USEFUL GAMES AND ACTIVITIES IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article intends to describe how to use mnemonics on learning foreign languages and tries to explain with examples and samples.

Key words: mnemonikos, compulsory, rorhe syllabus, Alternative S, strategy in class, Check results, institution quite, fairly advanced.

Mnemonics are techniques that can optimise your ability to remember what you're learning. It comes from the Greek word 'mnemonikos' which means 'aiding memory. Sometimes mnemonics involve rhyme, songs, poems or acronyms. A mnemonic is a word, short poem, or sentence that is intended to help you remember things such as scientific rules or spelling rules. For example, 'i before e, except after c' is a mnemonic to help people remember how to spell words like ' believe' and ' receive'. Mnemonics can be useful in language learning as well. They can be used to remember rules (e.g. 'Nouns name a person place or thing/Like Mary and monkey, river and ring'), for the proper spelling of commonly misspelt words (e.g. 'Emma faced a dilemma'), for more complicated aspects of studying English (e.g. the steps of the writing process are 'Pretty Dolls Rarely Ever Punch Criminals', or pre-write, draft, revise, edit, publish, celebrate). The beauty of mnemonics is that you can create them yourself for whatever need you have. They are also extremely useful in that you only need to do them once to remember the rule or new word forever.

The relationship of the students and teachers is accepted as one of the most significant factors influencing the success of the English teaching process as well as maintaining students' motivation in learning by the teachers.

There are some effective mnemonics and activities in teaching. The 'compulsory + optional' strategy means that the class is given material or a task and told that a certain minimal component of it has to be learned or done by everyone, the rest only by some. The basic attainment requested should be accessible to all, including the slowest; but those for whom it is appropriate should make provision for more, or more advanced, work. Thus, everyone should be able to succeed; but the amount actually done to achieve this success will vary from individual to individual. Typical S

instructions that introduce 'compulsory+ optional' work include phrases like 'do at least', 'if you have time', 'do as much as you can of ...'.This strategy can be applied rorhe syllabus, practice activities and tests.

Practice activities: In an exercise consisting of, say ten questions, learners may be told: 'Do at least six; do all ten if you can or have time'. Similarly in a reading activity: Read at least half of this passage'; or 'Read as much of the passage as you can in half an hour'; or in writing: 'write one paragraph (or more) about ...' or 'Spend at least forty minutes writing me an account of ...'. As these examples illustrate, different amounts of work may be demanded from different learners simply by defining the time they are to spend on it rather than the number of items, pages or books they are to get through.

Tests: Instead of making all sections of a test compulsory S two or three of the (more difficult) sections may be made optional. Alternative S the entire test may be made up of sections of gradually increasing difficulty with the overall instruction: 'Do as much as you can in the time'. Learners who tackle the more difficult optional sections may then be rewarded by bonus marks; or, if you know your students well, they may be told in advance who is expected to do what in order to pass or get full marks.

Problem**:** The main problem that teachers usually bring up here is: 'How do I get students to work according to their full potential? Given the choice, surely they will opt for the easier 'compulsory' work?'. The short answer is: no, in my experience they do not. On the contrary: if I have a problem, it is rather that the less advanced students given a 'compulsory+ optional' task try to do too much. I am not sure why this is: perhaps partly because they prefer challenge and interest to easiness and boredom; partly from considerations of self-image; in any case, usually these motives apparently weigh more heavily than the wish to take easy options. The most effective way to study this problem and its answer is to try out some form of the compulsory plus optional strategy in class.

Peer-teaching**:** This may be tried either with a class of students or with a group of colleagues. If the latter, divide them into three groups, each role-playing a different learner level: Group 1 will be of fairly low proficiency, Group 2 intermediate, Group 3 advanced. Tell them each to respond to the listening task according to their roles.

Stage 1**.** Choose a situation or institution quite a lot about, or an experience you remember vividly, and be ready to describe it to the class. Make sure that weak students will be using some quite easy language and some fairly advanced.

Stage 2. Inform the class that they are going to do a listening comprehension activity: they will hear something from you (tell them roughly what it is about) and are asked to find out and write down in note form at least two facts they have found out

about the topic. Those who can should note doing more than three - as many as they can.

Stage 3**.** Deliver your description at normal speaking speed.

Stage 4. Check results.

Summary: Mnemonics means "memory tool"; Using visual images paired with items to remember is a powerful tool; Some mnemonics techniques include: 1. Similar traits 2. Peg systems 3. Forming sentences and words 4. Link & story method, Make visual images funny, colorful.

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