FACILITATION POTENTIAL OF THE MNEMONICS FOR THE TEACHING OF JAPANESE VOCABULARY TO TURKISH SPEAKERS[1]

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Öz: Yabancı dil kelime öğrenimi/öğretiminde bellek tekniklerinin sistematik kullanımı önemli yer tutmaktadır. Anımsatıcılar bu stratejinin etkin ürünleridir. Bu bellek yardımcılarını üretmeyi öğrenmenin önemli bir yönü yapılarındaki örüntüyü incelemekten geçmektedir. Bu çalışmanın amacı Türk öğrencilerin Japonca kelime öğrenimini kolaylaştırmak amacıyla araştırmayı yürütenler tarafından sunulan anımsatıcı örneklerdeki örüntüleri analiz etmekti. Öğretilmesi hedeflenen 68 kelimenin çoğu bir Japonca-Türkçe sözlükten rastgele seçildi. Japoncayı seçmeli ders olarak alan 54 Türk öğrenciden anımsatıcıların her birini hatırlamaya yardımcı olup olmadığına dair potansiyel etkisi açısından artı ya da eksi olarak işaretlemesi istendi. Sonuçların analizini müteakiben, kısmen olumsuz görüşleri olan ve çoğunlukla olumlu görüşleri olan katılımcılardan 10 kişilik bir odak grup oluşturuldu. Çalışmaya derinlik kazandırmak için görüşlerini detaylarıyla belirtip açıklamaları istendi. Ayrıca, anımsatıcıların yapısını açıklamak için kavramsal metafor teorisi ve yaratıcı dil kullanımlarıyla ilgili literatüre başvuruldu. Araştırmacıların varsayımı, anımsatıcı örneklerin büyük çoğunluğunun sessel benzerlik ve anlamsal ilişkilerden yaratılmış yaratıcı ve faydacı bağlantılar aracılığıyla Japonca öğrenen Türk öğrencilerin hedef kelimeleri hatırlamasını kolaylaştırdığıdır. Hayal gücü yüksek kelime oyunları hedef kelimelerin zihinde işlenmesine derinlik katar ve mizah öğrenciyi motive eder. Birinci dilin yanında İngilizce'nin kullanıldığı anımsatıcılar en populer yabancı dil İngilizce'nin diğer yabancı dillerin öğrenimindeki potansiyel yararlarına dair fikirler vermektedir.

Anahtar Sözcükler: Anımsatıcılar, Japonca Kelimeler, Japonca Öğrenen Türkler, Yabancı Dil Olarak İngilizce.

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Introduction

Language learning is a difficult and complicated process. It needs time, patience and a high amount of effort, which can be facilitated by associative methods. For instance, to memorise some telephone numbers, Japanese people use a rhyming method (語呂合わせ Goroawase). Japanese students learn numbers by the help of *Goroawase-rhyming games* (Takayama, 1993). The Goroawase method uses the pronunciation of every number and tries to produce any meaningful word or sentence for that number. As for the pronunciation of Japanese numerals, there are more than one reading of each numeral, which gives an opportunity. to produce a word or phrase which helps its recall. For example, the year of 1192 can be pronounced like *"iikuni o tsukurou"* (*Kamakura Bakufu)*, which means *Let's build a good country*, the slogan of the beginning of Kamakura Bakufu period. Kawai (1999) states that to make memorising process more smooth, or easier, in a Japanese way, they simply write it in Manga style.

While teaching Japanese language to English speaking learners using mnemonics, the pronounciation of Japanese words is as much difficult as its letters. A way to accelerate the learning process is to skip the complicated alphabet (Groberg, 1972). In his "*Mnemonic Japanese*" book, Groberg used mnemonics in English for the learning of 50 basic expressions in Japanese. For example, *Eat the docky moss"* stands for Itadakimas (いただきます) in Japanese, a phrase meaning "*Enjoy your meal"*! used before starting to eat. Likewise, adopting an associative approach, this study focused on the faciliation potential of mnemonics for the Turkish speakers' learning of the Japanese vocabulary.

1. Literature

Prioritizing vocabulary component of the language in the beginning stages will pay off in terms of the target language in general. Gaps in the grammar can be compensated in a short time (Schmitt, 2000, p. 143). As for how to teach it, Nation (2001, 2013) has argued for a balanced approach which includes both list learning of word items and chunks and contextualised study of vocabulary. Accordingly, Nation (2001, p. 298) states that there is "an enormous amount of evidence that shows that even without sentence context large numbers of words can be learned in a short time and retained for a very long time." Nation, (2013) persists in his argument that it would be wrong to state that rote learning of lists of isolated words is not beneficial at all, there is convincing research evidence claiming otherwise. On the other hand, as for what to teach in class, teaching vocabulary learning strategies rather than teaching words is a more efficient use of class time. Likewise, Walters (2012) warns teachers against the class time constraints, which stand in the way of teaching the large amount of words or chunks.

Therefore, given the overwhelming size of the vocabulary and the limits of the working memory, the strategies that will pay off considerably are to do with

memory since long term retention and retrieval are essential especially for online processing in real time. The most efficient ones entail constructing form-meaning connections. However, the only strategy adopted seems to be rote recall for many students.

The answer can come from looking the language, and this has a theoretical depth. Perception of the target forms/meanings of a language in terms of known/familiar forms/meanings (of usually L1), with which the former has partial similarities is metaphorical in natüre, can turn into conception through the underlying metaphorical system of language which motivates its structure. According to Lakoff and Johnson (1980), awareness of this underlying system is only raised by looking the language. Studying form-meaning connections, VanPatten, Williams and Rott (2004) suggest that the examination of what these are, why and how they are established is likely to pay off significantly in effectiveness of the teaching practices as well as other aspects of its application and in theory. Carter and McCarthy (1988) argue that students form connections between the source and the target language although some teachers may avoid this practice in classes based on communication.

Given the limited capacity of working memory, efficient mnemonics remind us of characterisitics of metaphor. Ortony (1975: cited in Paivio and Walsh, 1993) puts forward three theses regarding characteristic of metaphor: compactness (representing a subset of cognitive and perceptual features that are salient to the metaphor), vividness (memorable and emotion-arousing representation through vivid imagery), inexplicability (to talk about those things which can not be literally descibed).

Many of the strategies that can be used constitute an important part of Oxford's (1990) taxonomy which categorizes memory strategies. The target words were associated/elaborated with familiar concepts which are likely to be the part of a learner's memory. Other strategies are use of imagery, semantic mapping, keywords (combining sounds and images), representation of sounds in memory. We believe that creating mental images and application of images and sounds are those neglected in vocabulary instruction. Also an important strategy verbalised by Oxford (1990), humor is also an overlooked and underestimated strategy.

Some word plays are likely to remind us of applied linguistics approach to advertisement; however advertisement is an area often dissociated from language teaching possibly due to negative associations atttributed to it. Elaborating the negative connotations associated with advertising, Hayakawa and Hayakawa (1990, p. 162) suggest that there are also important things in common: extensive use of rhyme, use of words for their affective and connotative values, exploitation of ambiguities and plays on words. They state that the most important resemblence is that "they both strive to make the objects of experience symbolic beyond themselves."

"The creative interplay of language and thought is particularly evident in figurative language. Its use is not limited to poetry but a pervasive characteristic of speech" (Katz, 1998). Likewise, rhetorical and sound devices, which are used in literature, can also be used in ways that can serve facilitation of foreign languages. Comparing poetry with advertisement, Hayakawa and Hayakawa (1992) uses the term "poetisizing the consumer goods" and emphasizes its ubiquity stating that advertising is a part of everyday life.

2. Play Element

Play is relevant to language teaching and learning, which is often ignored in practice. There are "two systems in language, the phonological and the lexical and grammatical" the latter being related to the level of meaning (in its semantic as well as pragmatic sense), and these two systems exist in a random relationship. For instance, through rhythm and rhyme, the apparently irrelevant relationship at the phonological level can be used to create a relationship at the lexical level.

Language play plays a key role in human adaptability. Sustaining the dynamic interaction between form and function is a must in order to maintain their adaptability and capacity for change. "The need for the random and the irrational are greatest" for adults learning a new language or adapting to a new culture, when "environmental demands for change are greatest" (Cook, 2000, p. 144).

Warning against a dichotomy of play and work, Cook (2000, p. 150) views play, work, and learning as "a triad, each having parts which overlap with one or both of the others." Universally important cognitively as well as socially, language play is highly valued as it is not merely a potential *means*, but also an end. For children acquiring a first language " 'useless' pattern manipulation and the creation of alternate realities… seems to promote mastery of the language system". What Cook (2000, p. 150) is seeking to develop is "the notion of a play element in language learning, in which understanding of language play may influence ideas about every aspect of teaching and learning: from the initial motivation, through the interim meand, to the final goals." "Knowing a language… entails being able to understand and produce play with it."

3. Aim of the study

This study aimed to explore the form-meaning connections that can be created interlingually between Japanese as the target language and Turkish L1, and those between Japanese L1 and English L2. The strategy suggested in this study is creating links between Japanese words and their Turkish equivalents making most of the partial similarities at the levels of form and meaning. The assumption in this study was that once created and mediated through guided materials, learners can internalize them recreating these constructively. The aim is facilitation of Turkish speakers' retention of Japanese vocabulary words.

4. Methodology

Data for this study came from 54 Turkish students taking Japanese as an elective, who evaluated the potential recall effect of the mnemonics produced from partial acoustic similarities and semantic connections. Ten students were tutored individually providing them with the mnemonics list in printed form. Others were summoned for a half and hour session group session with mnemonics written on board beforehand. If the participant considered a item to be have a potential of recall effect, s/he marked it plus and vice versa. Following the minus/plus marking of each item in the first part of the evaluation phase, a focus group of 10 students was formed to represent both negative and positive markings and was asked to elaborate and explain their opinions for a more in-depth analysis.

5. Data Analysis

Majority of the mnemonics were marked with plus signs. Out of the 68 mnemonics presented, the number of mnemonics marked with 40 or more plus signs was 24. If we add the mnemonics marked with 35 or more plus signs, the number of mnemonics receiving positive marking reach 38 mnemonics. If we include those marked with 30 or more plus signs the number marked with plus signs is 53.

There were only 9 mnemonics marked with 20 or more minus signs. Those marked with 15 or more minus signs numbered twenty-four. The number only reaches higher when we include the mnemonics with 10 or more negative marking, resulting in 36 participants.

6. Qualitative Data of the Focus Group

There are a number of opinions expressed by a group of students who volunteered to elaborate on the effect of the mnemonics demonstrated and to offer their ideas. One student stated that learning with mnemonitcs is useful for the mental development of an individual. The mnemonics have the target concepts of the target words provides the recall effect.

Most of the mnemonics were found to have association power. One student clearly stated that this system will be very good facilitating learning for everyone and result in long term effect. The conceptual closeness is seen to be important. However, some kewords are considered to have little conceptual convergence or overlap so this divergence is considered to have associative weakness (for instance, *ensoku*, *itadakimasu*, *kubi*). Nevertheless another student stated that weakness of the conceptual link may be compensated with significant acoustic similarity. One other reason given for lack of association was the keyword was not Turkish. It was shared by two participants that the English keywords are not suitable for those whose English vocabulary knowledge is limited. The other key factor in association is the familiarity and/or relevance. Although *Hido* (nickname of the famous Turkish basketball player) this keyword may not be relevant for people who are not interested in basketball. Although one student stated his appreciation of the presentation on

board, another student stated his preferrence for a printed form accompanying the tutoring for a better recall effect.

The associative methods may be used by students already although it may not be systematic. One participant appreciated the study as beneficial stating that she practices a similar learning method and produces her own mnemonics. She pointed out that the techniqes used in the mnemonics is similar to the technique used in Katakana to write phones of languages other than Japanese (for instance, private names of foreigners). For instance the letter "l" used in place for "r" overlaps with one of examples, although the acoustic connection is the other way around. The English equivalent of eru (item 5 in the mnemonics table) is get, win, gain and the mnemonics provided is erude/elde etmek (obtain).

Although few in number, the mnemonics offered by the students who joined the presentations are worth mentioning. One of the students gave an example for the infinitive form IKU (to go). In Turkey, IKU is the acronym standing for the Istanbul Kultur University. So the student use the expression I'm going to IKU to facilitate the retention of IKU. Another student used the famous movie Saving Private Ryan, equivalent of which is *Er Ryan'ı Kurtarmak* benefiting from the acoustic similarity between Er Ryan and *Erai*, conceptual connection and association of heroic imagery. Another mnemonic added by one of the students is *O hoş iyi* (That's nice, good) for oishii.

Conclusion

It was possible to produce mnemonics for all the selected words associating the target word or part of it to English and/or Turkish keywords with similar sounds and/or meanings (connotative and/or denotative) (See the appendix I for a demonstration of the mnemonics and the Appendix II for a brief categorisation and elaboration of some examples). For some examples, creation of images is frustratingly challenging, switching to semantic connection is necessary. In cases of bizarre examples, humor element comes into play to strengthen the link. Repetition in the keyword of the sounds of the target word may help the learner to adapt to the target word much more easily, making the learning activity fun. In fact, prior to the study, a friend of ours İlhan Güneş, who is a Turkish teacher of English, mentioned that he came up with the idea of using a keyword *İkilemek* for *İkimasu* (行きます-to go) to remember the word easily on his visit to Japan. Oxford (1990) argues that use of laughter is a good affective strategy. The mnemonics were kept to a few words at most due to the inhibiting effects of a possible cognitive overload, and given the capacity limits of short-term or working memory.

Many second language researchers hypothesize that it is the nature of the materials and task, not the stragetic approach taken by the vocabulary learner that brings about effective learning (Nyikos and Fan, 2007). Mediation can also be realized through socially constructed artefacts (e.g. course materials) and is

"not limited to asistance by other human beings" (Wells, 1999), who can guide learners to make most of these materials. With the guidence of teachers, students can be given strategy training in which they are guided to analyze and evaluate the teacher-led material to self-generate their own mnemonics. Having been guided with the teacher's mediation of the strategies through the teacher-supplied mnemonics at the initial stages of the learning process. Appeal of the mnemonics to all potential learners is necessary.

Due to the need for the variety and quality of routes to recall, it may be better to tap into resources of both languages, Turkish and English, which is a traditionally taught foreign language. The chances are not low for an average Turkish student to know a basic English vocabulary, however limited this knowledge might be. Therefore some of the mnemonics can use English words as well as Turkish ones. Even assuming that the amount of vocabulary words is limited, production of these materials is necessary given the pervasive technology, which may weaken our memory.

This study is limited in that it did not include the Japanese alphabet systems (Hiragana, Katakana and Kanji) in the production of mnemonics. Since the focus of the study was to supply Turkish and English mnemonics and both of these use Latin alphabet, there is greater fit in form-meaning mappings. Formal convergence at the beginning stages is believed to be encouraging students who would otherwise be intimidated.

One can also find such form-meaning connections in advertisements both in Turkey and Japan. Advertising strategies should be appreciated by teachers and should be adopted/converted for teaching purposes, considering their potential for memory due to their effect on the brand standing out from among hundreds of brands. The nationwide or global appeal is also a plus regarding its adoption by students and teachers alike.

Future studies can be conducted to produce mnemonics for Japanese learners of Turkish. In Japan, this learning culture is established in teaching important dates in history through the use of numbers, memorization of telephone number, licence plates, and mathematical formulas in which playing with rhyming and rhythm stands out. The use of mnemonics in both L1 and English has potential benefits, and using the basic English words learned in the beginning stages contributes as an additional advantage.

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Abstract: Systematic use of memory techniques holds an important place in foreign language vocabulary learning/teaching. Mnemonics are the efficient products of this strategy. One of the key aspects of producing these memory aids involves the analysis of the patterns. This study aims to analyze patterns in the mnemonics sample presented by the researchers that conduct the study aiming to facilitate the Japanese vocabulary learning of Turkish students. Most of the 68 target words were selected randomly from a Japanese-Turkish dictionary. Fifty-four Turkish students taking Japanese as an elective were asked to mark plus or minus regarding the potantial recall effect of each mnemonic. Following the analysis of the results, a focus group was constituted of 10 participants, both those with partially negative opinions and those with predominantly positive opinions. In order to provide depth, they were asked to elaborate

and explain their opinions. To explain the nature of mnemonics, the contemporary metaphor theory and relevant literature on creative uses of language were also referred to. The researchers' assumption is that majority of the mnemonics samples can facilitate the Turkish students' recall of the Japanese vocabulary through creative and pragmatic connections created out of acooustic similarity and semantic relations. Imaginative word plays contribute to the depth of processing the target language and humor motivates the learner. Use of English alongside the first language in the mnemonics has implications for the potential benefit of the most popular foreign language for the learning of other foreign languages.

Keywords: Mnemonics, Japanese Vocabulary, Turkish Learners of Japanese, English as a Foreign Language.

Appendix I: Table of mnemonics

No:	English characters	Japanese	English Mnemonic	Turkish Mnemonic
1.	Anata: you (sen)	あなた	Another YOU!	
2.	Arimas: to have (var)	あります		<u>Varimas</u> (Tr-Jp)
3.	Erai: great (ulu, büyük)	えら 偉い	Heroic	
4.	Eri: collar (elbise yakası)	えり 襟		Eğri Yaka (Tr-Jp)
5.	Eru: get, win, gain (elde etmek)	え 得る		Erude (elde) etmek
6.	Ensoku: trip, hike, picnic (okul gezisi)	えんそく 遠 足	Enschool excursion	
7.	Genkin: cash (nakit)	げんきん 現 金	GainKin (En-Jp)	
8.	Gun(tai): army, troops (ordu)	ぐんたい 軍 隊	Gun (En.) (is related with army)	
9.	Haisha: dentist (dişçi)	はいしゃ 歯医者		Ha yaşa dişçi!
10.	Hito: person, man, human being (insan)	ひと 人		HIDO wa ii HITO *(Hidayet Türkoğlu is a person, who is very famous basketball player.)
11.	Ichiba: market (pazar yeri)	いちば 市場	It's-cheaper in Bazaar (En.)	
12.	Ike: pond (göl)	いけ 池	leİKE（Lake)	
13.	Iken: opinion (fikir)	いけん 意見		IKENdi fikrim (Jp-Tr)
14.	Imin: imigration; immigrant (göçmen, göç)	いみん 移民	IMINgration (Jp-En)	Göçimin (Tr-Jp)
15.	Ishi: will (istek)	いし (意思)	Wishy (En-Jp)	

16.	Isu: chair (sandalye)	いす 椅子		İSUkemle (Jp-Tr)
17.	Ita: board; plank (tahta)	いた 板		İTA h ta (Jp-Tr)
18.	Ichi: place; location (konum, yer)	いち 位置		İchinden (Jp-Tr)
19.	Inoru: pray (dua etmek)	いの 祈る		Nur (Tr.) İyi Nurlu dua
20.	Ihan: violation; infringement (kurallara uymamak)	いはん (違反)		İHANet (Kurallara) (Jp.-Tr.)
21.	Irai: request (rica etmek)	いらい 依頼		İRAİca etmek (Jp-Tr) (Rica)
22.	Ikimasu: to go (gitmek)	い 行きます		Ikilemek (Jp-Tr)
23.	Ikimu: strain (ıkınmak)	いきむ		İkinUmek, ıkınmak (Tr-Jp)
24.	Ima: now (şimdi)	いま 今		İmdi (*Now* in old Turkish)
25.	Itadakimasu: (said before the meals) (afiyet olsun)	いただきます	Eat-other-Kıymas (minced meat) (En-Tr.)	
26.	Kaisha: company, corporation (şirket)	かいしゃ 会社		Şirketin Kaişesi
27.	Kachi: value, worth (değer, paha)	かち 価値		Kaçi para (Jp.-Tr.) Değeri
28.	Kizu: wound, injury, scratch (yara)	きず 傷		Kizuruk (Jp-Tr) Yarası
29.	Kubi: neck (boyun)	くび 首		Kubilayın (Jp-Tr) boynu
30.	Koi: thick, dense (koyu)	こ 濃い		Koyu (renkler)
31.	Kaite: to write (yazmak)	書いて		Kaytet! (Jp-Tr) (Kayıt et)
32.	Kaiwa: conversation (sohbet)	かいわ 会話		Kaiva içip konuşalım

33.	Karasu: crow (karga)	からす 烏		Karga Karası
34.	Karui: light, non-serious (hafif)	かる 軽い		Kara kurui bir şey
35.	Kuchibashi: beak (gaga)	くちばし		Kuşbaşı gagası
36.	Kuruma: car, vehicle (araba)	くるま 車		Kurumalı araba (Jp-Tr)
37.	Kurumi: walnut (ceviz)	くるみ		Kurumiş ceviz (Jp-Tr)
38.	Keru: kick (tekme)	ける		Tekme çeKERU (Tr-Jp)
39.	Keshiki: scenery, scene, landscape (manzara)	けしき 景色		Keşiki (Keşke) manzarası olsa! (Jp-Tr)
40.	Kobosu: spill (dökmek)	こぼす		Kaba-su döktü
41.	Kona: flour, meal, powder (toz)	こな （粉）		Ona toz koma
42.	Mazui: insipid (lezzetsiz)	まずい		YaraMazui
43.	Mizu: water (su)	みず 水		TeMİZSU
44.	Oishii: delicious (lezzetli)	おいしい		O iş ii/ O hoş iyi/ O ekşi
45.	Oidasu: expel (kovmak)	お だ 追い出す	Adios	
46.	Ou: chase (peşinden gitmek)	おう	Pursou	
47.	Okuru: send (göndermek)	おくる		Okuruye ile gönder
48.	Omedetou congratulations (tebrikler)	おめでとう		Oh, methet O-nu!
49.	Otto: husband (koca)	おっと		OTTOman (Jp-En)
50.	Onna: woman (kadın)		Anna (common	O ana (She is a

			female name)	mother)
51.	Onaka: stomach (karın)	なか お腹		<u>ONAKA</u>-rın yakışmıyor (Jp-Tr)
52.	Oya: parents (ebeveyn)	おや 親		OYA hem anne hem baba (Oya is a common proper Turkish noun)
53.	Satou: sugar (şeker)	さとう 砂糖	Satoosfaction (Jp-En)	
54.	Shiken: examination (sınav)	しけん 試験	She-can do it! On the exam (En.-)	ŞİKEn (game-fixing)
55.	Sumimasen: sorry, excuse me (pardon)	すみません	Exusumimasen (En-Jp) Exuse me!masen	
56.	Shison: descendants (nesiller)	しそん 子孫	She's son (En.)	
57.	Su: vinegar (sirke)	す 酢		O Su mu sirke mi? (Tr.)
58.	Suika: watermelon (karpuz)	すいか		<u>SuiKA</u>rpuz (Jp-Tr)
59.	Suisha: water wheel (su değirmeni)	すいしゃ 水 車		Değirmende Su işi ha!
60.	Sukuu: rescue from; build (kurtarmak)	すく 救 う		Şükür (Thank God) kurtuldum!
61.	Sunde iru(ikamet etmek)	す 住んでいる		SundEurmada oturduk (Jp-Tr)
62.	Susu: soot (kurum)	すす		Kurum bacayı SUSUturdu (Tr.-Jp.)
63.	Shigoto: work (iş)	しごと 仕事	SheGotTo work! (En.)	
64.	Shizen: nature (doğa)	しぜん 自然	She's-Zen nature! (En.)	
65.	Tabemasu Taberu: eat (yemek)	た 食べます	Table-masa da yemek (En.-Tr.) Normalde Table da yeriz	

66.	Useru: disappear (kaybolmak)	うせる	Luseru (En-Jp)	
67.	Uwasa: rumour, gossip (dedikodu)	うわさ		Ufasa fiso! (Jp.-Tr) Dedikodu
68.	Yonde(Yomu): to read (okumak)	よ 読んで		OkuYON de! (Tr-Jp.)

Appendix II: Brief summary of the table

Some mnemonics were what we call hybrid keywords containing features of both target Japanese word and its English or Turkish equivalent (item 2, 5, 9, 10, 14, 16, 17, 18, 21, 24, 31, 42, 60, 66) As in the item 10, the keyword may be the name of a celebrity. Fame may be used pragmatically to strengthen the association.

In some examples, instead of the direct meaning equivalence, the hybrid words contrived may just accompany the target word in a chunk or a sentence in ways that can trigger the association (item 13, 19, 20, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 39, 40, 41, 43, 44, 45, 47, 48, 50, 52, 54, 57, 58, 61, 62, 67, 68). Some items are examples showing English keywords (item 11, 25, 54, 55, 56, 63, 64). In one item, we can see both English and Turkish constituents (item 65). Some keywords may be those used both in English and Turkish (like adiyos in item 45).

Some recall effect is attempted with Turkish individual lexical items (2, 5, 10 (private name), 14, 16, 17, 18, 21, 24, 31, 42, 45, 60, 66) or in Turkish multi-word units or sentences (item 9, 13, 19, 20, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 39, 40, 41, 43, 44, 47, 48, 50, 52, 54, 57, 58, 61, 62, 67, 68). Some mnemonics use English whether in individual lexical item (6, 7, 8, 12, 15, 46, 49, 50, 53, 59) or beyond (item 11, 25, 54, 55, 56, 63, 64).Some keywords contain both English and Turkish words (item 65).

Viewing the connection as a cline, the mnemonics benefit from the inbetweenness, that is, the conceptual overlap and the acoustic area between the target and source words, taking a form reflecting both the L1 ad L2 forms. It is very like to see this bilingual or multiligual inbetweenness causing humor.

Following is a brief list of explanations for some items that can help guide the reader to conceive other items:

The contrast of me is you, so the concept of otherness. So we can use another, which is acoustically similar to anata, the Japanese word for you. So in this example, one has to relate the connection of I to You.

In item 53, şike (equivalent of game-fixing in Turkish) was used metaphorically to represent cheating in exams. *Ensoku*'s mnemonic – *Enschool* excursion is example of hybridizing both Turkish (en: the most in Tr.) and English (school) to form a hybrid word. Or the component of en and soku can be resembled to

the article *an* and *school* respectively. In fact Enschool is not a word of either the Japanese or the English language.

Mnemonics like *Satoosfaction* are very often used as commertial vocabulary. One example of these was *You wanna Yowana i Umesshu* commercial! *You wanna* and *Yowana-i* are same phonetic-different meaning words wich are very often used in Japanese rhyming games in the spoken language and Japanese humour.

AppendixⅢ: Student's evaluation of mnemonics

Words/Kelimeler	Positive/Olumlu	Negative/Olumsuz	No Sign/Cevapsız	Total/Toplam
Anata: you (sen)	45	4	5	**54**
Arimas: to have (var)	50	2	2	**54**
Erai: great (ulu, büyük)	27	22	5	**54**
Eri: collar (elbise yakası)	43	7	4	**54**
Eru: get, win, gain (elde etmek)	33	14	7	**54**
Ensoku: trip, hike, picnic (okul gezisi)	25	20	9	**54**
Genkin: cash (nakit)	30	15	9	**54**
Gun(tai): army, troops (ordu)	39	8	7	**54**
Haisha: dentist (dişçi)	42	6	6	**54**
Hito: person, man, human being (insan)	43	8	3	**54**
Ichiba: market (pazar yeri)	34	15	5	**54**
Ike: pond (göl)	40	8	6	**54**
Iken: opinion (fikir)	43	7	4	**54**
Imin: imigration; immigrant (göçmen, göç)	31	20	3	**54**
Ishi: will (istek)	40	6	8	**54**
Isu: chair (sandalye)	43	6	5	**54**
Ita: board; plank (tahta)	37	11	6	**54**

Ichi: place; location (konum, yer)	41	4	9	**54**
Inoru: pray (dua etmek)	28	18	8	**54**
Ihan: violation; infringement (kurallara uymamak)	38	7	9	**54**
Irai: request (rica etmek)	30	15	9	**54**
Ikimasu: to go (gitmek)	36	10	8	**54**
Ikimu: strain (ıkınmak)	39	9	6	**54**
Ima: now (şimdi)	31	16	7	**54**
Itadakimasu: (said before the meals) (afiyet olsun)	27	19	8	**54**
Kaisha: company, corporation (şirket)	43	7	4	**54**
Kachi: value, worth (değer, paha)	46	6	2	**54**
Kizu: wound, injury, scratch (yara)	31	17	6	**54**
Kubi: neck (boyun)	39	11	4	**54**
Koi: thick, dense (koyu)	43	7	4	**54**
Kaite: to write (yazmak)	47	3	4	**54**
Kaiwa: conversation (sohbet)	38	11	5	**54**
Karasu: crow (karga)	27	21	6	**54**
Karui: light, non-serious (hafif)	30	15	9	**54**
Kuchibashi: beak (gaga)	38	10	6	**54**
Kuruma: car, vehicle (araba)	40	8	6	**54**
Kurumi: walnut	32	15	7	**54**

(ceviz)			
Keru: kick (tekme)	26	19	9	**54**
Keshiki: scenery, scene, landscape (manzara)	38	10	6	**54**
Kobosu: spill (dökmek)	45	7	2	**54**
Kona: flour, meal, powder (toz)	33	14	7	**54**
Mazui: insipid (lezzetsiz)	42	8	4	**54**
Mizu: water (su)	41	10	3	**54**
Oishii: delicious (lezzetli)	36	14	4	**54**
Oidasu: expel (kovmak)	43	6	5	**54**
Ou: chase (peşinden gitmek)	21	22	9	**54**
Okuru: send (göndermek)	35	10	9	**54**
Omedetou congratulations (tebrikler)	47	4	3	**54**
Otto: husband (koca)	38	11	5	**54**
Onna: woman (kadın)	41	10	3	**54**
Onaka: stomach (karın)	34	16	4	**54**
Oya: parents (ebeveyn)	27	20	7	**54**
Satou: sugar (şeker)	26	20	8	**54**
Shiken: examination (sınav)	38	10	6	**54**
Sumimasen: sorry, excuse me (pardon)	25	22	7	**54**
Shison: descendants (nesiller)	28	19	7	**54**
Su: vinegar (sirke)	32	17	5	**54**

Suika: watermelon (karpuz)	33	15	6	**54**
Suisha: water wheel (su değirmeni)	17	30	7	**54**
Sukuu: rescue from; build (kurtarmak)	45	7	2	**54**
Sunde iru(ikamet etmek)	30	18	6	**54**
Susu: soot (kurum)	25	22	7	**54**
Shigoto: work (iş)	35	13	6	**54**
Shizen: nature (doğa)	24	20	10	**54**
Tabemasu Taberu: eat (yemek)	34	13	7	**54**
Useru: disappear (kaybolmak)	32	13	9	**54**
Uwasa: rumour, gossip (dedikodu)	44	7	3	**54**
Yonde(Yomu): to read (okumak)	41	8	5	**54**