

Facilitation Potential of the Mnemonics for the Teaching of Japanese Vocabulary

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ABSTRACT

Vocabulary is the most important component in learning a foreign language. Use of mnemonic devices can facilitate and speed up the learning process. Therefore, learners and teachers should be taught how to produce effective mnemonics. Whether this strategy education can be simplified is a question worth exploring. The same holds true for the teaching of Japanese in Turkey.

The aim of this study has been to analyze and explore patterns in the qualities of the mnemonics sample prepared by the researchers conducting the study aiming to facilitate the Japanese vocabulary learning of Turkish students. The target words were selected randomly from a Japanese-Turkish dictionary. Investigating the sample, it has been detected that it is possible to build connections in terms of both phonological similarity and semantic relations.

Teachers of Japanese can gain insight from the research on form meaning connections as they are believed to have a positive impact on learning a foreign language.

Out of the foreign languages taught in the formal teaching settings in Turkey, English is the most common one. If those taking English classes are taught how to use memory strategies, its effects will transfer to the learning of another foreign language considering the positive effects of prior learning. Previously learned English vocabulary can be used in writing mnemonics in case Turkish words can not be used to make mnemonics.