

doesn't have a strong desire to learn and dedication to the process of learning, not even the best teacher in the world can help him.

The issue of parity between native and non-native-speaker teachers needs to be foregrounded because even though the vast majority of English language teachers worldwide non-NESTs, many non-NESTs in the ELT industry are sorely disenfranchised. The issue is particularly salient in Asia, where native speakers are often the industry's ideal model and American English the preferred variety. The current findings respond to questions about how these teachers are perceived by learners and what qualities they bring to the language classroom. Specifically, the data show that NESTs were valued as models for authentic, natural pronunciation, despite comprehensibility issues. Grammatical explanations were not viewed as a NEST forte. Respondents appreciated learning about NESTs' cultures, but also experienced a cultural and communicative gap in NEST-fronted classrooms. Also, NESTs often could not communicate in their students' L1. Non-NESTs' pronunciation was viewed as non-authentic and their speech less fluent than native speakers', but respondents appreciated their ability to code-switch to the L1 when required. In addition, non-NESTs' ability to explain complex grammar was valued. Although some respondents criticized non-NESTs' limited knowledge of English-speaking cultures, others valued working with teachers who shared their own cultural norms and values. Finally, the sample highlighted the benefits of learning with both NESTs and non-NESTs.

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USING MNEMONIC ASSOCIATIONS ON VOCABULARY RECALL

Abstract. Traditionally, vocabulary was neglected in language teaching programs and curriculums for the sake of grammar and other parts of language. Nowadays, however, researchers have realized that vocabulary is an important part of language learning and teaching and worthy of attention and research. A

proliferation of studies done on vocabulary can be taken as a proof to it. Students are reported to frustrate when they face with new words, since they have difficulty retaining them. Mnemonic is undeniably an effective method for accelerating learning of suitable material. Nor is there any doubt that it improves immediate recall, which can be useful in itself. However, what learners want is long-term recall.

This paper provides information on how mnemonics devices can be used to solve this problem and to improve vocabulary learning, boost memory and enhance creativity.

Key words: index terms-mnemonic devices, VLS, linguistic mnemonics, visual mnemonics.

Аңдатпа. Осы уақытқа дейін грамматика мен тілдің басқа салаларына қарағанда, бағдарлама бойынша үйрету мен оқу жоспары бойынша лексикаға жете көңіл аударылмай келді. Дегенмен, сөздік қордың арнайы мән беріліп зерттеуді қажет ететін тілді үйрену мен үйретудегі маңызды сала болып табылатынын бүгінгі таңдағы зерттеушілердің түсінгендері байқалады. Оған лексика бойынша көптеген зерттеу жұмыстарының жүргізілгендігі дәлел бола алады. Мысалы, жаңа сөздерді кездестіргенде және бұл сөздерді есте сақтаудың қиындығы туындаған кездегі студенттердің хал-жағдайы бойынша зерттеу жүргізу абзал екенін зерттеушілер баса айтады. Мнемоника (есте сақтау өнері) – сәйкес материалдарды үйрету барысындағы үдерісті жылдамдататын тиімді әдіс болып табылады. Сондықтан бұл әдістің өз алдына пайдалы болып табылатынына әрі тез арада жылдам еске түсіруді жақсартатынына күмәніміз жоқ. Негізінен үйренушілердің қалайтыны – ұзақ мерзімдіес.

Осы мақала арқылы сөздік қорды байытып, есте сақтау мен шығармашылық қабілеттерін жақсарту сияқты мәселелерді арнайы (мнемонический прием-есте сақтау шеберлігін арттыру) тәсіл арқылы шешуге болатынынан хабардар бола аласыздар.

Кілт сөздер: есте сақтау тәсілдері, сөздік қорды жинақтау бойынша стратегиялар, лингвистикалық есте сақтау шеберлігі, көзбен көріп есте сақтау.

Аннотация. Обычно по программе обучения и по учебному плану лексику оставляли без особого внимания, уделяя больше времени на изучение грамматики и других частей языка. Однако в наши дни исследователи поняли, что словарный запас является важной частью изучения языка и обучения, заслуживающей особое внимание и исследование. Можно привести как доказательство то, что огромное количество исследований были проведены в области лексикологии, которые выявили факт, что студенты расстраиваются, когда сталкиваются с новыми незнакомыми словами и возникает сложность их хранения в

памяти. Мнемоника безусловно является эффективной методикой, которая ускоряет процесс обучения соответствующим материалам. Автором установлено, что данная методика способствует быстрому запоминанию нового словарного запаса, улучшает развитие долгосрочной памяти.

Данная статья посвящена рассмотрению влияния применения мнемонического метода для решения проблем при изучении лексики языка, на улучшение накопления словарного запаса, а также развитие памяти и творческих способностей обучающихся.

Ключевые слова: мнемонические приемы, стратегия по накоплению словарного запаса, лингвистическая мнемоника, зрительная мнемоника.

Introduction

In the literature of English language teaching and learning a recurring theme has been the neglect of vocabulary. It was often given little priority in language programs and was often left to look after itself and received only incidental attention in textbooks and language programs believes that vocabulary has been neglected in the past decades because 1) those who were involved in the teacher-preparation programs during the past few decades felt that grammar should be emphasized more than vocabulary, 2) specialists in methodology believed that students would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered, and 3) those who gave advice to teachers said that word meanings can be learned only through experience and can not be taught in the classroom. More recently, however, a number of researchers have become interested in vocabulary instruction. They have wakened to the realization that vocabulary is an important area worthy of effort and investigation. It has, consequently, gained popularity in the general field of English language teaching and learning [1]. There is now general agreement among vocabulary specialists that it is at the heart of communicative competence. Vocabulary learning strategy (VLS) is an approach which facilitates vocabulary learning and has attracted considerable attention. It is a movement away from teaching-oriented approach toward one that is interested in seeing how actions of learners might affect their acquisition of vocabulary [2].

Strategies can help learners both in discovering the meaning of a word, and consolidating it and are specially needed when they are encouraged to learn independently. One of the problems that students mostly face is that they easily forget the newly learned words. To solve this problem, researchers have attempted to examine different VLSs. Mnemonic devices or strategies have proved to make substantial contribution in this regard. They, however, have not been researched in any depth and English teachers are not usually aware of

their effectiveness and do not know how to use them. This study, therefore, intends to discuss mnemonic devices in depth.

Mnemonics: definition

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. The first used mnemonic device was an earlier form of the modern day method of loci and since then, numerous other devices have been developed [3]. Memory has a key effect on eventual vocabulary and grammar achievement. There are two basic types of memory: short-term memory and long-term memory. Short term memory keeps the information which is being processed (a new word which is encountered for the first time). It is fast but it can hold information for a very short time due to its small storage capacity. Long term memory, on the other hand, has an unlimited storage capacity but is relatively slow. The aim of vocabulary learning and teaching is to transfer the lexical information from the short term memory to the long term memory. J. Aitchison believes that our mind is like the London Underground System [4]. By this he means that information stored in the brain is linked in different ways. Accordingly, the general picture of the mental lexicon is one in which there a variety of links between words, some strong, some weak. The main way, to transfer the vocabulary items from short term to long term memory and create a strong connection there is by finding some elements in the mental lexicon to attach the new lexical item to. Mnemonic is a memory enhancing instructional strategy that involves teaching students to link new information taught to information they already know. According to Solso, R. L. Solso mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory [5]. Mnemonics have been proven to be extremely effective in helping people remember things [6]. If material is presented in a way which fits in or relates meaningfully to what is already known, then it will be retained for relatively long periods of time and thus retrieval through verbal or visual clues becomes quite easy. In other words, by using mnemonic strategies, teachers can relate new information to information students already have stored in their long-term memory. For vocabulary learning, they are used to relate the word to some previously learnt information, using some form of imagery. I. Thompson similarly acknowledging the usefulness of mnemonic devices by stating that they can help learners learn faster and recall better by integration of new material into existing cognitive units and by providing retrieval cues [7]. Mnemonic devices are proved to be effective in all ages.

Remembering for the Long Term

The keyword method is undeniably an effective method for accelerating learning of suitable material. Nor is there any doubt that it improves immediate recall, which can be useful in itself. However, what people want is long-term recall, and it is there that the advantages of the keyword method are most

contentious. While many studies have found good remembering a week or two after learning using the keyword mnemonic, others have found that remembering is no better one or two weeks later whether people have used the keyword mnemonic or another strategy. Some have found it worse. It has been suggested that: although the keyword may be a good retrieval cue initially, over time earlier associations may regain their strength and make it harder to retrieve the keyword image. Any keyword is, by its nature, an easily retrieved, familiar word; therefore, it will already have a host of associations. When you're tested immediately after learning the keyword, this new link will of course be fresh in your mind, and easily retrieved. But as time goes on, and the advantage of recency is lost, what is there to make the new link stronger than the other existing links? Absolutely nothing — unless you strengthen it. How? By repetition. Note that it is not the keyword itself that fails to be remembered. It is the image. The weakness then, is in the link between keyword and image. The question of the relative forgetting curves of the keyword mnemonic and other learning strategies is chiefly a matter of theoretical interest — We do not think any researcher would deny that repetition is always necessary in vocabulary learning. But the «magic» of the keyword mnemonic, as espoused by some mnemonic enthusiasts, downplays this necessity. For practical purposes, it is merely sufficient to remember that, for long-term learning, you must strengthen this link between keyword and image (or sentence) through repeated retrieval (but probably not nearly as often as the repetition needed to «fix» meaningless information that has no such mnemonic aid). One final point should be made if the material to be learned is mastered to the same standard, the durability of the memory —that is, how long it is remembered for — will, it appears, be the same, regardless of the method used to learn it.

Why Should the Keyword Mnemonic be an Effective Strategy

Let's think about the basic principles of how memory works. The strength of memory codes, and thus the ease with which they can be found, is a function largely of repetition. Quite simply, the more often you experience something the easier it will be for you to remember it. This is why the most basic memory strategy — the simplest and the first learned — is rote repetition. Repetition is how we hold items in working memory, that is, «in mind». When we are told a phone number and have to remember it long enough to either dial it or write it down, most of us repeat it frantically. Spaced repetition — repetition at intervals of time — is how we cement most of our memory codes in our long-term memory store. If you make no deliberate attempt to learn a phone number, yet use it often, you will inevitably come to know it (how many repetitions that will take are a matter of individual variability). But most of us come to realize that repetition is not, on its own the most effective strategy, and when we deliberately wish to learn something, we generally incorporate other, more elaborative, strategies. Why do we do that? If memory codes are strengthened by repetition, why isn't it enough to simply repeat? Well, it is.

Repetition IS enough. But it is boring. That is point one. Point two is that making memory codes more easily found (which is after all the point of the exercise) is not solely achieved by making the memory codes stronger. Also it is important to make lots of connections because memory codes are held in a network. We find a particular one by following a trail of linked codes. Clearly, the more trails lead to the code you are looking for; the more likely you are to find it.

Mnemonics classification

Mnemonic devices have been differently classified by different scholars. I. Thompson, for example, arranges mnemonic strategies into five classes; linguistics, spatial, visual, physical response and verbal methods. On the other hand, identifies four major strategies namely, creating mental linkage, applying images and sounds, reviewing well, and employing action. While A.Baddeley believes that mnemonic devices are classified into visual imagery strategies and verbal strategies [8]. This study, however, adopts the one presented by Thompson which sounds to be more comprehensive.

Studies done on the effectiveness of mnemonic devices

A lot of studies have focused on the recognition and instruction of language learning strategies in general and vocabulary in particular. There are, however, a few studies done on mnemonic devices. Those focused on mnemonic devices have consistently indicated that the use of mnemonic devices substantially enhances higher levels of retention in immediate and delayed recall of second language vocabulary words in comparison with other learning strategies. For example, M.R. Raugh and R.C Atkinson compared the keyword method with various control procedures for learning a Spanish vocabulary. In all cases, the keyword method proved to be highly effective, yielding in one experiment a final test score of 88% correct for the keyword group compared to 28% for the control group. Carlson, Kincaid, Lance, and Hodgson, however, found significantly better recall when a group trained on the method of loci was compared to a control group. Another study by H. Roediger looked at the method of loci along with three other well-known mnemonic methods. Results of the study revealed that all four mnemonic groups recalled the 20-word list better than the control group. However, the method of loci and the peg word system were found to be better methods to use when the order of words remembered was important [9]. I. Erten and M. Tekin investigated the effects of semantic organization on vocabulary recall on a group of 60 fourth graders. They were taught 80 carefully selected words either in semantically related sets or semantically unrelated set. The statistical analysis, however, revealed that learning words in semantically unrelated sets yields better results than learning vocabulary in semantically related sets [10]. The study indicated that, contrary to frequent practice in many course books, presenting new vocabulary that belongs to the same semantic set together may cause interference due to crossassociation and may even hinder vocabulary

learning. D. Atay and C. Ozbulgan investigated the effects of memory strategy instruction along with learning through context on the ESP vocabulary recall of Turkish EFL learners [11]. The study showed that memory strategies or mnemonic strategies can improve vocabulary learning. The result of the study also illustrated that first; strategy instruction should be integrated into contextual vocabulary learning. After discovering the meaning of a word through different contexts, students should be guided to recall it via different memory strategies. Secondly, rather than providing the learners with one or two strategies, the instruction should focus on the whole array of strategies, and students should be asked to choose the most effective one(s) for themselves. To do so teachers should be instructed about the use and instruction of different strategies.

Conclusion

The keyword method is undeniably an effective method for accelerating learning of suitable material. Nor is there any doubt that it improves immediate recall, which can be useful in itself. However, what people want is long-term recall, and it is there that the advantages of the keyword method are most contentious. One of the most challenging parts of every language learning is the acquisition of vocabulary items. Students, however, complain that they can not remember the words they have learned. To solve this problem, teachers can attempt to include mnemonic devices into their classes. Mnemonic devices are useful ways of enhancing vocabulary learning and recall. Such memory techniques should not replace other approaches to vocabulary learning, but should complement them. Research on the effectiveness of mnemonic strategies has consistently proved their usefulness, it, however, recommends language teachers not to present words in isolation, but rather use these devices in contextual vocabulary learning.

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CURRENT APPLICATION OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING

Abstract. Now, Information and Communication Technology (ICT) has been used in almost all fields of life, including in education. In education, computer technology has become so essential that the government put ICT as one of the curriculum in Kazakstani education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language.

Key words: ICT, EFL, ELT, e-learning.