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TEACHING VOCABULARY THROUGH ANECDOTES

M.A. THESIS

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ABSTRACT

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This study aims at finding the role of anecdotes in the improvement of the performance of the students in vocabulary learning. After having observed a need to develop the vocabulary learning strategies of the language learners, the writer of this dissertation has focused on anecdotes in vocabulary teaching.

In preparatory classes at Akdeniz University, students frequently come across unknown words especially when they are reading. In such situations they either use a dictionary or ask their teachers for the translation of the words. These two solutions are temporary and short-term for the writer of this thesis so she has tried to find a solution to that problem by using anecdotes in vocabulary teaching which is a motivating and effective way.

The purpose of the first chapter is to state the problem. In this part background to the study, the problem, the aim and the scope and the limitations of the study are displayed. The main problems that the students encounter in vocabulary learning have been diagnosed and then the possible remedies have been given. The last part of this chapter 'scope and limitations' represent the various obstacles that the students of the preparatory classes at Akdeniz University come across while learning English vocabulary.

The second chapter provides the theoretical background and the relevant literature to the study including definition of vocabulary, and teaching vocabulary techniques, the importance of teaching vocabulary, definition of anecdotes and the importance of anecdotes in vocabulary teaching.

The third chapter includes the methodology including instruments, data collection procedure and definitions of experimental group and control group.

In the fourth chapter data analysis is presented and in the last chapter the results and the conclusions are presented according to research findings.

Key Words: vocabulary, teaching vocabulary ,anecdotes.

ÖZET

Bu çalışma öğrencilerin kelime öğrenimindeki performanslarının ilettilmesinde fıkraların önemini saptamayı amaçlamaktadır. Kelime öğrenimindeki yeni stratejilerin gerekliliğinin gözlenmesinin üzerine bu çalışmanın yazarı kelime öğretiminde fıkralar üzerine odaklanmıştır.

Akdeniz Üniversitesindeki hazırlık sınıflarında öğrenciler özellikle de okuma aktiviteleri sırasında birçok bilinmeyen kelime ile karşılaşır. Bu tür durumlarda öğrenciler ya sözlük kullanmakta ya da öğretmenlerinden kelimeleri çevirmelerini istemektedirler. Bu iki çözüm de geçici ve kısa vadeli olduğu için bu tezin yazarı oldukça çok motive edici ve etkili bir yöntem olan kelime öğretiminde fıkraları kullanarak bu probleme çözüm bulmaya çalışmıştır.

İlk bölümün amacı problemin belirtilmesidir. Bu bölümde çalışmanın anlaşılması için gerekli bilgiler, problem, amaç ve çalışmanın kapsam ve sınırlılıkları verilmiştir. Öğrencilerin kelime öğreniminde karşılaştıkları problemler saptanmış ve bazı muhtemel düzeltme önerileri verilmiştir. Bu bölümün sonu olan Kapsam Ve Sınırlılıklar, Akdeniz Üniversitesindeki hazırlık sınıfı öğrencilerinin kelime öğreniminde karşılaştıkları engelleri belirlemiştir.

İkinci bölüm, teorik bilgiler, kelimenin tanımı, kelime öğretim teknikleri, kelime öğretiminin önemi, fıkraların tanımı ve fıkraların kelime öğretimindeki yerini içeren çalışmayla ilgili teorik bilgileri içerir.

Üçüncü bölüm araçları, veri toplama süreci ve deney ve kontrol gruplarının tanımlarını içeren metodolojiyi içerir.

Dördüncü bölümde veri analizi, sunulmuştur ve son bölümde de araştırma bulgularını içeren sonuç sunulmuştur.

Anahtar Kelimer: kelime, kelime öğretimi, fıkralar.

ABBREVIATION

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL:English as a Second Language

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CHAPTER I

INTRODUCTION

The importance of vocabulary was neglected by the teachers in EFL . But fortunately, with the help of scholars who managed to address English as a Foreign Language (EFL) teachers by their experimental studies and materials provided an arising interest in vocabulary teaching. In Chapter I, Background to the study, Problem, Purpose of the study and research hypothesis, Significance of the study and Limitations are given.

1.1. BACKGROUND TO THE STUDY

In foreign language teaching, vocabulary has not received the value it deserves. In short, teaching vocabulary has never been as important as grammar, writing or reading within language teaching. For a long time it has been a neglected area.

Wallace (1982:9) states the importance of vocabulary as in the following sentences: “To communicate with other people we should use appropriate vocabulary; or else, our communication will stop. What English language teachers are supposed to do is to be able to balance vocabulary teaching and the other skills because language is not solely composed of vocabulary.”

Leech (1974 :?) emphasized the importance of the vocabulary with these sentences: “The apparent neglect of vocabulary reflects the effects of trends in linguistic theory, since within linguistics this issue has only recently become a candidate for serious theorizing and model building.”

The negligence of vocabulary has produced vocabulary learning problems for students and this makes them incapable of learning meaningfully. It is a common fact that foreign language learners always face new words, which slow down their comprehension and a poor vocabulary prevent learners from developing ideas or arguments effectively. Experienced English teachers know very well how much interest vocabulary teaching should arise. They know students must learn thousands of words. This is nearly only one point on which students and teachers agree.

It is possible to say that words of a language are like cells of the body. Despite quite small pieces, they are crucial elements of the body. Vocabulary is an indispensable part of language learning and language teaching process.

For many years teachers used traditional approaches and techniques such as giving the meaning of the word in the mother tongue in ELT. However the teachers were not aware of the fact that these approaches were pejorative.

One of the modern methods for teaching and learning vocabulary is using contexts. Anecdotes, as a type of a context, can be used in effective, motivating, encouraging and humorous vocabulary teaching. Students learn in a warm atmosphere and not memorize but put the words in the long-term memory.

The researcher examines the empirical evidence for the supposed superiority of teaching vocabulary through anecdotes over the traditional methods.

1.2. PROBLEM

The problem which necessitated this study is that traditional vocabulary teaching methods lack effectiveness. This study aimed to investigate whether teaching vocabulary through anecdotes proves to be more effective than teaching vocabulary through traditional methods.

There are many techniques in vocabulary teaching. From very early levels such as beginner or elementary to higher levels such as intermediate or upper-

intermediate, teachers tend to use the translation technique for the new words in foreign language. If they don't use this technique they try to explain the meaning in English which is rather complex and difficult to understand for students. When they can't understand what the teacher says, the students use dictionary. They write the meanings of the words which is likely left to be memorized later on, beside the words on their books.

Therefore, to encourage the students to learn the words they need, it is necessary to use innovative techniques in teaching vocabulary.

However, vocabulary teaching is not an easy task. The process of expanding knowledge in the target language needs motivation of the students since it has been observed that many students gradually lose their interest and motivation on learning.

Because of the fact that the teachers' techniques do not appeal the students' learning style, they are generally bored with the same type of vocabulary exercises and activities. So, the teachers should present the vocabulary in a motivating way so as to keep the students willing to learn and if teachers try to give their students the ability of contextual guesswork, students do not need to memorize every word.

1.3. PURPOSE OF THE STUDY AND RESEARCH HYPOTHESIS

The purpose of this study is to find out whether students' vocabulary could be enriched through anecdotes.

This study seeks the answer to the following research question:

Is there an influence of teaching vocabulary through anecdotes on students' vocabulary learning?

Hypothesis: The students whose teachers use anecdotes in teaching vocabulary will score significantly higher on the post-test than the students whose teachers use traditional methods.

1.4. SIGNIFICANCE OF THE STUDY

It is known that words are the smallest units of a language on the other hand they are indispensable. If it were not for words, people could not express their feelings, thoughts or wishes.

While it comes to vocabulary teaching the main aim should be to make the students alert, motivated and active as soon as possible. Presenting vocabularies in anecdotes is the preferred aim here to teach vocabulary effectively and meaningfully.

The writer believes that this is the case in lots of preparatory classes and this study might have a contribution to teaching vocabulary. With the help of this study students can get encouraged and motivated and lessons can be fun for them.

Humour is one of the best vehicles for language teaching and its motivational value cannot be overestimated. (Peter Medgyes, 2002: 5).

The instructional goals may be achieved more easily by making use of teaching vocabulary through anecdotes. The study may also suggest new ways of language teaching and learning experience at Akdeniz University, Department of Foreign Languages.

1.5. LIMITATIONS

This study which aims to prove the importance of anecdotes in teaching language has been carried out for the Preparatory Class students of Akdeniz University. The students' background of English is supposed to be equal as they

have taken grades between 0 and 30 in the placement test at the beginning of the academic year and they all became C level students. So the level of the students might have varied and this may affect the measure.

Another limitation is that students' IQ levels are assumed to be equal as they have taken the same university entrance exam and attend the same faculty.

This study only covers selected vocabulary items such as adjectives, verbs, adverbs. However, these vocabulary items do not include technical terms. In addition, grammatical and phonological aspect of vocabulary is beyond the scope of this study.

Also number of the students in both experimental and the control groups is another limitation. Because the number of the students in each class was restricted to twenty, the number of subjects involved in the study was 40. (20 from the experimental group + 20 from the control group) The data obtained from a larger group of students would have more reliable results.

This study is limited with the intermediate students whose ages are between 17 and 21.

CHAPTER II

REVIEW OF LITERATURE

Researchers have conducted a great deal of study and developed some techniques to enhance vocabulary teaching. One of these techniques is the presentation of vocabulary in anecdotes and see the influence of it. The first part consists of a brief retrospective of vocabulary. The second part is based simply on vocabulary teaching techniques and the last part is about anecdotes.

2.1. DEFINITION OF VOCABULARY AND TEACHING VOCABULARY TECHNIQUES

In this section the presentation of literature will be given in search of an ideal role of an effective vocabulary teaching methods. Here, anecdotes will be emphasized as the central aspect.

Detailed information is going to be given on the definition and importance of vocabulary.

Under the following title of ‘What is to know a word?’ different aspects of knowing a word is explained and exemplified in details.

2.1.1. DEFINITION OF VOCABULARY

Vocabulary is not just words as lots of people think. When we talk about our vocabulary we mean the words we know and ability to use them. It’s one of the crucial elements of a language so lots of definitions can be given. “Vocabulary is the words and the meanings, the knowledge of structures. In fact, vocabulary is the

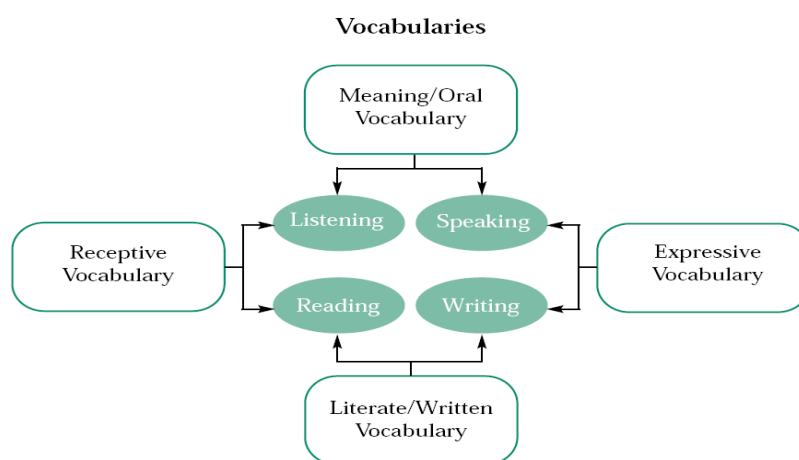
language itself” (en.wikipedia.org/wiki/Vocabulary). E. H. Hiebert and M. L. Kamil (2004) define vocabulary as the knowledge of words and word meanings. Penny Ur (1996:60), defines vocabulary with this sentence:

Vocabulary can be defined, roughly, as the words we teach in the foreign language.

The American Heritage Dictionary defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group.”

Celce-Murcia and Rosenweig (1989:242) claim that vocabulary should be recognized as a central element in language instruction from the beginning stages.

Pikulski and Templeton (2004:2) show vocabulary and its relations with this diagram:



However, vocabulary is more complex than these definitions suggest.

Wallace (1982:9) states that “...not being able to find the words you need to express yourself is the most frustrating experience in speaking another language whereas if we have the vocabulary we need it is usually possible to communicate after a fashion.”

But just a single word may help you to express your ideas and feelings.

2.1.2. WHAT IS TO KNOW A WORD?

What does it mean to 'know a word'? Laufer (1997:141) summarizes the word knowledge in the following list: form (spoken and written), word structure, syntactic pattern, meaning (referential, affective, pragmatic), lexical relations to other words and collocations.

Knowing a word can be defined as using it productively, and as the ability to recognize the word whether or not it is in context. (Chanel,1988;Chapelle,1994;Gu and Johnson,1996).

Knowing a word also involves using the words communicatively (Oxford and Croocall, 1990: 9).

According to assumptions of Richards (1985):

Knowing a word:

- 1) means knowing the degree of probability of encountering that word in speech or print.
- 2) implies knowing the limitations imposed on the use of the word according to variations of function and situation.
- 3) means knowing the syntactic behaviour associated with that word.
- 4) entails knowledge of the underlying form of that word and the derivations that can be made from it.
- 5) entails knowledge of the network of associations between that word and other words in the language.
- 6) means knowing the semantic value of a word.
- 7) means knowing many of the different meanings associated with the word.

(183)

To sum up, several aspects of lexis need to be taken into account when learning vocabulary. The list below is based on the work of Gairns and Redman (1986):

Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl).

Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organisation).

Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are NOT closely related (e.g. a file: used to put papers in or a tool).

Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items is another important factor.

Style, register, dialect: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

Chunks of language: multi-word verbs, idioms, strong and weak collocations, lexical phrases.

Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).

Pronunciation: ability to recognise and reproduce items in speech.

2.1.3. THE IMPORTANCE OF VOCABULARY IN LANGUAGE TEACHING

Vocabulary is crucial for getting meaning from a written or oral text. Without knowledge of the key vocabulary in a text, a learner may have serious problems understanding the message.

Without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.(McCarthy 1990)

It is agreed that vocabulary has a central position in language and is indispensable for the language learner although it has not always received much attention in teaching foreign language.

| Frequency of Word Use in Major Sources of Oral and Written Language (Hayes & Ahrens, 1988) | |
|---|----------------------|
| | Rare Words per 1,000 |
| I. Printed texts | |
| Abstracts of scientific articles | 128.0 |
| Newspapers | 68.3 |
| Popular magazines | 65.7 |
| Adult books | 52.7 |
| Children's books | 30.9 |
| Preschool books | 16.3 |
| II. Television texts | |
| Prime-time adult shows | 22.7 |
| Prime-time children's shows | 20.2 |
| III. Adult speech | |
| Expert witness testimony | 28.4 |
| College graduates talk to friends/spouses | 17.3 |

Table 1: Adapted from “Vocabulary Simplification for Children: A Special Case of ‘Motherese,’” by D. P. Hayes and M. Ahrens, 1988, *Journal of Child Language*, 15, p. 401. Copyright 1988 by Cambridge University Press.

There is a wide-spread belief that learning a foreign language is learning the grammar of that language, on the other hand there has not been much emphasis on even the written teaching and learning of vocabulary of foreign languages (Wallace, 1982:9) He also advocates that no matter how good a language learner is at grammar, he may still have difficulty in understanding a text or communicating, so it means, without an adequate knowledge of vocabulary understanding and communication could not be achieved with a relative degree of success.

From the late 1980s, vocabulary was an area that had drawn researchers' interest within the mainstream of second language acquisition (Nation 1997). Researchers realised that many of learners' difficulties, both receptively and productively, result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel in need of learning vocabulary (Laufer, 1986; Nation 1990).

In a recent text, Beck et al. (2002) draw the research-based conclusion: “All the available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula.

The importance given to vocabulary within the curriculum has varied much over the years. At different time periods, linguists and teachers gave more importance to grammar, reading, speaking or other skills. Vocabulary was only seen as a supporter of any other skill. For instance, Grammar Translation Method neglected the importance of vocabulary and minimized it to word lists. According to that method Vocabulary teaching is not as important as grammar.

However; vocabulary has recently gained this much importance.

Wilkins (1972;1974) , as an early representative advocate of the Communicative Approach, indicated that learning vocabulary is as important as learning grammar. He believes that near native speaking levels can be distinguished by whether learners can use, say, collocations well. Without such ability, even if there are no grammatical mistakes, users cannot be categorized as native speakers.

As a method of teaching vocabulary, it has been recommended in the Natural Approach that interesting and relevant vocabulary input should be provided to language learners to help them achieve the mastery of language and gain a general insight into the nature of language acquisition. Krashen's pedagogical suggestions include free voluntary reading of one's own interest as this enhances incidental learning of vocabulary.

2.1.4 WHY BASIC VOCABULARY MAY BE HARD TO LEARN?

Experienced teachers know the value of vocabulary teaching. They know that even basic words should be introduced in a good way as they will need them for defining more difficult words in later stages of the teaching program. However; students are slow to learn foreign words. According to Allen (1983:8) the students already have satisfactory words-in their own language-for everything in their classroom that they might want to name. They have been able to talk about such familiar objects for many years. Therefore, most members of the class feel no real need to learn other words for such things now.

Allen (1983:9) also states another reason for this question. She thinks that when each of our students was learning words in their mother tongue, quite probably, each word came to the child's attention as part of an experience that had special

importance for him. Perhaps the words for *window* and *door* were learned when he heard an adult say (in the home language), “Grandma’s gone, but we’ll go to the window and wave goodbye,” and “Daddy’s here! Let’s go the door and let him in” Of course nobody can know what really occurred on the day when the child learned those words in his own language, but one thing is sure. We do know that he was not told, for example, “Here are some words to learn. You will need them someday. The first word is *window*. *Window* means

” Yet that is how vocabulary is often presented in the language class.

2.2. VOCABULARY TEACHING TECHNIQUES

Technique’s meaning is given in dictionaries as following: “ The way of doing something” (Longman, 2006:1703).

In teaching, techniques are the ways which are used in classrooms to achieve the aims.

A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Anthony, 1986:15).

Every teacher has his own way of teaching vocabulary. They use different techniques in different quantities. About what and how much to teach, there are different views. Some think that how many words to teach at what time isn’t so important. “Neither is it important whether we teach a few more words on one level and a few less on the next level” (Dixson, 1960:64).

There are arguments on techniques also. There is not a consensus on which to use: Implicit or explicit learning of vocabulary? Proponents of implicit teaching argue that students can learn vocabulary through encountering words in context,

especially in reading texts (Huckin and Coady,1999;Krashen,1989). As stated by Huckin and Coady (1999), incidental learning has three advantages:

- 1) It is contextualized, giving the learner a richer sense of word's use and meaning.
- 2) It is pedagogically efficient in that it enables two activities, vocabulary acquisition and reading, to occur at the same time.
- 3) It is more individualized and learner-based because the vocabulary being acquired is dependent on the learner's own selection of reading materials (182)

The use of implicit techniques also makes students responsible for their own learning, which may be motivating for them. It also provides students the chance to learn many words at a time.

According to Carter in Gürsoy (2001), “explicit vocabulary teaching requires the use of word lists, paired translation equivalents, related semantic sets and etc.” Explicit techniques also believed to be effective in helping students’ master receptive skills, but it is not yet clear that whether they support productive skills.

“This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion” (Moras, 2001).

Oxford and Scarcella (1994), and Nation (2001) which indicates that vocabulary learning can be enhanced when the learner's attention is directed consciously to vocabulary items or strategies. So in some ways, it's important to make explicit vocabulary teaching.

Finocchiaro (1965:69) gives several premises and comments related to the techniques of teaching of vocabulary as follows:

- 1) Not all of the words a student hears during any lesson need become a part of his “active” vocabulary during that lesson or even in later lessons.
- 2) Vocabulary should always be taught in normal speech utterances.
- 3) New vocabulary items should always be introduced in known structures.
- 4) Whenever possible, the vocabulary items should be centered about one topic.

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

In the following , different techniques of presenting the meaning of new vocabulary are shown:

- *concise definition*
- *detailed description (of appearance, qualities...)*
- *examples (hyponyms)*
- *illustration (picture, object)*
- *demonstration (acting, mime)*
- *context (story or sentence in which the item occurs)*
- *synonym*
- *opposite(s)/ (antonyms)*
- *translation*
- *associated ideas, collocations*

Murcia (1991:301-302) lists different techniques used in presenting 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 Roots and Affixes*

There are so many ways, strategies or techniques in vocabulary teaching. It is the teacher who should decide what to choose or when to use. The appropriate technique is the best one if it supplies students' needs.

We can categorize vocabulary teaching techniques as Visual techniques, Aural techniques, Verbal techniques. Gairns and Redman (1986) suggest two of them: Visual and Verbal Techniques. Visual techniques include "visuals, mime and gesture, Verbal techniques include use of illustrative situations, use of synonym and definition, contrasts and opposites, scales, examples of the type.

Gürsoy (2001) studies the techniques in two categories: "Visual techniques include the use of realia, pictures, body movements, gestures, graphs, diagrams, flashcards, blackboard drawings, plastic replicas, models, etc. Verbal techniques include the use of antonyms, synonyms, dictionary, verbal explanations, context, translation, definitions, examples of the type (eg: using apples, pears, strawberries as an example when teaching fruits.), etc."

2.2.1. VISUAL TECHNIQUES

While using the visual technique, the class will be involved with any of these: pictures, photographs, drawings, flashcards, wall charts, wheel charts, puppets, flannel-board, figurines, picture stories, diagrams, graphs, maps, forms, advertisements, crossword puzzles, magazine and newspaper cut-outs, realia in the classroom, films, mime, gestures and facial expressions.

In Çilenti (1988:35), according to T.C. Cobun: People learn % 83 of what they see and % 11 of what they hear. So we can conclude that visual materials are more effective than the other materials.

2.2.1.1. Visuals

Visuals are pictures, photographs, posters, flash cards, realia, models or graphs. These pertain to visual memory, which is considered especially helpful with vocabulary retention.

“They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sport and verbs of movement)” (Gairns & Redman, 1986:73).

“Learners remember better the material that has been presented by means of visual aids” (Zebrowska 1975:452).

Ur (1996:63) uses the term “illustration (picture/object)” for visuals.

They are interesting and useful for visual learners and for concrete words that refer to cheap and small objects. It is not difficult to find pictures and photographs. Teachers can easily find pictures on the newspapers or magazines. Also the internet can be also used as a source of pictures. For example a set of pictures illustrating sporting activities could be used as a means of presenting items such as sailing, swimming, snowboarding, etc. Drawings can be given if pictures or photos are not adequate. Yet, drawings may take time and not all teachers can draw well.

An example of this technique from www.teachingtechniques.com:



2.2.1.2. Mime and Gesture

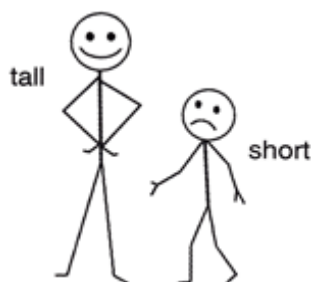
Mime and gestures are used to supplement other ways of conveying meaning. Mimes are facial movements people use to convey the meaning or message, gestures are body movements which also convey the meaning. This technique is very easy to use and does not need any difficult effort. It is always ready to use since its source is you yourself.

Demirel (1999:139) mentions about mime and gesture as one of the ways to teaching vocabulary in another language. For example when teaching the word 'to kick' a teacher might build a situation to illustrate by using his body.

For instance, to present *sing*, a teacher may pretend he is singing and may ask students to guess the meaning of the word.

2.2.1.3 Sketching

It's one of the most common techniques that teachers use. Sketching is to draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



2.2.2. VERBAL TECHNIQUES

According to Gairns and Redman (1986:74) verbal techniques include illustrative situations (oral or written), synonym and definition, contrast and opposites, scales and example of the type.

These also include hyponyms, descriptions, collocations, etc.

2.2.2.1. Illustrative Situations

This is a very useful technique when the words are abstract. Teachers generally use that technique to ensure that students understand, they give explanations and examples.

To illustrate the meaning of 'I don't mind' the following context may be useful.

Ali likes *Dallas* and *Upstairs, Downstairs* equally. Unfortunately, they are both on television at the same time. It doesn't matter to him which programme he watches.

Teacher: Do you want to watch *Dallas* or *Upstairs, Downstairs*?

Ali: I... (Gairns & Redman, 1986:74)

2.2.2.2. Use of Synonym

Demirel (1999:139) mentions the use of synonym as a way of teaching vocabulary in foreign language. Use of synonym is the sub-heading of "making explanations in the target language".

"Teachers often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanations" (Gairns & Redman, 1986:74).

By this technique the word 'store' may be presented by giving a synonym: *A store is a shop.*

2.2.2.3. Use of Definitions

Defining is thought as one of the easiest ways by teachers but it may be difficult for students since definitions may include difficult words the students do not know. The teacher should make sure that the students totally understand the vocabulary item. So the words should be defined in the simplest form. Furthermore,

teachers should ask questions to check whether students have understood the definition properly and provide the students as many examples of the vocabulary item in sentences as possible.

“Definition alone is often inadequate as a means of conveying meaning, and clearly contextualised examples are generally required to clarify the limits of the item. For example, “to break out” in “a fire broke out” has the sense of “to start”, but this would be a misleading definition for a learner and might encourage him to think that “the lesson broke out” was acceptable English. (Gairns & Redman,1986:74)”

2.2.2.4. Antonyms/ Contrasts/ Opposites

Using antonyms is another technique like synonymy in conveying the meaning of the vocabulary.

Antonyms, or words having opposite meanings, are helpful for understanding. Teachers may use such antonyms to convey the meaning of the new word like these:

- tall X short
- hot X cold
- big X small

But it is necessary to give them in context in which the words are true. Gairns and Redman stated this with this sentence:

“Sugar is sweet and lemons are sour, but the opposite of ‘sweet wine’ is not ‘sour wine’, and the opposite of ‘sweet tea’ is not ‘sour tea’” (1986:75).

2.2.2.5. Scales

This technique is usually used after students learnt two contrasting or related gradable items.

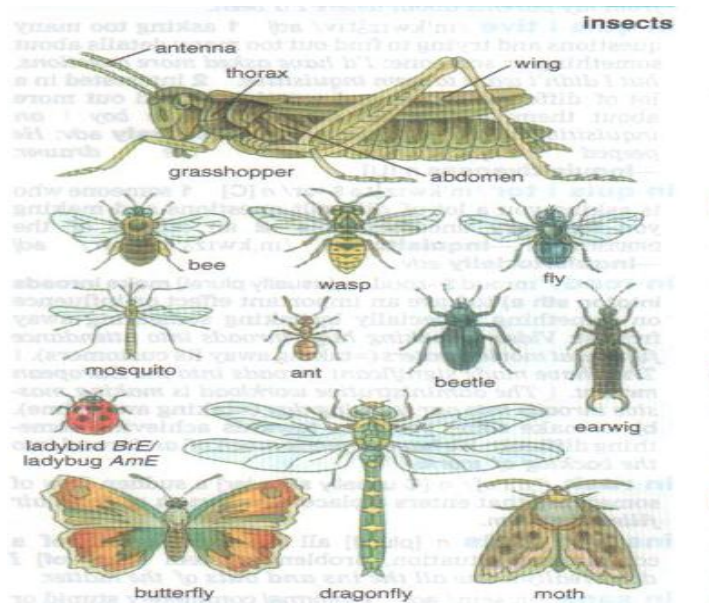
This can be a useful way of revising and feeding in new items. If students know ‘hot’ and ‘cold’, for example, a blackboard thermometer can be a framework for feeding in

‘warm’ and ‘cool’ and later ‘freezing’ and ‘boiling’.(Gairns & Redman,1986:75)

2.2.2.6. Grouping

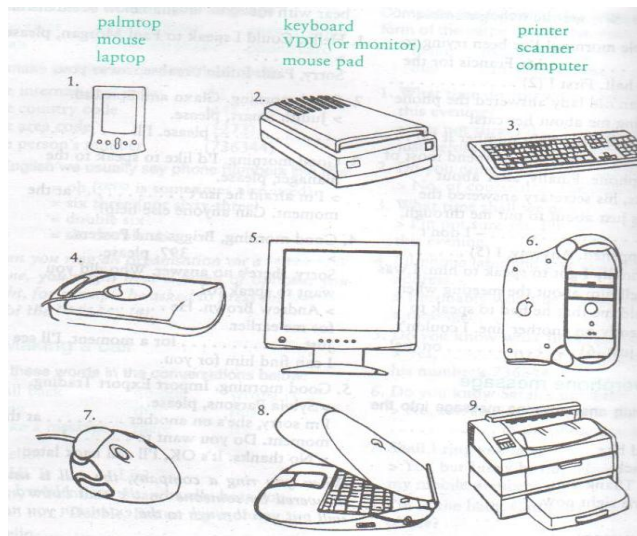
Grouping the meaningful words can be helpful for students to learn and remember better. Vocabularies can be presented in groups such as vegetables: carrot, cabbage, garlic, mushroom...etc. They can be grouped by shape, color, size. feature, function.... etc. Researchers claim that words in meaningful groups are learnt properly.

The use of the technique can be seen as follows taken from Longman Dictionary of Contemporary English (2006):



(840)

Another example of grouping words from the book of Gough (2001):

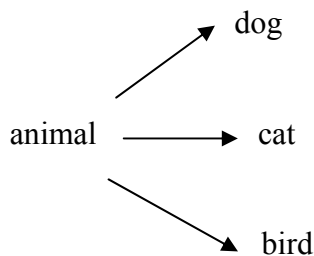


(116)

2.2.2.7. Examples of the Type

To illustrate the meaning of subordinates such as ‘furniture’, ‘vegetables’, ‘meat’ and ‘transport’, it is a common procedure to exemplify them e.g. table, chair, bed and sofa are all *furniture*. Some of these can of course also be dealt with through visual aids. (Gairns & Redman,1986:75)

If the meaning of a word is included in the meaning of another one, the relationship is described as “hyponymy”. To make the learners understand the meaning of a word animal the hyponyms or the types of animal can be given.



In this example, “animal ” is the upper/ superordinate /umbrella term. “dog”, “cat”, and “bird” are hyponyms/lower terms. They are co-hyponyms of one another.

2.2.2.8. Descriptions

To give a detailed description of the words especially concrete ones is a useful technique while conveying the meaning. For example: An elephant is a kind of animal which has four, thick legs and a long trunk. Although many people think description and definition are same, description included definition.

2.2.2.9. Collocations

The term collocation refers to the way in which two or more words are typically used together.

Although words are the smallest unit of the language sometimes it is not enough to know the meaning of a vocabulary unless learner knows the collocations. The learner also needs to know the words that are used together. Mc Carten (2007:5) gives an example to this usage as in the following: We talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain, or that heavy and rain are collocates of each other.

'Do' and 'make' are two of the most common words which are used in collocations. Of these verb make has a different meaning in each of the expressions *make a cake*, *make a decision*, and *make fun of*. The verb do also has a different meaning in each of the expressions: *do aerobics*, *do gardening*, *do stuff* and *do homework*.

It is the correct usage to tell 'never and ever' not 'never and never' or 'black and white' not 'white and black'. It is sensible to teach verbs like these in expressions, as collocations, instead of trying to identify and distinguish basic meanings, which is difficult and, in many cases, almost impossible. So teachers should present the vocabularies with the words it is collocated.

2.2.3. TRANSLATION

Translation technique is giving the meaning of the new word in the mother tongue. It is one of the oldest techniques. It is an easy way of teaching the meaning of vocabulary. Its advantages are that it requires no preparation, it is quick and efficient. Yet, this technique affects the learning process negatively since teachers have to face the problem of L1 interference.

There are arguments for and against this technique. Gairns & Redman say: "It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention" (1986:75). The teacher needs to know whether the students have understood the new language so that he can organize her teaching process accordingly. It is necessary for the teacher to check frequently that the students have understood (Harmer, 1989:64).

On the other hand they also say "If teachers rely too heavily on the use of translation and deliver most explanations in the mother tongue, their students are surely losing some of the essential spirit and atmosphere of being in a language learning classroom" (Gairns & Redman, 1986:76).

If the teacher becomes slave of this technique this will impede students' learning process as they want to use and hear the target language, not the mother tongue. Also it is not possible with the classes where there are different nationalities. Another disadvantage is that it is not possible to translate every word which may not occur in the mother tongue such as 'rugby'.

2.2.4. OTHER TECHNIQUES

Besides the techniques given in the previous parts there are more techniques used in vocabulary teaching. Use of dictionaries, Mnemonics and games are the ones going to be presented in this part.

2.2.4.1. Mnemonics

This technique like translation is a traditional one. In this technique learners simply memorize words. A certain amount of memorization may be acceptable but it is not an effective. Carter (1998) stated that “..... quantities of initial vocabulary can be learnt both efficiently and quickly and by methods such as rote learning (memorization) which are not always considered to be respectable” (193)

Also the keyword method (Atkinson, 1975) is offered as an alternative to memorization. This technique enables students to make associations between their native language and the words in the target language. For example: in a teaching class in Turkey ‘evaluate’ may be coded as ‘eve tahliye etmek’ since the word begins with the word ev (house).

2.2.4.2 . Use of Dictionaries

To find out the meaning of unknown vocabularies students use dictionaries which can be bilingual, monolingual, pictorial, thesauri, and the like. Students feel free and independent while using this technique. As French Allen emphasized, dictionaries are "passports to independence," and using them is one of the student-centered learning activities (1983:83).

Using dictionaries has always been popular among the learners since it is a quick way. When The Grammar Translation Method was being used bilingual dictionaries were popular. From 1960 to early 1970’s such dictionaries were frowned

upon. Yet, in the 1970's teachers were suspicious of the use of dictionaries because they saw that dictionaries encouraged laziness in students who tends to use ready information and not to guess the meanings themselves. Even now EFL learners find easy to use bilingual dictionaries which give one word equivalents. Students feel dictionaries are important supports and a quick way of finding information. Dictionaries seem to be as accurate as peer learners or even teachers.

Bilingual dictionaries are perhaps useful at very early levels, but because they are often misleading, students should be encouraged to use a desk-size monolingual English dictionary as early in their language learning experience as possible.(Celce and Murcia,1989:254)

Yet, even a bilingual dictionary may show spelling, pronunciation, the syllable divisions, the usages , synonyms or antonyms of the word as well as the definition.

While it seems usage of dictionaries have advantages, to infer the meaning from context is more recommended. At least, it provides longer term use. That's why, rather than depending on dictionaries so much, teachers should encourage students to make inferences.

2.2.4.3.Games

This technique is probably the most interesting way for students who enjoy the games. Since it reduces stress and make the students learn the words unconsciously it is an effective way. According to Scriverener (1994) some kinds of game activities are:

- matching words to other words, eg. collocations, synonyms, opposites, sets of related words, etc;
- memory games;
- matching pictures to words;
- matching parts of words to other parts, eg beginnings and endings;

- using prefixes and suffixes to build new words from given words;
- classifying items into lists;
- filling in crosswords, grids or diagrams;
- using given words to complete a specific task. (83)

Although is appropriate for young learners to use games, it may not be as effective as young learners while teaching for older groups. So the teacher should think carefully about whether it works with the older groups or not.

2.2.4 CONTEXTUAL GUESSWORK

This technique involves putting the vocabulary items into a meaningful context and developing the relationships between words.

There are many occasions when you meet words or phrases which you do not know. A different set of strategies is needed for solving problems caused by unfamiliar words or phrases in a passage. One of these strategies is to deduce the meaning of these words or phrases by referring to the words and phrases that you do not know (Widdowson,1979:6)

As Widdowson emphasized , this technique is practicable. If a student does not know the meaning of a word in a passage, with the help of general understanding of the passage or neighboring known words, he may guess the meaning.

Anderson and Nagy (1991) argue that words are polysemous, containing groups of related meanings, rather than a single fixed meaning. These meanings have a family resemblance to each other. One may consider the word *give* in these different contexts (Anderson & Nagy, 1991):

John gave Frank five dollars.

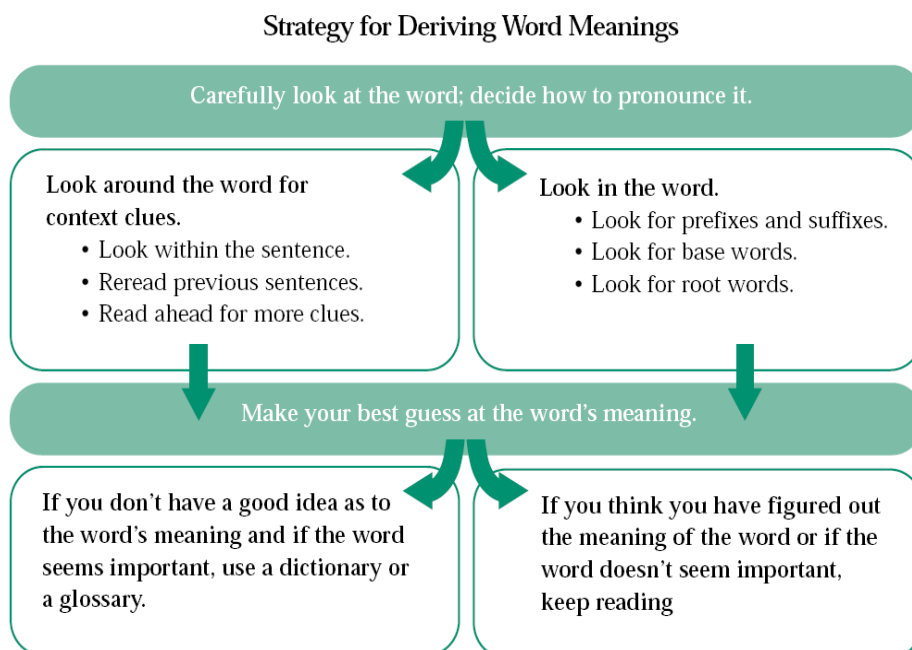
John gave Mary a kiss.

The doctor gave the child an injection.

The orchestra gave a stunning performance.

Sometimes dictionaries are not enough since the meaning of a word in the dictionary may differ from that used in the context and context. The meaning is determined by the content of the context. For example when a student see a sentence like this: “Monkeys from tree to tree.” the student can easily get the idea that the word for the blank may be some sort of movement like jumping, hopping or running.

This table adopted from Pikulski and Templeton (2004:8) shows the strategy for deriving word meanings including contextual guesswork.



Rivers (1981: 469) also asserts that “vocabulary learning must be active. Vocabulary learning should always be in a purposeful context. Students should be involved in an activity which requires them to retrieve from their long term memory store vocabulary which is appropriate in the circumstances.”

2.3 TEACHING VOCABULARY THROUGH ANECDOTES

2.3.1. WHAT IS AN ANECDOTE?

According to the definition: “ An anecdote is a short tale narrating an interesting or amusing biographical incident (<http://en.wikipedia.org/wiki/Anecdote>). It is generally brief to be remembered easily.

An anecdote is always based on real life, an incident involving actual persons, whether famous or not, in real places. However, over time, modification in reuse may convert a particular anecdote to a fictional piece, one that is retold but is "too good to be true". Sometimes humorous, anecdotes are not jokes, because their primary purpose is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait or the workings of an institution in such a light that it strikes in a flash of insight to their very essence. (<http://en.wikipedia.org/wiki/Anecdote>)

As Walker & Uysal (1966:224) states that anecdote is a short tale, set in the real world, based on a humorous situation, and informed by the shrewd insight and sometimes cynical attitude of the peasant mind. They are used to illustrate a truth, to point a moral, to satirize a vice, or just to laugh at human folly.

An anecdote as given in the definitions; is a short account of a particular incident or event of an interesting or amusing nature, often biographical and generally closer to the tradition than jokes.

In Turkey Nasreddin Hodja, Bekri Mustafa and Incili Chavush are the most popular characters in the numerous anecdotes.

Nasreddin Hodja is the Turk's favorite comic figure, and several volumes of tales about him have been published in various languages. His rotund figure, turbaned ad

riding on a donkey, has for centuries been an element of Turkish design, an emblem that has appeared on art objects, mementos, souvenirs, and greeting cards.(Walker&Uysal,1966:224)

Examples of a Nasreddin Hodja's (who is a laugh-think master) anecdotes :

Cauldron

Hodja borrowed his neighbor's cauldron. Several days later, he brought a pot with the cauldron he borrowed. His neighbor asked:

-Hodja, What's this?

Hodja answered:

-Brother, your cauldron gave a birth.

The man took the pot happily. A few days later , Hodja borrowed the cauldron again but he could not give it back for a long time. At last his neighbor knocked Hodja's door and said:

-Hodja we need the cauldron. Could you give it back?

Hodja replied:

-Your cauldron died, I'm so sorry.

-Hodja how can a cauldron die?

Hodja replied angrily:

- Once you believed that it gave a birth, then why don't you believe that it died?

(Nasrettin Hoca:46)

Nasreddin Hodja and God's Son-in-Low

A hafiz (kind of a religious man) once came to Aksehir and asked for the home of Nasreddin Hodja. The way was shown to him, and the hafiz went to Hodja's house after the evening service in the mosque. When the stranger knocked at the door, Hodja looked out of the window and asked, "Who is it?"

" I" said the hafiz.

"Yes, but who are you?" asked the Hodja.

“I am God’s son-in-law. Will you accept me as your quest?”

“Just a minute” said Hodja. He came downstairs, put on his gown and shoes, and walked to the mosque, with the Hafiz following him. When he arrived at the mosque, he opened the door and said to the hafiz, “Walk right in! This is your father-in-law’s house.” (Walker&Uysal,1966:232)

Another figure you can see in Turkish anecdotes is Temel- who is believed to lived in Black Sea Region of Turkey. One of Temel’s anecdotes is that:

One day Temel goes to bazaar and ask the seller:

-Do you sell anchovies?

The seller said: Of Course.

Temel: How much are they?

The seller: 7.5 Lira per kilo.

Temel: 7.5 Lira? The guy on the corner’s selling them for 6 lira.

The seller: Go and buy from him.

Temel: He’s out of anchovies at the moment.

The seller: When I’m out of anchovies, they are only 5 lira per kilo.! (Yılmaz & Johnson, 1999: 2)

The followings are different examples for anecdotes:

SCREEN- SAVERS

Bill Gates dies and meets St .Peter, who asks him: ‘Where would you like to go, Bill, Heaven or Hell ?’ Bill thinks for a moment and says, ‘Let me see both and then I’ll decide.’ First, Bill visits Hell and –Wow!- it’s full of beautiful women .Then he goes up to the Heaven, where all he can see is angels blowing their trumpets. ‘How boring!’

So he asks St.Peter to send him to Hell. As soon as St. Peter opens the gate of Hell , Bill is grabbed by two devils and dragged towards a pyre. ‘But where

are all the beautiful women?’ Bill asks in despair. And St. Peter replies , ‘Oh, they were just screen-savers.’ (Medgyes,2002: 1)

MIRACLE OF THE TURBAN (old type of hat)

One day a man brought a letter to the Hodja and said:

Hodja Effendi, please read it to me.,

The Hodja saw that it was written in a foreign language and said:

I cannot read that, it isn't written in Turkish.

The man became angry:

You are a teacher. You should be ashamed of your turban! You cannot read a letter.

The Hodja put the turban on the head of the man and said:

If the miracle is on the turban, take it and read the letter by yourself.

THE TRAVELING MAN

One day during the Ramazan a man was caught eating during the fasting hours.He was seized and taken before a kadi to be tried

“O man !” said the kadi. “Why do you eat during the hours of the fast?”

“I eat because I’m a traveler.”

“You have lived here for forty years,and I have never seen you travel once in all that time.”

“Is there evidence that I shall live for another day in this world? All my life have been traveling toward the other world.” (Walker&Uysal,1966:244)

YOUTH OF THE HODJA

One day the Hodja wanted to get on his horse but he couldn't reach his aim.

Oh, what a shame, he said aloud. That I am not young as I was in the old days.

Then he said in a whisper which was heard only by himself:

I know how you were in your youth!

MISUNDERSTANDING

A man found a penguin wandering down the street, so he took hold of its flipper and found the nearest policeman. “What shall I do with it?” he asked. The policeman thought for a moment and then suggested, “Take it around the corner to the zoo.”

The next day the policeman bumped into the man again, still clutching the penguin by the flipper. Before the policeman could say anything, the man smiled and said, “Thanks for the idea about going to the zoo yesterday. I’m taking it to the pictures today!” (Gaukroger& Mercer,1997:90)

The Horse’s Kick

One day Injili Chavush had some business in a law court ,and he rode to the court an a very beautiful horse. The kadi admired this horse and wanted it for himself. He sent his clerk to tell Injili Chavush that he would take care of his business well if Injili would make him a present of that horse. The kadi did not know at that time that Injili Chavush had great influence in the palace.

Injili Chavush was furious at the kadi’s request, but said nothing. Instead he rode immediately to the palace and asked that the kadi be dismissed from his position. The Sultan immediately sent a letter of dismissal to the kadi, without giving any explanation for his action.

Sometime later the former kadi was sitting in a coffee house talking to his friends. It happened that Injili Chavush was also in that coffee house at the same time. Injili listened to them discussing the former kadi’s dismissal from office without any explanation. “ Well, friends,” said the former kadi, “ somebody kicked me, but I do not know who it was.”

Then Injili Chavush spoke. “My horse kicked you, kadi, effendi,” he said. “It was nobody but my horse.” (Walker&Uysal,1966:232)

The anecdotes stimulate students' interest in language, create a relaxed learning atmosphere and help students think positively through humour. The anecdotes, which relate to social life and society, cover a rich diversity of topics with both positive and negative examples of behavior; and they also may provoke positive effects in the personality development of children.

2.3.2 WHY SHOULD TEACHERS USE HUMOUR IN CLASS?

Humour is defined in Longman Active Study Dictionary of English as:

1. The ability to laugh and find things funny. 2. The quality of being funny and making people laugh. (1991:347)

Dictionaries offer several definitions of humour. For example:

- (i) Humour is something that makes a person laugh or smile.
- (ii) Humour is the ability to be amused by things.
- (iii) Humour is the quality of being funny. (Medgyes, 2002: 1)

Berk (2002) focuses on the importance of humour as in the following:

Much of the healthcare literature and popular media have communicated that many of the psychological and physiological benefits of humour and laughter are similar to the health benefits of aerobic exercise, such as sweating, gasping for air, athlete's foot, and getting to wear expensive sneakers. Unfortunately, those benefits still seem to be some of the best kept secrets from those of us who have so much to gain from that information—professors and students. The anxiety, tension, stress, and irregularity that we experience in academe can be decreased by using humour in and out of the classroom. (37)

Kruger (1996:235) and Trachtenberg (1979:89) states that: 'Humor is an inextricable part of the human experience and thus a fundamental aspect of humanity's unique capacity for language. In fact, it stands as one of the few universals applicable to all peoples and all languages throughout the world.

Welker (1977) found that humor serves as an “attentiongetter” and tension reducer, as well as a means for dealing with student and teacher errors in a humane and compassionate manner—remarking, “to err is human, but also, to err is humorous” (252). He also claims that use of humor can reduce tension, disarm aggression, alleviate boredom, and stimulate interest.

Humour may come in jokes, puns, cartoons, comedy sketches, poems, songs, proverbs, anecdotes, books or films. Although there are variations of the same jokes, funny anecdotes or songs changing from country to country, they work well everywhere. According to Medgyes (2002:1) : Humour may be universal.

Forms of humour are:

- Opening Jokes
 - Stand-Up Jokes
 - Anecdotes
 - Quotations and Questions
 - Multiple-Choose Jokes
 - Top 10 List
 - Cartoons (single and multipanel)
- Skits/ Live Dramatizations
- Spontaneous Humour
- Humorous Questions
- Humorous Examples
- Humorous Problems or Exercises
- Jeopardy! Reviews (Berk,2002:8)

Medgyes (2002:1) stated that: “We can use the language to make humour accessible for students, conversely, use humour to make the language accessible”. Humour facilitates learning and using humour in teaching is an effective, valuable and motivating vehicle. It reduces stress and creates a warm atmosphere. According to Medgyes (2002):

Humour :

- is a good vehicle for providing authentic cultural information;
- builds bridges between cultures;
- practices language items in genuine contexts;
- brings students closer together;
- releases tension;

- develops creative thinking;
- provides memorable chunks of language;
- reinforces previously learnt items;
- generates a happy classroom;
- enhances motivation;
- enriches textbook-based courses;
- introduces a refreshing change from routine language-learning. (5)

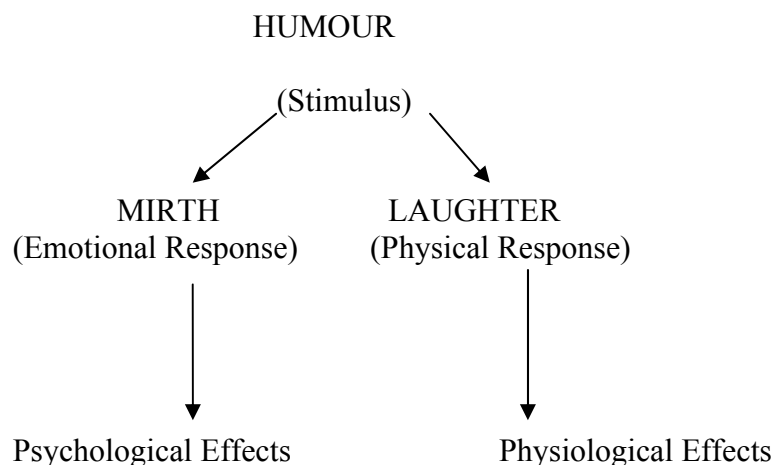
The physiological benefits of laughter are presented by Berk (2002) as in the following:

- 1.Improves Mental Functioning
- 2.Exercises and Relaxes Muscles
- 3.Improves Respiration
- 4.Stimulates Circulation
- 5.Decreases Stress Hormones
- 6.Increases Immune System’s Defenses (57)

Schmitt (1990:15) states that sometimes laughing works as well as a pain pill.

Among the most commonly stated reasons for employing humor were: its effect as a relaxing, comforting, and tension reducing device, its humanizing effect on teacher image, and its effect of maintaining/increasing student interest and enjoyment.

Berk (2002:39) emphasizes humour process and its effects as in this chart:



Gorham and Christophel (1990:39) examined 206 student observations of teacher employment of humour as well as teacher employment of general immediacy behaviors. The researchers found that though humour was positively correlated with student learning, the teachers' frequency of use of humour also positively correlated with teachers' frequency of employment of other verbal and nonverbal immediacy behaviors. Thus, Gorham and Christophel concluded that the effects of humour on learning are best understood and measured within the framework of immediacy behaviours.

"The job of the teacher is to get students laughing, and when their mouths are open, to give them something on which to chew. "

Tom Davis

Loomax and Moosavi (1998) in an article on the use of humour in a university statistics class point out that anecdotal evidence in past studies consistently suggests that humour is an extremely effective tool in education. These same studies suggest that the use of humour in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning.

For Gardner, humour in the language classroom should be understandable, with content appropriate for the audience, and it should be 'purposeful and not merely entertaining' if its use is to be engaging and motivating, rather than distracting (2008: 12-13).

All of us, at some point in our lives have been in a class where the lecture being delivered by the teacher casts a spell of boredom, which is unbearable and knock off to sleep. The kind of teachers, who would walk in the class, and lecture day in and day out, as if they were talking to the walls. Classes conducted by such teachers who fail to change their repetitive ways can be really frustrating and academically detrimental for the students. Even a genius like Albert Einstein was unable to bear such teaching methods, which had the power to incapacitate the interest and curiosity

of a student to learn. Humour used appropriately helps a teacher to break the ice and develop better rapport with the students. The best time for humour is always when you or your students are not expecting it. Humour can increase attention and interest thus helping to illustrate and reinforce what is being taught. Both planned and spontaneous humour is an additive to foster a better learning environment. It has to be kept in mind that humour should be relevant otherwise it can distract from learning the subject being taught.

It's important for the teacher to create a "positive atmosphere" for learning. Humour, by decreasing anxiety and stress can contribute to this positive classroom, to class unity and learning. Humour has become a vital tool and an indispensable aid to effective teaching. The use of humour as a teaching aid promotes understanding, holds the attention of students, creates a positive atmosphere, dispels anxiety and fear, reduces hesitation to question the teacher, enlivens curiosity and interest towards learning, controls rebellious and disruptive behaviour, fosters a healthy teacher-student relationship.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

This study aimed at determining whether anecdotes are effective in teaching vocabulary. Therefore, it examined the difference between a group of students (control group) taught vocabulary through traditional methods (giving the meaning of the word or making the students use dictionaries) and another group of students (experimental group) taught vocabulary through anecdotes.

Hypothesis: The students who are taught vocabularies through anecdotes will score significantly higher on the post-test than the students who are taught through traditional method.

To start with, this chapter describes the research design, subjects, materials, and the data collection procedure.

3.2. RESEARCH DESIGN

To test the hypothesis of the study, an experimental group and a control group were chosen among the same level (intermediate) of students. Before the groups were chosen, the questions were tested for reliability within four groups of 80 different students. Then the two groups for the study were chosen at random.

Prior to the experiment, a pre-test was administered to both the experimental and the control group in order to determine their passive knowledge of the target vocabulary items.

Treatment materials were implemented in four sessions (two classes = 90 minutes a day) on the same day for four consecutive weeks. In each session, the experimental group studied a text through anecdotes, each of which included ten to fifteen target vocabulary items. In contrast, control group studied the same text with

a gloss, each of which covered the same set of target vocabulary items. The teaching process was all conducted by the same teacher, the researcher herself.

After the teaching process, both groups were given the same pre-test as a post-test. The analysis of the post-test results was used to verify the hypothesis of this quasi-experimental study.

3.3. SUBJECTS

The study was carried out with the forty preparatory class students at Akdeniz University, Foreign Languages Department. Foreign Languages Department is responsible for teaching general English to Freshman at prep classes for one year before they study at their own departments. While for some departments preparatory is optional for lots of departments it is compulsory. At the beginning of the term, students take a proficiency exam and if they pass the exam, they attend English preparatory programme. Yet, if the students fail the test, they have to take one year of intensive English programme at Foreign Languages Department. They are classified according to their test results. There are three levels (Level A, Level B and Level C) in the preparatory class programme. The students at A and B levels have to take twenty hours of English and C Level Students have to take twenty five hours of English a week.

In the study two groups (C Level Students) were used, and the classes were classified according to the results of the test that was administered at the beginning of the 2008-2009 academic year. The study started at the second term (in April). So, the subjects were at intermediate level after having studied in the first term a series of Success as a course book , not any other book except for optional resource books. The study was conducted by the researcher herself as the regular course teacher on prep class C9 level C (experimental group) and prep class C10 level C (control group). The experimental group consisted of 20 students – 10 males + 10 females. Similarly, the control group consisted of 20 students: 8 males + 12 females. The ages

of the students in both groups ranged between 17 and 20 with nearly similar social and educational backgrounds.

3.4. MATERIALS

Materials used in the study were a pre-test, post-test and 4 texts, anecdotes, with different studies (a sample can be seen in appendices). Since this was a quasi-experimental research study with two groups (experimental group and control group) and it has two treatment types for each group, a vocabulary test was designed in order to assess the effect of treatment types. The participants took the vocabulary test before and after the treatment sessions as this study had both a within-subject and a between-subject design.

The multiple choice vocabulary test, which was used as pre-test and post-test throughout the study involved 25 vocabulary questions covering the target vocabulary items. These vocabulary items were selected from the texts. The selected texts weren't studied before the experiment. Target word choices have been based on analyses of authentic language data in various corpora, including data in the Longman Corpus Network, to determine which words are most frequently used and therefore most likely to be needed by students. It is also worth mentioning that multiple choice test type was deliberately chosen since it is more appropriate to test the recognition aspect of vocabulary knowledge.

The materials used with the experimental group throughout the teaching process were four anecdotes. Example anecdotes and activities are presented in Appendices.

The materials used with the control group throughout the teaching process were again the same four reading texts as that of the experimental group. The target

words were printed in boldface and the meanings of unknown words were presented in English. Also, the students at the control group were provided with monolingual dictionaries during reading sessions. The subjects in the control group were expected to look up in the dictionary for the unknown words.

3.5. DATA COLLECTION PROCEDURE

This study aimed to investigate the effects of using anecdotes in vocabulary teaching and meaning given traditional method on vocabulary recognition. In order to test this, two vocabulary teaching techniques were used: learning the meaning with classroom activities through anecdotes and using gloss and monolingual dictionary while reading. Accordingly, an experimental and a control group were formed.

The experiment was conducted at Akdeniz University Foreign Languages Department during second term of the 2008-2009 academic year. Prior to the experiment, four anecdotes were selected. Within these texts, target vocabulary items were selected and a four-optioned multiple choice vocabulary test was prepared. To ensure the test's reliability, the test was piloted to 80 different prep students at Akdeniz University, Department of Foreign Languages. According to the test results, the number of questions was reduced to 25 to increase the level of reliability. In this way, the vocabulary test of 25 questions was formed and the same test was used as a pre-test and post-test. As explained before, multiple choice test type was preferred as the study was related to the knowledge of passive vocabulary.

The pre-test was applied by the researcher to the both groups in regular class hours in April. The duration of the pre-test was forty- five minutes. The subjects were distributed the multiple choice test including the target vocabulary. The aim of the pre-test was to determine the subjects' passive knowledge of the

target vocabulary items. It also formed baselines for the results of the post-test. It should also be noted that the items were not studied before the pre-test.

The teaching process had eight sessions (2 sessions each week on the same day) for both the experimental and the control group. Each session carried out on the same day along the four consecutive weeks; the first session was carried out on the 6th, the second on the 13th, the third on the 20th and finally the last on the 27th of April. The duration of each session was 45 minutes. It should also be noted that each session covered the same sets of vocabulary items for each group

The post-test aimed to verify the hypothesis of the study. Consequently, it should be mentioned that subjects were not informed about the study.

3.5.1. THE EXPERIMENTAL GROUP

As mentioned before, the experimental group (prep-class C9) had eight sessions throughout the teaching process. In each session, the researcher, as the regular class teacher taught vocabulary items through anecdotes.

Each session consisted of three main parts: pre-reading, while-reading and after-reading activities. In the pre-reading part, the teacher (the researcher as the regular teacher) asked some warm-up questions. Students made guesses and predictions about the text. By this way, they had the general information on what the text would be about. Also the students were eager to read. They had a need to check their guesses, they had motivation to read.

In the while-reading stage, the students read the text silently first to get a general information. They were not allowed to use the dictionaries at this stage. Then, the students read again while the teacher read aloud or played the audio. Students had the chance of reading the text twice. They also had a chance to hear the pronunciation of the new vocabulary items.

At the last stage, the teacher asked the students what the text was about. The students first discussed it as a group and then as a class. Then the teacher asked some comprehension questions about the text.

When the students finished, they tried to get the general ideas from the text, to concern with the unknown words, to concern with what part of speech the new words were, to find five words that summarizes the text. Then students made sentences with the new vocabulary items on their own or in groups on what they understood about that paragraph.

At the end of the session, the teacher gave each group a mini quiz/worksheet about the text they studied. There was one worksheet for each student. The students completed one worksheet. Later on, the teacher checked and graded the worksheets to give the feedback as soon as possible.

The lesson plan explained above was also applied to the other anecdotes in different sessions.

3.5.2. THE CONTROL GROUP

The control group (Prep Class C10) also had eight (2 each week) sessions throughout the teaching process. The sessions were carried out on the same day for the same period of time as in the experimental group. In other words, both the conditions and the sets of vocabulary items were the same for both groups.

In each session, the researcher herself taught a set of 10-15 vocabulary items in each reading text. On the first session, the teacher presented the first reading text. Students read the reading text with the help of the glosses. In this way, the students had the chance to see the meanings of the target words easily. Also, they were

allowed to use monolingual dictionaries. This made it possible for the students to learn the new vocabulary items easily. Then the students reread the text while the teacher read aloud or played the audio as studied with the experimental group. No additional exercises or worksheets were given to the students for the target vocabulary learning. The same procedure was also followed in the other sessions, as well.

The study aimed at determining whether anecdotes are effective in teaching vocabulary. The study was conducted on two different groups of students- the experimental group taught vocabulary through anecdotes and the control group taught vocabulary through traditional method. At the end of the study, it was tested whether teaching through anecdotes or traditional method was more effective in vocabulary teaching.

CHAPTER IV

DATA ANALYSIS

4.1. DATA ANALYSIS PROCEDURE

The correct answers in the pre-test were counted. The vocabulary pre-test involved 25 questions. Then, the scores were calculated into 100- score scale. So, the maximum score on the pre-test was 100 points. The post test was also graded in the same way.

After getting raw scores, the means and standard deviations for both groups on the pre-test and post-test were calculated. Next, the mean scores of the groups were compared by the application of t-tests. T- test was applied in order to compare the differences within each group. Also it should be noted that the software used for the data analysis was SPSS (Statistical Package for Social Sciences)- it was used in order to explore the differences between two groups.

4.2. RESULTS OF THE STUDY

4.2.1. PRE- TEST

As the study aimed at testing the students' vocabulary recognition ability, it was necessary to include a vocabulary recognition pre-test to determine whether the experimental and the control groups were equivalent at the beginning of the experiment. The second purpose of the pre-test was to obtain baselines which would be used to compare and evaluate the results of the post-test.

The pre-test, consisted of a multiple choice vocabulary test including the target vocabulary items, was administered to the both groups on the same day. The raw pre-test scores of the experimental and the control group were used to calculate the means and the standard deviations of the groups. Table 2 displays the results of this statistical analysis:

| | |
|-----------------|--|
| Table 2. | Independent Samples T-TEST Analysis for Pre-test Scores |
|-----------------|--|

| Groups | N | Mean | Std. Deviation | t | p | Level of Significance |
|--------------|----|---------|----------------|-------|-------|-----------------------|
| EXPERIMENTAL | 20 | 56,4000 | 21,43877 | | | |
| CONTROL | 20 | 51,2000 | 23,20073 | 0.736 | 0.466 | P<0,05 |

According to Table 2, the average scores of the experimental group were calculated as $56,4000 \pm 21,43877$, the control group as $51,2000 \pm 23,20073$. An Independent Samples T-Test analysis of the pre-test for the experimental and control group was computed, the t value being 0.736 at the 0.466 level of significance. This shows that there was no significant difference between the experimental and the control group ($P < 0.05$). As a result, both groups were equal in terms of their vocabulary knowledge prior to the experiment.

4.2.2. POST-TEST

The aim of the post-test, which was administered to the same groups after the vocabulary teaching process, was to compare the groups’ improvement in their passive vocabulary knowledge. First of all, pre-test and post-test results were compared within both groups using T-Test. The statistical results are presented as follows:

| | |
|-----------------|---|
| Table 3. | Comparison of the Pre-test with Post-test Results within the Control Group |
|-----------------|---|

| THE CONTROL GROUP | N | MEAN | Std. Deviation | t | Level of Significance |
|--------------------------|----------|-------------|-----------------------|----------|------------------------------|
| PRE-TEST | 20 | 51,2000 | 23,20073 | | |
| | | | | 10.782 | P>0,05 |
| POST- TEST | 20 | 58,8000 | 22,77949 | | |

According to Table 3, t value (10.782), computed by the application of T-Test, the t value being 10.782. In other words, the subjects in the control group improved in terms of vocabulary recognition.

| | |
|-----------------|--|
| Table 4. | Comparison of the Pre-test with Post-test Results within the Experimental Group |
|-----------------|--|

| THE EXPERIMENTAL GROUP | N | Mean | Std. Deviation | t | Level of Significance |
|-------------------------------|----------|-------------|-----------------------|----------|------------------------------|
| PRE-TEST | 20 | 56,4000 | 21,43877 | | |
| | | | | 14,092 | P >0,05 |
| POST-TEST | 20 | 70,8000 | 20,23442 | | |

According to Table 4, there was a significant difference within the experimental group as a result of the t value (14.092) calculated by T-test. In other

words, the experimental group increased their vocabulary knowledge on the post-test as well.

Table 3 and 4 displayed that both the experimental group and the control group showed improvement when they were compared within their groups. However, another comparison was made in order to see both groups' improvement on the post-test in order to explore the differences between them. Table 5 shows the results.

| | |
|-----------------|---|
| Table 5. | Comparison of the Experimental and the Control Group for the Post-Test Results |
|-----------------|---|

| GROUPS | N | Mean | Std. Deviation | t | P | Level of Significance |
|---------------|----------|-------------|-----------------------|----------|----------|------------------------------|
| EXPERIMENTAL | 20 | 70,8000 | 20,23442 | | | |
| | | | | 1,761 | 0.086 | P>0.05 |
| CONTROL | 20 | 58,8000 | 22,77949 | | | |

According to Table 5, the average post-test scores of the experimental group were calculated as 70.8000 ± 20.23442 , the control group as $58,8000 \pm 22.77949$. Accordingly, the t value was computed as 1.761 at the 0.086 as a result of t-test. This showed that although both groups improved, the experimental group scored significantly higher than the control group.

Consequently, the students who learn vocabulary items through anecdotes score significantly higher on the post-test than the students who learn vocabulary items through traditional method.

CHAPTER V

CONCLUSION

In this chapter, the effects of teaching vocabulary to preparatory class students through Anecdotes and through traditional teacher-based ways were compared in this study. In this chapter, the results and the conclusions are presented according to research findings.

5.1. DISCUSSION

This study aimed at determining whether teaching through anecdotes or traditional way of teaching vocabulary is effective in improving preparatory class young adult learners' vocabulary recognition. Therefore it examined the test results of and the difference between two groups of students- a group taught vocabulary through anecdotes and another group taught vocabulary through traditional teacher-based way.

As a conclusion, the study tested the following hypothesis:

The students whose teachers use anecdotes will score significantly higher on the post-test than the students whose teachers use traditional methods.

In short, "teaching vocabulary through anecdotes is a more successful method than the traditional method" hypothesis was tested.

Table 2. Independent Samples T-TEST Analysis for Pre-test Scores

| Groups | N | Mean | Std. Deviation | t | p | Level of Significance |
|--------------|----|---------|----------------|-------|-------|-----------------------|
| EXPERIMENTAL | 20 | 56,4000 | 21,43877 | | | |
| CONTROL | 20 | 51,2000 | 23,20073 | 0.736 | 0.466 | P<0,05 |

According to Table 2 above, the analysis of the participants' pre-test scores, which was conducted to compare the proficiency levels of both groups, revealed no significant difference between the two groups. Therefore, it can be concluded that both groups were considered equivalent in their knowledge of English vocabulary. Quantitative results in the study indicate that both groups improved and performed better after the teaching process. However, the experimental group scores were significantly better on the post-test than the control group (see Table 5 below).

| | |
|-----------------|---|
| Table 5. | Comparison of the Experimental and the Control Group for the Post-Test Results |
|-----------------|---|

| GROUPS | N | Mean | Std. Deviation | t | P | Level of Significance |
|---------------|----------|-------------|-----------------------|----------|----------|------------------------------|
| EXPERIMENTAL | 20 | 70,8000 | 20,23442 | | | |
| | | | | 1,761 | 0.086 | P>0.05 |
| CONTROL | 20 | 58,8000 | 22,77949 | | | |

The experimental group showed greater meaningful progress from pre-test to post-test. This progress shows a substantial improvement in the experiment group's ability to learn English vocabulary through anecdotes.

As a summary, the performance of the subjects in the experimental group was significantly higher than that of the control group. So, the findings of the study confirm the hypothesis of the study. This result also supports the ideas given and discussed in the Review of Literature chapter.

5.2. PEDAGOGICAL IMPLICATIONS

The findings of the study strongly confirm that using anecdotes in vocabulary teaching results in success. Students feel confident and motivated and it helps getting better results. Using traditional methods also helps; however, the findings of teaching through anecdotes are more significant than those of the traditional one.

Prospective and experienced teachers, teacher trainers, and curriculum designers can make use of the pedagogical implications given below:

- First, reading texts should be interesting, motivating and variable. If the text does not attract learners' attention or arouse curiosity for the learners, the students will not be willing to deal with the unfamiliar words.
- A specific time should always be separated for vocabulary teaching. Different planned vocabulary activities should be organized.
- Anecdotes aren't only for academic success of the students. Apart from improving the students' classroom success, it also improves cultural knowledge of the student. The curriculum and the classroom activities can be organized in an appropriate way for the teaching vocabulary through anecdotes.
- Teaching vocabulary through anecdotes reduces stress and facilitates learning. This makes the learners more aware of the learning process and they feel more powerful. When the teachers emphasize this feature of the teaching vocabulary through anecdotes, it helps getting better results.

5.3. SUGGESTIONS FOR FURTHER STUDIES

This study was limited by several conditions; therefore, there are some suggestions for future researches according to these limitations mentioned in Chapter I.

1. This study was conducted on the participants who were attending English Preparatory School Program at university level. Therefore, the effects of anecdotes learning on vocabulary teaching/learning can be explored at high school preparatory classes.

2. The participants were at intermediate level. Thus, a similar study can be carried out among pre-intermediate or advanced students. Further researches can be extended to students majoring in English, so that the results of the study would be generalizable to a broader field instead of confined to a single language proficiency level.

3. The target vocabulary items were comprised of content words. However, further studies can rank the content words hierarchically according to the results of the experiment.

4. This study only focused on the vocabulary recognition. Thus, the effectiveness of anecdotes on vocabulary production can be investigated by future researches and the productive aspect of the vocabulary can be taken into consideration in further researches. The students can be asked to write paragraphs or compositions by using the learnt vocabulary in appropriate contexts.

5. Due to the limited time, this study involved only twenty students in four weeks time. Further studies can be done in an extended time and number of the

students can be more than twenty in both of the groups in order to have better statistical results.

6. The techniques for teaching vocabulary through anecdotes can be further developed or new techniques can be used in further researches.

7. The motivation aspect of using anecdotes in teaching process can be investigated.

8. The contribution of anecdotes to learning and teaching grammar and pronunciation of words can be examined.

9. Also, more than one school can be involved in further studies so that comparison of the results could be achieved.

5.4. SUMMARY

Researches show that learners learn best when they are made actively involved in word learning and at different levels of mental activity and reading authentic materials-such as anecdotes- is a big challenge for EFL learners. However; it should always be remembered that 'teaching does not cause learning'. To provide a good learning atmosphere, the teacher should make the students feel comfortable in class. Teaching vocabulary through anecdotes makes it easier. The aim of these studies is to make the learner more confident.

The study findings show that anecdotes provide effective teaching of vocabulary.

This research has shown that participating in learning vocabulary through anecdotes, students can benefit in the following areas:

- Improved academic achievement
- Increased motivation to learn
- Improved acceptance of academically challenged students
- Improved liking for school
- Improved student attitudes toward learning, school, peers, and self

Students themselves expressed their ideas on a feedback paper given by the researcher herself. They didn't have to give their names. The results were also impressive and they supported the hypothesis of the study. All of the students told that they liked the method. They also think that they learned in games and anecdotes which are very funny and motivating and provided an easy learning of vocabulary items. They liked the idea of learning vocabulary through anecdotes. What's more, they think that the method was also effective in improving their social skills.

Taking all study findings and results into consideration, it can be easily concluded that if anecdotes are adjusted to language classes, it results better than the traditional methods. Therefore, using anecdotes in teaching more and giving more importance to it in the syllabus will result in both academic and social success.

In conclusion, it's hoped that this study has highlighted the importance of using anecdotes in the EFL/ESL classroom to aid the teaching of vocabulary.

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APPENDICES

APPENDIX A

VOCABULARY TEST of PRE-TEST and POST-TEST

A. Circle the letter of the word or phrase that is the meaning of the boldfaced.

1. Everybody **blamed** me but I didn't do that. Please believe me.

- a) to think that someone is responsible for something bad.
- b) to cut small amounts of something.
- c) become different
- d) someone who is involved in illegal activities

2. It will **probably** last two weeks.

- a) extremely
- b) however
- c) it is likely to happen, there is a chance.
- d) finally

3. The **thief** stole € 1000 from his office.

- a) someone who is reliable
- b) a place or an area
- c) two people in a relationship
- d) robber, burglar

4. Rob **fell down** the stairs.

- a) drop from a higher to a lower position.
- b) to include something
- c) to break something.
- d) to hit something

5. The telephone rang and he answered it **immediately**.

- a) after
- b) before
- c) very soon
- d) later

6. They've offered me a job and I'll **accept** it.

- a) to check
- b) to deny
- c) to agree
- d) to reply

7. I'll put the pizza in the oven because I want to **warm it up**.

- a) to pay money
- b) to be frozen

- c) to burn something
- d) to heat something

8. You can **borrow** two books from the library at a time.

- a) to use something that belongs to someone and that you must give it back to them later
- b) to risk money or possession
- c) to give someone money as a loan
- d) to find out information

9. Teenagers tend to **quarrel** with their parents so often.

- a) to change someone's opinion
- b) to beat somebody
- c) to hit somebody
- d) to have an argument

10. He noticed two policemen coming **towards** him.

- a) to move or look in the direction of somebody or something
- b) because
- c) against
- d) to go to opposite side

11. I really **admire** the way she brings up her kids all on her own .She is a perfect mother

- a) to hate
- b) to respect and like
- c) to dream of
- d) to look at

12. The jury has an **influence** over the decisions made in the court.

- a) a law
- b) an opinion
- c) a result
- d) the power to affect something or somebody

13. After the meeting the members of the council was **furious at** the decisions.

- a) happy
- b) feeling bad
- c) very angry
- d) generous

14. I felt **ashamed of** the things I wrote to him.

- a) feeling embarrassed and guilty
- b) feeling angry
- c) feeling surprised
- d) feeling free

15. The new factory will **create** more than 100 new jobs.

- a) to reduce
- b) to make something exist that didn't exist before.
- c) to change
- d) to damage

Fill in the gaps with the correct form of the words from the box

| | | | |
|--------------|---------------|------------|--------------|
| give a birth | curious about | angry with | take care of |
| although | spit | give back | |
| branch | wake up | sweat | |

1. I have a new-born nephew. My sister _____ yesterday morning.
2. This summer it's really hard to work in the field. Workers _____ a lot and need to drink much water.
3. Don't forget to _____ him _____ in the morning. He has a job interview early in the morning.
4. I think there should be warnings on the streets for people who _____ on the grounds.
5. I borrowed some money from my best friend a week ago. And I know he is broken now. I should _____ it _____ as soon as I can.
6. _____ my ex-boy friend told me too many lies, I forgave him. Because I love him very much.
7. Who _____ your dog, while you are on holiday?
8. We are _____ how she would react?
9. Oh , no! Come on. Don't cry anymore please. I'm not _____ you. I know it's not your fault.
10. After the storm we recognized that there was still fruit on the _____ of the tree.

APPENDIX B

READING TEXT (AN ANECDOTE) AND EXERCISES FOR EXPERIMENTAL GROUP

Cauldron

Hodja borrowed his neighbor's cauldron. Several days later, he brought a pot with the cauldron he **borrowed**. His neighbor asked:

-Hodja, What's this?

Hodja answered:

-Brother, your cauldron **gave a birth**.

The man took the pot happily. A few days later , Hodja borrowed the cauldron again but he could not **give it back** for a long time. At last his neighbor knocked Hodja's door and said:

-Hodja we need the cauldron. Could you give it back?

Hodja replied:

-Your cauldron died, I'm so sorry.

-Hodja how can a cauldron die?

Hodja replied angrily:

- Once you believed that it gave a birth, then why don't you believe that it died?

(Nasrettin Hoca:46)

Fill in the Blanks with a proper word.

1. Hodja_____ the cauldron again but he didn't _____it _____.
2. Once you believed that it _____ a _____ , then why don't you believe that it died?
3. Hodja we need the cauldron. Could you _____ it _____?

Put the sentences in order and eliminate the extra one.

| |
|---|
| Hodja answered: -Brother, your cauldron gave a birth . |
| Hodja replied: -Your cauldron died, I'm so sorry. |
| Hodja replied angrily: - Once you believed that it gave a birth, then why don't you believe that it died? |
| Hodja borrowed his neighbor's cauldron. Several days later, he brought a pot with the cauldron he borrowed . |

Hodja, What's this?

The man took the pot happily. A few days later , Hodja borrowed the cauldron again but he could not **give it back** for a long time. At last his neighbor knocked Hodja's door and said:

-Hodja how can a cauldron die?

Hodja we need the cauldron. Could you give it back?

Oh, no! Give my cauldron now, immediately!

APPENDIX C

READING TEXT (AN ANECDOTE) AND EXERCISES FOR EXPERIMENTAL GROUP

The Horse's Kick

One day Injili Chavush had some business in a law court ,and he rode to the court an a very beautiful horse. The kadi (1)_____ this horse and wanted it for himself. He sent his clerk to tell Injili Chavush that he would (2)_____ of his business well if Injili would make him a present of that horse. The kadi did not know at that time that Injili Chavush had great (3)_____ in the palace.

Injili Chavush was (4) _____ the kadi's request, but said nothing. Instead he rode (5)_____ to the palace and asked that the kadi be dismissed from his position. The Sultan immediately sent a letter of dismissal to the kadi, without giving any explanation for his action.

Sometime later the former kadi was sitting in a coffee house talking to his friends. It happened that Injili Chavush was also in that coffee house at the same time. Injili listened to them discussing the former kadi's dismissal from office without any (6) _____. “ Well, friends,” said the former kadi, “ somebody kicked me, but I do not know who it was.”

Then Injili Chavush spoke. “My horse kicked you, kadi, effendi,” he said. “It was nobody but my horse.” (Walker&Uysal,1966:232)

Try to find what type words are they?

1. Adj/ verb/ noun/ adv ?
2. Adj/ verb/ noun/ adv ?
3. Adj/ verb/ noun/ adv ?
4. Adj/ verb/ noun/ adv ?
5. Adj/ verb/ noun/ adv ?
6. Adj/ verb/ noun/ adv ?

Find the suitable words from the box below for the blanks in the reading text.

| | | | | |
|----------|--------------|---------------|-------------|---------------|
| *Admired | *explanation | * immediately | *furious at | *take care of |
| | | * influence | | |

- 1.-----
- 2.-----
- 3.-----

- 4.-----
- 5.-----
- 6.-----

APPENDIX D

EXERCISES FOR EXPERIMENTAL GROUP

In this activity students exchange authentic personal anecdotes. The teacher provides a model and students are given time to prepare their own anecdotes before doing a mingle. It provides a lot of fluency practice and can be used with any level from pre-intermediate upwards.

Preparation:

Think of an anecdote. Try to think of something that isn't too serious and is perhaps a little humorous.

Procedure:

Students need a pen and paper in front of them. The teacher tells the students to sit back and relax and that he is going to tell a true story. He/She tells the anecdote. The teacher

- Gives the students 3 minutes and asks them to draw their favourite moment of the story. Then asks the students to work in pairs and retell the story together using the pictures to help them.

- Elicits from students 8-10 key words from the story.

- Tells students to think of their own anecdote.

- Tells students to write down 8-10 keywords for their story.

- Tells them that these are the only words they will be able to look at when they tell the story. During this preparation stage teacher encourages students to ask for any new vocabulary they might need. 5 - 10 minutes allowed.

- Asks the students to work in pairs and tell their partner the story. This gives them a chance to practise their story before they talk to the class as well as a final opportunity to check vocabulary.

- Tell students that they will tell their story and listen to the other stories. They must listen and decide which is their favourite story. Students mingle freely and tell stories.

- Feedbacks on which were the students'/your favourite stories and why.

APPENDIX E

EXERCISES FOR CONTROL GROUP

Remember these words

-admire: to respect and like someone because they have done something that you think is good.

-take care of: to look after someone or something.

-influence: the power to affect the way someone or something develops, behaves or thinks without using direct force or orders.

-furious at: very angry.

-explanation: the reasons you give for why something happened or why you did something.

-immediately: without delay.

-angry with: feeling strong emotions which make you want to shout at someone or hurt them because they have behaved in an unfair, cruel and offensive way.

-spit: to force a small amount of saliva out of your mouth.

-ashamed of: feeling embarrassed and guilty because of something you have done.

APPENDIX F

Ders No:

Tarih:

Akademik Dönüt

Bu çalışmada aşağıdakileri çok iyi öğrendim:

Aşağıdakileri anlamakta zorluk çektim:

Bireysel Dönüt:

Aşağıdakileri sevdim:

Aşağıdakileri sevmedim:

APPENDIX G

A SAMPLE FEEDBACK FROM EXPERIMENTAL GROUP

| | |
|---|-------------------|
| Ders No: 3 | Tarih: April 2009 |
| Akademik Dönüt | |
| Bu çalışmada aşağıdakileri çok iyi öğrendim: | |
| Fıkraları daha önceden de bildiğim için yeni kelimeleri çok kolay öğrendim. | |
| Aşağıdakileri anlamakta zorluk çektim: | |
| Çok az da olsa zor kelimeler vardı. Anlamaları anlamada da tüm fikrayı anladım. | |
| Bireysel Dönüt: | |
| Aşağıdakileri sevdim: | |
| Ders Eğlenceli geçti. Diğer İngilizce derslerin de öğrendiğimize kelimeleri daha zor aklımızda tutuyorduk. Şimdi sıkılmadan öğrendik. | |
| Aşağıdakileri sevmedim: | |
| Her böyle kelime öğrenmek istiyorduk. Ezberlemek zor HERŞEYİ SEVDİM | |

APPENDIX H

A SAMPLE FEEDBACK FROM CONTROL GROUP

Ders No: 2

Tarih: *

Akademik Dönüt

Bu çalışmada aşağıdakileri çok iyi öğrendim:

Aşağıdakileri anlamakta zorluk çektim:

Çok fazla kelime var hepsinin anlamını
ezberleyemiyorum ve cümle içinde
kullanamıyorum

Bireysel Dönüt:

Aşağıdakileri sevdim:

Öğretmenimiz kelimelerin anlamlarına
yardı veya biz sorduktan baktık
çok zor değildi

Aşağıdakileri sevmedim:

Kelime anlamı ezberlemeji sevmiyorum