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CONTRIBUTION OF AUTHENTIC KONYA FOLK TALES TO VOCABULARY TEACHING TO 7TH GRADE STUDENTS: CHUMRA CASE

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ÖZET

Bu çalışmanın amacı masalların kelime öğrenimini olumlu yönde etkileyip etkilemediğini araştırmaktır. Araştırmada aynı zamanda geleneksel kelime öğretim yöntemleri ile masallar yoluyla kelime öğretimi karşılaştırılmıştır.

Araştırma için, Konya iline ait 8 adet Türkçe masal derlenip, İngilizceye olabildiğince basitleştirerek çevrilmiştir. Böylece öğrenciler kendi kültürlerine ait aşina oldukları konular üzerinde çalışacakları için daha iyi motive olacaklar ve öğrenme süreci de olumlu yönde etkilenecektir.

Araştırma 20 şer kişiden oluşan bir deney diğeri de kontrol grubu olmak üzere 7. sınıf düzeyinde iki sınıfa uygulanmıştır. Deney grubuna hedef kelimeler masallar yoluyla öğretilirken kontrol grubuna ise geleneksel yollarla ana dile çeviri yapılarak öğretilmiştir.

Her iki gruba da belli zamanlarda ön test, son test ve hatırlama testleri uygulanarak test verileri SPSS ile analiz edilmiştir. İstatistik sonuçlarında gruplar arasında farklar görülmüştür. Deney grubunun son test ve hatırlama testi kontrol grubuna göre daha olumlu sonuçlar vermiştir.

Sonuç olarak, masallar yoluyla kelime öğretiminin geleneksel metoda göre daha başarılı olduğu görülmüştür. Masalların kelime öğretimini büyük ölçüde desteklediği sonucuna varılmıştır.

ABSTRACT

The aim of this study is to investigate whether folktales affect the vocabulary learning in a positive way or not. Additionally, in the study, vocabulary teaching through folktales and through traditional ways has been compared.

For the study, 8 Turkish folk tales belonging to Konya district were compiled and translated into English as simple as possible. In this way, the learners would be better motivated as they would be studying on subjects that belong to their own culture and they are familiar with, so the learning process would be affected positively.

The research was applied to two classes of 7th grades each of which consists of 20 students. One of the groups was determined as the experimental group and the other as the control group. While the target words were taught via folk tales to the experimental group, they were taught via traditional methods, translating into the mother tongue, to the control group. At specific periods, pretest, posttest and the retention test were applied to each group and the results of the tests were analyzed through SPSS. According to the statistical results, there are differences between scores of the groups. The post test and the retention test of the experimental group have given more positive results when compared to the control group.

Finally, it was concluded that teaching vocabulary through folktales has been more successful than the traditional methods. It was seen that folktales promote vocabulary learning to a great degree.

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CHAPTER I

INTRODUCTION

1.0. Introduction

In this chapter, we are going to explain the background and the purpose of the study, our hypothesis, problem, significance, scope of the theory and limitations.

1.1. Background of the Study

This research explores the vocabulary teaching in the aspect of folktales. Most people spend many years to learn English; however, what they know is not beyond the English grammar. Unfortunately, grammar is not enough for communication and fluency in language. We need to have a good vocabulary size to speak fluently and to understand the language effectively.

Vocabulary has always been essential for comprehension of a reading text or in oral communication. Knowledge of vocabulary has been shown to be the most important factor in this respect. However, vocabulary acquisition is a slow and gradual process. We generally have partial knowledge of a considerable number of words let alone to acquire them. The most important step in this process of learning a foreign language vocabulary is to learn the words in context associating them with something else. By this way, the learner will invest mental effort in learning the meaning of the new word and active involvement of the learner into the process will help them learn and remember better in the later steps. So, in order to use stories in classroom, we studied on folktales to see the effects of literature items on vocabulary development.

Recently, literature has been recognized as an effective tool in foreign language learning. After years of grammar translation method use, which was traditionally applied, teaching through literature has gained importance and is regarded as an effective way into foreign language teaching. Taking this view into account, we tried to show how useful using stories in language classrooms.

Literature represents valuable authentic materials, one of which is folktales. They aid learning and arouse motivation because people from all ages enjoy reading and

listening to folktales. Motivation and interest are crucial in supporting students. Especially when students intrinsically motivated they achieve more.

"When students are motivated and interested in the material they are learning, they made greater connections between topics, elaborations with learning material and can recall information better." (Alexander, Kulikwich, & Jetton, 1994: Krap, Hidi, & Renninger, 1992)

On the other hand, providing students with the opportunity to study different cultures increases their global understanding and helps them recognize cultural differences. Folktales can be useful tool for increasing their cultural and multicultural awareness. They describe cultural, social and historical background of societies.

Stories have numerous benefits for social and emotional development. As Augusta Baker and Ellin Greene (1977:17) assert, "story telling brings to the listeners heightened awareness – a sense of wonder, of mystery, of reverence for life. This nurturing of the spirit-self comes first. It is the primary purpose of story telling, and all other uses and effects are secondary."

We can teach grammar and vocabulary in context as well as incorporating language, culture and content. We also allow students to study in a non-threatening and an enjoyable atmosphere providing them to see valuable life lessons via the stories and the characters in them. Stories allow students to anticipate and thus participate in the activity. Such a learning process will be permanent and effective.

We can find stories appropriate for our learners that they will like and that match their age and language level. Fairies and folktales, which blend fantasy and reality and use repetitive language, are good for the beginners, on the other hand, stories which have more elaborate language are better for the advanced learners.

Folktales are effective on vocabulary knowledge in that they
- Provide exposure to meanings of many words
- Help the learners link new and familiar meanings of words
- Provide the word usage in natural context

- Builds semantic foundations for word knowledge
- Reinforce students to derive the word meaning from the context
- Teach the usage of dictionaries
- Encourage wide reading
- Create deep interest in language and words.

1.2. Purpose of the Study

The purpose of the study is to investigate the contribution of folktales to vocabulary teaching to 7th grade students at a primary school. So the intention was to find out whether folktales are beneficial for vocabulary teaching or not.

1.3. Hypothesis

The students learning English vocabulary through folktales will be more successful than the students who learn vocabulary through mother tongue translation method at the post-test and retention test to be applied during the study.

1.4. Research Question

o   Is it more useful to use folktales in teaching vocabulary rather than using mother tongue translation?

o   Is teaching through folktales more effective for the students to recognize and remember the vocabulary when compared to the mother tongue translation method?

1.5. Significance

This study is significant in that it tries to find out new paths to learn vocabulary easily and effectively and also permanently. Therefore, it may suggest a useful idea for vocabulary learning.

1.6. Scope of the Study

The scope of the thesis is the students of 7th grades of a primary school in Chumra, a district of Konya.

1.7. Limitations

- The study was only applied to only 7th grades.

- The number of the students was limited to twenty in each of the groups.

- The number of the folktales is limited to eight.

- In addition, the number of the words applied in the test is limited.

- The production part of the language was ignored. We only focused on recognition and retention.

1.8. Problem

It is vital to know many words if one wants to make progress in a foreign language. It is not so important whether your grammar is excellent or not, but without a wide vocabulary you won't be able to communicate well. It is not easy to learn vocabulary. It is a difficult job and you need time. So, many learners are discouraged and demotivated in learning them. They need motivation; however, present methods are lack of motivating functions as they are monotonous and boring traditional teaching techniques.

So far, vocabulary has been ignored and grammar was the main focus of both the teachers and the students, however, in the recent years, vocabulary has gained much importance. Until now, students learning English have memorized the vocabularies and what they mean in their mother tongue, but they forget them in a very short time. Seeing that the existing techniques do not work, people are searching new ways to deal with this problem. For this reason, we suggested a way of teaching vocabulary effectively in this thesis- that is using folktales in the classes- which will be an appealing course for all the age groups as it provides enjoyable and motivating classroom setting.

1.9. Organization of the Theory

The thesis consists of 5 chapters:

Chapter 1 is the introduction part and introduces the components of a research, that is, the purpose, hypothesis, significance, problem, scope and the limitations of the research.

Chapter 2 expresses the literature review covering the information about vocabulary_ its history, importance, problems, and techniques to teach_ and folktales together with their relation with culture and ELT as well as their use in vocabulary teaching.

Chapter 3 focuses on the application of the research. It describes the setting and the subjects, materials and the process of the research.

Chapter 4 contains the research results and statistical analyses and their comparison in tables and reliability statistics of the tests.

Chapter 5 is the conclusion, discussion and the suggestion part. The putcome of the research is discussed and some suggestions are put forward for the further studies.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

In this chapter, we are going to point out what vocabulary is, its historical background, importance of vocabulary and the techniques for vocabulary teaching. Furthermore, we also refer to what folktales are, their use in ELT, and their contribution to vocabulary teaching.

2.1. What is Vocabulary?

Vocabulary is the knowledge of words and their meanings. It can also be defined as the words which are taught in a foreign language. A vocabulary usually improves with age and works as a practical and essential tool for communication and gaining knowledge.

According to Oxford Advance Learner's Dictionary, vocabulary means:

- All the words that a person knows or uses
- All the words in a particular language
- The words that people use when they are talking about a particular subject

Vocabulary refers to not only the unknown words which school children are supposed to learn but also the whole words known and used in a language by a certain person.

Vocabulary occurs in two types:
1. oral vocabulary and print vocabulary
2. receptive vocabulary and productive vocabulary

Oral vocabulary refers to the words used in speaking and listening whereas print vocabulary refers to the words used in reading and writing. On the other hand, receptive vocabulary includes the words used when we hear and see while productive

vocabulary includes the words used when we speak or write. So we can say that vocabulary is the knowledge of words and their meanings in both oral and print language and in receptive and productive language.

Receptive vocabulary is broader than the productive vocabulary. That is to say, we know and understand the word and its meaning when we come across a word, however, we don't use that word in our own sentences or remarks. It is the same in our own language, too. We know many words, but we use a very small portion of what we know.

"Expressive (productive) vocabulary generally requires greater knowledge and understanding than receptive vocabulary (Allen, 2006)."
Those, which we use actively in our speaking and writing, form the active vocabulary, in other terms, productive or expressive vocabulary while the rest which we know or understand when we hear or see but we do not use actively form the passive vocabulary, that is, receptive vocabulary.

The active vocabulary refers to words the students have acquired and they are expected to be able to use them whilst the passive vocabulary refers to words which students recognize when they meet them but they do not produce.

On the other hand, while oral vocabulary refers to the combination of listening and speaking vocabularies, literate vocabulary refers to the combination of our reading and writing vocabularies.

> "Vocabulary instruction has a strong connection to comprehension." (McKeown, Beck, Omanson and Perfetti, 1983)

Vocabulary knowledge is essential for communication. In order to understand and to be understood, we should have a large number of active and passive vocabularies. So, for communication, it is vital to build up vocabulary knowledge.

2.2. History of Vocabulary Teaching

Learning vocabulary is an integral part of language learning as it is essential for comprehension and also production. Dealing with vocabulary is a time consuming issue and a heavy load both for the learners and the teachers.

Until recently, many approaches have been used in language teaching and the main language methodology was the Grammar- Translation Method. Students were exposed to one or two grammar rules, a list of vocabulary items and some examples to translate from L1 to L2 or vice versa. The method pays attention to accuracy and especially grammar rules and students were expected to learn the vocabulary by themselves through long word lists. In addition, the method didn't promote oral communication. It gave little opportunity to pronunciation.

Later, at the end of the 19th century, Direct Method aroused as an answer to the dissatisfaction of the older grammar translation method, which teaches grammar and vocabulary through direct translation. Direct method was an imitation of mother tongue acquisition so it was called natural approach. Direct method refrained from using the learner's native language. Only the target language was used. Vocabulary was taught through miming, imitating real life objects, drawing, pictures and other visual materials. It focused on spoken language and oral communication skills were built up in a question and answer exchanges between students and the teacher. Both speech and listening comprehensions were given importance.

Afterwards, Audio-Lingual Method was developed. The method, like the direct method, didn't use the native language of the learners to explain new words or grammar. With the stimulus- response- reinforcement method, the learners receive positive or negative feedback for their correct or incorrect traits. The method relies on drills which cause a static lesson environment so students have little or no output of their own.

Then, the Communicative Approach which is also known as Communicative Language Teaching advocated communicative competence and functions of language should be emphasized over the mastery of structures. The language should

be used effectively and appropriately. Effective communication and comprehensible pronunciation is important in this approach. Şenel (2002: 243- 4) emphasized that new words were not presented in isolation, but in the context of a complete sentence, and a meaningful situation. In this approach, accuracy of language is not so important as the communicative task. So what is stressed is the content, not the form. Thornbury (2002: 14) stated that course book began to incorporate communicative activities specifically targeting vocabulary since the meaning giving role of lexis was recognized in this approach.

Later on, Lexical Approach, which was developed by Michael Lewis in 1993, stressed the importance of vocabulary. According to this approach, vocabulary is the basic part of communication. The collocations, idioms, phrasal verbs, sayings, etc. form an important part of language and fluency is the result of acquisition of a large store of these vocabulary items.

"Lewis suggests that exposure to enough suitable input, not formal teaching, is the 'key to increasing the learner's lexicon', on that 'most vocabulary is acquired, not taught'
(1997: 197)."

In recent years, Content- based Instruction has gained popularity in foreign language teaching. In this approach, vocabulary is completely contextualized. CBI provides the learners instruction in content. CBI is a student centered approach and the main goal of the approach is to keep students' interest and motivation high by giving instructions in content. By this way, it enhances the degree of success.

2.3. Importance of Vocabulary

Vocabulary is the key to understand what we hear and see and to communicate with others successfully. Although vocabulary seems to us a tedious learning process, it is very crucial not only for our foreign language learning but also for our native language. The vocabulary we use reflect the perspective of our understanding of nature. In addition, it is very crucial to our success in our world today. It is not enough to know only what is happening around us; instead we should be aware of

what is happening on a global scale. Globalization drives us to learn languages apart from our native language. In order to be proficient in a language, one should be competent at vocabulary of the target language.

Recent researches have shown a strong link between the vocabulary knowledge and school success in language classes. So it is important to build up a large store of vocabulary.

When we consider the relation between language and thought, once more we can see the important role of word use. We need words to think. If language is a tool that our minds use to think, so knowing more words directs the way we think and express ourselves. For this reason, having a rich vocabulary store improves our ability to think.

To comprehend what they read or hear, learners need a great many words and also an ability to use them in different situations. Students who do not have a large vocabulary store cannot achieve in schools so they avoid reading or listening any foreign language text, and this also brings failure. So it is a vicious circle. Stanavich explains this situation as follows:

"The rich get richer and the poor get poorer"

While the good readers read more and as a result learn more, the poor readers read less and learn less.

"Vocabulary is central to language and of critical importance
to the typical language learner." (Zimmerman 1997:5).

Lack of vocabulary knowledge will result in lack of meaningful communication.
The primary aim of vocabulary teaching must be to give the correct meaning of the words and help the learners to place the words into their long term memory.

Here are a few reasons for having a good vocabulary:

- Expanding vocabulary knowledge allows you to use more appropriate words to express your thoughts better.

- Understanding the meaning will allow you to increase your comprehension and your retention, too.

- Having a larger vocabulary helps your communication flow and eliminates such utterances as 'umm' or 'uhh'.

- Being able to use more colorful words in speaking allows you to create a smart image and impress the others.

We spend many years studying English, but we still cannot speak English fluently, because until now, in schools in Turkey, the lessons focused on grammar. However, grammar is not enough to speak and write fluently and correctly.

" Without grammar, very little can be conveyed. Without
vocabulary, nothing can be conveyed." (Wilkins 1972: 111).

We need to have a good store of vocabulary to speak and write both fluently and effectively. But in recent years, there is a tendency to teach language not through grammar but vocabulary in context. The course books are designed in a way that students are exposed to a large number of passages and exercises about those texts. So now, apart from grammar, comprehension passages come to front. For this reason, vocabulary has gained great importance. So long as the learners understand the vocabulary in the language they are reading or hearing, the language becomes comprehensible and therefore useful.

"In the case of natural languages, the linguists Sapir and
Whorf hypothesize a relationship between the expressive
power of a language and the ability to think certain thoughts.
The Sapir-Whorf hypothesis says that your ability to think
a thought depends on knowing words capable of expressing
the thought. If you don't know the words, you can't express
the thought, and you might not even be able to formulate it
(Whorf 1956)."

In this case, we can say that a large vocabulary facilitates thoughts. According to Sapir- Whorf hypothesis, a limited vocabulary limits the progress.

Then what can we do to help the children to build up a rich vocabulary? First, they should be exposed to the target language a lot. They should hear the words in context and learn their usage in different situations. Too much exposure to the target language may be boring at first but later they will surprisingly see that they understand what is told. Another important step is to encourage them to read good books which are appropriate to their level or above their current level that is i - plus-one. i – plus- one (i + 1) formula represents that the input language students receive should be just beyond their level of understanding during the acquisition process. The most obvious reason of an underdeveloped vocabulary is poor reading comprehension. In addition, it is also important to make the dictionary available. Students should learn how to use dictionary effectively, because dictionary is a good option to understand word meaning.

"Knowledge of vocabulary in general has been shown to be the single most important factor in reading comprehension(Nation and Coady 1988:97)

One of the greatest tools we can give to our students for succeeding, not only in their education but also in life, is a large and rich vocabulary and skills for using those words.

"The Report of the National Reading Panel (2000) concluded
that 'the importance of vocabulary knowledge has long been
recognized in the development of reading skills. As early as
1924, researchers noted that growth in reading power relies
on continuous growth in word knowledge' (pp.4- 15)."[1]

For many years, grammar has been the main focus of language teaching. Vocabulary wasn't seen one of the main purposes of language teaching. However, recently,

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[1] Retrieved from http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf on February, 18,2010.

methodologists, linguists, and also learners have turned their attention to vocabulary. Seeing that using grammatical structure perfectly is not enough for expressing meaning, choosing the appropriate word in certain situations became important. Of course, structural accuracy is important in a language classroom or language exams, but when it is a matter of communication, then meaning gains importance, so does the vocabulary.

For instance, when you say "I have gone to the cinema yesterday." everybody can understand that the action happened "yesterday", no matter which tense you use.

2.4. Problems with Teaching English

Vocabulary acquisition is crucial for language development. Throughout the process of learning vocabulary, some problems may occur. One of the problems is the long word lists that students are expected to memorize. Many textbooks include long word lists which mean that students have to know lots of vocabulary related with the text in order to understand a specific passage. So, another problem occurs: boredom. Students can be bored and demotivated because of having to memorize long lists of words. The presentation of the vocabulary in the same way repeatedly can also bore the students. Difficulty to keep in mind is another problem that is faced while learning a language. Many students complain about recalling the words later.

Not only do the students have problems, but also the teachers. One of the problems that a language teacher comes across is what to teach. Selection of the words is a difficult job. There is a general view of teaching concrete words at lower levels as they're physically present around the students, they will find them easier to learn. Abstract words like dream, mercy etc. should be gradually included in the word lists.

Another way of selecting what words to teach is to find out the frequency of the word usage. How frequently do the speakers of language use those words? The words which are frequently used should be given priority. In order to know which words are frequents, we can read newspapers and magazines, listen to authentic English resources and find out which ones are used least. Some researches have been carried out about frequency of the words by Michael West (1953) and more recently

by Hindmarsh. They scanned newspapers and books and formed a frequency table of the words which are used for exams that measure what should be known at what level.

Of course, frequency is not the only way of selecting vocabulary. Another principle that can be used is "coverage". A word becomes more functional if it includes more than one particular meaning.

For instance, the word 'book' is a good example of these three factors of selecting vocabulary. First of all, it is a concrete object, and can be taught at earlier stages. Then, it is a frequent word as it is used frequently by the native speakers or native resources. In addition, it has a coverage of many words like notebook, workbook, exercise book, textbook, etc. and it has more than one specific concrete meaning.

In conclusion, we can decide what vocabulary to teach and learn by taking several factors into account such as frequency, coverage, and concrete or abstract words.

2.5. How to Teach Vocabulary

Vocabulary is one of the fundamentals of English. Here are some instructions to teach vocabulary:

• First, prepare a word list which includes the words of the students existing curriculum.

• Second, motivate students by rewards, games and puzzles. Arrange different activities which centers on vocabulary.

• Third, model the correct usage of the words.

• Fourth, test the students' knowledge of the words. Explain that quizzes and tests are for getting a view to know how well they have been taught.

• Finally, review the words taught earlier, because it is important to recall the words.

2.6. Techniques in Presenting New Vocabulary

According to Ur (1996:63) , there are different ways of presenting new vocabulary. Here are the techniques:

- Concise definition

- Detailed description (of appearance, qualities…)

- Examples (hyponyms)

- Illustrations (picture, object)

- Demonstration (acting, miming)

- Context

- Synonym

- Opposites (antonyms)

- Translation

- Associated ideas, collocations[2]

Murcia 1991:301-302 lists different techniques to present new vocabulary as follows:

- Visual aids (pictures, objects)

- Word relations (synonyms, antonyms)

- Pictorial schemata (Venn diagrams, grids, tree diagrams or stepped scales)

- Definition, explanation, examples and anecdotes.

- Context

- Word root and affixes[3]

2.7. Language and Meaning

Language students need to know the vocabulary of the target language. They should know what words mean, how they are formed and used and also the word grammar.

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[2] Retrieved from http://dergiler.ankara.edu.tr/dergiler/27/752/9598.pdf, on March, 12, 2010
[3] Retrieved from http://dergiler.ankara.edu.tr/dergiler/27/752/9598.pdf, on March, 12, 2010

2.7.1. Meaning

Knowing what words mean is essential in vocabulary teaching. However, it is difficult to build up a large vocabulary by teaching every single word separately. Instead, the words can be given with their relationship to other words. In the following, some of the lexical relations are defined and exemplified.

2.7.1.1. Synonymy

If two or more words have very closely related meanings, it is called synonymy.

Example: car- automobile

movie- film

answer- reply

However, it should be noted that although synonymy is the sameness of meaning, there is no perfect synonymy as there may not be a total sameness. Whereas one word is appropriate in a sentence, its synonymy may not be.

Example: She answered only six out of ten questions.

Even though the word answer fits in this sentence, the word 'reply', synonymy of the word 'answer', does not. So, sometimes it is impossible to interchange the synonymous words in a sentence.

2.7.1.2. Antonym

If two words have opposite meanings, they are called antonyms.

Example: small- big   fast- slow   young-old

single- married   full- empty   cheap- expensive

2.7.1.3. Hyponymy

If the meaning of a word is included in the meaning of another, it is called hyponymy.

Example: animals_ cat   flowers_ daisy   colors_ white

           dog   daffodil   blue

           rabbit   rose   pink

In the first example, the co hyponyms_ cat, dog and rabbit_ are included by the super ordinate term 'animals'. The terms 'cat, dog and rabbit' are the hyponyms of the term 'animals'

In the second and in the third, the case is the same as the first example.

So, the relationship of inclusion between the co-hyponyms and the super ordinate term is hyponymy. Teaching words with hyponyms can be very useful to enlarge vocabulary. The students can learn many words in groups immediately and easily.

2.7.1.4. Collocation

Some words tend to occur together. It is called collocation. Firth defined collocation as follows.

" The meaning of a word is in part determined by its characteristic collocations."

" You shall know a word by the company it keeps."[4]

Example: see a film

husband and wife

tell a lie

fish and chips

Knowing words which go together and constructing accurate combinations of words are one of the effective ways of expressing the idea fluently. The ability to comprehend and produce groups of words which are commonly found together is an important part of language acquisition.

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[4] Baroni, M.&Evert, S. (2007). Retrieved from http://cogsci.uni-osnabrueck.de/~severt/SIGIL/potsdam_2007/materials/collocations.4up.pdf on March, 12, 2010-05-04

2.7.2. Word Use

The use of words can be different in different situations. The meaning of one specific word may differ in any other sentence. Students need to know idioms and metaphorical language. They should also understand the words and expressions which occur in variable contexts.

2.7.2.1. Idioms

Although they may sometimes be difficult for non-native speakers to understand, idioms give flavor and color to the language. By means of idioms, the idea or feelings can be expressed exactly in a few words. They help us to understand the situation better.

Example: I was so nervous that I had butterflies in my stomach.
               She was like fish out of water.

Idioms enrich our language and add color to our sentences. They are fixed expressions so we cannot change the words and their order. Sometimes the meaning of the idioms can be guessed from the meaning of the words while this is sometimes completely impossible.

Example: "You took the words right out of my mouth."
We can understand the meaning easily in this sentence. It means 'somehow you knew what was going to say'.

Here is another example:
"It rained cats and dogs."
Anybody who doesn't know what it means to 'rain cats and dogs' cannot guess what is meant here.

2.7.2.2. Metaphor

A metaphor can be defined as a figure of speech in which an implied comparison is made between two unlike things that actually have something important in common. There is a substitution of one thing for another in order to suggest comparison or resemblance.

Example: "Life is a journey. Enjoy the Ride."

       (Nissan)

     "Life is a game played on us while we are playing other games."

       (Evan Esar- an American Humorist)

     "Death is an awakening."

Metaphoric sources can facilitate the retention of unfamiliar expression and process of vocabulary acquisition.

2.7.2.3. Phrasal Verbs

Like idioms, phrasal verbs are group of verbs which have different meaning from the sum of their parts. They are also called as multi- word verbs. They are very common in both spoken and written English and essential to develop fluency in the language.

Example: pick up, look forward to, set off, break down, etc.

2.7.3. Word Formation

The learners need to know how words are written and spoken and how they can change their form. Here are some ways of word formation.

2.7.3.1. Prefixes and Suffixes

The main part of a word is the root. We can add a prefix at the beginning or a suffix at the end of the word to change the meaning. While the prefixes ' in, im or un' make the meaning opposite, the suffix '-ing' changes the verbs into adjective.

Example: impossible   embarrass (v) __ embarrassing (adj)

     unlikely   depress (v) __depressing (adj)

     incredible   disappoints (v) __disappointing (adj)

Students also need to know the spelling and pronunciation of the words. The written and spoken forms of the words are important in terms of a good communication.

2.7.3.2. Coinage

It is one of the word formation processes. It reflects the words which are made up or invented. So it is the invention of new words. Sometimes those words can be the name of a product.

Example: aspirin, teflon.

Here are some Turkish examples: omo, selpak, etc.

2.7.3.3. Borrowing

As it is easy to take a word from another language, it is one of the common sources. Words are often imported from other languages. We call them loan words.

Examples: Yogurt (Turkish)

Piano (Italian)

Aunt (French)

Hamburger (German)

Kebab (Turkish)

2.7.3.4. Compounding

Two separate words are joined to produce one single form.

Examples: basketball

bathroom

textbook

bookcase

airport

2.7.3.5. Blending

Some parts of two words are blended. Beginning of one word and the end of the other word are combined.

Examples: brunch (breakfast- lunch)

motel (motor- hotel)

smog (smoke- fog)

2.7.3.6. Clipping

Clipping is the short form of the words often used in informal language.

Example: ad (advertisement)   bra (brassiere)

             fan (fanatic)   gym (gymnasium)

             sitcom (situational comedy)   prof (professor)

             lab (laboratory)   math (mathematics)

             doc (doctor)

Names can also be reduced.

Example: Liz _ Elizabeth

       Beth _ Elizabeth

       Sam _ Samuel

       Tom_ Thomas

2.7.3.7. Conversion

Conversion is the change of the function of the words. However, there is no change in the form. Sometimes a noun or an adjective can be used as a verb, other times a verb can be used as a noun.

Example: water_ The man was watering the flowers.

           milk_ The old woman was milking the cows.

           clean_ She cleaned her room.

           stand up_ He is a stand up comedian.

           guess_ I have a guess about where she was last night.

2.7.3.8. Acronyms

Acronym is the initial letters of a group of words.

Example: cd _ compact disk

       vcr _ video cassette recorder

Acronyms are increasing day by day. They are frequently used in our everyday speech. Some acronyms have gained the form of a single word.

Example: NATO_ North Atlantic Treaty Organization

       NASA_ National Aeronautics and Space Administration

UNESCO_ United Nations Educational, Scientific and Cultural Organization

LASER_ Light Amplification by Stimulated Emission of Radiation

RADAR_ Radio Detecting and Ranging

ATM_ automatic teller machine

2.7.3.9. Derivation

By adding prefixes and suffixes, words are derivated. Derivation is the most common word formation process. Here are a few examples of these affixes:

Un, mis, dis, im, in, ful, less, ish, ism, ness, able..

Examples: Unhappy   careless

Misunderstood   boyish

Dislike   vandalism

Impatient   happiness

Inexpensive   acceptable

Joyful   readable

2.8. Remembering the Words

Retention is one of the most important aspects in improving your vocabulary. If you don't have enough vocabulary in mind, you can't really speak the language.

We remember some words better than the others. There are many reasons of this situation: the method, the nature of the words, the levels of both the students and the words, under what circumstances they are learnt and so on.

Some techniques such as definition, synonyms and descriptions are more popular in teaching maybe because of being more obvious or conventional. In addition, some techniques are more appropriate for the presentation of certain types of words. For example, while concrete words can be easily illustrated visually, actions can be mimed. Though younger learners react well to concrete words, the olders can cope with more abstract ones.

Learners have trouble in remembering the word meanings. They encounter too much vocabulary and after a short while they forget them. They can keep in mind the simple ones, however, some complex vocabulary vanish in time. They refer to

dictionaries again and again, and it becomes too boring, so the learners are demotivated. In such a situation, what can they do? Some ways of remembering techniques have been suggested so far. These are keeping a notebook handy to write down new words, reading books in different areas, preparing a bunch of flashcards, making connections by imagining a scenario for each word, using the words in sentences and finding out how people use some words in different situations, watching films, listening songs, sticking word papers on the walls and looking at them in every occasion, using visual aids or pictures, etc.

In fact, there are many techniques. One can pick up one or a few techniques suitable for their learning style. However, recently, there is an idea of 'use it or lose it'. If you don't use the words that are stored regularly, it will disappear from your memory. As you use the words in your speaking or reading, they will become a part of your thinking mechanism. So language forms should be revisited over and over again, so that they can be recycled helping the learner remember them better. Textbooks, workbooks etc, allow students to learn new words for a short time but there is no guarantee to store them in long-term memory. To increase your vocabulary, it is not enough to only memorize, you should also use the words in your everyday speech. It is quite essential.

Most people have a tendency to remember some words better. They seem to remember words that have personal or emotive significance. Additionally, people can use or invent strategies to remember the words. For instance, they can link items together and look for personal significance and some reasons to associate them. They can use many strategies; however, a strategy which is found useful by one learner may be quite useless for another. So, we cannot teach a whole class in the same way. Instead, we can encourage students to find their own learning strategy.

Students can learn more easily in some situations: If the words have clear and comprehensible meanings, teachers can get better results. Besides, if items can be linked with each other or with the ones that are already taught, the result will be satisfying again. Moreover, if the words are given separately in different sessions, rather than teaching the words all at once, the outcome will be better, as well.

2.9. What is a Folk Tale?

Folktales are fictitious stories that take place in a far-off time and place: 'once upon a time, at one time, in a certain country, in a far away kingdom, there lived a…" The characters in the stories can be animals, giants, kings and princesses and fairies. They are not only told to amuse the listeners but also to give a lesson. They include morals. They are orally passed through the generations. Everyone tells a folktale in their own fashion. Some changes may occur in time or in different cultures but the core of the story remains the same. Throughout the generations, the story may change but its core remains the same.

The tradition of telling stories is an integrative part of every culture. In the past, almost in every house there was at least one story teller, either the grandmother or the grandfather, or the both. The household used to sit around the fire, eating popcorns or cookies and listening to the storyteller in wonder. However, with the technology, storytelling has lost its charm as children are more interested in internet, television, and other types of media. So it is difficult to find storytellers nowadays.

Folktales provide a glimpse into the world culture. They allow the reader to gain insight into the values and customs of the society and spark the imagination and transport their readers and audiences to distant land.

Folktales usually do not have an author. They come from oral telling. They have some good and wicked characters, and fantastic and unrealistic elements. You can get a lesson or a moral. The purposes of the folktales are education and entertainment and they offer a window into other cultures.

There are different types of folktales: animal folktales, religious folktales, fairy tales (tales of magic), realistic folktales, humorous folktales, legends, anecdotes, ghost stories, tall tales, myths, etc.

Fables are the short folktales with animals in which a moral lesson is given. Fairy tales are folktales that include magical elements, not necessarily the fairies. There are

hero stories some of which relies on real history and others of which does not. Nasreddin hodja stories can be good examples of religious tales which belong to mystical Islamic tradition.

It is not so important for us to know which story belongs to which category as most of the tales overlap and can fit several categories at the same time. What is important is that there are a great many folktales that we can use for different levels.

Folktales can also be used to teach values of a society and the characters in a folktale demonstrate particular moral qualities. We can find lazy girls, brave sons, wicked stepmothers, miserly men, greedy women, etc in the stories. At the end of the story good characters get happiness while the wicked ones are punished. The hardworking and goodhearted girl, who is mistreated, finally marries the prince while the arrogant and lazy stepsisters are disappointed in Cinderella. So life is fair in folktales. Everybody gets what they deserve.

In addition, characters in folktales have typical physical characteristics. Good characters are beautiful and pure, wicked ones are ugly, miserly men are thin and poor, heroes are intrepid and strong.

2.10. Culture and Folktales

Folktales contribute to gain knowledge about different cultures. While common elements in folktales help to build a bridge between the cultures, other elements draw attention to the differences. They help to improve understanding various idioms and figures of speech of the language.

In addition to linguistic problems, many of the learners have difficulty with the foreign language learning because of the adjustment to the culture. For this reason to have knowledge about the cultures is important.

On the other hand, although folktales come from different cultures, there are some common elements. In all of them a social or a moral theme is handled. Those themes are universal. As a point in case, death, loss, birth, wedding, bad fortune, success,

health, old age, etc. such issues are common in every culture. Moreover the attitudes of the characters are also common in humanity- pride, prejudice, greedy, generosity, and humility. What is different may the way of the people's dealing with or struggling with the issue.

Learners can also learn the distinctive elements between the cultures. How do the people get dressed? How do they celebrate birth or wedding ceremonies? What is the typical food? What are the differences between the customs? How do they choose a spouse? So apart from the language, the learners can learn the similarities and differences between the cultures. This will arouse wonder and provide a positive attitude to language learning.

In addition to studying different cultures, students can also work on their own cultures. They can study folktales from their own culture and this will improve their attitude to the language learning. Using tales from their own culture is likely to increase motivation and interest. Learners will have positive attitude towards learning.

2.11. Folktales in ELT

Teaching English as a foreign language is gaining importance throughout the world. Therefore, the appropriate material should be identified according to the levels of the learners. Especially, in primary schools, children stories provide a motivating medium for language learning. They also foster the development of thinking skills and student's intercultural awareness while at the same time nurturing empathy and emotional intelligence.

Folktales contain valuable peculiarities. They include social and cultural expressions and moral teaching as well as being good stories. They have many characteristics to foster different skills in language. They reinforce vocabulary and grammar. By means of natural rhythmic qualities, they have an impact on stress, rhythm, and intonation in pronunciation. Additionally, they provide cultural awareness by using cultural elements of different societies.

Folktales have varying levels. They are used both by the beginners and the advanced level students. So, even the students with limited language abilities can make use of them. They are also useful for developing cognitive skills as constructing, comparing and evaluating.

As we see, folktales are excellent tools for addressing different skills and because of their flexibility; they can be applicable to a variety of learners with their many different versions.

Folktales integrate different skills. They are beneficial in grammar, listening, reading, speaking, writing, pronunciation and vocabulary development.

As folktales have simple grammar, they are easy to understand for low level students. Sentences are generally simple and short. The vocabulary is also simple. Most of the words are the ones that we can see, touch, smell, taste and feel. So this helps the learner to understand the target language better. Folktales are very effective for general vocabulary building.

In addition, students can record stories from their own culture, too. They can learn different beginnings and endings of stories and they can compose new tales. They can learn comparing, analyzing, and criticizing.

Folktales are interesting listening and reading texts. Dealing with them is fun. They stimulate talking and discussion and develop critical thinking. In writing lessons, students can produce original writing. On the other hand, folktales improve both grammar and vocabulary in context. In addition, they build academic skills and meet the needs of both the beginners and the advance level students. They allow the learners to gain knowledge about different cultures and explore cultural similarities, differences and values.

Folktales leave positive influence on children. They provide a perception of the environment and events and a positive attitude towards the situations which the children can come across. They not only improve child's language ability, but also arouse awareness to the national and global cultural values. They also improve

imaginative power and creative and critical thinking. They give the children an opportunity to learn the life, nature, humans and their relationships. As well as being fun and entertaining, they have also educative functions.

Then what should be the aims of folktales in general?

- To give information
- To entertain and amuse
- To introduce life, nature and the people
- To feel confidence in themselves
- To be sensitive to others and the environment
- To socialize
- To improve a positive attitude to learning
- To arouse interest to different fields
- To develop language
- To contribute to comprehension
- To improve imagination and creative thinking
- To contribute to personality development
- To arouse love of reading books

What should be the characteristics of the folktales?

- They should be educative
- They should be suitable to the cognitive and sensorial level of the children.
- They should be interesting enough to attract attention.
- They should direct the learners to investigate.
- They should improve emotions and perceptions.
- They should work on goodness; on the other hand, they should reflect the reality   of life.
- They should inform the children both about the culture in which they were born and grown up and the global cultures.
- Children should make use of the experience of the characters in the tales.

What are the advantages of using folktales in language teaching?

- They are very enjoyable to read.

- They reflect authentic uses of the language.

- They contribute to vocabulary expansion.

- They include both emotions and intellect.

- They raise motivation.

- They add to personal development.

- They encourage empathetic, critical and creative thinking.

- They supply world knowledge.

- They raise awareness of various situations and conflicts.

By using folktales, students are engaged in different fields. They gain knowledge and understanding of other cultures. They communicate in the target language. They develop insight into the nature of language and culture. Stories have a great power of engaging their readers both emotionally and cognitively. Besides, valuable life lessons are conveyed in enjoyable and interesting contexts. So almost all the students are interested in the material.

2.12. Teaching Vocabulary with Folktales

A common way of teaching vocabulary is to give a long list of many words, maybe 50 or 60 words, and having students memorize those words. This may be beneficial to some extent; however, words are not used as single items. They are used with other words and differently in context. So knowing only the meaning is not enough. Students also need to learn how to use those words. For that reason, we should teach students what words mean and how they are used together with other words in context. When they learn in context, they are far more likely to remember them.

Learning in context promotes understanding. Generally, learners can make out the meanings of the unknown words from miming, gestures, or quick paraphrases or context can make the meaning clear. However, sometimes, teachers may need to explain some words beforehand which are difficult to clarify by miming or gestures.

With folktales, we can teach grammar and vocabulary in context and incorporate language, culture and context. Stories allow children to anticipate and predict and arouse curiosity thus involve them in the activity. Different kinds of stories can be used. They can be from their own culture or from the target culture.

> "Folktales make it easy for students to remember the
> vocabulary and grammatical structures contained in
> them. (Kowalski, 2002)"

Students are generally reluctant to memorize the words and their meanings. However, when the words are given in a folktale, a picture is portrayed in their minds and every word takes their place in the picture. So they can learn and remember the words more easily. A rich vocabulary with carefully chosen adjectives and adverbs, idioms and collocations give color to the telling.

Moreover, they are alerted during the lesson as using folktales raises motivation. As they are curious about what will happen next, they pay special attention to the lesson. In conclusion, the learning process is much more effective when folktales are used.

CHAPTER 3
METHOD

3.0. Introduction

The aim of this study is to find out the contribution of folktales in vocabulary teaching and compare the results of the two ways of teaching vocabulary, traditional vocabulary teaching and teaching vocabulary thorough folktales.

This chapter presents the setting, subjects, materials and the process of the research.

3.1. Subjects and Setting

The research was carried out at a primary school in Chumra, a district of Konya. The students were all the 7th grades and approximately at the same level. The research was applied to two classes, class A and B, which consisted of twenty students each. One of the classes was determined as the experimental group and the other was the control group.

3.2. Research Design

In the research, there are two groups consisting of 20 students. One of the groups is the experimental group, and the other is the control group.

At the beginning, a pretest of 40 questions in the form of multiple choice test was applied to both groups to identify the knowledge of the students about the words before the course. The results of the two groups were noted down.

Secondly, eight folktales were collected in the Turkish language. They were translated into English by using simple words taking the learners' levels into account.

The folktales were applied to the experimental group while the control group was thought by traditional method of translating and defining.

Within the folktales, 40 words were selected as the target words of the study. In addition, 40 multiple- choice test questions were prepared. The test was applied three times to the both groups as pretest, posttest and retention test.

The pretest was given before the application of the words and the tales. After teaching the vocabulary, the same test was applied. Two weeks later, in order to evaluate how much of the words remembered, the retention test was implemented.

The results were analyzed by using SPSS analysis. The test results of the both group were compared. Also, the results of the pretest, posttest and retention test of each group were compared. The differences were recorded.

3.3. Materials

The materials used in the study were 8 folktales, a pretest, a posttest and a retention test and four vocabulary sheets.

3.3.1. Folktales

We used local contexts in desing of the materials. The folktales were peculiar to the Konya. When they were collected, they were in Turkish. The researcher translated them into English considering the level of the students. The reason of using a native literature is to attract attention and to motivate the students, as studying on their own culture would be interesting for them. We think that interest levels and relevance and hence learning will be greatly enhanced if local contexts are used in teaching Enlish. So we supplemented our texts with our own locally developed materials, which we thought to be effective with Turkish students.

The folktales include: 'Lazy Girl', 'Precious Grain of Salt', 'Ruddy Sheldrake's Legend', 'A Young Lady and the Mother-in-law', 'The Liar', 'Caravan Walking on the Lake', 'The Story of Three Nuts' and 'The Fox and the Cock'.

The topics of the stories were about human relations, family issues, goodness, truth, helping others. Sometimes they give a lesson to the reader, sometimes they arouse curiosity.

3.3.2. Vocabulary Sheets

The vocabulary sheets were handed out to the students in the control group. There are four sheets of 18 words. The first two were given in the first week; the others were given in the following week. The vocabulary sheets include the target words and their definitions in Turkish. The researcher and the learners read aloud the words and the researcher explained the meanings of the words. By repetitions, the researcher helped the learners to memorize the words.

3.3.3. Pretest, Posttest and Retention Test

These three tests are in fact the same test. There is no difference in questions and the options or the words. The difference is that the application time of the tests. The pretest was applied to know how much the students have knowledge before they were exposed to the lesson. The posttest was given immediately after the course. This measures how much they learn and improve after the lesson. Finally, two weeks later, the retention test was given to evaluate how much they remember.

The test includes 40 questions which aim to ask 40 words. The test was a multiple-choice test and the students are asked to find out the appropriate words in the options to fill in the blanks.

3.4. The Stages of the Research

The research was carried out in a few steps. They are explained in the following as 'before the study', 'during the study', and 'after the study'.

3.4.1. Before the Course

The application part of the research was carried out in a primary school in Chumra, in 2008-2009 academic years. The students were the 7th grades. Two classes consisting of 20 students were included in the study. The first one was determined as the experimental group and the other as the control group.

First of all, for the experimental group, our basic materials, folktales, on which we were going to study, were compiled and translated into the target language. After the translation, target words were selected and some exercises were prepared using these

words. The exercises include matching the words with the meanings, cloze tests, fill in the blanks activity and multiple choice tests.

Then, the 40 test questions were prepared as a multiple choice test to be applied before and after the course. They were written by the researcher. The students were given 50 minutes to answer.

As for the control group, the same words were compiled and handed out to the students with their meanings and they were supposed to memorize their meanings.

3.4.2. During the Course

The students of the experimental group were told that they were going to study on folktales and after the course; they would receive a vocabulary test. They were informed that it was an experiment. They wouldn't be given any marks, so they could be comfortable. It would be enjoyable and interesting. We would be away from our ordinary school subjects for two weeks. They were willing to participate and they were curious about the process.

The tales were studied in two weeks, in 8 hours. The teacher read the passages loudly to have a general idea about the text and to teach the pronunciation of the words. Then, the students were allowed to read one more to find out the missing parts of the texts. Afterwards, they went through the text once more to check their answers. Later, the students were asked to do the exercises about the text in which target words were used. In the end, the students were asked to tell the story to the class using the word that they newly learnt in their own sentences, so that, they reinforced what they had learnt by using them actively rather than only recognizing.

On the other hand, the control group was given the four sheets of vocabulary consisting of 18 words each in four sessions. After the distribution of the vocabulary sheets, the teacher read the words and sentences loudly one by one and then, the students looked at the words and their usage in sentences and tried to guess the meaning of the words. The teacher translated the sentences and explained the meaning in the mother tongue and let the students note them down. In addition, the teacher read the words one by one, and the students repeated after the teacher, so that

they could learn how they were pronounced and they could memorize them. The teacher followed a traditional way of teaching vocabulary. The same procedure was carried out in the same way in the later stages.

3.4.3. After the Course

When the teaching process was over, a post-test was applied. The results were analyzed and compared to the results of the pre-test. It was observed that there has been a significant increase in the correct answers of the experimental group. Control group also showed an increase, but not as much as the experimental group did.

Two weeks after the application of the post-test, the retention test was implemented to see whether the students made any progress in their vocabulary. The results were compared with the post-test results. The more different the results, the less they remember. After the analysis, it was seen that experimental group remember better than the control group.

After all the data were collected, they were analyzed with SPSS (Statistical Package for the Social Sciences) to evaluate the results.

CHAPTER IV

DATA ANALYSIS

4.0. Introduction

In this chapter, we identified the outcomes of the SPSS analysis of the test results and we see the reliability statistics of the test. Moreover, the groups are compared in graphics.

4.1. Pretest Analysis of Experimental Group

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.536	40

Frequency Table

early

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	1	5.0	5.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

pray

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	3	15.0	15.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

prudent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	2	10.0	10.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

gun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	1	5.0	5.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

beafraidof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

couple

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	19	95.0	95.0	95.0
	YANLIŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	2	10.0	10.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

call

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	1	5.0	5.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

stove

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	13	65.0	65.0	65.0
	YANLIŞ	5	25.0	25.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	4	20.0	20.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

wedding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	2	10.0	10.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

chest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	5	25.0	25.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

growup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	2	10.0	10.0	10.0
	YANLIŞ	16	80.0	80.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

rich

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	19	95.0	95.0	95.0
	YANLIŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

die

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	2	10.0	10.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

jewellery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

luck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

comeacross

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	3	15.0	15.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

wounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	1	5.0	5.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

cure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

ruin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	3	15.0	15.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

wet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	1	5.0	5.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

shoot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	2	10.0	10.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

blind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	13	65.0	65.0	65.0
	YANLIŞ	4	20.0	20.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beshocked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	3	15.0	15.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

suddenly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	12	60.0	60.0	60.0
	YANLIŞ	6	30.0	30.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

frozen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	3	15.0	15.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

arrive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

desert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	3	15.0	15.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	13	65.0	65.0	65.0
	YANLIŞ	3	15.0	15.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

angry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	19	95.0	95.0	95.0
	YANLIŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

beashamedof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	2	10.0	10.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

village

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	1	5.0	5.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

invite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	20	100.0	100.0	100.0

believe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	20	100.0	100.0	100.0

attack

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	2	10.0	10.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

lie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	2	10.0	10.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

4.2. Pretest Analysis of Control Group

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.789	40

Frequency Table

early

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	6	30.0	30.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

pray

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	6	30.0	30.0	30.0
	FALSE	12	60.0	60.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

prudent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	5	25.0	25.0	25.0
	FALSE	14	70.0	70.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

gun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	3	15.0	15.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

beafraidof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	8	40.0	40.0	40.0
	FALSE	11	55.0	55.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

couple

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	7	35.0	35.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	9	45.0	45.0	45.0
	FALSE	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	7	35.0	35.0	35.0
	FALSE	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

Lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	6	30.0	30.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Call

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	6	30.0	30.0	30.0
	FALSE	11	55.0	55.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Stove

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	5	25.0	25.0	25.0
	FALSE	7	35.0	35.0	60.0
	MISSED	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	7	35.0	35.0	35.0
	FALSE	10	50.0	50.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	8	40.0	40.0	40.0
	FALSE	9	45.0	45.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

wedding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	5	25.0	25.0	25.0
	FALSE	9	45.0	45.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

chest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	4	20.0	20.0	20.0
	FALSE	8	40.0	40.0	60.0
	MISSED	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

growup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	3	15.0	15.0	15.0
	FALSE	5	25.0	25.0	40.0
	MISSED	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

rich

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	5	25.0	25.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

die

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	8	40.0	40.0	40.0
	FALSE	8	40.0	40.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

jewellery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	9	45.0	45.0	45.0
	FALSE	6	30.0	30.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

luck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	7	35.0	35.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

comeacross

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	3	15.0	15.0	15.0
	FALSE	2	10.0	10.0	25.0
	MISSED	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

wounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	4	20.0	20.0	20.0
	FALSE	9	45.0	45.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

cure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	7	35.0	35.0	35.0
	FALSE	3	15.0	15.0	50.0
	MISSED	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

ruin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	2	10.0	10.0	10.0
	FALSE	8	40.0	40.0	50.0
	MISSED	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

wet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	6	30.0	30.0	30.0
	FALSE	11	55.0	55.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

shoot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	4	20.0	20.0	20.0
	FALSE	7	35.0	35.0	55.0
	MISSED	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

blind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	5	25.0	25.0	25.0
	FALSE	12	60.0	60.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beshocked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	5	25.0	25.0	25.0
	FALSE	11	55.0	55.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

suddenly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	4	20.0	20.0	20.0
	FALSE	6	30.0	30.0	50.0
	MISSED	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

frozen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	3	15.0	15.0	15.0
	FALSE	11	55.0	55.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

arrive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	7	35.0	35.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

desert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	8	40.0	40.0	40.0
	FALSE	7	35.0	35.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	7	35.0	35.0	35.0
	FALSE	9	45.0	45.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

angry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

beashamedof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	9	45.0	45.0	45.0
	FALSE	8	40.0	40.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

village

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	3	15.0	15.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

invite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

believe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	5	25.0	25.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

attack

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	3	15.0	15.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

lie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	7	35.0	35.0	35.0
	FALSE	5	25.0	25.0	60.0
	MISSED	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

4.3. Post test Analysis of Experimental Group

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.536	40

Frequency Table

early

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

pray

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	3	15.0	15.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

prudent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	2	10.0	10.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

gun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

beafraidof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

couple

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	19	95.0	95.0	95.0
	FALSE	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	2	10.0	10.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

call

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Stove

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	5	25.0	25.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

55

Poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	4	20.0	20.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

wedding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	2	10.0	10.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

chest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	5	25.0	25.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

growup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	2	10.0	10.0	10.0
	FALSE	16	80.0	80.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

rich

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	19	95.0	95.0	95.0
	FALSE	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

die

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	2	10.0	10.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

jewellery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

luck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

comeacross

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

wounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	1	5.0	5.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

cure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

ruin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	3	15.0	15.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

wet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

shoot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	2	10.0	10.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

blind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	4	20.0	20.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beshocked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

suddenly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	6	30.0	30.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

frozen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	3	15.0	15.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

arrive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

desert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	3	15.0	15.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	3	15.0	15.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

angry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	19	95.0	95.0	95.0
	FALSE	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

beashamedof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	2	10.0	10.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

village

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

invite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	20	100.0	100.0	100.0

believe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	20	100.0	100.0	100.0

attack

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	2	10.0	10.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

lie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	2	10.0	10.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

4.4. Post test Analysis of Control Group

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.573	40

Frequency Table

early

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	2	10.0	10.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

pray

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

prudent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	3	15.0	15.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

gun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	2	10.0	10.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beafraidof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

couple

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	4	20.0	20.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

call

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	2	10.0	10.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

stove

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	4	20.0	20.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	1	5.0	5.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	2	10.0	10.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

wedding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	3	15.0	15.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

chest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

growup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	3	15.0	15.0	15.0
	FALSE	13	65.0	65.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

rich

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

die

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	1	5.0	5.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

jewellery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	2	10.0	10.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

luck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

comeacross

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	3	15.0	15.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

wounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	2	10.0	10.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

cure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	3	15.0	15.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

ruin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	4	20.0	20.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

wet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	19	95.0	95.0	95.0
	FALSE	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

shoot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	2	10.0	10.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

blind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	5	25.0	25.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beshocked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	4	20.0	20.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

suddenly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	5	25.0	25.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

frozen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	4	20.0	20.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

arrive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	1	5.0	5.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

desert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

angry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	1	5.0	5.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beashamedof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	4	20.0	20.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

village

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	1	5.0	5.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

invite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	18	90.0	90.0	90.0
	FALSE	1	5.0	5.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

believe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	19	95.0	95.0	95.0
	FALSE	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

attack

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

lie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	4	20.0	20.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

4.5. Retention Test Analysis of the Experimental Group

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.474	40

Frequency Table

early

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	3	15.0	15.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

pray

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	2	10.0	10.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

prudent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	4	20.0	20.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

gun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	3	15.0	15.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beafraidof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	2	10.0	10.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

couple

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	1	5.0	5.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	3	15.0	15.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

call

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	2	10.0	10.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

stove

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	4	20.0	20.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	2	10.0	10.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	13	65.0	65.0	65.0
	YANLIŞ	4	20.0	20.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

wedding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	5	25.0	25.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

chest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	12	60.0	60.0	60.0
	YANLIŞ	6	30.0	30.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

growup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	2	10.0	10.0	10.0
	YANLIŞ	14	70.0	70.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

rich

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	3	15.0	15.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

die

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	4	20.0	20.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

jewellery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	3	15.0	15.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

luck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	3	15.0	15.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

comeacross

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	12	60.0	60.0	60.0
	YANLIŞ	4	20.0	20.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

wounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	2	10.0	10.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

cure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	2	10.0	10.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

ruin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	11	55.0	55.0	55.0
	YANLIŞ	5	25.0	25.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

wet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	3	15.0	15.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

shoot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	13	65.0	65.0	65.0
	YANLIŞ	4	20.0	20.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

blind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	11	55.0	55.0	55.0
	YANLIŞ	6	30.0	30.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beshocked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	12	60.0	60.0	60.0
	YANLIŞ	4	20.0	20.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

suddenly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	10	50.0	50.0	50.0
	YANLIŞ	5	25.0	25.0	75.0
	BOŞ	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

frozen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	11	55.0	55.0	55.0
	YANLIŞ	4	20.0	20.0	75.0
	BOŞ	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

arrive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	3	15.0	15.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

desert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	13	65.0	65.0	65.0
	YANLIŞ	3	15.0	15.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	10	50.0	50.0	50.0
	YANLIŞ	2	10.0	10.0	60.0
	BOŞ	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

angry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

beashamedof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	12	60.0	60.0	60.0
	YANLIŞ	4	20.0	20.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

village

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	16	80.0	80.0	80.0
	YANLIŞ	1	5.0	5.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

invite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	18	90.0	90.0	90.0
	YANLIŞ	1	5.0	5.0	95.0
	BOŞ	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

believe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	17	85.0	85.0	85.0
	YANLIŞ	1	5.0	5.0	90.0
	BOŞ	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

attack

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	15	75.0	75.0	75.0
	YANLIŞ	2	10.0	10.0	85.0
	BOŞ	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

lie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DOĞRU	14	70.0	70.0	70.0
	YANLIŞ	2	10.0	10.0	80.0
	BOŞ	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

4.6. Retention Test Analysis of Control Group

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.669	40

Frequency Table

early

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	3	15.0	15.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

pray

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	5	25.0	25.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

prudent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

gun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	4	20.0	20.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

beafraidof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	4	20.0	20.0	95.0
	MISSED	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

couple

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	5	25.0	25.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	7	35.0	35.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	1	5.0	5.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

call

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	6	30.0	30.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

stove

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	5	25.0	25.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	4	20.0	20.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	3	15.0	15.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

wedding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	5	25.0	25.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

chest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	5	25.0	25.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

growup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	2	10.0	10.0	10.0
	FALSE	15	75.0	75.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

rich

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	2	10.0	10.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

die

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	3	15.0	15.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

jewellery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	3	15.0	15.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

luck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	4	20.0	20.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

comeacross

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	9	45.0	45.0	45.0
	FALSE	4	20.0	20.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

wounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	4	20.0	20.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

cure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	12	60.0	60.0	60.0
	FALSE	4	20.0	20.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

ruin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	6	30.0	30.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

wet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	17	85.0	85.0	85.0
	FALSE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

shoot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	4	20.0	20.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

blind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	6	30.0	30.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

beshocked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	9	45.0	45.0	45.0
	FALSE	6	30.0	30.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

suddenly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	2	10.0	10.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

frozen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	7	35.0	35.0	35.0
	FALSE	6	30.0	30.0	65.0
	MISSED	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

arrive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	2	10.0	10.0	75.0
	MISSED	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

desert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	3	15.0	15.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	4	20.0	20.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

angry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	13	65.0	65.0	65.0
	FALSE	3	15.0	15.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

beashamedof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	4	20.0	20.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

village

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	15	75.0	75.0	75.0
	FALSE	2	10.0	10.0	85.0
	MISSED	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

invite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	14	70.0	70.0	70.0
	FALSE	4	20.0	20.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

believe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	16	80.0	80.0	80.0
	FALSE	2	10.0	10.0	90.0
	MISSED	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

attack

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	11	55.0	55.0	55.0
	FALSE	5	25.0	25.0	80.0
	MISSED	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

lie

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	10	50.0	50.0	50.0
	FALSE	4	20.0	20.0	70.0
	MISSED	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

4.7. Group Crosstabulations

Crosstabs

GROUPS * early Crosstabulation

Count

		early			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	13	5	2	20
	pretest-control	11	6	3	20
	post-test- experiment	18	1	1	20
	post-test- control	17	2	1	20
	retention test- experiment	15	3	2	20
	retention test- control	14	3	3	20
Total		88	20	12	120

GROUPS * pray Crosstabulation

Count

		pray			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	2	13	5	20
	pretest-control	6	12	2	20
	post-test- experiment	16	3	1	20
	post-test- control	15	3	2	20
	retention test- experiment	16	2	2	20
	retention test- control	12	5	3	20
Total		67	38	15	120

GROUPS * prudent Crosstabulation

Count

		prudent			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	5	11	4	20
	pretest-control	5	14	1	20
	post-test- experiment	16	2	2	20
	post-test- control	16	3	1	20
	retention test- experiment	15	4	1	20
	retention test- control	15	3	2	20
Total		72	37	11	120

GROUPS * gun Crosstabulation

Count

		gun			
		TRUE	FALSE	MISSED	Total
GROUPS	pretest-experiment	2	14	4	20
	pretest-control	12	3	5	20
	post-test- experiment	18	1	1	20
	post-test- control	15	2	3	20
	retension test- experiment	14	3	3	20
	retension test- control	12	4	4	20
Total		73	27	20	120

GROUPS * beafraidof Crosstabulation

Count

		beafraidof			
		TRUE	FALSE	MISSED	Total
GROUPS	pretest-experiment	12	8	0	20
	pretest-control	8	11	1	20
	post-test- experiment	18	2	0	20
	post-test- control	18	2	0	20
	retension test- experiment	17	2	1	20
	retension test- control	15	4	1	20
Total		88	29	3	120

GROUPS * couple Crosstabulation

Count

		couple			
		TRUE	FALSE	MISSED	Total
GROUPS	pretest-experiment	11	5	4	20
	pretest-control	10	7	3	20
	post-test- experiment	19	1	0	20
	post-test- control	18	1	1	20
	retension test- experiment	18	2	0	20
	retension test- control	15	3	2	20
Total		91	19	10	120

GROUPS * married Crosstabulation

Count

		married			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	10	10	0	20
	pretest-control	9	11	0	20
	post-test- experiment	17	3	0	20
	post-test- control	17	3	0	20
	retension test- experiment	17	1	2	20
	retension test- control	13	5	2	20
Total		83	33	4	120

GROUPS * learn Crosstabulation

Count

		learn			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	12	8	0	20
	pretest-control	7	13	0	20
	post-test- experiment	17	2	1	20
	post-test- control	14	4	2	20
	retension test- experiment	15	3	2	20
	retension test- control	10	7	3	20
Total		75	37	8	120

GROUPS * lazy Crosstabulation

Count

		lazy			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	8	12	0	20
	pretest-control	13	6	1	20
	post-test- experiment	18	2	0	20
	post-test- control	18	1	1	20
	retension test- experiment	17	3	0	20
	retension test- control	15	1	4	20
Total		89	25	6	120

GROUPS * call Crosstabulation

Count

		call			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	3	16	1	20
	pretest-control	6	11	3	20
	post-test- experiment	18	1	1	20
	post-test- control	15	2	3	20
	retention test- experiment	16	2	2	20
	retention test- control	12	6	2	20
Total		70	38	12	120

GROUPS * stove Crosstabulation

Count

		stove			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	4	7	9	20
	pretest-control	5	7	8	20
	post-test- experiment	13	5	2	20
	post-test- control	14	4	2	20
	retention test- experiment	14	4	2	20
	retention test- control	11	5	4	20
Total		61	32	27	120

GROUPS * understand Crosstabulation

Count

		understand			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	9	7	4	20
	pretest-control	7	10	3	20
	post-test- experiment	17	3	0	20
	post-test- control	16	1	3	20
	retention test- experiment	15	2	3	20
	retention test- control	13	4	3	20
Total		77	27	16	120

GROUPS * poor Crosstabulation

Count

		poor			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	6	9	5	20
	pretest-control	8	9	3	20
	post-test- experiment	15	4	1	20
	post-test- control	17	2	1	20
	retension test- experiment	13	4	3	20
	retension test- control	14	3	3	20
Total		73	31	16	120

GROUPS * wedding Crosstabulation

Count

		wedding			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	4	7	9	20
	pretest-control	5	9	6	20
	post-test- experiment	16	2	2	20
	post-test- control	13	3	4	20
	retension test- experiment	14	5	1	20
	retension test- control	11	5	4	20
Total		63	31	26	120

GROUPS * chest Crosstabulation

Count

		chest			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	3	6	11	20
	pretest-control	4	8	8	20
	post-test- experiment	14	5	1	20
	post-test- control	15	5	0	20
	retension test- experiment	12	6	2	20
	retension test- control	10	5	5	20
Total		58	35	27	120

GROUPS * growup Crosstabulation

Count

		growup			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	0	2	18	20
	pretest-control	3	5	12	20
	post-test- experiment	2	16	2	20
	post-test- control	3	13	4	20
	retention test- experiment	2	14	4	20
	retention test- control	2	15	3	20
Total		12	65	43	120

GROUPS * rich Crosstabulation

Count

		rich			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	15	3	2	20
	pretest-control	12	5	3	20
	post-test- experiment	19	1	0	20
	post-test- control	18	2	0	20
	retention test- experiment	16	3	1	20
	retention test- control	14	2	4	20
Total		94	16	10	120

GROUPS * die Crosstabulation

Count

		die			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	10	4	6	20
	pretest-control	8	8	4	20
	post-test- experiment	17	2	1	20
	post-test- control	16	1	3	20
	retention test- experiment	15	4	1	20
	retention test- control	11	3	6	20
Total		77	22	21	120

GROUPS * jewellery Crosstabulation

Count

		jewellery			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	8	4	8	20
	pretest-control	9	6	5	20
	post-test- experiment	16	4	0	20
	post-test- control	13	2	5	20
	retension test- experiment	14	3	3	20
	retension test- control	10	3	7	20
Total		70	22	28	120

GROUPS * luck Crosstabulation

Count

		luck			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	9	11	0	20
	pretest-control	11	7	2	20
	post-test- experiment	18	2	0	20
	post-test- control	15	3	2	20
	retension test- experiment	15	3	2	20
	retension test- control	12	4	4	20
Total		80	30	10	120

GROUPS * comeacross Crosstabulation

Count

		comeacross			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	1	2	17	20
	pretest-control	3	2	15	20
	post-test- experiment	15	3	2	20
	post-test- control	14	3	3	20
	retension test- experiment	12	4	4	20
	retension test- control	9	4	7	20
Total		54	18	48	120

GROUPS * wounded Crosstabulation

Count

		wounded			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	3	4	13	20
	pretest-control	4	9	7	20
	post-test- experiment	17	1	2	20
	post-test- control	15	2	3	20
	retension test- experiment	15	2	3	20
	retension test- control	11	4	5	20
Total		65	22	33	120

GROUPS * cure Crosstabulation

Count

		cure			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	5	4	11	20
	pretest-control	7	3	10	20
	post-test- experiment	17	3	0	20
	post-test- control	16	3	1	20
	retension test- experiment	14	2	4	20
	retension test- control	12	4	4	20
Total		71	19	30	120

GROUPS * ruin Crosstabulation

Count

		ruin			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	1	5	14	20
	pretest-control	2	8	10	20
	post-test- experiment	16	3	1	20
	post-test- control	13	4	3	20
	retension test- experiment	11	5	4	20
	retension test- control	10	6	4	20
Total		53	31	36	120

GROUPS * wet Crosstabulation

Count

		wet			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	5	15	0	20
	pretest-control	6	11	3	20
	post-test- experiment	18	1	1	20
	post-test- control	19	1	0	20
	retention test- experiment	16	3	1	20
	retention test- control	17	3	0	20
Total		81	34	5	120

GROUPS * shoot Crosstabulation

Count

		shoot			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	2	7	11	20
	pretest-control	4	7	9	20
	post-test- experiment	15	2	3	20
	post-test- control	14	2	4	20
	retention test- experiment	13	4	3	20
	retention test- control	13	4	3	20
Total		61	26	33	120

GROUPS * blind Crosstabulation

Count

		blind			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	7	8	5	20
	pretest-control	5	12	3	20
	post-test- experiment	13	4	3	20
	post-test- control	12	5	3	20
	retention test- experiment	11	6	3	20
	retention test- control	10	6	4	20
Total		58	41	21	120

GROUPS * beshocked Crosstabulation

Count

		beshocked			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	6	7	7	20
	pretest-control	5	11	4	20
	post-test- experiment	15	3	2	20
	post-test- control	11	4	5	20
	retention test- experiment	12	4	4	20
	retention test- control	9	6	5	20
Total		58	35	27	120

GROUPS * suddenly Crosstabulation

Count

		suddenly			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	4	9	7	20
	pretest-control	4	6	10	20
	post-test- experiment	12	6	2	20
	post-test- control	12	5	3	20
	retention test- experiment	10	5	5	20
	retention test- control	11	2	7	20
Total		53	33	34	120

GROUPS * frozen Crosstabulation

Count

		frozen			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	4	9	7	20
	pretest-control	3	11	6	20
	post-test- experiment	14	3	3	20
	post-test- control	10	4	6	20
	retention test- experiment	11	4	5	20
	retention test- control	7	6	7	20
Total		49	37	34	120

GROUPS * arrive Crosstabulation

Count

		arrive			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	13	6	1	20
	pretest-control	10	7	3	20
	post-test- experiment	18	2	0	20
	post-test- control	17	1	2	20
	retention test- experiment	14	3	3	20
	retention test- control	13	2	5	20
Total		85	21	14	120

GROUPS * desert Crosstabulation

Count

		desert			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	5	9	6	20
	pretest-control	8	7	5	20
	post-test- experiment	16	3	1	20
	post-test- control	17	3	0	20
	retention test- experiment	13	3	4	20
	retention test- control	15	3	2	20
Total		74	28	18	120

GROUPS * alive Crosstabulation

Count

		alive			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	6	8	6	20
	pretest-control	7	9	4	20
	post-test- experiment	13	3	4	20
	post-test- control	15	3	2	20
	retention test- experiment	10	2	8	20
	retention test- control	10	4	6	20
Total		61	29	30	120

GROUPS * angry Crosstabulation

Count

		angry			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	11	4	5	20
	pretest-control	13	0	7	20
	post-test- experiment	19	1	0	20
	post-test- control	16	1	3	20
	retension test- experiment	17	3	0	20
	retension test- control	13	3	4	20
Total		89	12	19	120

GROUPS * beashamedof Crosstabulation

Count

		beashamedof			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	8	8	4	20
	pretest-control	9	8	3	20
	post-test- experiment	15	2	3	20
	post-test- control	15	4	1	20
	retension test- experiment	12	4	4	20
	retension test- control	10	4	6	20
Total		69	30	21	120

GROUPS * village Crosstabulation

Count

		village			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	9	6	5	20
	pretest-control	11	3	6	20
	post-test- experiment	18	1	1	20
	post-test- control	17	1	2	20
	retension test- experiment	16	1	3	20
	retension test- control	15	2	3	20
Total		86	14	20	120

GROUPS * invite Crosstabulation

Count

		invite			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	17	2	1	20
	pretest-control	15	5	0	20
	post-test- experiment	20	0	0	20
	post-test- control	18	1	1	20
	retension test- experiment	18	1	1	20
	retension test- control	14	4	2	20
Total		102	13	5	120

GROUPS * believe Crosstabulation

Count

		believe			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	15	5	0	20
	pretest-control	13	5	2	20
	post-test- experiment	20	0	0	20
	post-test- control	19	1	0	20
	retension test- experiment	17	1	2	20
	retension test- control	16	2	2	20
Total		100	14	6	120

GROUPS * attack Crosstabulation

Count

		attack			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	8	4	8	20
	pretest-control	10	3	7	20
	post-test- experiment	17	2	1	20
	post-test- control	15	3	2	20
	retension test- experiment	15	2	3	20
	retension test- control	11	5	4	20
Total		76	19	25	120

GROUPS * lie Crosstabulation

Count

		lie			Total
		TRUE	FALSE	MISSED	
GROUPS	pretest-experiment	4	5	11	20
	pretest-control	7	5	8	20
	post-test- experiment	16	2	2	20
	post-test- control	13	4	3	20
	retension test- experiment	14	2	4	20
	retension test- control	10	4	6	20
Total		64	22	34	120

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	120	100.0
	Excluded[a]	0	.0
	Total	120	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.888	40

4.8. Comparison of the Success Rates of Test Reasults of Both Groups
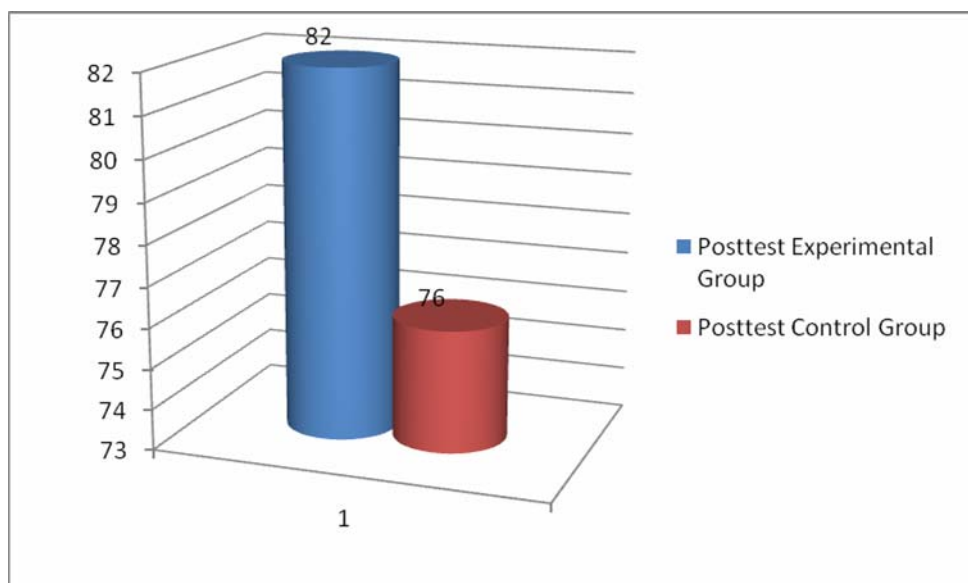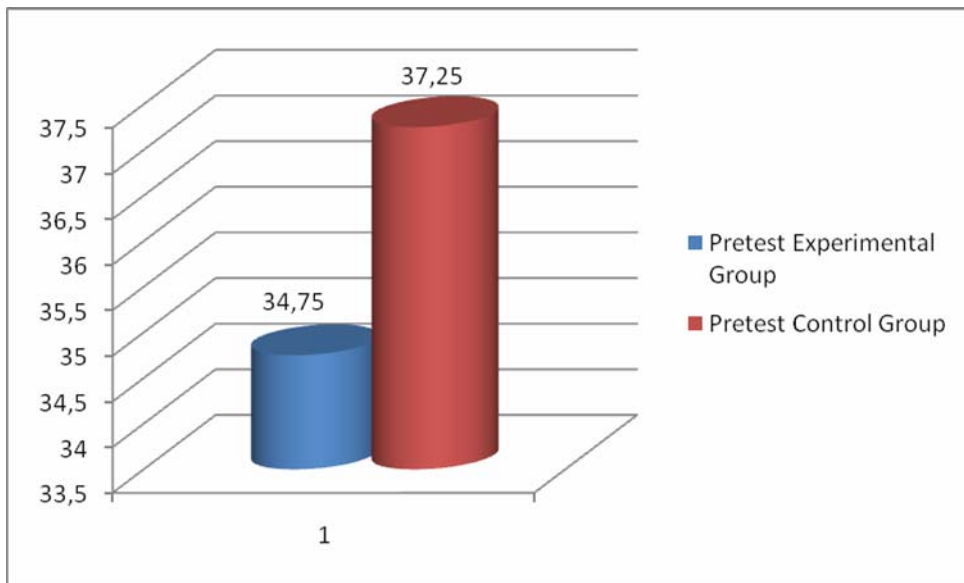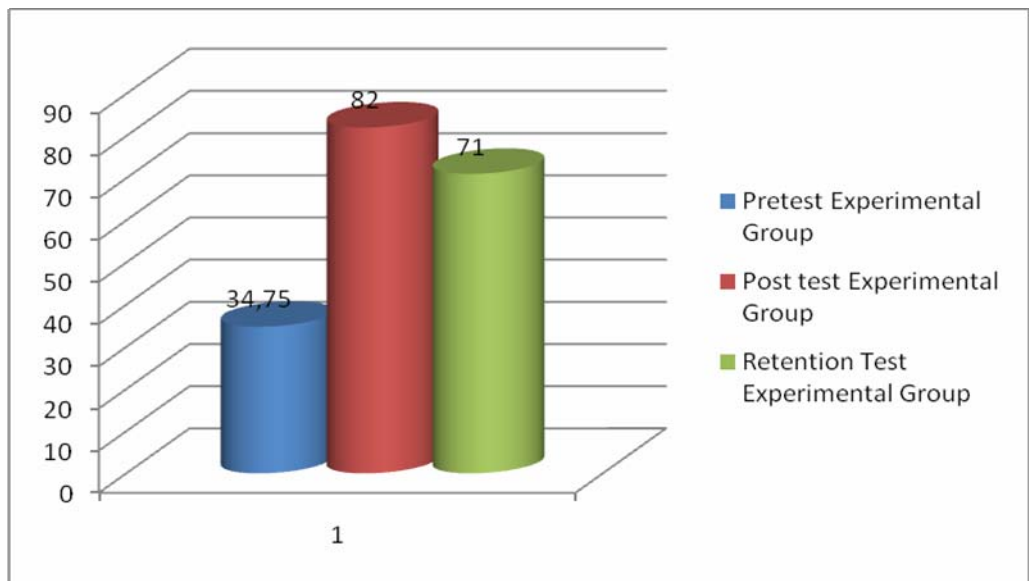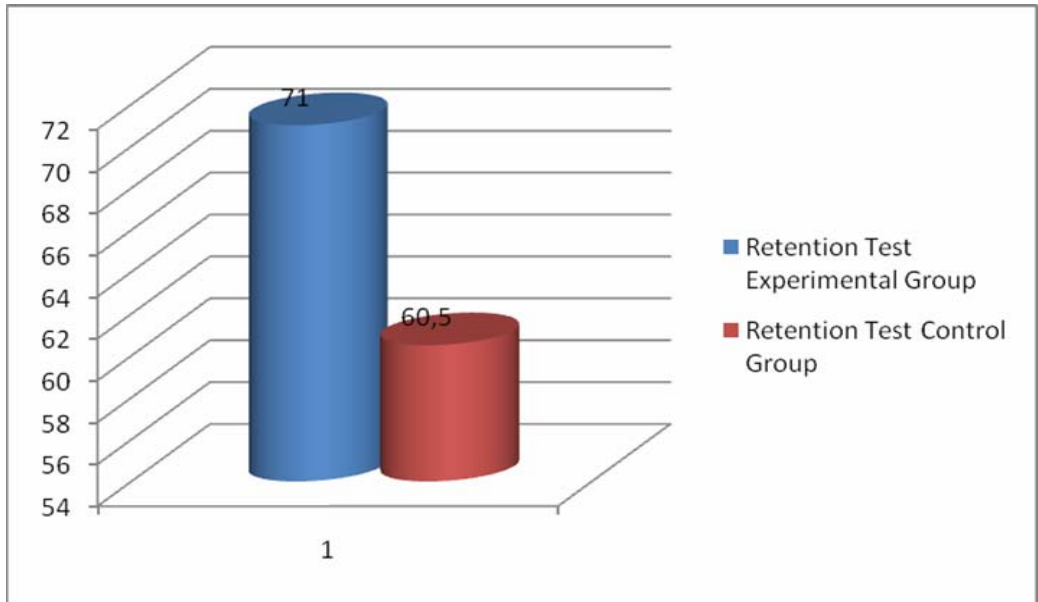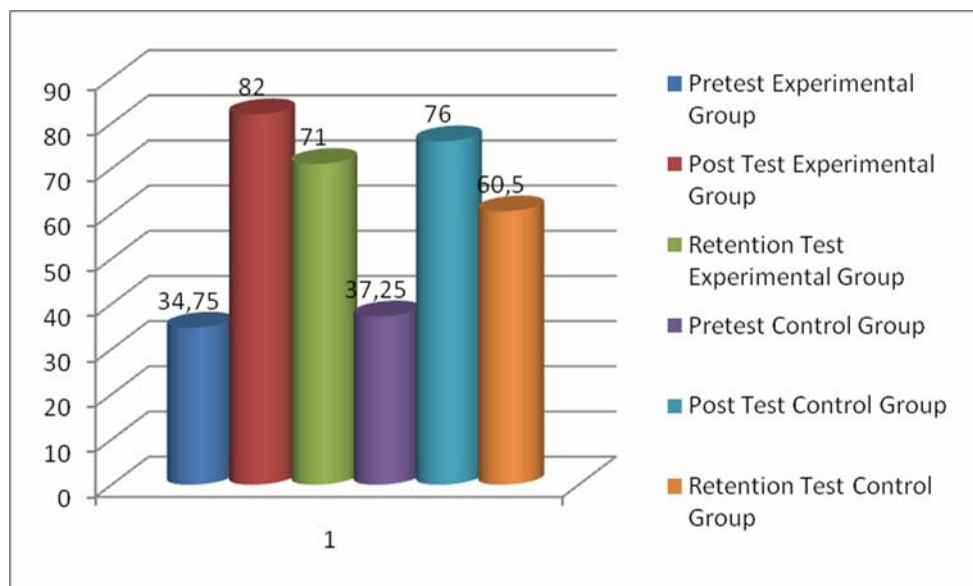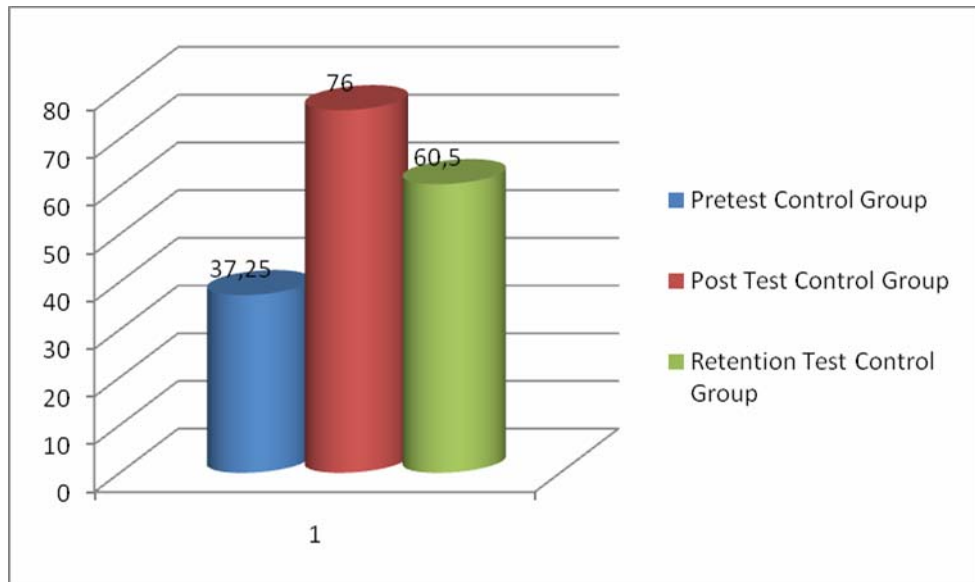
	Experimental Group			Control Group		
Questions	Pretest	Posttest	Retention	Pretest	Posttest	Retention
1	13	18	15	11	17	14
2	5	16	16	6	15	12
3	8	16	15	5	16	15
4	10	18	14	12	15	13
5	12	18	17	8	18	15
6	11	19	18	10	18	15
7	10	17	17	9	17	13
8	12	17	15	7	14	10
9	8	18	17	13	18	15
10	3	18	16	6	15	12
11	4	13	14	5	14	11
12	9	17	15	7	16	13
13	6	15	13	8	17	14
14	4	16	14	5	13	11
15	3	14	12	4	15	10
16	1	12	10	2	10	9
17	15	19	16	12	18	14
18	10	17	15	8	16	11
19	8	16	13	9	13	10
20	9	18	15	11	15	12
21	1	15	12	3	14	9
22	3	17	15	4	15	11
23	5	17	14	7	16	12
24	1	16	11	2	13	10
25	5	18	16	6	19	17
26	2	15	13	4	14	13
27	7	13	11	5	12	10
28	6	15	12	5	11	9
29	1	12	10	1	12	11
30	4	14	11	3	10	7
31	13	18	14	10	17	13
32	5	16	13	8	17	14
33	6	13	10	7	15	10
34	11	19	17	13	16	13
35	8	15	12	9	15	10
36	9	18	16	11	17	15
37	17	20	18	15	18	14
38	15	20	17	13	19	16
39	8	17	15	10	15	11
40	4	16	14	6	13	10

The table of the number of students who gave correct answers to the questions

The table above shows us the number of students who chose the correct options in the tests. We determined the minimum success level as 70 % considering Bloom's theory of School Learning as the basic principle. So we expected that 14 and more students out of 20 participants should have given correct answers to the questions according to the theory. Here we are going to have a look at the results of the analysis in both experimental and control groups.

According to the pretest table of experimental group, the questions which were answered by most of the students are 17th, 37th, and 38th questions. The number of the students who gave correct answers to these questions is more than 14.

The results of the posttest of experimental group show us that only 5 questions out of 40 were answered by less than 14 students. These questions were 11th, 16th, 27th, 29th, and 33rd questions. The other 35 questions were answered by more than 14 students. In this situation, we can see that, while the number of the questions that were correctly answered by more than 70 per cent of the students was only 3 at pretest, the number increased to 35 at posttest.

According to the retention test results of the experimental group, the number of questions correctly answered by 70 per cent or more students is 26. The rest 14 questions were answered by more than 10 students, as well. So the retention level of the group is remarkable.

The test results of control group are as follows:
In the pretest of the control group, only one question was correctly answered by more than 14 students. This number rises to 31 in the posttest. However, the control group shows a regression in the retention test. Only 12 questions were given correct answer by more than 14 students and the rest 28 questions answered by fewer students.

As a result, when we go through the numbers of the correct answers in each test, we can see that there is a remarkable gap between the retention tests of each group, that is to say, the experiment group which was taught with folktales shows a notable improvement in vocabulary knowledge and remember them later, however, the control group which was taught in a traditional way stays behind in terms of the gaining vocabulary knowledge.

Experimental Group Results	Control Group Results
Pretest: Range: 33 Mode: 12 Median: 12,5 Mean: 14,05	Pretest: Range: 35 Mode: 19 Median: 13,5 Mean: 15,2
Posttest: Range: 12 Mode: 31-34 Median: 33 Mean: 32,9	Posttest: Range: 16 Mode: 27- 28- 29 Median: 30 Mean: 30,5
Retention: Range: 17 Mode: 27 Median: 27,5 Mean: 29,3	Retention: Range: 28 Mode: 21- 24- 26 Median: 24 Mean: 24,35

Table of the range, mode, median and mean of the scores.

The scores of the participants were evaluated. Each question was 1 point and the total was 40 points. After the scores were recorded, the range, mode, median and the arithmetic mean of the group were calculated. The results give an idea about the success and the improvement of the group.

		pretest	posttest	retention test
experimental	0	14.05	32.9	29.3
control	0	15.2	30.5	24.35
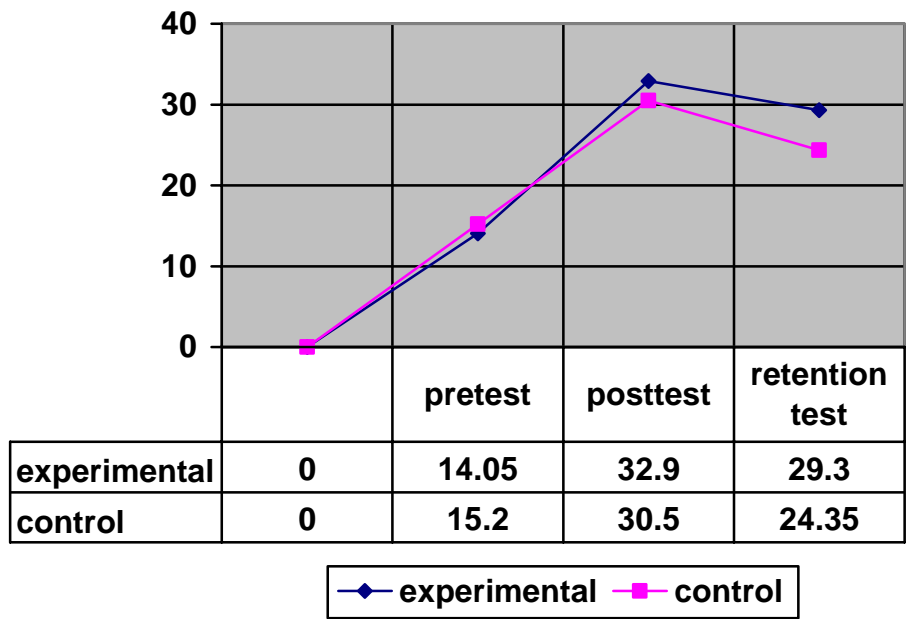
Graphic of arithmetic mean of experimental and control groups

As we can see in the graphic, although the mean was higher in the control group at first, in later stages, it stays behind the experimental group. Both in the post and retention test, the mean is higher in experimental group.

CHAPTER V
CONCLUSION

5.0. Introduction

In the conclusion part, we evaluate the research with limitations and suggestions for the later studies.

5.1. Conclusion and Discussion

The thesis is designed to find out whether using folktales is an effective way for teaching vocabulary for the Turkish students attending 7th grade.

The research was carried out with two groups, consisting of 20 students each. The aim was to determine whether teaching vocabulary through folktales was more effective than teaching through mother tongue translation in a traditional way.

The experimental group studied folktales, did vocabulary exercises about the tales while the control group studied the words translating them into mother tongue. Before the course, right after the course, and two weeks later, the students were given a test of 40 questions to evaluate their learning levels. The questions were in the form of multiple-choice-test. The test results were recorded and analyzed with the SPSS statistical program. The results were compared and it was seen that there is a significant difference between the groups.

Although the pretest scores of the control group was higher at the beginning of the study, the post test results revealed that experimental group showed a fairly meaningful progress. According to the post test results, the folktales worked well in teaching English vocabulary.

Two weeks later, after the retention test applied, we concluded that, one more time, the experimental group was one step ahead. They did better than the control group. Their performance to remember the words was far beyond the control group.

The results of the statistics approved that our assumptions that teaching through folktales fosters vocabulary learning in Turkish classrooms. It cannot be denied that they have a positive effect on learners learning a foreign language. The students also benefit from the lessons as the process was motivating, fun, interesting, entertaining, didactic, and arousing curiosity. The analysis of the data showed the great interest of the learners in folktales and their improvement in their literacy of arts in reading, listening and vocabulary.

The thesis has proved to be excellent in that all the students engaged in the activity as it was a rather motivating and enjoyable classroom setting. Dealing with such literature items is an effective and cognitive process and studying on it will give the reader an emotional and personal experience and the readers can discover important things about themselves and their surroundings while they are learning the language on the other hand. So this emotional effect appeals the students in the learning process. They see how the words are used to convey a message. So if we create opportunities for students to read fast and much, they can absorb new vocabulary. We should consider an important point here that according to Krashen's assumption, the reading text that students are dealing with should be more difficult than the earlier ones. The language input should be above the student's own level, so that the students will be able to learn new things each time. The teachers shouldn't be content with merely increasing the learners' vocabulary through explaining or making them memorize from the vocabulary lists, instead, they should adopt activities like folktales to reinforce their vocabulary.

Moreover, we used local contexts for materials to make them more familiar to our students culture and hence a more relevant and richer language learning experiences and we have seen a positive reaction to these materials in the classroom.

Teaching through folktales is a practical way of teaching vocabulary, because using stories is fun. It should be pointed out that many theories strongly support story telling in the classroom, because folklore is a field that promotes language learning by adding critical thinking and pleasure to the process.

To sum up, using tales to teach a foreign language

- Promotes cultural literacy
- Increase the knowledge of one's own heritage.
- Develop all skills such as listening, reading, writing, speaking including the vocabulary
- Heightens motivation
- Encourages language growth
- Offers understanding of cultures and traditions
- Develops critical thinking
- Introduces wisdom of moral principles

In conclusion, the research ensures that the development of large vocabulary depends on wide readings and teachers can facilitate this process by using different methods, one of which is the use the folktales in exploring new words. From the babies to the older, all learners enjoy stories. When someone offers to tell a story, we are all willing to listen in wonder. We are easily involved in the activity. So, such effective materials shouldn't be ignored in language classrooms and language teaching curriculum. The teachers should improve and sustain students' interest in words and language.

5.2. Limitations

- The application part of the research was carried out in a limited time, totally in a month. As we had to finish the school curriculum in time, we had little extra time in order to carry out the project. The students were exposed to the folktales only two weeks. A longer period might change the results.

- In addition, the number of the students was also limited. The scope of the thesis includes only the classes of 7th grades. The results may change if it is applied to different age groups.

- The educational background of the students also affected the process. While some of them had difficulty in understanding the texts, some were more competent.

• The number of the test questions was also limited.

• The research was limited to measure recognition and retention of the vocabulary. The productive part was ignored.

• Because words were selected from specific reading materials, this method may not address particular needs of the different learners.

5.3. Suggestions for Further Studies

Our research was carried out in limited conditions. Here are some suggestions for the further studies that can be better to be included in the research.

• First of all, we had little time to study on the subject because we applied the research to state school students and we had to finish their own curriculum in time, too. So we could save little time to carry out the project. However, further reserches can be done in a longer time period if possible.

• The number of the students was limited, too. We studied with 40 students, in total. The number of the students can be more in the following studies.

• The research was done on the 7th grade students. It can be extended to larger scales. A similar study can be done for the advance learners, as well.

• The test questions were limited. We used 40 questions only. Additionally, the test questions were the same type. They only measure the learners' recognition. In the further researches, the questions which can also measure the productive skills of the learners can be included.

• We only focused on the contribution of folktales to vocabulary; however, the contribution of folktales to other skills as listening, reading, speaking or grammar can be investigated.

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APPENDICES

APPENDIX A

Pre-test, Post-test and Retention test

Choose the correct option to complete the sentences

1) **They came home too_____.**
   a) entirely   b) early   c) suddenly   d) lately

2) **After those cold days, we were_____ for sun.**
   a) coming   b) wanting   c) praying   d) missing

3) **It would be _____to search more before you decide.**
   a) prudent   b) alive   c) rich   d) difficult

4) **He took his gun _____ and went hunting.**
   a) pan   b) stove   c) stick   d) gun

5) **The villagers were _____ the wolves.**
   a) afraid of   b) shocked   c) ashamed of   d) angry with

6) **The young _____ who moved to next door are very friendly.**
   a) trick   b) villager   c) couple   d) shepherd

7) **I was _____at a five-star hotel last summer.**
   a) rich   b) married   c) lazy   d) coming

8) **It is difficult to _____Chinese.**
   a) go   b) walk   c) write   d) learn

9) Don't be _____. Come and help me with the housework.
   a) prudent   b) lazy   c) ready   d) steady

10) Her name is Elizabeth, but everyone _____ her Beth.
   a) shouts   b) tells   c) calls   d) says

11) The chestnuts on the wood burning _____smell nice.
   a) stove   b) cooker   c) oven   d) plate

12) I don't _____you. Can you repeat, please?
   a) understand   b) like   c) think   d) enjoy

13) The _____ man was begging in the street.
   a) lazy   b) poor   c) angry   d) happy

14) All my relatives joined to my _____ ceremony.
   a) graduation   b) death   c) birth   d) wedding

15) I bought a handmade _____in which I keep my embroidery.
   a) cupboard   b) stove   c) chest   d) mirror

16) I want to be a doctor when I _____.
   a) set off   b) put on   c) put off   d) grow up

17) I would like to have a sport car if I were_____.
   a) happy   b) rich   c) poor   d) lazy

18) We don't know when and how to _____.
   a) die   b) swim   c) dare   d) walk

19) The detective asked whether any of my _____ is missing.
   a) furniture   b) saucepan   c) jewelry   d) pen

20) I hope this precious stone brings you good _____.

    a) luck   b) appearance   c) job   d) life

21) She_____ her x- boy friend at the café.

    a) come up   b) come across   c) cope with   d) come round

22) The _____man has been taken to the hospital.

    a) dead   b) lazy   c) healthy   d) wounded

23) Many illnesses are_____ by alternative medicine.

    a) passes   b) done   c) cured   d) examined

24) The war _____ everywhere in the city.

    a) built   b) ruined   c) bombed   d) shot

25) I got _____in the rain.

    a) wet   b) up   c) umbrella   d) cry

26) The police _____at the masked men who robbed the bank.

    a) shot   b) shocked   c) shrank   d) showed

27) The _____man asked the young woman to tell him what she saw outside.

    a) lazy   b) brave   c) blind   d) deaf

28) I was _____when I heard the news.

    a) afraid   b) shocked   c) ashamed   d) blamed

29) _____ , I heard a voice.

    a) suddenly   b) entirely   c) totally   d) lately

30) People are walking on the _____ lake.

    a) cold   b) salty   c) large   d) frozen

31) When we _____ home, it was 8 pm.

    a) arrived   b) walked   c) landed   d) lived

32) The people and their camels passed through the _____ for days with little water.

    a) city   b) beach   c) desert   d) island

33) The girl was still _____ when she was taken from the rubble.

    a) lively   b) alive   c) life   d) live

34) I was very _____ with his rude behaviour.

    a) happy   b) angry   c) pleased   d) afraid

35) You should _____ what you did.

    a) be afraid of   b) be shocked   c) be ashamed of   d) be surprised

36) _____ life is natural. You can breath clean air, eat natural food.

    a) city   b) human   c) modern   d) village

37) I have _____all my friends to my birthday party.

    a) invited   b) passed   c) brought   d) reached

38) I don't _____in horoscopes.

    a) trust   b) believe   c) think   d) read

39) The wolves _____the herds of sheep.

    a) helped   b) arrived   c) turned into   d) attacked

40) If you _____again, I will punish you.

    a) lie   b) help   c) eat   d) cook

APPENDIX B

Target Vocabulary List:

early	- come across
pray	- wounded
prudent	- cure
gun	- ruin
be afraid of	- wet
couple	- shoot
married	- blind
learn	- be shocked
lazy	- suddenly
- call	- frozen
- stove	- arrive
- understand	- desert
- poor	- alive
- wedding	- angry
- chest	- be ashamed of
- grow up	- village
- rich	- invite
- die	- believe
- jewelry	- attack
- luck	- lie

APPENDIX C

Folktale Activity 1:

A) Read the folktale and fill in the blanks with the suitable words below.

died	wedding	grew up	rich	lived

The Story of Three Nuts

At one time, there was a poor man. His grandmother gave him a chest as a present at his …………….. Then, the poor man gave the chest to his wife. His wife kept her staff in it. In the chest, there was another small chest. A long time passed, the man had three daughters. They were living happily. His daughters ………………….. and reached the age of marriage. But the poor man worried about their future lives. He was always thinking of with whom they were going to marry, whether they would be poor or rich. The poor man was old now.

One day, he said to his daughters:
"There is a small chest for you in the chest that I gave your mother. There are three nuts in it. And here is my will. After I die, you will each take one nut."

A few days later, the old man ………….. and girls opened and shared the nuts.

The oldest one took her nut and cracked it. She couldn't believe her eyes. A very beautiful dress came out of her nut. When she wore it, the handsome and the ………………. men fell in love with her and she married with a very rich and a handsome man and lived happily.

The second daughter cracked her own nut and gold and jewelries came out of her nut the girl was very surprised. She married with a poor but a goodhearted man and they ……………. happily.

The youngest daughter cracked her nut and a magical pearl came out. She was very happy. This magical pearl gave her good luck.

So, everybody lived happily forever.

B) Answer the questions according to the text

1) What were there in the small chest?

2) What happened to the girls when they took their shares?

3) Why did the man inherit those nuts?

C) Choose the correct option according to the text

1) What did the man give to his wife when they were married?

   a) a ring   b) a nut   c) a chest

2) What was there in the chest?

   a) jewelry   b) another chest   c) important documents

3) How does the story end?

   a) they lived happily.

   b) they were sad.

   c) the nuts brought bad luck.

D) Match the words with their definitions

1) grow up	a) a large box usually made of wood, used for storing things in.
2) jewelry	b) to become the husband or wife of somebody.
3) marry	c) to develop into an adult
4) chest	d) to stop living
5) die	e) objects such as rings and necklaces that people wear as decoration

E) Fill in the blanks with the correct words given in the box

poor	wedding	rich	fall in love	luck

1) Romeo ………………………with Juliet.
2) I have no …………………….in the lottery.
3) The ……………man had old clothes.
4) If I were ……………, I would buy a BMW.
5) Our ……………………….ceremony was at a five-star hotel.

Folktale Activity 2:

A. Read the folktale and fill in the blanks with appropriate words below.

angry	shocked	lazy	stove	called

Lazy Girl

Once upon a time, there was a married couple. They had a daughter. All her needs were supplied. She didn't learn any housework. She was so …………………… that she didn't even bother to move. So everybody ……………………. her lazy.

The lazy girl was married. Her husband was a hunter. One day, her husband hunted a duck. He came home and put the duck on the stove. He wanted to warn his wife about it and said to her:

"I put the duck on the ……………….. Be careful."

Then he went hunting again. Some time later, a beggar came to their house and asked for some bread. The lazy girl said:

"Come in. The kitchen is here. Take the bread."

The beggar went into the kitchen and saw the duck. It smelled nice. She took the duck and put it into her bag and put her dirty shoes into the saucepan. She thanked her and went out singing songs happily.

"Your beak is in my bag; my shoes are in your pan

  While you are in your warm bed, I will be eating it."

Later on, her husband, the hunter, came home. He asked whether the duck was ready to eat. The lazy girl said the food is on the stove, but when the hunter looked at the stove, he was ……………………. There is no food, but a pair of dirty shoes. Then the young girl told him

the beggar, he understood that the beggar took their food. He got .... with his wife. The young lady was so sorry and she promised not to be lazy anymore. They lived happily after that.

B. Answer the questions according to the text

1) Why did everybody call her lazy?
2) Who took the duck?
3) With whom did the girl marry?
4) What does her mother do?

C. Choose the correct options

1) What did the hunter hunt?
a) a duck   b) a deer   c) a rabbit

2) Who took the duck?
a) the hunter   b) the young girl   c) the beggar

3) How did the man feel when he understood what happened to their food?
a) he was happy b) he was angry   c) he was afraid

D. Match the words with their meanings

1)	couple	a) to gain knowledge or skill by studying from experience
2)	stove	b) two people who are married
3)	learn	c) to give somebody or something a particular name.
4)	lazy	d) an equipment that can burn various fuels and is used for heating.
5)	call	e) unwilling to work or be active/ showing lack of effort and care.

E) Fill in the blanks with the appropriate words in the box

married	kitchen	dirty	singing	understand

1) The children was ……………………. songs at the festival.
2) They are getting……………………next month.
3) I don't …………………. what you say.
4) Wash your hands. They are very ………………..
5) They are having dinner in the …………………..

Folktale Activity 3:

A) Put the words into the blanks in the folktale

wet	**cured**	**ruined**	**villages**	**shoots**

To Kill a Ruddy Sheldrake

Once upon a time, there was an old and poor fisherman in one of the ………………..
of Beyshehir. He made a boat himself and went to the lake to fish. One day, on the
way to the lake, the old fish man came across a wounded Sheldrake. He took the bird

and ………………… it. After that day, the fish man and the bird became friends and while the old man was fishing, the bird was staying on his shoulder.

On a cold and stormy winter day, the fish man went out for fishing, but the waves were so big that the old and …………………… boat sank. The fish man hardly swam towards the land. After some time, it began snowing. The old fish man was about the freeze to death in his ………………………clothes. At that time, he saw the bird upon his head chirping. He told the bird to go to the other fish men for help. The bird flew away immediately. The fishermen were staying in a hut on the beach and getting warm by lighting a fire. The bird fluttered and took a burning twig, and brought it to the old fish man. When the bird turned back with a burning twig, the old man lit a fire and got warm. The ruddy Sheldrake saved his life. For that reason, he said:

"Whoever ………………….. the Sheldrake, may his gun be damaged. So that is why the hunters do not shoot at the Sheldrake for it is a sin to kill them.

B. Answer the questions according to the text
1) Why did the fisherman and the bird become friends?
2) Why did the boat sink?
3) How did the bird save the fisherman's life?

C. Choose the correct option

1) Why did the man go to the lake?
   a) to fish   b) to have a picnic   c) to have a short trip

2) What was the weather like?
   a) sunny   b) warm   c) cold

3) What did the man do to the wounded bird?
   a) he killed it b) he left it   c) he cured it

D. Match the words with their definitions

1)	come across	a) to damage something badly
2)	wounded	b) covered with liquid, especially water
3)	ruin	c) having very little money
4)	poor	d) to meet by chance
5)	wet	e) injured

E. Put the words into the blanks

waves	hunters	fire	cure	help

1) The …………………….were walking along the forest.
2) The doctor could easily …………………….his illness.
3) The …………………….. are so big today that we cannot swim.
4) It was very cold so we lit a …………………….
5) He always …………………….his wife with the housework.

Folktale Activity 4:

A) Fill in the blanks with the words in the box

grew up	arrived	surprised	ashamed	invited

Precious Grain of Salt

Once upon a time, there was a Padishah and his three daughters. One day, the Padishah called his daughters and asked them how much they loved him.

The eldest daughter said: "as much as the wide seas". The second child said: "as much as the highest mountain" and the youngest said: "as much as a grain of salt".

The Padishah was ……………………. and got angry with the response of the youngest daughter. He said "how can a daughter love his father as much as a grain of salt".

He asked one of his servants to kill his youngest daughter. The servant took her to the forest. The young girl begged to the servant: "You are a father, too. Spare my life."

The servant couldn't endure the girl's begging. He killed an animal instead of her and covered her shirt with the animal's blood and took it to the Sultan.

The girl was alone in the dark. She was terrified. She went far and near, finally, she saw a light in the distance. When she came closer to the light, she saw that it was a big magnificent palace. She went there and told her story. The Sultan received her to his palace. She lived with them in the palace. She ………………….. and became a very beautiful girl. She married with the Sultan's son.

A long time later, she told her story to her husband, too. One day they ………………………… her real father, the Padishah to the palace to dinner. The Padishah accepted the invitation. The girl ordered the chef to cook all the meal without salt, so that the Padishah wouldn't eat the meal without salt.

The Padishah ………………………to the palace. The dinner table was full of food, but all the food was unsalted. The Padishah couldn't eat anything.

Then, the girl said, "I know that you let your little daughter killed as she said she loved you as much as a grain of salt. That little girl is me. Have you understood me now?"

The Padishah was ………………………….. of what he did. He was so sorry. He hugged his daughter and understood how precious a grain of salt was. And they lived happily forever.

B) Answer the questions according to the text

1) Why did the Padishah get angry?

2) What did the Padishah order to his servant?

3) What did the servant do to the young girl?

C) Choose the correct alternative

1) Who wanted to kill the young lady?

   a) the Padishah   b) the servant   c) her husband

2) How did the Padishah feel when he understood his mistake?

   a) surprised   b) angry   c) ashamed

3) How much did the young girl love his father?

   a) as much as the world

   b) as much as a grain of salt

   c) as much as her mother

D. Match the words with their meanings

1) angry 2) be ashamed of 3) arrive 4) kill 5) blood	a) to get to a place b) to make somebody die c) embarrassment about somebody or something because of something you have done d) the red liquid that flows through the bodies of humans and animals e) furious, annoyed

E) Complete the sentences using the words below

grew up	invited	was ashamed of	salt	killed

1) I couldn't eat the meal, because there was too much ……………in it.
2) She ……………….. in a small town in England.
3) The murderer …………………the two man without any evidence.
4) We …………….. our friends to the party.
5) The child ……………….. telling a lie.

Folktale activity 5:

A) Read the folktale and complete the missing parts with the words in the box

cook	**suddenly**	**hungry**	**shocked**	**blind**

A Young Lady and the Mother-in-law

Once upon a time, there was a young lady and her mother-in-law. The young lady didn't love her mother in law. The old woman was …………………... She couldn't see well. One day, the old woman wanted her daughter-in-law to ……………………... a chicken for dinner. The young lady cooked a frog instead of as chicken though they had chicken in their fridge. And the old woman ate the frog. A long time afterwards, the old woman died. The daughter-in-low was getting older. Her son was married and she became a mother-in-law. One day, she wanted her son's wife to cook chicken for dinner. The young lady put the chicken into the pan and the chicken, ……………………………, turned into a frog. She was …………………... She threw it into the garbage and put another chicken into the pan. The chicken turned into a frog, again. The old woman was very hungry and got angry.

She said:

"Where is my food? I am very ……………………….."

The young lady replied:

"Mum, I put the chicken into the pan three times, but it turned into a frog. I was stunned. "

At that time, the old woman consented to eat the frog and understood her mistake.

B) Answer the questions according to the tale

1) Why did the woman cook frog instead of chicken?
2) What happened to the chicken in the pan?
3) Did the woman understand her fault?

C) Choose the correct option according to the text

1) What is the main point of the text?

   a) if you do harm to someone, it will come back to you.

   b) if you don't love someone, he/she will not love you.

2) Find the Synonym of the word 'shocked' in the passage.

   a) blind   b) stunned   c) died

D) Match the words with their meanings

1)	blind	a) to become something
2)	dinner	b) feeling that you want to eat something
3)	hungry	c) not able to see
4)	turn into	d) quickly and unexpectedly
5)	suddenly	e) the main meal of the day, eaten in the evening

E) Fill in the missing parts with the words in the box

put	dinner	blind	shocked	cooked

1) His father is………………….., he cannot see.
2) She was …………………when she heard the news.
3) ……………..sugar into your milk.
4) We ………………..a chicken for the guests.
5) What shall we eat for……………..?

Folktale Activity 6:

A. Complete the missing parts of the tale using the words in the box

lies	attacked	village	arrived	believed

A Liar Shepherd

Once upon a time, there lived a shepherd in a ……………………….. People in the village called him 'liar'. One day, the shepherd took the herd of sheep for grazing. While the sheep were grazing, he suddenly thought about making a joke to the villagers. He came back to the village and started to cry in the public:

"Hey, people, listen to me! The wolves attacked the sheep. They are eating them. Be quick."

The villagers immediately took their guns and sticks and ran to the countryside. When they ……………………, they saw that all the animals were safe there. They understood that it was one of his tricks again. They got very angry with him but on the other hand, they were very happy to see their animals sound.

Time passed, one day again, the shepherd took the animals to the countryside for grazing. This time wolves ………………………….. the sheep and killed them. The

shepherd instantly went back to the village and told the villagers that wolves attacked to the herd, but nobody …………………………… him. He was desperate. He understood his fault and learnt a lesson from his mistake. From now on, he stopped telling ………………………...

B. Answer the questions

1) What do the people call the shepherd?
2) Did the wolves attack the animals?
3) Why didn't anybody believe the shepherd?

C) Choose the correct options

1) What is the synonym of the word 'safe' in the passage?
   a) sound   b) happy   c) angry

2) What is the synonym of the word 'immediately'?
   a) trick   b) fault   c) instantly

3) What is the main point of the text?
   a) if you tell a lie, nobody believes you even when you are telling the truth
   b) sometimes you can tell a lie to make people happy

D) Match the words with their definitions

1) graze	a) a person whose job is to take care of sheep.
2) villager	b) land outside towns and cities with field and woods, etc
3) safe	
4) countryside	c) to eat grass in a field.
5) shepherd	d) a person who lives in a village
	e) protected from any danger or harm

E) Put the words into the blanks

attacked	believe	village	lie	grazing

1) The ………………….life is natural and healthy.
2) I …………………that horoscopes reflect one's personality.
3) The cows were …………………………...
4) If you tell a ……………… again, you will be punished.
5) The tigers …………………..the buffalos in the documentary.

Folktale Activity 7:

A) Fill in the missing parts with the words below

desert	alive	arrived	frozen	shocked

Caravan Walking on the Lake

Lake Beyshehir was entirely ……………………… in a winter month. In addition, the ice was covered with snow so it looked like the ground.

One day, a Yoruk caravan was coming to Beyshehir on their camels. After they passed the mountains, they thought that they …………………. to a desert. They went on walking on the ice-covered lake thinking that it was a …………………... When they arrived to Beyshehir, the people asked in surprise:

"How can you dare to walk on the lake? It is covered with ice."

Hearing this, the leader of the caravan was ……………………., too. He said:

"What! Isn't it a desert? Is it really a lake?"

The answer was surprising. When they learned the fact, they thanked God as they were still ……………………... So they sacrificed a camel. Since then, Lake Beyshehir takes a life every year.

B) Answer the questions according to the text

1) Why were they mistaken?
2) How did they feel when they learnt the fact?
3) What did they do to thank God?

C) Match the words with their definitions

1) frozen	a) water that has frozen and become solid.
2) desert	b) living, not dead.
3) alive	c) completely
4) entirely	d) with a layer of ice on the surface
5) ice	e) a large area of land that has very little water

D) Use the words below to complete the sentences

arrived	surprised	dare	snow	alive

1) I was ………………… when I saw him.
2) The children were playing happily in the …………………..
3) When we ………………… home, it was midnight.
4) The man was still …………………. when he was taken to the hospital.
5) How can you …………………to talk me like that?

Folktale Activity 8:

A) Fill in the blanks with appropriate words below

prudent	early	afraid	pray	guns

The Fox and the Cock

One summer day, in the …………………….. hours of morning, a fox was walking around. He was very hungry. As it was very hot, the chickens roosted on the trees. The cock started to crow as it always did in the mornings. The fox heard the voice of the cock and went towards the voice. He arrived to the tree on which chickens and the cock roosted. The fox said to the cock:

"Hey brother, you call the prayer too early, and I came here immediately. Come down here. Let's …………………….. together."

But the cock was very ……………………. The cock said:

"Only comes my owner with his dogs and ……………………, then we can pray together."

Hearing this, the fox was ………………… and ran away immediately.

B) Answer the questions according to the text

1) What was the real intention of the fox?
2) What did the fox offer to the cock?
3) Why was the fox afraid?

## C) Choose the correct alternatives according to the text

1) What time of the day did the event take place?

   a) in the morning   b) in the afternoon   c) in the evening

2) Which animals were there on the tree?

   a) chickens and birds   b) hens and cocks   c) cocks and birds

3) What was the cock's reply to the fox offer?

   a) it threatened the cock to call its owner

   b) it accepted the cock's offer

   c) it refused the cock's offer

D) Match the words with their meanings

1)	early	a) a person who owns something
2)	pray	b) sensible and careful
3)	prudent	c) near the beginning of a period of time
4)	gun	d) to speak to God, especially to give thanks and ask for help
5)	owner	e) a weapon that is used for firing bullets.

E) Fill in the blanks with the words given

afraid	early	gun	hear	hungry

1) I get up …………………….in the mornings.
2) The police carry …………………..
3) I am ……………………..of dogs.
4) Mum, what are you cooking? I am very ……………………
5) I can't …………………you. Can you talk a bit louder please?

APPENDIX D

Vocabulary Sheets for Control Group

Vocabulary Sheet 1:

Words:

die	**marry**	**blood**
wedding	**chest**	**salt**
grow up	**poor**	**cook**
rich	**wear**	**suddenly**
live	**fall in love**	**hungry**
jewelry	**luck**	**blind**

1) He **died** of cancer.

2) After their **wedding** ceremony, they went to honeymoon.

3) She **grew up** in small village.

4) Her husband is a rich and **handsome** man.

5) We **lived** in Istanbul for four years.

6) The robbers took the **jewelry** from the shop.

7) They **married** in Paris secretly.

8) My mother has a wooden handmade **chest**.

9) Nobody helped the **poor** man.

10) We **wear** uniforms at school.

11) Viola **falls in love** with Orsino in Twelfth Night, by Shakespeare.

12) This ring brings me good **luck.**

13) You should give **blood** regularly.

14) You have put too much **salt** to the soup.

15) The meal you **cooked** was very delicious.

16) **Suddenly**, we heard the voice of thunder.

17) I am so **hungry** that I can eat everything.

18) The **blind** man was walking with his stick.

<u>Vocabulary Sheet 2:</u>

<u>Words:</u>

dinner	**graze**	**immediately**
turn into	**villager**	**desert**
put	**safe**	**alive**
lie	**countryside**	**frozen**
attack	**shepherd**	**entirely**
believe	**sound**	**ice**

1) The **dinner** table was ready before the guests arrived.

2) The frog **turned into** a prince.

3) I don't remember where I **put** my keys.

4) If you **lie** again, I will punish you.

5) The soldiers **attacked** to the people in the street.

6) Do you **believe** in vampires?

7) The sheep were **grazing** in the pasture.

8) The **villagers** came together and build a school.

9) It is not **safe** to go out alone in the dark.

10) We went on a picnic to **countryside**.

11) The **shepherd** was playing his flute to the animals.

12) The town is **sound** to live.

13) You should **immediately** see a doctor.

14) There is a shortage of water in the **desert.**

15) The child fell down from the third floor, but he was still **alive**.

16) **Frozen** food is not as healthy as the fresh food.

17) We cleaned the house **entirely.**

18) The ground was covered with **ice.**

Vocabulary Sheet 3:

Words:

surprised	**pray**	**learn**
dare	**angry**	**kitchen**
snow	**be shocked**	**dirty**
prudent	**lazy**	**understand**
early	**stove**	**coupe**
be afraid of	**call**	**sing**

1) She was very **surprised** when she saw me at the door.
2) He didn't **dare** to say anything.
3) It was **snowing** in big flakes.
4) He was so **prudent** that he took the precautions earlier.
5) I get up **early** in the mornings.
6) I am **afraid** of dogs.
7) She **prays** to God for her mother has recovered from her illness.
8) The teacher got **angry** with the students.
9) We were **shocked** when we heard that he was dead.
10) The **lazy** students have low grades.
11) We cooked chestnut on the **stove.**
12) Her name is Elizabeth, but everyone **calls** her Liz.
13) The newly married **couple** visited us yesterday.
14) I wan to **learn** skiing.
15) My mother is making a cake in the **kitchen**.
16) Your room is very **dirty**.
17) I like **singing** songs.
18) I don't **understand** why he is behaving like that.

Vocabulary Sheet 4:

Words:

wet	wounded	be ashamed of
cure	wave	invite
ruin	hunter	kill
village	fire	owner
Shoot	help	hear
come across	arrive	gun

1) We got **wet** in the rain.
2) The doctors **cured** his deadly disease.
3) The hurricane **ruined** the city.
4) It is a small **village** in the south of the country.
5) The police will **shoot** him whenever they find him.
6) We **came across** our old neighbors at the shopping center.
7) The man was **wounded** at the accident.
8) The big **waves** hit the beach.
9) The **hunters** hunted rabbits and a fox.
10) We lit a **fire** to warm up.
11) I always **help** my mother.
12) When you **arrive**, call me.
13) You should **be ashamed of** what you did.
14) I **invited** all of my friends to my birthday party.
15) The wolf **killed** the sheep.
16) Who is the **owner** of this little cat?
17) Do you **hear** me?
18) Hands up! Put your **guns** down!