

The Application of Right-Brain Rapid Mnemonics in English Vocabulary Teaching in Universities

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ABSTRACT. *English learning is a kind of learning that begins with input and ends with output, which requires long-term accumulation and precipitation. Vocabulary learning, as the basis of English learning, is the most basic part of English input, throughout the English learning. The amount of vocabulary will also directly affect students' English grades and English level. However, at this stage, the vocabulary learning of college students has become a major obstacle to English English, and many students often fail to remember words, or memorize and forget. This paper will discuss the application of the right-brain rapid memory method in English vocabulary teaching in colleges and universities, taking into account the differences in human brain function and division of labor.*

KEYWORDS: *Right-brain rapid mnemonic method, English teaching in colleges and universities, Vocabulary teaching*

1. Introduction

With the advancement of educational reform, the focus of teaching in China has gradually shifted from traditional theoretical teaching to quality education.^[1] The traditional English teaching has been unable to adapt to the requirements of quality education at this stage and the standards of the talents needed by society. Taking vocabulary teaching as an example, in the traditional English teaching, teachers only emphasize that students can spell words and ignore pronunciation teaching, but also in the process of memorizing words by rote without using learning skills. With the development of society, the shortcomings of traditional English teaching and vocabulary teaching have gradually surfaced and should be eliminated. Therefore, how to innovate English vocabulary teaching methods in universities has become a major problem of English teaching. According to the research results of brain science, and based on contemporary linguistic and psychological theories, this paper elaborates the theoretical basis of the right-brain rapid memory method and its application in English vocabulary teaching in colleges and universities.

2. Basic Concepts of Right-Brain Mnemonics

The most complex of all human organs is the brain, and is the center of all the nervous system, consisting of two main parts, namely the left brain and the right brain. The left brain is the rational brain, which is closely associated with logical thinking, while the right brain is the emotional brain, which is closely associated with figurative thinking.

2.1 Principles of Right-Brain Rapid Mnemonics

Because the brain is divided into left brain and right brain, memory is also divided into right-brain memory and left-brain memory; the left brain is the rational brain; the memory mode is mainly to first understand and then remember. Left-brain memory is more closely linked with logical thinking, but this memory mode of forgetting is higher and less efficient; the memory mainly relies on the left brain's logical thinking ability. The right brain is the emotional brain; the memory mode does not need to first understand and then remember; right brain memory is more closely associated with image thinking; right brain memory can be visualized word memory, through deep memory to help the right brain to remember quickly and a large number of .

2.2 Characteristics and Theoretical Basis of the Right-Brain Rapid Memory Method

Right-brain mnemotechnic is a kind of imaginative mnemotechnic method. When learners use right-brain memory, they can visualize the vocabulary memory. Learners can use the media to give the vocabulary interesting and vivid images, sounds, actions, colors, and even emotions, making the boring vocabulary more vivid and three-dimensional. When learners use right-brain mnemotechnic to recognize and remember words, the process is consistent with the characteristics of information reception in brain science on the one hand, and with information processing theory and Stephen D. Krashen's "emotional filtering hypothesis" on the other hand.^[2]

Right-Brain rapid mnemonics as a scientific memory method mainly relies on the support of three theories, which are Information Processing Level Theory, Multiple Encoding Theory and Affective Filtering Hypothesis. The information processing level theory holds that the retention of information is positively correlated with the level of information processing, that is, the deeper the processing depth, the longer the memory trace. When learners use the right-brain mnemonic method, they give full play to their imagination, visualize words and give them deep meanings, which is the deep processing of the information they have acquired and helps to retain memories. The multiple encoding theory is that people unconsciously encode images, sounds and movements to understand new information and content when they are learning or remembering, and put the information into the appropriate place of their existing cognitive structure, which is called multiple encoding theory. At the same time, the multiple coding theory believes that the phenomenon of forgetting in the memory process. The reason is mainly that due to retrieval

difficulties, retrieval cues are not clear. Right-brain mnemotechnic makes use of a variety of media, mobilizes the senses, and emphasizes the imagination of the sounds, shapes, and meanings of words, which is a kind of multiple encoding memory. The Emotional Filter Hypothesis states that the emotional state of the learner will directly affect the learning situation. Right brain fast memory method can help learners to memorize and learn because they can exert their imagination, and their emotional state is relatively happy, which can reduce their anxiety.

3. The Application of Right-Brain Rapid Mnemonics in English Language Teaching in Universities.

In College English teaching, English teachers often apply image method, homophony method, letter transposition method, structure analysis method and image association method to vocabulary teaching with the help of right brain quick memory method.

3.1 Image Method

When learners know words, they perceive and receive images much more than logical symbols such as linguistic information. Therefore, schools can use the image method in English teaching to teach vocabulary, splitting words and reassembling them into certain stories to deepen students' memory. Taking the word heel as an example, you can imagine h as very tall, ee as eyes, and l as very slim, thus imagining heel as a boy seeing (ee) a girl wearing high heels (heel) very tall (h) and very slim (l). By using the image method in vocabulary teaching, the process of remembering words can be transformed into a short story to stimulate students' enthusiasm and initiative in remembering words.

3.2 Homophony Method

The harmonic method is also a kind of right-brain rapid memory. When teaching English in universities, especially when teaching vocabulary, teachers can guide students to associate the related memory side with English words. Taking the word vacation as an example, we can visualize it as "I am happy" according to its pronunciation. When will students be happy? The Chinese meaning of the word vacation is "vacation". Students are very happy during the holidays. When teachers use the harmonic method to teach vocabulary, on the one hand, they can effectively improve the efficiency of remembering English words, and on the other hand, they can give English vocabulary teaching a certain degree of fun.

3.3 Letter Transposition

In English vocabulary learning, it is inevitable to encounter many words with similar spellings, such as wolf (wolf pack) and flow (surge), car (car) and scar

(wound), and so on. For such words, letter transposition can be used for teaching and memorizing. Taking wolf and flow as an example, it can be visualized as a wolf running on the grassland is like a black river in the flow. The use of letter transposition helps students take full advantage of their initiative to visualize and storyboard the words they are learning.

3.4 Structural Analysis

English words are derived from basic roots plus affixes, and derived words account for about 80% of all words.^[3] Therefore, when teaching vocabulary, teachers can use structural analysis to recognize and remember words based on their knowledge of word construction. Taking port (port) as an example, it can be associated with words such as export and import. Port means port; ex as a prefix, means outside; export can directly mean export, and im as a prefix is equivalent to the word in, which means inside; import can be directly translated as export. The use of structural analysis for vocabulary teaching helps students to have an overall understanding of vocabulary.

3.5 Representational Association Method

In vocabulary teaching, words that lack patterns can be taught by using the unique role of the right brain to use imagination and make associations with words and then memorize them. Taking sway as an example, when students see this word, they can imagine it as a combination of s and way; where s can be imagined as a snake, which is similar to the shape of the letter s on the one hand, and the pronunciation of s is also similar on the other hand. The Chinese definition of sway is hobble. Therefore, representational association is the method of making full use of imagination and association to connect what needs to be remembered with its physical representation.

4. Conclusion

In short, with the application of right-brain mnemonic in English teaching in universities, especially in vocabulary teaching, it is gradually improving the traditional English teaching and vocabulary teaching mode, such as students' poor motivation, and learning effect is not ideal and other disadvantages. However, the right-brain mnemonic method still has some shortcomings, so the application of the right-brain mnemonic method in English teaching is still in the process of continuous improvement and development.

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