

ISBN:978-93-5570-835-9

PROCEEDINGS OF INTERNATIONAL SEMINAR
15th December, 2023

**EDUCATING INDIVIDUALS WITH SPECIAL
NEEDS TOWARDS INTEGRATED LIFE**
Realising the Goal of Educational Equity



Editors

Rev Dr L.Vasanthi Medona
Dr M.Maria Saroja
Dr R. Indra Mary Ezhilselvi
Ms E.Michael Jeya Priya
Ms C.Deepa

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

Accredited by NAAC at Grade A+ with CGPA 3.42 (Third Cycle)
(Affiliated to Tamil Nadu Teachers Education University, Chennai)

Palayamkottai - 627 002



S.No	Content
1	PROMOTING INCLUSION THROUGH SOCIAL-EMOTIONAL COMPETENCIES <i>*Rev Dr Vasanthi Medona L</i>
2	INCLUSION CHALLENGES AND BRAIN BASED LEARNING STRATEGIES FOR CHILDREN WITH DISABILITIES <i>* Dr Maria Saroja. M</i>
3	PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>* Santhana Rajam. S, ** Govindan. M</i>
4	EDUCATING CHILDREN WITH INTELLECTUAL DEVELOPMENTAL DISABILITY IN INCLUSION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY <i>* Bhakyalakshmi. G, **Dr.Ambeth</i>
5	THE FOUNDATION OF QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP) <i>*Halimabi. M C</i>
6	STEM APPROACH: AN ASSISTIVE TECHNOLOGY FOR LEARNING <i>* Viji. M, ** Dr Deepa. H</i>
7	EFFECTIVENESS OF INDIVIDUALIZED EDUCATION PROGRAMME IN GRADE -6, ACADEMIC ACHIEVEMENT OF STUDENT WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP <i>* Rajamani. S, ** Dr Nirupalini. D</i>
8	FOSTERING INCLUSIVE EDUCATION: EXAMINING THE LEGL RIGHTS OF STUDENTS WITH DISABILITIES <i>* Daniel Sathya Singh. G, **Dr Maria Saroja. M</i>
9	THE FOUNDATION OF A QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP) <i>*Pushpa Devi .P, **Rufina Thana Sudha. R</i>
10	LEVERAGING ASSISTIVE TECHNOLOGY <i>* Dr Jeya Selva Kumari.T</i>
11	FOSTERING INCLUSIVITY IN EDUCATION: PATHWAYS TO INCLUSIVE AND EQUITABLE QUALITY EDUCATION <i>* Sofia Selvarani. C, ** Dr Maria Saroja. M</i>
12	INTERPERSONAL INTELLIGENCE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS WITH REFERENCE TO PARANTAL STATUS <i>* Rajamanickavasagan. S, ** Dr Punitha Mary. A</i>
13	INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES: A HUMAN RIGHTS-BASED APPROACH <i>* Arockia Reena. S, ** Dr Maria Prema. J</i>
14	STRATEGIES IN TEACHING BIOLOGY FOR STUDENTS WITH HEARING IMPAIRED: TOWARDS INCLUSIVE EDUCATION <i>* Hari Keerthana. R, ** Kalai Selvi. R</i>

TRANSFORMATIVE PATHWAYS CULMINATING IN A PARADIGM SHIFT FROM SEGREGATION TO INCLUSION <i>* Dr Punitha E C</i>	74
TAILORING EDUCATION FOR THE STUDENTS WITH LEARNING DISABILITIES THROUGH DIFFERENTIATED INSTRUCTION <i>* Vinothini Sylvia. A, ** Dr MariaSaroja. M</i>	77
THE IMPORTANCE AND CHALLENGES OF INDIVIDUALIZED EDUCATION PROGRAM (IEP) <i>*Fiona Joshi. A, ** Manikyalu. S</i>	81
STUDENT DISABILITY RIGHTS: ENSURING EQUAL ACCESS AND SUPPORT WITH AUTISM SPECTRUM DISORDER CHILDREN <i>* Meera Farzana.S, ** Dr. Deepa.H</i>	85
EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE <i>*Durga.M</i>	89
INFLUENCE OF ACADEMIC ANXIETY, HOME AND SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT <i>*Rev Arul Suganthi Agnes L, **Dr Muthupandi. P</i>	94
CONSTITUTIONAL AND LEGAL PROVISIONS IN INDIA PERTAINING TO THE PERSON WITH DISABILITIES <i>*Dr Jeya Sudha. A</i>	99
NURTURING INCLUSIVE MINDS THROUGH SOCIAL EMOTIONAL LEARNING INITIATIVES <i>* Dr Mary Noya Leena. A</i>	105
ADAPTIVE LEARNING ENVIRONMENTS: HARNESSING TECH FOR TAILORED EDUCATION IN DIVERSE ABILITIES <i>*Ponmalar .M</i>	108
TEACHERS ROLE OF ASSISTIVE TECHNOLOGY IN FOSTERING INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES <i>*Deepa .C</i>	112
INCLUSIVE EDUCATION INITIATIVE: TRANSFORMING EDUCATION FOR CHILDREN WITH DISABILITIES <i>*Michael Jeya Priya. E</i>	118
EMOTIONAL INTELLIGENCE OF INCLUSIVE CHILDREN <i>*Dr Theresita Shanthy. N, ** Ajitha Mercy. G</i>	123
INCLUSIVE EDUCATION FOR THE STUDENTS WITH DISABILITY <i>*Dr Gnana Kamali. M, **Dr Esther Maragathamani. G</i>	127
PRINCIPLES OF INCLUSIVE CLASSROOM PRACTICES <i>* Rexlin. T, ** Dr Rajeshkumar. M</i>	130
PROFESSIONAL DEVELOPMENT FOR SPECIAL EDUCATION <i>*Hariharan.M ** Dr Rajeshkumar. M</i>	134
THE LEGAL RIGHTS OF STUDENTS WITH DISABILITIES: NATIONAL PERSPECTIVES <i>* Jebasheela Jenifer. S</i>	138

31	POLICY AND PRACTICES OF INCLUSIVE EDUCATION <i>*Dr Lavanya. V</i>
32	EXPLORE PRACTICAL APPROACHES TO PROMOTING INCLUSIVE CLASSROOMS FOR CHILDREN WITH DISABILITIES <i>*Ramya. M</i>
33	ASSESSMENT PRACTICES FOR INCLUSIVE EDUCATION: POTENTIALS AND CONSTRAINTS IN THE INDIAN CONTEXT <i>*Rawoofu Nisha .J</i>
34	ROLE OF POLICIES AND PROGRAMMES IN THE EDUCATION OF DISABLED CHILDREN <i>*Dr JohncyRose. P</i>
35	INDIVIDUALIZED EDUCATION PLAN FOR SPECIAL NEED CHILDREN <i>*Dr Jayashree Priyadharsini. V</i>
36	ROLE OF ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOMS <i>*Priyadharshini G</i>
37	TEACHING STRATEGIES TO LEARNING DISABILITY CHILDREN <i>*Vishnu Priya. B</i>
38	TRANSFORMATIVE EDUCATION: NURTURING INCLUSIVE PATHS FOR SOCIETAL EQUITY <i>*Dr Indra Mary Ezhilselvi. R</i>
39	PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>*Anisha Soundari .M, **Chandra Prabha. R</i>
40	EFFECTIVE METHODS FOR ESTABLISHING INCLUSIVE CLASSROOMS <i>*Thangapushbam. V, **Vennila Shantha Ruby. C</i>
41	VOCABULARY DEVELOPMENT THROUGH MNEMONIC TECHNIQUE IN AN INCLUSIVE CLASSROOM <i>* Merlin Malar N, ** Dr Gireesh Kumar K</i>
42	INCLUSIVE CURRICULUM DESIGN IN HIGHER EDUCATION <i>* Dr Rajalakshmi.V</i>
43	PROMOTING EQUALITY, DIVERSITY & INCLUSIVE LEARNING ENVIRONMENT IN THE CLASSROOM <i>* Dr Albert Prince Kumar. J, ** Dr Febila Josephin. J.S</i>
44	INCLUSION OF EMOTIONAL INTELLIGENCE (EI) IN INCLUSIVE EDUCATION <i>*Priscilla. I</i>
45	PROVISIONS FOR DISABILITIES CHILDREN WITH IN INCLUSIVE EDUCATION. <i>* Janet Godwin Asha. M, ** Uthaya Geetha. S</i>
46	META COGNITION-A KEY TO UNLOCKING CREATIVITY <i>*Sonia R, **Dr. Deepa R.P</i>
47	ADVANCING EXPERTISE: SPECIALIZED PROFESSIONAL DEVELOPMENT IN EDUCATION <i>* Helen Sathia Sheela.S.S</i>

INCLUSIVE EDUCATION IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES <i>*Dr Palavesakrishnan. S, **Dr Josephine.S</i>	210
INCLUSIVE CLASSROOM PRACTICES <i>* Madhubala. B</i>	214
ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOM TEACHING <i>*Shunmugapriya. N</i>	219
EMPOWERING SOCIAL-EMOTIONAL APPROACH FOR INCLUSIVE CLASSROOM <i>*Dr Guruvasuki. S, **Dr Premalatha. S</i>	223
INCLUSION REGARDLESS OF ABILITY - AI'S REVOLUTION <i>*Priscilla Valan Assumptio A</i>	227
NAAN MUDHALVAN SCHEME: CHALLENGES FACED BY STUDENTS AND FACULTY IN AN INCLUSIVE CLASSROOM ENVIRONMENT <i>*Ulaganathan. C, **John Moses Giritharan. S</i>	232
INNOVATIVE STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>* Dr Allimuthu. N, ** Dr Sasikala M</i>	237
CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES <i>*Dr Davasuba. S, ** Michael Jeya Priya. E</i>	240
MINDFULNESS FOR ALL : INTERCONNECTEDNESS OF INCLUSIVE AND MINDFULNESS <i>*Alice Jenifer. C</i>	244
PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOMS <i>*Rajkumar. V</i>	248
TEACHERS ATTITUDE TOWARDS INCLUSIVE CLASSROOM PRACTICES <i>*Dr Shanthi. G</i>	251
ENSURING EQUALITY AND EQUITABLE LEARNING - EXPLORING INCLUSIVE EDUCATION THROUGH ARTIFICIAL INTELLIGENCE APPLICATIONS <i>*Soumya. M S, **Dr Devika. S</i>	256
STRATEGIES FOR PERSONALIZED LEARNING IN SPECIAL EDUCATION: A NOVEL APPROACH <i>*Nageswari. K</i>	260
INCLUSIVE EDUCATION CUM ASSISTIVE TECHNOLOGY <i>*Rosaline Nirmala. S</i>	264
ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION: ENHANCING INCLUSION AND LEARNING <i>*Bhuvanewari. R, **Lakshitha Sri. R</i>	269
EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE <i>* Deepakani. T, ** Panchali. M</i>	274
BREAKING BARRIERS : NAVIGATING THE LANDSCAPE OF INCLUSIVE EDUCATION FOR ALL	279

	<i>*Sreelakshmi. C, **Dr Devika. S</i>
65	TEACHERS SELF-EFFICACY FOR INCLUSIVENESS <i>*Justin R, **Dr Maria Saroja. M</i>
66	INDIVIDUALIZED EDUCATION PLANS(IEPs) <i>*Vennila. A, **Mathumitha. K</i>
67	KNOWLEDGE ON SPECIAL EDUCATION: A MUST FOR TEACHERS EDUCATORS <i>*Sathya.A, **Rexlin Jose.G</i>
68	ROLE OF SCHOOL TEACHERS TOWARDS VALUE BUILDING AMONG LEARNING-DISABLED STUDENTS <i>*Jeba Starwin. E, **Dr Bindhu Gowri.V.P</i>
69	ASSISTIVE TECHNOLOGY IN INCLUSIVE AND INTEGRATED CLASSROOMS <i>*Axceelia Immaculate Rani. V</i>
70	INCLUSIVE EXCELLENCE: ACCELERATED LEARNING IN ENGLISH LANGUAGE EDUCATION <i>*Saritha C Babu, **Dr Gireesh Kumar.K</i>
71	TEACHER TRAINEES ATTITUDE TOWARDS INCLUSIVE EDUCATION <i>*C. Abinaya</i>
72	SOCIAL EMOTIONAL LEARNING IN AN INCLUSIVE CLASSROOM <i>*Ramya.G</i>
73	PRINCIPLES OF INCLUSIVE CLASSROOM PRACTICES <i>*Hamsini. R</i>
74	INTERPERSONAL INTELLIGENCE OF PRINCIPALS ON INCLUSIVE SCHOOL MANAGEMENT <i>*Sangeetha G.S, **Dr Deepa R.P</i>

VOCABULARY DEVELOPMENT THROUGH MNEMONIC TECHNIQUE IN AN INCLUSIVE CLASSROOM

*Merlin Malar.N
Ph.D. Scholar

**Dr Gireesh Kumar.K
Assistant Professor

N. V. K. S. D. College of Education, Attoor, Kanyakumari – Dist. Tamil Nadu

ABSTRACT

Vocabulary is an essential part of language ability that has a considerable impact on personal, academic, and professional success. It is essential for successful communication, critical thinking, academic achievement and cognitive development. Vocabulary development is the characteristic of a well-educated person, and it is closely related to reading comprehension in particular and academic achievement in general. Mnemonic Techniques are memory-improving instructional techniques in which students are trained to connect new material presented to information they already know. Mnemonic techniques are great for vocabulary learning because they don't require a lot of extra materials or ahead planning, making them suitable for students of all ages. Students can utilise them in their language learning exercises to help them learn and retain vocabulary input. It is a useful tool for boosting word acquisition and memory. It makes memorization more enjoyable and effective. These are the techniques for memorising any given piece of information employing the concepts of association, attention, structure, meaningfulness, and imagery. The main goal of creating mnemonic techniques is to find a means to connect new vocabulary to information already in students' long-term memory.

Keywords: Vocabulary Development, Teaching and Learning, Mnemonic Technique, Memory

Introduction

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading and learning disabilities that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention. By using Mnemonic Technique we can help the disabled children to memorize a phrase or idea with patterns. People with dyslexia have normal intelligence and usually have normal vision. Most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role. Signs of dyslexia can be difficult to recognize before your child enters school, but some early clues may indicate a problem. Effective communication requires the development of one's vocabulary. A large vocabulary allows people to express themselves clearly, promoting clarity and nuance in communication. It improves linguistic abilities, aids

comprehension, and fosters adaptation in a variety of circumstances. A broad vocabulary helps with problem-solving in communication, is essential in professional contexts, and promotes confidence. A large vocabulary is a dynamic and adaptable instrument that goes much beyond ordinary language skills. It increases professional achievement, promotes interdisciplinary understanding, promotes continuous development, facilitates global communication, and improves emotional intelligence. Thus, vocabulary development and nurturing serve as a cornerstone for individual growth and achievement in a variety of areas of life.

Development of vocabulary

Vocabulary is the smallest meaningful part of the language. Even a single vocabulary may constitute a meaningful unit. It can help to express our personal feelings and requirements. It is difficult for the teachers to teach the students or make them learn the new English vocabulary. Learning new vocabulary involves knowing the different shades of meaning, use in context, grammatical characteristics, pronunciation, and so on.

Teaching vocabulary to students at a young age is a critical step in helping them master a language. Language learning is a vital process for students. With enough vocabulary proficiency, students will be able to combine words to convey meanings to others. Vocabulary development is an important component of effective communication since it allows for better expression, comprehension, and connection with others.

Vocabulary development plays a crucial role in human beings' lives and future possibilities. It is an essential part of language ability that has a considerable impact on personal, academic, and professional success. It is essential for successful communication, critical thinking, academic achievement and cognitive development. According to Crystal (2003), "Vocabulary is the Everest of a Language." Vocabulary development is the characteristic of a well-educated person, and it is closely related to reading comprehension in particular and academic achievement in general. Hoshino (2010) points out that vocabulary is not only an important element in language learning but also a necessary component for improving competency in all areas of communication. Vocabulary has always been a crucial challenge in English language learning and teaching.

Memory

Memory is the most important part of the teaching and learning process. It is significant to the extent that it supplies helpful fodder for thought. Without memory, an individual's ability to succeed would be essentially non-existent. It is difficult to recollect something that you have not learned or comprehended since memory functions when ideas are taught, retained, recalled and recognised. Memory has a significant impact on future vocabulary and grammar proficiency. Short-term memory and long-term memory are the two primary types of memory. The information that is being processed (a new word met for the first time)

is stored in short-term memory. It is rapid, but owing to its limited storage capacity, it can only keep information for a brief period of time. Long-term memory, has an infinite store capacity but is a little slow. The goal of vocabulary learning and teaching is to move lexical information from short-term to long-term memory (Schmitt, 2000). Mnemonic systems are methods of instruction that are employed purposefully to improve memory. It assists in the application of knowledge previously stored in long-term memory, making memorising easier.

Mnemonic Technique

The term "mnemonic" is derived from the Greek word *mnemosyne*, which means to remember a Greek goddess (Amiryousefi & Ketabi, 2011). "A mnemonic device is a mechanism for organising and encoding information through the design and usage of cognitive cuing structures, (Bellezza, 1980). Mnemonics were originally used around 500 B.C. (Yates, 1966). A mnemonic is a technique that aids memory by associating it with something more meaningful or structured.

Mnemonics are memory strategies that make memorization more enjoyable and effective. These are the techniques for memorising any given piece of information employing the concepts of association, attention, structure, meaningfulness, and imagery. Memory is generated from birth and is a constant process of events, experiences, and situations as seen via the senses. The massive volume of data should be kept consistently so that it may be quickly retrieved when needed. Mnemonics are similar to catalogues in that they assist us in memorising information in such a way that it is stored in such a structured manner that retrieval is an easy effort. It is a memory-improving instructional technique in which students are trained to connect new material presented to information they already know. Mnemonics are most commonly used verbally. It can be used to remember verbal, visual, or kinesthetic information. It is a link between the information that has to be remembered and the information that is easier to remember; particularly information that has already embedded meaning, such as personal or amusing information. According to Solso (1995), mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information and the recall of information contained in memory. The main way to transfer the vocabulary items from short-term to long-term memory and create a strong connection is by finding some elements in the mental lexicon to attach the new lexical item to (Schmitt, 2000). The main goal of creating mnemonic methods is to find a means to connect new vocabulary to information already in students' long-term memory.

Purpose of Mnemonic Techniques

The purpose of the mnemonic method, according to Simanjuntak (2017), is to

- ❖ help students recall knowledge that involves the name of a place, person, or other date by linking it with a moment or associated occurrences.

- ❖ Enabling people to retain long-term knowledge so that they can refer to it when needed.
- ❖ Apply the various strategies to move information from short-term memory to long-term memory.

Types of Mnemonics

Anna (2023) categorised mnemonic techniques in several ways.

Music Mnemonics

Mnemonics can be songs and jingles. Children frequently recall the alphabet by singing the ABCs.

Names Mnemonics (acronyms)

Each word's first letter is joined to form a new word. For example, VIBGYOR (or ROY G BIV) for rainbow colours or HOMES (Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior) for the Great Lakes.

Acrostic Mnemonics-Each word's first letter is joined to produce a phrase or sentence, such as "Richard of York gave battle in vain" for the rainbow's colours.

Models Mnemonics -A model is employed to help in the recall of information. This method's applications include the use of diagrams, cycles, graphs, and flowcharts to help grasp or memorise an idea. For example, Freytag's Pyramid can be used to demonstrate the various components of a five-act theatrical structure.

Odes Mnemonics-The information is inserted into a poetry or doggerel, such as "Note soccer, gener, liberi, and Liber god of revelry, like puer these retain the 'e'" (most Latin nouns ending in -er drop the -e in all oblique situations save the vocative, which are the exceptions).

Note Organization Mnemonics-The note organisation approach can be utilised as a memorising strategy. This method's applications include the usage of flash cards and lists. Flash cards are made by writing a question or term on one side of a piece of paper and the answer or definition on the other.

Picture mnemonics-The information is built into an image - for example, the German weak declension can be remembered as five '-e's', resembling the state of Oklahoma in America, in a sea of '-en's'.

Connection mnemonics-New knowledge is linked to previously known knowledge.

Visualization mnemonics-Techniques like the loci approach allow the user to make unique associations in an imagined place.

Mnemonics in Vocabulary Development

Simanjuntak's (2017) explanation lays the groundwork for the success of mnemonic techniques in vocabulary development. Mnemonic techniques are useful tools for language learners because they allow users to correlate unknown words with well-known sounds, visuals, or information that has been committed to memory. It can be put into practice by having students develop a statement or story and then connect it to a well-known object or concept based on the song or image presented to them.

The pattern of linkage between previously learned and familiar information preserved in long-term memory facilitates the process of vocabulary growth. The students' comfort in remembering newly introduced terms is due to their familiarity with the associations. Furthermore, because of the particular pattern of connection produced by the use of mnemonic tools, students will find the memorial activity in the vocabulary acquisition process more engaging and memorable. Mnemonic techniques are great for vocabulary learning because they don't require a lot of extra materials or ahead planning, making them suitable for students of all ages. Students can utilise them in their language learning exercises to help them learn and retain vocabulary input.

Advantages of Mnemonic Techniques

- 1) Using the mnemonic method, students can learn what their teachers have taught them.
- 2) Using the mnemonic method, students can easily and successfully memorise the vocabulary.

3) The mnemonic techniques can help students learn and remember course material more effectively.

Disadvantages of Mnemonic Techniques

- 1) It takes time to prepare and arrange a learning programme.
- 2) Students are unable to connect and communicate directly with teachers; for example, asking for clarification is not well understood.
- 3) Modules arranged centrally imply that the content supplied is likely less relevant to the needs of the learners; for example, the terminology in the illustrations may be more confusing than necessary.

Conclusion

Developing vocabulary is one of the most difficult components of learning any language. Students commonly report their inability to recollect the terms they have studied. Students struggle to transfer knowledge from working memory to long-term memory because they are not making connections with the techniques. Teachers can attempt to overcome the challenge in the classroom using mnemonic techniques. Mnemonic techniques are useful tools for boosting word acquisition and memory. It should supplement, not replace, existing ways to vocabulary development.

References

- Amiryousefi, A., & Saaed, K. (2011). Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall. *Journal of Language Teaching and Research*. 1, 178 -182.
- Be Crystal, D. (2003). *The Cambridge encyclopedia of language*, CUP.
- Crystal, D. (2003). *The Cambridge encyclopedia of language*, CUP.
- Hoshino, Y. (2010). The categorical facilitation of L2 vocabulary learning in a classroom setting. *RELC Journal*, 41(3), 301-312.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Solso, R. L. (1995). *Cognitive Psychology* (4th Ed.). Boston: Allyn and Bacon.
- Yates, F. (1966). *The Art of memory*. London, UK: Routledge and Kegan Paul Ltd.
- <https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3569&context=etd>.