the number one". Then this new information is connected with the chosen word which rhymes, and then the other new words are connected in the same way (Paivio, 1979, in Esposito, 2016: 107). In the next stage, the learners are asked to visualize the new word and try to connect it with the words that rhyme. Thus words are learnt in a complex picture which consists of the peg and the given word (Roediger, 1980; Groeger, 1997; Mirhassani and Egtesadei, 2007, in Amiryousefi, 2011:179).

Afterwards, it is possible to withdraw the information by counting the numbers that line the peg words and the illustrations connected with them (Paivio, 1979, in Esposito, 2016: 107). Thus, the per-word method gives an opportunity to recall information directly. As the emphasis is put on the pattern of speech sounds,

particularly on rhyming, it gives important involvement in attaining a foreign language (Higbee, 2001, in Esposito, 2016: 107).

Both loci and peg-word mnemonic methods are concerned to be a peg-type mnemonics, which means that, according to Bower & Reitman (1972), both of these mnemonics generate equal remembering performance after trying out different situations. The peg-word method and loci method secure the language learner with a particular cuing system that is constantly gathered and recalled whenever the language learner needs it. The cuing system which is used to recall information is usually remembered the first, and only then the mnemonic system is applied (Belleza, 1981:255).

The author believes that loci and peg-word mnemonics can be used with young learners as they are simple and demonstrative, and both of them include visualization that young learners are keen on and good at, too. Thus, there is a cuing system which provides a chance for students to recall the information immediately. Moreover, these mnemonics include spatial and linguistic intelligences which many students have. Accordingly, using them could lead to good results.

“Due to the strong Graeco-Latin influence on the English language, words of Italic (Latin and French) origin constitute a large proportion of the English vocabulary” (Bird, 1987, 1990; Grinstead, 1924; Roberts, 1956, in Wei, 2015: 45). Different word roots often appear in the Italic-background words. Roots of Latin background are very efficient, which leads to the fact that knowing information about roots and connection between words can help while learning the new vocabulary. The word part vocabulary learning technique (Nation & Webb, 2011; Wei, 2012, Wei, 2015: 46) is a mnemonic device that is established on the bound in between the roots.

“For example, for learners with a vocabulary of 2,000 words, the high frequency known word ‘respect’ shares the same root *-spect-* with the lower frequency words ‘aspect’, ‘inspect’, ‘prospect’, ‘suspect’, ‘spectacle’, ‘perspective spectrum’, ‘respective’, ‘retrospect’, etc. These words are similar in form as they all have the word part *-spect-* in them. Moreover, they are closely related in meaning because the meaning constant ‘look’ can be found in all of them” (Wei, 2015: 46).

These are the examples stated:

- “Respect: to look upon somebody with admiration;
- Aspect: a particular way in which something may be looked at;
- Inspect: to look at something closely;
- Prospect: something looked forward to;

- Suspect: to look at something with doubt;
- Spectacle: a striking sight worth looking at;
- Speculate: to look at something and form opinions;
- Perspective: a particular way of looking at things;
- Spectrum: colours you see when you look at a rainbow;
- Respective: looking at each as individuals;
- Retrospect: to look back at past events” (Wei, 2015: 46).

The author thinks that for young learners even lists with three or four items with the same roots might be useful as they would have a chance not only to analyse these words but also to clearly structure them.

“Because of the close form and meaning relations among words, the knowledge ESL learners already have about the root part of the high frequency word ‘respect’ will give them easier access to the other listed lower frequency words.” The word part learning strategy is based on the idea that the form and meaning interrelations among the words that are already known and the ones that are meant to be learnt can promote remembering the new vocabulary (Wei, 2015: 46).

The word part technique consists of two learning stages. The first stage demands the learner to find the form analogy between the new word and the known word to settle a form-based association. The second stage demands the learner to notice the meaning similarity in between the known word and the new word in order to use this shared meaning to join up the new word (Wei, 2015: 46).

The author of the Paper considers that word–part mnemonic could be used starting from the intermediate language level as it requires particular vocabulary knowledge background and being able to analyse the word parts, noticing the common roots and coming up with similar meanings. The author also thinks that this could be a very structured and meaningful way to acquire new words, as students would be able to create the basics themselves (using the knowledge they already have), and add some new, unknown words. Thus, learning words with the same roots that this method provides could also help to develop fluent oral and written performance as students would not have to struggle to replace some unknown or the same words.

According to Belleza (1981: 255), another way to remember a list of items is to use the link mnemonic. The main idea of using this mnemonic is to create visual illustrations connecting the first and second word in the list, and then create a fully different illustration connecting the second and the third, subsequently connecting the

next two words and so on until the list is finished. These overlying illustration sequences that are locked in pairs work as links in a row. It has been shown that the use of link mnemonic promotes remembering performance in periodic learning activities (Delin, 1969a, in Belleza, 1981: 255). “When using the link mnemonic, the cognitive cuing structure created consists of a series of overlapping visual images” (Belleza, 1981: 255). For instance, Form 5 students are introduced to weather vocabulary (sunny, shady, windy, cloudy etc.), and by creating pairs and asking students to find the links, it might be possible to create clear, nuanced meaning and also by coming up with associations and visualization, promote remembering of the words.

A mnemonic similar to the link mnemonic is the story mnemonic (Bower & Clark, 1969, in Belleza, 1981:255). According to Belleza (1981: 255), “here the user incorporates each successive word on a list into a story that he or she creates as the items are presented. Somewhat surprisingly, when the story is later recalled, little difficulty is experienced in distinguishing what words were the words presented in the list and what words were added to make up the story. Each story created is usually different enough from the others so that interference does not occur and a number of lists of words can be retained in memory at the same time”. “It is more effective if the words (usually nouns) are linked by verbs rather than prepositions — simply stringing together words like this: The cat and the banana and the boat were in the sky” is much less memorable than composing: “The cat ate the banana and tossed the boat into the sky.” (McPherson s.d.: <http://www.memory-key.com/research/topic/mnemonics-children>).

Nevertheless, the link mnemonic and the story mnemonic vary in their function. When using the story mnemonic, instructions do not emphasize the usage of visual imagery, and cuing system mainly assumes to be verbal. However, managing verbal improvement and visual representation is often a challenging task (Paivio, 1971, chap. 11, in Belleza, 1981: 255), and it may appear that generation of a story is naturally led by visual representation. Thus, the usage of the story mnemonic may not follow in a continuous system of words whereas the use of the link mnemonic provides that (Belleza, 1981: 255).

According to the information given, the author of the Paper thinks that using story and link mnemonics could be challenging for students and the ability to use them in a meaningful way depends on the new vocabulary. Firstly, if the students are not used to analysing the words, searching the links and the new words are far away from students’ everyday life, it may cause some difficulties to find any common features in order to use

them together. Secondly, students must be completely aware of the meaning and the usage of the new words. On the other hand, these methods include creating visual aids or stories, according to students' own perception which could lead to relevant memorization process.

The keyword method was established by Richard C. Atkinson in 1975. This method subdivides vocabulary learning into two learning phases. During the first phase the learner is required to associate the verbal form of the new word with an acoustically equal word in the first language which will serve as a keyword. The second phase demands the learner to create a mental illustration in order to connect the meanings of both words (the new word and the keyword). The keyword method can be portrayed as two bonds connecting the keyword with a new word in the second language (Wei, 2015: 44). For instance, the word 'rainy' has acoustically equal boy's name 'Reinis' in Latvian. The learners may imagine or recall a boy with this name, and then draw a picture in which one could connect the meanings of both words (the illustration could reveal a boy standing in rain).

“Characteristics of this technique are concrete words which one can easily form an image of seem to work best, and bizarre images make the most effective associations, key words can be invented by the student, or they can be provided by the teacher without reducing the effectiveness of their recall, the techniques for forming keywords can themselves be taught, the keyword method may actually facilitate rather than interfere with pronunciation, and finally, the technique is valuable for students at both advanced and beginning levels of ability” (Carter and McCarthy, 1988: 66).

Wei (2015) states that the keyword method has gained a great deal of interest and debate within the research of language acquisition. While searching for the evidence to prove the effectiveness of the keyword method as a vocabulary learning strategy, the researchers have compared its validity to other methods. “It has been demonstrated to be preferable to learning a word in context (Brown & Perry, 1991; Moore & Surber, 1992; Pressley, Levin, & Miller, 1982; Rodriguez and Sadoski, 2000, in Wei, 2015: 45), rote learning (Avila & Sadoski, 1996; Rodriguez & Sadoski, 2000; Sagarra & Alba, 2006; van Hell & Mahn, 1997, in Wei, 2015: 45), using pictures (Levin, McCormick, Miller, Berry, & Pressley, 1982, in Wei, 2015: 45), imagining the meaning of the word (Pressley, Levin, Kuiper, Bryant, & Michener, 1982, in Wei, 2015: 45) and semantic mapping” (Sagarra & Alba, 2006, in Wei, 2015: 45).

Despite the fact that there has been a considerable research about the keyword method and its effectiveness in language acquisition, a few challenges may still remain.

Firstly, though the keyword method and word part technique have common features, there is no research present that has looked at and compared the learning outcomes of these two methods. Secondly, no research has been done to examine whether the keyword method may function fairly enough when it is used by learners whose native language does not include phonological scripts (Wei, 2015: 45). Thirdly, according to Wei (2015: 45), “the research finding is that the keyword method is not as effective with experienced or mature language learners as with children and low-proficiency learners is well documented in literature” (Hogben & Lawson, 1994; Levin, Pressley, McCormick, Miller, & Shriberg, 1979; Moore & Surber, 1992; Rodriguez & Sadoski, 2000; van Hell & Mahn, 1997).

”For example, two experiments were conducted to look at the effectiveness of the keyword technique in comparison with rote learning with 36 experienced foreign language learners and 40 inexperienced language learners. They found that the keyword technique was not more beneficial than rote learning with the experienced learners. Not only were fewer words recalled by the experienced learners using the keyword method in the immediate and the delayed post-tests than those engaged in rote learning, but also more time was needed by them to recall the translations of the foreign target words. Thus, the effectiveness of the keyword method with mature and experienced language learners is in doubt” (Van Hell and Mahn, 1997, in Wei, 2015: 45).

The author of the Paper thinks that using keyword method for young learners could cause difficulties as the process includes not only finding acoustically equal word in the mother-tongue, but also coming up with a mental illustration that connects both of the words. The author is concerned whether young learners would be able to find acoustically similar words in the mother tongue and also connect these images as their vocabulary in the first language is gradually broadening. Nevertheless, the author thinks that this method includes all the principles relevant for using mnemonics which are visualization, cuing system, self-made bounds and clear meaning.

According to Amiryousefi (2011), another strategy for vocabulary acquisition is visual mnemonics. While using this method, the new words are combined with their definitions (Thompson, 1987, in Amiryousefi, 2011). Thus, it is believed that images and objects do not only give the description and meaning, but also can evoke motivation and enthusiasm of the students. This method also helps to receive a clear meaning of the word. Nevertheless, visual mnemonics are used for particular words and mostly with elementary students (Wright, 1989, in Amiryousefi, 2011: 180).

Physical response method requires the learner to move one's body in a particular way in order to demonstrate the meaning of the word. If the given word is, say, 'tiptoe', it means that the learner has to move around the room only in that way. Moreover, these actions can be imagery too, which means that the learner can fantasize of doing a particular movement (Thompson, 1987; Holden, 1999, in Amiryousefi, 2011). It is believed that the information which is performed can be remembered and perceived better (Thompson, 1987, in Amiryousefi, 2011: 180).

The author considers that visual mnemonics and physical response are the strategies that many teachers use by showing pictures, flashcards, drawing or acting out even without knowing that. These strategies are simple, demonstrative, and do not require deeper analysis or full students' involvement. These mnemonics directly convey their meaning, and are perceived just as quickly.

Considering all the types of mnemonics looked at above, the author of the Paper believes that using mnemonics can be beneficial in the learning process, and construct vocabulary acquisition in a meaningful way. They also make the learning environment enjoyable. The main point that needs to be regarded is which of the given methods to use. Therefore, the author thinks that before starting to use them, firstly, it is necessary to get acquainted with the needs of students in order to understand which points in language learning cause problems. Secondly, the teacher has to evaluate students' language proficiency level and decide which of the methods students will be able to work with. Thirdly, it is also relevant to choose mnemonics which will be appropriate for the age peculiarities of the students. For instance, the author's opinion is that high school students would not be passionate about being asked to use physical response method as their language proficiency level is high and requires more challenging tasks. Then, according to the points collected, the teacher must decide upon the use of a particular mnemonic device and adapt it to the given vocabulary.

Subsequently, after having studied the theoretical sources and having realized the implications a teacher has to take into account while working with mnemonics, the author of the Paper was ready to incorporate mnemonics in the English language lessons in Form 5. The aim was to enrich students' vocabulary and help them to recall the new language items.

3. CASE STUDY ON USING MNEMONICS TO ENRICH STUDENTS' VOCABULARY IN ENGLISH LESSONS IN FORM 5

The analysis of theoretical sources has proved that vocabulary is one of the most complex language aspects to acquire as it includes not only thousands of words to know, but also has several stages, such as mapping, categorizing and network building in order to gradually construct the knowledge. Thus, there are receptive and productive vocabularies which have to be developed in order to gain success in the language learning classroom. The author of the Paper came across with a necessity to find the most effective and beneficial way how to enrich students' vocabulary. The author has collected information and can state that mnemonics is a learning technique which helps learners to remember and recall larger pieces of information. Thus, because of the variety of mnemonics it is possible to choose the most appropriate mnemonic type for students' age peculiarities and language proficiency level. In addition, students are taking active part in the learning process, therefore, it becomes meaningful for them.

In order to verify the efficiency of using mnemonics to enrich students' vocabulary, the author of the Paper carried out a case study in Form 5 in Riga Secondary School No. 94 in spring of 2017. The chosen research sample was 20 students, all of them 10 and 11 years old. The aim of the research was to examine how mnemonics can be used to enrich students' vocabulary in English lessons in Form 5.

To reach the aim, the author of the Paper outlined the following stages of research:

- 1) To examine students' vocabulary learning needs and experience by using a questionnaire;
- 2) To apply mnemonics to teach vocabulary in English lessons;
- 3) To observe students' work with the mnemonic devices;
- 4) To check students' vocabulary knowledge by means of a test;
- 5) To collect students' self-evaluation and attitude towards mnemonics as a learning technique.

Results were collected and conclusions were drawn.

3.1 ANALYSIS OF THE QUESTIONNAIRE CARRIED OUT AMONG THE STUDENTS

In order to research students' vocabulary learning needs and experiences the author of the Paper carried out a questionnaire in Form 5 in Riga Secondary School No.94. The questionnaire consisted of 7 questions to be answered (see Appendix No.1). In the first question students were asked to arrange the English language skills and aspects according to their importance (number one was given to the most relevant and number eight to the most irrelevant one). As Figure 3.1.1. shows, the majority of students think that the most important skill to be acquired is speaking, whereas writing and vocabulary gained the second place in the range of importance. This leads to an idea that vocabulary correlates with the other most important skills, as it is not possible to write or talk without having a good command of words. Thus, it also made the author of the Paper think that vocabulary acquisition for students is relevant and important, and has to be organized in as structured and effective way as possible. Listening gained the most irrelevant place, which could be explained by the reason that students are used to listening to non-native speakers and understanding everything, therefore different accents which may result in misunderstanding the speaker is an unexampled problem for them.

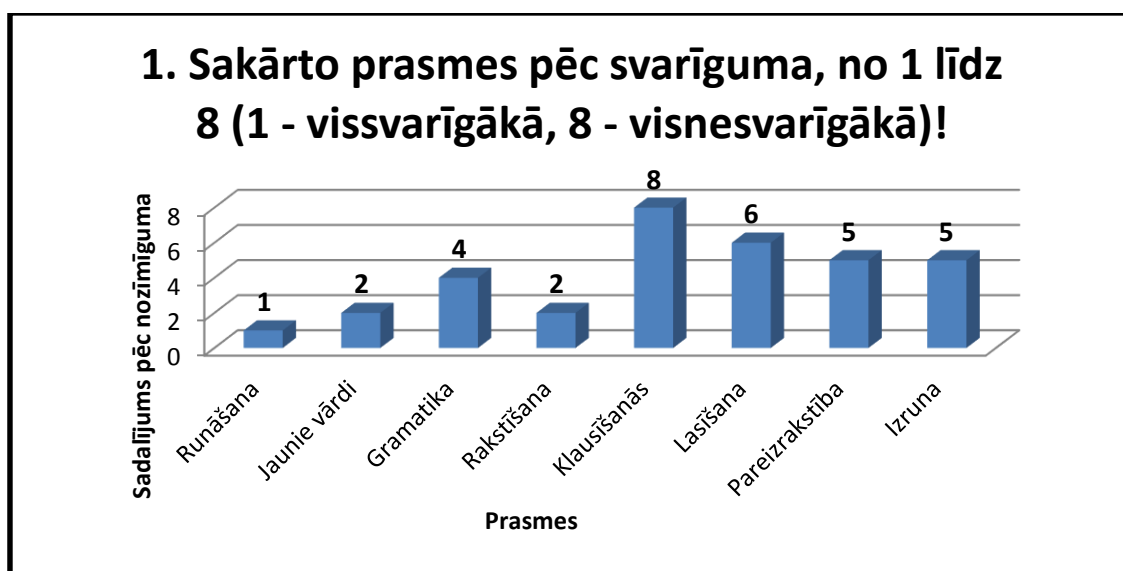


Figure 3.1.1. Distribution of the English language skills and aspects

In the second question students were asked to read the statements and mark them with one of frequency adverbs (always, often, rarely, never, according to Likert

scale). The chosen demonstration techniques were based on the author's personal experience while studying the new words. Figure 3.1.2. demonstrates that 18 students out of 20 answer that the teacher writes the new words on the board, whereas two students say that the teacher rarely does that.

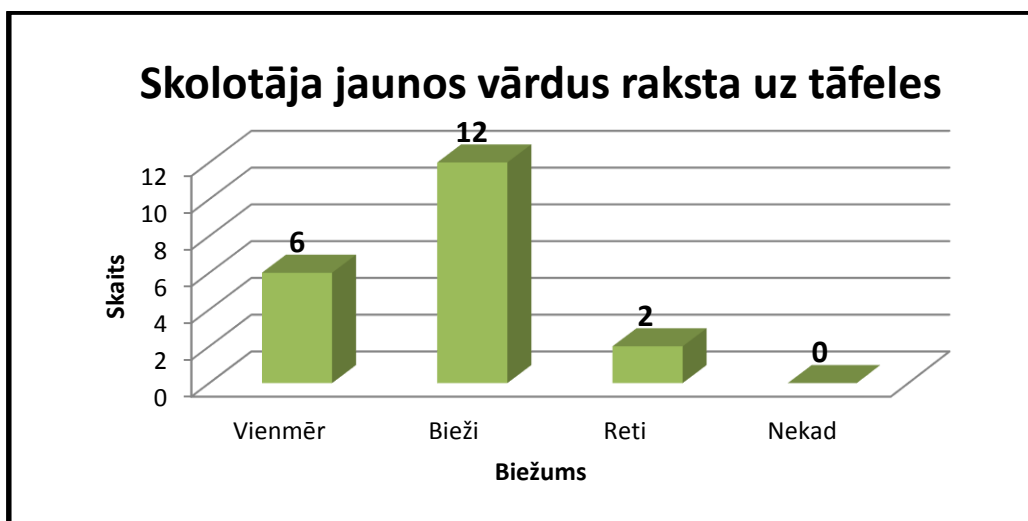


Figure 3.1.2. Statement No.2.1.

As Figure 3.1.3. shows, all the students state that they are asked to write these words in their notebooks. As almost all the students answered to these questions in the affirmative, it leads to the idea that this is a procedure students are used to doing throughout the 5 years of studying English and are able to recognize it easily.

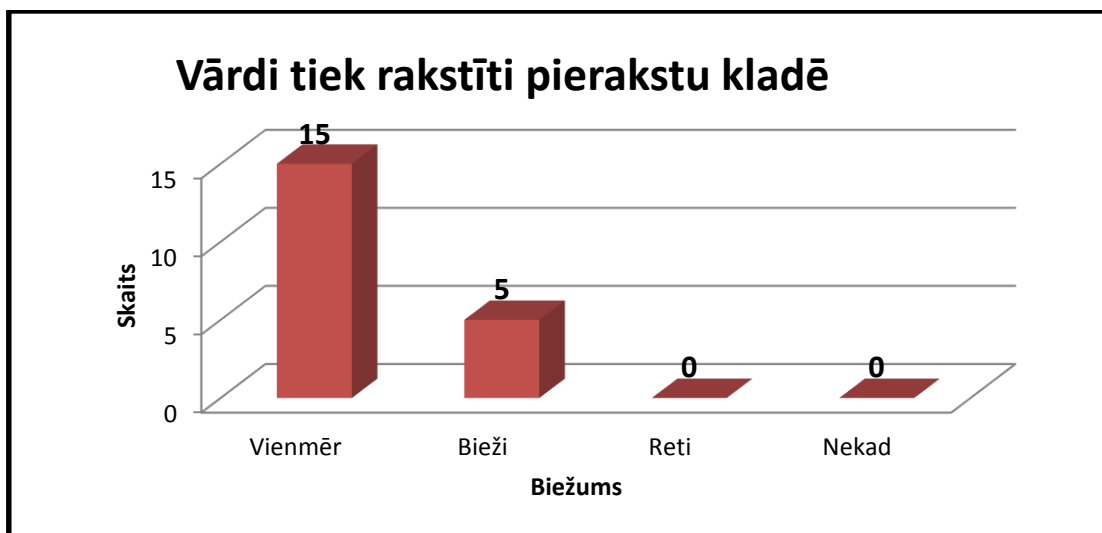


Figure 3.1.3. Statement No. 2.2.

The next statement in this question included different activities such as recognizing the new words while using pictures or noticing them in the text and finding the meaning. In the statement, the answers differed from the previous ones. Figure 3.1.4 indicates that one quarter of the students recalled that they had recognized the new

words through pictures, whereas almost half of the students responded that they rarely or never did this type of activity.

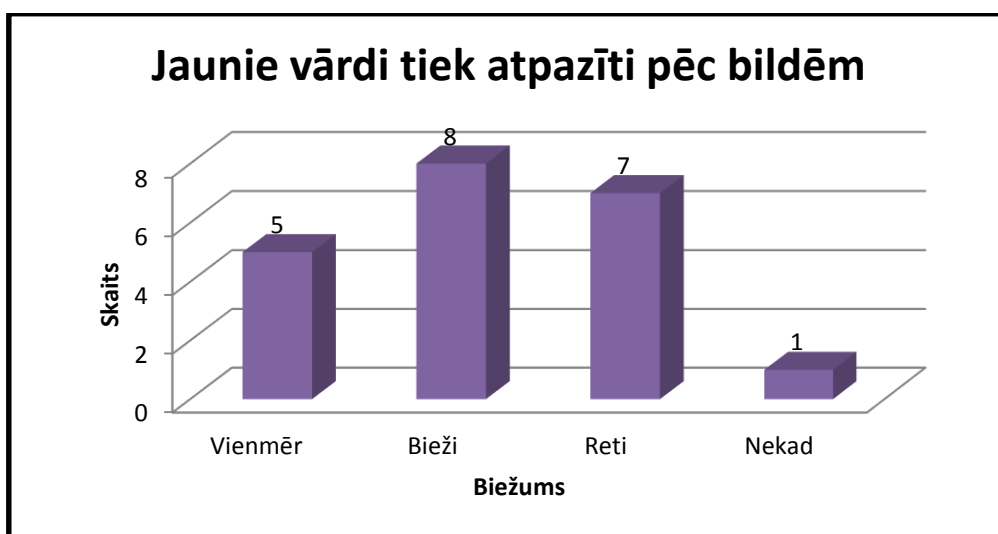


Figure 3.1.4. Statement No.2.3.

Figure 3.1.5. demonstrates that more than half of the students recalled that they had been asked to recognize the new words in a text, whereas 8 students answered that they rarely or never were asked to do that. This leads to the assumption that these activities take action so rarely that most of the students do not recall using them.

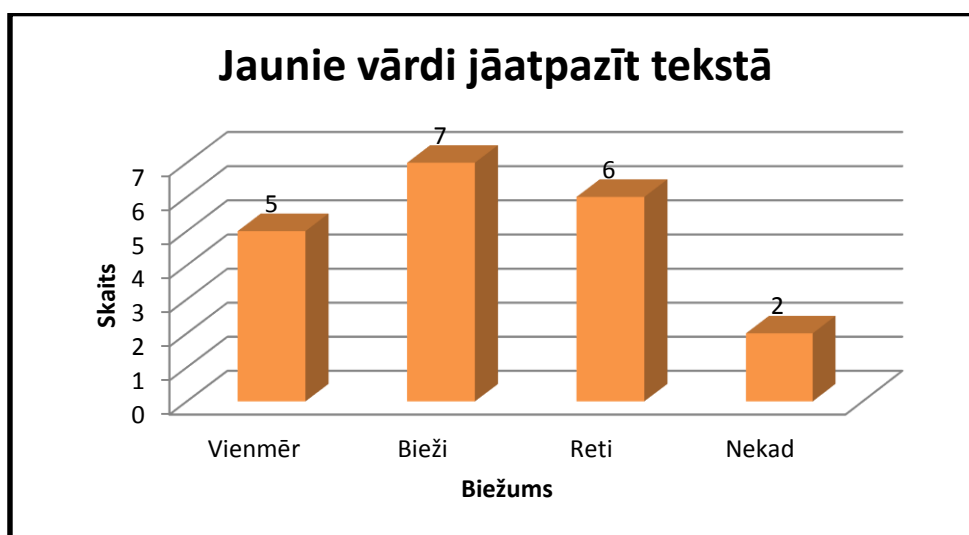


Figure 3.1.5. Statement No. 2.4.

The third question looked at the ways students learned new words at home. As Figure 3.1.6. shows, 55% of the students read them several times, 15 % respondents did some activities together with their parents, and 10% said that they did not study new words. Other mentioned activities were playing video games, watching videos on

Youtube, reading words from the book, or writing words in the sentences. The results gained lead to the conclusion that students do not have any particular technique that they use to remember these words, which makes to believe that new vocabulary is studied only for the purposes of school, and not because of personal interests. The easiest way for students is to take the notebook and read these words, which actually does not provide the efficiency. Thus, according to the answers, new vocabulary acquisition for the students may be a boring process that does not imply involvement. Therefore, the teacher must find a way how to create the learning process more engaging.

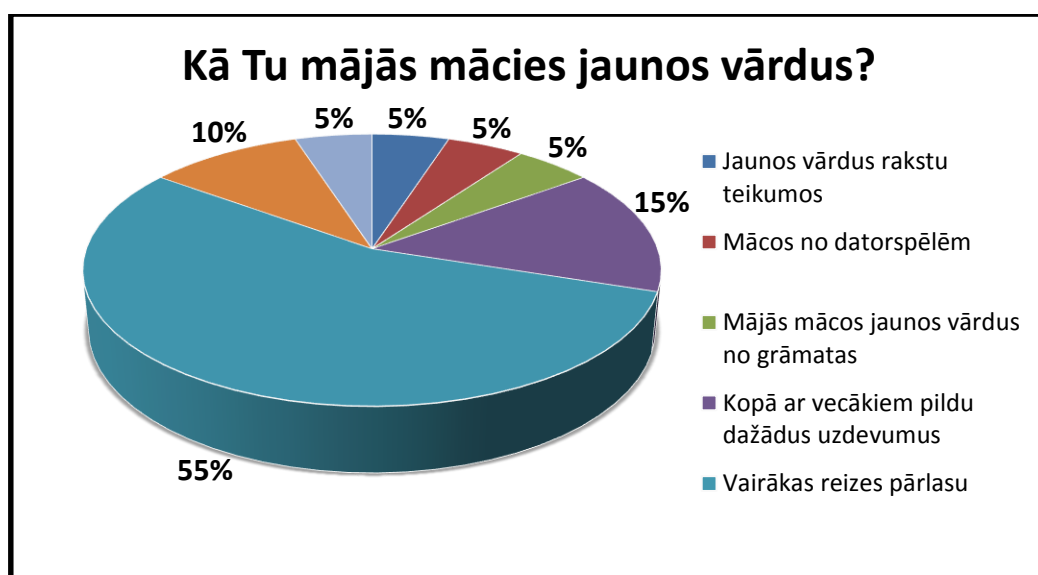


Figure 3.1.6. Vocabulary learning activities

In the fourth question students were asked to indicate the amount of time they spend to learn new words at home. Figure 3.1.7. reveals that 75% of the students spend up to 30 minutes for vocabulary acquisition, while 25% of the students spend 30 minutes to one hour for learning. This correlates with the previous question where more than a half of the students affirm that they learn the new words by reading them. As every new unit in the coursebook contains approximately 10 to 12 new items, students do not need more than a half an hour to read them several times. Thus, if the students are not interested in the provided words and are unmotivated, they will not spend more time for learning new words.

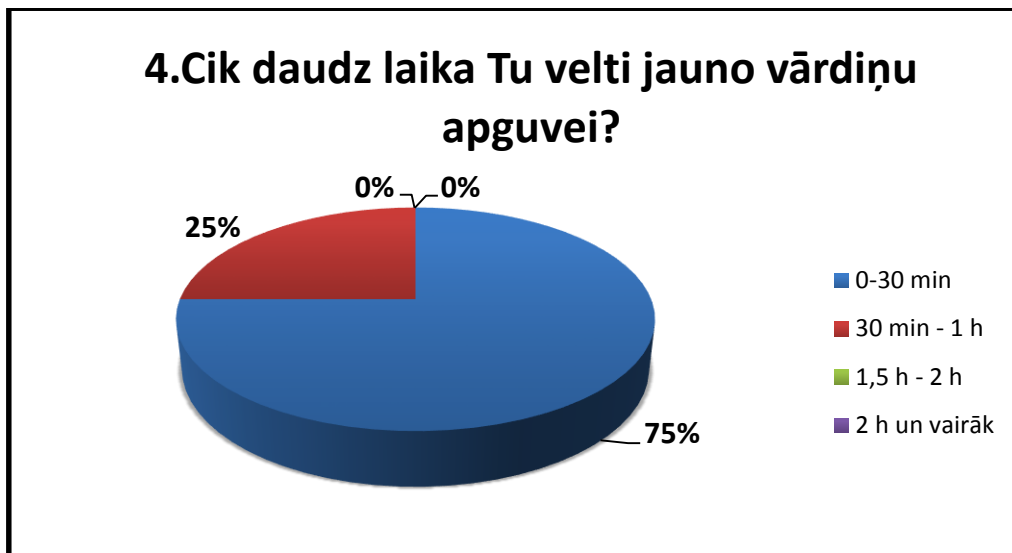


Figure 3.1.8. Time division for vocabulary learning

The fifth question of the questionnaire required to evaluate the given statements by choosing one of the given option (always, often, rarely, never). In the first statement students were asked to answer whether learning new words caused difficulties for them. Figure 3.1.9. demonstrates that learning new words causes problems for 6 students (which is almost one third), but it never or rarely causes difficulties for two thirds of the students.

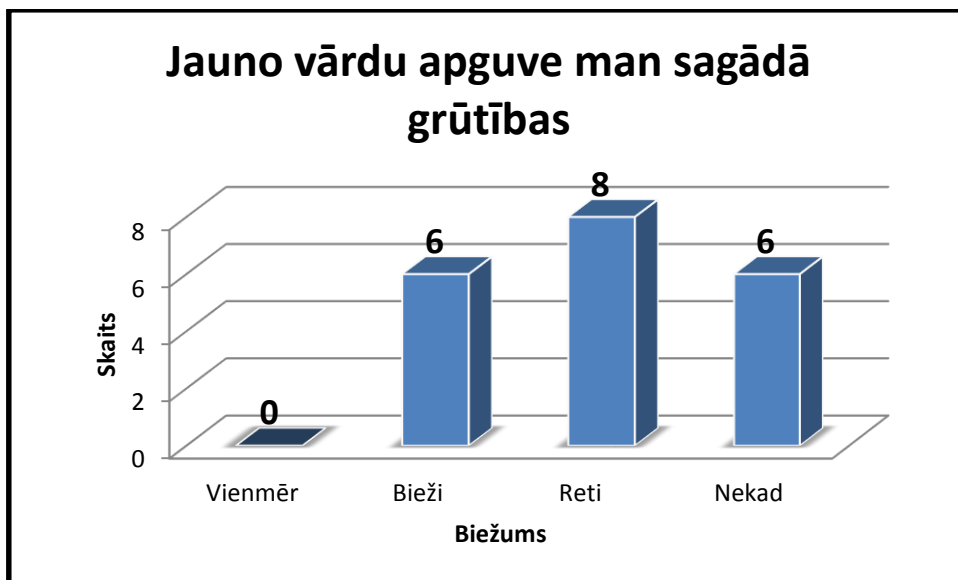


Figure 3.1.9. The new vocabulary learning cause difficulties

The second statement is this question asked to decide whether studying new words was boring for students. While paying attention to Figure 3.10, it is possible to trace that for half of the students learning new words rarely seems boring, though for 7 students the learning process evokes boredom.

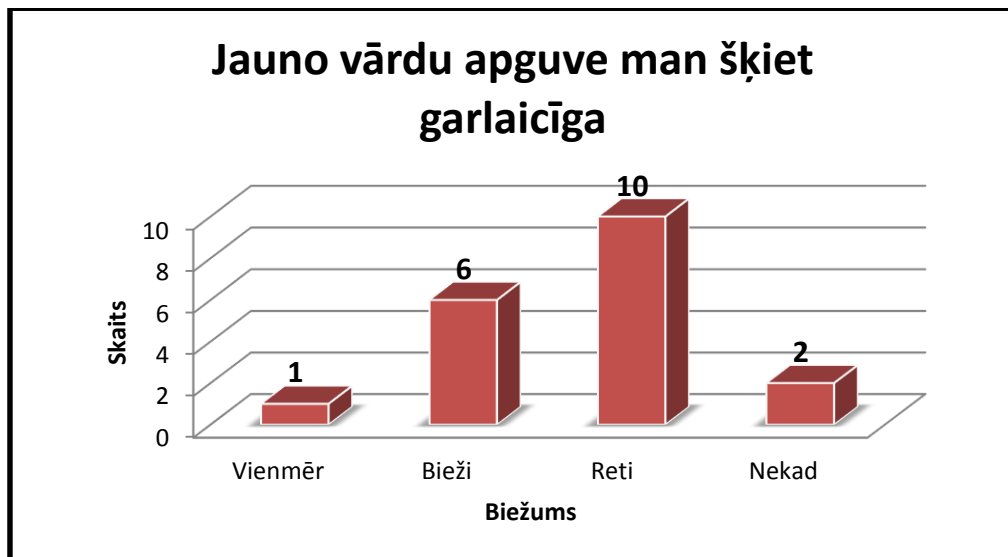


Figure 3.1.10. The learning of new words is boring

The third statement inquired to evaluate whether remembering the new items was effortless. Figure 3.1.11. indicates that for 6 students it is always easy, but for 7 students – often easy. 7 students out 20 expressed that remembering new language items does require effort from them. This leads to an idea that considering the needs of students the learning process might not be involving, not completely clear and structured.

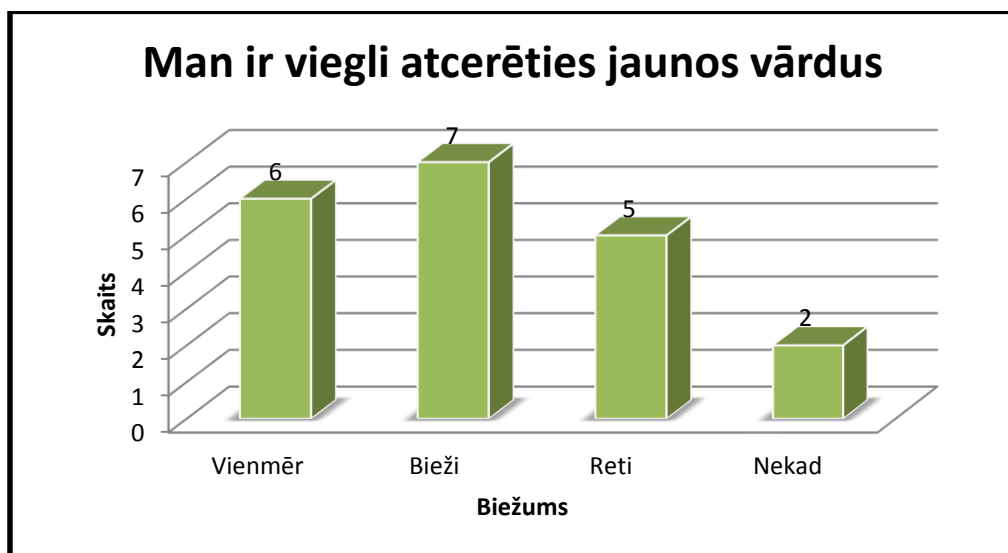


Figure 3.1.11. Remembering new words is easy

The last statement in this question required to grade if students were able to recall the new words after the test. Figure 3.1.12. approves that half of the students are able to always or often remember the words, though half of the students can do it rarely or even never. This leads to the assumption that the teacher must consider the possible

activities which may increase the vocabulary learning efficiency. Thus, the author thinks that the inability to recall the new words after the test correlates with boredom and difficulties to learn the words.

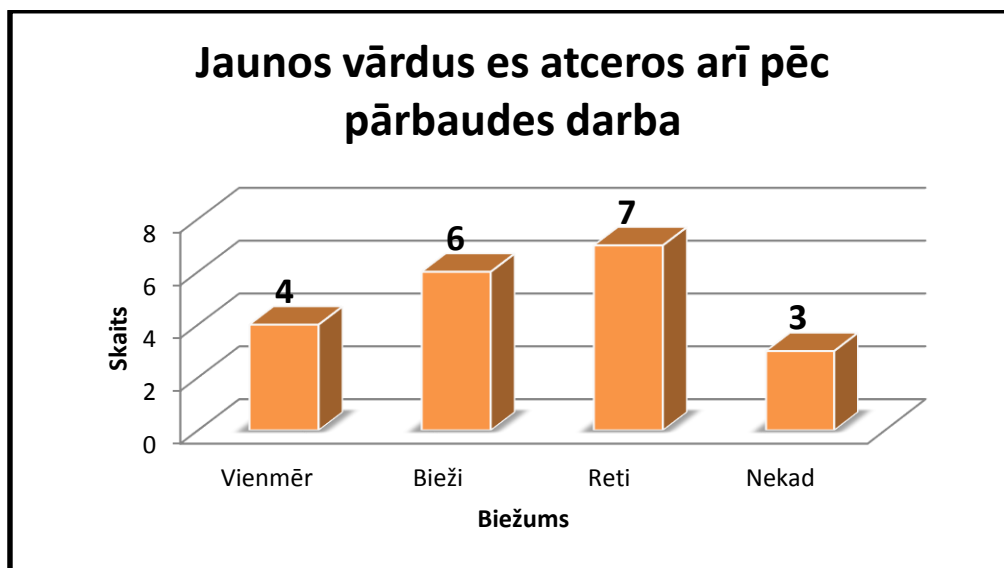


Figure 3.1.12. Recalling the new words after the test

While summarizing results of the statements, it is possible to trace common features. As for one third of the students learning new words result in difficulties, for them it also seems to be boring and causes problems to remember. They may even do not notice that, as studying new words is a regular requirement for them. Thus, as Figure 3.1.12. shows, half of the students struggle to remember these words. These could be the consequences for boredom and lack of relevance they feel while being introduced to these items. Subsequently, the new information stays in a working memory as long as it is practised during the lessons and while preparing for the test. After doing the test, when students do not use these words, they are replaced with other active vocabulary.

In the sixth question, students were asked to tick the statements they agreed upon. As Figure 3.1.13. reveals, the most common activities students are able to do after acquiring the new words are recognizing them in films and songs, using them in everyday speech, incorporating in the text and recognizing them in the following units. Considering the fact that at this age students start to search for their place in the community they are spending their time in (in this case, it is classroom environment), thus, due to the strong impact of pop - culture and the broad use of English in film and song business, the most commonly given answers seem to be logical and meaningful. In addition, many students have answered that they are able to recognize the new words in

the following units, and write them correctly, according to the spelling rules, which confirms the statement that the vocabulary knowledge is important for them.

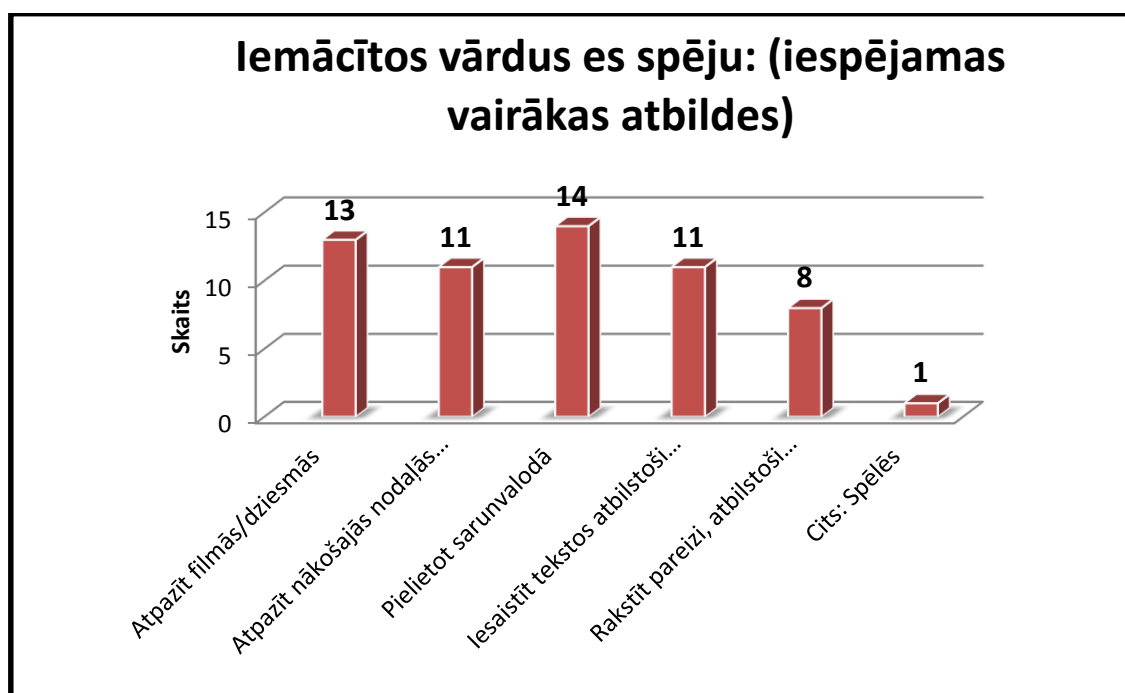


Figure 3.1.13. Students' ability to use the new vocabulary in different situations

The last question inquired to define the type of tasks students use the new words in. Figure 3.1.14. shows that 17 students have used them in writing activities, 12 students used them in their own texts, whereas 11 students can recall practising new words orally. This leads to the assumption that students have utilized these words in different ways, and are able to use them in written or oral performance when required. However, students lack the structure which could be used to memorize the new words, and afterwards be able to recall them.

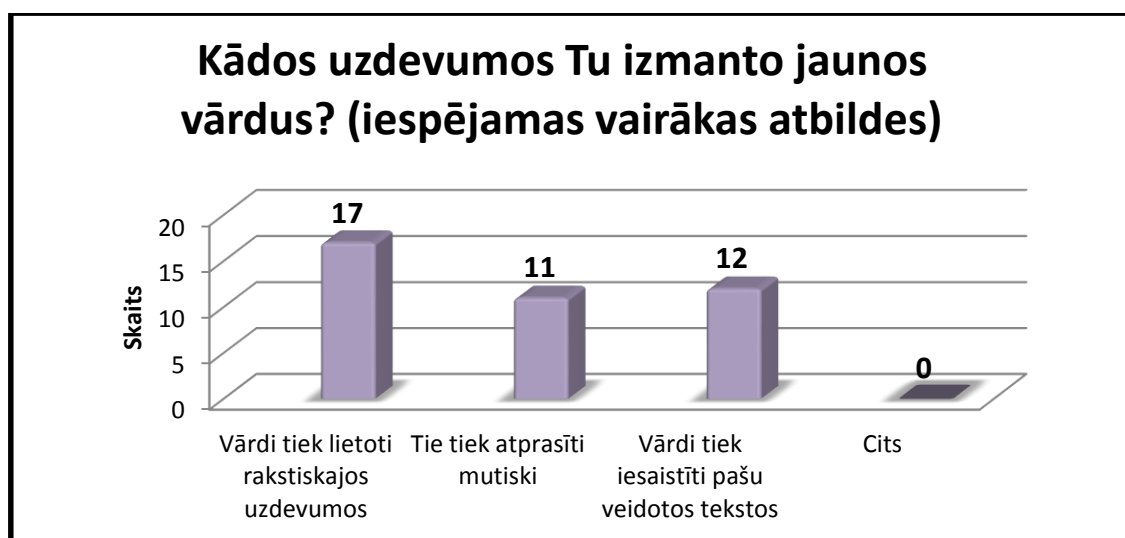


Figure 3.1.14. Types of activities students use the new words in

All in all, the author of the Paper can conclude that students are used to being introduced to the new language items without any involvement which prevents the chance to make the learning process meaningful for them. They also do not know any memorizing techniques; therefore, they use the easiest memorization technique for them, which is reading words from the notebooks. This leads to boredom, difficulties, and not being able to recall the words after the test. The author of the Paper believes that it is important to provide some techniques that may help to memorize and recall the new words, as students themselves marked vocabulary to be one of the most important language aspects to be acquired. Because of that, the author has provided specially designed exercises using mnemonics in order to practise memory, involve students, make the learning process engaging, and enable them to remember the new items.

3.2. ANALYSIS OF THE ACTIVITIES CARRIED OUT AMONG THE STUDENTS

The author of the Paper prepared exercises based on the topics covered in the course book students use in their English lessons. The criteria considered were students' needs, interests, language proficiency level, and multiple intelligences. Before trying out the exercises, the author explained what mnemonics are and why they are necessary to be used while learning the new words. Altogether, there were 4 different exercises provided (see Appendix No.2).

Mnemonic technique: Peg-word

The aim: To apply peg-word mnemonic technique in acquiring farm vocabulary.

The procedure:

1) The teacher gave students a specially designed worksheet. There were new words and numbers given on the paper.

2) Students' task was to connect each word with a number based on the sound the number and words begins with.

Observation: at the beginning, it was hard for the students to understand what exactly they had to do, but the author gave an example, and then students quickly did the exercise. Then, the teacher and students came up with explanations. The teacher did not translate the words directly, but explained those using other, simpler words or drew them on the board. Students were asked to add small drawings in order to provide that

the meanings of these words are clear. After finishing the drawings, the teacher practised the new vocabulary together with the students. She called a number, and the students said the word. Students were immediately able to recall the new vocabulary item, though the meaning still had to be looked up.

Mnemonic technique: Peg-word

The aim: To apply peg-word mnemonic technique to learn farm vocabulary.

The procedure:

- 1) The teacher showed a wheel model and explained how to make it;
- 2) The students were divided in pairs, and the materials (paper dishes, glue, markers etc.) were given;
- 3) After making the wheels, the teacher gave a set of pictures with new language items, and explained the principle of the wheel (each of the students had to spin the wheel, and based on the number the pointer stopped at, the student who span the wheel, had to say the number, then add the new word and show the picture from the set given before).

Observation: the teacher noticed that students enjoyed this activity a lot as they had almost no problem to recall the words (for example, flies, foal, soil, seeds, eggplants, turkey, thorns) using the numbers, they also had an opportunity to practise their craft skills, and while playing with the wheel, they learnt the meanings of the words even without noticing that. Thus, even the students who usually are sceptical and do not take part in any exercises provided by the teacher, took part and put a lot of effort not only while making the wheel but also while trying it out.

Mnemonic technique: Peg-type

The aim: To apply peg-type mnemonic technique to learn the animal vocabulary.

The procedure:

- 1) The teacher designed a worksheet with unknown animal words.
- 2) The task for the students was to encode one number (from 0 to 9) in the picture of each animal so that afterwards they would be able to recall the animals using only the numbers. They were advised to pay attention to animals' shapes and find the most unique place for each number.

Observation: Students did this activity with full involvement, used all the colour pencils they had in their pencil-cases. The problematic point the teacher noticed was that they were communicating in order to compare and find the "correct" place for each number, therefore, the teacher had to walk around the class all the time and remind that

no correct answer was supposed to be there, and they should base on their own ideas and concept about the encoding of each number.

After the activity, the teacher asked students to try to recall the animals by naming the numbers. Some students could do that immediately, some who have visual memory drew the number in the air with their index finger and then named the animals, but there were also 2 students who could not remember any animal names. The author guesses that a possible reason is that these students had drawn the numbers randomly in the middle of the animal picture, and there was no connection with their shape which could help to remember.

The author of the Paper concluded that students managed to learn different farm and animal vocabulary words. Most of the time students could immediately recall the words and, for instance, while playing with the wheel and numbers, they also established the comprehension about the meanings. Thus, despite the fact that some words seemed to sound similarly (for instance, ‘foal’ – ‘soil’) or it was hard to recall the encoded numbers, in the end of the lesson, students knew the differences between the meanings of these words.

Mnemonic technique: Loci

The aim: To apply loci mnemonic technique to learn food vocabulary.

The procedure:

1) The author chose a standardized picture of a kitchen which all the students could define immediately and would be able to work with.

2) The teacher gave students a worksheet with a text provided and a picture of a kitchen. The text was about a child who had returned from their grandparents’ farm and brought some products. The given product names were the new vocabulary.

3) Students were asked to read the text, imagine that they were the ones the text was about and decide where they would locate the products.

4) Next, the students drew the products into the template and then the next time they were asked to talk about the picture.

Observation: none of the students retold the story word by word, they constructed their own sentences in order to reveal the idea as close to the text as possible. Most of them managed to name all the objects they had in their pictures (peppers, beans, and cauliflowers) but some were struggling with remembering the names of the products. In these moments, even without having an agreement, the other students who were listening to the speaker, helped and mentioned the name of the product. After each speech, the teacher asked some questions to the students alongside with pointing at the

products, and the students who had forgotten some product names during their speech and received their classmates' help, managed to show the correct drawings.

The author believes that loci mnemonic helped learners to remember the food vocabulary as students had a chance to illustrate and also locate the products. Thus, while talking about the kitchen, students made their own speech which ensured the learning process to be engaging. There were some cases when students could not recall some words, but the author believes this was because of the lack of repetition of the new vocabulary.

Mnemonic technique: Link

The aim: To apply link mnemonic technique to learn weather vocabulary.

The procedure:

1) The teacher gave students a worksheet in which there were 7 weather word pairs provided. The words were repeated in different combinations. Below these pairs, there were blank boxes given.

2) The teacher together with the students came up with the meanings of these words.

3) Students were asked to find the links between the pairs given. In some cases, they were opposites, in some they had certain common features that students had to notice and illustrate (the provided pairs were the following: sunny – shady; shady – cold; cold – hot; hot – dry; dry – wet; wet – rainy; rainy – sunny).

Observation: while students were working, the teacher noticed that finding the links caused great difficulties for them as they were not used to that type of tasks. The teacher had to constantly walk around the class, and try to direct the students in the necessary course. Some students even wanted to give up doing this, but the teacher encouraged them to finish the exercise without giving direct answers.

Nevertheless, the students managed to find meaningful links for them, for instance, for a word pair 'cold – hot' one student drew two thermometers, one with ice cubes around it, and the other one with flames. Another idea the author enjoyed was for the pair 'wet – rainy'. In both drawing there were a leaf and some raindrops used; for the word 'wet' raindrops were on the leaf, whereas for 'rainy' the raindrops were falling down around the leaf. In the next lesson, the teacher used the link, named it and asked students to name the pairs. The students, who had worked hard and tried to find the connections, were immediately able to name these words, whereas those who were trying to copy their classmates' drawing could not recall the words.

The author of the Paper concluded that students were not used to analysing and finding links, therefore, understanding the task and coming up with the ideas was challenging for them. Nevertheless, the author realized that associations and links that are based on students' personal perception are the ones which help to remember and enable to recall.

All in all, the author of the Paper concludes that students enjoy this type of activities as they can work and create new ideas, they are able to make the content relevant for themselves, and also the exercises required to think and analyse constantly which increased the number of memorized vocabulary items. There were some students who could not do the exercises, but the author of the Paper thinks that this is because they did not get fully involved in the task or possibly they did not understand the tasks completely.

To the author's mind, the most successful activity was the first peg-word activity, because students had no problems with doing the tasks, they could immediately recall the words, and while playing with the wheel and numbers, they also established the comprehension about the meanings. The activity the author believes was the most challenging one was the link mnemonic activity as students had difficulties with finding connections. Nevertheless, the author believes that this type of tasks should be given in order to practise analysing skills. Thus, students should be encouraged to come up with their own ideas, answers, and context, as, according to Bloom's taxonomy, creating is a higher thinking skill than remembering or understanding. All in all, the author of the Paper considers that activities carried out were successful and helped students to learn these words in a pleasant and memorable way.

3.3. ANALYSIS OF THE POST-TEST

After working with the provided exercises, the author of the Paper carried out a post-test in Form 5 in order to check the vocabulary knowledge level. The words that were used were the ones students had learned during the lessons. In addition, the students were deliberately not warned to study the new words the day before. The post-test consisted of 3 exercises. The first exercise was based on farm vocabulary; the second was constructed on weather vocabulary, whereas the third one concerned animals (see Appendix No.3).

In the first exercise students had to connect the given number with one object/thing and its name. The author used peg-word mnemonic in the task in order to

help students to recall the information. Thus, when explaining the exercises, the author added that the words should start with the same letter as the numbers to which students responded that they had already understood that.

In the second exercise, there were two parts to be filled in. First, there were three descriptions given in the box and below the box, there were 3 word pairs given such as 'hot – dry'. Students had to choose the explanations from the given options for each pair and write them down. In the second part of this exercise, there were six words given, and students were asked to write 3 opposite pairs. Considering this exercise, the most challenging one was the first part as not explaining the task in front of the class, the teacher had to repeat it many times in order to ensure that everyone had understood it. Thus, it seemed that doing this exercise for some students took great amount of time, as they had to recall the meanings of the words and also had to choose one characterizing feature for them.

The third exercise was based on the animal vocabulary. Students were asked to recognize the pictures, and write down animals' names. While students were introduced with the tasks, they were advised that if there appeared a problem to remember any of these words, they should recall the numbers they encoded in the pictures before.

The author made a percentage table of the post – test results in order to reveal the accomplishments of the students, and to analyse the problematic points. Students' numbers were given randomly to maintain anonymity. As Table 3.3.1. shows, on average students achieved 80% of Exercise 1. It is possible to trace that 3 students out of 20 gained 100% for this exercise, 14 students got 50 and more per cent, whereas 3 students got less than 50%. The most common mistakes students had were writing down the wrong name next to the given numbers (mostly they mixed the 't' and 'th' sounds in words 'two/three'), and connecting the pictures with an inaccurate name (in most cases it happened with the words 'foal' and 'soil' which may seem to sound similar). Nevertheless, the results were high, and if the students had not made some slips, they would have been even higher.

The second exercise consisted of two parts, where students had to find the common features and create the opposites. As Table 3.3.1. demonstrates, on average students gained 63% for the first part, and 80% for the second part of the exercise. The lower results of the first part may be explained with the assumption that some students may have not understood the rules, or did not know some meanings of the words which lead to inability of figuring out the links. Thus, while correcting the test, the author noticed that the students, who had showed good performance, had mistaken particularly

in this exercise. It seemed that students had understood the task and description, but had used the minor possible link that the obvious one. Though, two students who had difficulties while acquiring the new vocabulary, showed a good performance in this exercise. The second part of this exercise was easier for the students as the teacher had done this type of activity together with the students during the lesson, and the words were not unknown for them. As Table 3.3.1. reveals, 13 students out of 20 got 100%, while 4 students got 66%, 1 student got 33%, and 2 students - 0%. The mistakes students made were the spelling ones, connecting the words which are not directly opposites, or misunderstanding the exercise and providing words with similar meanings instead of opposite ones. The author believes that Exercise 2 was appropriate for their vocabulary comprehension level, and was challenging enough for the students.

The third exercise concerned animals and their names, and Table 3.3.1. shows that on average students achieved 96% on Exercise 3. It is possible to see that 18 students did it 100% correctly, though 2 students got 43% and 86%. The student with the lowest result had mixed some names, whereas the student with 86% result had many spelling mistakes (even though students were asked to pay attention to this issue as well). The author thinks that this exercise could have been made more challenging by including some extra words which may mislead students or asking to write without providing options. This might increase the credibility for the results of this exercise.

Table 3.3.1. Percentage Table of Post-test Results

Student's Number	Exercise 1	Exercise 2.1	Exercise 2.2	Exercise 3
1.	85%	100%	100%	100%
2.	95%	100%	66%	100%
3.	70%	0%	100%	100%
4.	60%	66%	0%	100%
5.	90%	33%	66%	100%
6.	100%	100%	66%	100%
7.	90%	33%	100%	100%
8.	100%	100%	100%	100%
9.	70%	100%	0%	43%
10.	100%	33%	100%	100%
11.	85%	0%	100%	100%
12.	35%	33%	100%	100%

13.	85%	33%	66%	100%
14.	85%	100%	100%	100%
15.	40%	100%	100%	100%
16.	90%	0%	100%	100%
17.	95%	100%	100%	100%
18.	90%	100%	100%	100%
19.	90%	33%	33%	86%
20.	45%	100%	100%	100%
Average:	80%	63%	80%	96%

All in all, the author of the Paper thinks that students have shown high results, taking into account the fact that there were 3 different vocabulary sections looked at, that they were deliberately not warned to study them the day before, and also because of the slips they often have. In addition, this post-test was held two weeks after the test which leads to an idea that these methods have helped students to remember and be able to recall the information when it is necessary. Thus, as the mnemonics students worked with before, required full devotion and involvement from the students' side, it was possible to trace that students needed less teacher's support as before, and they also felt more confident and satisfied about their vocabulary knowledge.

3.4. ANALYSIS OF THE SELF – EVALUATION CARRIED AMONG THE STUDENTS

The author's intention was to collect students' attitude towards mnemonics as a learning technique. Therefore, the author prepared self-evaluation worksheets which students were asked to fill in at the end of the research. In addition, the self-evaluation sheets were made in students' mother tongue in order to ensure an opportunity for students to express their opinion without any difficulties. The answers were anonymous; therefore, students were encouraged to write their actual point of view. The self-evaluation consisted of 5 questions requiring the students to provide answers (see Appendix No.4). Unknown words and their explanations were written on the board, and the exercises which students had to evaluate were enumerated and written down, too.

In the first question students were asked to answer whether mnemonics helped them to acquire new vocabulary, and it was required to explain the answer. As Figure

3.4.1. shows, 80% of the students think that mnemonics helped them to attain new vocabulary, whereas 20% claim that they did not benefit from this method. Students had to explain their answers, thereupon, to their mind, the reasons why mnemonics helped are:

- It was an interesting and involving way to spend the lessons;
- Sounds of numbers and new words were the same, which helped to remember all the words;
- Lots of repetition assisted in remembering even the hard words;
- It was easy to recall information when necessary;
- There were different activities which required concentrating;
- Exercises were easy and funny.

Nevertheless, four students stated that using mnemonics did not help them, and the reasons are the following:

- Most of the words were known already;
- Remembering words is promoted by reading words and translations;
- Only word dictations can help.

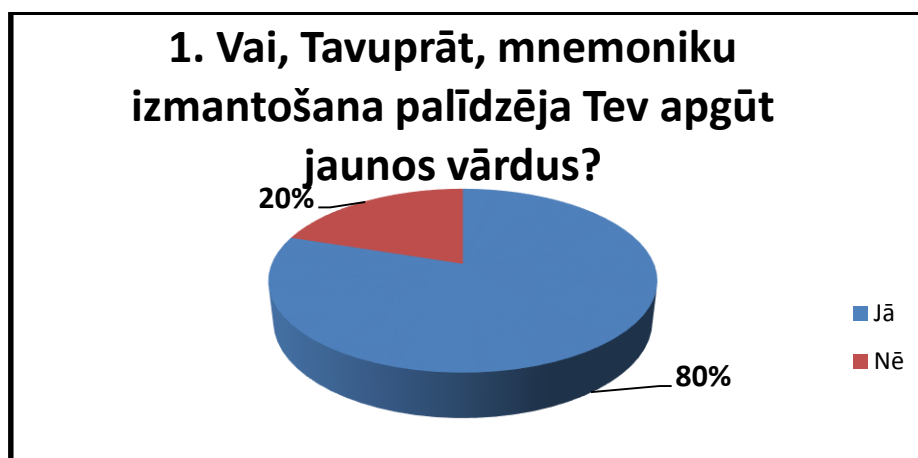


Figure 3.4.1. The usefulness of using mnemonics

In the second question, students were asked to define which of the exercises they had done helped the most in order to remember the new vocabulary. The exercises were written on the board for students to be able to recall and evaluate better. It is possible to state that, to students' mind, the most effective exercise was the peg-word mnemonic, where students had to connect words to numbers according to their first letters. The reasons why students enjoyed it most could be the immediate chance to recall the words, and also the extra activity while preparing a wheel with numbers. While doing that students displayed enthusiasm, initiative and involvement.

One fifth of the students believe that placing objects was the most efficient, another 4 students think that link mnemonics and weather vocabulary were useful, 2 students enjoyed encoding numbers and 2 students think that none of the exercises provided were relevant and helpful. The author thinks that the choice of the students is based on their personal interests which includes comprehension, complexity of the exercises and also multiple intelligences students have. For instance, if a student has linguistic intelligence, one may enjoy number and word rhyming, whereas another student with visual intelligence will benefit from encoding numbers. The author can add that this was the main idea of different exercises – to provide tasks which could correspond to variety of needs and different perceptions.

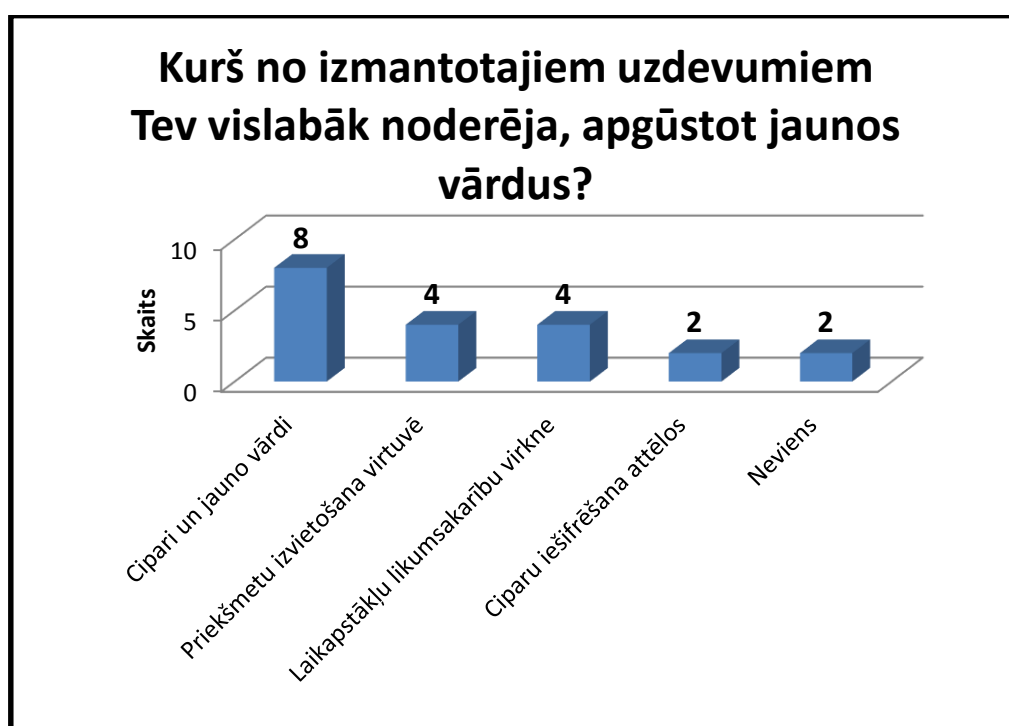


Figure 3.4.2. The most effective mnemonic used

In the third question, students were asked whether any of the given exercises caused difficulties for them. Half of the students assured that there were no problematic points for them. Four students admitted having difficulties with remembering some meanings, and three students recalled that finding links for weather vocabulary was hard for them. Other answers mentioned were writing new words (in this case, it could be the spelling of words), overcoming one's laziness, and checking the correctness of the exercises.

The author was surprised to observe that there were some students who had noticed that these exercises included great amount of attention and commitment. Thus, as one student mentioned that one did not know whether one was doing the exercises correctly, the author realized that this was a common feature for more than one student. By that the author means they are used to only one correct answer, and trying to find it in any possible situation. The author also believes that while working individually most of the time and not sharing ideas, the students have difficulties with even simple social skills. Because of that, the author believes that students should be given more exercises which require their own attitude, perception, opinion, and interaction. By doing this, it would be possible to practise not only language skills and aspects like vocabulary, listening, speaking, pronunciation, but also social skills like listening to others, accepting the ideas of the others, sharing materials and reaching consensus. In that way, the teacher could cultivate students' individuality, their own unique attitude and creativity as well.

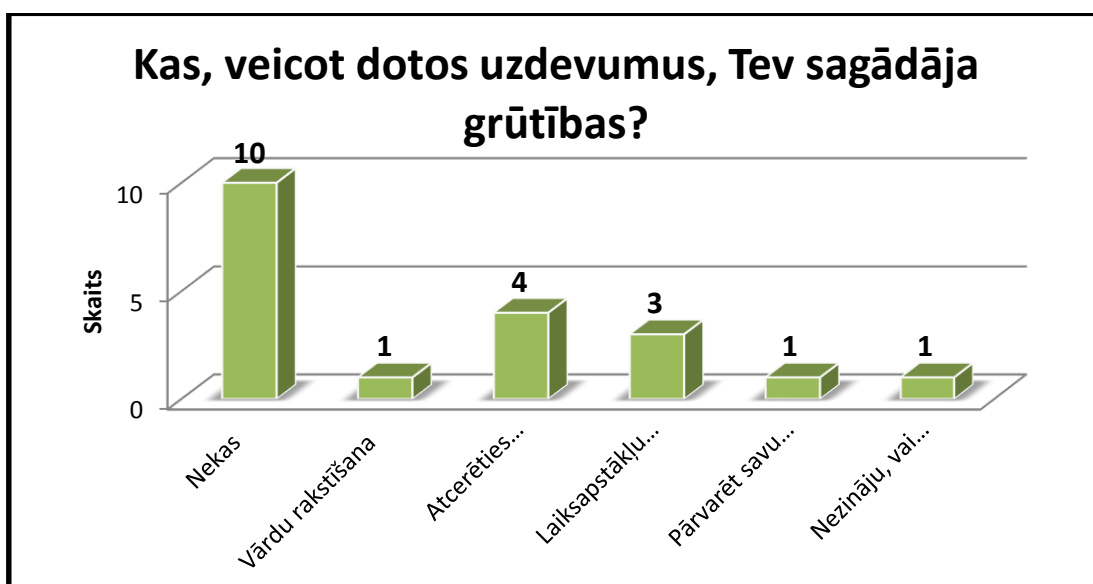


Figure 3.4.3. The difficulties which appeared while using mnemonics

The fourth question in the self – evaluation asked students if any of the exercises they did before could have been arranged differently. Using this question, the author indirectly wanted to find out any points that should be improved while planning other activities using mnemonics. Figure 3.4.4. demonstrates that 80% of the students think that exercises were graded. The explanations they provided are the following:

- Everything was clear and understandable;
- There was a chance to learn a lot;
- Could work together with a friend;

- There was a chance to show one's skills in other fields (craft)
- Have no problems to recall new words now;
- The teacher could explain and exemplify everything;
- It was funny and interesting, did not notice how the time passed.

Nevertheless, 20% of the students thought that exercises could have been organized differently. The drawbacks they mentioned are:

- Some exercises were too easy;
- They would have wanted to write all the new words in the notebook;

The author of the Paper realizes the differences between the language comprehension levels and knows that for some students the exercises may seem to be too simple. In spite of that, students who knew some of these words, practised them a lot, included them in their active vocabulary, and also practised their social skills while doing these exercises together with other students. The majority of students are satisfied and would not change anything, which means that these types of mnemonics are suitable, involving and meaningful for them.



Figure 3.4.4. Organization of the exercises

The last question inquired if students would like to use similar exercises while acquiring the new vocabulary in the future. As Table 3.4.5. shows, 19 students assure that they would like to use similar activities in the future, whereas 1 student admitted that he/she preferred writing new words in the notebook. This leads to think that the learning process was pleasant, students did not feel forced to do anything, and activities were different enough to keep students' attention.



Figure 3.4.5. Students' desire to use mnemonics is future

To sum up, the author of Paper can conclude that students enjoyed using mnemonics while attaining new words as they acknowledged it to be a funny, interesting, and involving process, and it also assisted in memorizing and recalling information. For some of the students it seemed to be easy, and they did not notice the learning process, but the author believes that while interacting, being together and listening to others, students have practised their social skills.

The students admitted that using mnemonics was involving, funny, there was a lot of repetition, and variety of exercises. Thus, clues which were encoded in activities now help to recall the words. As almost all the students affirmed they would like to use mnemonics in the future, the author believes that it would not only broaden and consolidate vocabulary, but also involve them in the study process.

CONCLUSION

The analysis of theoretical sources has presented that vocabulary is an important English language aspect to be acquired. It is stated that language learners who experience slow development of vocabulary have higher possibility to come across oral and written difficulties rather than others. According to Laufer, 1991 (in Sydow, 2015), knowing a word means being able to notice a word in oral or written texts, being able to spell and pronounce it, understand the word's structure and its function in the sentence. It also includes realizing its meaning and lexical relations, which includes knowing the word's link to other words.

Moreover, in order to understand vocabulary learning, it is important to be aware of receptive and productive vocabulary. Sydow (2015) states that receptive vocabulary includes the understanding of the meaning of a word looked at in writing or oral production, whereas productive vocabulary is the collection of words which a learner is able to use in interlanguage situations. Therefore, in order to be able to use productive vocabulary, a great attention should be devoted to receptive vocabulary.

What concerns vocabulary acquisition, it is necessary to understand how the learning process starts in order to face false mother tongue equivalents. According to Thornbury (2002), while learning the language children usually start with tagging the new words to their concepts, then continue with categorizing the object, and then build networks which help to be able to replace the word and create grounds for further studies.

There are many activities provided to introduce the new vocabulary such as drawing, miming, playing games, creating stories and also further activities to practise the given vocabulary. These are regular activities that teachers use in their everyday work. However, the author of the Paper believes that too little attention is paid to find ways how to help students to remember and be able to recall the words when necessary. Because of that, the author came up with the idea of using a learning technique called 'mnemonics' which can help to remember and recall larger pieces of information.

The theoretical sources have proved that using mnemonics can help students to memorize new vocabulary. According to Belleza (1981), Esposito (2016) and Wei (2015), there are different types of mnemonics such as the loci (based on the locating objects in a known place), peg-word (formed according to the sound of each number

and connected with the chosen word which rhymes), link mnemonic (finding links between the new vocabulary word pairs), story mnemonic (making story using new words), word–part mnemonic (to find a bound in between the roots), keyword method (creating an association in the first language which serves as a keyword), visual mnemonic (using visual aids) and physical response (physically demonstrating new items). The author believes all types of mnemonics include full involvement of the students and personal contribution. As students are the ones who create the content using mnemonics, the learning process becomes involving, meaningful and students are learning even without noticing that. The decision that falls upon the teacher is to choose which mnemonics are suitable for students' age peculiarities, their language proficiency level and interests. As the author believes mnemonics are an effective way to enrich students' vocabulary, they were chosen to be used in one's lessons.

In order to verify the findings about the efficiency of using mnemonics to enrich students' vocabulary, the author of the Paper carried out a case study which consisted of 5 stages. During the first stage a questionnaire was given in order to collect students' learning needs and experiences. The author found out that students were used to being introduced to the new language items without any involvement, which actually blocks the chance to make the learning process meaningful for them. They also do not know any memorizing techniques. Therefore, the author provided specially designed exercises using mnemonics in order to enrich students' vocabulary by involving them, making the learning process engaging, and enabling to remember the new items.

The second and third stage, which consisted of working with the provided exercises and observing students' work, went on simultaneously. The author realized that students enjoyed this type of activities as they could work and create new ideas, they were able to make the content relevant for themselves, and also the exercises required thinking and analysing constantly, which increased the number of memorized vocabulary items. There were some students who were not able to do the exercises, but the author of the Paper thinks that this is because they did not fully involve in the task or possibly they did not understand the tasks completely. Nevertheless, the author thinks that activities carried out were successful and helped students to learn these words.

During the fourth stage, the author gave students a post – test in order to check the vocabulary comprehension level. The results of the test showed high results, in Exercise 1, on average students gained 80%, in the Exercise 2 – 63% and 80%, and in Exercise 3 – 96%. Thus, the author thinks that these results could be even higher if the students had not made many slips. Taking into account the fact that students were

deliberately not warned to study the vocabulary the day before, and as the post - test was held two weeks after the regular test, it leads to the idea that these methods have helped students to remember and be able to recall the information when it is necessary.

The last stage of the research was self-evaluation which was given to the students in order to collect their attitude towards mnemonics as a learning technique. The author can conclude that students enjoyed using mnemonics while attaining new words as they acknowledged it to be funny, interesting, involving, and also it assisted in memorizing and recalling information. For some of the students it seemed to be easy, and they did not notice the learning process, but the author believes that while interacting, being together and listening to others, students have practised their social skills. Although the results were satisfying, there is an issue which should be considered when using mnemonics in the process of learning. Knowing and being able to recall words when necessary does not include that students will know the correct spelling. The students learnt the form of the words, but the usage was felt in a minor position. Because of that, the author considers that extra activities should be held to practise the usage and spelling. This might provide an opportunity to develop higher learning objectives than just remembering, which is the lowest level in Bloom's taxonomy.

To conclude, the author thinks that mnemonics is an effective learning technique that not only helps to memorize and recall the new information, but also involves students, creates the learning process relevant for them, and gives students a chance to organize the learning process themselves. If the teacher works with these methods on regular basis, students' vocabulary should be enriched, they should not be bored while studying the new words and memorization of new items should not be a problem anymore.

THESES

1. Vocabulary is the number of words that makes a language and can be taught using specific combining rules.

2. It is necessary to devote a great amount of attention to all four stages of vocabulary acquisition in order to store the knowledge in a long-term memory.

3. Mnemonics is a learning strategy which helps learners to remember and recall large pieces of information.

4. The choice of the appropriate mnemonic strategy used can affect the amount of vocabulary remembered.

5. In order to select the most convenient mnemonic the teacher has to consider students' needs, interests, language proficiency level, multiple intelligences, and get acquainted with different types of mnemonics in depth.

6. Vocabulary acquisition is relevant for the students, but they are used to being introduced to the new language items without any personal involvement which prevents the chance to make the learning process meaningful for them.

7. Students enjoy the activities where they can work and create new ideas, they are able to make the content relevant for themselves, and think and analyse constantly.

8. After using mnemonics in new vocabulary acquisition, students get high language proficiency results and are able to recall the new items after the regular test.

9. Students prefer being in charge of organizing the learning process and by doing that, they learn even without noticing.

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APPENDICES

Questionnaire to Students

Labdien! Mani sauc Santa Namsone. Es rakstu diplomdarbu ar nosaukumu „Mnemoniku izmantošana vārdu krājuma pilnveidei angļu valodas stundās 5.klasē”. Lai varētu veikt šo darbu, man ir nepieciešamas Tavas atbildes! Anketa ir anonīma, un atbildes tiks izmantotas tikai apkopotā veidā.

Rūpīgi izlasi katru jautājumu un izvēlies atbildi, kura Tev liekas vispiemērotākā. Iekrāso aplīti, kurš atrodas pretī Tavai izvēlētajai atbildei.

Lūdz palīdzību, ja kaut ko nesaproti vai neesi drošs, kā atbildēt.

1. Sakārto prasmes pēc svarīguma, no 1 līdz 8 (1 – vissvarīgākā, 8 – visnesvarīgākā)!

- | | | |
|------------------------------------|-----------------------------------|--------------------------------------|
| <input type="radio"/> Runāšana | <input type="radio"/> Rakstīšana | <input type="radio"/> Pareizrakstība |
| <input type="radio"/> Jaunie vārdi | <input type="radio"/> Klausīšanās | <input type="radio"/> Izruna |
| <input type="radio"/> Gramatika | <input type="radio"/> Lasīšana | |

2. Kuras no šīm aktivitātēm Tu esi pieredzējis klasē, apgūstot jaunus vārdus?

- | | | | | |
|---|-------------|-------------|-------------|-------------|
| | Vienmēr | Bieži | Reti | Nekad |
| <input type="radio"/> Skolotāja jaunus vārdus raksta uz tāfeles | -----○----- | -----○----- | -----○----- | -----○----- |
| <input type="radio"/> Vārdi tiek rakstīti pierakstu kladē | -----○----- | -----○----- | -----○----- | -----○----- |
| <input type="radio"/> Jaunie vārdi tiek atpazīti pēc bildēm | -----○----- | -----○----- | -----○----- | -----○----- |
| <input type="radio"/> Jaunie vārdi jāatpazīst tekstā | -----○----- | -----○----- | -----○----- | -----○----- |

3. Kā Tu mājās mācies jaunus vārdus!

4. Cik daudz laika Tu velti jauno vārdu apguvei?

- 0 – 30 minūtes
- 30 minūtes – 1 stunda
- 1,5 stundas – 2 stundas
- 2 stundas un vairāk

5. Katram apgalvojumam atzīmē visatbilstošāko atbildi! (katrā rindā vienu)

- | | | | | |
|--|-------------|-------------|-------------|-------------|
| | Vienmēr | Bieži | Reti | Nekad |
| Jauno vārdu apguve man sagādā grūtības | -----○----- | -----○----- | -----○----- | -----○----- |
| Jauno vārdu apguve man šķiet garlaicīga | -----○----- | -----○----- | -----○----- | -----○----- |
| Man ir viegli atcerēties jaunus vārdu | -----○----- | -----○----- | -----○----- | -----○----- |
| Jaunos vārdus es atceros arī pēc pārbaudes darba | -----○----- | -----○----- | -----○----- | -----○----- |

6. Iemācītos vārdus es spēju: (iespējamās vairākas atbildes)

- Atpazīt filmās/dziesmās
- Atpazīt nākamajās nodaļās mācību grāmatā

- Pielietot sarunvalodā
- Iesaistīt tekstos atbilstoši dotajai tēmai
- Rakstīt pareizi, atbilstoši pareizrakstības likumiem
- Cits _____

7. *Kādos uzdevumos Tu izmanto jaunus vārdiņus? (iespējamās vairākas atbildes)*

- Vārdi tiek lietoti rakstiskajos uzdevumos
- Tie tiek atprasīti mutiski
- Vārdi tiek iesaistīti pašu veidotos tekstos
- Cits _____

Paldies Tev par veltīto laiku, pūlēm un domām, aizpildot šo anketu!

Match the words to the numbers according to their first letters!

Onions	Turkeys	Foals	Seeds
Flies	Soil	Eggplants	Nuts
Thorns	Tulips		

1 –

2 –

3 –

4 –

5 –

6 –

7 –

8 –

9 –

10 –

Draw the pictures after having read the story! Next time retell the story using the picture!

I had a great weekend at my grandparents' farm. I had lots of activities, including harvesting. Now, I have returned home and I am unpacking my bag. There are some onions and some peppers. There are also some beans, potatoes and some milk. Are there any cauliflowers? Yes, two! Oh, I have an eggplant and some nuts in my pocket, too!



Find the link, draw it! Remember the chain!

SUNNY



SHADY



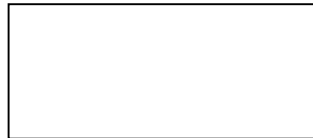
SHADY



COLD




COLD



HOT



HOT



DRY



DRY



WET



WET



RAINY



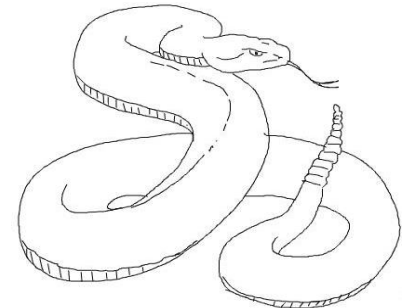
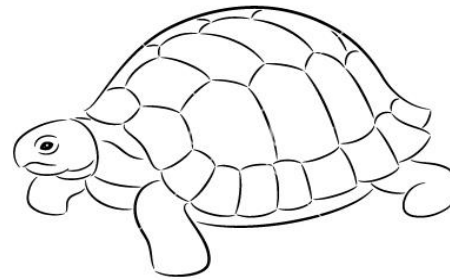
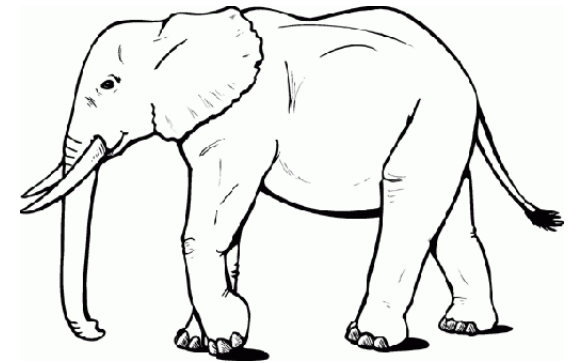
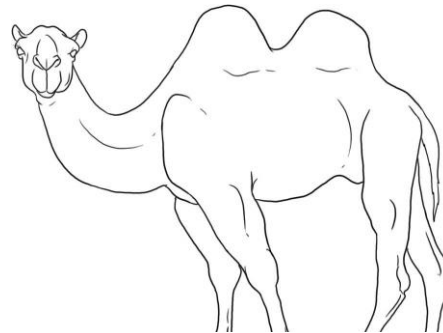
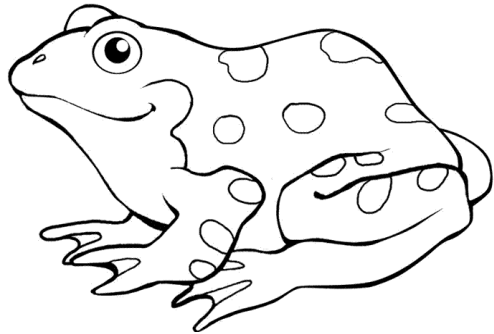
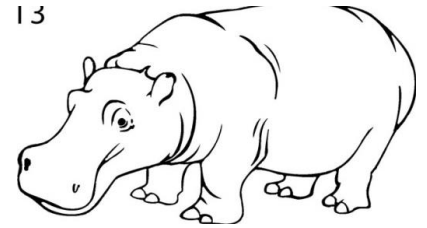
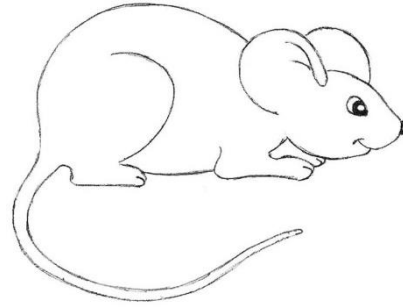
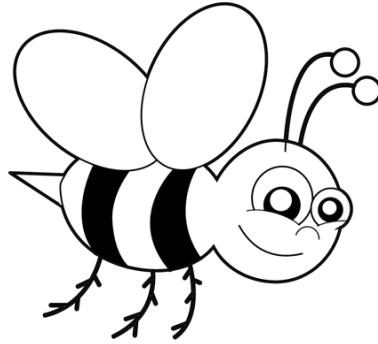
RAINY



SUNNY



Draw a number into the picture of an animal. Remember the animals by the number.



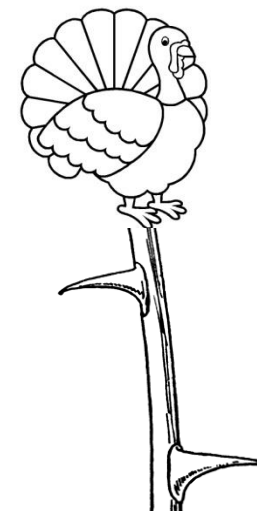
Ex.1. Connect each number with an object/thing given and its name! (Savieno katru ciparu ar doto priekšmetu un tā nosaukumu!)

Tulips	Turkey	Onions	Foal	Flies
Seeds	Soil	Eggplant	Nuts	Thorns

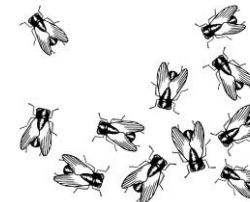
1 –



2 –



3 –



4 –



5 –

6 –



7 –

8 –



9 –

10 –

Ex.2. Choose the explanations from the given options for each pair! (Izvēlies paskaidrojumu katram vārdu pārim)

- Both words are connected with humidity (mitrums)
- Both words are connected with lacking water
- Both words are connected with lacking warmth

Shady – Cold - _____

Hot – Dry - _____

Wet – Rainy - _____

Now write 3 opposite pairs! (Uzraksti 3pretstatu pārus!)

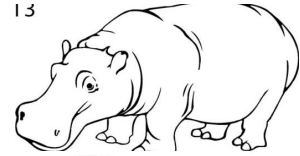
Wet	Rainy	Sunny
Cold	Dry	Hot

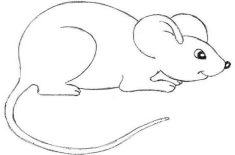
_____ - _____
 _____ - _____
 _____ - _____

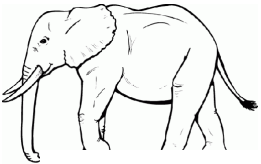
Ex.3. Connect the pictures with their names!(Savieno bildes ar to nosaukumiem!)

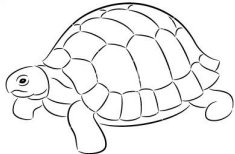
Tortoise	Snake	Elephant	Swan
Mouse	Bee	Hippo	

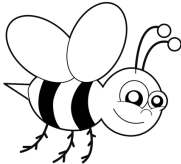


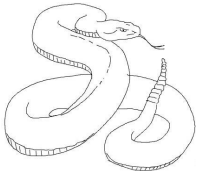












Pašizvērtējums

1. Vai, Tavuprāt, mnemoniku izmantošana palīdzēja Tev apgūt jaunus vārdus? (Atbilde pamato)

2. Kurš no izmantotajiem uzdevumiem Tev vislabāk noderēja, apgūstot jaunus vārdus?

3. Kas, veicot dotos uzdevumus, Tev sagādāja grūtības?

4. Vai, Tavuprāt, kāds uzdevums varēja tikt organizēta citādāk? (Atbilde pamato)

5. Vai Tu vēlētos arī turpmāk jauno vārdu apgūvē izmantot līdzīgus uzdevumus?
