

EFFECTS OF KEYWORD METHOD ON THE VOCABULARY OF EFL LEARNERS AT INTERMEDIATE LEVEL

By

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Effects of Keyword Method on the Vocabulary of EFL Learners at Intermediate Level

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ABSTRACT

Thesis Title: Effects of Keyword Method on the Vocabulary of EFL Learners at Intermediate Level

Gaining solid bedrock in vocabulary is crucial for successful foreign language learning. A large number of researches demonstrate that students can learn foreign vocabulary more comfortably and can retain that vocabulary over a long stretch of time when it is taught through mnemonic keyword method. The keyword method is an associative technique that utilizes sound and imagery connections between the target word (foreign word) and its translation. The exciting levels of the keyword method signify that the method should be put into action into foreign language programs. The present study investigates the effect of keyword method and the rote learning methods on the English vocabulary of the students in the natural class room setting. The research is experimental in nature in which two groups, namely, experimental and controlled, were formed. Pretest and posttest were administered for both the groups. Data collected from the tests were analyzed statistically. Results reveal that the students who were taught through the keyword method performed well than those who were taught through traditional method. This indicates a promising educational value for the utility of the keyword method.

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DEDICATION

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CHAPTER 1

INTRODUCTION

Vocabulary is an important way of communicating ideas, feelings and sensations. It is an integral part of all the activities of life. Instructions are passed on, received and understood with the help of vocabulary. It is difficult to have communication with no vocabulary than with no grammar (Wilkins, 1972). Our thinking also moves on the wheels of words or vocabulary. In other words, without words or vocabulary, our thinking, feelings and emotions are like a vehicle which is without wheels.

The word vocabulary refers to the words used in a language. The word vocabulary can have at least three different meanings. First, all the words that are included in a language. Secondly, the words used in a particular context of English for specific purposes (ESP). Thirdly, the words an individual person knows, for example, the vocabulary of a teacher.

Pakistan is a country where a number of local languages are spoken and to an extent about every individual in Pakistan is bilingual. For example, people speak mother tongue like Punjabi, Saraiki, Pushto, Balochi and Sindhi etc. along with national language 'Urdu' for the sake of communication with other parts of the country. But, among this pattern of language learning, English is incorporated into the educational curricula as the second language to have communication with the countries that are away or near the geographical spheres of Pakistan. For this purposes, people like to have some knowledge of other languages particularly English. In order to learn English and its vocabulary, there are different language and vocabulary learning and teaching strategies and methods in practice. It would not be impertinent to have a glance of few of these methods. Some of these methods are as under.

In Grammar Translation method, medium of instruction is the native language. The focus is mainly grammar in which vocabulary items are explained to an extent only if they are combined with grammar. In this way, the learners remain limited only to studying literature to their academic life. Therefore, the learners can know only one aspect of the word in which it is used i.e. whether noun or verb or adjective. Moreover, to

teach vocabulary in Grammar Translation Method the teacher uses direct translation of a word.

Direct Method describes that the meanings are derived directly without any explanation in the native language by a teacher. In this method, grammar and vocabulary learning are not stressed. Learners learn only the words which they hear, try to mime.

For the first time, through the use of Situational Language Teaching / The Reading Method vocabulary teaching gained uncommon attraction. Vocabulary is viewed as one of the most important part of second language teaching (Zimmerman, 1997). As a result of the efforts to provide scientific and rational basis, for selecting the vocabulary content of language courses, word frequency lists were compiled such as A General Service List of English words (West).

In Audio Lingual method, language learning process is formulated into habit formation through drills. First, priority is given to grammar, and vocabulary is given secondary position. Vocabulary items are chosen according to their simplicity and familiarity (Zimmerman, 1997) and their value in teaching structure through drills (Hockett, 1959,). In this method, fluency in spoken form of language is given more priority to accuracy. Vocabulary teaching does not occur per se, but it is assumed that vocabulary acquisition is achieved by frequent exposure to target language. Vocabulary is seen as superfluous in audio lingual method.

One of the major shortcomings of these methods is that they are comprised of the notions that are imported into the classroom, rather than being derived from a close observation and analysis of what actually goes into the classroom (Nunan, 1991). None of the above mentioned methods give proper importance to vocabulary though it is a fact that one can do without grammar but cannot do without vocabulary.

Teaching and learning of any language comprises of four skills. These skills are listening, speaking, reading and writing. To develop any one of the skills requires the help of words or word bank or vocabulary. Vocabulary plays a significant role in this respect. Its significance cannot be denied in any way. There are several ways to teach language and its vocabulary.

Cognitive psychologists have addressed the issue of learning in general during the last few decades and have attempted to find ways and means of comprehending the

cognitive process through which a learner undergoes, not only this but also they have tried to give the teachers and learners better tools for learning (Sperber, 1989). Among these tools of learning is the concept of mnemonics and within this concept the Keyword Method (KWM), which is shown to be highly beneficial in supporting to memorize learning material. Results for this effectiveness have mainly been derived from research in the laboratory or quasi classroom situations over a longer duration with research and instruction as an indistinguishable entity. This is also true for research into the effectiveness of current teaching methodology on vocabulary learning.

It is essential to introduce new vocabulary to children. It is important to make connection to children's prior knowledge. The link of new vocabulary words to prior knowledge influences their level of comprehension. Several steps are recommended when introducing new vocabulary to children. First, show children the word, pronounce it, and make the children repeat it. Second, explain the meaning of the word and show a variety of examples of the word used in context. Third is, make associations with children's prior knowledge by provoking children responses about their experiences in connection with the word. Fourth, give the children an opportunity to use the word in different sentences of their own and give the feedback. Lastly, make some physical actions or dramatic movement symbolizing the meaning, and tell children to imitate those actions. Children are suggested to perform a physical action to link with the new word. By producing a memorable incident, teacher can encourage the students about the introduction of new words. Memorable incidents are spread to expand the preservation of concept (Martin, 1993) and the learning procedure can be very effective and enjoyment to children.

A large sum of vocabulary can also be learnt by means of direct and indirect way. An example of indirect way of learning vocabulary is listening to the music. While intentionally searching up the meaning of a word in the lexicon is a direct learning. To learn new vocabulary through the context is important as the first language learners learn words through induction (Sternberg, 1987). Reading is another way of improving vocabulary as it confronts the reader to the most commonly used and useful words. Merely, reading books is useful to the beginner and intermediate learner. Howsoever, it is very hard for the beginner to begin learning from the context because, if the learner does

not comprehend maximum number of words on the page, he / she may fail to learn from the context. According to Liu Na and Nation (1985) 3000 words of vocabulary is required to give exposure at least 95% of the text before the induction from the text may begin.

1.1 Successful Communication

Vocabulary plays a significant role in paving way for the comprehension of language with which student hears lectures in the school or in college. In this way, vocabulary acquisition becomes more important than grammar because it is this vocabulary that assists the student to converse and communicate successfully with people within and outside his circle. So, for this reason, it becomes important to build up a large store of words. Studies point out that possessing a huge amount of vocabulary has strong connections in gaining success in school or in college.

1.2 Expression of Thoughts

One requires words to think; and to express thoughts, individuals are in need of words again. Thus language is the key tool that helps mind to think, plan, and solve problems. Therefore, the more words a person knows, the more ways he can use to think about things and more tools can be utilized to plan and solve problems. All in all, a better vocabulary improves the ability to think and express ourselves.

1.3 Self Judgment

When a person begins to speak to someone, people do not judge the language, but actually these are the words and gestures that make communication effective and meaningful. The choice of words indicates how smart, competent and eloquent a person is. It is considered that the people who are equipped with good vocabulary are proficient and competent.

1.4 Better Image

An increase in vocabulary results in the increase of understanding and when a person learns more and more words and their meaning, he becomes able to use better describing words to communicate his thoughts fluently and clearly. Moreover, this may minimize chances of making eliminating noises, such as ‘I mean’, ‘you see’, ‘umm’, ‘you know’, ‘uhh’, in face to face conversation. It is possible only after learning flowery kind, colorful and interesting words and strengthening our vocabulary that we will be able to project a more intelligent image in public and personal grounds.

1.5 Better Job Opportunities

A poor vocabulary indicates towards a great hurdle for any person with wretched communication skills. Though zealous and energetic individuals are capable to make their ways to reach the climax, they settle at a limited plateau only due to their poor vocabulary. Consequently it becomes difficult for them to progress. Sometimes, people expect someone to display its knowledge instead of responsibilities to achieve its objectives. The tendencies and aptitudes are omitted and the institute or company pays for knowledge. In This way, vocabulary, unintentionally, plays a pivotal role in the resume of a professional to get a good career.

1.6 Definition of Vocabulary

Vocabulary is one of the language aspects that has to be learnt when people are learning a foreign language. By learning new vocabulary, learners can improve their listening, speaking, reading and writing skills. Folse (2008) mentioned that English language learners need a continuous knowledge of vocabulary in order to improve comprehension and production in the foreign language. He added that while a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication can be happened when learners have acquired more vocabulary. It is important to define the term vocabulary because it is the basic foundation in any language and through reviewing the literature, the researcher found the following definitions that

share some similarities. Hornby (2000) in Oxford Advanced Learner's Dictionary of Current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about particular subject or a list of words with the explanation of their meanings in a book for learning foreign language. Saputra (2007) gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language, have meanings and consist of some parts like verbs, idioms, pronunciation ... etc. Merriam-Webster Online Dictionary (2010) has three definitions of vocabulary as follows:

- 1- A rundown or accumulation of words and expressions as a rule one after another in order organized and clarified or characterized.
- 2- An aggregate or load of words utilized by a dialect, gathering, individual, or work or in a field of learning.
- 3- A rundown or gathering of terms or codes accessible for utilize.

Also, the American Heritage Dictionary (2010) defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." Based on the previous definitions of vocabulary, it is obvious that vocabulary is considered as the most important part for any language. It is impossible for the learners to read, write, listen and speak a foreign language without having enough knowledge of vocabulary. Learning new vocabulary does not only mean memorizing the form of the word but also understanding its meaning in order to use it appropriately. Thus, vocabulary is all the words in any language that have meaning and used by people to express themselves in different situations.

Word "vocabulary" may have three different meanings:

- All the words which are a part of a language, fall within the ambit of vocabulary. New words are constantly being added in it.
- Use of words in a particular and specific context, or the use of words in a specific subject. For instance, if someone is a doctor, a large part of his vocabulary may consist of medicine. In the same way, a banker's vocabulary may comprise of commerce and accounting.
- The words which are a part of person's everyday communication and he/she is familiar with them. For example, a teacher's vocabulary.

Whenever we learn a foreign language, our individual vocabulary relates to that language. For, we are to develop micro skills of this language. Verily grammar, punctuation and vocabulary are utmost important in Micro Skills. The importance of grammar and pronunciation can never be denied but conversation is not possible without vocabulary.

1.7 Active and Passive vocabulary

In ones own individual vocabulary there is a difference between active and passive vocabulary. The words which one uses and understands are a part of ones active vocabulary. The words which a person understands, but cannot use or do not use, belongs to its passive vocabulary. This proves true not only to foreign language learners but for the native speakers too. In one's own language there are many words which one uses frequently; these are the part of one's active vocabulary. Then there are certain words which one listens on radio or television and understands them but cannot use, are a part of one's passive vocabulary.

The individual or personal vocabulary of a person is a set of words with which a person is familiar. Vocabulary usually increases and mounts with the increase of a person's age. Vocabulary acts as a fundamental tool in conversation and in seeking knowledge. The greatest challenge that a person faces in learning a second language is, vast vocabulary. Vocabulary in general can be defined in these words: all the words which a person knows and uses in his/her everyday life. Knowing a vocabulary merely does not mean that a person has familiarity with the word, or he/she is adept in its use. There are certain aspects of knowing a word which are used to measure word knowledge. The first major difference that must be established while analyzing word knowledge is, whether the word is receptive or productive. Although these are two opposing kinds yet there is no vivid difference between them. Usually the words that can be understood when they are read, heard or seen; comprise the receptive vocabulary of a person. These words may range from well known to barely known words. A person's receptive vocabulary is the larger than the productive vocabulary. For example, a child who is incapable of speaking, writing or gesturing but he may be capable of understanding and following simple everyday orders. He may understand a large portion of the language

which is exposed to that child. In this kind of matter, a child's vocabulary may be up to ten words if not hundred but its active vocabulary is zero. But, the same child when learns to speak or gesture, its active vocabulary begins to increase. Then there is also a possibility that the productive vocabulary of the child may increase than the receptive vocabulary. For instance, a second language learner who has learnt words through study rather than exposure, may capable of producing words but it may difficult for him/her to recognize them in conversation. So, a productive vocabulary usually indicates towards those words which can be produced in a suitable context and can match the intended meaning of the speaker. As far as receptive vocabulary is concerned, there are certain degrees where a word can be considered a part of active vocabulary. Merely knowing how to pronounce, sign or write a word does not necessarily mean that it describes the intended meaning precisely and clearly, but it may provide a little bit reflection of productive knowledge. There is a vast range of abilities between productive and receptive vocabulary that is commonly known as degree of knowledge. This intelligibly indicates that a word enters into a person's vocabulary with the passage of time as that person learns new aspects of the particular word. Perhaps these stages can be described in this way:

- Never came across a word
- Heard the word but its meaning and definition is not clear
- Recognize the word through its context or sound or tone
- Capable of using the word and understanding its general or intended meaning but not being able to utilizing clearly.
- Being very fluent in the use and definition of word

Varying degrees of word knowledge indicates depth of knowledge but still this process is much more complicated. There are different aspects of word knowledge some of them are not in hierarchical order so there acquisition may not travel in a straight line to the prescribed way of degree of knowledge. Different frame works of word knowledge have been devised so that this concept may be operationalized in a better way. Such a single frame work has nine aspects.

Orthography
Reference

Phonography
semantics

Register

Collocation

Word Association

Syntax

Morphology

1.8 Types of Vocabulary

Different types of vocabulary can be described as:

1.8.1 Reading Vocabulary

The vocabulary of an educated person when he studies something is familiar with all the words which fall within the ambit of his study. Usually this is one of the biggest kinds of vocabulary because a reader is more familiar to words which he reads instead of listening.

1.8.2 Listening Vocabulary

In the listening vocabulary, all those words are included that a person can recognize when he hears a speech. People sometimes recognize and understand the words with which they are unfamiliar before using cues such as tone, gesture, social context of conversation and the topic under discussion.

1.8.3 Speaking Vocabulary

The words that are used by a person in his/her everyday conversation is called the speaking vocabulary of that particular individual. Due to the spontaneity of conversation, words are misused. This misuse of words is minor and unintentional but its reparation/compensation can be done through facial expressions and the tone of the voice.

1.8.4 Writing Vocabulary

Words are used in different forms of writing. This use may range from a formal essay to social media. Most of the written words do not appear in common conversation. For example, among many different synonyms a writer prefers to

choose the best possible one with his own accord.

1.8.5 Focal Vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group: those with a particular focus of experience or activity. For instance, Arabs have different names for camels because of cattle's particular histories, economies, and environments. The same is the situation with Eskimos. They have different names for snow.

1.9 Statement of the Problem

Extensive vocabulary helps in conversation and the expression of feelings but, this extensive vocabulary is directly in relation to the extensive reading. People understand each other through the use of words of vocabulary. Through conversation and communication new vocabulary paves its way into the mind of a person. Wilkins (1972) is of the view, "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." Students prefer to learn the vocabulary that is in their textbook because it is easy for them to learn as this vocabulary is presented to them in the form of story or incident or an event that is described in the lesson of the textbook. When the students go for the entrance examination of MCAT or ECAT, they come across more difficult vocabulary; this puts an extra burden on their mind. So, the students suffer a lot of difficulty in learning new vocabulary and then retaining it into their mind for a long time. Not only this but also it becomes difficult for them to retrieve it. So it is the need of the time to teach the learners in a new way (keyword method) that must be very helpful, playful and fun for them and they might be able to use it later on. Keyword method will be new in a sense for Pakistani students because they have not been taught vocabulary through this method but it is not new in the world.

1.10 Significance of the Study

Teachers need vast vocabulary of target language to teach in a better way and to communicate effectively. On the other hand, a student cannot express him/her-self in a

better way unless he/she understands words. For this purpose, the student is also bound to acquire a vast variety of words. If we meditate over the curriculum of the second language, we come to know that vocabulary plays significant role not only with respect to knowledge of English language but also in other subjects. The present study aims to draw the attention of ESL and EFL pedagogues towards the effectiveness of the Keyword Method in teaching vocabulary of English and to provide a lay out to the mentors to gain maximum advantage through the use of the Keyword Method. The MDCAT vocabulary proves beneficial for the students in their study of MBBS because they become capable enough to learn more difficult words after their training in MDCAT. So, the researcher thought it better to teach students through keyword method which proved fun for students and they would be able to use this technique of keyword method to pave way for them to learn new words in their memory.

1.11 Hypothesis

The keyword method is effective in improving the vocabulary acquisition of EFL learners at intermediate level in Multan.

1.11.1 Null Hypothesis

The keyword method is not effective in improving the vocabulary of EFL learners at intermediate level.

1.12 Delimitation of the Study

This study was conducted in Multan on the students who were studying in intermediate class. But the researcher limited only to Intermediate students of KIPS COLLEGE, MULTAN. The particular vocabulary taught to the participants was taken from the University of Health Sciences (UHS) vocabulary list which includes 842 words.

CHAPTER 2

LITERATURE REVIEW

Reviewing the literature is the process of searching, systematically compiling, assessing and scholarly interrogating previous literature in order to inform or demonstrate its relationship with any current research. Such a systemic or conceptual review is a critical analysis (Cronin, Ryan & Coughlin, 2008), or summary of research on the topic of interest. McMillan and Schumacher (2010) review it as a narrative interpretive criticism of the existing literature with a view to providing understanding of the existing knowledge. It is prepared in order to put the research problem into context, or to identify gaps and weaknesses situating the study (Chenail, Cooper & Desir, 2010).

Without vocabulary, a person is dumb. Vocabulary provides meaning and expression to speech. Without good vocabulary, thoughts are like a cart without wheels. Since the advent of the keyword method in 1975 by its inventor, Atkinson, a lot of researches have been carried out on this topic by different researchers and psychologists to teach vocabulary not only to children and adults but also to soldiers and laymen all over the world. Among these researchers Pressley and Levin (1978) are well-known who carried out researches on children of 7 to 11 years to teach Spanish vocabulary. In the same way, Robert J. Crutcher (1990) conducted experiments on university undergraduates. This research was also on Spanish vocabulary. And, the students were 18 years old and had no previous knowledge of Spanish language. Jill M. Bill (2008) experimented with first year Spanish students in Midwest school.

2.1 Language Learning Strategies

For many decades, language learning strategies have gained popularity from the teachers and researchers in the field of second language acquisition. This has increased the interest in vocabulary learning strategies to manifold for the reason that the learning strategies encompass the vocabulary learning strategies, as Nation (2001) states: “vocabulary learning strategies are a part of language learning strategies which in turn are

a part of general learning strategies.”

Vocabulary learning strategies means devices, tools or techniques that are applied consciously by the learners to facilitate their vocabulary retention. Moreover, the vocabulary learning strategies can be taught to the students in that the learners can also learn other types of vocabulary learning strategies and even how to manipulate and execute them effectively. In this way, the learners are endowed with a choice of vocabulary learning strategy and are instructed how to manipulate them so as to enhance their vocabulary learning or to solve their vocabulary learning problems effectively.

Vocabulary learning strategies that are taught to the students in the class room help increasing learners' confidence to learn vocabulary freely. Most vocabulary learning strategies share similarities and differences under the taxonomies formulated by Schmitt (1997) i.e. consolidation strategies, determination strategies, originally based on Oxford's Language Learning Strategy Taxonomy (1990), and O' Malley and Chamot's (1990). Language learning taxonomy classified as meta-cognitive strategies, cognitive strategies, and social-affective strategies.

In the past, a few studies were organized in response to the average to the low interest in second language vocabulary learning though the major concentration was to the variety of LLST. These studies were conducted by scholars like Atkinson and Raugh (1975); Levin et al.(1979); Levin and Pressley (1983); and so on. The studies specifically included the famous strategy: 'Keyword Method' which basically based on mnemonic technique or helping memory (Highbee, 1979).

2.2 The Classification System for Vocabulary Learning Strategies

During the last few decades, vocabulary learning, vocabulary acquisition and vocabulary learning strategies have gained popularity and attracted the attention of researchers on second language acquisition, even then there is an insufficient work on vocabulary learning strategies. Schmitt (1997) discusses that despite the fact, that learning strategies imply vocabulary learning strategies still there is a lack of research studies in the field of vocabulary learning strategies, specially the lack of the

comprehensive taxonomy or list. There are two prominent and dominant vocabulary learning strategy taxonomies. The first one by Schmitt (1997), and the next one by Nation (2001).

Schmitt did a survey of a sample of six hundred Japanese learners of English and brought out fifty-eight vocabulary learning strategies in his taxonomy. Among this sample, some of the students had taken and some were still taking the classes of EFL. The subjects were classified into four groups. These were adult learners, university students, high school students and junior high school students. The survey was devised to focus on obtaining information relating to strategy use, learners' perception of the usefulness of each strategy, rating the discovery and consolidating strategies according to fruitfulness. This pinpoints only on the most captivating results, showing the few strategies rated 'the most helpful': for discovering meaning it was 'bilingual dictionary' (95%) for consolidating meaning 'saying new word aloud' and 'written repetition' (91%). The last helpful strategy for discovering meaning was 'skip new word' (16%): and for consolidating meaning 'image word's meaning' (38%). Besides this, the strategies which were rated 'helpful' were 'bilingual dictionary' followed by 'monolingual dictionary' (discovery of word's meaning): with 'written repetition' and 'verbal repetition' rated 'helpful' for consolidation. In addition the tendency of vocabulary strategy use was pointed out by the university students describing using a bilingual dictionary, 95%; guessing from the context, 93%; written repetition, 75% :studying the spelling of the word 70%; imaging the word's meaning, 57%. Finally, vocabulary learning strategies distinguished as 'helpful' by the Japanese learners were linking the word with synonyms and antonyms, 93%; requesting the instructor to use the new word in sentence, 85%.

Schmitt's (1997) survey results bring forth the varieties of vocabulary learning strategies. These strategies Schmitt later categorized and used them in his vocabulary learning strategies taxonomy. Schmitt laid the foundation of his vocabulary learning strategies on Oxford's (1990) language learning strategies classification due to its practicality in categorizing vocabulary learning strategies. He opines: "Of the more established systems, the one developed by Oxford seemed best able to capture and organize the wide variety of vocabulary learning strategies identified."

Therefore, Schmitt fundamentally chose four strategy groups including: (social, memory, cognitive and meta-cognitive) which he regarded beneficial for his vocabulary learning strategies categorization. These fifty-eight were gathered under two main headings: Discovery Strategies and Consolidation Strategies. The discovery Strategies means strategies that are used to get “..... initial information about new words”, i.e. distinguishing affixes and roots of a new word. The consolidation strategies envelop strategies that learners use to help them remember the words once taught or encountered, like using semantic maps, using new words in a sentence, and so on.

It should be noted that some strategies occur under more than one category. For example, word list(s) and flash card share the value of both determination strategies (DET) and cognitive strategies (COG), because both strategies have bendable characteristics and help learners to find out the meaning of a new word and also to memorize the new word once taught or encountered. Schmitt (1997) states in regard to the problem of classification of learning strategies: “In practice, it was quite difficult to decide where to draw the line between different strategies in their numerous variations.” Hence, it can be said that a clear-cut VLS taxonomy has not yet been devised.

In Schmitt’s (1997) VLS taxonomy, fundamentally based on Oxford’s notion of LLS taxonomy, there are real examples of several types of VLS categorized under the two main strategies groups (discovery strategies and consolidation strategies), each group consisting direct and indirect strategies namely: determination strategies, cognitive strategies, memory strategies, meta-cognitive strategies, and social strategies. However, Schmitt does not consider affective strategies (e.g. lowering your anxiety, encouraging yourself, and taking your emotional temperature) in his Vocabulary Learning Strategy taxonomy.

Schmitt (2000) elaborates the steps taking in mounting up his VLS taxonomy. The fifty-eight Vocabulary Learning Strategies obtained from the survey of 600 Japanese students (junior high school, high school, university students, and adult learners) were compiled. The strategies are categorized into two groups: discovery strategies or strategies for the discovery of a new word’s meaning; and consolidation strategies or strategies for retaining a word once it has been encountered. The strategies grouped under the two major categories were again examined and classified into five groupings, which

are: determination strategies (DET), memory strategies (MEM), cognitive strategies (COG), meta-cognitive strategies (MET), and social strategies.

Table 2.1	
Strategies for the discovery of new word's meaning	
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards
SOC	Ask teach for an L1 translation
SOC	Ask teacher for paraphrase or synonym of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning

MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinate
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together within a story line
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use Keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognate in study

MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your text book
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts etc)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new words
MET	Continue to study words over time

In the discovery strategies group, there are finally nine determination strategies (e.g. evaluate part of speech, examine affixes, check for L1 cognate, analyze any available pictures or gestures, etc.); and there are five Social Strategies (e.g. ask teacher for an L1 translation, ask classmate for meaning, and so on).

The consolidation strategies group comprising of nine cognitive strategies (e.g. verbal repetition, word lists, etc.), twenty-seven Memory Strategies (e.g. visualize word's meaning, join word to personal experience and so on), five meta-cognitive strategies (e.g. testing oneself with word lists, go on to study word over time, etc.), and three social strategies (e.g. study and practice meaning in a group, interrelate with native speakers, etc.).

It is a fact that Nation does not narrate precisely how he formulated his VLS taxonomy. He in brief describes the object of VLS classification: "The following taxonomy tries to separate aspects of vocabulary knowledge (what is existed in familiarizing a word) from sources of vocabulary knowledge, and learning processes."

However, a meticulous and cautious glimpse at every general class of strategies perhaps reveals resembling rules to those which form the learning strategies taxonomy influenced by Rubin (1987), O'Malley and Chamot (1990), and Oxford (1990). For instance, the first general class of strategies, planning: choosing when to pay attention and what to take into consideration and it shares the identical rule of Meta-cognitive Strategies. O'Malley and Chamot (1990) state: "Planning is a key meta-cognitive strategy for second language acquisition..." The meta-cognitive strategies occupy rapt attention, planning supervising, and evaluation. Rubin (1987) describes meta-cognitive strategies: "Meta-cognitive strategies are used to oversee, regulate or self-direct language learning." Oxford (1990) states: "Meta-cognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process."

It seems that Nation's taxonomy reduces the complication by not mentioning the entire classification of particular strategies. It is quite comfortable for L2 learners to understand and to use it in an influencing way. May be it cannot be clear to learners how to straightly use what Nation elaborates. Nation's (2001) Vocabulary Learning Strategy taxonomy was greatly developed under the three main categories: Planning, Sources, and

Processes. We see that each class is equipped with diverse kind of strategies. For instance, Planning comprises of four kinds of strategies: a) selecting words, b) choosing the facets of word knowledge, c) choosing strategies, and d) planning repetition. Sources also entail four kinds of strategies: a) scrutinizing the word, b) using context, c) seeking a reference source in L1 or L2, and d) using parallels in L1 and L2. Processes also encompass three different kinds of strategies: a) noticing, b) retrieving, and c) generating. In this way, there are total eleven sorts of classifications of strategies. Nation elucidates the taxonomy of Vocabulary Learning Strategies endeavor to: "...separate aspects of vocabulary knowledge (what is involved in knowing words) from sources of vocabulary knowledge, and learning processes." Therefore, it can be concluded that he purely focuses on the significance of enhancing learner's familiarity of vocabulary learning also the options of methods which the learners need to pick for knowing more and more vocabulary so that he can achieve the language objective. So, for this purpose, under planning, Nation gives the reference to the features of triumphant language learners elucidated in Gu and Johnson's (1996) study. Also, planning repetition is based on an informal schedule for revising words previously taught: Nation refers to the studies of Baddeley (1990) and Pimsleur's (1967) relating the use of 'increasingly spaced retrieval'. In addition, a more organised review using a computer or filing system mentioned in the study of Mondria and Mondria-de Vries (1994) is referred to and suggested as a way to contribute to 'planning repetition.' The very significant idea of this class is that the learners ought to familiarize their target of learning the vocabulary. In this way, they may be recognizing the basic words, and keywords which they must know. Also it is necessary for them to be cognizant of those areas of words they must know which are in relation to language skill (e.g. reading, listening, writing, and speaking). For instance, the big facets of a word are not to know the meaning but also there are other aspects which are needed to be focused as when a word is to be spoken or written.

2.3 Memory

Whatever is learnt is stored in the memory. It acts as a storage device for the information we gain or perceive through our senses. But the question arises, what is memory? It would be useful to know about it as it helps in learning. Plato (427-347 BC)

propounded the theory of memory. To explain its functioning, he used the metaphor of 'wax tablet'. This wax tablet stores hordes of information. Repetition of the knowledge that is stored in this wax tablet makes it stronger, and negligence makes it gradually vanish from this tablet. William James wrote about memory and forgetting, "if we would remember everything, we should on most occasions be as ill off as if we remembered nothing." Bjork (1978) says, to discard the clutter of useless out of date information is surely a blessing. So, it can be said that a good memory is helpful, but so is the ability to forget. Therefore forgetting is also a part of learning.

Forgetting is actually a sort of "wearing and tearing". The stronger the wax is, the longer the memory will be. Memory lasts longer, but if the wax is hard, it becomes difficult to get information that is imprinted on the wax. It becomes easy to indent if the wax is softer but it must also be borne in upon the mind that memory is short lived. There is drawback with this 'template' theory of memory. For this theory to work properly, the memory must be exact which it is not. At any moment, our senses are bombarded with countless stimuli, most of which we retain but before a fleeting moment. We ignore lots of stimuli every moment. Stimulus that is reached would require new indents because no stimuli are completely the same as that used before. This model does not elaborate the faculty of the brain to use memory to precede new information. Nothing has been said about retrieval in this theory. As memory process has three phases; encoding, storage, and retrieval; memory failure can be traced to any one or all of these three processes. So, if we look at the procedure of retrieval, we are in need of a separate theory that must be compared with a bird cage because we know that bigger birds can easily be retrieved from a cage than a smaller and blander one (Morris, 1978) the mention of this theory over here is due to its persistency. For the reason, the teachers have mostly been found encouraging rote learning.

Memory is the mental capacity to store, recall or recognize the events that were previously experienced. The term memory also refers to what is retained. The term "remembering" is used to mean either retaining experiences or recalling them.

Most cognitive psychologists define memory as a perceptually active mental system that receives, encodes, modifies and retrieves information. Behaviourists focus

only on stimulus input and response output and neglect what happens between these two. Actually the associations formed between stimulus events and responses are themselves units of memory.

An organ without a capacity for memory is not able to profit from experience or training. Without memory we would not know how to shut off the alarm, take a shower, or recognize objects. We would be unable to communicate with other people because we would not remember what the meanings of words are, or even what we have just said. We would be unaware of our own likes and dislikes (Vorauer and Ross, 1993). And we would have no idea of who we were in any meaningful sense. (Khilstorm, 1993).

Memory is initially tied to many other aspects of psychology. All learning implies memory. If we remember nothing from our experiences, we can learn nothing. Life consists of momentary experiences that have little relations to one another. Psychologists in modern era have made wonderful and extensive researches on memory and have propounded many theories for the benefit of educationists and researchers. In this regard, neurosciences have brought the function of the mind into new realms.

Ebbinghaus (1850-1909) and Wundt (1832-1920) are best known for experimental study of memory. Ebbinghaus is well known as being the first one to use non syllables in his studies. He used trigrams, a meaningless set of two consonants and a vowel between them such as DOP, QIG, TEB, etc. He developed a systemic method for learning the nonsense syllables, allowing a precise amount of time for looking at each syllable before moving on to the next. He read aloud to the beat of metronome (a mechanical device that makes a sound at constant intervals). In this way Ebbinghaus proved the presence of remote tasks of memory with the promulgation of strict control of independent variables and brought to light the close affiliation between the time of learning permanence of memory and the number of mental repetition. He also expresses that regularities subsisted. For example, in the ratio of forgetting with its basic fast information loss, and partial slowing with the passage of time (Morris 1978). This put a drastic and sinister influence on the notion of mnemonics that was in fashion in the 19th century. The mnemonics no longer remain in vogue for the research and learning process. And rote learning took hold in lieu of mnemonics in the field of memory research

because non syllables proved to be a perfect source of erasing any other agent like additional information in the form of picture, meaning, explanation, etc.(Paivio, 1971).

This nonsense syllable method in which the meaning of the words were absent, curtailed the sphere of research. Later on, Frederick Bartlett (1932), the other great “founding father” of memory research highlighted how memory is an active process and not just a factual record of events. He developed a method of testing people’s memories for events (telling stories and events from one to other by words of mouth). With this method he also analyzed the kinds of errors which people usually made. His method was known as “Serial Reproduction”. Using the serial reproduction method, Bartlett was able to identify a number of systematic types of changes, which people make to story like material, as they pass it on. He added meaning to his research, in this way made it more natural.

Later on, Alexander and Judy (1988) confirmed this notion of Bratlett that meanings carry significance for understanding to human memory and also proved that it was direly needed for mnemonic learning and cognitive strategies. According to Richardson (1980), the time span between 1940 - 1950 was an ‘arid’ era that strongly and forcefully put an end to research on memory and imagery. Later on behaviourism began to cogitate about the stimulus-response epitome. “Remembering in imagery has neither unique instigating stimuli nor unique behavioural signs. Learning to use imagery terms would therefore derive mainly from induction or stimulus generalization” (Bower, 1972). Mentalistic concept was dismissed by this school of thought in favour of habit forming as a learning strategy (Paivio, 1971).

2.3.1 Importance of Memory

Without memory we cannot even reflect upon ourselves. In short, when we think of what it means to be human, we must acknowledge the centrality of memory. Our memory is the library of our personal history. Our memories form a living record of what we have heard, read and experienced over the period of our life so far, but they are much more. Memories help us to define ourselves, connect our present thoughts and actions to the roots of our past and prepare us for a meaningful future.

What we remember is influenced by many factors, some operating at the time of original event, others operating during storage, still others operating at the time of recall. Even

vivid memories may be disturbed of what really happened in the past. They can be a blend of past reality with expectations, fantasy and social desirability. Memories can be affected by physical health, attention, emotion, prejudice and many other conditions.

2.3.2 Memory Process

Zimbardo, Atkinson, and Hilgard (1987), explain that memory requires three mental processes that is:

Encoding ----- Storage-----Retrieval

These are also known as three stages of memory.

2.3.2.1 Encoding

To deposit something into memory is called encoding. Encoding is the translation of incoming stimulus energy into a unique neural code that our brain can process. The encoding process involves acquiring information and then repeating it in the mind. Encoding requires that we first attend to some selected stimulus, even from the huge amount, and then we must identify the distinctive features of that experienced event. The event may be a sound, a visual image or a smell.

The encoding process is usually so automatic and rapid that we remain unaware while doing it. So, encoding requires information that must be put into memory, must be coded, so that it can be communicated to the brain. Information must be put in a form that the memory system can accept and use. For example, acoustic codes represent information as sequence of sounds. Visual codes represent stimuli as pictures. Semantic codes represent an experience by its general meaning.

2.3.2.2 Storage

It is the second basic memory process. Storage is the retention of encoded material over time. It simply means maintaining information for long time. Many psychologists believe that stored information is held for ever in memory. Not all information is retained, some of it is lost. Encoded information tends to be lost when it cannot be stored in terms of already stored information. When we read for fun we make no special efforts to organize the ideas for later retrieval. But same cannot be done with the text material.

2.3.2.3 Retrieval

The process of retrieval occurs when we find information stored in memory and bring it into consciousness. Retrieving stored information is usually so fast and effortless, it seems automatic. Retrieval is pay off for all our earlier effort when it works, it enables us to gain access to information we stored earlier.

Retrieval is the third stage of memory. In some senses, it is the most important. We cannot say whether someone has really remembered something unless he retrieves that information.

2.4 Stages of Memory

Psychologists are well agreed that there are three memory systems within the overall system of remembering and recalling information. Atkinson and Shiffrin (1968) suggest that three kinds of memory storage systems exist i.e. sensory memory, short term memory and long term memory. These store houses vary in terms of their functions and the length of time information is retained.

2.4.1 Sensory Memory

Sensory memory preserves fleeting impressions of sensory stimuli, sight, sounds, smells and textures but only for a second or two. In order to recognize incoming stimuli, the brain must analyze and compare them to what is already stored in long term memory. Although this process is very quick, it still takes time.

The major function of sensory memory is to hold information long enough for it to be processed further (Stern, 1985). This maintenance is the job of sensory register. And there is a separate register for each of the five sensory modalities. It is assumed that a register of each sense holds appropriate incoming stimulus information for a brief interval. Memories held in sensory registers are fleeting, but they last long enough for stimulus identification to begin (Ellis and Hunt, 1989).

Sensory memory brings coherence and continuity to the world. When we look slowly around, it seems as if eyes are moving slowly. In fact our eyes fixate at one point for about 1/4th of second and then rapidly jump to the new position. Matrindale (1991) explains that sensory memories quickly fade if they are not processed further in an adaptive characteristic of the memory system. One simply cannot deal with all of the

sights, sounds, odours, taste and tactile sensation that touch on the sense organ at any given moment.

We now know more about visual and auditory memories than the others. A visual memory is called an icon and lasts about half a second. An auditory memory is called an echo and lasts several seconds.

2.4.2 Short Term Memory

A stimulus that hails from sensory memory is received and recognized is likely to be transferred to short term memory. When we attend to and perceive a stimulus, a representation of the stimulus enters short term memory. The information in short term memory is usually available for much longer. Short term memory is an intermediate memory processed between the fleeting events of the sensory memory and long term memory.

Carpenter and Just (1989) describe that the material which is transferred from sensory to short term memory can be consciously organized and thought about. For this reason, many theorists prefer the term working to short term memory. This system enables people to do much of their mental work. Working memory has two major functions.

First, working memory allows us to construct a continually updated working model of the world and where we are in it. Second, working memory makes it possible to think and solve problems (Simon, 1989). This system allows us to store, recognize and integrate facts. Even in the situation where we must remember information for only a few seconds, our memory involves the three stages encoding, storage and retrievals.

The most striking fact about short term memory is that it has very limited capacity on the average, the limit is seven items give or take two (7 ± 2). Some people store as few as five items, others can retain as many as nine. As individuals differ greatly in their memory abilities, yet it seems strange to give such an exact number to over all people.

Ebbinghaus, who began the experimental study of memory in 1885, reported that his own limit was seven items. George Miller (1956) was so struck by the constancy that he referred to it as the magic number seven.

The fixed capacity suggests that when number of items exceed, one of the old one must go. When we try to force more than 7 ± 2 items into short term memory earlier items

are lost at the expense of most recent ones. There are two important ways to increase the limited capacity of short term memory storage, so that more information can be put into long term memory, i.e. chunking and rehearsal.

The era of behaviourist Blitzkrieg in psychology (Hrees, 1985), which made it almost impossible to conduct memory research (Nilsson, 1979), came to an end in the late 1950s when cognitivism was reintroduced, and with it a new interest in memory and its associative functions (e.g. imagery and metaconcepts). Brown in (1958) and Peterson and Peterson (1959) proposed that cognition is to deal with two isolated storage systems which are: a long-term storage system and the other is short-term storage system. In the long term storage system, retention is affected by intervention whereas short-term storage system is smitten by the decline of the memory trace.

Since that time a new era of research bloomed which according to Nilson (1979), is a 'veritable explosion' in the field of memory research. Heterogeneous theories about memory developed but could not gain ground. Among them, there was a library theory that suggested that memory was arranged in the form of cabinets and there required many references for retrieval (Lindsay & Norman, 1981). This theory received cold remarks from Metzger & Schuster, (1998) that human memory is very supple than a library system. Later on it was suggested by Waugh and Norman (1965) and Atkinson and Shiffrin (1971) that short-term memory could store only verbal information in which rehearsal was the key element to store the received information due to its limited capacity and that the information could be lost because of some kind of interference or decay. Rehearsal used to pass the received information from short-term memory into the long-term memory. Gathercole (1994) found this method unsatisfactory.

The short-term memory holds information for a limited time that lasts for seconds or, at the most, minutes. The time span as described in the books varies quite a lot. On the basis of Pollack's experiments conducted in 1952 with sound, Miller 1956 proposed that the short-term memory cannot work more than 7 ± 2 single items of information. He mentioned again pointing to Pollack, that there is procedure to enhance this circumscribed ability – chunking, i.e. grouping the information. If one believes that the short-term memory is a threshold to long-term memory (Schacter, 2001) then information

learnt or taught should be presented in a form that takes into consideration this theory, i.e. vocabulary lists should be introduced in suitable pieces of 7 ± 2 items.

Baddeley and Hitch (1974) and Baddeley, Lewis & Villar (1984) presented a theory that had the foundations on the previous ones, and changed the term short-term memory into working memory with its elements central executive, phonological loop, and sketchpad. Salame & Baddeley (1982) later augmented another viewpoint, the primary acoustic store. The central executive is accountable for co-relating the stream of information and for administering with processing and storage. It is a short-term processor with the enhance ability to possess higher cognitive functions which includes problem solving and reasoning (Baddeley, 1985, 1990, 1992, 1995; Baddeley & Hitch, 1974) or metacognitive functions (Brown & DeLoache, 1983; Brown, 1987; Flavell, 1971).

Another 'slave' system that keeps spoken material in the form of oral-based trait (the phonological loop, keeping bits of linguistic information for a limited time), that is sometimes mentioned as 'the inner voice' and the system through which material can be visualized (the sketchpad) is called 'the inner eye' (Gathercole, 1994). Different kinds of experiments with children have proved that there exists a vivid tie between the learning of word and the phonological loop (ibid.p.59). "the phonological loop turns out to be a gateway to acquiring new vocabulary. The loop helps us to put together the sounds of novel words" (Schacter, 2001). It appears that working memory is vigorously involved in the acquisition of learning. It permits short term memory holding sequence information and the rehearsal of the sequence helps maintain and strengthen information in the long-term memory of language sequence (Ellis & Sinclair, 1996). From both these terms 'inner voice' and 'inner eye', one can clearly judge the benefit of mnemonics with their trust on imagery. An additional 'slave system' is used by imagery in addition to the phonological loop when vocabulary is learnt. Auditory input is stored directly into the primary acoustic store whereas the visual input is stored through detour phonological loop. This is known as the 'inner ear'. In conversation or in the understanding of conversation, working memory is involved in varying degrees (Bechtel & Abrahamsen, 1991; Just & Carpenter, 1992; Just, Miyake, & Carpenter, 1994; Petrides, Alivisatos, Meyer, & Evans, 1993).

2.4.3 Long Term Memory

Long term memory constitutes a person's total knowledge of the world and of the self. Long term memory is the store house of all the experienced events, information, emotions, skills, words, categories, rules and judgments. The memory system enables us to do much more than just retain a record of past events or thoughts. Material in long term memory helps us deal with and store new information. It also makes it possible for us to solve new problems, reason, keep future appointments and apply a variety of rules to manipulate abstract symbols, to think and to create something we have never experienced.

Long term memory involves information that have been retained for brief intervals or as long as lifetime. In long term memory, important interactions between encoding and retrieval occur. And it is often difficult to know whether forgetting from long term is due to a loss from storage or a failure in retrieval. Ellis (1991) explains that some information is encoded into long term memory without any conscious attempt to memorize it. Encoding information into long term memory often results of a relatively deep level of conscious processing, which usually involves some degree of somatic coding. For verbal material, the dominant long term memory representation is neither acoustic nor visual. It is based on the meaning of items. Encoding in long term memory often ignores details and instead encodes the general underlying meaning of information.

Often the items to remember are meaningful, but the connections between them are not. In such cases memory can be improved by creating real or artificial links between the items. While learning the symbols, although the symbol themselves are meaningful, yet many learners convert the symbols into the sentence. For example, "ACCA" can be converted into sentence such as All Cats Can Act. The first letter of each word names each symbol and the relations between the words in the sentence supply meaningful connections between the symbols. The connections aid memory because they provide retrieval paths between the words.

Numerous experiments have shown that adding meaningful connection is powerful memory aid.

Making sentences out of unrelated letters or words is not the only mean of adding meaningful connection to verbal material.

Usage of imagery is very helpful in this regard.

Using either images or sentences to add meaningful connections, increases the number of retrieval paths between the words. This, in turn, improves memory. Although meaning may be the dominant way of representing verbal material in long term memory, we sometimes code other aspects as well. Acoustic code can also be used in long term memory. Like short term memory, long term memory has a perfect code for verbal material, but other codes can also be used.

2.5 Mnemonics

The word *mnemonic* (pronounced as “ne MON ik”) is derived from Mnemosyne, the name of the ancient Greek goddess of memory. Mnemonics means to remember. It refers in general to methods for improving memory; a mnemonic technique is any technique that aids the memory. Mnemonics are subtype of memory strategies that enhance the meaningfulness of the material to be remembered, thereby facilitating learning. Mnemonics which go back to the days of the ancient Greeks and have been used in schools for over 250 years are strategies for associating relatively meaningless input with more meaningful images or words already stored in long-term memory.

One characteristic of most mnemonic technique is that they do not have an inherent connection with the material to be learned; rather, they impose meaning or structure on material that is otherwise not very meaningful or organized. Another characteristic is that they usually involve adding something to the material being learned to make it more memorable, and thus are referred to by many researchers as visual or verbal “elaboration.” The elaborations create meaningful associations between what is to be learned and what is already known. Mnemonics facilitate both encoding and retrieval by supplying structure, meaning, integration, and cues where none naturally exist. (Cook 1989).

Mnemonics can be either visual or verbal. Visual mnemonics use visual imagery to associate the items to be remembered; verbal mnemonics make the associations with words. For example to associate the words cats and rats, one can either form a visual image of cats eating rats (visual mediator), or could form sentence such as “cats like to eat rats” (verbal mediator).

2.5.1 Principles of Mnemonics

Some of the basic principles of mnemonics are:

2.5.1.1 Meaningfulness

Mnemonics techniques and system help make material meaningful by using rhymes, patterns, and associations. In fact, probably the main function of most mnemonics is to impose meaning on material that is not inherently meaningful, that is the kind of material for which mnemonics have best shown their value. Mnemonics are not needed for material that already has meaning. One of the most powerful examples of the use of this principle is the phonetic system which gives meaning to one of the most abstract, meaningless kinds of material----numbers----so that they will be easier to learn.

2.5.1.2 Organization

Most of the mnemonic techniques impose a meaningful organization on the material. As mental filing systems, they give a systematic way to record and retrieve the material. Again, mnemonics are not needed for material that already has an inherent logic and structure.

2.5.1.3 Association

The principle of association is basic to all the mnemonic systems. In the link system the items are associated with each other. In the Loci, Peg, and Phonetic systems, easily remembered material that is memorized previously serves as ones filing system, one associates the new material that one wants to learn with the material that has been memorized previously.

2.5.1.4 Visualization

Visual imagery also plays a central role in the mnemonic systems because the associations are usually made visually. Visualization is probably the most unusual aspect of mnemonic systems, and may also be the most misunderstood.

2.5.1.5 Attention

Mnemonic systems force a person to concentrate on the material in order to form pictures and associate them. Mnemonics can foster attention because they tend to be more interesting and fun than rote learning.

There are different kinds of mnemonic systems that have been developed by different experts according to the need of the situation. Some of these are described as under:

2.6 Kinds of Mnemonics

Some of the important mnemonic types have been identified by the scholars are as under:

2.6.1 First Letter Mnemonics

An acronym is a word that is made out of the first letters of the items to be remembered. A mnemonic technique that is similar to the acronym is the acrostic—a series of words, lines, or verses in which the first letters form a word or phrase. Acronyms and acrostics are referred to by most mnemonics researchers as “first-letter mnemonics” a well-known acronym that is used as an aid to remember the colours of the visible spectrum is the name ROY G. BIV. This name represents red, orange, yellow, green, blue, indigo, and violet. Acronyms are widely used to represent associations (NADRA for National Assessment and Database Registration Authority). An acrostic for remembering the order of planets from the sun is “Men Very Easily Make Jugs Serve Useful Nocturnal Purposes” (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).

Acrostics and acronyms make the material meaningful; they provide something meaningful to remember, such as HOMES and ROY G. BIV.

Acronyms chunk the information so they do not put extra strain on the brain to remember a lot. An acronym or acrostic itself is not the original information; it merely provides some cues to help retrieve original information. Once, a person remembers the acronym or acrostic, one still must be able to generate the original information from it. In this way acronyms or acrostics may be more useful for terms than for terms that are not familiar, because a first letter might not be a sufficient cue for terms which are not known very well.

First-letter mnemonics provide cues to help retrieve the items; therefore, they change a recall task to an aided recall task. This makes memory task easier by narrowing memory search. Research has shown that the first letters of words help people recall the words. First-letter mnemonics can tell that how many items are to be remembered. The

first-letter mnemonic that comprises of acrostics and acronyms appear very helpful when it is necessary to recall already known material in the correct order.

2.6.2 Loci Mnemonics

The word *Loci* (pronounced LO si) is the plural of *locus*, which means “place or location”. Method of Loci is also known as ‘memory place’ technique (Spence 1984). The Loci system has also been called the “Topical” system which means the system which works on the basis of locations and places. This system of Loci was brought into practice by Roman and Greek speakers to remember lengthy speeches without making them in the form of notes. The Loci system is one of the oldest mnemonic systems that dates back to about 500 B.C. It was the mnemonic system which holds the ground till the middle of the seventeenth century, when other systems like the Phonetic system and the Peg system began to evolve. The history of the Loci system has been traced in detail from 500 B.C. through the seventeenth century.

The Loci method was basically used for remembering speeches and lists of items (Yates 1966; Madan & Singhal, 2012). In its original form, the user is needed to consider and suppose walking through a recognized environment and putting the objects to be memorized along the path. And to recall the placed items, the user re-imagines walking through the environment, seeking items as he goes. This method of Loci is currently in vogue as one of the most utilized strategies for world class mnemonists who endeavor to remember exceptionally huge quantity of information rapidly (Foer 2011; Raz et al. 2009). Moreover the method of Loci has also been used as a possible aid for memory impaired individuals with some success (Richardson 1995; Tate 1997) and memory decline has also been addressed in healthy aging adults (Yesavage 1983).

Legge et al, 2012 conducted a research on Loci method to test (i) whether the participants of the research are able to use a concisely presented non-personal environment for the method of Loci (ii) whether the method of Loci is particularly useful for remembering items in order to compare instructed controls (iii) whether method of Loci is specialized, compared to uninstructed controls, for remembering highly imageable words. They manipulated the spatial lay out for their virtual environments to verify whether the method of Loci depends upon specific geographical or spatial traits.

Cesare Cornoldi and Rossana De Beni (1989) carried out research on Loci mnemonic at the university of Padova, Italy. They experimented whether the continuous passages could also be memorized using loci mnemonic through the isolated words and items could be learnt, and its application and usability is time tested. Forty-two university students were divided into two groups which is the experimental group and the control group.

In the first experiment, a passage of two thousand words was used in experiment 1. The passage was used because it was lengthy and comprised a series of arguments which were appropriate and suitable for pegging using loci. The experimental group was instructed to memorize the passage using the loci mnemonics. The participants were instructed to use 20 loci; they were familiar with, like market, city, hall etc. while the controlled group was directed to use the traditional method and to rehearse it.

After the study phase, the subjects were asked to write the passage. They were free to use as much time as they could to complete the task. The participants were also interviewed to check whether they had followed the instructions properly. And those who were unable to follow the instructions appropriately were omitted. The written passages were analyzed and checked according to the order and were scored. The results indicated that the loci mnemonic aided in memorizing passage with respect to those found in the controlled group.

2.6.3 Peg Words

The peg system is a kind of cerebral filing system consisting of a series of pre-memorized concrete nouns. The concrete nouns are not randomly chosen; rather, they are selected in such a way as to communicate significantly with numbers.

The roots of the Peg System can be traced to the mid-1600s, when Henry Herdson developed an expansion of the Loci system. Herdson dispensed with the spatial location of the objects and merely used the objects themselves. Every number was represented by any one of several objects that resemble the number (for example, 1= candle, 3= trident, 8= spectacles, 0= orange).

A system that is used rhyming syllables and word to represent the numbers was introduced in England around 1879 by John Sambrook. An example of visual imagery mnemonic is the rhyming peg-word method, whereby the numbers from one to ten are associated with easily pictured rhyming words (e.g., “one-bun”, “two-shoe”). The first item to be memorized is visually linked with a bun, the second with a shoe, and so on (Wilson, 1987).

Most people can learn these peg-words with little effort. In fact, many people already know of them from the nursery rhyme, “One-two buckle my shoe, three-four shut the door...” Each of the peg-word objects should be pictured as vividly as possible. The bun should be a specific kind of bun, such as a breakfast bun, a dinner roll, or a hamburger bun. The shoe could a man’s dress shoe, a woman’s high heeled shoe, a gym shoe, or a boot.

2.6.4 Mnemonic Phonetic

The phonetic system is the most sophisticated and most versatile of the mnemonic systems it is also the most complex and thus requires the most study and effort to master. In the phonetic system each of the digits from 0 to 9 is represented by a consonant sound; these consonant sounds are then combined with vowels to code numbers into words, which are more meaningful and thus easier to remember than numbers.

The origin of the Phonetic system has been traced back more than 300 years to 1648, when Winckelman (also spelled Wenusheim or Wennsshein in some sources) introduced a digit-letter system in which the digits were represented by letters of the alphabet. These letters were then used to form words to represent a given number sequence. Richard Grey published a refinement of Winckelman’s digit-letter system in 1730.

Further modification of the digit-consonant system were made by mnemonists during the 1800s. in 1844, Francis Fauvel-Gouraud published an attempted classification of all the words in the English language that could represent numbers up to 10,000. By the end of the nineteenth century the digit-consonant system had evolved into its present form. During the 1890s it was briefly described in William James’s classic psychology textbook; and more thoroughly described by Loiset as the system of “analytic

substitutions.” The digits were presented not by consonants themselves but by consonant sounds. This version of the system has remained essentially unchanged in memory books and commercial courses during the 20th century.

2.6.5 Chaining

Chaining is another mnemonic that can be used when items must be remembered in serial order. In the visual variation of chaining, the learner creates a visual image associating the first and the second word in the list, then another image to link the second and the third word, and so on. The cuing structure that results is a series of overlapping visual images. In the verbal variation of chaining, visual imagery is unnecessary; the cuing structure is primarily verbal. Participants are trained to remember up to 15 words from a list by incorporating each successive item into a story that the learner creates. The emphasis is on creating simple stories with interrelated sentences, and syntactic and semantic errors are ignored. When the story is recalled, the learner usually has no difficulty distinguishing the stimulus words from words used to create the story (Bellezza, 1981). When using this approach, the trainer or teacher should provide each participant with feedback on how well his or her story matches word order. McNamara and Scott (2001) investigated verbal chaining with children and found that verbal working memory span increased significantly as a result of training.

2.7 The Keyword Mnemonics

The word *mnemonic* (pronounced as “ne MON ik”) is derived from Mnemosyne, the name of the ancient Greek goddess of memory. Mnemonics means to remember. It refers in general to methods for improving memory; a mnemonic technique is any technique that aids the memory. Mnemonics are subtype of memory strategies that enhance the meaningfulness of the material to be remembered, thereby facilitating learning. Mnemonics which go back to the days of the ancient Greeks and have been used in schools for over 250 years are strategies for associating relatively meaningless input with more meaningful images or words already stored in long-term memory.

A great amount of research has been done on a mnemonic that is usually called the "Keyword mnemonic." This term was used by Richard Atkinson in a 1975 article

describing the use of this mnemonic in learning foreign language vocabulary. Subsequent researchers usually attribute the Keyword mnemonic to him, probably because he was the first respected psychologist who brought it to their attention and initiated systematic research on it. However, the technique was developed and used by other people before 1975, particularly for foreign languages.

The Keyword mnemonic consists of two steps, one verbal and the other is visual. The first step is to construct a concrete keyword to represent the foreign word to be learned. For example, the Spanish word for duck is *pato*, which could be represented by the sound-alike keyword *pot*. The second step is to form a visual image connecting the keyword with the English meaning. For example, one could picture a duck cooking in a pot or wearing a pot on its head. To recall the meaning of the Spanish word *pato*, first it is necessary to retrieve the keyword *pot*, and then the stored image that links it to duck. Research shows that the Keyword mnemonic is very effective in learning a foreign vocabulary, and it has also been used effectively to aid students in several other kinds of paired-associate learning tasks in school.

The keyword method uses words and illustrations that highlight salient features of meaning. For example, keywords may be words acoustically similar to a salient part of a word as well as connected by meaning (e.g., "hair suit" for *hirsute*; Foil & Alber, 2002). Students are also supported in visualizing or drawing a picture (e.g., a person wearing a suit made of hair) or a picture is made for them (Foil & Alber, 2002).

An example of an explicit learning technique that requires relatively deep processing is the Keyword Method (Hulstijn, 1997). This technique works by combining elements of phonological form and meaning in a mental image. Let us say that an English speaker wants to remember the Japanese word for sword (*katana*). First, a word with a phonological similarity to *katana* is found in English, for example, *cat*. Then a mental image is conjured up combining the two, such as a samurai cat waving a sword. When the person hears the word *katana*, he or she is reminded of *cat*, which activates the mental image. This in turn leads to the meaning of "sword." Use of "deep processing" techniques such as the keyword method has been shown to help fix target words in memory.

Conversely, techniques that only require dire relatively shallow processing, such as repeatedly writing a word on a page, do not seem to facilitate retention as well.

If we follow the depth of processing perspective, It would seem that learners often favor relatively "shallow" strategies, even though they may be less effective than "deeper" ones. Indeed, research into some "deeper" vocabulary learning strategies, such as forming associations (Cohen & Aphek, 1981) and using the Keyword Method (Hulstijn, 1997), have been shown to enhance retention-better than rote memorization.

The keyword method, a mnemonic that embodies visual imagery, can be used when learning a range of material, but is especially useful when learning new vocabulary words, such as when learning a second language. Of all the mnemonic strategies, the keyword method is the most researched and the most effective; consistently high effect sizes have been reported (Mastropieri & Scruggs, 1998).

2.7.1 Characteristics of the Keyword Method

It would not be impertinent to mention some of the traits of the keyword method which are a part and parcel of the mnemonic keyword method. Nation (2001) is of the view that keyword method has healthy and good effects on immediate retention and long-term retention (one week to many years). Consider the following significant characteristics of the keyword method (Highbee 2001 & Hauptman 2004).

2.7.1.1 Phonetic Similarity

It has already been mentioned in the introduction of the keyword method that it should have phonetic similarity. It is not necessary that the sound should completely match with the sound of the target word rather it may partially resemble with the sound of the target word. For instance, “Galoot” (Noun) a disreputable or clumsy man. A portion of sound matches the Urdu word ‘loot’. “Junta” (Noun) a group of military officers who rule a country after seizing power. The sound of this word completely matches a Hindi word ‘Janta’ that is used in Urdu also.

2.7.1.2 Uniqueness

The alliance / relationship between the keyword and the target word should be unique in order to refrain from any kind of meddling with other relationship. So that the image may appear unique in its own way. For example, “Buoyant” (Adjective) characterized by liveliness and lightheartedness. The boy standing near an ant will not appear unique but riding on it will surely be.

2.7.1.3 Exaggeration

This is one of the significant rules of the effective mnemonics that there should be bizarreness (peculiarity) in it that should spell bound or mesmerize the viewer. To achieve this aim, there should be an exaggeration in the picture that represents linkage between the keyword and the target vocabulary. For example, a boy mounting an ant is a good example of exaggeration.

2.7.1.4 Sensory Nature

Our five senses are natural and primary sources of gaining knowledge. Sense of sight, sense of hearing, sense of smell, sense of touch, and sense of taste should be included in the image or picture where ever possible. For instance, “Anarchic” (adjective) without law or control can be described in “Urdu” with anar + cake. The aroma of cake can be smelt.

2.7.1.5 Interactivity

There must be closely coherent bond between the two objects. They must be vivid and clear. If one image will not co-relate with the other or logically connected then there will be disconnected image and it shall not work properly. For example the boy looking at an ant will not be as effective as the boy riding an ant and feeling buoyant.

2.7.1.6 Simplicity

The less difficult the association is, the better it will be. The simple connection remains in the memory for a long time and aids in remembering the word.

2.7.1.7 Creativity

Every sensible human being has an innate trait of creativity. Creativity helps learners indulge in the association, and increases depth of processing. Therefore this

natural ability must be utilized to a great extent in forming new keywords as far as possible.

2.7.1.8 The sexual, vulgar and naughty keywords

When the learners formulate or coin their own keywords and associations, sometimes, they make vulgar or sexual keywords. They must not be afraid in doing so because most people find that they remember these associations very easily therefore, they must not lose the opportunity when there is the need of it (Russel, 1979). This technique is not recommended for the classroom but, if the learners form their own associations, nobody needs to know. It is the effectiveness that counts.

2.7.1.9 Involvement

Memory is basically linked with conscious experience. The more the learner involves in the experience, the better he or she will remember it. This can be found more in learner-made keyword rather than teacher-made keyword.

2.7.1.10 One keyword for many target words

Hauptman (2004) opines that circumstantial evidence suggest that it is not the particular keyword but the image (elaboration) that results in vocabulary retention. The keyword is only used to facilitate this elaboration. It therefore appears logical to suppose that one keyword can be used for different target words (e.g. {"chun" Urdu}= churn, burn, fun), provided there is a enough respite between the various uses to diminish interference. The length of the respite is determined by the time it takes for the target word to be firmly rooted in the learner's mind. However, there is limited number of choice of keywords available and one is bound to use one keyword for several target words.

2.7.1.11 Simplified Keywords

A keyword can be rooted in a phrase, a film, in the title of the book, or a name etc. in the target language a learner can recognize. This is another instance which suggests that it is not the keyword itself that helps memory but the imagination it spurs. When presenting the target word "bean", Mr. Bean eating bean can be suggested.

2.7.1.12 Using a Substitute Concrete Vocabulary for Abstracts

It is feasible to imagine concrete vocabulary like ball, elephant, bus, but it is not easy to visualize the abstract one like enmity, pleasure, malice. The process for using imagery to help remember abstract terms is the same for concrete terms except in adding a step using substitute concrete vocabulary to represent the abstract target vocabulary. Though it is a bit difficult task but it can be done by using objects that embody the abstract terms: for 'pleasure', a smiling face or children enjoying a game and 'justice' a picture of court or judge in the court of law etc.



2.8 Objections to the Keyword Method

It is only comparatively long ago (within the last 40 years) that imagery has drawn renewed interest. Before that behaviourism checked a thorough investigation into the subject.

Bower (1972) is of the view that “...many experimental psychologists cannot entertain thoughts about imagery without some deep sense of guilt associated with forbidden taboos. Our fraternal indoctrination that imagery is the forbidden fruit has been handed down to us, of course, from the heydays of radical behaviourism, which consigned it to the flames along with other cognitive concepts”.

It is reality that mnemonics are the best tool to memorize the things. No doubt mnemonics is observed as technical, proposing and effective method. It has also been

seen that sometimes mnemonics have been discouraged to the point of irrationality and it causes opposition (Gruneberg, 2001; Gruneberg & Herrmann, 1997). More grave than these unclear objections are the doubts which are about the recent teaching methodology. The notion of CLT considers unnecessary to the use of use of mnemonics for the purpose of language learning. The users of audio-lingual method consider keyword and imagery quite near to the ancient system of cramming and over-learning. The CLT approach rests on innovation, apprehension, and meaningfulness (Gray, 2001) is aggressive on explicit teaching of vocabulary although the explicit teaching of grammar has already attenuated its pure form. The Keyword Method as practised so far surely does not fit in with the schema theory (situational-communicative learning of language) in language teaching which stresses that a target language item to be learned has to become part of the learners' schema (Brown & Yule, 1983; Pincas, 1996). It can be a logical objection to the keyword method if it thought to take the point of dominating teaching methodology as compared to part of it. It is believed about the keyword method that it raises doubts. It is a fact that the target language must be used in the class room as early as possible. The keyword method furnishes the basic confrontation with the target word. It produces a flying start for the learner (Raya, 1998). From then on, the methodology the textbook or general teaching is based on takes over.

One of the major traits of mnemonics is that abstract notions are learnt by connecting them with concrete ones, i.e. concretizing those words which represent abstract ideas. Such an act is considered inferior by the scientific community (Pressley, 1985), but this is clear that, for example, Einstein used strong visual stimuli: "... the very best thinkers often do not think abstractly but rely instead on concrete experiences and representations" (Baddeley, 1979). Rohwer (1980) expresses a similar feeling. This brings into mind a question if there are individuals that neither have imagination nor imagery skills. Baddely (cited in Oxford, 1995) is of the view that imagery appears to be beneficial even with individuals who assert that they are poor visualisers. There is proof that good visualisers and bad visualisers show the same progress in memory when advised to use imagery. The main disparity appears to be that the persons with good memory show more confidence than others.

Oxford (1995) describes that she discovered in ‘hundreds’ of informal-style surveys with language teachers and learners that 50-80% said they were visual learners or that the visual sense is a dominant part of their sensory privilege.

Of course the rivals of the Keyword Method, in the classroom cannot, deny the promising outcomes of the research in psychology, but this is an integral part of the problem. Although some research has been done with children that are school going and some with grownups in the classroom, this fundamentally comprised of the transfer of laboratory situations to a different environment, without taking all the forms of classroom learning into account. I am not unmindful of any lengthy research that is conducted in the class room using the keyword method.

Since it has chiefly been the laboratory that has supplied research results, these can easily be removed by educationalists. The huge majority of researchers have used university students as research participants, mostly students of psychology. These psychology students have, by definition, a particular attraction in the subject and have experienced some training, whether they are consciously aware of it or not.

University students do not represent the whole population in general. Richardson (1987), among others, discovers that social class effects work with imagery and that university students are not the true representatives of the class structure in general. It has also been brought into the realms of knowledge that age has an effect on learning with imagery (Cunningham & Weaver, 1989; McDaniel & Kearney, 1984). For those educationists who have children in mind, it is clear that more sophisticated (mature) learners such as students have a broader sphere of meta-cognitive skills at their disposal (Kurtz & Weinert, 1989), while those who are in adult education would try to convince that intelligent and ‘seasoned’ learners like university students with their diverse learning strategies cannot be regarded as role models for the average adult language learner (Banaji & Crowder, 1989). This proves true for children, since the classroom is a combination of learners of various capabilities and strategies.

There is concern “...that the experimental laboratory approach is limiting in terms of our understanding of memory phenomena per se (Neisser, 1976), (and that) there is the

need for an ecologically valid access to memory so as to have a better comprehension of memory per se” (Banaji & Crowder, 1989), e.g. observation and ‘experiments’ in the classroom. Other researchers (Nattinger, 1989) think this sort of research problematic on the basis of uncontrollable variables, i.e. validity. The answer is perhaps that findings in the ‘real world’ should be checked in the laboratory and that laboratory results should be examined in ‘real life’, in the case of this thesis the classroom.

The unreal environment of the science laboratory with its shortage of variables particular to the classroom can only supply a first medium for educational research, and before this has not been carried out in more depth, objections to the Keyword Method will perhaps still remain and pedagogues will continue their defiance to the method.

2.8.1 Interference

Unbelievers of mnemonic techniques often indicate to the interference system innate in mnemonic techniques. It could well be that the application of the same mnemonic tools for different kinds of instruction over time obscures the memory. For instance, if one uses the loci method and practices the same places to ‘deposit’ different images, there could be danger of distraction. The old experts of the art of memory were conscious of this argument but retained that it is not right because the images could be detached before new images were established. They used the metaphor of cleaning a tablet to make it ready for new instruction. In a popular case study of an excellent mnemonist (Luria, 1969), the subject of this study reported exactly this technique to ‘forget’ old fashioned information. Lowry (1974) described, after an experiment with 144 college students trying to remember 12 high-imagery noun pairs that “...if the effect of mnemonics is in some way centered on modifying stimulus encoding (increasing distinctiveness), then the use of mnemonics would result in less interference than when mnemonics are not used”. In other words, good mnemonics are less exposed to interference. Bugelski (1968) discovered no interference problems. Paivio (1971) opines. “As training progresses, mediators drop out”. As far as the Keyword Method is concerned, there is no research I could find which dealt with the problem whether the same keyword could be used for different target words without causing interference, i.e. confusing the two – or more. Experiences suggest that this can be done once the

procedure of automatization has been accomplished for the old target word, i.e. the speed of processing within procedural memory. There has to be an adequate break of time.

2.8.2 Time

An ample objection to mnemonics is that the technique is time taking. Although it is unquestionably true that the Keyword Method needs some time away from learning in context, this time should be seen as an investment that bears interest (Sperber, 1989). It has been seen that the Keyword Method is up to three times more useful than other strategies, which means that the Keyword Method proves only ineffective in comparison with other strategies if learners spend three times more time with the Keyword Method. However the case is not so although it would not be void of interest to investigate how much time the learners really spend with the Keyword Method.

For the teacher, the question is how the Keyword Method influences classroom management. As we have seen, the most productive way of applying the Keyword Method in the classroom is not by asking learners to supply their own keywords and images but to have these provided for them. This moves the load of time consumption to the teacher. The learners consume no more time learning (imaging) with the keyword method than with other strategies. No doubt, the effectiveness of the Keyword Method could well cause the learners to spend less time meditating purely on vocabulary. For the teacher, the provision of hundreds of items of vocabulary with keywords and imagery instruction is greatly time consuming, i.e. when one reflects about the time effect, one naturally acknowledges the practicality of the Keyword Method. Mastropieri and Scruggs (1991) consider this but are of the view that this problem takes place only in the start and that it, in the long run, saves time. Mnemonic data, once produced, could be used over and over again and mnemonic instruction can therefore to a large extent decrease the time for vocabulary teaching, probably freeing the teacher for other activities. This is somewhat true.

The second part is, of course, speaking. Classroom language is unpredictable. During this stage it is also essential that the flow of English is as unending as possible without too many hurdles. An explanation of a word with writing on the blackboard can

be welcomed within this flow, but if the students are asked to wait, think of a keyword and an image and then consume 10 seconds imagining it, the flow would disappear and the Keyword Method would become less important. There are two ways to tackle with this problem. The learners can be instructed to write down the vocabulary in their notebook and then search keywords and images at home – and hope for the best. Another solution is the ‘mind map’, another mnemonic tool that is received by the learners with zeal and zest – without exception. Thus, if the Keyword Method is implemented systematically and in context, the issue of time for the learner does not exist. If the time problem for the teacher proves hurdle for the Keyword Method from being implemented, the keyword Method cannot be blamed for it.

2.8.3 Practicality

It is sometimes asserted that mnemonics are not practical since they are chiefly used in the laboratory memory research and above all in public by proficient practitioners of the art who exhibit amazing feats of memory of little use to the ‘man in the street’ (Paivio, 1971). Apart from the fact that the recalling of names and an mounting quantity of PIN numbers is extremely practical, this thesis tries to show that at least one portion of mnemonics, the Keyword Method, is extremely practical in language learning.

2.8.4 The mediator as a crutch

Another inadequacy is apparently that mnemonics supply a crutch which makes the learner reliant on it, but it has been shown by Paivio(1978) that this is not the fact and that over time the mediator (crutch) vanishes. Another (early) study (Higbee, 1978) demonstrated that mediators seem to depart when learning progresses. This is an observed fact that the keyword retreats into the background and is only recovered when required, for example in case the target word is out of the mind and has to be deliberately retrieved again. In the field of language learning it must not be forgotten that the process of the learning of vocabulary with the Keyword Method adds the initial confrontation with the target word and above all that, there is a re-noticing process (Batstone, 1996) at work; practice will ultimately make the mediator unnecessary. Experiences suggest that the mediator might drop its utility, but it is still there and can be recovered if a seldom-

used target word is forgotten and requires to be retrieved. It is also the fact that a mediator can become connected to the target word, particularly if it was originally conceived to be difficult to learn. For example, 'adamantine' was such a word for me, and I prepared the three keywords 'Ada' 'Man' and 'Tine' (Ada is beating a man with a tine), this is followed by a picture in which a woman named Ada is beating a man with a tine, and the man has a collar round his neck while the rest of the body of a donkey. In this way the person appears to be adamant. This target word is now a natural part of my collection of my word meaning but whenever I use it the image as described 'springs up' as well. This does not impede on the speed of recall or affect the eloquence of my speech; it is just there for a short span of time.

2.8.5 Comprehension / Meaning

One of the criticisms commonly put forward is that mnemonics should help the memory but not comprehension of the subject. Since this is fundamental to language learning, the view that mnemonics do not generally promote understanding and meaning appears to limit their use in the classroom firmly. In the special case of the Keyword Method, understanding is imparted. One of its essential features is translation. To arrive at a keyword, the target word has to be translated into L1, for example. in order to formulate the keyword for a target word 'Morass' the keyword 'Mor' and 'Ass', one has to imagine a peacock riding an ass and crossing marshy area or a fen, this can happen only one knows the meaning of 'Morass' (daldal). Translating is comprehending, and the name of the animal in the mother tongue conveys meaning, i.e. the learner at once becomes familiar with the notion.

While acknowledging that the question of meaning is a significant one, part and parcel of the Keyword Method in the monolingual classroom is meaning (translation and imaging). The rest of the mnemonics do not have this 'ingredient'. It should not be neglected, that the use of mnemonics is basically for promoting remembering, not for understanding an idea. There mnemonics should not be blamed for not achieving what they are not meant to achieve.

2.8.6 Tricks

Mnemonics are very frequently seen as ‘tricks’ and ‘gimmicks’ (e.g. Pincas, 1996). This concept is persistently being augmented by the exhibition of the power of memory by magicians and jesters. Even such a renowned promoter of the Keyword Method as Grunebergco-ordinated with the magician Paul Daniels in making a television show. Hrees (1985) took the encouragement for his assemblage of texts on mnemonics from a circus jester. Even pedagogues in education who are prepared to nurture the notion that the Keyword Method could work, talk of ‘tricks of the trade’ (Higbee, 1978). As is demonstrated in this thesis, the Keyword Method is not established on tricks but on pure psychological theory and neurological proof.

Higbee (1978) portrays these anticipated flaws of mnemonics in general as ‘pseudo-limitations’. When scrutinizing the literature and reading about these objections, the obvious feeling appears that they are based on misconceptions and lack of understanding. To date there is no scientific proof that confirms these apprehensions.

2.9 Works already done

“The Effect of Keyword Method on ESP Vocabulary Learning” by I-Ju Chen & Hui-Jing Hsiao. This research was conducted in a university of technology in central Taiwan. Forty students took part in this research, which were equally divided into two groups, that is the experimental group and the control group. This was quasi-experimental research. The participants were already studying Business English. The ages of the participants were 20-22. The researcher itself taught both the classes and the words of the vocabulary were selected from the book of Business English. The conclusion drawn by the researcher was amazing as the attitude of the participants towards the Keyword Method was positive and optimistic.

Another research on “*The Effects of The Keyword Method on Junior High School Students’ Vocabulary Learning*” by Cheng Pi-Fen was conducted in Taiwan. The researcher opines that very little research is conducted on the keyword method to probe into the efficacy and long-term retention of vocabulary through the keyword method on EFL junior high school students’ vocabulary learning in Taiwan. The researcher also

hints that the keyword method is widely studied due to its preponderance and applicability in aiding memory retention of new vocabulary as well as their meaning (Lawson & Hogben, 1998; Wang & Thoman, 1995). This research by Cheng Pi-Fen is carried out for the reason that the researcher thinks that while learning English language, the learner comes across four skills i.e. listening, speaking, reading and writing. Each skill is important in its own way and cannot be neglected in any case, and in order to be good in any one of them, vocabulary plays a significant, dominant and prominent role. Vocabulary is an essential component of second language acquisition. So, the teachers put their utmost efforts to teach students new words in abundance. Mostly it happens that the teachers ask their students to cram as many words as possible on their own but rarely introduce vocabulary learning strategies. Keeping this in view, the researcher developed an interest to discover the effects of the keyword method on English vocabulary learning junior high school students. The researcher conducted the research in Kaohsiung County where two intact ninth-grade EFL classes were chosen for experiment. The students were randomly assigned to either the experimental or controlled group. After careful experimentation and tests, the researcher came to the conclusion that the keyword method is beneficial for the teachers and the taught in teaching and learning new vocabulary.

Ashoori (2010) conducted research on the comparison between the keyword method and the word list method. These were female participants who took part in this research. These participants were randomly divided in to two equal groups i.e. experimental group and the control group. These participants were unfamiliar with the keyword method and were studying at elementary level of English language proficiency. Words for vocabulary teaching were same and were taken from the text book the students were studying in their educational curricula. But, the difference between the two groups was that experimental group was taught through keyword method and the control group was taught by providing a word list of English words along their Persian equivalent for cramming. The results of the research prove the superiority of the keyword method to rote learning.

Pressley et al. (1980) conducted researches on college students and described that the keyword method was effective than rote learning for vocabulary learning. However,

McCormick and Levin (1980) experimented on elementary students to determine the effectiveness of the keyword method. Campos et al (2004) conducted research on middle school students to investigate the fruitfulness of the keyword method to teach foreign language vocabulary. Pressley et al (1980) researched on elementary learners. The specialty in this research was that they used self-generated sentences in which the students made their own sentences connecting the foreign language word with keyword. In 1997 Van Hell and Mahn implemented the keyword method to the college students using computer. Beaton et al. (2005) used the keyword method on the same technique as was used by Van Hell and Mahn (1997) but with a little modification i.e. they used slides on computer.

Pressley et al. (1980) also described the application of the standard Keyword method with elementary students. They described that elementary students, particularly second graders, had difficulty with picturing; therefore, they used a sentence variation to the standard Keyword method. Students were given the foreign language word verbally and visually on an index card. Then, they were asked to formulate a sentence in which the keyword and the English translation were working together. Although students who verbalized their sentence had higher gains than those who internalized their sentence, all students using the sentence variation technique had success with foreign language vocabulary remembrance. Pressley (1980) brought out the result that the sentence variation method of the standard Keyword method performed better than the standard method when applied to the younger children. They stated that younger children did not yet have the talent to image, thus making a sentence using the keyword and its translation improved the effectiveness of the method.

Rodriguez and Sadoski (2000) utilized the Keyword method with Venezuelan high school students learning English. In their research, they used the standard Keyword method initiated by Atkinson. However, they introduced the technique through booklets given to each student. The teacher offered each vocabulary word using a special script, which comprised of a description of an image including the keyword and the meaning of the English word interacting. In their conclusion, students with little knowledge of English excelled using the Keyword method when compared with those who were more skilful in the English language at the start of the study.

Similar to Rodriguez and Sadoski (2000), Campos et al. (2004) also implemented the Keyword method with high school students. In their research, they used three changed techniques of the method to help Spanish students learning Latin. The first technique needed the students to formulate their own keywords and pictures for the Latin word. The next technique provided students the keyword and picture for the Latin word, and with the third technique, the students' peers provided the keywords and images. With all three differences of the method, the Latin word was pronounced loud with its Spanish translation. With the other two techniques, the researcher supplied keywords and images. Campos et al. inferred that all variations of the standard Keyword method were fruitful for foreign language acquisition and instant recall. They stated that the method performed well with high-vividness words, which were more sound(concrete), as contrary to low vividness words, less concrete, hence indicating to the image step of the method. Hogben and Lawson (1994) used the Keyword method with high school students too. Their study changed a little bit to Campos et al. and Rodriguez and Sadoski, to incorporate high school students with know-how in the foreign language. They utilized the Keyword method through booklets, showing the foreign vocabulary word with an orthographic definition of the word and a connected word. Students were not given keywords; rather they were directed in how to make their own keyword and picture to use the method.

According to the literature reviewed, the application of the Keyword method altered in technique and setting. Numerous techniques or elaborations of the method were utilized to have the greatest success with the particular students involved. As manifested by Van Hell and Mahn (1997), the standard Keyword method was applied with college students in laboratories. In addition, Pressley et al. (1980; 1984) used a alteration of the standard method with elementary students as well as middle school students. A change of the standard method was also implemented with high school students (Campos et al., 2004; Rodriguez and Sadoski, 2000). Although many variations of the standard Keyword method were used and differing implementations were applied with multiple age learners, the basic two-step process initiated by Atkinson was employed.

Through the review of the available literature on the keyword method, the researcher came to the conclusion that the keyword method which was developed by

Atkinson (1975) was two-step procedure that involved connecting the foreign language vocabulary with a national language or native language word, then creating a mental picture of the keyword with the translation interacting. It also revealed through this study that different researchers had used booklets or flashcards or textbooks to teach foreign language vocabulary. Moreover, the subjects of the study were also of different age groups ranging from elementary to university level students and even to the disable or mentally weak students. But the present research deals with the college level students. The uniqueness of this research is that the vocabulary taught to the students was not included into the textbooks of the students, and that they were coming across the keyword method for the first time in their life. Surprisingly, the participants were to study the presented vocabulary after passing their exams of Board of Intermediate and Secondary Education. In this way, for the participants of the researcher, it was:

- (i) Totally new vocabulary.
- (ii) They had never come across the words they were taught.
- (iii) Keyword method was absolutely a new thing for them because till now they had been learning the vocabulary through rote learning.

2.10 Research Gap

Upto the knowledge of researcher, various researches have been conducted by using Keyword Method at elementary and school level, and on junior EFL learners. So far as what researcher explored he was unable to find research conducted at college level and particularly in Pakistan. Some of the researches conducted are discussed in the section Works Already Done. All these researches are conducted in various parts of the world but less number of researches has been carried out in Pakistan at college level. Hence here lies the gap of the research about the effectiveness of the Keyword Method at college level in Pakistan.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the procedure through which this study is conducted in an empirical way. The present research is an experimental research based on the quantitative data collected through pre-test and post-tests. The analysis of the data collected through this procedure shows the effectiveness of the keyword-based instruction on English language vocabulary of the students studying at intermediate level.

3.1 Research Participants

The participants of the research were the students of Kips Boys College Multan who were studying at intermediate level. The total number of students in the class was forty-two. The students were randomly divided into experimental and controlled groups. The age of the students was between 17-18 years.

3.2 Sampling

The basis of generalizability is the particular sample selected. It means a particular group of participants to be drawn randomly from the population to which the researcher hopes to generalize. For this purpose, in considering generalizability, the researcher needs to consider the representativeness of the sample. It means that each individual who could be selected for a study has a same chance of being selected as does any other individual.

3.3 Research Procedure

The research is based on true experimental design. In this research, there were two groups. One group was the controlled group while the other was the experimental group. The experimental group received the treatment. This treatment was based on the teaching of vocabulary through keyword method.

For the purpose of teaching vocabulary, the researcher prepared Microsoft Power Point Slides. The pattern of the slides consisted of the target word, literal meaning of the target word, keyword, Urdu translation of the target word, an Urdu keyword sentence and

English sentence containing target word. There were total 150 slides.

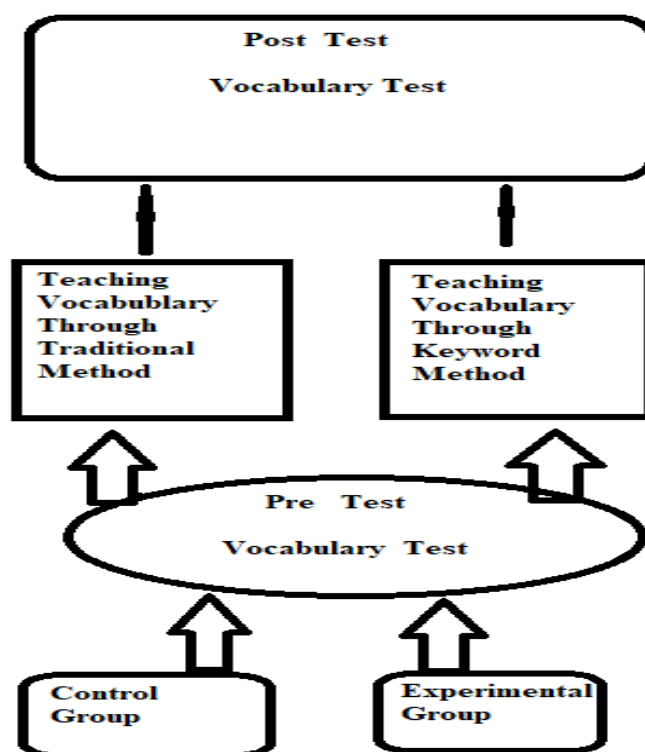
The duration of the class was one month and duration of the lecture was 35 to 40 minutes. Both the classes of the controlled group and the experimental group were held after college timing. The controlled group was taught first with the traditional method. They were taught the word which the researcher wrote on the board, provided its meaning in Urdu, used the word in sentence and asked the students to revise it. After the departure of the controlled group, the researcher taught the same vocabulary to the experimental group. The experimental group was shown slides. In these slides, the target word was written with a keyword that was having resemblance with the target word, or it had partial resemblance with the target word, it also had meaning in Urdu, Urdu sentence using the keyword and then the same sentence was translated in English for the participants to retain in their minds. The participants of the research were unaware of the source from where the vocabulary was taught i.e. they were not familiar with vocabulary list of UHS.

A pre-test was prepared which was again to be used for post-test. After pre-test, the students were given treatment and after one month of treatment these participants were post-tested.

3.4 Variables

Variables are features or qualities that change. There are two main variable types: independent and dependent. The independent variable is the one that we believe may “cause” the results; the independent variable is the one we measure to see the effects the dependent variable has on it.

This particular research design included the variables; the first one was the independent variable which was keyword method and the second was vocabulary achievement and its retention. The chart given below describes the procedure of the research.



After successful completion of the research, the data was analyzed. It was analyzed through comparison of the two groups, namely, experimental group and controlled group.

3.5 Instruments of the Study

The instrument of the research was a test which was conducted before treatment and was named as pre-test. It was prepared from list of vocabulary of University of Health Sciences for the objectivity of the research. This test was prepared from the past papers of KIPS past papers. KIPS conducted classes after Intermediate Examinations. The KIPS uses past papers of National Testing System which conducts tests on the behalf of University of Health Sciences.

The validity and reliability of the tests is very important for tests. This validity and reliability was maintained in these tests because the vocabulary selection for Pre-test

and Post-test was from the past papers of National Testing System. In this way, the tool was quite apt and appropriate. As mentioned earlier, the same tests was conducted in both tests i.e. Pre-test and Post-test.

3.6 Material

The particular vocabulary that was taught to the participants was taken from the vocabulary list given by UHS (University of Health Sciences). This list encompasses 872 words. Out of these 872 words, the researcher had selected 150 words randomly to teach through the keyword method to the students of experimental group and the same vocabulary was taught to the controlled group through traditional method.

The experimental group received the treatment which vocabulary teaching. For this purpose, the vocabulary taught through Microsoft Power Point slides. The pattern of the slides were consists of the target word, literal meaning of the target word, keyword Urdu translation of the target word, a Urdu keyword sentence and English sentence containing target word.

3.7 Duration

The duration of the experiment lasted for one month. The classes were held six days a week and students were taught six to seven words per day. As for the duration of the lecture is concerned, it lasted 35 to 40 minutes. The classes were held after the college time for the reason the vocabulary taught to the students was not included in their textbooks. Hence, the research participants were unaware of the vocabulary that was taught to them.

3.8 Reliability and Validity

The most vital nature of test is its usefulness. The model of the test usefulness includes these six qualities:

- | | | |
|-----------------------|---------------|--------------------|
| (i) reliability | (ii) validity | (iii) authenticity |
| (iv) inter-activeness | (v) impact | (vi) practicality |

The basic purpose of the test is to measure the learning ability and knowledge of the participants. Among the six qualities of the tests mentioned above, reliability and validity are critical for tests and are sometimes referred to as essential *measurement* qualities.

3.8.1 Reliability

Reliability is often defined as consistency of measurement. A reliable test score will be consistent across different characteristics of the testing situation (Lyle F. Bachman et al, 1996). Test reliability is the accuracy with which a test measures what it is supposed to measure. If the vocabulary test is run several times on student whose vocabulary has not changed then the test should give the same results. If it does this, then it is said to be reliable. If a test cannot do this, then it is not reliable. Reliability only indicates whether the test is working consistently and does not produce different results at students with the same ability.

3.8.2 Validity

Validity pertains to the meaningfulness and appropriateness of the interpretations that is made on the basis of test scores. The term validity is used to refer to the extent to which a given test score can be interpreted as an indicator of the reliability(ies).

NTS has been conducting tests on the recommended vocabulary of UHS (University of Health Sciences) for the last so many years and its tests are valid and reliable because the vocabulary of the students remains the same and is not changed so its results are same for many years. Secondly, these tests have been prepared by experts. The researcher has also taken some contents for present research from the vocabulary book of KIPS Entry Tests Series “English Essential Word Power” which comprises of UHS (University of Health Sciences) vocabulary. These tests are being used for a long epoch so they are considered to be reliable and valid. It is because of the reasons; the researcher has used these sources for pre-test and post-test.

CHAPTER 4

DATA ANALYSIS

Quantitative data collected through pre-test and post-test of the already set procedure is presented here in numeric forms. The data shown in tables reveal the participants and their scores in both pre-test and post-test and later has been presented in collective summary. A comparison has also been made to know the difference of improvement after conducting the experimental phase of the study. Improvement in vocabulary learning of the participants is shown with numerical digits along with percentage. A correlation likewise is also described to know the effect of change. Change appears in numerical digits along with percentage. The data collected from controlled group is presented in the following table:

Table 4.1
Pre-test Controlled Group

S.No.	X	x^2
01	09	81
02	03	09
03	13	169
04	05	25
05	04	16
06	08	64
07	12	144
08	09	81
09	05	25
10	12	144
11	12	144
12	09	81

13	06	36
14	10	100
15	08	64
16	08	64
17	06	36
18	09	81
19	07	49
20	12	144
21	08	64
Sum	175	1621

There are twenty-one participants whose data about the pre-test of the study is given and their identity has not been disclosed in accordance with the research ethics. Column X shows the test score of the pre-test of controlled group. The score of the five participants among high achievers range from 10 – 13 whereas the score of the five participants among low achievers range from 03 – 06. Among the high achievers one of the participants gained 10 marks, the other three participants gained 12 marks and the fifth participant gained 13 marks. Whereas among the low achievers one of the participants achieved 03 marks, the second participant obtained 04 marks and the third and fourth participants both gained 05 marks and the fifth participant got 06 marks. The grand total of column X of twenty-one participants when added together becomes 175. In the second column that is X^2 , shows the square of the column X and its sum is 1621. The sum of column X and X^2 both were needed to calculate standard deviation which shows variation in values.

To find out standard deviation, we use the following formula

$$\text{S.D.} = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

$$\text{S.D.} = \sqrt{\frac{1621}{21} - \left(\frac{175}{21}\right)^2}$$

$$S.D. = \sqrt{77.18 - 69.38}$$

$$S.D. = \sqrt{7.79}$$

$$S.D. = 2.79$$

To find out the co-efficient of variation, we use the following equation

$$C.V. = \frac{\text{standard Deviation}}{\text{Mean}} \times 100$$

$$C.V. = \frac{2.79}{8.33} \times 100$$

$$C.V. = 33.51 \%$$

Table 4.2
Post-test Controlled Group

S.No.	X	x^2
01	11	121
02	15	225
03	17	289
04	13	169
05	10	100
06	13	169
07	16	256
08	12	144
09	09	81
10	21	441
11	21	441
12	17	289
13	07	49
14	16	256
15	11	121
16	16	256
17	16	256
18	15	225
19	15	225

20	13	169
21	12	144
Sum	296	4426

In the above given table, there are the marks of the post test of the students of the control group. Among the high achievers, two of the students got 21 marks each, two participants achieved 17 marks each and four students gained 16 marks each. Among the low achievers, one of the participants got 07 marks, the second got 09 marks, the third participant obtained 10 marks and the fourth and fifth participants got 11 marks each. As calculations have been made in the above table, in the same way the sum of column X and the sum of column X² have been measured. The sum of column X is 296 and the sum of column X² is 4426. It was necessary to calculate both these quantities to calculate standard deviation.

To find out standard deviation, we use the following formula

$$S.D. = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

$$S.D. = \sqrt{\frac{4426}{21} - \left(\frac{296}{21}\right)^2}$$

$$S.D. = \sqrt{210.76 - 198.66}$$

$$S.D. = \sqrt{12.10}$$

$$S.D. = 3.48$$

To find out the co-efficient of variation, we use the following equation

$$C.V. = \frac{\text{standard Deviation}}{\text{Mean}} \times 100$$

$$C.V. = \frac{3.48}{14.09} \times 100$$

$$C.V. = 2.47 \%$$

Table 4.3
Comparative Chart of pre-test and post-test of Controlled Group

Participants	Pre-test	Post-test	Difference	Percentage Gain/Loss
1.	09	11	02	+ 07 %
2.	03	15	12	+ 40 %
3.	13	17	04	+ 14 %
4.	05	13	08	+ 26 %
5.	04	10	06	+ 20 %
6.	08	13	05	+ 16 %
7.	12	16	04	+ 13 %
8.	09	12	03	+ 10 %
9.	05	09	04	+ 13 %
10.	12	21	09	+ 30 %
11.	12	21	09	+ 30 %
12.	09	17	08	+ 27 %
13.	06	07	01	+ 03 %
14.	10	16	06	+ 20 %
15.	08	11	03	+ 10 %
16.	08	16	08	+ 26 %
17.	06	16	10	+ 33 %
18.	09	15	06	+ 20 %
19.	07	15	08	+ 27 %
20.	12	13	01	+ 03 %
21.	08	12	04	+ 13 %
Sum	175	296	121	Total = 401

The cumulative result of pre – test for controlled group in numeric form is 175 whereas the aggregate result of post – test is 296. However the cumulative difference between the post – test and the pre – test is 121 and when we find out the improvement of controlled group, it is

$$\text{Post-test} - \text{Pre-test} = \text{Improvement}$$

$$296 - 175 = 121$$

Table 4.4
Pre-test Experimental Group

S.No.	X	x^2
01	09	81
02	08	64
03	08	64
04	17	289
05	10	100
06	09	81
07	11	121
08	08	64
09	11	121
10	05	25
11	09	81
12	15	225
13	08	64
14	10	100
15	06	36
16	10	100
17	04	16
18	13	169
19	09	81
20	13	169

21	06	36
Sum	199	2087

The above mentioned table of pre-test of experimental group describes the marks gained by the participants. In this table, there are high achievers and the low achievers. When categorized, we got the following quantities of:

High achievers = 17,15,13,13,11,11

Low achievers = 04,05,06,06,08,08,08,08,08

Among the high achievers, one of the students gained 17 marks; the second participant got 15 marks the other two of the students obtained 13 marks each, and two more students achieved 11 marks each. Whereas among the low achievers, one of the students gained 04 marks, another got 05 marks, two of the students gained 06 marks each while four students achieved 08 marks each. The researcher calculated the standard deviation by applying statistical formula and it was 3.09. Afterwards the co-efficient of variation was also calculated that was 32.63

To find out standard deviation, we use the following formula

$$S.D. = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

$$S.D. = \sqrt{\frac{2087}{21} - \left(\frac{199}{21}\right)^2}$$

$$S.D. = \sqrt{99.38 - 89.80}$$

$$S.D. = \sqrt{9.58}$$

$$S.D. = 3.09$$

To find out the co-efficient of variation, we use the following equation

$$C.V. = \frac{\text{standard Deviation}}{\text{Mean}} \times 100$$

$$C.V. = \frac{3.09}{9.47} \times 100$$

$$C.V. = 32.63 \%$$

Table 4.5
Post-test Experimental Group

S.No.	X	x^2
01	19	361
02	19	361
03	17	289
04	25	625
05	18	324
06	24	576
07	23	529
08	21	441
09	25	625
10	12	144
11	22	484
12	25	625
13	19	361
14	24	576
15	25	625
16	17	289
17	20	400
18	20	400
19	20	400
20	22	484
21	19	361
Sum	436	9120

In the above mentioned table the results of the post test of experimental group are exhibited. Here again the researcher sorted out the high achievers and the low achievers and got the following quantities.

$$\text{High achievers} = 25, 25, 25, 25, 24, 24, 23$$

$$\text{Low achievers} = 12, 17, 17, 19, 19, 19, 19$$

Among the high achievers, four of the participants got 25 marks each, only two students got 24 marks each and one of the students gained 23 marks. Whereas among the low achievers one of the students obtained 12 marks, two participants got 17 marks each and four students got 19 marks each. The researcher calculated the standard deviation for the post test of experimental group which was 3.29 and the co-efficient of variation was calculated 15.99

To find out standard deviation, we use the following formula

$$\text{S.D.} = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

$$\text{S.D.} = \sqrt{\frac{9280}{21} - \left(\frac{436}{21}\right)^2}$$

$$\text{S.D.} = \sqrt{441.90 - 431.05}$$

$$\text{S.D.} = \sqrt{10.85}$$

$$\text{S.D.} = 3.29$$

To find out the co-efficient of variation, we use the following equation

$$\text{C.V.} = \frac{\text{standard Deviation}}{\text{Mean}} \times 100$$

$$\text{C.V.} = \frac{3.29}{20.57} \times 100$$

$$\text{C.V.} = 15.99 \%$$

Table 4.6
Comparative Chart of pre-test and post-test of
Experimental Group

Participants	Pre-test	Post-test	Difference	Percentage Gain/Loss
01	09	19	10	+ 33 %
02	08	19	11	+ 36 %
03	08	17	09	+ 30 %
04	17	25	08	+ 26 %
05	10	18	08	+ 27 %
06	09	24	15	+ 50 %
07	11	23	12	+ 40 %
08	08	21	13	+ 43 %
09	11	25	14	+ 46 %
10	05	12	07	+ 23 %
11	09	22	13	+ 43 %
12	15	25	10	+ 33 %
13	08	19	11	+ 36 %
14	10	24	14	+ 47 %
15	06	25	19	+ 63 %
16	10	17	07	+ 24 %
17	04	20	16	+ 54 %
18	13	20	07	+ 24 %
19	09	20	11	+ 37 %
20	13	22	09	+ 30 %
21	06	19	13	+ 43 %
Sum	199	436	237	Total = 788

The aggregate result of pre – test for experimental group is 199 whereas the cumulative result of post – test is 436. But the cumulative difference between both the above mentioned post – test and pre – test is 237, and when the percentage of

improvement was calculated, it is

Post-test – Pre-test = Improvement

$$436 - 199 = 237$$

The difference between the experimental and control group is calculated by subtracting the difference of post-test of experimental group and the control group which is

$$237 - 121 = 116$$

And the percentage level of learning of experimental group is 51% higher than the control group which is as under

$$\frac{121}{237} \times 100 = 51.05\%$$

Looking at this percentage, it becomes quite clear that the students who were taught through the keyword method excelled and surpassed the students that learnt vocabulary through traditional method.

In this way, it can be concluded that the keyword method is more vigorous and potent than the traditional method which is a clear proof of the superiority of the keyword method over the traditional method.

CHAPTER 5

FINDINGS AND CONCLUSION

5.1 DISCUSSION

The researcher has gone through all the results of control group and experimental group through their tests which is pre-test and post test, he has judged that the experimental group has shown better results than the control group because greater amount of standard deviation and lesser quantity of co-efficient of variation is the proof of betterment and improvement of the experimental group.

1. The standard deviation of pre-test of experimental group is 3.09 and the standard deviation of the post test of experimental group is 3.29. In this way, mathematically it can be written as:

$$\text{SD of pre-test} < \text{SD of post-test}$$

$$3.09 < 3.29$$

Whereas the co-efficient variation value of pre-test and post test of experimental group is

$$\text{CV of pre-test} > \text{CV of post-test}$$

$$32.63 \% > 15.99 \%$$

This proves mathematically that the experimental group has shown improvement to a great extent in the post test.

2. Analysing the standard deviation of the controlled group and checking it statistically and mathematically, the figures show that the standard deviation of post-test of control group is greater than the pre-test of the control group. Mathematically it can be written in this way

$$\text{SD of pre-test} < \text{SD of post-test}$$

$$2.79 < 3.48$$

Whereas the co-efficient of variation of pre-test and post test of controlled group is

$$\text{CV of pre-test} > \text{CV of post-test}$$

$$33.51 \% > 24.70 \%$$

3. This proves mathematically that the controlled group has also shown some improvement in vocabulary learning. But if the results of both the groups are compared, it becomes clear that the experimental group outdid the control group because the coefficient of variation of experimental group is smaller than the coefficient of variation of controlled group.

CV of experimental group < CV of controlled group

15.99 % < 24.70%

4. The correlation between vocabulary learning and the second or foreign language learning process is irrefutable and the useful influence of an abundant knowledge on the linguistic understanding and production of the second or foreign language learners is beyond question.

5. The above results after data analysis reveal that the hypothesis which was about the effectiveness of the keyword method in improving the vocabulary acquisition of EFL learners at intermediate level is proved right while the null hypothesis is not proved right.

6. The literature of second language development studies replete with the expanding number of researches that have accentuated vocabulary learning and teaching and endeavoured to introduce creative and effective techniques for the vocabulary enhancement of second language learners. Mnemonic keyword method of lexical instruction has not got the commendable consideration in practice and hence has not thrived although many studies have underestimated its advantages as a productive educational technique in spite of its encouraging outlook at the outset of introduction.

7. In an endeavour to bring back to practice the attention and to check thoroughly the impact of mnemonic keyword method on vocabulary learning and particularly on college students, the present study examined the keyword method with vocabulary instruction established on the classical memorization practices in their impact on EFL learners' vocabulary learning in a class room context. The outcomes of the study reveal that using keyword method can assist students learn vocabulary more efficiently and retrieve the learnt vocabulary items much more competently than other methods like rote memorization.

8. A closer investigation of the type of vocabulary items which were more

successfully retrieved, reveal that the words with concrete referents were more vigorously recalled than the words with more abstract referents though the possibility of such recalling was much powerful in the keyword method group. This thing brings the researcher towards the partial confirmation of the fact that was described by Hulstijn (1997) when he states that the keyword method can be useful only with concrete words. However, the preeminence of the keyword method group in the recalling of more abstract words invalidate Hulstijn's (1997) point of view to consider absolute validity. A reason for such occurrence might be in the thrust instructions that occur as an outcome of the mnemonic technique between auditory and visual clues to enhance purposeful learning and to boost vigorous and rigorous association between target word and its meaning as Raugh and Atkinson (1975) maintained earlier. However the researcher of the present study is of the view that there might be another reason for an efficient nature as they could certainly notice the enthusiasm, zeal and zest in the eyes of the English learners of the mnemonic keyword group who were taught by the use of the key word from their own indigenous language while the participants of the control group did not exhibit the same curiosity.

The conclusion that the keyword method led to a healthier retention of vocabulary items than rote memorization practices substantiates former researcher's position on the efficiency of this method of lexical development (McDaniel & Pressley, 1984; Raugh & Atkinson, 1975; Rodriguez & Sadoski, 2000).

5.2 Findings

1. The present research was about the effectiveness of key word method in the teaching of vocabulary to the students of intermediate level.

2. The above mentioned results reveal that the keyword method is effective in teaching of vocabulary as compared to rote memorization of new words.

3. During research it was found that this method of teaching of vocabulary is suitable for Pakistani classrooms.

4. This method is very interesting as it involves some interesting expressions which help students to memorize difficult words.

5. It was also observed that the students enjoyed vocabulary learning through this method. Employing this method in teaching of vocabulary can be helpful to make

vocabulary learning a fun.

6. The involvement of local languages in this method again gets the attention of the students. Using this method of teaching vocabulary to the students help teachers to get the attention of the students in vocabulary learning which is not an interesting thing to learn is, otherwise,.

5.3 Conclusion

The research was experimental in nature and employing The Keyword Method has found very effective. Understanding of the students is enhanced only when the learners realize what meanings the words indicate and comprise of. Vocabulary enlargement should not be overvalued. As it is known that the words are the wheels to impart our ideas, and not only this but also the major skills like listening, speaking, reading and writing all are affected equally by the increase in the vocabulary. Lexis is the devices we utilize to reach our experienced information to reveal thoughts and to find out about new notions. Student's vocabulary learning is vigorously connected to educational success.

Understanding is much more than identifying words and keeping in mind their implications. Understanding is nearly unthinkable if the pursuer has no acquaintance with the meaning of an ample quantity of the words. The keyword method strategy permits learners to link new vocabulary words they are already familiar with, to the words of the new vocabulary and can easily be kept in mind. Moreover, the learners also select images to link with the newly gained vocabulary. In this way, the strategy of the keyword method strategy can be utilized as learning and teaching equipment for any subject that is taught in educational spheres.

The keyword method is beneficial mnemonic supports that can assist widen learners' vocabulary by dint of communication and conversation and resultantly with the help of reading and also by writing. The learners can become capable enough to debate and express themselves by writing about any topic when they feel themselves capable enough to learn the vocabulary that is incorporated in their educational curricula. Comprehending the words of vocabulary and also knowing how they can be connected with new concepts and notions, considerably affects and puts impression in comprehending the material that is read. Considerable research has proved the

effectiveness of the keyword method as a teaching instrument. The keyword method enhances in making the newly gained vocabulary information useful, meaningful and solid one, and also links currently gained knowledge and information to the previous one that has already been made a part of memory attic. Apart from all the advantages that the keyword method provides, there are impediments even then in using the keyword method.

There is an apprehension that the learners may become perplexed in using the keyword method due to the reason that each student has his own method of memorizing the material read and that all the tools and methods may not work equally the same. This can happen that one student may become more puzzled in linking the 'keyword' to a word of vocabulary and tragically brings into mind the 'keyword' and may forget the actual meaning and definition, contrary to this, another learner may feel himself quite at home and adept in using the keyword method. Every learner achieves and acquires knowledge in a different manner especially when one teaches. In this regard keyword method was a useful strategy which the researcher chose to teach the participants. The researcher's first and foremost hope is that the participants learn this technique and use it in the best possible manner in their educational sphere.

The keyword method has been found beneficial many times on account of different researches. Understanding and knowledge of the learners is increased when they know and recognize the meaning of the words. Enrichment in vocabulary should never be underestimated and misjudged because words are the real asset that are used in conversation, writing, reading, and listening, and all these skills are affected by the increase in the vocabulary. Vocabulary is such an asset as is used to get the basic information and use to express one's notions and to learn new ideas. Educational success of a student depends mostly on vocabulary. The comprehension of a student does not increase until he becomes capable to recognize the words and understand their meanings. If the student is unable to grip the meaning of a major portion of the material read, till then, understanding is not possible. Keyword method provides the Student the opportunity to link new words of the vocabulary with those that he is already familiar with and can be learnt easily. The learner then selects pictures to make the newly achieved vocabulary a part of his memory. Keyword method can be brought into practice to enhance study skill at college or school.

The keyword technique is a valuable mnemonic which can help to expand learners' vocabulary by methods for discourse and dialect eventually with perusing and composing. Learners can more readily examine and expound on school points when they can without much of a stretch recollect vocabulary. Understanding vocabulary words and how they identify with different thoughts and ideas enormously effects and impacts perusing cognizance. Broad research has turned out to be a successful instrument. It improves accuracy and weightiness of recently acquired data and, the keyword strategy associates as of late learnt data to earlier information which has been put away. Then again, there are still restrictions with utilizing keyword technique. Quite possibly understudies may get confounded while utilizing the keyword technique on the grounds that every understudy learns distinctively and not all the encouraging devices may work the same. One understudy might be more befuddled while associating a keyword to a vocabulary word and accidentally review the keyword and overlook the definition, while another understudy may recollect less demanding when utilizing a keyword to run his/her memory. The keyword technique was an effective methodology which I executed as an examination aptitude for my participants. The researcher can dare to dream that they take this showing device and utilize it to profit their learning all through their learning. On the whole the above results after data analysis reveal that the hypothesis which was about the effectiveness of the keyword method in improving the vocabulary acquisition of EFL learners at intermediate level is proved right while the null hypothesis is not proved right.

5.4 Recommendations

The research project in hand is the fundamental step to know the effectiveness of the keyword method in actual classroom environment. But it is apparently vivid that more research is needed to test the effectiveness of the results and to consolidate the possible generalization of the keyword method. When there will be more research, there will be more data to produce better results. In the light of this research following are the recommendations:

1. The Keyword method should be the part of the teacher training.
2. The teachers should employ this method of vocabulary teaching.
3. A ready-made material should be prepared to facilitate the teachers who

are interested in vocabulary teaching.

4. Some material following keyword method should be included in the textbooks which would help the students to devise their own vocabulary learning strategies.

5.5 Recommendations for Future Research

In the light of this research following researches are recommended which can be helpful for further enhancement of the field in Pakistan:

1. Same research design can be used to measure the effectiveness of the keyword method at secondary level.

2. Teachers, normally, use rote memorization in teaching of vocabulary. There are many other strategies for the teaching of vocabulary. A survey research can be conducted to know the attitude of the teachers towards vocabulary learning strategies.

3. This research has been done on boys. It can be done on girls using the same procedure.

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Annexure A

Name: _____	Class: _____	Roll No: _____
KIPS College, Multan		

Against each sentence, four options are given. Tick the correct answer.

- 1-It took hours to _____ the car from the sand.
 (a) Extricate (b) Intricate (c) Fabricate (d) Juxtapose
- 2-The subordinate is _____ his officer.
 (a) Gaudy (b) Sunder (c) Fawning (d) Junta
- 3-They _____ evidence and threatened witness.
 (a) Fabricated (b) Sierra (c) Avatar (d) Nary
- 4-The team logo was _____ on the baseball cap.
 (a) Paddy (b) Emblazoned (c) Gild (d) Uber
- 5-The frogmen were _____ by their diving equipment.
 (a) Encumbered (b) Rakish (c) Roil (d) Stanch
- 6-America's appetite for oil is _____.
 (a) Burgeoning (b) Diaspora (c) Spa (d) Glaze
- 7-Our landlady was a big _____ blonde.
 (a) Brassy (b) Deuce (c) Exonerate (d) Dale
- 8-He asked the landlady to _____ a new bottle of wine
 (a) Seder (b) Broach (c) Downy (d) Docent
- 9-She was so happy and _____, eager to have someone to share it with .
 (a) Brassy (b) Beneficent (c) Buoyant (d) Adamantine
- 10-This kind of morality would be an _____ disaster.
 (a) Unmitigated (b) Tussle (c) Uncanny (d) Woof
- 11-His _____ has discredited parliament.
 (a) Vociferous (b) Venality (c) Plague (d) Mockery
- 12-Is there any commercial _____ of this new product?
 (a) Lee (b) Laity (c) Viability (d) Cartographer
- 13-They were the members of the ruling military _____.
 (a) Condone (b) Coterie (c) Mansard (d) Junta
- 14-The young man was in _____ dress.

- (a) Coveted (b) Mausoleum (c) Gaudy (d) Droll
- 15-He spent six weeks in_____after he broke his leg.
- (a) Lulu (b) Debut (c)Traction (d) Commute
- 16-He came to the party like a clumsy_____.
- (a) Uncanny (b) Handy (c) Stylish (d) Galoot
- 17-I had to face a two hour _____from my parents about where I had been.
- (a) Rehabilitation (b) Supposition (c) Nutrition (d) Inquisition
- 18-He was involved in the _____world of arms dealing.
- (a) Murky (b) Koji (c) Jitney (d) Morass
- 19-They _____their engagement rings.
- (a) Flaunt (b) Eschew (c) Emulate (d) Fawn
- 20- The main meal is eaten at midday, often followed by a _____, during the hottest part of the day.
- (a) Restitution (b) Fiesta (c) Siesta (d) Reclamation
- 21- She gave me a rueful and _____smile.
- (a) Van (b) Wan (c) Blushing (d) Bright
- 22- They_____the error to the lawyer who was handling the case.
- (a) Manifested (b) Justified (c) Imputed (d) Impinged
- 23- Kaghan is a _____valley famous for its mineral waters and their medicinal qualities.
- (a) Specter (b) Sojourn (c) Superfluous (d) Spa
- 24- They were attacked as they walked back from a_____at night.
- (a) Stimulation (b) Zenith (c) Fiesta (d) Hydra
- 25- He helped her_____her skills and taught her how to fight.
- (a) Hone (b) Slacken (c) Dampen (d) Amalgamate
- 26- The heat_____their skin.
- (a) Scorned (b) seared (c) Skewed (d) Stanchd
- 27- There is no ground to_____the sincerity of his belief.
- (a) Impugn (b) Liberate (c) Inflate (d) Debut
- 28- The owl strikes at its prey with_____accuracy.
- (a) Agitated (b) Uninvestigated (c) Minute (d) Uncanny
- 29- The minority population became more_____in its demands.

Annexure B

List of Target words and Keywords

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
1	Anarchic	anar+cake	ابتیری یا خراب صورت حال	Lacking any rule or order, or not following the moral rules of society.	Pomegranate fell on the cake and everything on the table became anarchic.
2	Mortgage	Cage	گروی رکھنا	(of debtor) pledge property (to creditor for a debt)	He mortgaged a cage in the bank.
3	Comely	Kamly	خوبصورت عورت	(especially of a woman) pleasant to look at	Angelina is a comely woman.
4	Addle	Paddle	خراب یا گندا	(of eggs) rotten, producing no chick	An addle egg is rowing the boat.
5	Accrue	True	اضافہ ہونا یا بڑھنا	to increase over a period of time	It is true that his love began to accrue.
6	Extricate	Milyamate	کھود کرنا کالنا	To remove someone from a place in which they are trapped	It was his good fate that the soldiers extricated him alive.
7	Fabricate	Cat	جوڑنا یا گھڑنا	To develop a story, snippet of data	Cat can fabricate interesting

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
				and so on so as to hoodwink somebody	stories.
8	Emblazon	Ammajan	کسی لفظ یا نشان سے سجانا	To decorate something with a design , a symbol or words so that people will notice it easily	Amma Jan is trying to emblazon the dress.
9	Encumber	new comer	بوجھ ڈالنا (جس سے حرکت کرنا مشکل ہو جائے)	To make it difficult for you to do something or for something to happen	Do not encumber the new comer with lot of books.
10	Burgeon	Burj	تیزی سے بڑھنا یا ترقی کرنا	To grow or develop quickly	The area of Khuni Burj is burgeoning.
11	Brassy	Mirassy	بہت اونچی آواز میں بات کرنا جو ناگوار گزرے	A woman who is brassy is too loud, confident or brightly dressed	This mirassy is brassy.
12	Broach	Bloach	بوٹل کھولنا	To open a bottle or BARREL containing wine, beer ect	The Bloach broaches the bottle of coke.

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
13	Buoyant	boy & ant	خوش اور پراعتماد یا قیمتیں بڑھنا	1-happy and confident 2- buoyant prices etc tend to rise	The boy mounted an ant and felt buoyant.
14	Allay	aay lay	کم کرنا(درد یا خوشی)	To make someone less afraid, worried etc	The doctor injected the patient to allay the pain of the patient.
15	Undergird	under dard	مضبوط کرنا یا تقویت پہنچانا	To supplu support or a strong basis for	The doctor gave medicine to undergird the patient.
16	Venality	veena laity	ضمیر فروشی ، ہوس زر	Willing to do dishonest or immoral things in return for money	Veena Malik's venality has discredited her family.
17	Viability	aikbili thee	زندہ رہنے کی قابلیت	That can be done or will be successful	There was a cat that was thrown from many storey building but it had viability.
18	Virago	veer go	لڑاکا عورت یا مردانہ صفات کی حامل عورت	A woman who is aggressive and tries to tell people what to do	Virago asked her brother "veer go".

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
19	Traction	truck tun	گاڑی کے پہیے جو گاڑی کو روکنے کا باعث ہوتے ہیں	The force that supports something for example the wheels of a vehicle from sliding on the ground	The truck was tun (intoxicated) and trying to stop itself from rolling.
20	Galoot	ja loot	گنوار یا بدو یا گندے انداز کے کپڑے پہننے والے	Someone who is not at all graceful and does not dress neatly	Galoot! Go and loot the things.
21	Caulk	Cork	سوراخ بند کرنا	To fill the holes or cracks in a ship with an oily or sticky substance in order to keep water out	The ship was caulked with cork.
22	Juxtapose	Abdoz	اکٹھا کرنا یا رکھنا	To assemble individuals or things, particularly keeping in mind the end goal to demonstrate a	Rose kept submarines together to juxtapose with one another.

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
				differentiation or another connection between them	
23	Junta	Janta	فوجی حکومت جو طاقت کے زور پر اقتدار حاصل کر لے	A military government that has taken power by force	The people refused to accept junta.
24	Sunder	Samundar	یا طاقت سے یا زور زبردست سے الگ یا جدا کرنا	To split or break something /somebody apart, especially by force	The magician tried to sunder the water of the ocean.
25	Gaudy	Dadi	شوخی رنگوں والا جو گھٹیا لگے	Unpleasantly bright in colour or decoration	His grandmother wore a gaudy dress.
26	Sierra	Kheera	نوکیلی پہاڑیوں کا سلسلہ	A long range of steep mountains with sharp points especially in Spain and America	Cucumber visited sierra.
27	Paddy	Dady	دھان کا کھیت	1-Field in which rice	Daddy fell into the

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
				is grown 2- a state of being angry or in a bad mood	paddy field.
28	Gild	Jild	سجانا یا مزین کرنا	To cover something with a thin layer of gold or with something that looks like gold	Binding of the Holy Quran is gilded with beautiful verses
29	Uber	Ooper	بہتر یا سوپر	Of the greatest or best kind; to a very large degree; better, larger, or greater, super	Flying high appears uber.
30	Roil	Koil	بلا جلا کر گدلا کرنا	To make a liquid cloudy, muddy or unsettled by sediment to stir up; agitate	Cuckoo roiled the water.
31	Stanch	Wrench	کسی مائع کے بہاؤ کو روکنا	To stop the flow of something especially blood	He stanchd the flow of water with the help of wrench.
32	Wan	Pan	زرد یا بیمار یا ماند	Looking pale and weak	After eating pan the monkey became

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
					wan.
33	Siesta	Seesaw	قیلولہ (سپین میں)	A rest or sleep taken in the early afternoon especially in hot countries	Children enjoyed siesta at seesaw.
34	Dexter	Duster	دائیں یا دائیں ہاتھ کا	Of or on the right hand side	With the help of duster we erased the writing at board from dexter.
35	Diaspora	spaera	آبائی علاقے سے انخلا	The exodus of the Jewish individuals from antiquated Palestine to settle in different nations	The snake charmer went far away from diaspora in search of snake.
36	Glaze	Maze	سطح کو پالش کر کے چمکانا	To cover plates, cups etc made of with a thin liquid that gives them a shiny surface	The table is being glazed.
37	Hone	Cone	چاقو وغیرہ بٹی پر تیز کرنا	Sharpen blades, knives, swords etc	Cone (icecream) saw butcher honing knife.

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
38	Deuce	Ruce	برابر ہو جانا یا ٹائی پڑجانا	The situation in tennis when both players have 40 points, after which one of the players must win two more points to win the game	The tennis match played in Russia went to deuce.
39	Dale	Rail	وادی یا گھاٹی	A valley- used in the past or in the names of places, especially in the North of England	Rail is passing through the dale.
40	Seder	Geedar	یہودیوں کا مقدس کھانا	A Jewish ceremonial service and dinner on the first two nights of Passover	Jackal is waiting to eat Seder.
41	Docent	Basant	یونیورسٹی کا استاد	A teacher at some universities who is not a regular member of the department	Docents enjoyed at basant.
42	Sear	Syyear	داغنا یا مرجھانا	To burn the surface	The rabbit (syyear) was

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
				of something in a way that is sudden and powerful	seared at its back.
43	Moron	Pathan	بیوقوف یا طفل دماغ	Technical old-fashioned some one whose intelligence has not developed to the normal level	Are the pathans moron?
44	Tussle	Nasal	باتھا پائی یا گتھم گتھا ہونا	A short struggle, fight or argument especially in order to get something	The race of Sikhs is always at tussle.
45	Uncanny	Naany	پراسرار یا بھید	Strange and difficult to explain	His naany appears very uncanny.
46	Vogue	Log	رواج	A fashion for something	Wearing strange clothes is at vogue in people.
47	Plague	Daig	طاعون یا مہلک وبا	An infectious disease that kills a lot of people	Germs of plague were boiling in the cauldron.
48	Lee	Ghee	بوا سا جائے پناہ	The side or part of	Ghee searched for lee.

S.No	Target word	Key word	Meaning in Urdu	Definition	Sentence
				something that provides shelter from the wind	
49	Laity	Baity	عام آدمی یا غیرملا	All the members of a church who are not clergy	The old man married his daughter with a laity.
50	Downy	aao nee	نرم، ملائم، پشم دار	Covered in or filled with soft fine hair or feathers	Come on ladies! Look at this downy kitten.

Annexure C

List of Target Words

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
51	Dacha	(Noun)	(روس میں) دیہی مکان	In Russia, a country house or cottage used as a vacation retreat
52	Extricate	(Verb)	کھود کر نکالنا	To remove or set free something with difficulty
53	Fawning	(Adjective)	خوشامد کرنا	To praise someone and be friendly to them in an insincere way.
54	Fascia	(Noun)	(کار کا) ڈیش بورڈ	A dashboard / a long board above a shop with the shop's name on it.
55	Fabricate	(Verb)	گھڑنا، بنانا	To develop a story, snippet of data and so on so as to hoodwink somebody.
56	Emblazon	(verb)	کسی چیز کو ڈیزائن یا علامت یا لفظ سے سجانا	decorate something with a design, a symbol or words so that people notice it easily
57	Encumber	(verb)	بوجھ ڈالنا	To make it difficult for you to do

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
				something or for something to happen
58	Afflatus	(Noun)	وجدان	Inspiration or powerful impulse, as of an artist or poet.
59	Adamantine	(Adjective)	ضدی ، ہٹ دھرم ، بہت مضبوط جسے توڑا نہ جا سکے	Very strong and impossible to break.
60	Avatar	(Noun)	اوتار	In Hinduism and Buddhism, a god appearing in physical form
61	Rakish	(Adjective)	عیاشوں کا سا	Having or showing a dashing, jolly, or somewhat offensive quality or appearance
62	Abstruse	(Adjective)	دقیق یا سمجھنے میں مشکل	Difficult to understand.
63	Eulogy	(Noun)	مداح سرائی	High praise
64	Dote	(Adjective)	سٹھیا جانا ، پر فریفتہ ہونا ، کا شیدائی ہونا	To show great love and affection for somebody, ignoring their faults.
65	Impute	(Verb)	کا الزام رکھنا ، کی تہمت دھرنا	To say that someone is responsible for

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
				something that has happened or that something is the cause of something else.
66	Spa	(Noun)	سیا حتی مقام	A place where water has minerals in it, and is considered to be good for health.
67	Exonerate	(Verb)	بری کرنا ، بری الزمہ قرار دینا	To officially state that somebody is not responsible for something that he/she has been blamed for.
68	Sward	(Noun)	سبزہ زار ، دوب کا تختہ	An area of grass
69	Impugn	(Verb)	نیت پر شک کرنا	To make individuals question somebody's character, characteristics or notoriety by censuring them.
70	Woof	(Exclamation)	بانا	A word used to describe the loud noise that a dog makes.
71	Vociferous	(Adjective)	گلابھاڑ پھاڑ کر کہنے والا ، پر شور انداز سے اصرار کرنے والا	Expressing your feelings or opinions in a loud and confident

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
				way.
72	Mockery	(Noun)	مزاق ، جسکامزاق اڑایا جائے	Silly or ironical mimicry/a sythesis that emulates or distorts some individual's style ordinarily hilariously.
73	Ennui	(Noun)	اکتابٹ	A feeling of being tired, bored and unsatisfied with your life.
74	Cartographer	(Noun)	نقشہ ساز ، نقشہ کش	Someone who makes or draws maps.
75	Caricature	(Noun, Verb)	کسی کے مضحکہ پہلو کو اور نمایاں کرنے والا خاکہ	A funny drawing of someone that makes them look silly.
76	Confound	(Verb)	پریشان کرنا ، حیران کرنا ، دشمن کو زک پہنچانا	To confuse or surprise people by being unexpected.
77	Congeval	(Verb)	جمنا	Become semi solid, especially on cooling.
78	Condone		نظر انداز کرنا ، معاف کرنا	To acknowledge or pardon conduct that the vast majority believe is ethically off-base.

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
79	Coterie	(Noun)	جٹھا ، ٹولی	A small group of people with shared interests who often do not want other people to join them.
80	Cosset	(Verb)	لاڈ کرنا	To give a lot of attention to making someone comfortable.
81	Coveted	(Adjective)	لالچی یا حریص	To want something emphatically, particularly something which has a place with another person
82	Mansard	(Noun)	ایسی چہت جو ڈھلوان داربو، چوٹی	A roof with a double slope in which the upper part is less steep than the lower part
83	Mausoleum	(Noun)	مقبرہ	Magnificent tomb
84	Lulu	(Noun)	بہت پر کشش عورت	A very attractive or seductive looking woman.
85	Mandala	(Noun)	خوبصورت جیومیٹریکل تصویر جو کائنات کی علامت ہو	Any of different geometric plans (generally roundabout)

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
				symbolizing the universe; utilized primarily in Hinduism and Buddhism in a guide to contemplation.
86	Commute	(Noun, Verb)	روزی روٹی کے لئے طویل سفر کرنا	To regularly travel a long distance to get to work.
87	Cobble	(Verb)	مرمت کرنا	To repair or make shoes / To put cobblestones on a street.
88	Debut	(Verb,Noun)	کسی موسیقار یا اداکار کی پہلی آمد	The public appearance of entertainer, sports player etc or of something new and important.
89	Droll	(Adjective)	مزاح کا باعث بننا	Amusing, but not in a way that you expect.
90	Melange	(Noun)	مرکب ، آمیزہ ، ملے جلے	A mixture of variety of different things.
91	Memento	(Noun)	ٹرافی ، تحفہ ، یادگار	A thing that you keep or give somebody to remind you or them of a person or place (souvenir)

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
92	Morass	(Noun)	دلہل ، کیچڑ	A dangerous area of low soft wet land.
93	Cuvee	(Noun)	شراب کی مقدار	Wine in casks or vats so blend as to ensure uniformity and market ability.
94	Churn	(Noun, Verb)	بلونا (دودھ وغیرہ)	A container used for shaking milk in order to make it into butter.
95	Coif	(Noun)	ٹوپى (زنانى)	A cap that fits the head closely / skull cap worn by religious women now only worn under a veil by nuns.
96	Contra	(Adverb)	مخالفت ، دشمنى	Acting against something, or opposite to something.
97	Bauble	(Noun)	نمائشى ، دکھاوا ، کھلونا	A cheap piece of jewellery.
98	Behest	(Noun)	حکم ، فرمان ، ہدایت	A command or directive.
99	Bonk	(Noun, Verb)	زور سے مارنا	To hit on the head with a hollow, resounding blow.
100	Beguile	(Verb)	دھوکا دینا	To influence by trickery, flattery, etc.
101	Cay	(Noun)	مونگے کی چٹان ، چٹانوں	A very small low island

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
			کا سلسلہ	formed of coral or sand
102	Collage	(Noun)	کیڑے یا رنگین کاغذ کے ٹکڑوں کو ملا کر کوئی تصویر بنانا	The craft of making a photo by staying bits of hued paper, fabric or photos on to surface ; a photo that you make by doing this.
103	Alacrity	(Noun)	ذوق شوق ، زندہ دلی	Brisk and cheerful readiness.
104	Ameliorate	(Verb)	افاقہ ہونا ، بہتر ہونا	To make a bad situation better or less harmful.
105	Cadaver	(Noun)	لاش (تحقیق یا طبی مقاصد کے لئے)	A dead body intended for use in medical education or research.
106	Berate	(Verb)	ڈانٹ ڈپٹ کرنا ، سرزنش کرنا	To speak angrily to someone because they have done something wrong.
107	Benign	(Adjective)	مہربان ، مشفق	To be kind and gentle.
108	Crass	(Adjective)	گھٹیا ، بیوقوفانہ ، احمقانہ	Behaving in a stupid way which shows you do not care about other people's feelings.
109	Debility	(Noun)	کمزوری ، ضعف ، ناتواں	Weakness, especially as

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
			(بیماری کے باعث)	the result of illness.
110	Facile	(Adjective)	سطحی ، سوچے سمجھے بغیر	A comment, contention and so on is excessively basic and demonstrates an absence of cautious idea or comprehension.
111	Fateful	(Adjective)	مہلک ، نقصان دہ	Having an important, especially bad, effect on future events.
112	Minatory	(Adjective)	دھمکی آمیز	Threatening
113	Mosey	(Verb)	کسی خاص سمت میں بغیر مقصد کے چلنا	To go in a particular direction slowly and with no definitely purpose.
114	Mordant	(Adjective)	تیز چبھتے ہوئے لیکن مزاحیہ	Critical and unkind, but funny.
115	Notch	(Noun)	گڑھا ، کھڈا	A hole or mark on the edge of a body part or a V-shaped cut in a hard surface.
116	Onerous	(Adjective)	مشقت طلب ، کٹھن	(Of an undertaking or duty) including a lot of exertion, inconvenience or

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
				trouble.
117	Onslaught	(Noun)	حملہ کرنا	A strong or violent attack
118	Overlie	(Verb)	کسی چیز کی چوٹی پر ہونا	To be on top of something.
119	Moot	(Verb)	متنازعہ ، متنازعہ فیہ	To be subject to debate, dispute, or uncertainty
120	Muse	(Verb, Noun)	غور و فکر کرنا ، سوچ بچار کرنا	To consider something painstakingly and for quite a while
121	Mote	(Noun)	ذره	A very small piece of dust
122	Nausea	(Noun)	متلی ، کراہت ، گھن	A sentiment of disorder with a tendency to upchuck.
123	Obstreperous	(Adjective)	شور والا جس پر قابو پانا مشکل ہو ، بے لگام ، فسادی	Noisy and difficult to control.
124	Apathy	(Noun)	بے حسی ، کٹھور پن ، ذہنی کاہلی	The feeling of not having much emotion or interest.
125	Audacious	(Adjective)	نڈر ، بیباک ، بہادر	Demonstrating incredible fearlessness or trust in a way that is great or marginally stunning.

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
126	Bequeath	(Verb)	میراث کے طور پر دینا، ترکہ چھوڑنا	Leave (property) to a person or other beneficiary by a will.
127	Carapace	(Noun)	کسی جانور کے جسم کا بیرونی سخت خول یا چھلکا	A hard shell on the outside of some animal.
128	Caudal	(Adjective)	سرین	At or near the tail or the posterior part of the body.
129	Desiccate	(Verb)	سکھا دینا ، پانی اڑا کر خارج کر دینا	To remove moisture from something in order to preserve it.
130	Devious	(Adjective)	پرفربیب ، پیچیدہ	Using dishonest tricks and deceiving people in order to get what you want.
131	Piety	(Noun)	پارسائی ، تقویٰ ، زہد و اتقا	The state of showing or having a deep respect for God and religion.
132	Motley	(Adjective, Noun)	مختلف الانواع ، ملاجلا	Consisting of many different types of people or things that do not seem to belong together. An incongruous mixture.
133	Jettison	(Verb)	(جہاز کا بوجھ کم کرنے کیلے) سمندر میں	To throw something out of a moving plane

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
			پھینکنا	or ship to make it lighter.
134	Jitney	(Noun)	بس سستی	A small bus that follows a regular route.
135	Jocund	(Adjective)	خوش باش ، زندہ دلانہ	In a happy mood.
136	Laud	(Verb)	قابل ستائش ، حمد و ثنا کرنا	To praise somebody or something
137	Macramé	(Noun)	مکرامے	The art of tying knots in strings in a decorative way, to make things
138	Mordant	(Adjective)	تیز چبھتے ہوئے لیکن مزاحیہ (جملے)	Critical and unkind, but funny
139	Mosey	(Verb)	ٹہلتے جانا ، چلے جانا	To go in a particular direction slowly and with no definite purpose
140	Fosse	(Noun)	طویل خندق	A long, narrow trench or excavation, especially in a fortification
141	Hackle	(Noun)	جانور یا پرندے کی گردن یا جسم کے بال جو خطرے کے وقت کھڑے ہو جاتے ہیں	The long feather or hairs on the back of the neck of the animals and birds, which stand up straight when they are in danger

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
142	Gull	(Verb)	دھوکا دینا ، جُل دینا ، فریب دینا	Fool or deceive (someone)
143	Premonition	(Noun)	اندیشہ ، خطرے کا احساس	A feeling that something is going to happen, especially something unpleasant
144	Gruesome	(Adjective)	خوفناک ، دہشتناک ، (شکل یا واقعہ)	Very unpleasant or shocking and involving someone being killed or badly injured.
145	Moribund	(Adjective)	جانکنی کی حالت میں ، عالم نزع میں	In a dying state
146	Ludicrous	(Adjective)	مضحکہ خیز ، احمقانہ	Completely unreasonable, stupid or wrong
147	Masticate	(Verb)	(غذا کو) چبانا	To chew food
148	Veer	(Verb)	رخ بدلنا (رائے، ہوا، گاڑی کا)	To change direction, opinion, ideas, attitude or conversation
149	Lurid	(Adjective)	بھیانک ، سنسنی خیز، لرزہ خیز (تفصیل)	Ghastly, shocking description (details), sensational
150	Ostracize	(Verb)	حکم پائی بند کرنا، برادری	To refuse to accept

S.No.	Target Word	Part of Speech	Meaning in Urdu	Definition
			نڪالنا سے	someone as a member of the group

Roil

ہلاجلا کر گدلا کرنا - ناراض
کرنا



کوئل

- کوئل نے پانی
کو گدلا کر دیا

Cuckoo made the water roil.

Paddy

دھان کاکھیت



ڈیڈی

ڈیڈی دھان کے کھیت میں
گرگے

Dady fell into the paddy field.

Junta

فوجی اقتدار اجوز بردستی حاصل کیا گیا ہو



جنتا

چیونٹیوں کی جنتا نے زبردستی
حاصل کیا گیا فوجی
اقتدار ماننے سے انکار کر دیا

The army of ants refused to accept junta.