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CONTRIBUTIONS OF PHONOLOGIC AND SEMANTIC FEATURES OF TURKISH AND ENGLISH WORDS TO VOCABULARY TEACHING IN EFL

(İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİMİNDE TÜRKÇE VE İNGİLİZCE KELİMELERİN SESBİLİMSEL VE ANLAMBİLİMSEL ÖZELLİKLERİNİN KELİME ÖĞRETİMİNE KATKISI)

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SYMBOLS AND ABBREVIATIONS

L1:   Native language (It has been used to indicate Turkish in this study.)

L2:   It has been used to refer to English as a foreign language.

SÜ: Selcuk University

VSHE: Vocational School of Higher Education(Meslek Yüksekokulu)

EFL: English as a Foreign Language

SPSS: Statistical Package for the Social Sciences

Similar Words: The words having phonological and semantical similarity
            between L1 and L2

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INTRODUCTION

1. 1. Background of the Study

Words are the tools we use to think, to express ideas and feelings, and to learn about the world. Because the words are the very foundation of learning, improving students' vocabulary knowledge has become an educational priority. Vocabulary knowledge is considered by both first-language and second-language researchers to be of great significance in language competence (Grabe, 1991; Frederiksen, 1982) and vocabulary testing is now receiving the attention it deserves, with studies of the construct validity of some vocabulary tests (Chapelle, 1994; Perkins and Linville, 1987), examination of the effectiveness of particular item types (Henning, 1991; Laufer, 1997 and Nation, 1990), and a comprehensive examination of the field of vocabulary testing in preparation. The present study attempts to contribute to this knowledge by taking the advantage of phonological and semantical similarity of both L1 and L2.

The work is based on the assumption that words with similar semantic and phonologic usage have similar meaning. As mentioned above, to produce this study, more than 70.000 words, idioms, and technical term in The English-Turkish Red House Dictionary were skimmed and 527 authentic words were ascertained to be similar to their Turkish equivalent. Student word knowledge is strongly linked with academic accomplishment, because a rich vocabulary is essential to successful reading comprehension. Furthermore, the verbal sections of the high-stakes standardized test used in most states to measure student performance are basically tests of vocabulary and reading comprehension. Stahl (1999) urges that reading comprehension and vocabulary knowledge are strongly correlated and Biemiller (2001) highlights that word knowledge in primary school can predict how well students will be able to comprehend texts they read in high school. Vocabulary learning in a second language is one important area that has to do with memory. It is very common for language teachers to hear students say that they cannot learn vocabulary easily and they forget the new vocabulary items soon after studying them. There are learning strategies specific to vocabulary and these vocabulary learning strategies are largely based on mnemonic techniques which help individuals learn faster and recall better because they provide learners with useful retrieval cues. Thompson (1987) says mnemonics can be adopted voluntarily and they can provide long-term retention. I have to define that this method I am going to apply is different from keyword method which has acoustic and orthographic similarity with the target language but in this study there must be not only acoustic and orthographic similarity but also functional and semantical similarity. In key word method, for example, to learn the English word 'tie',

the Turkish word 'tay' (pony), which has an acoustic similarity, is chosen as the keyword. The meaning of the word 'tie' ('kravat' in Turkish) and Turkish keyword 'tay' are combined in a pictorial image like 'kravat takan bir tay' (a pony wearing a tie) to help recall the meaning of target word 'tie'. When the learners hear the word 'tie', they recall the Turkish keyword 'tay' and which is associated to 'kravat takan bir tay' in order to link the pronunciation of the word 'tie' to the image. The target word, which is a part of the image, is thus retrieved easily.

However this method developed by Atkinson (1975) is not the same as ours. Learners can be asked to match words that are familiar to them with languages - and suggest what their origins might be. For example, the English word 'dolman', is chosen to learn as it has not only the acoustic, orthographic but also meaning or functional similarity. It means 'dolama' in Turkish which is nearly the same as the English equivalent. 'Dolman veya Dolaman kadınların vücutlarına dolayarak giydiği kıyafet'(Dolman or Dolaman is a clothing that women put it on by coiling). When the students hear or read the word, they recall the word easily as it is already similar to its Turkish equivalent.

The words are differentiated according to their physical specialty from the point of the letters they have. Their consonants are very valuable for us although they have different positions in both languages as in 'brae'/brei/ in English and 'bayır" in Turkish. The consonants 'r" and 'y" have different positions in the words but they have the same consonants in both words in both languages.

1. 2. The Purpose of the Study

The purpose of the current study is to investigate if the students learn the words having phonological and semantical similarity easily, and measure how successful they are in remembering when they need them.

And also this study aims to find out how much phonological and semantical similarities of both languages contribute to teaching vocabulary.

1. 3. The Significance of the Study

The current research focuses on the effective and easy methods of teaching

vocabulary in English Foreign Language (EFL). Although vocabulary has been the vital part of ELT for years, the problem of the teaching and learning vocabulary has not been solved completely yet. Vocabulary is learned hard but on the contrary it dies down easily. Little research has been conducted in the undergraduate English classes at university level. Thus, it may provide general information for schedule planners at the university level by providing an additional tool for the development and improvement of students' vocabulary skills.

1. 4. The Statement of the Problem

I have been teaching English for 12 years and during this period I have observed that many of the students have difficulty in learning and acquiring English words although they are very successful in grammar. Therefore the question came to my mind. Why? Why are the students successful in grammar but not in internalizing vocabulary? Then I wanted to find out a way for them to gain the vocabulary easily and acquire it for a long time.

This study aims to examine the contribution of the similarities of words in both L1 and L2 for learners' vocabulary learning in Selçuk Üniversitesi(S.Ü), Silifke-Taşucu Vocational School of Higher Education(VSHE). After completing four-hour a week English classes, many of the students complain about their lack of vocabulary competence which may result partly from the fact that students do not attempt to practice enough in speaking or writing because they think they do not have enough vocabulary or may not find appropriate vocabulary to practice the target language.

1. 5. The Research Questions

This study intends to find out answers to the following questions:

1. Are the undergraduate Tourism Hotel Management Program students of S.Ü. Silifke-Taşucu VSHE successful in learning the listed words which I claim to be easier to learn owing to their phonological and semantical similarities with Turkish uses?

2. What is the teachers' role in teaching vocabulary?

3. How effective is the similarity between L1 and L2 for Turkish students in learning English vocabulary?

1. 6. Limitations

The research only covers the Upper Intermediate level undergraduate Tourism Hotel Management students at Silifke-Taşucu MYO of Seljuk University and they only have 4 hours English lessons per week. The other and important limitation in my study is that we can not apply this technique to all of the words.

Not all the words can be taught by using this method as they do not have phonologically and semantical similarities, so this method only covers the words which have these specialties.

1. 7. Assumptions

It has been assumed that the subjects in the sample of the current research have responded to the questions in the scales sincerely. The work is based on the assumption that words with similar semantic and phonologic usages have similar meanings in Turkish and English.

REVIEW OF LITERATURE

2.0.   Presentation

This chapter will firstly focus on the importance of vocabulary in learning a foreign language. Secondly, 'knowing a word" will be presented. The next part will deal with the extraordinary types of teaching/learning vocabulary styles, which is the focus of this study. Finally the effects of the similarities of both L1 and L2 will be discussed.

2.1.   The Importance of Vocabulary in Learning a Foreign Language

With the vital importance of vocabulary in mind, special emphasis should be laid on its learning and teaching. Nation (1990:1) supports the idea that vocabulary should be taught in a systematic and principled approach due the following reasons:

1. Because of the considerable research on vocabulary we have good information about what to do about vocabulary and about what vocabulary to focus on.
2. There is a wide variety of ways for dealing with vocabulary in foreign or second language learning.
3. Both learners and researchers see vocabulary as being a very important, if not the most important, element in language learning. Learners feel that many of their difficulties in both receptive and productive language use result from an inadequate vocabulary.

Nation (1990:2) argues that the language tasks in which students with inadequate vocabulary will be involved will cause them suffer from frustration, and concludes that vocabulary has vital importance in reading and therefore giving attention to vocabulary is unavoidable.

However, it cannot be overemphasized that every approach to language teaching must be concerned with vocabulary teaching in one way or another. As regards current approaches to vocabulary teaching, Nation (1990:3) specifies that words are dealt with as they happen to

occur and vocabulary is taught in connection with other language activities. Such activities may be exercise following or preceding reading, or listening to texts. Adequate amount of explanation of similar words in L1 and L2 is viewed as necessary for understanding the lexical structures of a language (Richards, 1976; Wallace, 1982; Alexander, 1984; Crow and Qigley 1985 Laufer, 1998). Research on both first language and foreign language verified that, except for the first few thousand words in common use, competence in spelling and vocabulary is most efficiently attained incidentally through extensive reading, with the learner guessing the meaning of unknown words (Nagy et al, 1987; Krashen 1989; Hulstijn et al, 1996; Watanabe 1997). Hearing stories can result in considerable incidental vocabulary development, for both first and second language acquisition (e.g. Elley, 1989; Robbins and Ehri, 1994; Senechal, LeFevre, Lawson, 1996 and Hudson, 1982). It has also been claimed, however, that direct instruction is more effective than incidental vocabulary acquisition and that combining both approaches will be more effective than incidental acquisition alone (Coady, 1997). This study helps students' acquire vocabulary and use it in an efficient way. The apparently positive results favor with similar words in sound system and meaning can attribute the experimental approaches used in such studies (Gerard & Scarborough, 1989). That is, different experiments demand different levels of access (e.g., (semantic), vs. (semantic + lexical) vs. (semantic + lexical+ phonological)) or elicit different operations (encoding vs. retrieval) (Durgunoglu & Roediger, 1987). It is also possible improving learner's success at word learning through strategy training (Fraser, 1999). This study shows us that similarity between L1 and L2 can not be ignored and it is a strategy a teacher of English should take into consideration. One of the main reasons is that it allows learners to relate to their L1 knowledge. It has been suggested that these learners rely on their L1 to transfer L2 meaning (Atkinson 1987; Ellis 1995; Nation 1990) which means that their L1 works as a body of reference when they comprehend the meaning of words. Ellis (1995) in relation to this claims

that the L1 not only shapes elementary level ESL learners' way of thinking but also aids their using the L2 as it helps them understand the influence of one language on another, especially in the choice of lexical items.

Since learning and teaching vocabulary should ideally be in harmony with each other, finding out more about the learning of vocabulary and specifically how learners learn; that is, what the learning styles of a group of learners are, will provide the learners with ease and enthusiasm in learning on the one hand, and the teacher with adequate substantial data in designing teaching materials, activities and procedures accordingly on the other. As a result of this, a high rate of success should be attained in learning vocabulary.

2.2.   The Definition of a Word

A word is dead
When it is said,
Some say
I say it just
Begins to live
That day
Emily Dickens, " A Word" (cited Fromkin&Rodman1988:122)

A word is not easy to define. The concept of a word ranges from a single sound as English *a, to, an* unlike word such as *antidisestablishmentarianism.* Taylor (1990:146) suggest that the two smallest meaning- bearing linguistic units are the word and word part called morpheme. They linguistically define the word as the union of particular meaning with a particular complex of sounds, capable of particular grammatical employment. Crystal (1989) says it is not easy to put the words at the boundary between morphology (the branch of grammar studies the structure of words) and syntax (the part of the grammar that concerns the structure of phrases and sentences).

Carter (1987:69) summarizes the main problems encouraged while trying to define a word:

1.   An orthographic definition of word says that "a word is any sequence of letters bounded on either side by a space or punctuation mark". Orthography refers to a medium of written language and spoken discourse does not generally allow of this kind of perception of a word. Pauses or stresses may occur in speech for purposes of emphasis, seeking the right expression or checking on an interlocutor's understanding rather than to separate words. In spoken discourse pauses can also occur within the words.

Orthographic definition has limitations even in written contexts. For example we write '*will not*' as two words but '*cannot*' as one word. Should we write *washing machine* or *washing- machine?*

2.   Words can be defined as the minimum meaningful unit of the language but compound words such as *bus conductor, pocket money* involve more than one word. On the other hand, the items such as *the, of, my* are treated words in writing but they are not semantic units on their own.

3.   Words have different forms. But different forms do not necessarily count as different words. For example *long, length* and *lengthen* or *good, better* or *best* look like the different lexical items but shall we look up these items in the dictionary separately?

4.   A word may have several meanings. In this case it is called polysemous word. For example, *chip* can mean a piece of wood, food or electronic circuit. Are these one word or several?

5.   The term word is useless for the study of idioms, which are also units of meaning. A much used example is *kick the bucket* (die) which involve three orthographic words which can not be reduced without loss of meaning.

Due to the reasons mentioned above, most linguists (Carter, 1987; Crystal, 1989) prefer to talk about the basic units of semantic analysis with fresh terminology, and they use the terms *lexeme* and *lexical items*. Carter, (1987:7) defines 'lexemes' as the basic, contrasting units of vocabulary in a language. Using the term lexeme we may avoid the lack of clarity referred to above. We can say that the lexeme long occurs in several variant forms-the

'words', length and lengthen etc. Similarly we can say that the 'lexeme' *kick the bucked* contains three 'words'; and so on. Therefore it is lexemes that are usually looked up and merits a separate *entry* in a dictionary.

Carter (1987:7), further proposes that when there is no need to be precise, the term *word* or *vocabulary* can be used for general reference. If we wish to enquire precisely into semantic matter or when theoretical distinctions are necessary, these terms will not be used but the term *lexeme* is preferred. On the other hand, he sates that: "*lexical item(s)* (or sometimes *vocabulary items* or simply *items*) are a useful and fairly neutral hold-all term which captures and, to some extend, helps to overcome instabilities in the term *word,* especially when it becomes limited by orthography".

2.3.   The Definition of 'Knowing a Word'

Carter (1987:5-6) defines a word as a minimal free form of language. However, even this seemingly comprehensive definition brings in several problems as listed below:

1.   Intuitively, orthographic, free-form or stress-based definitions of a word make sense. But there are words which do not fit these categories.

An orthographic definition suggests that 'a word is any sequence of letters bounded on their side by a space or punctuation mark'. However, irregularities do exist: *will not* (written as two words) and *cannot* (written as one word) are cases in point. In relation to the free form definition of a word, on the other hand, the words *my* or *because*, for example, are stable and free enough to stand on their own and cannot be further subdivided, but it is unlikely that such items could occur on their own without being contextually attached to other words. As word-stress in spoken discourse, it is even a less differentiating quality than orthography since it may have reasons other than to differentiate quality than orthography since it may have reasons other than to differentiate one single word unit from another such as emphasis, seeking the right expression, checking on an interlocutor's understanding, or even as a result of forgetting or rephrasing what you were going to say: stress occurring in the middle of the orthographically defined word is an example of this.

2. Intuitively, words are *units of meaning* but the definition of a word having a clear-cut *meaning* creates numerous exceptions and emerges as vague and asymmetrical.

For instance, these are single units of meaning conveyed by more than one word: *bus conductor, train driver, school teacher.* So, are compound words considered to be one word or two? Another example is that, according to the definition, the words *if, by, my, them* do not count as semantic units but they can serve to structure or other wise organize how information is received.

3. Words have different *forms*. But the different forms do not necessarily count as different words.

An illustration of this are *bring* and *brings*, which are two different free forms but do not count as different words.

4. Words can have the same forms but also different and, in some cases, completely unrelated meanings.

To exemplify, the word cleave can mean 'to split: separate', and also 'to join; hold together'.

5. The existence of *idioms* seems to upset attempts to define words in any neat formal way.

To rain cats and dogs, which cannot be further subdivided without a loss in meaning, is an instance of this.

Taylor (1990:1-2) puts forward that the register of the word means knowing the limitations imposed on the use of the word according to variations of function and situation. Knowledge of collocations both semantic and syntactic (sometimes termed colligation) means knowing the syntactic behavior associated with the word and also knowing the network of associations between that word and other words in the language. This is to ensure that vocabulary items are not taught in isolation, but in a meaningful context with examples related to their uses. Knowledge of *semantics* means knowing firstly what the word means or

denotes. It is relatively easy to teach denotation of concrete items like *plate, ruler* or *banana* by simply bringing these objects (realia), or pictures of these objects, into the classroom. For more abstract concepts, *synonyms, paraphrase* or *definitions* may be useful.

Similarly, Wallace (1982:27) proposes the following criteria list, most of which overlap with Taylor's, in defining what *to know a word* means:

(a)   recognize it in its spoken or written form;

(b)   recall it at will;

(c)   relate it to an appropriate grammatical form;

(d)   in speech, pronounce it in a recognizable way;

(e)   in speech, pronounce it in a recognizable way;

(f)   in writing, spell it correctly;

(g)   use it with the words it correctly goes with, i.e. in the correct collocation;

(h)   use it at the appropriate level of formality;

(i)   be aware of its connotations and association;

Nation (1990:30-31), however, claims that the answer to the question '*What does a learner need to know in order to know a word?*' is two-fold as the learning of a word can serve two purposes: receptive use (listening or reading) or receptive and productive use (listening, speaking, reading and writing).

Receptive knowledge of a word, according to Nation (1990:31-32), involves "being able to recognize it when it is heard (what does it sound like?) or when it is seen (what does it look like?)." moreover, "*knowing a word includes being able to recall its meaning when we meet it*" and "being able to make various association with other related words".

Productive knowledge of a word, however, "includes receptive knowledge and extends it. It includes knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it usually collocates with" and also "not using the word too often if it is typically a low-frequency word", and using it in suitable situations" (Nation, 1990:32).

2.4.   Getting Repeated Attention to Vocabulary

Useful vocabulary needs to be met again and again to ensure it is learned. In the early stages of learning the meetings need to be reasonably close together, preferably within a few days, so that too much forgetting does not occur. Later meetings can be very widely spaced with several weeks between each meeting.

Ways of helping learners remember previously met words are;

1.   Spend time on a word by dealing with two or three aspects of the word, such as its spelling, its pronunciation, its parts, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use.
2.   Get learners to do graded reading and listening to stories at the appropriate level.
3.   Get learners to do speaking and writing activities based on written input that contains the words.
4.   Get learners to do prepared activities that involve testing and teaching vocabulary, such as *same or different? Find the difference, word and picture matching*.
5.   Set aside a time each week for word by word revision of the vocabulary that occurred previously. List the words on the board and do the following activities:

    a) go round the class getting each learner to say one of the words;
    b) break the words into parts and label the meanings of the parts;
    c) suggest collocations for the words;
    d) recall the sentence where the word occurred and suggest another
       context;
    e) look at derived forms of the words;

2.5.   Schema Theory and Background Knowledge

How do readers construct meaning? How do they decide what to hold on to, and having made that decision, how do they infer a writer's message? These are the sorts of questions addressed by what has come to be known as schema theory, the hallmark of which is that a text does not by itself carry meaning. The reader brings information, knowledge, emotion, experience and culture-that is, schemata (plural)-to the printed word. Mark Clarke

and Sandra Silberstein (1977:136-137) capture the essence of schema theory:

> Research has shown that reading is only incidental visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their skills in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

Hudson (1982:15-17) gives a good example of the role of schemata in reading in the following anecdote:

> A fifteen-year-old boy got up the nerve one day to try out for the school chorus, despite the potential ridicule from his classmates. His audition time made him a good fifteen minutes late to next class. His hall permit clutched nervously in hand, he nevertheless tried surreptitiously to slip into his seat, but his entrance didn't go unnoticed.
>
> "*And where were you?*" bellowed the teacher.
>
> Caught off guard by sudden attention, a red-faced Harold replied meekly, "*Oh, uh, er, somewhere between tenor and bass, sir.*"

A full understanding of this story and its humorous punch line requires that the reader know two categories of schemata: content and formal schemata. Content schemata include what we know about people, the world, culture, and the universe, while formal schemata consist of our knowledge about discourse structure. For the above anecdote, these content schemata are a prerequisite to understanding its humor:

- Fifteen-year-old boys might be embarrassed about singing in a choir.
- Hall permits allow students to be outside a classroom during the class hour.
- Teenagers often find it embarrassing to be singled out in a class.
- Something about voice rangers.
- Fifteen-year-olds' voices are often "breaking."

Hudson (1982) provides also some implied connections of formal schemata:

- The chorus tryout was the cause of potential ridicule.
- The audition occurred just before the class period.
- Continuing to "clutch" the permit means he did not give it to the teacher.
- The teacher did indeed notice his entry.
- The teacher's question referred to location, not a musical part.

2.6. Guess the Meaning When You Are Not Certain

This is an extremely broad category. Brown (1994:309-310) says that learners can use guessing to their advantage to:

- Guess the meaning of a word
- Guess a grammatical relationship (e.g., pronoun, reference)
- Guess a discourse relationship
- Infer implied meaning ("between the lines")
- Guess about a cultural reference
- Guess content messages.

Now, you of course do not want to encourage your learners to become haphazard readers! They should utilize all their skills and put forth as much effort as possible to be on target with their hypotheses. But the point here is that reading is, after all, a guessing game of sorts, and the sooner learners understand this game, the better off they are. The key to successful guessing is to make it reasonably *accurate*.

Brown also supports that we can help learners to become accurate guessers by encouraging them use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. Language-based clues include 'word analysis, 'word associations', and 'textual structure'. Nonlinguistic clues come from 'context', situation, and other schemata.

2.7. Vocabulary Analysis

(Brown: 1994:310) stresses that one way for learners to deductive meaning when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

a. Look for prefixes (co-, inter-, un-, etc.) that may give clues.
b. Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech

it is.

    c. Look for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognizing "to come in between").

    d. Look for grammatical context that may signal information.

    e. Look at the semantic context (topic) for clues.

2.8. Extra-Ordinary Ways of Teaching Vocabulary

In our country there are some unusual ways tried out at different times to teach vocabulary effectively. Naturally the aim of these unusual ways is to find an effective way to teach vocabulary. Below you will find out two of those ways.

2.8.1. Accelerated Word Memory Power Technique

Accelerated Word Memory Power Technique is one of the extra ordinary ways of teaching vocabulary improved by a civil engineer, Melih Duyar. He claims that logical memory relation is the only way to teach and recall vocabulary effectively. To achieve this he creates some photographic images in mind to recall the words as he teaches it via photographic images as well. Here are 10 words to teach in this technique:

Dungeon: Zindan

Prisoners communicate by the help of coins and pipes they strike them each other to get the sounds of "*dun*" and "*çın*".

This logical event reminds us of the meaning of *dungeon*.

(Mahkumlar ellerindeki bozuk paraları su borularına vurarak *"dan-çın"* sesleri çıkarttıkları ve bu seslerle haberleştiklerini düşünün. Bu mantıksal olay bize *dungeon*'ın anlamını hatırlatacaktır).

Lanky: Uzun bacaklı

Think of a thin and tall basketballer. He is two meters tall and he cannot get the ball just under the basket. He always misses the ball and his coach cannot help himself shouting at him;

-You are two meters tall and always miss the score.

This logical event reminds us the meaning of *lanky*.

(Uzun bacaklı, zayıf 2 metrelik bir basketbolcu düşünün ama devamlı pota altından top

kaptırıyor. Buna sinir olan antrenörü ona kızmaktan kendini alıkoyamaz ve "*Lan iki"* metresin yine de top kaptırıyorsun diye çıkışır. Bu mantıksal olay bize *lunky'*in anlamını hatırlatacaktır).

Posterity: Gelecek nesil

Think of an advertisement table in the street. There is a photo of a young punk boy on it saying "future generation". An old man is looking at the poster and saying "no you cannot be future generation, but just a dog of a poster".

This logical event reminds us the meaning of *posterity*.

(Bir reklâm panosu düşünün, bu reklâm panosunda punkçu bir gencin resmi olduğunu farz edin. Panonun alt kısmında bir de "gelecek nesil" yazdığını hayal edin. Bu panoyu seyreden yaşlı bir adamın bu duruma çok kızıp "bu gelecek nesil değil olsa olsa bir "*poster iti"* olabilir dediğini hayal edin. Bu mantıksal olay bize *posterity'*in anlamını hatırlatacaktır).

Digress: Ana konudan çıkmak

Think of the Turkish word 'tay (pony)' and 'gres(grease)'. A pony gets out of the main road by stepping on some grease oil while walking on the main road.

This logical event reminds us the meaning of *digress*.

(Bunun için Türkçe Tay ve gres ifadelerini kullanıyoruz. Bir 'tay' yolda giderken 'gres' yağına basıp "*yoldan çıktığını"* hayal edin. Bu mantıksal olay bize *digress'*in anlamını hatırlatacaktır).

Chasm: Oyuk, derin yarık.

Think of a young man named *Kazım* who fell into a deep hole while walking around in a canyon.

This logical event reminds us the meaning of *chasm*.

(Kazım adındaki bir gencin derin yarıklarla dolu bir kanyon bölgesinde gezerken veya oynarken derin bir yarığa düştüğünü hayal edin. Bu mantıksal olay bize *chasm'*in anlamını hatırlatacaktır).

Morsel: Lokma

Think of a purple flood which causes a big disaster and then famine. A man who begs a piece of food says that this purple flood causes us to beg a "piece of food".

This logical event reminds us the meaning of *morsel*.

(Mor bir selin her tarafı alıp götürdüğü ve insanları bir *lokmaya* muhtaç ettiğini hayal edin. Dilene bir adamın 'bu mor sel bizi bir lokma ekmeğe muhtaç etti dediğini hayal edin. Bu mantıksal olay bize *morsel*'in anlamını hatırlatacaktır.

Revenue: Gelir

To teach and recall we will use the Turkish word '*revani*', which is kind of Turkish dessert. Imagine of a man whose unique way of earning money is selling 'revani'. This logical event reminds us the meaning of *revenue*.

(Bir adam hayal edin ki onun tek gelir getiren işi *revani* satmasıdır. Bu mantıksal olay bize *revanue'un* anlamını hatırlatacaktır).

Irritate: sinirlendirmek, kızdımak.

Think of bodyguard called İri Ted working for a disco. However he always behaves badly to customers and makes them angry. This logical event reminds us the meaning of *irritate*.

(Disko'da koruma olarak çalışan İri Ted adında bir kişiyi düşünün. İri Ted' in laubali ve kaba davranışlarıyla müşterileri kızdırdığını hayal edin. Bu mantıksal olay bize *irritate*'in anlamını hatırlatacaktır).

Sue: dava etmek

To teach and recall this word we will think about a British woman named Sue. This woman is married to a Turkish worker. However this couple has problems and divorces. This Turkish worker runs away with their child to Turkey. As a result Sue *sue*s him to take back her child. This logical event reminds us the meaning of *sue*.

(Sue adında bir İngiliz bayanla İngiltere'ye gitmiş bir Türk işçisinin evlendiğini ve daha sonra aralarında anlaşmazlıklar çıktığını ve ayrıldıklarını, Türk işçisi de çocuğu alıp kaçtığını hayal edin. Sue'nun çocuğunu geri almak için eski kocasını dava ettiğini düşünün. Bu mantıksal olay bize *sue'un* anlamını hatırlatacaktır).

Sentry: nöbetçi

To teach and recall this word, we will use the Turkish word 'sen' and English word 'three'.

This logical event reminds us the meaning of *sentry*. This logical event reminds us the meaning of *sentry*.

(Bu kelime için Türkçe 'sen' ve İngilizce 'three' kelimelerini kullanacağız. Nöbetçi parola 'sen' der ve karşılık olarak da üç subayın 'three' dediğini düşünün. Bu mantıksal olay bize *sentry'nin* anlamını hatırlatacaktır).

2.8.2. Neologism

A neologism is a system, term or phrase that has been recently created (or coined), often to apply to new concepts, to synthesize pre-existing concepts, or to make older terminology sound more contemporary. Neologisms are especially useful in identifying inventions, new phenomena, or old ideas that have taken on a new cultural context. The term *e-mail*, as used today, is an example of a neologism.

Neologisms are by definition *new* and as such are often directly attributable to a specific individual, publication, period or event. The term *neologism* was itself coined around 1800, so in the early 19th century, the word neologism was itself a neologism.

In psychiatry, the term is used to describe the use of words that only have meaning to the person who uses them, independent of their common meaning. It is considered normal for children, but a symptom of thought disorder (indicative of a psychotic mental illness, such as schizophrenia) for adults. Use of neologisms may also be related to aphasia acquired after brain damage resulting from a stroke or head injury. People with autism may also create neologisms.

In theology, a neologism is a relatively new doctrine (for example, rationalism). In this sense, a neologist is an innovator in the area of a doctrine or belief system, and is often considered heretical or subversive by the mainstream clergy or religious institution(s).

Yurtbasi (2006:V) says that like many academics and writers, they are cautious about words that spring up as part of what could be called "buzzword journalism", where a journalist coins a new phrase and it is latched onto by the media and spread through the Internet or other media outlets. Some of these words are harmless enough, and leave the general domain of the language just as quickly as they arrived. But words and phrases with no

staying power have no place in a prestigious book such as a dictionary. A dictionary is a direct reflection of a language and those who speak it. With this in mind, he will share with you a few of the words we chose to eliminate on this basis.

While portmanteau (blending) words have always had their place in the English language, the ones that endure are only a small percentage of those invented. "Brunch" is an example of a reputable portmanteau word. Everyone knows that this word comes from combining the words, "breakfast" and "lunch." Another such portmanteau word is "motel", which is made up of "motor" and "hotel" However, words such as, "anticipointment", from "anticipation" and "disappointment", or "actorvist", coming from "actor" and "activist," and even "affluenza," combining "affluent" and "influenza," while they may amuse, do not yet carry the weight to warrant being included. Their existence will be noted and watched for future editions should they prove themselves, but at present, they do not really qualify as accepted English vocabulary.

However, other portmanteau words, such as 'agrimation', coming from 'agriculture' and 'automation', 'adminisphere', from 'administration' and 'atmosphere', and 'aerotropolis', coming from 'aero' and 'metropolis' (describing a residential area near an airport), struck us as valid, given their staying power in these ever more automated times. Ibid.

They have chosen to include a number of slang or informal words-which are noted as such-that have become well-defined and widespread in English in recent years. For example, terms from popular culture-such as *bling,* a slang word for ostentatious jewelry-or *metrosexual*, a term for a heterosexual man who is stylish and vain-have been included in the dictionary because they are widely used in spoken and written English, despite their recent appearance and informal tone. The criterion for such inclusions was simple, which was to provide you with definitions for words that you are likely to encounter in English-language newspapers, magazines, books, television, and films.

Other fruitful sources of new words include technology, from which a vast number of new words, such as hyperlink, or new meanings for existing words, such as "desktop", arise to describe developments in computer science and equipment. The development of new scientific fields gives us terms such as "bioinformatics" or "ergonomic". Food, clothing, and cultural trends also provide new terms, as do political circumstances, which have made *shock*

and awe and *democracy promotion* keywords for our time. Finally, the increasingly multicultural nature of "many English-speaking societies-and the spread of English as a global language-have enriched the language with a variety of new words from other languages-such as desi, jihad, and keiretsu. We have included a number of these terms to accurately represent the developing and dynamic nature of the English language today. 'In all cases, we have strived to provide examples of usage that reflect the contexts in which you will read and hear these neologisms. The inclusion of this wide variety of new words and phrases-especially terms from popular culture, technology, and international English-make this dictionary unique among those for Turkish students who are learning English as a foreign language.

METHODOLOGY

3.1. Introduction

This is an experimental study on immediate and delayed effects of two different types of glosses in learning and teaching vocabulary through the way in which we will use traditional vocabulary teaching methods, which suggests giving the words in L1 and the equivalent in L2, and the other method in which we take the advantage of semantical and phonological similarities between L1 and L2. To accomplish this, two different gloss types, the glosses having semantical and phonological similarities and lacking these similarities were compared. The researcher will compare to rote rehearsal on recall and recognition of vocabulary items of Turkish students at Tourism Guidance Department at Upper Intermediate Level and Tourism Hotel Management Department at Elementary Level, Silifke-Taşucu Vocational School of Higher Education, Selcuk University. The experiment was conducted in two different departments at different level. 45 students from Tourism Guidance and 45 students from Tourism Hotel management took part in this survey voluntarily. In this experimental study, quantitative data was employed and statistical analysis was offered. Statistical Package for the Social Sciences (SPSS) was employed to measure the results.

In this chapter, first, setting and subjects have been presented. Second, detailed information about the survey and vocabulary items and materials have been given. Third, data collection procedures have been explained and finally, data analyses were presented.

3.2. Research Design

In this study, the experimenter hopes to establish a relationship between phonologic and semantical similarities and vocabulary recall and vocabulary recognition by comparing the scores of two types of teaching vocabulary. A checklist of glossary consisting 54 words was given to the students as a Pre-test to select out the words, the meaning of which they had already known. In this study 30 experimental words and 10 control words were used to measure the learning and recalling abilities of subjects. The same test was used as a pretest. Pretest scores were used as a co- variant for analysis of the immediate test, and the immediate test was used as a co-variant for analysis of the delayed test. 40 unknown words (30 of them were selected as targets or experimental words and the other 10 were selected as control).

The experimental words were presented by the teacher with their special explanations(see Appendix A for the special explanations) and the control words were

presented in a usual way, that is, they were told the dictionary meaning of the words. After the teaching session, all the students took part in the Immediate and Delayed Recall Tests and Recognition Tests.

3.3. Setting and Subjects

The subjects taking part in the study are totally 90 students from Selcuk University, Silifke-Taşucu Vocational School of Higher Education, Departments of Tourism Guidance and Tourism and Hotel Management. They took compulsory English classes during the spring term of academic year 2007-2008. The students who come to VSHE have different foreign language educational backgrounds. Tourism Guidance students enter this department via Language Points but Tourism and Hotel Management student mostly enter this department without an English proficiency examination. Both 45 Intermediate and 45 Elementary groups received the same word list, in which there are 30 words having semantical and phonological similarity between Turkish and English. They also received 10 normal words having no phonologic or semantical similarity between Turkish and English. So the former group's English level was Upper Intermediate and the second group's level was Elementary. We did not survey the success between these two different groups of students but learning ability of the words having similarity between L1 and L2. The experimental 30 words having similarities and the 10 control words having no similarity were randomly chosen and assigned to the order of the list. The 10 control words were scattered randomly among those 30 experimental words.

Weekly distribution of compulsory English classes per year for Tourism Guidance is as the following: 9 hours; and as for Tourism and Hotel Management it is 4 hours.

48 of the subjects were female, 42 were male. The age range of all the subjects was between 18 and 40 and all the subjects were native speakers of Turkish. All of the subjects in this study studied English in secondary school and high school, for six or seven years. Some of them attended an English preparatory class during their secondary education.

There is one main reason choosing both Upper Intermediate and Elementary level students as the subjects. Firstly it was thought that the words having semantical and phonological similarities between Turkish and English are easy to learn and recall not only for Upper Intermediate but also for the elementary level students.

3.4. Instruments /Material

This part explaines the specialities of the words, in other words, what criteria were employed to choose the experimental words.

3.4.1. Target Vocabulary and Glosses

The 30 target vocabulary items were selected according to following criteria:

1. The words are nouns, adjective and verbs.
2. The number of syllables of the words was not taken into consideration.
3. The target experimental words had similarities of phonology, semantics and function in both languages.
4. The control group English words were not similar in sound or spelling to their Turkish Translation, and cognates were avoided.

The students were asked if any of them knew the meaning of the presented words which have similarities in sound and meaning in L1 and L2 before to be sure that they did not. All the words which the subjects were familiar with were selected out via the Pretest. The experimental words were taught to the students with the special explanations verbally which showed astonishing similarities between Turkish and English. (See the Appendix A for the special explanations.) The ten control words which had no similarity between L1 and L2 were given to them with just Turkish equivalents without any explanation. They were allowed to take notes while explaing the meanings and similarity of words as they would be allowed to study for 10 minutes over them. Table 3.1 shows the target vocabulary items that students were asked to recall 10 minutes after explanining their meanings.

Table 3.1. Target Vocabulary Items for the Recall Test.

v=verb n=noun   adj.=adjective

1. graze(v)	
2. attic (n)	
3. *incentive(n,adj.)*	
4. *stern(adj.)*	
5. *allege(v)*	

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6. bosh (adj)	
7. candor (adj)	
8. cerise (n)	
9. crimson (n)	
10. crook (v)	
11. delirium(n)	
12. elegiac (n)	
13. elope(v)	
14. fleck (v)	
15. gaffe (n)	
16. horde(n)	
17. incubus(n)	
18. insular(adj)	
19. jade (n)	
20. janissary(n)	
21. caique (n)	
22. luscious (adj)	
23. palaver(n)	
24. pestle(v)	
25. saliva (n)	
26. saponify(v)	
27. tamer(v)	
28. toupee(n)	
29. ablution (n)	
30. typhoon(n)	
31. atavism (n)	
32. urchin (adj)	
33. *invoice(n)*	
34. *ointment(n)*	
35. *thrifty(n)*	
36. *traitor(n)*	
37. *streaker(n)*	
38. *intuition(n)*	

39. *strenuous(adj.)*	
40. splatter (v)	

The control words in the table 3.1 are given in italics and bold. See Appendix C for the form given to students.

3.4.2. Testing Material

One set of testing material was developed and used three times. Words were given in a different order each time the test was given. The testing material consisted of a two part test; a recall test and a recognition test. The recall test was performed twice in a different vocabulary order each time. The recognition test was performed only once at the end of the survey, and the rate of ability of recalling and recognizing vocabulary was measured.

3.4.2.1. The Checklist for the Vocabulary Test

The students who took part in the survey were exposed to the Checklist Vocabulary Test as a pretest based on Anderson and Freebody's Yes/No Vocabulary Test (1983, cited in Knight, 1994:296). It was used to test their prior knowledge of the selected target words. Studying by a list of vocabulary items, subjects simply checked whether or not they knew the meaning of any of the words. 30 unfamiliar words were selected from the checklist list via Pretest (see Appendix A). Unfamiliarity of these 30 words to subjects was judged by the subjects' English Instructor including the researcher himself. To increase the reliability of the results, the subjects were informed beforehand that they would not be given any grades. They were then asked to check whether or not they knew the meanings of the given words. All the words were presented with their part of speech label in parentheses. Target vocabulary items were selected according to the results of the checklist vocabulary test. The 14 words which were found to be known at a rate of higher than 10% were eliminated, leaving 14 target words for treatment as mentioned before as proposed by Ellis and He (1999). The checklist Vocabulary Test was administered to all of the subjects (see Appendix B for the checklist Vocabulary Test and for instruction).

3.4.2.2. Immediate and Delayed Vocabulary Recall Tests

Recall tests were designed to measure the recall of the acquired vocabulary knowledge when the target words were presented in their original context. (Hulstijn, 1992; Watanabe, 1997).

In the glossary group of similarity between L1 and L2 were the target words and they were presented in the same manner in which their astonishing similarities were explained, and the subjects were asked to write the Turkish translation of each word. The same tests were given after three weeks as the delayed recall test to measure long term retention of target vocabulary items.

3.4.2.3. Vocabulary Recognition Tests

Using multiple choice tests is a good way to see whether or not the learners recognize the meaning of target words after they see them in glosses (Nation, 1990). The recognition tests were multiple-choice tests and they were prepared by the researcher. The mixed glossary were given the subjects and they were asked to select the correct definition among five options: one '*correct*', three '*distractors*' and one '*I don't know*' option. '*I don't know*' option was added to prevent attempts to make guesses. The students were instructed not to guess, but to choose the '*I don't know*' item when they did not know the meaning of a word (Lupescu&Day, 1993). The distractors belonged to the same range of word classes as target words. However, they were semantically distant from the target words. Some of the distractors were chosen from the definitions of the other target words. Since the pre-knowledge of the target words was already tested, it would not be easy for the subjects to select the correct answer unless they recognized it. The target vocabulary items in these tests were presented in a random order, different from that in the glosses in order to minimize the effect of rote learning.

3.5. Data Collection Procedures

The procedure of the experiment had five stages: 1) the checklist vocabulary test, 2) reading procedure and direction, 3) immediate vocabulary recall test, 4) delayed recall test, 5) recognition test.

1) <u>Checklist Vocabulary Test Procedure</u>

At the beginning of the spring term in 2007-2008 academic year, the subjects were given the checklist vocabulary test in the original classrooms of the students, during their

regular class hour by their instructors including the researcher herself. At this stage, students were informed about the experiment that would be conducted in their classrooms and they were asked to participate in the study. However, they were not told anything about the content of the experiment. They were just told that this test was given to them in order to find out which words they know and do not know as a part of the experiment and they would not be given any grades. After collecting all the Checklist Tests, the ones the meaning of which they knew, at a rate of 10% were eliminated. All of the students were administrated the test in order not to break the regular class session.

2) Immediate Vocabulary Test

After having given the glosses and explained the semantical and phonological similarity between L1 and L2, the Upper Intermediate level subjects were given 10 minutes to study over the meaning of the words and they were asked unexpectedly to write down the meanings of the 30 target and ten experimental words. The same procedure was applied to the elementary level subjects too. Subjects of both levels were not informed that they would take the same tests later.

3) Delayed Vocabulary Test

Both elementary and Upper Intermediate level subjects were exposed to the same vocabulary recall test after three weeks to measure long term retention. The test was administrated in their original classrooms with the help their instructors. To increase the reliability of the results, it was explained to participants that their scores on these tasks would in no way affect their grade in the course, and then they were given the delayed vocabulary recall test. The time limit was fifteen minutes for each session of the delayed test for the subjects having different levels

Treatment Schedule of the study was as follows:

07-08.04.2008	The Checklist Vocabulary tests was given for each subject group
08-09.04.2008	The Immediate Vocabulary test was given for each subject group
29-30.04.2008	The Delayed Vocabulary test was given for each subject group
05-06.05.2008	The Vocabulary recognition test was given for each subject group

3.5.1. Scoring Procedures

Scoring the Checklist Vocabulary Test:

To score items SPSS was used. Items checked *I know it* was scored 1 and items checked *I don't know it* was scored 0. The total possible score for the checklist vocabulary test was 45 points. The 14 words which were found to be known at a rate of higher than 10% (5 subjects) were eliminated, leaving 30 target and ten experimental words for treatment.

Scoring Immediate and Delayed Vocabulary Recall Test:

Each answer was judged as either correct or incorrect. At the very beginning of the study *'0'* was thought to be used for the *'no response'* but this study aimed to measure how many of the target words the subjects could remember their Turkish equivalents correctly. Correct answers were scored *as* '1' and incorrect answers were scored as 2. All the answers were either correct or incorrect and most of the students did not select the *'no response'*. For this reason, the simpler correct/incorrect scoring was ultimately used. Some spelling or typing errors both in Turkish and English were ignored unless they made a substantial change in the meaning.

Scoring Vocabulary Recognition Test:

To score vocabulary recognition tests, the *'correct/incorrect'* scoring system was used again and an item was scored '1' when the correct answer was selected. Both *incorrect* and *I don't know* options were scored 2 to mean incorrect answer.

3.5.2. Statistical Analyses

The immediate and delayed vocabulary recall and recognition tests were analyzed separately and the means of test scores were compared via SPSS. The researcher aimed to see the difference between two groups of words. The independent variables of the study were the group of experimental words. The scores of the vocabulary recall test and recognition test were dependent variables and there were two different measurements for each dependent variable: immediate and delayed test scores. Therefore, Descriptive Statistics was used for each of the three tests in order to compare the differences between the group of experimental and control words.

In both immediate and delayed vocabulary tests, the subjects were the same; therefore, the number of the correct answers given by the subjects in the first episode was also compared with the same group of subjects' number of correct answers in the second, in order to see the long term retention for each group. Statistical analyses of differences in the means of

immediate tests and delayed tests were performed using Descriptive Statistics'. Descriptive Statistics were also used to examine the significance of differences between immediate and delayed vocabulary recall and recognition scores. Totally six paired descriptive statistics were used.

4. ANALYSES OF RESULTS

4.1. Introduction

In this study, the amount of the vocabulary learning that takes place when students are given explanation of semantical and phonological similarities between L1 and L2 and when they are given control words without giving any explanation of bilingual glosses was aimed to be measured. It was also aimed to provide evidence on whether students could learn vocabulary with the help of these similarities.

The data were analyzed in two ways:

1) In order to see if data was reliable, Reliability Statistics was performed according to CROANBACH'S ALPHA and it proved to be reliable at the 90.6%. ($p=0,05$, 95% probability, 9.5 margin of error). See the Table 4.1.

Table 4.1. Reliability Statistics for Immediate Recall Test for Upper Intermediate Students

Cronbach's Alpha	N of Items
.906	40

2) In order to compare the means of test scores among experimental group of words and control group of words, one way analysis of variance (DESCRIPTIVES) was used for each of the six tests: for immediate and delayed recall of vocabulary and recognition of vocabulary recognition.

3) Paired t-tests were used to examine the significance of differences between immediate tests and delayed tests for each group of words.

4) N symbolizes valid number of subjects attending the tests.

4.2. Results of Immediate Vocabulary Recall Tests

In order to find out if the similarity in meaning and sound system and function has a positive effect in terms of immediate recall of vocabulary; SPSS DESCRIPTIVES were used to analyze the data. The control group of words is given in italics and bold. DESCRIPTIVE results for Upper Intermediate students are reported in Table 4.2. The results revealed a statistically significant difference. According to these results, it is seen that the most

significant difference between words which have phonological and semantical similarity between the experimental and control group.

Table 4.2. The Results of Descriptive Statistics for Immediate Recall Test for Upper Intermediate Students

	N	Minimum	Maximum	Mean	Std. Deviation
Graze	45	1.00	1.00	1.0000	.00000
Attic	45	1.00	1.00	1.0000	.00000
Bosh	45	1.00	1.00	1.0000	.00000
Cerise	45	1.00	1.00	1.0000	.00000
Crook	45	1.00	1.00	1.0000	.00000
Gaffe	45	1.00	1.00	1.0000	.00000
Incubus	45	1.00	1.00	1.0000	.00000
Jade	45	1.00	1.00	1.0000	.00000
Janissary	45	1.00	1.00	1.0000	.00000
Saliva	45	1.00	1.00	1.0000	.00000
Tamer	45	1.00	1.00	1.0000	.00000
Toupee	45	1.00	1.00	1.0000	.00000
Atavism	45	1.00	1.00	1.0000	.00000
Urchin	45	1.00	1.00	1.0000	.00000
Pestle	45	1.00	2.00	1.0222	.14907
Ablution	45	1.00	2.00	1.0222	.14907
Candor	45	1.00	2.00	1.0222	.14907
Delirium	45	1.00	2.00	1.0222	.14907
Elope	45	1.00	2.00	1.0222	.14907
Fleck	45	1.00	2.00	1.0222	.14907
Insular	45	1.00	2.00	1.0222	.14907
Palaver	45	1.00	2.00	1.0222	.14907
Saponify	45	1.0	2.0	1.022	.1491
Horde	45	1.00	2.00	1.0444	.20841
Caique	45	1.00	2.00	1.0444	.20841
Luscious	45	1.00	2.00	1.0444	.20841

Typhoon	45	1.00	2.00	1.0444	.20841
Ointment	45	1.00	2.00	1.0444	.20841
Stern	45	1.00	2.00	1.0667	.25226
Allege	45	1.00	2.00	1.0667	.25226
Crimson	45	1.00	2.00	1.0667	.25226
Splatter	45	1.00	2.00	1.0667	.25226
Invoice	45	1.00	2.00	1.0889	.28780
Elegiac	45	1.00	2.00	1.1111	.31782
Incentive	45	1.00	2.00	1.1111	.31782
Traitor	45	1.00	2.00	1.1333	.34378
Streaker	45	1.00	2.00	1.1556	.36653
Thrifty	45	1.00	2.00	1.1778	.38665
Strenuous	45	1.00	2.00	1.2444	.43461
Intuition	45	1.00	2.00	1.2667	.44721
Valid N (listwise)	45				

(Display order is changed into Ascending Mean)

The success of *learnablity* of Words of Experimental Group for Upper Intermediate Students can be seen on Chart 4.1. The lower the average of means is, the more successful the learning is, that is to say, the nearer to 1 the average of means is, the more words the subjects can remember as the number 1 symbolizes the true answer and the number 2 symbolizes wrong answer in the test.
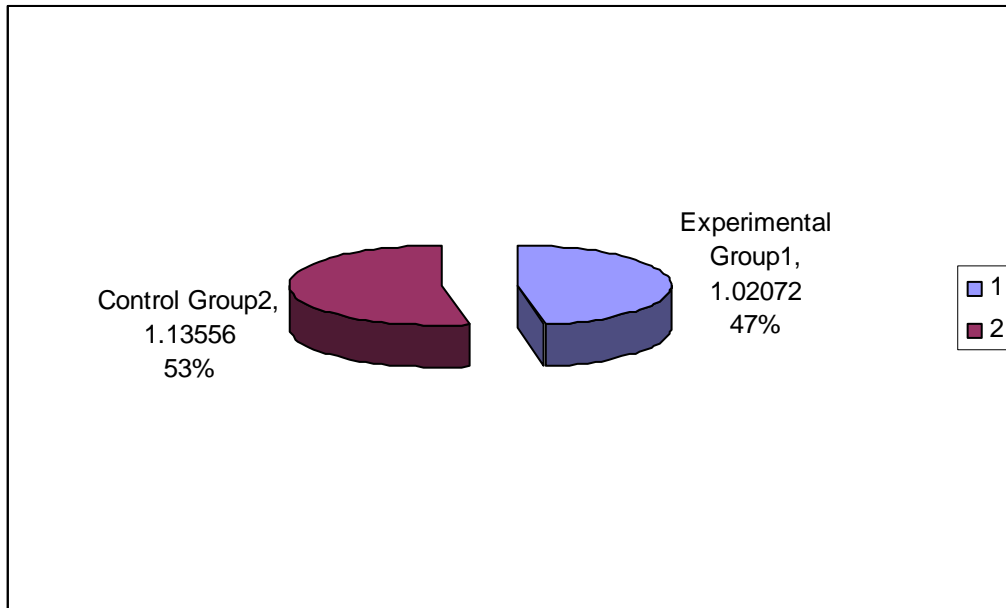
Chart 4.1. The Average of Means for Two Groups

Another way of understanding the success of learnablity of experimental words is to look at the average of standard deviations of two groups of words. As it can be concluded from Chart 4.2, the average of standard deviations of control words is higher than experimental words, which means that the subjects centered the number 1 symbolizing the true answer. That is to say, the rates have got an inverse proportion, which means that the higher the rate is, the less successful the subjects are.
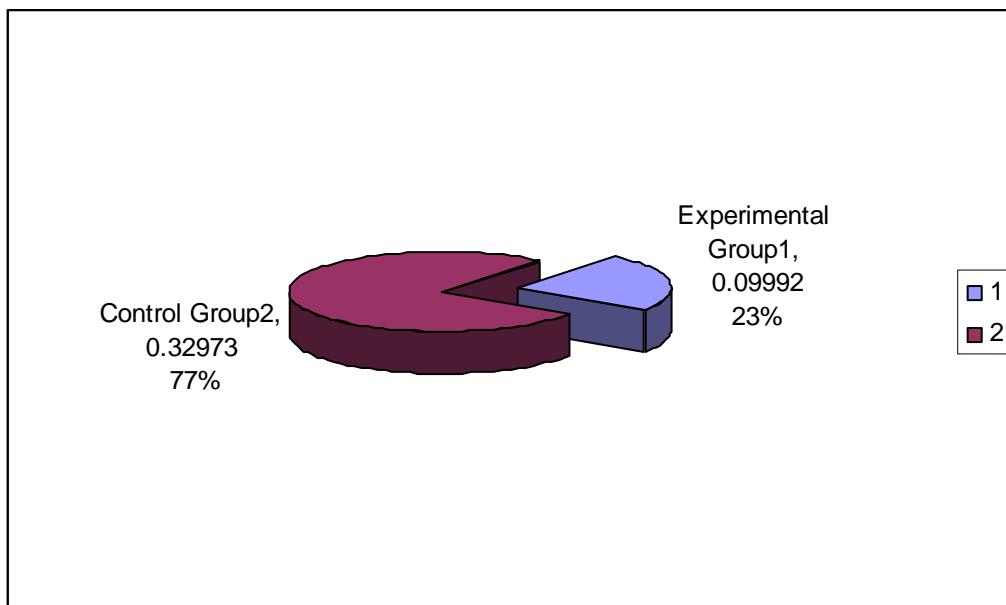
Chart 4.2. The Average of Standard Deviations for Two Groups

In Appendix F, the frequency and percentage of being recalled for each word is presented for the Upper Intermediate level students. Each word is given one by one with its cumulative percentage indicating that how many subjects could recall the words correctly. The control group of words is given in italics.

Below you see the result of success of the experimental words via Chart4.3 explaining average of total success of both groups. There is a direct proportion between the rate of percentage and success.
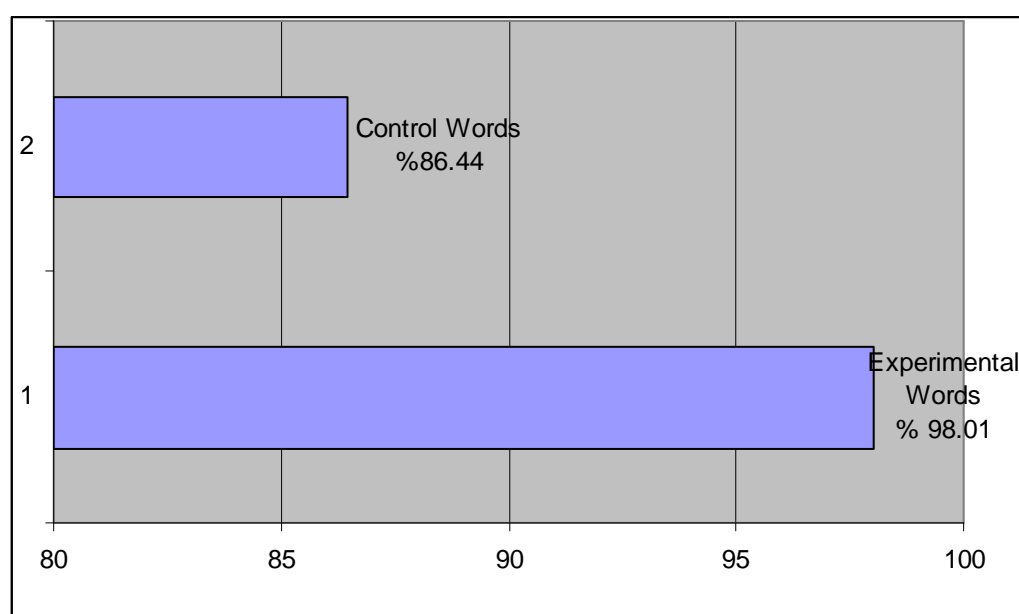
Chart 4.3. The Average of Cumulative Percentages for Two Groups

The same descriptive analysis was also used to analyze the results for Elementary Level students. They are reported in Table 4.3. The results showed us a statistical significant difference between the experimental and control groups. The control group of words is given in italics and bold character. According to these results, a significant statistical difference between the phonological and semantical similar and dissimilar words is seen easily. Although their English level was not enough to learn so many words in only one session of a lesson, they were able to learn and recall many of the words successfully. This success proved to result from similarities between target language and native language. During the session, they often stated the significant similarity.

Table 4.3. The Results of Descriptive Statistics for Immediate Recall Test for Elementary students

	N	Minimum	Maximum	Mean	Std. Deviation
Bosh	45	1.00	1.00	1.0000	.00000
Cerise	45	1.00	1.00	1.0000	.00000
Atavism	45	1.00	1.00	1.0000	.00000
Delirium	45	1.00	2.00	1.0222	.14907
Insular	45	1.00	2.00	1.0222	.14907
Crimson	45	1.00	2.00	1.0444	.20841
Gaffe	45	1.00	2.00	1.0444	.20841
Horde	45	1.00	2.00	1.0444	.20841
Palaver	45	1.00	2.00	1.0444	.20841
Jade	45	1.00	2.00	1.0667	.25226
Tamer	45	1.00	2.00	1.0667	.25226
Graze	45	1.00	2.00	1.0667	.25226
Candor	45	1.00	2.00	1.0889	.28780
Pestle	45	1.00	2.00	1.0889	.28780
Elegiac	45	1.00	2.00	1.1556	.36653
Incubus	45	1.00	2.00	1.1556	.36653
Elope	45	1.00	2.00	1.1556	.36653
Crook	45	1.00	2.00	1.2000	.40452
Saponify	45	1.0	2.0	1.200	.4045
Toupee	45	1.00	2.00	1.2222	.42044
Saliva	45	1.00	2.00	1.2222	.42044
Janissary	45	1.00	2.00	1.2667	.44721
Caique	45	1.00	2.00	1.2667	.44721
Splatter	45	1.00	2.00	1.2667	.44721
Fleck	45	1.00	2.00	1.2889	.45837
Stern	45	1.00	2.00	1.2889	.45837
Urchin	45	1.00	2.00	1.2889	.45837
Luscious	45	1.00	2.00	1.3556	.48409
Incentive	45	1.00	2.00	1.3556	.48409

Typhoon	45	1.00	2.00	1.3556	.48409
Ablution	45	1.00	2.00	1.4444	.50252
Invoice	45	1.00	2.00	1.4667	.50452
Allege	45	1.00	2.00	1.5111	.50553
Ointment	45	1.00	2.00	1.5556	.50252
Streaker	45	1.00	2.00	1.5778	.49949
Traitor	45	1.00	2.00	1.6444	.48409
Intuition	45	1.00	2.00	1.6889	.46818
Thrifty	45	1.00	2.00	1.7333	.44721
Strenuous	45	1.00	2.00	1.7778	.42044
Valid N (listwise)	45				

(Display order is changed into Ascending Mean)

The Averages of Means and Standard Deviations of Two Groups and the inverse proportion between percentage and success are symbolizing the success of the experimental words recalled by the subjects. See Chart 4.4 and Chart 4.5.
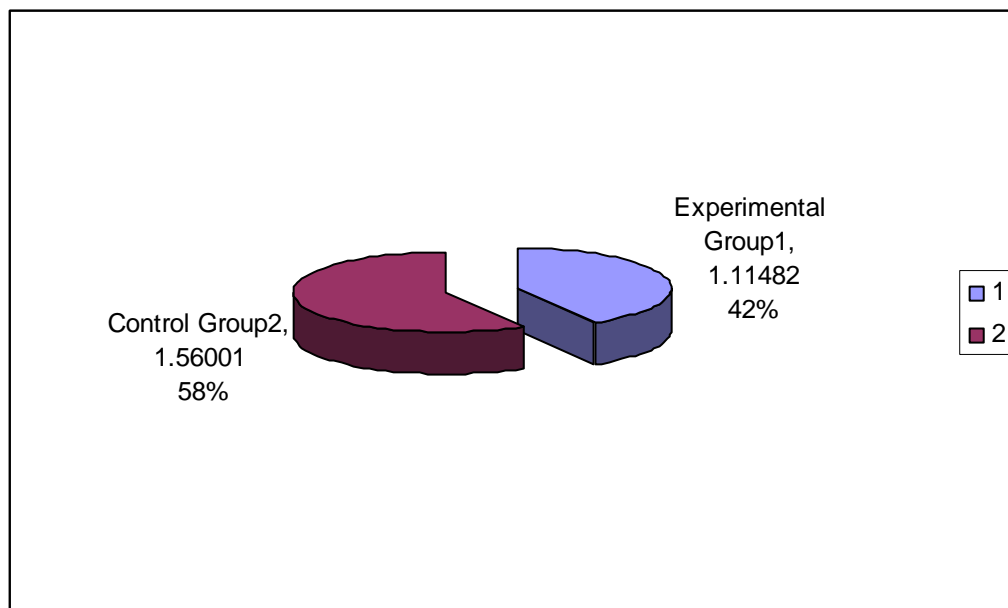
Chart 4.4. The Average of Means for Two Groups

The result of the success of the experimental words is given via Chart 4.5 explaining average of total success of both of the groups. The inverse proportion between the rate of percentage and success shows us the superiority of the experimental words in recalling test.
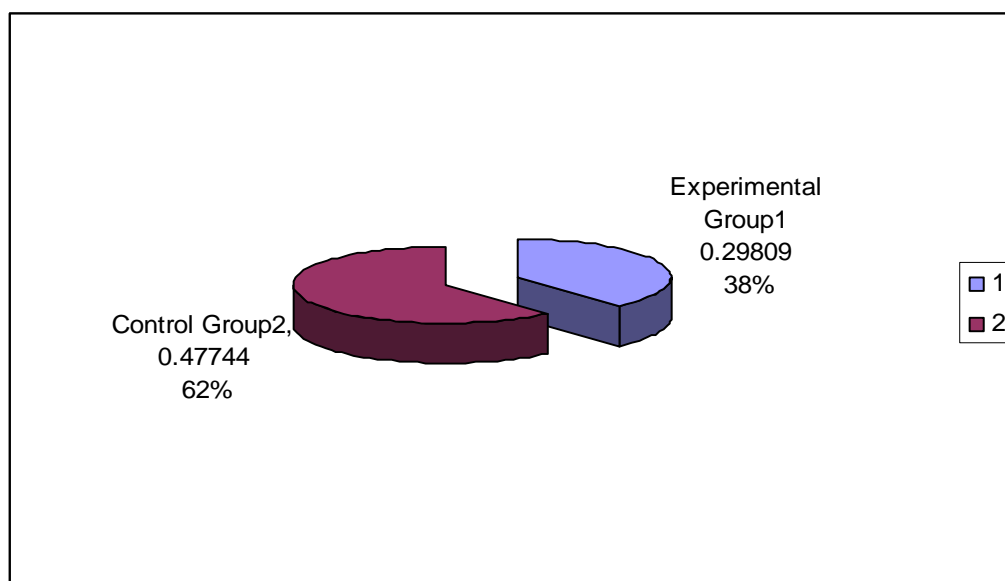
Chart 4.5. Standard Deviation for Two Groups

According to the Table 4.4 the words *bosh, cerise* and *atavism*, which belong to the experimental group, were the most frequently recallable words by the subjects as they were almost able to be recalled by the whole subjects. The last three frequently recallable words, which belong to the control group of words, were *intuition, thrifty* and *strenuous*. The rate of success for 8 words of control group in whole words is 20% whereas it is 80% for the experimental group of words. As for experimental the words *incentive and stern* were more frequently answered truly than the words *urchin, luscious, typhoon* and *ablution.* The researcher thinks it was due to instructor's personal choice of explanation, that is to say, if he had chosen the right words expressing the similarity of both L1 and L2, the students would have been able to recall them more than those words.

As it can be seen easily from the Tables 4.2 and Table 4.3 both Upper Intermediate and Elementary level students could remember the meaning of the words which have phonological and semantical similarity between L1 and L2 but they were not so good at remembering the words having no similarity.

Below the frequency of being able to recall for each word is presented Elementary level students. There is a direct proportion between the rate of percentage and success. The control group of words is given in italics. See Appendix G.

Below you see the result of the success of the experimental words via Chart4.6 explaining average of total success of both groups. There is a direct proportion between the rate of percentage and success again.
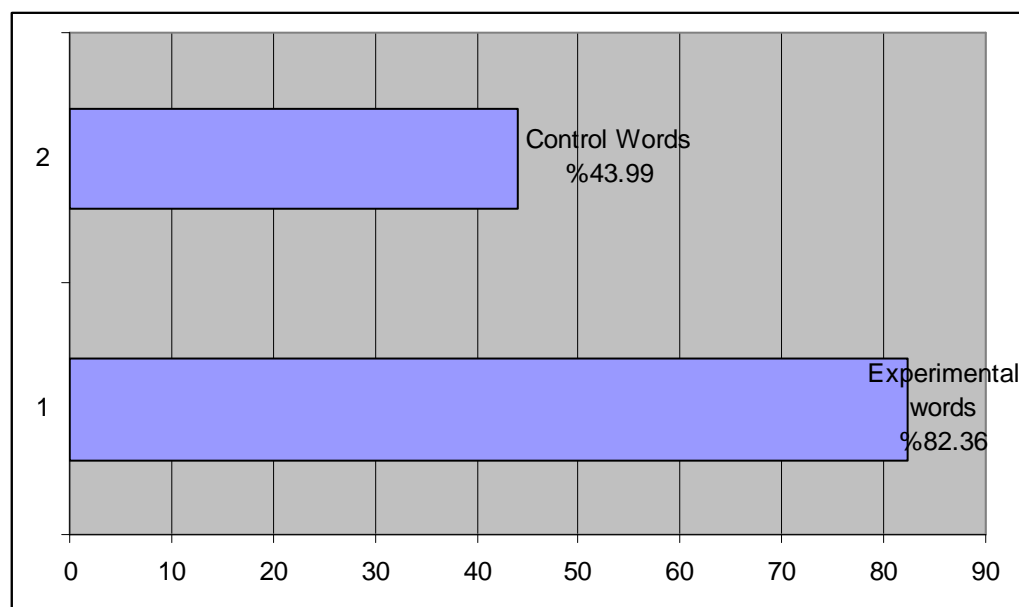
Chart 4.6. The Average of Cumulative Percentages for Two Groups

4.3. Results of Delayed Recall Tests

Table 4.4 shows how many subjects involved the test.

Table 4.4. Summary of Case Processing for Delayed Recall Test for Upper Intermediate Students

		N	%
Cases	Valid	45	100.0
	Excluded(a)	0	.0
	Total	45	100.0

Table 4.5 states the reliability of measurement according to Cronbach's Alpha. And it proved reliable at 89.7 %. Number of items symbolizes the number of the words whose retentivenes is measured in the delayed test. (p=0,05, 95% probability, 9.5 margin of error).

Table 4.5. Reliability Statistics for Delayed Recall Test for Upper Intermediate Students

Cronbach's Alpha	N of Items
.897	40

In order to find out if the similarity in meaning and sound system and function has a positive effect in terms of delayed recall of vocabulary; SPSS DESCRIPTIVES were used to analyze the data again. DESCRIPTIVE results for Upper Intermediate Students are reported in Table 4.6. The control group of words is given in italics and bold. The results between similar and dissimilar words in L1 and L2 revealed a significant statistical difference. According to these results, a significant difference is seen between the groups of the similar and dissimilar words, that is, the subjects were more successful to recall the experimental words than control words as it was also true for the Immediate Recall Test.

Table 4.6. The Results of Descriptive Statistics for Delayed Recall Test for Upper Intermediate Students

	N	Minimum	Maximum	Mean	Std. Deviation
Insular	45	1.00	1.00	1.0000	.00000
Gaffe	45	1.00	1.00	1.0000	.00000
Palaver	45	1.00	1.00	1.0000	.00000
Typhoon	45	1.00	1.00	1.0000	.00000
Atavism	45	1.00	1.00	1.0000	.00000
Saliva	45	1.00	2.00	1.0444	.20841
Attic	45	1.00	2.00	1.0444	.20841
Delirium	45	1.00	2.00	1.0667	.25226
Incubus	45	1.00	2.00	1.0889	.28780
Candor	45	1.00	2.00	1.0889	.28780
Tamer	45	1.00	2.00	1.0889	.28780
Luscious	45	1.00	2.00	1.1111	.31782
Jade	45	1.00	2.00	1.1111	.31782
Urchin	45	1.00	2.00	1.1111	.31782
Pestle	45	1.00	2.00	1.1333	.34378

Bosh	45	1.00	2.00	1.1556	.36653
Splatter	45	1.00	2.00	1.1556	.36653
Janissary	45	1.00	2.00	1.1556	.36653
Crimson	45	1.00	2.00	1.1556	.36653
Saponify	45	1.00	2.00	1.1556	.36653
Horde	45	1.00	2.00	1.2222	.42044
Allege	45	1.00	2.00	1.2222	.42044
Caique	45	1.00	2.00	1.2222	.42044
Elope	45	1.00	2.00	1.2222	.42044
Cerise	45	1.0	2.0	1.267	.4472
Toupee	45	1.00	2.00	1.2667	.44721
Crook	45	1.00	2.00	1.2889	.45837
Ablution	45	1.00	2.00	1.2889	.45837
Graze	45	1.00	2.00	1.3333	.47673
Fleck	45	1.00	2.00	1.3333	.47673
Elegiac	45	1.00	2.00	1.3556	.48409
Streaker	45	1.00	2.00	1.3778	.49031
Invoice	45	1.00	2.00	1.4667	.50452
Traitor	45	1.00	2.00	1.5556	.50252
Ointment	45	1.00	2.00	1.5778	.49949
Intuition	45	1.00	2.00	1.7556	.43461
Stern	45	1.00	2.00	1.7556	.43461
Thrifty	45	1.00	2.00	1.8444	.36653
Incentive	45	1.00	2.00	1.8444	.36653
Strenuous	45	1.00	2.00	1.8667	.34378
Valid N	45				

The chart below describes the success of the experimental words via Chart4.7 explaining average of means for both groups. There is an inverse proportion between the rate of percentage and success.
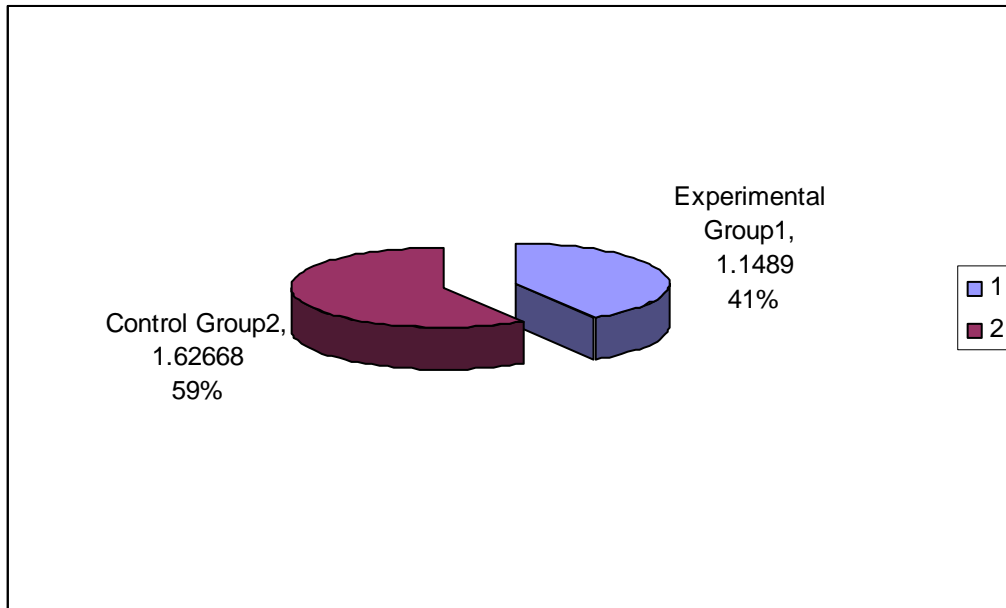
Chart 4.7. The Average of Means of Two Groups

The following chart shows us the result of success of the experimental words via Chart4.8 explaining average of standard deviations of two groups. The rate of percentage and success has got an inverse proportion.
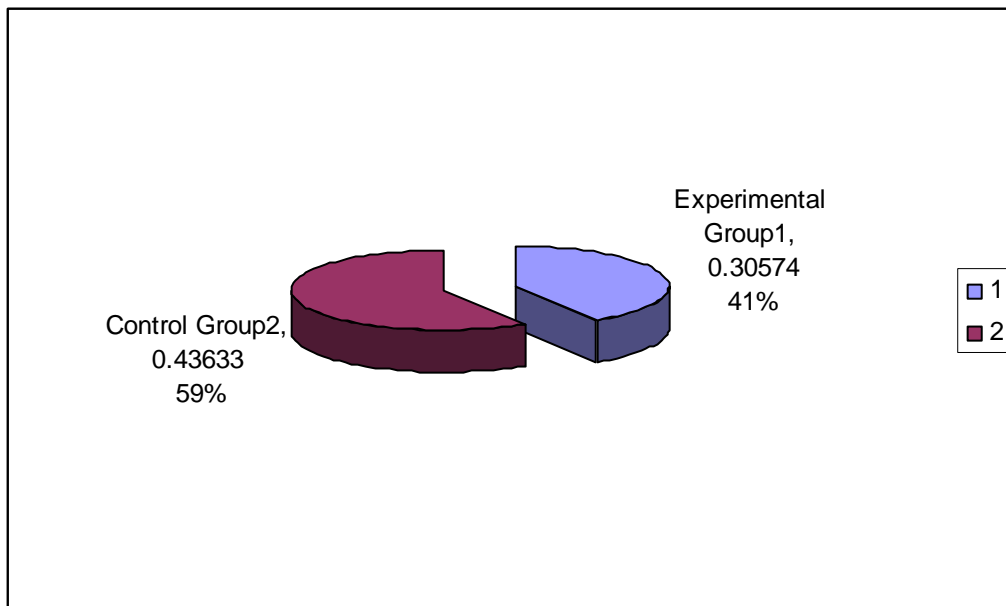
Chart 4.8. The Average of Standard Deviations of Two Groups

The results of frequency and percentage of the success of each word for delayed test for Upper Intermediate Students are reported in Appendix H. The control group of words is given in italics.

The result of success of the experimental words is seen below via Chart4.9 explaining average of total success of both groups. The rate of percentage and success has got a direct proportion.
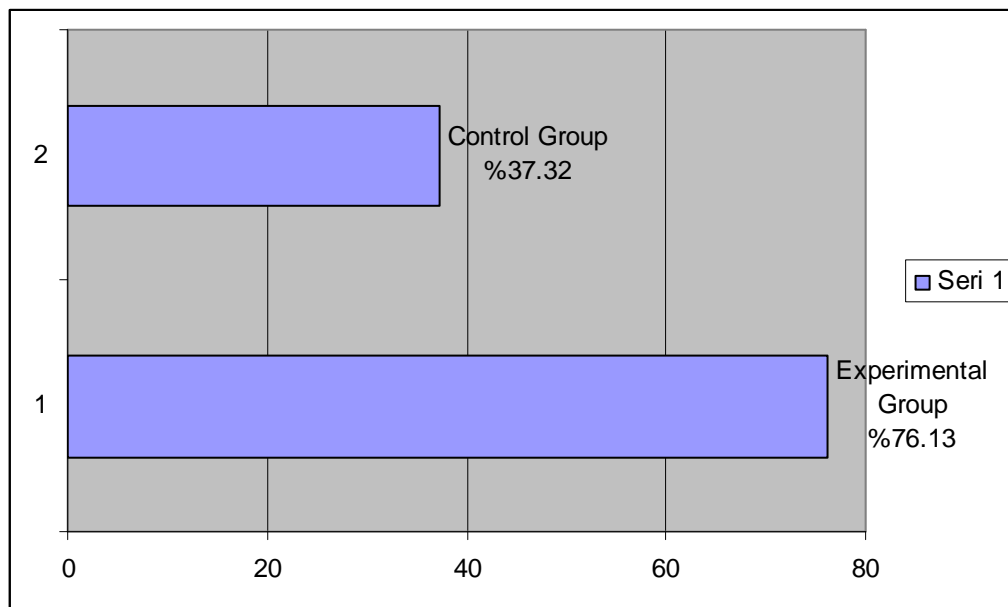
Chart 4.9. The Average of Cumulative Percentages for Two Groups

Table 4.7 shows how many subjects were involved in the test. N symbolizes valid number of subjects.

Table 4.7. Summary of Case Processing for Delayed Recall Test for Elementary Students

		N	%
Cases	Valid	45	100.0
	Excluded(a)	0	.0
	Total	45	100.0

Table 4.8 states the reliability of measurement according to Cronbach's Alpha. And it proved reliable at 92.6 %. Number of items symbolizes the number of words to have been measured.

Table 4.8. Reliability Statistics for Delayed Recall Test for Elementary Students

Cronbach's Alpha	N of Items
.926	40

In order to find out if the similarity in meaning and sound system and function has a positive effect in terms of delayed recall of vocabulary; SPSS DESCRIPTIVES were used to analyze the data again. DESCRIPTIVE results for Elementary students are reported in Table 4.9. The control group of words is given in italics. The results between similar words and the words that have no similarity revealed a statistically significant difference. According to these results, a significant difference is seen between the groups of the similar and dissimilar words, that is, the subjects were more successful to recall the experimental words than control words.

Table 4.9. The Results of Descriptive Statistics for Delayed Recall Test for Elementary Students

	N	Minimum	Maximum	Mean	Std. Deviation
Bosh	45	1.00	1.00	1.0000	.00000
gaffe	45	1.00	1.00	1.0000	.00000
Palaver	45	1.00	2.00	1.0667	.25226
Candor	45	1.00	2.00	1.0667	.25226
Delirium	45	1.00	2.00	1.0667	.25226
Atavism	45	1.00	2.00	1.0667	.25226
Horde	45	1.00	2.00	1.0889	.28780
Cerise	45	1.0	2.0	1.089	.2878
Jade	45	1.00	2.00	1.1333	.34378
Attic	45	1.00	2.00	1.1333	.34378
Insular	45	1.00	2.00	1.1333	.34378
Tamer	45	1.00	2.00	1.1556	.36653
Elegiac	45	1.00	2.00	1.1778	.38665
Janissary	45	1.00	2.00	1.2000	.40452
Pestle	45	1.00	2.00	1.2000	.40452
Splatter	45	1.00	2.00	1.2000	.40452
Saliva	45	1.00	2.00	1.2000	.40452
Incubus	45	1.00	2.00	1.2000	.40452

Crook	45	1.00	2.00	1.2222	.42044
Elope	45	1.00	2.00	1.2444	.43461
Crimson	45	1.00	2.00	1.2667	.44721
Typhoon	45	1.00	2.00	1.2889	.45837
Toupee	45	1.00	2.00	1.2889	.45837
Fleck	45	1.00	2.00	1.3111	.46818
Urchin	45	1.00	2.00	1.3333	.47673
Streaker	45	1.00	2.00	1.3778	.49031
Allege	45	1.00	2.00	1.4000	.49543
Saponify	45	1.00	2.00	1.4000	.49543
Caique	45	1.00	2.00	1.4222	.49949
Luscious	45	1.00	2.00	1.4444	.50252
Traitor	45	1.00	2.00	1.4667	.50452
Ablution	45	1.00	2.00	1.4667	.50452
Graze	45	1.00	2.00	1.5111	.50553
Ointment	45	1.00	2.00	1.6000	.49543
Invoice	45	1.00	2.00	1.6000	.49543
Stern	45	1.00	2.00	1.6444	.48409
intuition	45	1.00	2.00	1.6667	.47673
Strenuous	45	1.00	2.00	1.8000	.40452
Thrifty	45	1.00	2.00	1.8222	.38665
Incentive	45	1.00	2.00	1.8667	.34378
Valid N	45				

The chart below describes the result of success of the experimental words. There is an inverse proportion between rate of percentage and success.
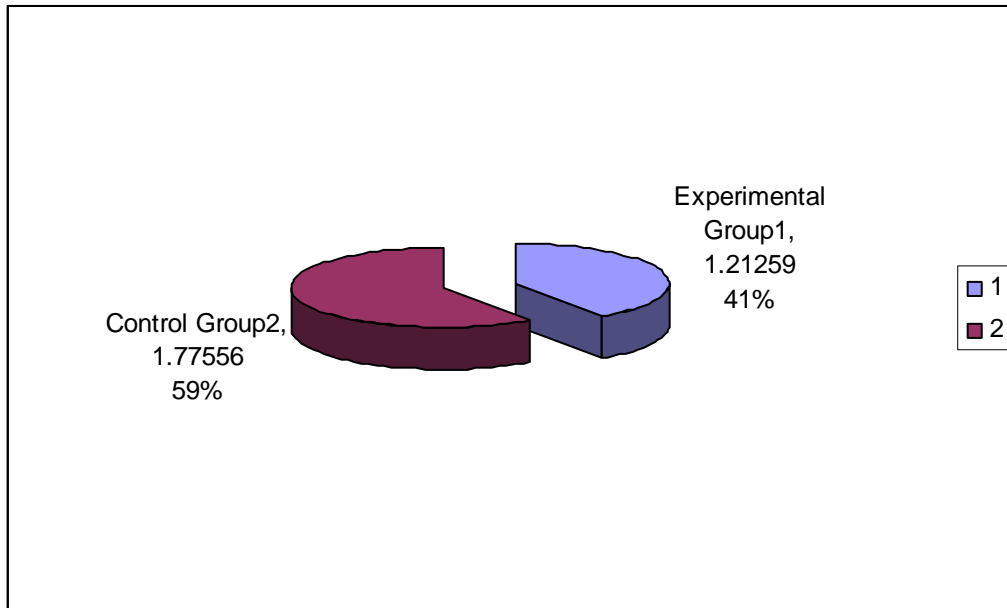
Chart 4.10. The Average of Means for Two Groups

The result of success of the experimental words is described via Chart4.11 explaining average of standard deviations of both groups. There is an inverse proportion between rate of percentage and success.
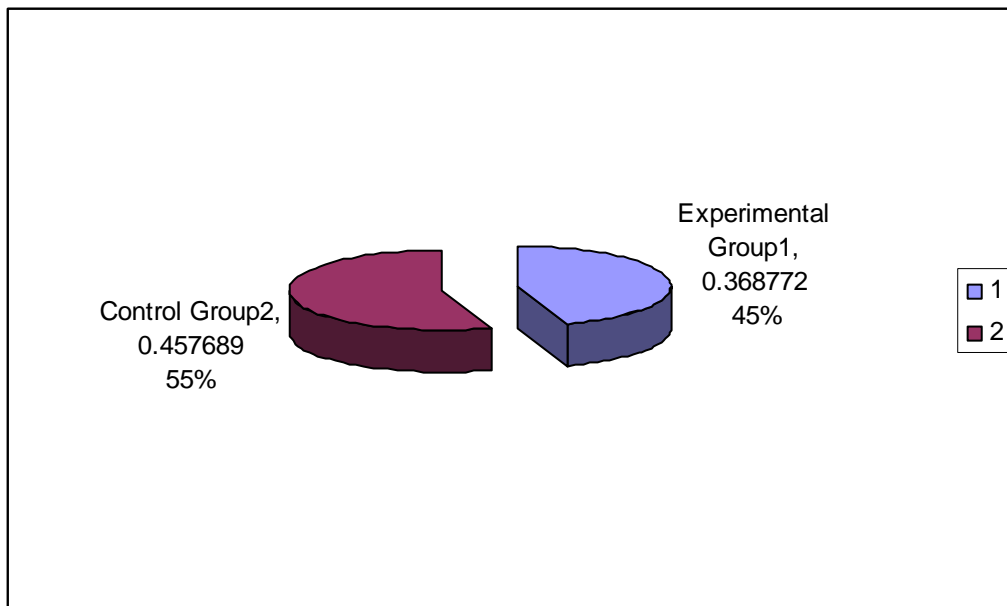
Chart 4.11. The Average of Standard Deviations for Two Groups

Below the results of frequency and percentage of each word for Delayed Recall Test for Elementary students are reported. The control group of words is given in italics. See Appendix I.

Below you see the result of success of the experimental words via Chart4.12 explaining average of total success of both groups. There is an inverse proportion between the rate of percentage and success.
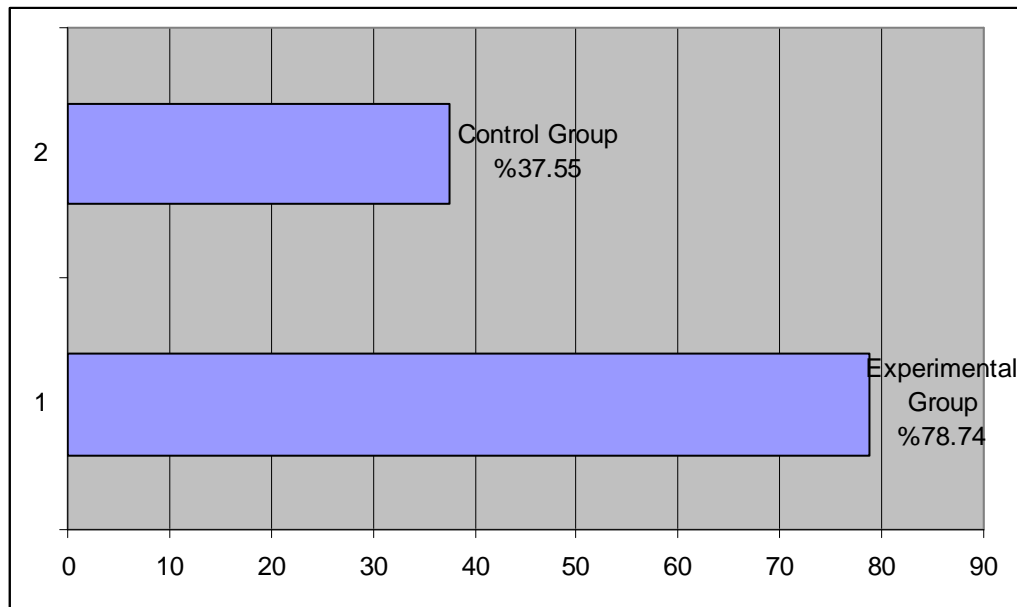
Chart 4.12. The Average of Cumulative Percentages for Two Groups

4.4. Results of Recognition Tests

Table 4.10 shows how many subjects were involved in the test. N symbolizes valid number of subjects. The subjects were the same as the ones having taken part of the Recall Tests for Elementary level students.

Table 4.10. Summary of Case Processing for Recognition Test for Elementary Students

		N	%
Cases	Valid	45	100.0
	Excluded(a)	0	.0
	Total	45	100.0

Table 4.11 states the reliability of measurement according to Cronbach's Alpha. And it proved reliable at 92.2 %. Number of items symbolizes the number of words to measure for the recognition test. (p=0,05, 95% probability, 9.5 margin of error).

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Table 4.11. Reliability Statistics for Recognition Test for Elementary Students

Cronbach's Alpha	N of Items
.922	40

In order to find out if the similarity in meaning and sound system and function has a positive effect in terms of recognition of vocabulary; SPSS DESCRIPTIVES were used to analyze the data again. DESCRIPTIVE results for Elementary students are reported in Table 4.16. The control group of words is given in italics and bold. The results between similar words and the words which have no similarity revealed a statistically significant difference.

According to Recognizing Test results, it is seen that the most significant difference between words which have phonological and semantical similarity between L1 and L2 and the words which do not have. The subjects were more successful to recognize the experimental words than control words as it was also true for the Recall and Delayed Tests. However the subjects were more successful to recognize the control words than to recall. See Table 4.12.

One more point is that subjects were monitored to have been more successful in Recognition Test than Recall Tests. It was thought to stem from the effect of similarity between L1 and L2 in their mind. They verbally stated that the group of experimental words was easier to pick up from the other choices of control words presented on the test papers.

The experimental words *ablution* and *graze* were monitored to be recognized less than other experimental words. The experimental words *bosh* and *gaffe* could be answered truly by all of the 45 subjects. Their Mean and Standard Deviation were the lowest of the test so their score were the highest of all other words. When the Mean and Standard Deviation of a word rise up, it means that the success of recognition of that word decreases.

Table 4.12. The Results of Descriptive Statistics for Recognition Test for Elementary Students

	N	Minimum	Maximum	Mean	Std. Deviation
Bosh	45	1.00	1.00	1.0000	.00000
Gaffe	45	1.00	1.00	1.0000	.00000
Candor	45	1.00	2.00	1.0667	.25226
Palaver	45	1.00	2.00	1.0667	.25226
Delirium	45	1.00	2.00	1.0667	.25226
Atavism	45	1.00	2.00	1.0667	.25226
Horde	45	1.00	2.00	1.0889	.28780
Cerise	45	1.00	2.00	1.0889	.28780
Jade	45	1.00	2.00	1.1333	.34378
Insular	45	1.00	2.00	1.1333	.34378
Attic	45	1.00	2.00	1.1556	.36653
Tamer	45	1.00	2.00	1.1556	.36653
Elegiac	45	1.00	2.00	1.1778	.38665
Janissary	45	1.00	2.00	1.2000	.40452
Pestle	45	1.00	2.00	1.2000	.40452
Saliva	45	1.00	2.00	1.2000	.40452
Incubus	45	1.00	2.00	1.2000	.40452
Splatter	45	1.00	2.00	1.2222	.42044
Crook	45	1.00	2.00	1.2222	.42044
Elope	45	1.00	2.00	1.2667	.44721
Crimson	45	1.00	2.00	1.2667	.44721
Typhoon	45	1.00	2.00	1.2889	.45837
Toupee	45	1.00	2.00	1.2889	.45837
Fleck	45	1.00	2.00	1.3111	.46818
Urchin	45	1.00	2.00	1.3333	.47673
Saponfy	45	1.00	2.00	1.3556	.48409
Caique	45	1.00	2.00	1.3778	.49031
Luscious	45	1.00	2.00	1.4000	.49543
Streaker	45	1.00	2.00	1.4222	.49949
Ablution	45	1.00	2.00	1.4222	.49949
Allege	45	1.00	2.00	1.4444	.50252
Graze	45	1.00	2.00	1.5111	.50553

Traitor	45	1.00	2.00	1.5111	.50553
Ointment	45	1.00	2.00	1.6000	.49543
Invoice	45	1.00	2.00	1.6000	.49543
Stern	45	1.00	2.00	1.6444	.48409
Intuition	45	1.00	2.00	1.6667	.47673
Strenuous	45	1.00	2.00	1.8000	.40452
Thrifty	45	1.00	2.00	1.8222	.38665
Incentive	45	1.00	2.00	1.8667	.34378
Valid N (listwise)	45				

Below you see the result of success of the experimental words via Chart4.13 explaining average of means of both groups. There is an inverse proportion between rate of percentage and success.
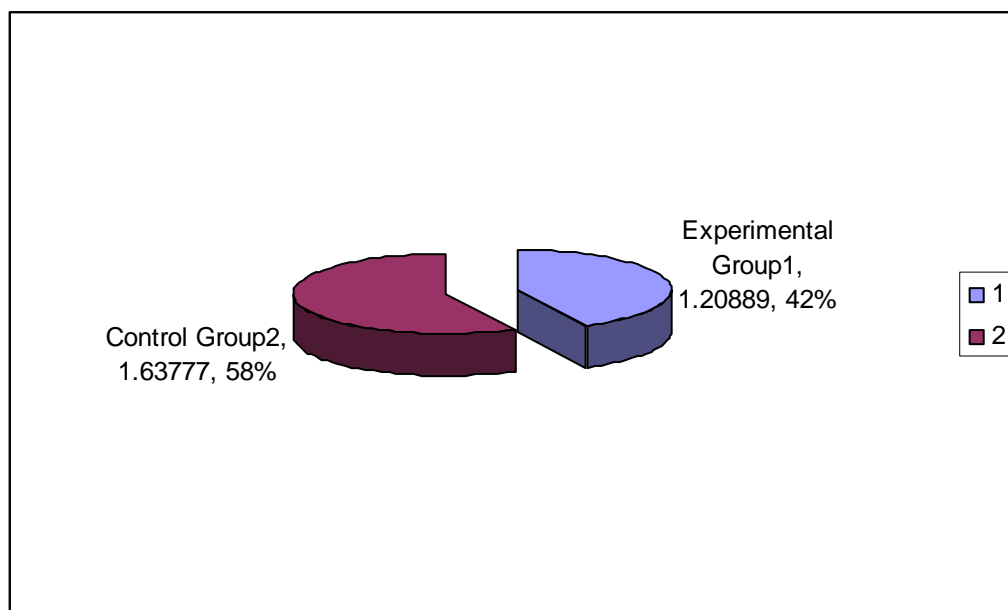
Chart 4.13. The Average of Means for Two Groups

The result of success of the experimental words is seen via Chart4.14 explaining average of standard deviations of both groups. There is an inverse proportion between rate of percentage and success.
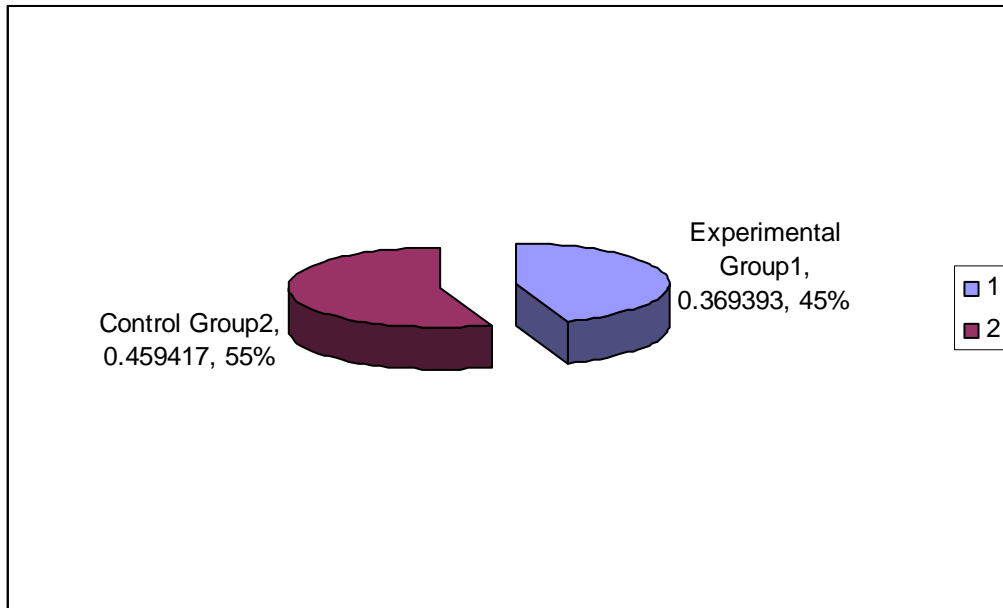
Chart 4.14. The Average of Standard Deviations for Two Groups

Chart 4.15 explaining average of cumulative percentages of both groups describes the result of success of the experimental words. There is a direct proportion between rate of percentage and success.
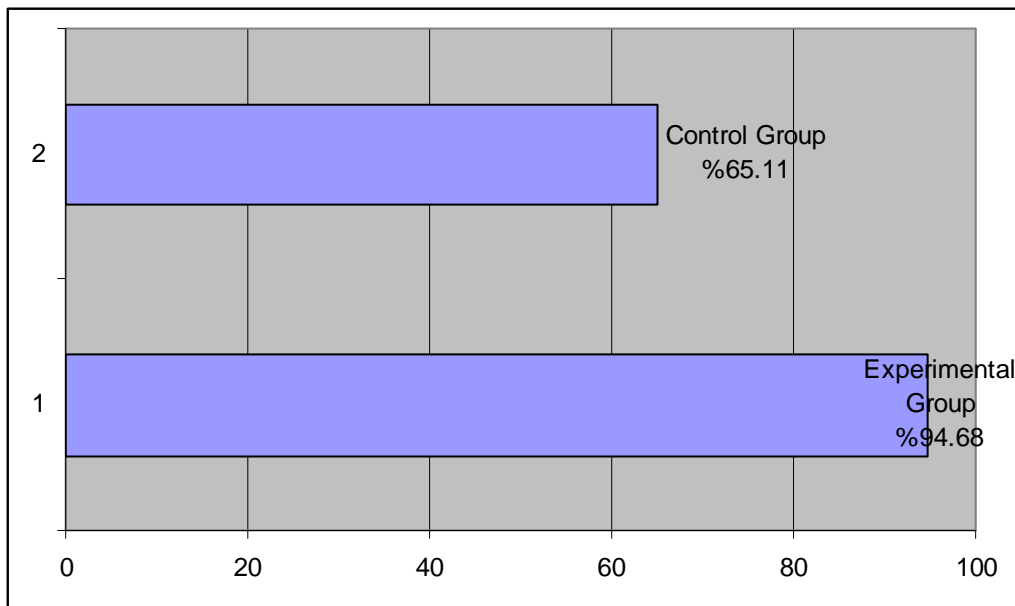
Chart 4.15. The Average of Cumulative Percentages for Two Groups

As it can be seen in table 4.13, the 39 of the 45 subjects were involved the Recognition Test. N symbolizes valid number of subjects. The subjects were the same as the ones having taken part of the Recall Tests for Upper Intermediate level students.

Table 4.13. Summary of Case Processing for Recognition Test for Upper Intermediate Students

		N	%
Cases	Valid	39	86.7
	Excluded(a)	6	13.3
	Total	45	100.0

Table 4.14 states the reliability of measurement according to Cronbach's Alpha. And it proved reliable at 71 %. The rate of reliability of this test was lower than the ones before. It may be due to lack of 6 subjects in this test. Number of items symbolizes the number of words to measure for the recognition test. (p=0,05, 95% probability, 9.5 margin of error).

Table 4.14. Reliability Statistics for Recognition Test for Upper Intermediate Students

Cronbach's Alpha	N of Items
.710	40

As it can be seen in the Descriptive Statistic the Upper Intermediate subjects taking part in this test were more successful than Elementary subjects in general. See Table 4.15. But all the tests applied do not measure their difference in learning ability but the difference of *learnablity* of two groups of words, which are the words having phonologic and semantical similarity between L1 and L2 and the words having no such similarity.

Table 4.15. The Results of Descriptive Statistics for Recognition Test for Upper Intermediate Students

	N	Minimum	Maximum	Mean	Std. Deviation
Elope	39	1.00	1.00	1.0000	.00000
Incubus	39	1.00	1.00	1.0000	.00000

Jade	39	1.00	1.00	1.0000	.00000
Atavism	39	1.00	1.00	1.0000	.00000
Janissary	39	1.00	1.00	1.0000	.00000
Luscious	39	1.00	1.00	1.0000	.00000
Horde	39	1.00	1.00	1.0000	.00000
Toupee	39	1.00	1.00	1.0000	.00000
Bosh	39	1.00	1.00	1.0000	.00000
Candor	39	1.00	1.00	1.0000	.00000
Elegiac	39	1.00	1.00	1.0000	.00000
Tamer	39	1.00	1.00	1.0000	.00000
Crook	39	1.00	1.00	1.0000	.00000
Fleck	39	1.00	1.00	1.0000	.00000
Palaver	39	1.00	1.00	1.0000	.00000
Caique	39	1.00	1.00	1.0000	.00000
Pestle	39	1.00	1.00	1.0000	.00000
Typhoon	39	1.00	1.00	1.0000	.00000
Splatter	39	1.00	1.00	1.0000	.00000
Gaffe	39	1.00	1.00	1.0000	.00000
Delirium	39	1.00	1.00	1.0000	.00000
Graze	39	1.00	1.00	1.0000	.00000
Insular	39	1.00	1.00	1.0000	.00000
Saponify	39	1.00	1.00	1.0000	.00000
Saliva	39	1.00	2.00	1.0513	.22346
Ablution	39	1.00	2.00	1.0513	.22346
Oinment	39	1.00	2.00	1.0513	.22346
Attic	39	1.00	2.00	1.0769	.26995
Urchin	39	1.00	2.00	1.0769	.26995
Streaker	39	1.00	2.00	1.1026	.30735
Stern	39	1.00	2.00	1.1282	.33869
Cerise	39	1.00	2.00	1.1282	.33869
Crimson	39	1.00	2.00	1.1538	.36552
Thrifty	39	1.00	2.00	1.1538	.36552
Invoice	39	1.00	2.00	1.1795	.38878
Intuition	39	1.00	2.00	1.2051	.40907

Allege	39	1.00	2.00	1.2051	.40907
Strenuous	39	1.00	2.00	1.3077	.46757
Traitor	39	1.00	2.00	1.3333	.47757
Incentive	39	1.00	2.00	1.4872	.50637
Valid N (listwise)	39				

Below you see the result of success of the experimental words via Chart 4.16 explaining average of means of both groups. There is an inverse proportion between rate of percentage and success.
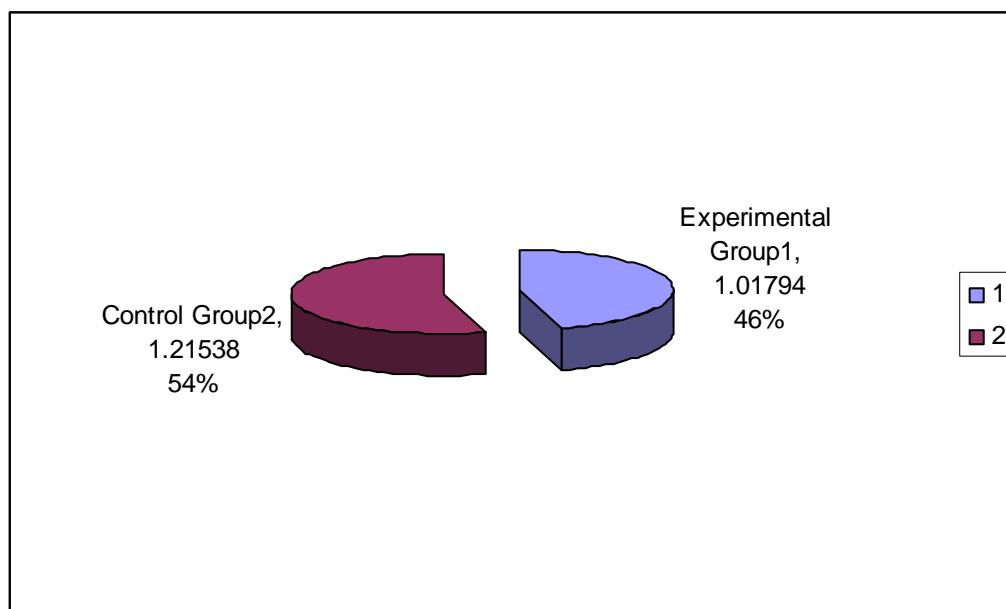

Chart 4.16. The Average of Means for Two Groups

Chart4.17 explaining average of standard deviations for both shows the result of success of the experimental words. There is an inverse proportion between rate of percentage and success.
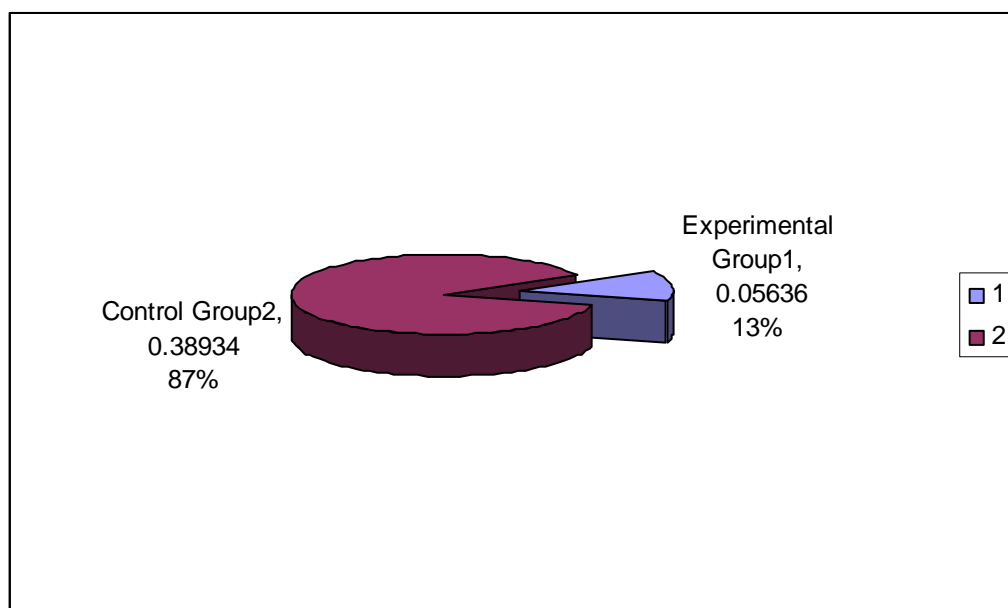
Chart 4.17. The Average of Standard Deviations for Two Groups

The result of success of the experimental words can be seen via Chart4.18 explaining average of cumulative percentages of both groups. There is a direct proportion between rate of percentage and success.
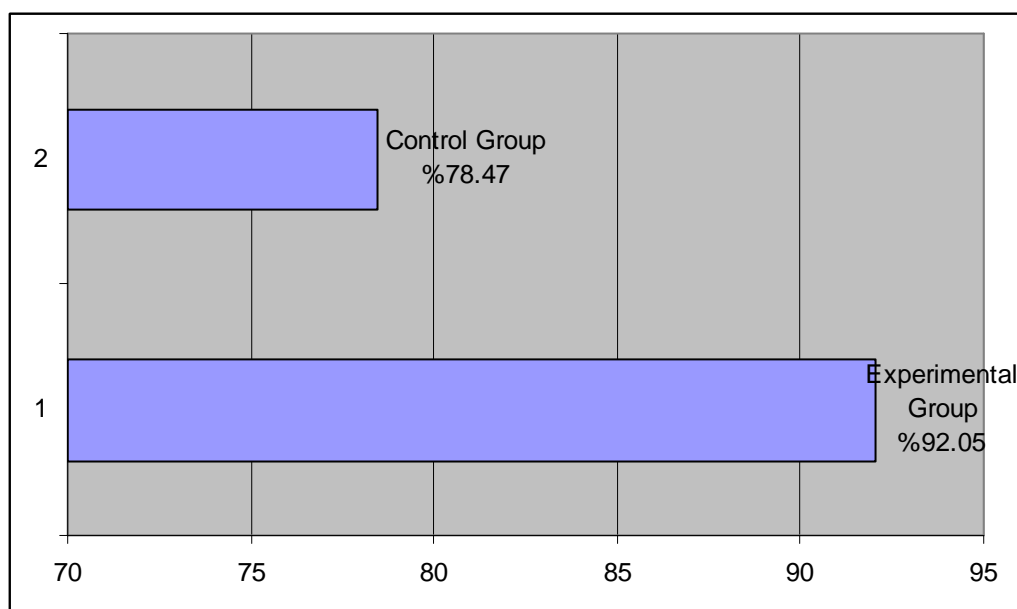
Chart 4.18. The Average of Cumulative Percentages for Two Groups

4.5. Discussion of Results

One of the research questions was: How effective is the similarity between L1 and L2 in learning English vocabulary for students? The answer is apparently positive favour with similar words in sound system and meaning. There is a statistically significant contribution of phonological and semantical similarity of English and Turkish in learning and teaching vocabulary. Recognition Test, and Immediate and Delayed Recall Tests show us that there is a significant difference between the group of experimental words and the group of control words in terms of recalling and recognizing words.

In the table 4.2, the results of Descriptive Statistic for Immediate Recall Test for Upper Intermediate Students are given, which shows us that the means and standard deviations for the experimental words are lower than the control words. When it is remembered there is an inverse proportion between successes and means and also between success and standard deviations, the significant positive difference in success for the experimental words can be seen easily.

Looking at average means and standard deviations of both the control and the experimental words, the values of the control group is higher than the experimental group can be seen, which shows us the subjects are more successful to recall the experimental words. The average of means of experimental group realized at the rate of 47% whereas it is 53% for control group. As for the average of standard deviations of experimental group, it realized at the rate of 23% whereas it is 77% for the control group. See the Charts 4.1 and 4.2.

The results of frequency show us how many subjects could recall the meaning of the words correctly. The frequency of each word having been recalled by the subjects is given with its cumulative percentage. Upper Intermediate subjects are monitored to be more successful to recall the experimental words than control words.

The average of cumulative percentages of both groups is given in Chart 4.3. As it can be seen, the success for experimental words to be recalled by the subjects is 98.01% whereas it is 86 % for control words.

Elementary level students also showed a significant gloss condition although their English level was not so good. In fact their success to recall the experimental words shows us

no matter how much they know about L2, they also can learn vocabulary easier and more effective if the phonological and semantical similarities are used. The results of descriptive statistic (table 4.3) certify our allegation too. The average of means and standard deviations (Charts 4.4 and 4.5) of the experimental words are far lower than the control words; on the other hand their average of cumulative percentages is far higher than the control words. See Chart 4.6.

Delayed Recall Test for Upper Intermediate Students was also a success for experimental words as it can be seen in the descriptive statistics (table 4.6) and looking at the comparison of the averages of means and standard deviations of the experimental and the control groups, a considerable difference of success between two groups to recall was observed. See Charts 4.7 and 4.8. The average of cumulative percentages of two groups (Chart 4.9) also indicates the dominance of the experimental words to control words. Delayed Recall Test for elementary students did not change the overwhelming success of the experimental words over the control words. See Table 4.9. Charts 4.10 and 4.11 illustrate the average of means and standard deviations of descriptive statistics of two groups, and Chart 4.12 gives the average of cumulative percentages of two groups, which brings out the success for the experimental words again.

Vocabulary recognition test reflected the learning of a greater number of words than recall tests. So the difference was not surprising because word recognition only demands the ability to recognize formal features; the learner may or may not reflect on meaning. Moreover, vocabulary recall tests demand productive knowledge and they aim at learners' producing the word. While recall and production are required for active use of vocabulary, recognition is needed for its passive use (Henriksen, 1999).

Table 4.12 and 4.14 demonstrate the descriptive statistics for recognition test results for upper intermediate and elementary students. According to these results, the subjects could recognize the experimental words more successfully than they could recognize the control words. The average of means of experimental group realized at the rate of 42% where as it was 58% for control group. The average of standard deviations of experimental group materialized at the rate of 45% whereas it was 55% for the control group. See the Charts 4.13 and 4.14. The average of cumulative percentages of experimental words was very high (98%), whereas it was 65% for control words. According to this difference in cumulative

percentages, the experimental words outperformed the control words. I am uncomfortable without saying that the reliability of recognition test for upper intermediate students had a lower reliability (71%) than the other tests (over 90s %) as it may be, I think, because of the absence of six subjects at the day of the session of the recognition test.

In sum, the results of the experiment showed that the words which have phonological and semantical similarity in L1 and L2 have a significant contribution to learning and teaching vocabulary. The subjects learned, recalled and recognized the experimental words more easily than the control words. Comparatively with the control words, the experimental words scored an overwhelming success of *learnablity*. So it is obvious that phonological and semantical similarity can supply a great deal of contribution for learning and teaching vocabulary. It is supposed that this study helps students' acquire vocabulary and use it in an efficient way, since it is possible to improve learner's success at word learning through using some different strategies (Fraser, 1999). Ellis (1985) in relation to this claims that L1 not only shapes elementary level EFL learners' way of thinking but also aids their using L2 as it helps them understand the influence of one language on another, especially in the choice of lexical items. Most of the educators tend to avoid providing native language equivalents of the unknown words and the use of L1 is discouraged by many scholars as well (Nation, 1990). However this study revealed that using L1 and phonological and semantical similarity to explain meaning of vocabulary in L2 is crucial for learners. With regard to the effectiveness of different ways of explaining the vocabulary, the significantly higher scores of the experimental glossary group than the control glossary group was contrary to the belief that bilingual dictionaries hinders the development of proficiency in the second or foreign language(Baxter, 1980; Nation, 1990). Moreover, learners feel that accessing word meanings in their native language is the key factor in understanding the foreign language text (Davis & Lyman-Hager 1997). The apparently positive results favor with similar words in sound system and meaning can attribute the experimental approaches used in such studies. That is, different

experiments demand different levels of access (e.g., (semantic), vs. (semantic + lexical) vs. (semantic + lexical+ phonological)) or elicit different operations (encoding vs. retrieval) (Durgunoglu & Roediger, 1987).

5. CONCLUSION

5.1 Introduction

This study focused on models of vocabulary processing in teaching EFL classes as vocabulary is an essential part of a language and for most learning purposes and it needs to be taught for comprehension and for production. Adequate explanation of similar words in L1 and L2 is viewed as necessary for understanding the lexical structures of a language to achieve adequate amount of words for the learners. Research on both first language and foreign language verified that, except for the first few hundred words in common use, competence in spelling and vocabulary is most efficiently attained incidentally through extensive reading, with the learner guessing the meaning of unknown words, and the result of this thesis improves the considerable amount of contribution of the phonological and semantical similarity in L1 and L2. It is monitored that this study helps students' acquire vocabulary and use it in an efficient way, since it is possible to improve learner's success at word learning through strategy of using phonological and semantical similarity of words in English and Turkish. This study shows us that similarity between L1 and L2 cannot be ignored and it is a strategy a teacher of English should take into consideration. One of the main reasons is that it allows learners to relate to their L1 knowledge. The results also suggest that the learners rely on their L1 to transfer L2 meaning, which means that their L1 works as a body of reference when they comprehend the meaning of words. The results of the study claim that L1 not only shapes elementary level EFL learners' way of thinking but also aids their using L2 as it helps them understand the influence of one language on another, especially in the choice of lexical items.

45 Elementary students and 45 Upper intermediate students took voluntarily part in this experimental study as subjects to measure the effect of phonological and semantical similarity of L1 and L2 on vocabulary learning or teaching. After explaining the meaning of the

experimental words with their similarity in Turkish, and giving the meaning of the control words, they were asked to write down the meanings of the words that they could recall. As it can be seen from results of the Immediate Recall Test, the subjects could remember the meanings of the experimental words more than they could of the control words. The subjects were more successful not only in the Delayed Recall Test but also Recognition Test for the experimental words. The immediate and delayed vocabulary recall and recognition tests were analyzed separately and the means of test scores were compared among three experimental groups and within each group (experimental group, control group) to see the differences, if any, among and within the groups. The statistical analyses presented in the previous chapter revealed that there was a statistically significant difference between experimental group and the control group in terms of both immediate and delayed recall of vocabulary, but there was a statistically significant difference between recalling and recognition of vocabulary. An insignificant difference was also observed between the immediate and delayed tests within the groups. The scores on the delayed tests were lower than those on the immediate test. The scores were higher on recognition of target vocabulary items in all of the groups than those on recalling tests. It may be due to fact that recognizing is receptive but recalling is productive skill.

5.2. Major Findings

The results of the present study indicated that the phonological and semantical similarity in L1 and L2 significantly increased vocabulary learning. In other words, three test groups using glossaries outperformed the group not using the phonological and semantical similarity in L1 and L2 on both immediate and delayed tests of recall and recognition. This result seems to support the study from which I attained the idea that English words which are similar to their Turkish equivalents will be effective for vocabulary learning. The findings of this study mean that teachers of English should support the widespread practice of advising students to find a phonological and semantical similarity with the word meaning of quite a lot of words in a dictionary.

The subjects, who were given the explanation of similarity in meaning and sound system among words, learned more experimental words than control words. It seems then, that experimental group of glossary was superior to control group of glossary condition in promoting vocabulary learning. There is a trend to avoid providing native language equivalents of the unknown words and the use of L1 is discouraged by many scholars as well.

These findings, however, showed that the learning of unknown words is made easier if the equivalent of the mother tongue is given with their phonologic and semantical similarity (Swan, 1997). Also, Taylor (1990), supports the value of discussing and comparing how the same thing can be said in a different language, and so higher scores of the experimental glossary group support Taylor's assumption.

The recognition test reflected the ease of learning of a greater number of words than the recall tests. This difference was not surprising because word recognition only demands the ability to recognize formal features. Recognition test does not distinguish an ambiguous or accurate meaning between items. On the other hand, recall test measures different level of vocabulary knowledge and differs in its sensitivity. When a word is encountered once in a context or among multiply choices, normally it is easier for the learner to recognize it than to produce it.

With regard to the comparison of immediate and delayed recall and recognition test scores within the groups, some reduction in both recall and recognition would be expected. Although there was clear evidence that the subjects who learned words with their explanations of similarity were able to remember the words over time, the scores on the delayed recall test was lower than that on the immediate recall test and the differences of immediate and delayed vocabulary recall scores within each group reached statistical significance in favour with immediate test. The subjects in experimental group of glossary was able to remember more of the target vocabularies than those control group of glossary in immediate and delayed recall test and recognition test as well.

5.3. Pedagogical Implications

The results of the present study support the use of glosses in English vocabulary learned by upper intermediate and elementary level students. Results demonstrate that glossing the phonological and semantical similarity has an extremely positive effect on vocabulary learning. To use phonological and semantical clue which is the major word meaning strategy taught to the students by many educators should be re-examined in the light of these findings.

With regard to the effectiveness of different ways of explaining the vocabulary, the significantly higher scores of the experimental glossary group than the control glossary group was contrary to the belief that bilingual dictionaries hinder the development of proficiency in the second or foreign language. This study has shown that LI glossary was superior to L2 glossary condition in promoting vocabulary learning. Similarly, Lupescu & Day (1993), found that the use of a bilingual dictionary can facilitate the learning of vocabulary by EFL students, however their study did not involve the use of monolingual dictionary. The results of this study suggest that learners feel that accessing word meanings in their native language is the key factor in understanding the foreign language text. Therefore it can be said that teachers should be aware of these tendencies and the use of L1 glossary should be encouraged.

An additional pedagogical implication from this study relates to the significant decrease of vocabulary recall on the delayed test, three weeks after the treatment. It was observed that the experimental group of glossary had a higher retention effect than the control group of glossary. However, it was seen that this retention should be reinforced. Hulstijn et al (1996), verified that frequency of occurrence will foster incidental vocabulary learning more when the learners are given the meanings of unknown words through glosses. However, to make the unknown words reappear several times is not possible when the learners read authentic texts. The effort given to the learning of new words will be useless if this is not followed up by a later encounter with the words. Thus learners can be invited to review the words regularly with their explanation of similarity of both L1 and L2 and glosses or vocabulary exercises can be added to the glossed texts.

5.4. Suggestions for Further Research

The loan words and barrowed words originating from Turkish used in living English, such as bridge (bir-üç), bergamot(bey armutu) and caracal(karakulak), may be a future study to be measured to see their contribution to learning and teaching vocabulary . This study showed me that students loved the way of learning vocabulary in which the similar words were given with their glosses or explanations. This study offers that the use of L1 (bilingual) glosses in foreign language texts fosters incidental vocabulary learning. The apparently positive results favour that similar words in sound system and meaning can attribute the experimental approaches used in such studies. That is, different experiments demand different levels of access (e.g., (semantic), vs. (semantic + lexical) vs. (semantic + lexical+

phonological)). Therefore, it seems necessary to carry out another study on using computerised glosses. Felder & Henriques, 1995; Bickel & Truscello, 1996; Oxford & Green (1996) also support to provide different types of information for the different type of learners. Individual differences can be taken into consideration and the effectiveness of different types of glosses such as pictures, sound or videos on vocabulary learning can also be investigated.

In a traditional gloss, learners may find that many dissimilar words and expressions were not glossed, while many similar expressions were. Although experienced teachers can determine the vocabulary likely unknown by foreign language students, it would be worth studying teacher's choices of words to gloss.

As planned before the words were positioned at a different order in each test so that the students should be measured to recall or recognize glosses as a way of confirming guessing from the phonological and semantical similarity of both L1 and L2 and glossed items were not marked in any way.

The retention of target words was measured using vocabulary recall and recognition tests in this study. The students were asked to write the meanings of the target/experimental words in English in vocabulary recall tests and all the options in the vocabulary recognition tests were prepared in Turkish. It would be interesting to see the results if they had been asked to write the meanings of the target words in English in the vocabulary recall tests and all the options in the vocabulary recognition tests had been prepared in English. Furthermore students can be given a series of reading tasks accompanied by explanations of similar words and the reading tasks can be followed by free writing task in which the target or experimental words appeared.

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APPENDICES

The whole list of words(totally 526) having phonological and semantical similarity.

WORD	KEY WORD/TURKISH MEANING	EXPLANATION ABOUT PHONOLGICAL AND SEMANTICAL SIMILARITY
A		
ablution	**ab**dest	"*ab*"Eski dilde su anlamına gelir
accident	kaza	*aksi* edinim, *aksi* olay
ache	**acı**,ağrı,aykırı durum	
a**qua**	su	*Kova* ile taşınan su
a**qua**rius	Kova burcu	
ash	**kül**	**eş**eğin **eş**elendiği yerde bulunan kül
asine	**asi** eşek inadı	
asparagus	Asparagas, yalan haber, (bot)kuş konmaz	Yalan haber yapmış,kuş kondurmuş
assassin	haşhaş içerek kendinden geçen insanların insan öldürmek, suikast yapmak	Via French < Arabic *ḥašāšīn* "hashish users"
ad	ilan,reklam;*ad*ı duyulmak	
adage	*ata*sözü,eski söz	
afrit or afreet	aşırılık;**ifrit**	
agile	çevik,atik;	**acil**,acelesi olan
agitate	ajite etmek, üzmek	**acıt**mak ve bunun sonucu olarak harekete geçirmek
agony	*Acı,* ızdırap	*acı* içinde
alarm	Alarm, tehlike işareti	Al(kırmızı) kolluklu kişinin sesli uyarısı
argil	kil,balçık	

*alt*erego	*alt* benlik,ikinci kişilik	
amain	Şiddetle, var gücüyle	*aman aman* dedirtecek şekilde,
amaurosis	(Tıp) amaroz hastalığı,	Âmâ oldum ama görünüşte bir şey yok
(-an,-ana)	ait anlamında son ek:americana, hasmane Elizabethan Era, Elizabethan make-up etc..	
arrack	rakı	"Rakı" daki sessizlere dikkat
atavism	**Ata**lara çekim, **ata**cılık	
attack	ileri **at**ılmak,saldırmak	
attic	tavan arası	**atık** malzemelerin konulduğu tavan arası oda
autarchy	**özerk**lik	
ava**rice**	h**aris**	Havarise gibi okuyun –va hecesini düşürün
avenge	hınç,intikam,öç-	Önceleri "havenge" mış sonra baştaki h düşmüş gibi düşünün
avert	evirtmek,çevirmek,yön değiştirmek	Anadolu'da bazı yörelerde eğirtmek veya eğirmek olarak hala kullanılır.
# B		
babouche, babuche, baboos	**pabuç,**terlik	(Eski Dil) pa(ayak)'dan
baby	bebe veya bebek	
baddie, baddy	filmdeki bed adam	Bedbah(kötü baht) daki veya beddua (kötü dua)daki gibi
baksheesh	bahşiş	
Barracks	kışla;baraka	
bashaw	**paşa**;azametli kimse	
bashibazouk	başıbozuk	Tarihi bir olaya bağlı bir gruba verilen addan genelleştirme
batter	dövmek, tahrip etmek	*batır*ırcasına sert darbelerle vurmak,
battering-ram	kule kapılarını ve duvarlarını yıkmak için kullanılan kütük	

batting	yorgan ve şiltede *batırılarak* dikilmeye hazır tabaka halindeki pamuk	
battle	tarafların birbirlerini öldürmek maksadıyla birbirlerine birşeyler (ok,mızrak,kılıç vb.) batırmaları	
batten	yelkenleri düz tutmak için içine *batırılmış* ince tahta parçası	
beak	ibik	sadece baştaki i- sesi eksik
bedeck	bezemek;süslemek	
beldam	büyükanne,nine,acuze	**Beli** bükülmüş yaşlı kadın;
belly	Karın; rahim	Bel seviyesindeki ilgili kelimeleri anlatır.
bellyache	Karın ağrısı	
bellyband	karın kuşağı	
bellybutton	göbek	
bellylaugh	kahkaha	Gülerken veya gülmekten karnın sallanması
belt	kayış, kemer, kavşak	**Bel**e takılan eşya bunlar
bergamot	bergamot	beyarmutun'dan
bill	hesap,bilgi, fatura	ilgilinin **bil**mesi gereken, müşteri hesabını bilsin diye verilen evrak
big	**Büyük,**	ağa**beğ** deki **beg** gibi; ortadaki y sesini düşür ve ü vokalini i'ye çevir
bigot	mutaassıp,dar görüşlü kimse	**büyük ot**
bio	canlı	Biyoloji büyüme yeteneğine sahip canlıları inceleyen bilim dalı.
birth	doğum	bırt diye dünyaya gelmek, pörtlemek
blockade	A**bluk**aya almak	
board	parda,yassı tahta;perde	Parda kelimesi Anadolu'da hala kullanılır
book	kitap	Eski Türkçe'de **b**ıtı**k** veya **b**itik **kitap anlamına gelir."** T" sesi düşmüş
boot	Bot ayakkabı	
bosh	**bo**ş söz,saçmalık,zırva	

brae/brei/	bayır	change the places of r and /ei/
brain	beyin	"r" sesini teleffuz etme
bravado	bravo sözünü hakkettiğini sanarak kabadayılık yapmak	
break	**burk**mak, kırmak	B-R-K sessizlerine dikkat
bridge	Briç, köprü	Türkçe bir-üç'ten
buran	Boran, fırtına	
bucket	**bak**raç	et>raç
brilliance	parlaklık.	Brl>prl
burg	Burç, kale	Burjuva kelimesinin kökü
buss	buse	
butcher	kasap	*but*ları parçalayan adam veya *but* satan adam
buttock	**but**,kalça	
# C		
caliph	halife	
caliphate	halife	
calpack	kalpak	
cephalic	kafayla ilgili	
can	-ebilmek,-abilmek	canı olan;insanın yapabilirliğini anlatan
canal	kanal	içinden kan geçen
cancer	kanser	kan yer/yiyen hastalık
candle	kandil,mum	
cando(u)r	**can**danlık,samimiyet	
cangue	kağnı,boyunduruk	Canı boyunduruğa alan alet
canine/keynaın/	canavar;kurt	
cannibal	can yiyen;yamyam	
canker	çürütmek;yavaş yavaş mahvetmek, kopek dişi	*can*ını kemirmek;
cannula/känyılı/	kanül	Vücuttan *kan* almaya veya vermeye yarayan boru.

cap	kep;şişenin kapağı	başı veya şişeyi *kap*ayan
capacity	Hacim, kapasite	*kap*ladığı alan
capitulate/kıpiculeyt	teslim olmak;silahları bırakmak	*Kap*lanmak, her şeyini *kap*tırmak
capstone	kapak taşı	
captor	*kap*an;esir alan/eden kişi	
car	araba	Kâr'ın bir anlamı "iş" demektir. Kar elde etmek için kullandığımız
caracal	Carakulak	Bir vaşak türü
caravan	karavan	İş için kullandığımız üstü kapalı araç, karvan (kâr-ban)
caravanserai	**Kervansaray**	
career	iş;meslek	Kâr edinim ustalığı
case	**ka**sa	
casual	*kaza* ile olan, *kaza*ren,tesadüf	
cat	kedi	
catch	(ele) **geç**irmek,yakalamak,tutmak	
cellar	*Kiler*, mahzen	
cement	**çi**ment*o	
cerise	**kir**az kırmızısı	
cham/käm/	**kam**;kaman;şaman;kağan	
chance	Sans	
chandelier	*kandi*lin yerini tutan avize	
chatter/çâtır/	çatırdamak;diş çatırdaması, çok konuşan veya konuşmak	lafın belini çokça çatırdatan
check	şah *çek*mek;rakibin şahını *çek*mesini emretmek	Şahını ordan *çek.*
chew/çu/	çiğnemek	
chiaus	Çavuş	
chibouk/çibuk/	çubuk	
chic	şık;modaya uygun,yakışık	
childer**mas**	**mas**um çocuklar(İsa'nın doğumundan 3 gün sonra kılıçtan geçirilen masum çocuklar)	
chopsticks	Çinlilerin yemek yemek için kullandıkları *çöp*ler	
cipher/çayfır/	sıfır;önemsiz,şifre	
clay	**kil**	

climate	i**klim**	K-L-M seslerine dikkat.
c**loud**	bu**lut**	"k" sesi "b" sesine dönüşmüş gibi düşün.
clutch	kuluçkadan çıkan civciv	
coat	*kat*,tabaka;palto	
coffle	*kafile*;topluluk	
command	emir;komuta etmek,**komut** vermek	
copper/kapır/	bakır	/k/→/p/
cor**ked**	**Körk**ütük sarhoş	
corsair	Korsan gemisi,korsan	
cossack	**Kazak**, göçmen	Kazak ırkı
cove	*kov*uk	
course	Kurs	
crack	**kırık**,çatlak,yarık	
crime	**kırım, cürüm**;kanun kırmak	
crimson	kırmızı	
crooked	kanun kırmış;namussuz	
crop	kırpmak;kesmek	
culdesac/kaldısök/	çıkmaz,çıkmaz sokak	Kalakaldığımız sokak
cumber/kambır/	yük olmak	yük olmak ağırlık vermek ve sonuçta kambur olmak
cumulate	yığmak,biriktirmek.	kum gibi çoğaltmak
cup	fincan, kupa	kap-kacak
cut	Kesmek,	Arapça '*kata*' kesmek; *kati*,kesinlikle
cutler	bıçakçı	
cut-purse	yankesici	
D		
daphne	defne	
dart	dart	*Dürt*mekten

dazzle	gözünü kamaştırmak	dazlak kafası gibi gözünü kamaştırmak
dean	dekan	araya "k" sesi koyarak
deep	derin	dibi çok derin
defeat	**def etmek**;yenmek,mağlup etmek	
defend	**def** etmek;savunmak	
defender	savunmacı	**def** edici
delicious	lezzetli,*leziz*	de'yi okumazsan benzerlik açık
delirium	*delilik*;heyecan;çılgınlık,taşkınlık	
deliver	teslim etmek	elden verivermek
dermal	deriye ait, derisel	
dervish	derviş	
despot	despot	
develop	gelişmek;büyümek	*dev*leşmek; *dev* gibi olmak
dialect	diyelek,lehçe,ağız	
dip/dip/	batırmak;dolmak, dalmak	*Dib*e doğru bir kareket yapmak,
direct/direkt,dayrekt/	direk gibi dosdoğru	
document	belge,senet,delil	bir konu hakkında tüm belgelerin *dökümü*,
documentary	bir konu hakkında ne kadar bilgi belge varsa ortaya dökülmesi ile elde edilen	
dogmatic	dogma,inak	doğduğu gibi hiç değişmeyen,
dolman	dolayarak giyilen bir çeşit kadın giysisi, *dolama*	
donmeh	dönme	
dome	dam	Anadolu'da birçok yerde beton evlere dam denir
domestic	eve ait	damla ilgili
dozen	*düzine*	12 adet *düzen*lenmiş,
drape	perde ile örtmek	sessizleri tersten oku
drover	davar tüccarı,celep	"r" sesini okuma
dumdum(bullet)	domdom kurşunu	
dungeon	zindan	
durable	dayanaklı	*durabilir*;sürekli eskimez

dust	**toz**	sondaki "t" sesi okunmayınca benzerliğe dikkat edin
E		
ebony	Abanoz	
ecclesia	bizdeki kilise kelimesinin kökü	
edema(idimi)	ödem,su toplama;şişlik	
egg	giggi, gıggı,yumurta	Anadolu'da çocuk dili;
elbow	el boğumu dirsek	
elchee	Elçi	
elect	eleyerek üstte kalanları seçmek, **elekt**en geçirmek	election,electioneer,elective,elector ,electerol,electrote
elegiac/iliciyäk/	öylesine bağırma ki sanki ciyaklamak/matemli,mersiye ağıt yağmak	
element	eleman,unsur	
eliminate	**eleme**k;çıkarmak,bertaraf etmek	
elixir	iksir	
elope	**el ele** tutuşup aşığıyla kaçmak	
enate	anadan,ana tarafından akraba,anne soyundan gelen	
energetic	erk bakımından yeterli enerjik	
engage	angaja olmak	
engageel	birinin evlilik bakımından angaje olması	
ephebus/efibıs/	Yunanistan'da reşit genç;**efe**liği gelmiş genç	
ephebic	**efe**lik	
effort	**efe**lenmek;güç sarf etmek;gayret etmek	
equipment	ekipman	
era	**ara**; zaman	ne arada yaptın bu işi?
erg	erk, güç	yargı erki, yasama erki
escalator	**askı**da yürüyen merdiven	
Euphrates/yufreyts/	Fırat nehri	
evert	evirmek,çevirmek,döndürmek	

F		
faience/fayans/	fayans;çini	
fair	fuar	
fairy	peri	
fakir	derviş;fakir	
far	uzak	Araçlarda karanlıkta uzağı iyi gösteren ışık sistemi
fil	**Lif** veya lifli anlamına getiren bir ön ek	ile başlayan kelimeleri lif gibi dizin,yani tersinden oku
filament	iplik;lif;tel	
filature	iplikçilik, iplik fabrikası	
filiform	lif veya iplik şeklinde	
filter	filtre,süzgeç;liflerden oluşan alet	
filum	iplik,lif	
firman	ferman(virman ?)	
f**leck**	**lek**elemek,beneklemek	Baştaki f sesini okumadığınız zaman benzerlik çok açık
fund	fon	
G		
gaffe/gaf/	**gaf** yapma,pot kırma	
gait/geyt/	gidiş;yürüyüş	
gai**t**er	tozluk, tozu bir araya **getir**en toplayan	
galeon	kalyon;bir çeşit savaş gemisi	
ga**lumph**/gılamf/	lap lap yürümek	
gangrene	**kan**gren	kan kıran
ga**rg**le	gargara	
garrison/gerison/	asker savaş alanı dışında kalan karargah,**geri saha**	
gas	gaz	
ga**sket**	gazı kesmeye yarayan conta;**gaz**a **ket** vuran	

gath**er**/gäther/	Bir araya **getir**mek;bir araya toplamak,biriktirmek	
gazelle	**ga**z**a**l,ceylan,ahu	
gehenna/giheni/	**ce**henn**e**m	
genie/cini/	cin;peri	
genius	cin;peri	İnsanlara göre "dahi"
ghoul	gul yabani	
giaour/cawır/	gavur	
go**d**	**k**u**t**,tanrı	
goo**s**e	kaz	
go**s**ling/gasling/	kaz palazı,kaz yavrusu	
grand vizier	Sadrazam	
grass	**kır**;ot;çimen	
graze	**kır**da hayvan otlatmak,otlama	
grazier	**Kır**da hayvan otlatan,çoban	
gray,**gr**ey	**kır** reng;gri	
grizzle	**kır** saç;kır peruka	
green	**kır**daki ot rengi;yeşil	
growl	gurlamak,guruldamak	
gu**ff**	gaf,boş söz	
# H		
hack	**hak**lamak,heklemek	
hammam	hamam	
halo	**hale**;ışık halkası	
halogen	halojen	
halt	halt yemek,kusurlu bir iş yapmak.durmak	
hammock	hamak	
hangar/hangır/	hangar	Han gibi büyük anlamında
har**sh**	ha**ş**in	

hashish,hasheesh	haşiş,esrar	
hegira,/hicayrı,hecirı/	hicret	
honar/anır/	onur	
hop	hoplamak,sıçramak,atlamak,inmek	
horde	**ordu**	[Mid-16th century. Directly or via French and German < Polish horda < Turkish ordu "camp, army"]
hover/havır/	**hava**da durmak	Hovercraft
howl	**havl**amak;ulumak;inlemek	
howler	havlayan hayvan	
hyena,hyaena/hayinı/	Sırtlan, hainliğiyle ünlü hayvan	
I		
image	**im**ge;imaj	
imbecil	embesil,aptal	
in**cubus**/inkyıbıs/	**kabus**	
in**geni**ous/inciyıs/	**cin** gibi zeki;maharetli;usta	
injure/incır/	**inci**tmek	
in**sula**r/insılır/	sular içinde;adaya ait	
J		
jakal	çakal	
jade/ceyd/	cadı karı,şirret kadın	
janissary,janizary/cän isıri-zıri/	yeniçeri	
jasmine,jessamine/cäzmin/	yasemin	
jereed,jerid/cerid/	cirit,cirit oyunu	
jest	şaka,kest,latife	
jocose	şakacı,latifeci	
joke	şaka	
juvenile/cuvını/	cıvıl cıvıl;genç;gençliğe övgü	

K		
kaaba	kabe	
kabob/kıbab/	kebap	
karakul/kerıkıl/	karagül	Bir koyun türü
kayak, caique/kayak/	kayık	Eskimolar tarafından kullanır
keep	**kap**mak,tutmak,saklamak	
kef,kief/keyf,kif/	keyifli olma hali, memnunluk	
kepi	düz tepeli **kep**	
kerchief	çarşaf	
khaki	haki reng,toprak rengi	
khan	han, emir, kağan	
kibosh/kaybaş/	eski.saçma,manasız, boş söz	
kier/kir/	kirli çamaşır atılan kazan, kirli çamaşır teknesi	
kin	Ya**kin**, akraba, hısım	
kinship	Yakınlık, akrabalık	
kiosk	köşk	
koksaghyz/koksagiz/	Kök sakız	Bot.Taraxacum Koksaghyz
culture	Kültür, hars,ekin	
kumiss,kumys/kumis/	kımız	
kurbash/kürbaş/	kırbaç, kırbaçlamak	
laic	laik kişi, din ile devlet işlerini ayrı olması gerektiğine inanan kişi	
lapsus *calami*	*kalem* hatası	
lilac	leylak	
lip	lep(lep demeden leplebiyi anlamak)	
lull	lal olmak, susmak, suskun kalmak	
luscious	leziz	
M		

mukabre/mıkabır/	kabirle ilgili, ölümle ilgili	
magnolia	manolya	
maidan/maydan/	Meydan, alan	
*malver*sation	zimmetine rüşvet olarak **mal** veya para **ver**mek	
mama	meme, anne	
manikin	manken, insan şekli	Mannequin
mantle	manto	
marble	mermer	
march	marş marş yürümek	
margarin/marcırin/	margarin	
marine	müren, denizle ilgili	Eski Türkçe'de deniz
marshal	mareşal	
matter	madde	"r"yi okuma
mauser	mavzer	
mean	mana, anlam	
meow	miyav, miyavlamak	
mignon/minyon/	minyon	
militant	miltan	
minaret	minare	
mirage	serap	Miraç
miracle	mucize, keramet, tansık, harika	Miraç
miraculous	mucize kabilinde, mucizevi, hayret verici, harikulade	Miraç
motif	motif	
mufti	müftü	
mummy	mumya	
mur mur/mırmır/	mırıldamak, mırıltısöylenmek	
N		
naive	naif, toy, yeni, acemi,saf deneyimsiz	
nana/nanı/	nine	

nargile/nargiley/	nargile	
nerve	sinir, asap	'Nevrim döndü' deriz.
O		
order	Emir, sipariş	Ordu içinde emir komuta zinciri içinde emir verme
ox	oküz	
P		
padrone	patron	Çoğulu –ni
palaver	palavra, laf, boş lakırdı	
palm	palmiye ağacı	
papa	baba(childish)	
parka/parkı/	parka, eskimoların giydiği kürk ceket	
part	*par*ça, bölüm, kısım. parçalamak	
partial/parşıl/	*parçaya* ait, kısmi	
pahsa,pacha/pışa,paşı/	paşa	
pashalik, pas halik	paşalık	
pat	pat pat diye vurma, el ile veya yassı bir şeyle hafif vurma	
pater	peder, baba	
patter	patır patır konuşmak, hızlı ve anlaşılmaz konuşmak, mırıldanmak	
peak	dik zirve, pike	Pike çekmek buradan gelir
pepper	biber	
perfumery	parfüm evi	
peri	peri-periler alemine göçmek, ölmek çürümek	Pixy, pixie
pestle/pesil/	pestilini çıkarmak	
phaeton/feytın/	fayton, payton	
pharaoh/fero/	firavn	
piazza/piyazı,pyattsa/	bilhassa italyan şehirlerinde meydan, piyasa yeri	ABD balkonlu veya verandalı ev
pilaf	pilav	

piss	pislemek, çişini yapmak, işemek	
pistachio	fıstık	
pogrom/pogrım/	planlanmış kırım	
poncho/pançо/	pançо	
poster	poster	İlk olarak hayvanların postlarının süs olarak duvara asılmasıyla ortaya çıkmış olabilir
post(v)	hayvan postuna veya derisine sararak veya yazarak bir şeyi göndermek	
primer	ilk, **bir**inci	
purdah/pırdı/	peçe, kadınların örtünme usulü	
puss**y**	**p**is**i**	
puzzle	yap-boz, bilmece	**Bozul**maktan
# Q		
queue	*ku*yruk, sıra	
quite	gayet, oldukça	
ramp	rampa, şaha kalkma	
refinery	rafinery	
regal	kral	R ve G yer değiştirince GRAL olur.
regalia	kral tacı	
regality	krallık	
reve**nge**	hı**nç**	-nç sesleri çok şaşırtıcı bir benzerlik taşıyor
# S		
saliva/sılayvı/	salya ve salya akıtmak	
sal	salamura yapmak için kullanılan tuz	
salt	salamurada kullanılan tuz	
salina	tuzla, tuz madeni, tuzlu pınar	
salivato	ağzı sulanmak	
samiel	samyeli	

samuvar/samıvar/	semaver	
sandal/sandıl/	sandal, çarık	
sandalled	çarıklı	
saponify/sıpanifay/	sabun haline getirmek	
saponaceous/sapıneyşıs/	sabun gibi,sabunlu	
sapphire/safayr/	safir,safir rengi	
satan	şeytan	
saten/satin/	pamuklu kumaş	
sause/sos/	sos	
sausage/sosic/	sosis	
savage/savic/	**savaş**mayı seven vahşi	
savana/sıvanı/	savana	
say/sey/	bir sürü laf sayılan,söylemek	
scamender/skımandır/	menderes,nehir	
scandal/scandıl/	skandal,rezalet	
scarp/skarp/	k harfini okumadan oku "sarp"	
school/skul/	en baştaki s'yi o diye oku "okul"	
sea/si/	suyu bol, deniz	
search/sırç/	**sır**ları açığa çıkarmak,araştırmak	
season/sizın/	sezon ,mevsim,zaman	
second/sekınd/	sekitmek için geçen süre,saniye	
second	sekitmek, ikinci kez denemek, diğerine atlamak	
s**elec**t	**elek**ten geçirmek,elemek	
seleucia/seluşi	silifke	
sesame	susam	
shanty	şantiye, şantiye görünümündeki ev, gece kondu	
shawl/şöl	şal omuz atkısı	
sheik(h)/şik/şeyk	şeyh	
sheikdan	şeyhlik	
sherbet/sırbit	ing(şerbet) abd(mayalı dondurma)	

sheriff	şerefli polis şefi	
shikar	avlanma,av,şikar	
shikaree	avcı	
shine/şayn/	ışın saçmak,parlamak	
shrub/şrab/	şurup şarap	
star	sitare, yıldız	(Hititçe Sitare)
slough/slau/	sulu bataklık,gölcük	
slough/slu/	derin çamurlu yer	
sluice/slus/	savak,savaktan akan su,bol su ile ıslanmak	
slurry/slıri/	sulu çimento,sulu çimento yapmak	
slush/	sulu çamur,yarı erimiş kar	
smyrna /smirni/	izmir	
sniff/snif/	havayı koklamak	
soab	sabun	
sock**et	içine bir şey **sok**ulan,derin veya oyuk	
sol	**sol**duran güneş tanrısı	
solar	**sol**duran güneş ile ilgili	
solarize	**sol**durmak,güneş ışınına maruz bırakmak	
soldi**er**	**sald**ı**r**an er,asker,nefer	
soak/sok/	suyun iliklere kadar **sok**ulması, iyice ıslatmak	
sop/sap/	sıvıda yumuşatılmış şey	
soppy/sapi/	sırılsıklam iyice ıslatılmış	
soaker	iyice ıslatan	
sodden	iyice ıslanmış sırılsıklam	
spina**ch**	is**pa**n**ak	
splatter/splätır/	su veya çamur **zıplat**mak(sıçratmak)	
squawk/skwäk/	viyak viyak bağırmak,viyaklamak	
squeak/skwik/	viyak viyak bağırmak,viyaklamak	
squeeze/skwiz/	sıkmak,sıkıştırmak	
s**quirm**/skwirm/	kıvranmak	

stab/stäb/	bıçaklamak, bıçağı saplamak	t'yi okumazsanız saplamaktan emir kökünü bulursunuz
stability	**sabit**lik, istikrarlılık	**sabit** kelimesindeki harfler karışık halde bu kelimede var
stabile,stabilization/stable/steybıl/	stabilize	
stamp	ayağını dam dam diye yere vurmak;damgalamak	
stick	t yerine r olsaydı **sırık** kelimesini bulurduk	
sudarium/suderiyım/	deriden **su** çıkması halinde kullanılan mendil, ter silmeye mahsus mendil	
sudatorium	hamamlarda terleme odası	
sudatory	terleyen;terletici,ter döktürücü	
sudor	ter	
sugar	şeker	
sulcate/salkeyt/	derin ve dar olukları olan su oluğu	
sulcus/salkıs/	oluk, su yolu	Çoğul – ci
sullage/salic/	suyun bıraktığı çamur mil	
sultan/saltın/	sultan,padişah	
susurration/susıreyşın/	sus yüksek sesle konuşma fısıltı halinde konuş	
sweater/swetır/	süe**ter**	
syringe/sirinc/	şırınga	
T		
taboo/tabo/tıbu/	tabu,yasak	
tag/täg/	yafta;**tak**ılan,etiket	
tail/teyl/	uyluk,kuyruk	
tailor/teylır/	terzi	Teyel yapan
tamer/teymır/	terbiyeci, eğitmen	Tam er,tam adam eden
tan	güneşe maruz bırakarak karartmak;güneşte yanarak bronzlaşmak	
suntan	güneşte bronzlaşmak	
tap	su **tap**ası;musluk	
tap	tap tap diye hafif hafif vurmak	
tare/ter/	dara;darasını düşmek	
taste	**tat**, lezzet	

		İçinden tat kelimesini oluşturacak harfleri seç
typhoon	tayfun	
tegular/tegyılır/	tuğla;tuğla gibi	
teknonymy/teknanımi /	tek mana	Annenin veya babanın kendi çocuğuna ismini vermesi
ten	on	
term/tırm/	terim;kelime	
thematic	temaya ait;konuyla ilgili	
thick/thik/	kısa ve kalın,**tık**naz	Tıknaz daki "tık"
tic/tik/	tik	
tick/tik/	tıklamak,tıkırdamak	
ticktack/tiktak/	tiktak sesi,saat tıkırtısı	
tin/tin/	**ten**eke	
tobacco/tıbäkko/	tömbeki,tütün	
top/tap/	**te**pe,üst,zirve	
tou**pee**/tupi/	tepedeki kelliği örtmeye yarayan peruk	
tour	tur,geçi;seyahat	
t**oy**	**oy**uncak	Toy kişilerin **oy**uncağı
transvestite	travesti	
tunnel/tnnıl/	tünel	
turban	**tül**bend, türban	
*tur*n	**don**mek	
turquoise	turkuaz	[15th century. < Old French (pierre) turqueise "Turkish (stone)"; because first found in Turkestan]
tut/tat/	ünlem;sus,	Tat=sağır dilsiz
U		
urchin/ırcin/	başta bir "h" sesi çıkartırsanız hırçın gibi olur	
V		

vehemently	vahim bir şekilde	
velocipede/vılasıpid/	velespit;üç tekerlekli çocuk bisikleti	88
vizier/vizir/	vezir	
vizirate,visiership	vezirlik,sadrazamlık	
vizieriol	vezire ait	
W		
wady/wadi/	vadi	
wail/weyl/	vaveyli koparmak;feryat figan etmek	
whiz/hwiz/	vızlamak,vızıldamak	
whoa/hwo/	ünlem;oha! çüş! dur!	
Y		
yataghan/yätıgân	yatağan,saldırgan	
yurt/yırt/	yurt;keçe;çadır	
Z		
zinc	çinko	

Checklist Vocabulary Test

Name:……………

Instruction: For each of the 54 vocabulary items listed below, please put a cross(x)in the right box in the suitable column. The purpose of this task is to ascertain which words you know and do not know. We assume that you do not know all of the words. You will not be giving any grades after the evaluation of the results.

Yönerge: Aşağıda verilen 54 kelimenin her birisi için, size uygun olan kutucuğa çarpı(x) işareti koyunuz. Bu değerlendirmenin ama aşağıdaki kelimelerden hangilerini bilip, hangilerini bilmediğinizi belirlemektir. Kelimelerin hepsini bilmediğinizi varsayıyoruz. Bu değerlendirmenin sonunda size not verilmeyecektir.

	I know	I don't know
1. baby(n)	□	□
2. accident (n)	□	□
3. crook (v)	□	□
4. cat(n)	□	□
5. delirium(n)	□	□
6. elegiac (n)	□	□
7. elope(v)	□	□
8. fleck (v)	□	□
9. gaffe (n)	□	□
10. horde(n)	□	□
11. incubus(n)	□	□
12. insular(adj)	□	□
13. jade (n)	□	□
14. janissary(n)	□	□
15. caique (n)	□	□
16. luscious (adj)	□	□

17. palaver(n)	□	□
18. pestle(v)	□	□
19. saliva (n)	□	□
20. saponify(v)	□	□
21. tamer(v)	□	□
22. toupee(n)	□	□
23. ablution (n)	□	□
24. big (adj.)	□	□
25. typhoon(n)	□	□
26. urchin(adj)	□	□
27. invoice(n)	□	□
28. ointment(n)	□	□
29. thrifty(n)	□	□
30. crime(n)	□	□
31.atavism (n)	□	□
32. traitor(n)	□	□
33. streaker(n)	□	□
34. intuition(n)	□	□
35. cut(v)	□	□
36. strenuous(adj)	□	□
37. splatter (v)	□	□
38. attack(v)	□	□
39. book(n)	□	□
40. bridge(n)	□	□
41.graze(v)	□	□
42. attic (n)	□	□
43. butcher(n)	□	□
44. incentive(n,adj.)	□	□
45. stern(adj.)	□	□
46. allege(v)	□	□
47. bosh (adj)	□	□
48. car (n)	□	□
49. candle(n)	□	□
50. candor (adj)	□	□

51. star(n) □ □

52. cerise (n) □ □

53. document(n) □ □

54. crimson (n) □ □

Immediate Vocabulary Recall Test

Name:…………………..

Write the Turkish equivalents (one word or more) of the following words.

(Aşağıdaki kelimelerin Türkçe karşılıklarını bir veya daha fazla kelimeyle yazınız.)

1.graze(v)   _____

2.attic (n)   _____

3.incentive(n,adj.)   _____

4.stern(adj.)   _____

5.allege(v)   _____

6.bosh (adj)   _____

7.candor /adj)   _____

8.cerise (n)   _____

9.crimson (n)   _____

10.crook (v)   _____

11.delirium(n)   _____

12.elegiac (n)   _____

13.elope(v)   _____

14.fleck (v)   _____

15.gaffe (n)   _____

16.horde(n)   _____

17.incubus(n)   _____

18.insular(adj)   _____

19.jade (n)   _____

20.janissary(n)   _____

21.caique (n)   _____

22.luscious (adj)   _____

23.palaver(n)   _____

24.pestle(v)   _____

25.saliva (n)   _____

26.saponify(v)   _____

27. tamer(v) _____

28. toupee(n) _____

29. ablution (n) _____

30. typhoon(n) _____

31. atavism (n) _____

32. urchin(adj) _____

33. invoice(n) _____

34. ointment(n) _____

35. thrifty(n) _____

36. traitor(n) _____

37. streaker(n) _____

38. intuition(n) _____

39. strenuous(adj.) _____

40. splatter (v) _____

Delayed Vocabulary Recall Test

Name:……………..

Write the Turkish equivalents (one word or more) of the following words.

(Aşağıdaki kelimelerin Türkçe karşılıklarını bir veya daha fazla kelimeyle yazınız.)

1.splatter (v)   _____

2.horde(n)   _____

3.incubus(n)   _____

4.insular (adj.)   _____

5.bosh (adj)   _____

6.allege(v)   _____

7.gaffe (n)   _____

8.traitor(n)   _____

9.streaker(n)   _____

10.intuition(n)   _____

11.jade (n)   _____

12.janissary(n)   _____

13.caique (n)   _____

14.luscious (adj)   _____

15.palaver(n)   _____

16.urchin(adj)   _____

17.candor (adj)   _____

18.cerise (n)   _____

19.crimson (n)   _____

20.crook (v)   _____

21.delirium(n)   _____

22.elegiac (n)   _____

23.elope(v)   _____

24.fleck (v)   _____

25.invoice(n)   _____

26.pestle(v)   _____

27.saponify(v) _____

28.saliva (n) _____

29.tamer(v) _____

30.toupee(n) _____

31.ablution (n) _____

32.attic (n) _____

33.incentive(n,adj.) _____

34.graze(v) _____

35.stern(adj.) _____

36.strenuous (adj) _____

37.typhoon(n) _____

38.atavism (n) _____

39.ointment(n) _____

40.thrifty(n) _____

APPENDIX -E-

Vocabulary Recognition Test

Name:

Circle the correct equivalent or definition of the given words.

(Aşağıda verilen İngilizce kelimelerin Türkçe karşılıklarını seçerek, doğru cevabı daire
içine alınız.)

1.elope
a) aşığıyla kaçmak
b) zarfın içine koymak
c) kanun kırmak
d) pestilini çıkarmak

2. incubus
a) abdest
b) gaf
c) kabus
d) fatura

3. invoice
a) tavan arası
b) delirme
c) fatura
d) hain

4. attic
a) sezgi
b) hain
c) tavan arası
d) merhem

5. urchin
a) lezzetli
b) hırçın
c) güdüleyici
d) candan

6. incentive
a) güdüleyici
b) hırçın
c) candan
d) gayretli

7. jade
a) tutumlu
b) sezgi
c) cadı
d) kırmızı

8. strenuous
a) gayretli
b) güdüleyici
c) hırçın
d) candan

9. saliva
a) salya
b) atacılık
c) abdest
d) fatura

10. ointment
a) fatura
b) merhem
c) hain
d) atacılık

11. atavism
a) atacılık
b) hain
c) tavan arası
d) merhem

12. intuition
a) kırmızı
b) cadı
c) tutumluluk
d) sezgi

13. janissary
a) yeniçeri
b) hırçın
c) cadı
d) kiraz kırmızısı

14. ablution
a) sezgi
b) hain
c) tavan arası
d) abdest

15. luscious
a) güdüleyici
b) hırçın
c) lezzetli
d) gayretli

16. horde
a) tutumlu
b) sezgi
c) cadı
d) ordu

17. streaker
a) çıplaklık gösterisi yapan kişi
b) sezgi
c) cadı
d) ordu

18. toupee
a) çıplaklık gösterisi yapan kişi
b) sezgi
c) cadı
d) tepedeki keli örten peruk

19. stern
a) haşin
b) cadı
c) tepedeki keli örten peruk
d) sezgi

20. cerise
a) boş söz
b) kırmızı
c) kiraz kırmızısı
d) çıplaklık gösterisi yapan kişi

21. allege
a) zarfın içine koymak
b) kanun kırmak
c) pestilini çıkarmak
d) ileri sürmek

22.bosh
a) kırmızı
b) boş söz
c) kiraz kırmızısı
d) çıplaklık gösterisi yapan kişi

23. traitor
a) sezgi
b) hain
c) tavan arası
d) merhem

24. candor
a) lezzetli
b) hırçın
c) güdüleyici
d) candan

25. thrifty
a) tutumlu
b) sezgi
c) cadı
d) ordu

26. elegiac
a) tutumlu
b) sezgi
c) ağıt
d) ordu

27. crimson
a) boş söz
b) kırmızı
c) kiraz kırmızısı
d) çıplaklık gösterisi yapan kişi

28. tamer
a) ileri sürmek
b) kanun kırmak
c) eğitmek
d) lekelemek

29. crook
a) ileri sürmek
b) kanun kırmak
c) eğitmek
d) pestilini çıkarmak

30. fleck
a) ileri sürmek
b) kanun kırmak
c) eğitmek
d) lekelemek

31. palaver
a) çıplaklık gösterisi yapan kişi
b) sezgi
c) delirme
d) palavra

32. caique
a) kayık
b) sezgi
c) cadı
d) palavra

33. pestle
a) ileri sürmek
b) otlatmak
c) eğitmek
d) pestilini çıkarmak

34. typhoon
a) kayık
b) tayfun
c) cadı
d) palavra

35. splatter
a) ileri sürmek
b) kanun kırmak
c) eğitmek
d) sıçratmak

36. gaffe
a) kayık
b) sezgi
c) gaf
d) palavra

37. delirium
a) çıplaklık gösterisi yapan kişi
b) sezgi
c) delirme
d) palavra

38. graze
a) ileri sürmek
b) otlatmak
c) eğitmek
d) pestilini çıkarmak

39. insular
a) adaya ait
b) kayık
c) tayfun
d) cadı

40.saponify
a) ileri sürmek
b) otlatmak
c) eğitmek
d) sabunlaşmak

The Results of Frequency for Immediate Recall Test for Upper Intermediate Students

(The Control Words are given in italics)

graze

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

attic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

incentive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	40	88.9	88.9	88.9
	2.00	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

stern

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

allege

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

bosh

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

candor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

cerise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

crimson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

crook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

delirium

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

elegiac

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	40	88.9	88.9	88.9
	2.00	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

elope

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

fleck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

gaffe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

horde

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

incubus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

insular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

jade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

janissary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

caique

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

luscious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

palaver

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

pestle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

saliva

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

saponify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	44	97.8	97.8	97.8
	2.0	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

tamer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

toupee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

ablution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

typhoon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

atavism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

urchin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

invoice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

ointment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

thrifty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	37	82.2	82.2	82.2
	2.00	8	17.8	17.8	100.0
	Total	45	100.0	100.0	

traitor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	39	86.7	86.7	86.7
	2.00	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

streaker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

intuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	33	73.3	73.3	73.3
	2.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

strenuous

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	34	75.6	75.6	75.6
	2.00	11	24.4	24.4	100.0
	Total	45	100.0	100.0	

splatter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

APPENDIX-G-

The Results of Frequency for Immediate Recall Test for Elementary students.

(The Control Words are given in italics)

graze

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

attic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

incentive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	29	64.4	64.4	64.4
	2.00	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

stern

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

allege

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	22	48.9	48.9	48.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	2.00	23	51.1	51.1	100.0
	Total	45	100.0	100.0	

bosh

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

candor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

cerise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

crimson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

delirium

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

elegiac

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

elope

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

fleck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

gaffe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

horde

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

incubus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0

		Total	45	100.0	100.0	

insular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	44	97.8	97.8	97.8
	2.00	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

jade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

janissary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	33	73.3	73.3	73.3
	2.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

caique

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	33	73.3	73.3	73.3
	2.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

luscious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	29	64.4	64.4	64.4
	2.00	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

palaver

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

pestle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

saliva

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	35	77.8	77.8	77.8
	2.00	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

saponify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	36	80.0	80.0	80.0
	2.0	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

tamer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

toupee

		Frequency	Percent	Valid	Cumulative

		y		Percent	Percent
Valid	1.00	35	77.8	77.8	77.8
	2.00	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

ablution

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	55.6	55.6	55.6
	2.00	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

typhoon

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	29	64.4	64.4	64.4
	2.00	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

atavism

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

urchin

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

invoice

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	24	53.3	53.3	53.3
	2.00	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

ointment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	44.4	44.4	44.4
	2.00	25	55.6	55.6	100.0
	Total	45	100.0	100.0	

thrifty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	26.7	26.7	26.7
	2.00	33	73.3	73.3	100.0
	Total	45	100.0	100.0	

traitor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	35.6	35.6	35.6
	2.00	29	64.4	64.4	100.0
	Total	45	100.0	100.0	

streaker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	42.2	42.2	42.2
	2.00	26	57.8	57.8	100.0
	Total	45	100.0	100.0	

intuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	31.1	31.1	31.1
	2.00	31	68.9	68.9	100.0
	Total	45	100.0	100.0	

strenuous

		Frequency	Percent	Valid	Cumulative

		y		Percent	Percent
Valid	1.00	10	22.2	22.2	22.2
	2.00	35	77.8	77.8	100.0
	Total	45	100.0	100.0	

splatter

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	33	73.3	73.3	73.3
	2.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

The Results of Frequency for Delayed Recall Test for Upper Intermediate Students

(The Control Words are given in italics)

splatter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

horde

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	35	77.8	77.8	77.8
	2.00	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

incubus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

insular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

bosh

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

allege

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	35	77.8	77.8	77.8
	2.00	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

gaffe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

traitor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	44.4	44.4	44.4
	2.00	25	55.6	55.6	100.0
	Total	45	100.0	100.0	

streaker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	28	62.2	62.2	62.2
	2.00	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

intuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	24.4	24.4	24.4
	2.00	34	75.6	75.6	100.0
	Total	45	100.0	100.0	

jade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	40	88.9	88.9	88.9

2.00	5	11.1	11.1	100.0
Total	45	100.0	100.0	

janissary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

caique

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	35	77.8	77.8	77.8
	2.00	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

luscious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	40	88.9	88.9	88.9
	2.00	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

palaver

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

candor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

cerise

		Frequency	Percent	Valid	Cumulative Percent

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.0	33	73.3	73.3	73.3
	2.0	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

crimson

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

crook

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

delirium

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

elegiac

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	29	64.4	64.4	64.4
	2.00	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

elope

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	35	77.8	77.8	77.8

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	10	22.2	22.2	100.0
Total	45	100.0	100.0	

fleck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	30	66.7	66.7	66.7
	2.00	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

invoice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	24	53.3	53.3	53.3
	2.00	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

pestle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	39	86.7	86.7	86.7
	2.00	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

saponify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

saliva

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

tamer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

toupee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	33	73.3	73.3	73.3
	2.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

ablution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

attic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	95.6	95.6	95.6
	2.00	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

incentive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	15.6	15.6	15.6
	2.00	38	84.4	84.4	100.0
	Total	45	100.0	100.0	

graze

	Frequency	Percent	Valid	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	30	66.7	66.7	66.7
	2.00	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

stern

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	24.4	24.4	24.4
	2.00	34	75.6	75.6	100.0
	Total	45	100.0	100.0	

strenuous

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	13.3	13.3	13.3
	2.00	39	86.7	86.7	100.0
	Total	45	100.0	100.0	

typhoon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

atavism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

ointment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	42.2	42.2	42.2
	2.00	26	57.8	57.8	100.0
	Total	45	100.0	100.0	

thrifty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	15.6	15.6	15.6
	2.00	38	84.4	84.4	100.0
	Total	45	100.0	100.0	

The Results of Frequency for Delayed Recall Test for Elementary Students

(The Control Words are given in italics)

splatter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	36	80.0	80.0	80.0
	2.00	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

horde

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	91.1	91.1	91.1
	2.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

incubus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	36	80.0	80.0	80.0
	2.00	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

insular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	39	86.7	86.7	86.7
	2.00	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

bosh

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

allege

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	27	60.0	60.0	60.0
	2.00	18	40.0	40.0	100.0
	Total	45	100.0	100.0	

gaffe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	100.0	100.0	100.0

traitor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	24	53.3	53.3	53.3
	2.00	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

streaker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	28	62.2	62.2	62.2
	2.00	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

intuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	33.3	33.3	33.3
	2.00	30	66.7	66.7	100.0
	Total	45	100.0	100.0	

jade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	39	86.7	86.7	86.7
	2.00	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

janissary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	36	80.0	80.0	80.0
	2.00	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

caique

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	26	57.8	57.8	57.8
	2.00	19	42.2	42.2	100.0
	Total	45	100.0	100.0	

luscious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	55.6	55.6	55.6
	2.00	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

palaver

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

urchin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	30	66.7	66.7	66.7
	2.00	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

candor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

cerise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	41	91.1	91.1	91.1
	2.0	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

crimson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	33	73.3	73.3	73.3
	2.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

crook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	35	77.8	77.8	77.8
	2.00	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

delirium

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

elegiac

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	37	82.2	82.2	82.2
	2.00	8	17.8	17.8	100.0
	Total	45	100.0	100.0	

elope

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1.00	34	75.6	75.6	75.6
	2.00	11	24.4	24.4	100.0
	Total	45	100.0	100.0	

fleck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	31	68.9	68.9	68.9
	2.00	14	31.1	31.1	100.0
	Total	45	100.0	100.0	

invoice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	40.0	40.0	40.0
	2.00	27	60.0	60.0	100.0
	Total	45	100.0	100.0	

pestle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	36	80.0	80.0	80.0
	2.00	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

saponify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	27	60.0	60.0	60.0
	2.00	18	40.0	40.0	100.0
	Total	45	100.0	100.0	

saliva

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	36	80.0	80.0	80.0
	2.00	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

tamer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	84.4	84.4	84.4
	2.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

toupee

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

ablution

		Frequency	Percent	Valid	Cumulative

		y		Percent	Percent
Valid	1.00	24	53.3	53.3	53.3
	2.00	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

attic

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	39	86.7	86.7	86.7
	2.00	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

incentive

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	13.3	13.3	13.3
	2.00	39	86.7	86.7	100.0
	Total	45	100.0	100.0	

graze

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	22	48.9	48.9	48.9
	2.00	23	51.1	51.1	100.0
	Total	45	100.0	100.0	

stern

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	35.6	35.6	35.6
	2.00	29	64.4	64.4	100.0
	Total	45	100.0	100.0	

strenuous

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	20.0	20.0	20.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	2.00	36	80.0	80.0	100.0
	Total	45	100.0	100.0	

typhoon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	71.1	71.1	71.1
	2.00	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

atavism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	93.3	93.3	93.3
	2.00	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

ointment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	40.0	40.0	40.0
	2.00	27	60.0	60.0	100.0
	Total	45	100.0	100.0	

thrifty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	17.8	17.8	17.8
	2.00	37	82.2	82.2	100.0
	Total	45	100.0	100.0	