

## Mnemonics Technique versus Context Method in Teaching Vocabulary at Upper-Intermediate Level\*

### Orta-üstü Düzeyde Sözcük Öğretiminde Kullanılan Bağlam Yöntemine Karşı Bellek Destekleyici Tekniği

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#### *Abstract*

The aim of this study is to investigate the comparison of the effects of using mnemonics technique providing some keywords to students and context method on the retention of the vocabulary items. For the purpose of this study, 84 students who were at the upper-intermediate level of English from Selçuk University, Electrical and Electronics Engineering Department took part in the experiments. The students were divided into two groups to form the experimental and the control groups. Twenty target vocabulary items were used in the study. Each group was given a pre-test before the presentation of the new words. The vocabulary items were taught with mnemonics technique to the experimental group, and the control group was introduced with the context method. Immediate recall and recognition tests were applied to each group after the treatment. To measure long term retention, delayed recall and recognition tests were given to the groups five weeks after the immediate tests. To analyze the difference between mnemonics technique and context method, t-test calculations were used with the results of the pre-tests, immediate and delayed tests. According to the results, mnemonics technique is more effective than the context method in immediate and delayed recall and recognition of the vocabulary.

*Keywords:* Mnemonics, mnemonics technique, context method, vocabulary teaching, foreign language teaching

#### *Öz*

Bu çalışma, sözcüklerin uzun süreli hafızada kalabilmesi için öğrencilere anahtar sözcükleri öğretmede bellek destekleyici tekniği ve bağlam yönteminin etkinliğini araştırmayı hedeflemektedir. Çalışmanın amacına uygun olarak Selçuk Üniversitesi, Elektrik ve Elektronik Mühendisliği Bölümü'nden 84 öğrenci çalışmanın deneysel boyutuna katılmışlardır. Deney grubu ve kontrol grubu olmak üzere iki grup oluşturulmuştur. Çalışma için 20 hedef sözcük kullanılmıştır. Sözcük öğretimine başlamadan önce her iki gruba da öntest verilmiştir. Deney grubunda bellek destekleyici tekniği kullanılırken, buna karşılık kontrol grubunda ise sadece bağlam yöntemi işe koşulmuştur. Sözcük öğretiminden sonra her iki gruba da anlık çağrışım ve tanıma testleri verilmiştir. Uzun dönemli hafızanın ölçülmesinde geciktirilmiş çağrışım ve tanıma testleri ilk testlerin hemen arkasından 5 hafta sonra verilmiştir. Öntest, hemen verilen test ve geciktirilmiş testler arasında bellek destekleyici teknik ile bağlam yöntemi arasındaki farklılıkların analizi için gruplar arası manidarlık testi (t-test) kullanılmıştır. Elde edilen sonuçlara göre bellek destekleyici yöntemin bağlam yöntemine nazaran daha etkin olduğu gözlemlenmiştir.

*Anahtar Sözcükler:* Bellek destekleyici, bellek destekleyici tekniği, bağlam yöntemi, sözcük öğretimi, yabancı dil öğretimi.

#### Introduction

\* This studies relies on the findings obtained in Başibek's M.A. Thesis supervised by the first author in 2010.

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The importance of learning vocabulary in foreign language teaching cannot be neglected at present. Although less importance was given to vocabulary learning in the past, many experienced teachers of English as a foreign language have realized that knowing a language means knowing its vocabulary as well. Sariçoban and Balaman (2008:2) in their study suggests

“In fact, there are many learning strategies to cope with unknown vocabulary. Through these strategies learners can obtain, store, retrieve, and use the word on their own. However, it is important to choose the effective one to follow. Among these, using context to guess the meanings of the words is the essential one. At this point, Beglar and Hunt (1995) claim that making the learners become aware of many types of word knowledge, inferring meaning from context is one of the most important vocabulary learning strategies (Bozkurt, 2007:22) because the learner can gain knowledge through this technique, it is preferable to use it rather than learning isolated words.”

However, when examining the related literature there are other more effective ways to obtain, store, retrieve and use vocabulary. Two of the main issues in vocabulary teaching are what to teach and how to teach new words. Deciding how to present the new vocabulary items to students is very important during the teaching process. The new vocabulary items should be presented in such a way that the students can learn and remember them easily when they are needed. The seek of presenting new vocabulary items in the most effective way forced teachers to use various methods, approaches and techniques. Teachers know the importance of vocabulary teaching. They closely see how students of foreign language face difficulties when they do not know the necessary words while they are speaking. Teachers of a foreign language still have the problems about vocabulary teaching. Of course, there are many ways to teach vocabulary. According to Sariçoban and Balaman (2008), context has a significant effect to retain the words long-termed since the group without contextualized vocabulary (isolated) instruction has lower scores than the other group with contextualized instruction. Therefore, in their study they assert that “the use of context in vocabulary teaching is more efficient than the teaching of vocabulary in an isolated way” (p.13). Dong and Sun (cited in Sariçoban and Balaman, 2008:15) suggest that “learning a second language (L2) vocabulary in context is an important avenue to lexical growth and widely perceived by the teaching profession as more desirable compared with learning words out of context” (2004:131). Sariçoban and Balaman (2008), strongly agree that hence, “teachers benefit from context in vocabulary instruction to enable the students to make use of context to reason out the meanings of the words and be able to store the words more permanently” (p.15).

#### *Background studies*

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary. It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001). Research has largely sought the “best” strategy for vocabulary retention. In reality, however, learners tend to use a variety of strategies in combination. Students consistently adopt types of strategies based either on their beliefs about vocabulary and vocabulary learning (Abraham & Vann, 1987), or on other pre-existing cognitive and social factors. Although each strategy contributes to success or failure, consistent employment of certain types of strategies forms an approach to vocabulary learning that may considerably influence the outcomes of L2 learning.

Therefore, how different learners combine different strategies and how this affects their learning outcomes warrant studying as much as, perhaps more than, the effects of individual strategies because the learner brings to the language learning situation a wide spectrum of

individual differences that will influence the learning rate and the ultimate learning result (Başbay, 2008). The most widely reported learner factors include age, sex, language aptitude, intelligence, prior knowledge, motivation, self-concept/image, personality, and cognitive and learning styles and strategies. These person-dependent factors are relatively stable, and determine to a large extent how a learner approaches a task. When a person approaches a relatively challenging task, s/he adopts certain strategies to solve the problem. This problem-solving process is constrained by the learning context where the problem is being tackled.

Language learning in general and vocabulary acquisition in particular are such problem-solving tasks at different levels of complexity. The strategies a learner uses and the effectiveness of these strategies very much depends on the learner him/herself (e.g., attitudes, motivation, prior knowledge), also the learning task at hand (e.g., type, complexity, difficulty, and generality), and the learning environment (e.g., the learning culture, the richness of input and output opportunities). Therefore, teachers have to encourage self sufficiency by helping learners recognize situations where they could use these vocabulary learning strategies and become aware of these strategies that are particularly suitable for them and use them effectively. For that reason, it would be useful to determine their strategies and raise their awareness of these vocabulary learning strategies in order to make them not only more prepared for learning but also more analytic about their strategies they make use of. So, vocabulary learning strategies is recognized as a way to empower students to take control of and responsibility for their vocabulary learning and encourage greater overall self-direction for learners. Self-directed learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency (Başbay, 2008). With some psycholinguistic studies concerning mental processes involved in vocabulary learning such as memory, storage and retrieval, memory strategies gain importance in developing more effective vocabulary learning strategies. So, some research findings showed the positive effects of mnemonic strategies as memory strategies for enhancing vocabulary acquisition.

Mnemonic devices have been used for many centuries. These have proven effective in improving both immediate and delayed recall of L2 or FL vocabulary (Atkinson and Raugh, 1975; Pressley & Levin, 1978). Empirical research has produced findings about the effectiveness of the mnemonic technique for different age groups and for immediate versus delayed recall. Pressley and Levin (1978) adapted Atkinson's keyword method to determine whether children could benefit from this strategy. Their results were consistent with Atkinson's (1975) conclusion about the effectiveness of the mnemonic technique used for vocabulary learning. Other experimental results suggested that even 11 year olds are capable of using mnemonic technique (Merry, 1980). These findings indicated that mnemonic technique improved both the immediate and recall of 11-year-old students' learning French vocabulary. In the study of Avila and Sadoski (1996), immediate and long-term retention of vocabulary learned by mnemonic technique was researched. Results regarding recall showed that mnemonic technique improved students' memory for definitions of the words.

The Mnemonic Technique or Keyword Method was introduced to vocabulary teaching by Atkinson (1975) who proposed the keyword method as a supplementary technique for foreign language vocabulary study and reported that it is superior to rote rehearsal technique for vocabulary and strongly claims that this method is highly useful for both foreign and native language learning. This strategy combines *sounds* and *images* so that learners can more easily remember what they hear or read in the new language (Thompson, 1987). The strategy has two steps: (a) identifying a familiar word in one's own language or another language that sounds like the new word, and (b) generating a visual image of the new word and the familiar one interacting the same way. It is noted that the target language word does not have to sound exactly like the familiar word (Additional pronunciation practice may be needed via the strategy of formally practicing with sounds and writing systems). As is indicated above, using keywords was introduced by Atkinson and Raugh (1975) for learning foreign language

vocabulary. A mnemonic device helps the learner transform or organize material in order to enhance its retrievability. The method includes two steps. First, *acoustic similarity* of the English word is found in the first language and it is called *mnemonic* and in the second step *a visual image* is created in learners mind including the keyword and the equivalent of English word (Pressley & Levin, 1980) because using visual images fastens understanding and it is for the benefit of learner to make the context more comprehensible (Karaman *et al.*, 2007).

Knowing a word in foreign language learning includes ‘recognize it in its spoken or written form’. In context method words, sentences or paragraphs around the unknown word help learners determine its meaning. According to Bowen and Marks (1994; 93) there are two main reasons for giving vocabulary in context. Firstly, the context can present an association for the learner that helps to trigger the recall of lexical items linked with this context. Many learners can recall vocabulary by making mental associations with situational or contextual images. Secondly, contextualizing vocabulary presents learners with a means of physical storing vocabulary items under a topic category, rather than in random or alphabetic lists.

### Method

This is an experimental study focusing on the effectiveness of alternative methods in teaching foreign language vocabulary. Mnemonics technique was compared to the context method.

#### *Research Questions*

This study primarily aims to see if mnemonics technique is more effective on vocabulary retention and recognition than the context method for the upper-intermediate level students of English. Therefore, in this study answers were sought to the following questions:

1. Is there any statistically significant difference in the pre-test scores of the two groups regarding;
  - a. recall, and
  - b. recognition?
2. Is using mnemonics technique superior to the context method in immediate recall of vocabulary?
3. Is using mnemonics technique superior to the context method in delayed recall of vocabulary?
4. Is using mnemonics technique superior to the context method in immediate recognition of vocabulary?
5. Is using mnemonics technique superior to the context method in delayed recognition of vocabulary?

#### *Subjects*

First of all, an experimental and a control group were formed to find answers of the above research questions. There were 42 students in each group. The students were at upper-intermediate level. The students ranged between 18 – 20 years of age. At their department they took 3 hours of English classes (“English as a Foreign Language at Advanced Level”) in a week. Before the application of the methods students were informed about the experiment that would be conducted in their classrooms and their participation was asked for. The researchers prepared some keywords to use them as mnemonics and introduced them to the experimental group; and context method was introduced to the control group.

#### *The study*

Before the application of the methods, the students from both groups were given a pre-test

including 20 target vocabulary items, and the students were asked to give the Turkish equivalents of the vocabulary items. The target vocabulary items shouldn't be known before by the students in order to provide the validity of the experiment. Presentation of the target vocabulary items took 90 minutes. 10 of the words were given in the first hour the other 10 were given in the second hour. 20 vocabulary items were presented to experimental and control groups during two hours of lesson. Vocabulary items were presented by using different methods to the experimental and control groups. After the groups were taught 20 vocabulary items, immediate recall and recognition tests were applied in their last hour. The same tests were given to both of the groups after five weeks, and then the results of the tests were collected and evaluated.

*Data Analysis and Discussion*

In order to compare the two groups, an independent sample t-test was run to see whether these two groups show any difference among themselves. In the tables below "N" shows the number of the subjects who took part in the study, "M" gives the means, and df indicates the degrees of freedom that shows the difference between the sums. Positive or negative values can be obtained from the t-test, but this does not affect the results significantly.

As to the research questions of the current study it is reported that;

Research Question 1- *Is there any statistically significant difference in the pre-test scores of the two groups regarding?*

*a. recall*

A careful analysis of Table 1 and Figure 1 below reports that there is no statistically significant difference in the pre-test results between the experimental group and the control group for recall prior to the study ( $t_{\text{calculated}}=0,6518 < t_{\text{table}}=1,645, df=82, P_{\text{calculated}}=0,5163 > P = .05$ ). Therefore, it is assumed that the entry characteristics of the two groups prior to the study are equal with special reference to *recall*.

Table 1.

*Pre-test Results for Recall.*

Group	N	M	sd	SEM	df	t	p
Experimental	42	0,07	0,26	0,04	82	0,6518	0,5163 *
Control	42	0,12	0,40	0,06	82	0,6518	0,5163*

\*P<0.

*b. recognition*

Another significant finding in the pre-test for recognition once again shows that there is no statistically significant difference in pre-test results between the experimental group and the control group (Table 2:  $t_{\text{calculated}}=0,6618 < t_{\text{table}}=1,645, df=82, P_{\text{calculated}}=0,5100 > P_{\text{table}} = .05$ , and Figure 2). Thus, the same comment above can be asserted for this finding two, which means the two groups had almost the same entry characteristics with regard to *recognition*.

Table 2.

*Pre-test Results for Recognition.*

Group	N	M	sd	SEM	df	t	p
Experimental	42	0,74	1,15	0,18	82	0,6618	0,5100*
Control	42	0,60	0,80	0,12	82	0,6618	0,5100*

\*P<0

Research Question 2- *Is using mnemonics technique superior to the context method in immediate recall of*

*vocabulary?*

Table 3 and Figure 3 below clearly show that the difference between the two groups is statistically significant regarding *immediate recall of vocabulary* after the treatment since  $t_{\text{calculated}}=3,0915$  is greater than  $t_{\text{table}}=1,645$ ,  $df=82$  and  $P_{\text{calculated}}=.0027$  is less than  $P_{\text{table}}=.05$ . The improvement was observed in two groups after the treatment of keyword and context methods. According to the results of the immediate recall tests applied to these two groups, the experimental group got higher mean scores than the control group. This difference is considered to be statistically significant. It shows that using mnemonics as the keyword method is superior to context method on short term recall.

Table 3.

*Immediate Recall Test Results.*

Group	N	M	sd	SEM	df	t	p
Experimental	42	15,83	3,48	0,54	82	3,0915	0,0027*
Control	42	12,98	4,87	0,75	82	3,0915	0,0027*

\* $P<0.05$

Research Question 3 - *Is using mnemonics technique superior to the context method in delayed recall of vocabulary?*

The findings given in Table 4 and Figure 4 regarding the delayed recall tests obtained in the present study indicate that the experimental group got higher mean scores than the control group. This difference is considered to be statistically significant ( $t_{\text{calculated}}=5,4536 > t_{\text{table}}=1,645$ ,  $df=82$ ,  $P_{\text{calculated}}=.001 < P_{\text{table}}=.05$ ). It shows that using mnemonics as the keyword method is superior to context method on delayed recall.

Table 4.

*Delayed Recall Test Results.*

Group	N	M	sd	SEM	df	t	p
Experimental	42	8,12	4,17	0,64	82	5,4536	>0,001*
Control	42	3,64	3,30	0,51	82	5,4536	>0,001*

\* $P<0.05$

Research Question 4-*Is using mnemonics technique superior to the context method in immediate recognition of vocabulary?*

The results of the immediate recognition tests report that experimental group got higher mean scores than the control group. This difference is considered to be statistically significant. It once again shows that using mnemonics as the keyword method is superior to context method on immediate recognition (Table 5:  $t_{\text{calculated}}=5,0001 > t_{\text{table}}=1,645$ ,  $df=82$ ,  $P_{\text{calculated}}=.001 < P_{\text{table}}=.05$ , and Figure 5).

Table 5.

*Immediate Recognition Test Results*

Group	N	M	sd	SEM	df	t	p
Experimental	42	18,86	1,60	0,25	82	5,0001	>0,001*
Control	42	15,10	4,61	0,71	82	5,0001	>0,001*

\* $P<0.05$

Research Question 5-*Is using mnemonics technique superior to the context method in delayed recognition?*

The immediate recognition test results make it clear that experimental group got higher mean scores than the control group, which indicates a statistically significant difference between the two groups. It implies that using mnemonics as the keyword method is superior to context method on delayed recognition (Table 5:  $t_{\text{calculated}}=6,0923 > t_{\text{table}}=1.645$ ,  $df=82$ ,  $P_{\text{calculated}}=.001 < P_{\text{table}}=.05$ , and Figure 5).

Table 6.

*Delayed Recognition Test Results.*

Group	N	M	sd	SEM	df	t	p
Experimental	42	14,86	3,24	0,50	82	6,0923	>0,001*
Control	42	10,12	3,86	0,60	82	6,0923	>0,001*

\*P<0.05

### Conclusion

Relying on the above findings it can be said that using mnemonics is a more effective vocabulary learning technique than context method when it is used with some keywords since the experimental group showed better advancement on learning the target vocabulary and what's more they were more successful than the control group on short and long term retention. This method can be effectively used in upper-intermediate level classes of English learners. This method can also be taught to students, by this way students will be able to apply this method on learning new vocabulary items.

In this study, the words that were chosen to use were not "too easy" to learn. The implication of this for real world learning is that there is no reason to think that such words require a keyword mnemonic. This study compared mnemonics technique against the context method of learning vocabulary (much loved by teachers; students experience the word to be learned in several different meaningful contexts). Context method provides multiple connections to the target word, and is thus expected to be a highly effective strategy. However, this study showed that mnemonics technique produces better learning than the context method.

It has been suggested that students might benefit more from the context method if they had to work out the meaning of the word themselves, from the context. However, in this study, it was found that participants using the context method performed significantly worse than those using the keyword mnemonics. It is supposed that the context method might prove superior in long-term recall – benefiting from the multiple connections / retrieval paths to the target word. In this experiment where both keyword and context groups learned the words until they had mastered them, recall was no better for the context group than it was for the keyword group, when tested 5 weeks later. Mnemonic strategies have therefore had particular success in the learning of a language.

This experimental research involves very limited numbers of words to be learned. While this is entirely understandable, it does raise the question of the extent to which these findings are applicable to real world learning situations. If you are learning a new language, you are going to have to learn at least 2000 new words. Does the keyword mnemonic hold up in those circumstances? The keyword mnemonic has been used in real world situations, but these are not experimental situations, and we must be wary of the conclusions we draw from them. Mnemonics technique by using keywords takes time and effort to implement and may well have disadvantages if used to excess. Some words lend themselves to other techniques. At least for more experienced students (who will have a number of effective strategies, and are capable of applying them appropriately) using mnemonics is probably best used selectively, perhaps for particularly difficult items.

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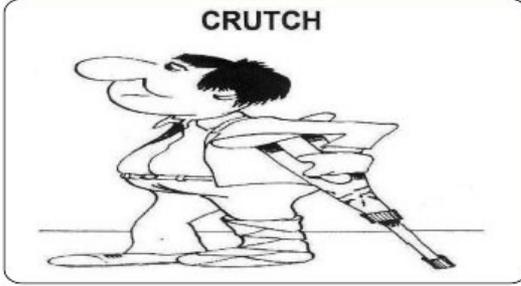
Appendix A

Wordlist of the Target Vocabulary and the Keywords

TARGET WORD	TURKISH MEANING	KEYWORD
SOAR	Yükselmek	SOĞUR
COWARD	Korkak	KOVARĐ
MINGLE	Karıř(tır)mak	MANGAL
CRUTCH	Koltuk deęneęi	GARÇ GURÇ
GOAL	Amaç	GOL
HOAX	Aldatmaca	HOKUS POKUS
JUNGLE	Vahři orman	CANGİL
HAMLET	Küçük köy	HAMLET
DRENCH	İyice ıslanmak, sırlsıklam olmak	DİRENÇ
CONCORD	Anlařma	KONKORD
SNEAK	Gizlice gitmek ya da ilerlemek	SİNEK
DECK	Güverte	DEK
HAPHAZARD	Geliřigüzel	HEP HAZAR
OMIT	Dıřında bırakmak	O MİT
FLEE	Kaçmak	FİL
BRIBE	Rüşvet	BİR RAHİP
TREND	Eęilim	TREN
DEDICATE	İthaf etmek	DEDİ KEYT
BROOM	Saplı süpürge	BRUM BRUM
HARSH	Merhametsiz	HARÇ

## Appendix B

## Mnemonics Technique With Keyword Method Instruction Material



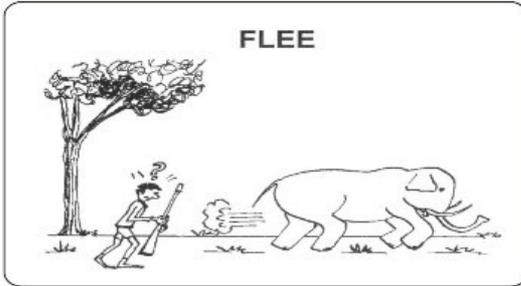
**CRUTCH:** koltuk değneği

KOLTUK DEĞNEKLERİyle yürüyen adam, yürürken  
GARÇ GURÇ diye ses çıkarıyordu.



**BRIBE:** rüşvet

Samimi BİR RAHİBe asla RÜŞVET veremezsiniz.



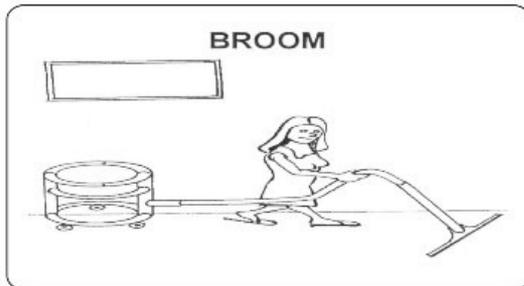
**FLEE:** kaçmak

Avcı Fİli vuramayınca öyle bir KAÇTI ki uçup gitti sandık.



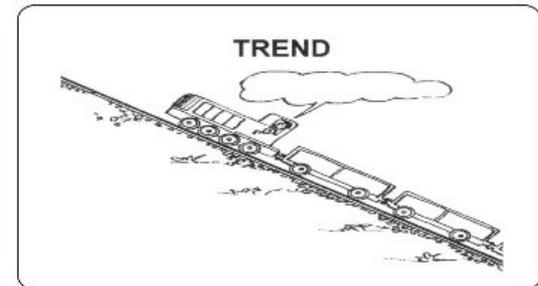
**DEDICATE:** ithaf etmek

"Bu filmi 2. Dünya Savaşında hayatını kaybedenlere  
İTHAF EDİYORUM." DEDİ KEYT.



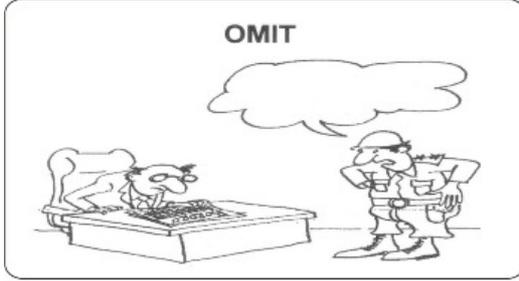
**BROOM:** saplı süpürge

SAPLI SÜPÜRGE üstüne binen çocuk  
BRUM BRUM diyerek koştu.



**TREND:** eğilim

TRENDe Avrupa seyahati yapmak sosyetenin  
yeni EGİLİMİ.



**OMIT:** dışında bırakmak

Operasyonlarda başarısız olan

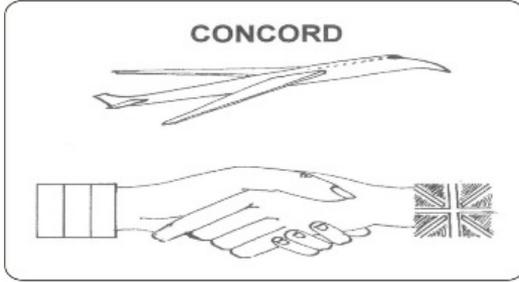
O MİT elemanını listenin DIŞINDA BIRAKın.



**HAPHAZARD:** gelişigüzel

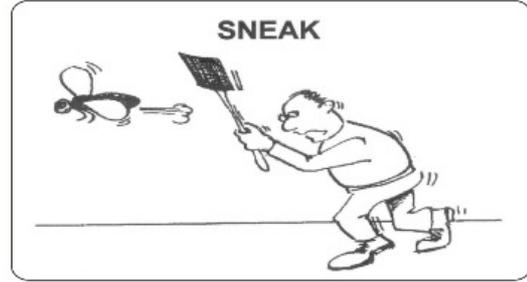
Önceleri petrol ve doğalgaz GELİŞİGÜZEL

bir şekilde HEP HAZAR bölgesinde arandı.



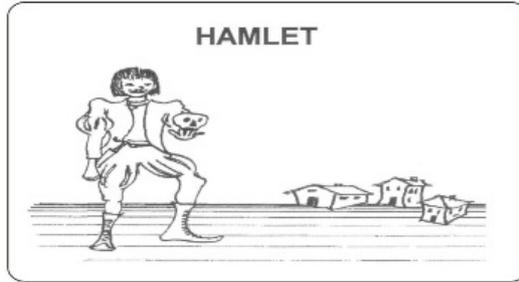
**CONCORD:** anlaşma

Fransız ve İngiliz yapımı bir uçak olan KONKORD,  
bu iki ülkenin ANLAŞMASının bir sonucudur.



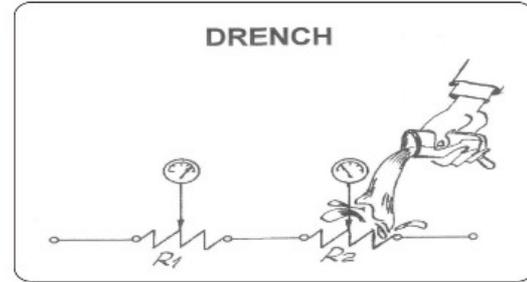
**SNEAK:** gizlice gitmek ya da ilerlemek

Kertenkele SİNEĞİ yemek için yanına GİZLİCE GİTTİ.



**HAMLET:** küçük köy

Şekspirin HAMLETİ bu KÜÇÜK KÖYde sahnelendi.



**DRENCH:** iyice ıslanmak, sırsıklam olmak

Sağnak yağmur onları İYİCE ISLATTI  
ve DİRENÇLERİNİ KIRDI.



**HOAX:** aldatmaca

Sihirbaz gösterisine HOKUS POKUS diyerek başlıyor ve bu bir ALDATMACA.



**JUNGLE:** vahşi orman

CANGİL'in bahçesi VAHŞİ ORMANA dönmüş.



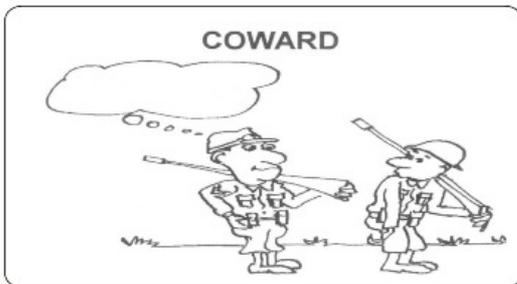
**GOAL:** amaç

Bilindiği gibi futbol maçlarında AMAÇ iyi oyundan çok GOL atmaktır.



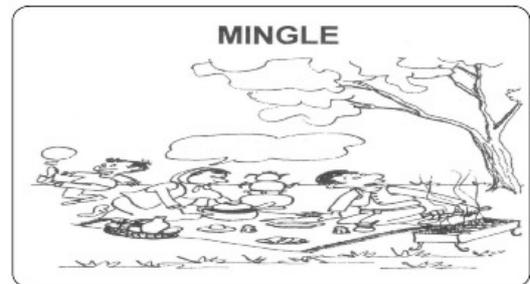
**HARSH:** merhametsiz

Üniversite HARÇlarının yüksekliğini protesto eden öğrencileri polis, MERHAMETSizce copladı.



**COWARD:** korkak

Komutan burada olsa yanındaki KORKAK askeri KOVARDı.



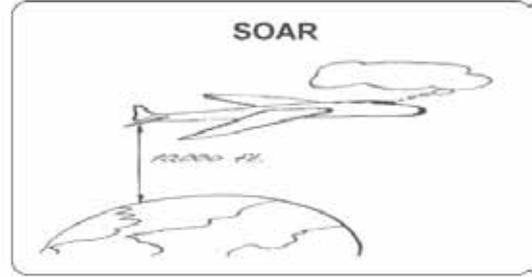
**MINGLE:** karış(tır)mak

Piknikteki kadın eşine MANGALı biraz KARIŞTIR dedi.



**DECK:** güverte

Biz gemiye ulaşana DEK onlar GÜVERTEYE çıkmıştı.



**SOAR:** yükselmek

Hava YÜKSELirken SOĞUR.

### Appendix C

#### Context Method Instruction Material

##### 1 SOAR:

Her temperature soared.  
The price of petrol has soared in recent weeks.  
The space shuttle soared into orbit.  
The temperature soared to 90° Fahrenite.  
Temperatures soared into the nineties.

##### 2 COWARD:

He called me a coward, because I didn't fight.  
She knew she was an awful coward about going to the dentist.  
His little sister is a little coward when she sees a mouse.  
I'm a terrible coward when it comes to dealing with animals.  
Perhaps I should have turned back but I didn't want to be known as a quitter and a coward.

##### 3 MINGLE:

Add the mint and allow the flavors to mingle.  
Her perfume mingled with the smell of wood smoke from the fire.  
Her excitement was mingled with a slight feeling of fear.  
He rushed out into the busy street and mingled with the crowd.

##### 4 CRUTCH:

I was on crutches for three months after the operation.  
Hospital officials cleaned and bandaged his wound and sent him home with a pair of crutches, Ross said.  
Dennis left the locker room on crutches, his knee heavily bandaged.  
Kabil, the capital, is full of one-legged beggars on crutches who stepped in the wrong place.

##### 5 GOAL:

His ultimate goal was to set up his own business.  
Our goal is to become the biggest-selling brand of coffee in the country.  
The company sets itself some high production goals every year.

##### 6 HOAX:

The caller said there was a bomb in the hotel, but it turned out to be a hoax.  
I got an email about another computer virus, but I'm pretty sure it's just a hoax.  
The UFO sightings were revealed to be a hoax.  
Had Neil Armstrong really walked on the moon or was it a magnificent hoax?  
Their vivid coloring is a hoax.

##### 7 JUNGLE:

Last year I went to the Amazon jungle.

It was very difficult to walk in the jungle because of the trees.  
 The new road was hacked out the jungle.  
 There is not much jungle 100 miles inland.

## 8 HAMLET:

They lived in Yesilyurt, a hamlet of about 200 people and 50 kilometres to the south of Konya.  
 Its total population in the mid-nineteenth century was probably in excess of many medieval hamlets or even small villages.

## 9 DRENCH:

I went out without my umbrella and I got drenched to the skin.  
 I forgot my umbrella and got drenched.  
 Blood was pouring from the cut, drenching his shirt.

## 10 CONCORD:

Turkey and Iran are two neighboring states which had lived in concord for centuries.  
 Too often it is forgotten that these should be ways of love and concord.

## 11 SNEAK:

She was very late last night and she sneaked into the house while her parents were asleep.  
 The thieves sneaked in while the guard had his back turned.  
 They sneaked off without paying  
 We tried to sneak off from work early.  
 He stole the money and sneaked out of the house.

## 12 DECK:

I was alone on the ship and I was sitting on the deck, my back exposed to the sun.  
 A few of the gentlemen passengers stood on the upper deck of the ship and watched them impassively.

## 13 HAPHAZARD:

I continued my studies in a rather haphazard way than organized or planned way.  
 As a result the records were often distributed and accounts payable were collected in a haphazard manner.  
 The streets were the muddy, haphazard spaces in between.  
 The student's purpose is specific, yet his method could be described as haphazard.

## 14 OMIT:

Lisa was very sad because her name had been omitted from the list of honour students.  
 This chapter is very easy please omit it and you won't be responsible from it in the exam.  
 No doubt that story contained many scientific theories which she had had to omit from her tale, being unable to comprehend them.

## 15 FLEE:

Masaari spent six months in prison before fleeing the country.  
 Many German artists fled to America at the beginning of World War II.  
 Rollins tried to flee the country but was stopped at the airport.  
 Up to five million political refugees have fled to other countries.

## 16 BRIBE:

There was widespread bribery and corruption in the police department.  
 195 traffic wardens were accused of taking bribe from the drivers last year.  
 The referee said that he had been offered bribe before an important match.  
 They paid millions in bribes to tax officials in order to avoid investigation.

## 17 TREND:

Lately there has been a trend towards hiring younger, cheaper employees.  
 The growing trend is for single mothers to bring up children by themselves.  
 A lot of the students here don't think for themselves, they just follow the latest trends.

## 18 DEDICATE:

The actress now dedicates herself to children's charity work.  
 The book was dedicated to her husband.

The company dedicated \$50,000 for the study.

19 BROOM:

She always uses a broom for sweeping the floor.

Please use this broom to sweep the outside of the house.

I looked back and saw her coming after me with the broom.

20 HARSH:

The police behaved harshly against the protestors. They beat the protestors with their sticks.

Her reaction to the child's bad behavior was unnecessarily harsh.

It may seem harsh to punish him, but he has to learn that this kind of behavior is unacceptable.

His father beat him harshly when he arrived late.

Appendix D  
Pre & Post Test  
Immediate / Delayed Recall Test

Name Surname:

Number:

Department:

Scores from this test will not affect your grades. Thank you for your help. (Bu testten alacağınız puanlar hiçbir şekilde notlarınızı etkilemeyecektir. Yardımınız için teşekkür ederiz.)

Arif SARIÇOBAN & Nurcihan BAŞİBEK

Write the Turkish meanings of the following words.(Aşağıdaki kelimelerin Türkçe anlamlarını yazınız.)

KEYWORDS OF THE WORDLIST

TREND:	CONCORD:
DRENCH:	OMIT:
CRUTCH:	SNEAK:
COWARD:	FLEE:
HARSH:	SOAR:
HAMLET:	JUNGLE:
HOAX:	MINGLE:
HAPHAZARD:	BRIBE:
DEDICATE:	BROOM:
GOAL:	DECK:

Appendix E  
Pre & Post Test  
Immediate / Delayed Recognition Test

Name Surname:

Number:

Department:

Scores from this test will not affect your grades. Thank you for your help. (Bu testten alacağınız puanlar hiçbir şekilde notlarınızı etkilemeyecektir. Yardımınız için teşekkür ederiz.)

Arif SARIÇOBAN & Nurcihan BAŞİBEK

Write the Turkish meanings of the following words.(Aşağıdaki kelimelerin Türkçe anlamlarını yazınız.)

1-HOAX: \_\_\_\_\_

a) aldatmaca b) merhametsiz c) amaç d) saplı süpürge

2-FLEE: \_\_\_\_\_

a) iyice ıslanmak b) kaçmak c) gizlice gitmek d) anlaşma

3-BRIBE : \_\_\_\_\_

a) amaç b) gizlice gitmek c) rüşvet d) anlaşma

4-HARSH: \_\_\_\_\_

a) güverte b) merhametsiz c) ithaf etmek d) saplı süpürge

5-JUNGLE: \_\_\_\_\_

a) koltuk değneği b) anlaşma c) merhametsiz d) vahşi orman

6-SOAR: \_\_\_\_\_

a) yükselmek b) iyice ıslanmak c) kaçmak d) karıştırmak

7-TREND: \_\_\_\_\_

a) eğilim b) rüşvet c) ithaf etmek d) saplı süpürge

8-SNEAK: \_\_\_\_\_

a) dışında bırakmak b) kaçmak c) karıştırmak d) gizlice gitmek

9-BROOM: \_\_\_\_\_

a) rüşvet b) saplı süpürge c) kaçmak d) eğilim

10 - H A P H A Z A R D :

a) gelişigüzel b) iyice ıslanmak c) eğilim d) rüşvet

11 -DEDICATE: \_\_\_\_\_

a) dışında bırakmak b) gizlice gitmek c) ithaf etmek d) iyice ıslanmak

12-DECK: \_\_\_\_\_

a) merhametsiz b) güverte c) küçük köy d) saplı süpürge

13-CRUTCH: \_\_\_\_\_

a) gelişigüzel b) rüşvet c) güverte d) koltuk değneği

14-CONCORD: \_\_\_\_\_

a) gizlice gitmek b) amaç c) rüşvet d) anlaşma

15-MINGLE: \_\_\_\_\_

a) yükselmek b) anlaşma c) eğilim d) karıştırmak

16-OMIT: \_\_\_\_\_

a) dışında bırakmak b) amaç c) karıştırmak d) gizlice gitmek

17-COWARD: \_\_\_\_\_

a) rüşvet b) korkak c) küçük köy d) gizlice gitmek

18-HAMLET: \_\_\_\_\_

a) güverte b) saplı süpürge c) merhametsiz d) küçük köy

19-DRENCH: \_\_\_\_\_

a) anlaşma b) iyice ıslanmak c) gizlice gitmek d) güverte

20-GOAL: \_\_\_\_\_

a) vahşi orman b) kaçmak c) amaç d) koltuk değneği