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USING FOLKTALES TO TEACH VOCABULARY

HALK HİKAYELERİNİ KELİME ÖĞRETİMİ İÇİN KULLANMAK

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KONYA 2009

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisor Assist. Prof. Dr. Ahmet Ali ARSLAN for his guidance, suggestions and patience during the writing of the thesis.

I am greatly indebted to my teachers Associate Prof. Dr. Hasan ÇAKIR, Assist. Prof. Dr. Abdülkadir ÇAKIR, Assist. Prof. Dr. Ece SARIGÜL and Assist. Prof. Dr. Abdülhamit ÇAKIR

I am deeply grateful to Associate Prof. Dr. Ali Murat SÜNBÜL for his valuable help with the statistical analysis.

I am greatly indebted to my family for their patience and encouragement.

I am also thankful to all my teachers at the ELT department and colleagues at SOFL for their contributions, suggestions and comments.

Finally, I owe all those who offered me support a debt of gratitude.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iii
LIST OF FIGURES	iv
CHAPTER I - INTRODUCTION.....	1
1.1. Background to the Study	1
1.2. Purpose of the Study and Research Hypotheses.....	5
1.3. Research Questions	5
1.4. Problem.....	6
1.5. Significance of the Study.....	7
1.6. Scope and Limitations	7
1.7. Assumptions	8
1.8. Organization of the Study.....	9
CHAPTER II - REVIEW OF THE LITERATURE	10
2.1. Introduction	10
2.2. Definition of Vocabulary.....	10
2.3. Knowing a Word	12
2.4. A Brief History of Vocabulary Teaching	15
2.5. The Importance of Vocabulary Teaching.....	18
2.6. How to Teach Vocabulary.....	20
2.7. Vocabulary Teaching Techniques	24
2.7.1. Techniques for Conveying Meaning.....	24
2.7.2. Techniques for Checking Understanding.....	26
2.7.3. Techniques for Vocabulary Consolidation.....	27
2.8. Using Folktales in Elt	27
2.8.1. Using Folktales in Classroom	29

2.8.1.1 Advantages of Using Folktales	30
2.8.1.2. Purposes for Using Folktales	34
2.9. Teaching Vocabulary through Folktales	36
2.9.1. Selection of Folktales	37
2.9.2. Presentation of Folktales	40
2.9.3. Techniques to Teach Vocabulary through Folktales.....	40
CHAPTER III - METHODOLOGY	43
3.1. Introduction	43
3.2. Research Design	43
3.3. Subjects.....	44
3.4. Materials	45
3.5. Data Collection Procedure.....	46
3.5.1. Before the Study.....	46
3.5.2. During the Study	47
3.5.2.1. Experimental Group.....	47
3.5.2.2. Control Group	49
3.5.3. After the Study	49
CHAPTER IV - DATA ANALYSIS	51
4.1. Introduction	52
4.2. Data Analysis Procedure	52
4.3. Results of the Study.....	53
4.3.1. Pre-test.....	53
4.3.2. Post-test.....	54
4.3.3. Retention Test (Delayed Post-test).....	55
CHAPTER V - CONCLUSIONS.....	58
5.1. Introduction	58
5.2. Discussion.....	58

5.3. Pedagogical Implications.....	60
5.4. Suggestions for Further Studies.....	61
REFERENCES	62
APPENDICES	65
Appendix A	
<u>Pre-test, Post-test, Retention test</u>	65
Appendix B	
<u>Folktale Activity</u>	70
Appendix C	
<u>Folktale Activity</u>	76
Appendix D	
<u>Translation Sheet 1</u>	81
Appendix E	
<u>Translation Sheet 2</u>	82
Appendix F	
<u>Target Vocabulary List</u>	83
Appendix G	
<u>Raw Scores of the Experimental and Control Group</u>	84

LIST OF TABLES

<u>Table 1.</u> Experimental Design	44
<u>Table 2.</u> Mann Whitney U Analysis for <u>Pre-test</u> Scores.....	53
<u>Table 3.</u> Comparison of the Pre-test with <u>Post-test</u> Results within the Control Group.....	54
<u>Table 4.</u> Comparison of the Pre-test with <u>Post-test</u> Results within the Experimental Group.....	54
<u>Table 5.</u> Comparison of the Experimental and the Control Group for the <u>Post-Test</u> Results	55
<u>Table 6.</u> Comparison of the Pre-test with <u>Retention test</u> Results within the Control Group.....	56

<u>Table 7.</u> Comparison of the Pre-test with <u>Retention test</u> Results within the Experimental Group.....	56
<u>Table 8.</u> Comparison of the Experimental and the Control Group for the <u>Retention Test</u> Results.....	57

CHAPTER I

INTRODUCTION

1.1. Background to the Study

Vocabulary teaching is one of the vital components of language teaching. It is important because it carries the content of what we want to say. In other words, vocabulary is a powerful carrier of meaning; we express our ideas, feelings, and perceptions through words. Wilkins (1974:111) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Thus, vocabulary teaching has an indispensable part in language teaching. Moreover, a good vocabulary is essential both for more precision in thought and in one’s daily affairs. This can be supported as:

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.

Wallace (1982:9)

However, in foreign language teaching, vocabulary has not received the value it deserves, and it has remained a neglected area for a long time. In traditional vocabulary teaching methods vocabulary teaching was regarded as giving the students long lists of words for memorizing, translating or defining the words. Carter&McCarty (1988) stress that this negligence of vocabulary has produced both students with vocabulary learning problems and teachers incapable of giving students with meaningful learning. A survey shows how bizarre it is that vocabulary has been neglected even though there is a belief that learning a foreign language is basically learning the vocabulary of the language.

However, in recent years, the situation is getting to change and there has been a growing interest in vocabulary teaching. Today, the main concern of vocabulary teaching is trying to find answers to questions such as:

- Which aids to vocabulary teaching are available?
- How can we make the words we want to teach seem more important to students?
- How can we make vocabulary teaching both effective and enjoyable?
- How can we encourage students to take responsibility for their own vocabulary learning?
- What are the best means of retaining new words?
- Is it most practical to learn words as single items in a list, in pairs (for example, as translation equivalents) or in context?

(Adapted from Allen, 1983:6 and Carter and McCarthy, cited in Nunan, 1998:116)

There is no doubt that vocabulary teaching has a secondary importance, but there is a revival of attention to vocabulary teaching at the end of the twentieth century. Today teachers expect students to master the vocabulary of the language as well as its other features such as grammar. Celce-Murcia (1979:242) states that “both grammar and vocabulary are important and both can and should be taught in the ESL classroom without sacrificing one for the other.” Especially, when the communication part of the language is taken into consideration, vocabulary plays a role as a central element. It is claimed that:

No matter how good a language learner is at grammar, he might still have difficulty in communicating, however; he will be able to communicate to a certain extent provided that he knows the necessary vocabulary. In other words; communication could be achieved with a relative degree of success by means of an adequate knowledge of vocabulary alone. Thus, vocabulary should be viewed as an integral part of learning a foreign language since it leads the way to communication.

Wallace(1982:3)

When the importance of vocabulary is recognized, many techniques and approaches to teaching and learning vocabulary have emerged. One of these is using folktales in the classroom. As Fraida Dubin(1974: 1) pointed out foreign language learners need materials that reflect real life concerns. There are many real life activities that can be brought into the classroom to add variety not only to the teaching process but also to the students' experience in English. One of these real life activities is folktales.

Folktales are useful aids to teach and learn vocabulary since Turkish students, like many learners of English all over the world, like reading them. Therefore, the teachers make use of them to draw the students' attention to the lesson and create a relaxed atmosphere in classroom.

Folktales are also believed to provide motivation to use target language actively and creatively. In addition, this technique is believed to activate students and help them aware of their feelings and thoughts in communication. Folktales provide meaningful authentic contexts. Peacock (1997:144) claims that "authentic materials bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating."

Moreover, they present new vocabulary and expressions in context. When students learn new vocabulary in context, they are far more likely to remember them better than learning as single items and they get a much better picture of what the words mean. In addition, students are supposed to be aware of the fact that words do not exist on their own; they live with other words and they depend on each other.

Finally it is obvious that we can hear folktales everywhere and every time in our daily lives. We can come across them at home, at work, on a radio, on TV or on the internet. Therefore, folktales can be used by teachers to achieve many goals in language teaching. They can be useful in every aspect of language teaching and can serve for the development of all skills such as listening, speaking, reading and

writing skills. Besides all of these, new vocabulary can be presented by means of folktales.

Unfortunately, vocabulary has often been taught through mother tongue translation in Turkey. As it is an unplanned way, it seems to be the most common and easiest technique for many teachers of English as a foreign language. However, this technique, which has derived from grammar translation method, is not the best one. To give a translation equivalent of an unknown word is not to teach its meaning but helping the student to understand the new word in that particular context. In the long run, translation method is unsound. Learning vocabulary is learning how words relate to external reality and how they connect to each other. So translation method should not be used in preparatory schools too much, since it leaves us with questions:

- What words have a similar meaning to this word? How do they differ in meaning?
- Is this word part of a family or group of related words? What are the other members? How do they relate to each other?
- What other words typically keep company with this word (often coming before or after it in a sentence)?
- What are the situations and contexts where this word is typically found or not found?

(Scrivener, 1994:73)

A good knowledge of vocabulary is crucial for anyone who wants to use the language. In this study, there is an attempt for teachers to find new ways for a more efficient vocabulary teaching and learning. We, as language teachers, should not make our students bored but allow them have fun while teaching vocabulary. Richard (1985:188)states that “we must look to how teaching techniques can help realize our concept of what it means to know a word”. In other words, the more language teaching techniques we create and apply in classroom, the more motivating and productive our vocabulary teaching will be.

1.2. Purpose of the Study and Research Hypotheses

This study aims at investigating the effects of folktales in vocabulary teaching in terms of vocabulary learning, recognition and retention on pre-intermediate class students at Selçuk University, School of Foreign Languages. Our purpose is to show the contribution of folktales to vocabulary learning of students in English Foreign Language classes. In this study, the following two hypotheses will be tested:

Hypothesis 1: The students who learn the target words through folktales will score significantly higher on the post-test than the students who learn the target words through mother tongue translation.

In other words, it is hypothesized that the students who are taught forty target words through folktales are more successful in recognition aspect of this vocabulary when compared to the students who are taught the same target words through mother tongue translation.

Hypothesis 2: The students who learn the target words through folktales will score significantly higher on the retention test than the students who learn the same words through mother tongue translation.

In other words, it is hypothesized that students who are taught the target vocabulary items through folktales will retain them better than the students who are taught the same set of vocabulary through mother tongue translation.

1.3. Research Questions

According to the aim of the study, these following questions will be intended to find answers:

1. Does presenting new words through folktales result in better learning of the words than presenting them using mother tongue translation?

2. Does presenting new words through folktales enhance retention of new vocabulary items?

1.4. Problem

The problem which necessitated this study is that traditional vocabulary teaching methods lack the advantages which new vocabulary teaching methods such as reading folktales, offer to second language learners.

For the students of SOFL (School of Foreign Languages) vocabulary learning plays an important role. During the one year of preparatory programme they need to know a great deal of vocabulary in order to be successful in their departments. For that reason expanding their vocabulary takes an important part in their first year of education. 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 during the year. 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.

In addition, the students memorize new vocabulary and forget them at once. Because new words are often introduced with traditional techniques. It means that planned vocabulary teaching has been neglected. So, it causes poor or inefficient vocabulary learning. Sometimes vocabulary is totally ignored due to the heavy loaded grammar-based curriculum.

As a result, in this study, a need has been seen to use folktales as an aid which will both have a value of teaching and make vocabulary learning motivating since folktale is a good way to help students' comprehension and to activate them to practise what they have learned.

1.5. Significance of the Study

This study is important in that using folktales may be one of the useful aids to solve the problems in vocabulary teaching. Folktales may provide students a meaningful authentic context by means of which they can learn more vocabulary easily. Therefore, it will analyse the effects of folktales on vocabulary learning, recognition and retention.

This study is also significant in that it may have a contribution toward vocabulary teaching offered at SOFL and it may lead to research on other skills. It can also be a guide to the teachers who want to apply new and productive techniques in the class.

1.6. Scope and Limitations

The scope of this study is to evaluate the effect of folktales in vocabulary teaching to the pre intermediate students at Selçuk University, School of Foreign Languages.

The first limitation of the study was that only pre-intermediate level students at Selçuk University, School of Foreign Languages were used in this study.

The second limitation of the study was the number of the students in both experimental and the control groups. Because the number of the students in each classes was restricted to twenty, and the number of words involved in the study was

40. The data obtained from a larger group of students would have more reliable results.

The third limitation was that only the recognition aspect of the vocabulary was taken into consideration. The productive aspect was ignored during the study.

The final limitation of the study was that the groups were chosen according to their scores in the proficiency exam at the beginning of the first semester. After nearly 7 months, the students' language levels might have varied. This variation may have effects on the measure.

1.7. Assumptions

It is believed that the students who participated in this research have given honest, sincere and logical answers to the questions.

1.8. Organization of the Study

Chapter 1 states the background of the study briefly. In this chapter, the problem, the purpose of the study, the research hypotheses, the significance of the study, and limitations are also introduced.

Chapter 2 contains the review of literature and research related to vocabulary teaching and using folktales in EFL classrooms. The chapter starts with a general overview of the terms related with the topic. Then the presentation of the role of vocabulary in learning a foreign language, vocabulary selection and presentation techniques are explained. Afterwards, how folktales have been used in ELT

methodology is reviewed. The rest of this chapter deals with using folktales in EFL classroom. It includes a discussion regarding the advantages and purposes of using folktales. The chapter ends with the reasons for using folktales in vocabulary teaching and the ways of selecting and presenting them in classroom through some techniques.

Chapter 3 introduces the methodology of the study. The research design, the materials, the participants, the materials used in the experimental and the control groups and the data collection procedure of the study are described.

Chapter 4 reports the results of analysis, discussions and interpretations of the findings which emerged from the study.

Chapter 5 includes a summary of the study and findings, implications that were drawn from the results, implications for practice, and recommendations for further study and research.

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Introduction

The aim of this chapter is to present a review of the available literature relevant to the topic. It includes a review of vocabulary, its significance in learning a foreign language, and some of the techniques to teach it. In addition, it will review folktales in ELT classroom, their role in vocabulary teaching and techniques to teach them.

2.2. Definition of Vocabulary

Vocabulary is defined as the total number of words that you know in particular language in Collins Cobuild Dictionary (1994: 1164). It can be defined, roughly, as the knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests.

First, words come in two forms: oral and print. The words that are recognized and used in listening and speaking are included in oral vocabulary. The words that are recognized and used in reading and writing are included in print vocabulary.

Second, word knowledge also comes in two forms, receptive (passive) and productive (active). Receptive vocabulary consists of words that are recognized when they are heard or seen. Scrivener (1994:74) defines passive vocabulary as “the set of words we recognize and understand, but tend not to use ourselves.” Active

vocabulary can be defined as the set of words people actively produce in their own speech and writing. It consists of words that are used when people speak or write. Kitao&Kitao (2003: 1) summarizes vocabulary knowledge into four groups:

Speaking: active

Listening: passive

Reading: passive

Writing: active

Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which people assign some meaning, even if they don't know their full definitions and connotations – or ever use them themselves as they speak and write. Allen, (1983:195) states that “even in our own native language, we recognize and understand many more words than we say or write.” For example, some people have a receptive vocabulary of up to 100,000 words, but a productive vocabulary of between 10,000 and 20,000 words. In time, some words which we have learned for comprehension (or recognition) become part of our active (or productive) vocabulary.

In education, the word *vocabulary* is used with varying meanings. For example, for beginning teachers, vocabulary means a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary students, *vocabulary* usually means the “hard” words that students encounter in content area textbook and literature selections.

Ur (1996: 60) defines vocabulary as the words we teach in foreign language, but he distinguishes that a new item of vocabulary may occur in the form of more than a single word: “We all know "traffic" as a word but is "traffic light" one word or two? Traffic light has a single meaning, which is different from that of "traffic" and "light", but it is made up of two "words". All languages are full of short phrases made

up of several words or chunks of language and teacher should focus on these as well as the word itself.

2.3. Knowing a Word

Vocabulary is often thought of as lists of words. However, besides single words, vocabularies include numerous multi-word items. There is no universal definition of the term vocabulary. Therefore, establishing what it means to know a word is not an easy task. Is “knowing” a word being able to recognize what it looks and sounds like or is it being able to give the word’s dictionary definition? Research suggests that, in general, the answer to these questions is *no*. Knowing a word by sight and hearing and knowing its dictionary definition are not the same as knowing how to use that word correctly and understanding it when it is heard or seen in different contexts.

Several aspects of words need to be taken into account when learning vocabulary. Based on the work of Gairns and Redman (1986) the knowledge of words can be classified into three different categories:

1. Words with which one is thoroughly familiar and use confidently in his everyday speech and writing.
2. Words that one vaguely understand in other people's speech and writing, but which one wouldn't feel comfortable using himself.
3. Those words that one doesn't understand at all.

There are stages, levels or degrees of word knowledge. These could range from knowing only that one has seen or heard the word-form without being able to recall the meaning, to a full understanding of the word and its various nuances and use in a variety of contexts both receptively and productively.

A full knowledge of a word implies knowing its collocations, that is, the words with which it is most likely to occur in speech or in writing. In other words, the term collocation refers to the combinations of words that are natural and normal to native speakers.

Word knowledge involves a wide range of understandings and skills related not only to the form but also to the meaning and use of that particular word. Therefore, all possible aspects cannot be acquired at once. Learners tend to acquire prototypical meanings and uses first and, as they advance, they begin understanding others that are more marked, provided they get enough exposure or comprehensible input.

Word knowledge involves knowing such aspects as form, pronunciation, frequency, register, grammatical patterns, collocations, associations, meanings, and so on (Nation, 1990; Richards, 1976). According to Nation (1990, 30-33), in order to 'know' a word for the purposes of engaging in the tasks of listening, reading, speaking, and writing, one needs to acquire not only the receptive knowledge of these aspects of a word but also the productive knowledge of them.

Word knowledge involves an understanding of the core meaning of a word and how it changes in different contexts. To know a word, we not only need to have *definitional knowledge*, or knowledge of the logical relationship into which a word enters, such as the category or class to which the word belongs (e.g. synonyms, antonyms, etc.).

In addition, we also need to understand how the word's meaning adapts to different contexts. This contextual knowledge involves exposure to the word in multiple contexts from different perspectives. Children exposed to words in multiple contexts, even without instruction, can be presumed to learn more about those words than students who see a word in a single context (Nitsch, 1978; Stahl, 1991).

Richards tries to formulate the objectives in vocabulary teaching and considers some of the knowledge that is assumed by lexical competence. He brings the characterization of this lexical competence down to eight broad assumptions:

1. Native speakers continue to expand their vocabulary in adulthood. Little is known about the average language user's vocabulary but anything from 20.000 to 100.000 words could be within a person's receptive vocabulary.
2. Knowing a word means knowing the degree of probability of encountering that word and the sort of words most likely to be found associated with the word (frequency and collocatability).
3. Knowing a word means knowing the limitations of use according to function and situation (temporal, social, geographical; field, mode etc.).
4. Knowing a word means knowing its syntactic behaviour (e.g. transitivity patterns, cases).
5. Knowing a word means knowing its underlying forms and the derivations.
6. Knowing a word means knowing its place in a network of associations with other words in the language.
7. Knowing a word means knowing its semantic value.
8. Knowing a word means knowing its different meanings (polysemy)

(Richards, 1985: 76)

Thus, the task of vocabulary acquisition in a second language (L2) is thus a complex and challenging undertaking for both teachers and students. The challenge could be further compounded by a multitude of cultural influences on learning of a word, particularly in the meaning aspect of word knowledge.

To sum up, knowing a word in a target language as well as the native speaker knows it may mean the ability to:

- a. Recognize it in its spoken or written form;
- b. Recall it at will;
- c. Relate it to an appropriate object or concept;
- d. Use it in the appropriate grammatical form;
- e. Pronounce it in a recognizable way in speech;
- f. Spell it correctly in writing;
- g. Use it with the words it correctly goes with, in the correct collocation;
- h. Use it at the appropriate level of formality;
- i. Be aware of its connotations and associations

(Wallace, 1982: 27)

Of course, it is known that all these cannot occur simultaneously. Learning and knowing words is an incremental process; it may take years of learning to fully know a word. A learner may learn the word *blue* in terms of its spelling and pronunciation, and the learner may be able to apply it correctly when describing color. However, all the idiomatic expressions associated with blue, including *blue Monday*, *to feel blue*, may never be learned.

2.4. A brief History of Teaching Vocabulary

Vocabulary teaching is one of the most important key concepts in ELT classes. It plays a vital role in the process of language learning. Nevertheless, it is ignored and given insufficient importance. In previous years, language teaching programs were prepared to teach basically the grammar and vocabulary was treated as separate from grammar and other skills. It was believed that after the students had mastered the grammar, they should be taught necessary words. And, the language study was done as a word-memorization with long lists of words. Therefore,

language teachers gave little attention to techniques for helping students learn vocabulary. But, structures can not be used correctly if there is not enough vocabulary knowledge. This idea can be explained as:

Vocabulary has been the neglected Cinderella of language teaching; preference has always been, and still is, given to the two sisters Grammar and More Grammar. Many English language teachers like to stress grammar over vocabulary because grammar is a finite system, whereas vocabulary is not. However, the argument in favor of placing greater weight on vocabulary is strong. Evidence from the field of corpus linguistics shows clearly that it is lexical competence, not the learning of grammatical structures, that must be the priority for language learners because lexical competence is at the heart of communicative competence.

(Sheenan, 2004:3)

Thus, it can be said that vocabulary has been seen to have a secondary status compared to grammar of language and grammar has been given more emphasis than vocabulary teaching. Allen (1983:3) summerizes the following spesific reasons why vocabulary teaching has been neglected in the past:

1. A need to emphasize grammar over vocabulary was felt, since vocabulary was already being given too much time in language classrooms.
2. Specialists in the field of methodology feared that if students learned too many words before the basic grammar had been mastered, they would make many mistakes in sentence construction. As a result, teachers believed that teaching too many words was not the best way of teaching language.
3. Those who advise teachers seemed to be saying that word meanings can be learned only through experience and they can not be adequately taught in a classroom. Consequently, little attention was directed to vocabulary teaching techniques.

However, it can be said that toward the end of the twentieth century, it is possible to see a revival of attention to vocabulary teaching. Instead of describing and memorizing the vocabulary items as long and boring lists of words, lexical forms have taken place in contextualised and meaningful language (Brown, 2001).

There are generally three reasons why vocabulary teaching has gradually regained its emphasis. First, the rise of communicative methodologies in language teaching has emphasized vocabulary learning/teaching since students need to improve their vocabulary in order to communicate appropriately. Second, teaching grammar has been deemphasized with the increasing need to communicate. And third, teachers have realized that needs and interests of students learning English for Specific Purposes (ESP) should be taken into account.

Today, the role of vocabulary is respected by the language specialists, teachers and students. Seal (*cited in Celce- Murcia, Marianne, 1991:308*) states that “now, after a period of relative neglect, language teachers and researchers are waking up to the realization that vocabulary is an important area worthy of effort and investigation.”

Now, most people accept that vocabulary is the most important ingredient of any language. English, like any other languages, consists of a great many words. Some of them are frequently used and some not, but it is impossible to imagine a language without the meaningful signs which carry the information. This idea is supported as follows:

Experienced teachers of English as a Second Language know very well how important vocabulary is. They know students must learn thousands of words that speakers and writers of English use. Fortunately, the need for vocabulary is one point on which teachers and students agree!

(Allen, 1983:1)

Now teachers expect students to master vocabulary of the language as well as its grammatical features. Since grammatical items are meaningless without words

and words are deficient without grammatical items, the place of vocabulary is as important as the place of grammar in language teaching and learning.

2.5. The Importance of Teaching Vocabulary

Vocabulary has a significant value in language teaching. Without vocabulary, language can not be learnt. To support this belief, Rivers (1981: 462) says that “language is not dry bones. It is a living thing, growing entity, clothed in the flesh of words.” In addition to this, Harmer’s (1998: 66) idea about vocabulary is like that: “If language structures make up the skeleton of language, then it is the vocabulary that provides vital organs and the flesh.”

In foreign language teaching, vocabulary is the central element which links all skills. Proficiency in speaking, listening, writing or reading would be impossible without words. That is, words are indispensable because every phrase, every grammatical structure, every piece of information consists of them. To acquire a foreign language to some extent learners must also acquire a number of words. And, it should not be neglected that the learners have to have sufficient vocabulary knowledge as well as structural and cultural knowledge in order to comprehend the message and in order to express themselves.

For a good communication, a speaker should have good vocabulary knowledge; otherwise our communication will be insufficient. Brown (2001: 377) supports this idea by saying that “if we are interested in being communicative, words are among the first priorities.” McCarty (1990:1) also states that “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just can not happen in any meaningful way.” Also, it is stated that:

Vocabulary and lexical units are at the heart of learning and communication. No amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary. Indeed, vocabulary and lexical expressions can sustain a great deal of rudimentary communication without much support from other aspects of the language system. Understanding of the nature and significance of vocabulary knowledge in a second language therefore needs to play a much more central role in the knowledge base of language teachers.

(Richards, 2000,xi)

In addition, researches show that lexical problems frequently interfere with communication; communication breaks down when people do not use the right words. It is also obvious that the more words we know, the more precisely we can express ourselves. Learners feel that many of their difficulties in both receptive and productive language use result from inadequate vocabulary. Even the best students often complain about their primary problem in acquiring English, which is the lack of vocabulary. Rivers (1983, cited in Nunan, 1998:117) claims that “the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.” Nunan also adds that “these days, the consensus of opinion seems to be that the development of rich vocabulary is an important element in the acquisition of a second language.” Consequently, students need to recognize and produce a wide range of vocabulary items in order to function accurately, appropriately and fluently in different situations.

Words are essential since the lack of them leads to the feeling of insecurity of a foreign language speaker in the foreign language environment. In other words, the students with an inadequate stock of vocabulary may feel frustrated since they cannot express what they want to say. In order to emphasize the vitally important necessity of vocabulary, 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.” On the other hand, if the students have enough vocabulary, they feel confident.

2.6. How to Teach Vocabulary

Vocabulary teaching is not a simple matter of matching up words in the native language and the target language. It is also accepted that teaching word meanings through the use of dictionary or memorizing long lists of words are not the best ways to develop and to enlarge vocabulary knowledge because of the fact that it is not a natural way of learning and students are not able to internalize the subject matter.

There is a useful distinction the language teacher must keep in mind concerning the teaching of vocabulary. First of all, s/he must be able to determine whether the vocabulary items at hand are needed by the students for active use (i.e. recall, production) or passive use (i.e. recognition, comprehension). An understanding of this distinction will influence one’s approach to the vocabulary. Likewise, vocabulary items necessary for the development of formal reading and writing skills may not be appropriate when one is learning the less formal vocabulary typical of listening and speaking. Another related consideration is that the teacher must decide whether passive vocabulary is to be learnt permanently or temporarily (i.e. acquired merely to understand a given passage in a piece of writing or a movie with no consideration for later use). All these factors can influence the way vocabulary is presented and taught in the ESL classroom.

The teacher concerned with vocabulary instruction must also be aware of the work that has been done in the area of word counts. There have been many word-lists based on frequency. Word-lists based on both frequency and usefulness of the various meanings of a word have also been prepared. The applications of these word-lists to ESL have been to guide teachers in the selection of controlled vocabulary used in beginning courses.

Vocabulary instruction is directly or indirectly part of any language course. The ESL teachers may follow a plan if no provision has been made for teaching vocabulary in either the syllabus or textbook:

1. Form: pronunciation and spelling

The learner has to know its pronunciation (what a word sounds like) and its spelling (what it looks like). In teaching, both these aspects should be accurately presented and learned.

2. Grammar

The learner needs to be taught the grammar of a new item. The item may have a change of form in certain grammatical contexts or may have a way of connecting with other words in sentences; it is important to provide learners with this information at the same time we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (break; broke), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (dress, dresses), or draw learners' attention to the fact that it has no plural at all (homework, information). We may present verbs such as *want* and *hate* together with the verb form that follows them (*want to*, *hate -ing*), or adjectives or verbs together with their following prepositions (*afraid of*, *good at*).

3. Collocation

The collocations are another factor that makes a particular combination sound "right" or "wrong" in a given context. They refer to the restrictions on how words can be used together. For example, *High* collocates with *probability*, but not with *chance*: *a high probability* but *a good chance*. Knowledge of collocations is vital for the competent use of a language.

4. Aspects of meaning (1): denotation, connotation, appropriateness

Denotation is often the sort of definition that is given in a dictionary. The meaning of a word is primarily what it refers to in the real world, its denotation; For example, *rose* denotes a kind of flower.

Its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people Arab countries has negative associations of dirt and inferiority.

5. Aspects of meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships. Here are some of the main ones:

- Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.

- Antonyms: items that mean the opposite; *beautiful* is an antonym of *ugly*.

- Hyponyms: items that serve as specific examples of a general concept; *dress*, *skirt*, *t-shirt* are hyponyms of *clothes*.

- Co-hyponyms or co-ordinates: other items that are the “same kind of thing”; *horse*, *bird*, *fish* and *dog* are co-ordinates.

- Superordinates: general concepts that “cover” specific items; *fruit* is the superordinate of *apple*, *orange*, *banana*.

- Translation: words or expressions in the learners’ mother tongue that are equivalent in meaning to the item being taught.

6. Word formation

Vocabulary items can often be broken down into their component “bits”. Exactly how these bits are put together is another piece of information- perhaps mainly for more advanced learners.

The common prefixes and suffixes may be taught: for example, if learners know the meaning of *re-*, *in-* and *-hood*, this will help them guess the meanings of words like *regain*, *insensitive* and *childhood*.

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (*bookcase*, *swimming pool*).

Thus, vocabulary teaching is a very complex process. This understanding has led to a considerable emphasis on vocabulary. Lots of strategies are used to teach vocabulary today. Some techniques such as games, songs, folktales, drama activities that give students an opportunity of using the new words in meaningful learning conditions can be helpful. Rivers (1981: 463) points out that “vocabulary can not be taught. It can be presented, explained, included in all kinds of activities, but it must be learned by the individual. ‘The vocabulary we understand’ and ‘the vocabulary we can use’ varies in nature and in quantity from one person to another even in our native language.”

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.”

Therefore, language teachers can help their students by giving them ideas on how to learn vocabulary and some guidance on what to learn. They need to find systematic ways of helping learners with vocabulary and they should sometimes give enough time to present vocabulary thoroughly and systematically. Nation supports this idea that vocabulary should be taught in a systematic and principled approach due to the following reasons:

1. Because of the considerable research on vocabulary we have good information about what to do about vocabulary and about what vocabulary to focus on.

2. There is a wide variety of ways for dealing with vocabulary in foreign or second language learning.
3. Both learners and researchers see vocabulary as a very important if not the most important element in language learning. Learners feel that many of their difficulties in both receptive and productive language use, result from an inadequate vocabulary.

(Nation, 1990: 1- 2)

Consequently, vocabulary teaching will be just boredom and time-consuming without any technique. So, while teaching new words, various ways which are interesting, colourful and enjoyable can be used. A teacher should know and apply various techniques targeting the needs and interests of the students so that teaching can be more motivating and productive. To sum up, As teachers, we have to determine clearly what to teach and not to teach. Sometimes our students are loaded with a lot of unnecessary, impractical vocabulary. The vocabulary objectives must be clearly announced.

2.7. Vocabulary Teaching Techniques

Everyone has their own way of learning vocabulary. For some people random word lists can be the most appropriate, usually with a translation into the mother tongue. Others may favour some kind of organisation, perhaps organising their vocabulary through topic, word category or word frequency. Some learners will find it effective to use vocabulary exercises in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and will suit different individuals in different ways.

2.7.1. Techniques for Conveying Meaning

The first step in vocabulary teaching in classroom is introducing the meaning

of a vocabulary item. Visual aids, word relations, definitions, anecdotes, explanation, example sentences, etc. can be used to make the meaning of a vocabulary item clear to students.

Some examples of techniques to help the learners understand the meaning of a word as follows:

Demonstration	<ul style="list-style-type: none"> - by showing an object or a cutout figure - by gestures - by performing an action
Pictures	<ul style="list-style-type: none"> - by using photographs, blackboard drawings, - cut from magazines or newspapers
Explanations	<ul style="list-style-type: none"> - by descriptions - by giving synonyms or opposites - by putting the word into a defining context - by translating

(Nation, 1974: 18-20, cited in Byrne, 1980:188)

This techniques above show that we should help the learner connect the form of a word with its meaning by presenting the form and meaning together, so that the learners know they are connected to each other. Another list about the techniques the teacher can use in order to convey the meanings of vocabulary items has been suggested:

<ul style="list-style-type: none"> - Concise definition (as in a dictionary; often a superordinate with qualifications: for example, <i>a cat is an animal which...</i>) - Detailed description (of appearance, qualities...) - Examples - Illustration (picture, object) - Demonstration (acting, mime) - Context (story or sentence in which the item occurs)

- Synonyms
- Opposite(s) (antonyms)
- Translation
- Associated ideas, collocations

(Ur, 1996:63)

This list above indicates how various techniques we can use for conveying the meaning of a specific vocabulary item. On the other hand, none of these teaching ideas in the list above is the only or best way to teach the meaning of a particular word; the teacher decides the best technique since s/he knows his/her students best.

2.7.2. Techniques for Checking Understanding

After conveying the meaning of a vocabulary item through some techniques, it needs to be checked whether it is understood by the learners or not. There are various techniques to do it. The same techniques above can even be used in different ways. Therefore, here are only a few of the techniques which can be generally used in this study.

a) Fill-in-blanks

This technique is a very effective way to check students' vocabulary comprehension and has been widely used for various purposes in language teaching

It can be introduced in various forms. For example, students can fill in ten blanks in sentences or in a passage choosing from the same number of words given in a box. Alternatively, the number of options can be more than the number of the blanks given. Similarly, two options can be given for a blank and the students may be asked to choose the correct one. Consequently, different formations can be set

according to the level of the students or the difficulty of the vocabulary items.

b) Matching and sorting exercises

The matching-pair exercise is probably the easiest way of checking vocabulary comprehension; target words may be listed in one place and a set of synonyms, antonyms, or definitions in the other. It is also possible to use more creative matching. For example, the target words related with ways of *walking* can be matched to the pictures of people doing that action (e.g. *stroll*- an elderly woman in the park; *march*- a soldier). Alternatively, the teacher can give the students a large group of words and ask them to sort the words into different categories according to different characteristics. For example, a group of animal words can be sorted into mammals, fish or reptiles, or food into vegetables, meats and fruit, etc.

2.7.3. Techniques for Vocabulary Consolidation

After introducing the meaning of a vocabulary item and checking vocabulary comprehension, it finally needs to be made students use the vocabulary item. Some of the common techniques to provide vocabulary consolidation are; *problem-solving tasks* (Students need to use the vocabulary items when trying to solve the problem), *Values Clarification* (for example, students may be asked to assign punishments (e.g. go to prison, pay a fine) to certain crimes (steal a car, rob a bank, drunk driving), *writing a story or a dialogue, discussions, role-play, games and puzzles*

2.8. Using Folktales in ELT

Folktales have always been an excellent source of ‘authentic material’ for learners. Morrow & Schocker (1987: 251) define *authentic material* as “material taken from ‘real life’, not produced specifically for foreign language-learners.” Porter & Roberts (1981:37) define *authentic language* as “real language not intended

for non-native learners.” Movies, newspapers, poems, songs and folktales are just a few examples of authentic materials.

The need for and usefulness of authentic materials have been increasingly acknowledged in recent years. For instance, the results of an experiment carried out by Peacock (1997:148) indicate that “overall class motivation significantly increased when the learners in this study used authentic materials.” The place of authentic materials in EFL classroom is explained by means of a comparison:

Authentic material gives students a taste of ‘real’ language in use, and provides them with valid linguistic data for their unconscious acquisition processes to work on. If students are exposed only to scripted material, they will learn an impoverished version of the language, and will find it hard to come to terms with genuine discourse when they are exposed to it. If they are exposed only to authentic material, however, they are unlikely (in the time available for the average language course) to meet all the high-frequency items they need to learn.

(Swan, 1985: 85)

As authentic materials, folktales are suitable educational devices. They can be used in various ways in ELT classes. Here are a few suggestions:

- to introduce a new topic or theme, tense, vocabulary or any other grammatical structure
- to unburden the students of tension which appears during such lessons that involve a great amount of concentration
- to prepare the students for more serious work involving various mental processes
- to conclude a lesson in a pleasant way and at the same time remind them of the newly gained knowledge etc.

(Pecnik, 2001)

Folktales can be an effective tool in teaching and in creating the affective second language classroom. They can be modified into compositions, essays, translations, poems, pictures, dramas, role-plays, games, questions and answers etc. They can be used as an introduction to a lesson; a starting point for a discussion,

creative activity or project work; a means of help to relax the students and prepare them for more serious work; a device which enables students to concentrate their attention to one topic and a pleasant conclusion of a lesson. Via these methods folktales can contribute to a positive environment for learning.

On the other hand, folktales can be used to learn about a nation's culture. The basis for every nation's folktales lies in its historical, socio-cultural and linguistic background. So, folktales reveal the most hidden parts of a nation's culture. DeFelice (1996: 43), asserts that "Teaching in a monolingual-monocultural, non-English speaking environment can at times be frustrating. You want your students to genuinely communicate with each other in socially acceptable ways, and at the same time become more aware of cultural traits. What is needed in a classroom is a reaction that is real because it is spontaneous. This is where folktales and funny stories can come in handy." Since one of the aims of foreign language learning is to get to know the nation's culture, we can make great use of them in ELT classes.

2.8.1. Using Folktales in Classroom

It is a certain fact that there are a lot of teachers, who use folktales in their classes, but there are also those who are reluctant to use folktales, probably because they do not know how their students will react or they consider using them as a waste of time. In addition, many teachers and students believe that 'if something is fun, you can not be learning'. On the other hand, Murphey (1992:16) states that "the idea that language learning cannot be enjoyable is outdated." After all, teachers should be open to new techniques in order to improve their teaching styles. Our ideas are supported as follows:

Whenever we try new things, we take risks. It is important to make new experiences positive and successful. This means being well prepared and only trying out things in small doses at first. We should continually experiment with our classes to try to find the best ways for learning.

(Murphey, 1992:15)

Students can profit from the language contained in folktales if we select them carefully and grade their level of difficulty. By exposing students to authentic language that folktales provide several skills can be practiced: listening, speaking, and reading. On the other hand, students find it interesting and challenging to study language through folktales. So, it can be valued as highly positive and motivating for the students and the whole atmosphere in the class is relaxed. Harmer (1984: 39) describes using folktales as a "...balanced activities approach" : The balanced activities approach sees the methodology as being a balance between the components of input and output.

In addition, the experiences of learners in learning English as a foreign language shows that learners all over the world are greatly interested in reading folktales and trying to tell and understand them. For instance, Poljaveric (1992:53) summarizes her whole experience with folktales as teaching materials in her English classes: "The pupils learned without being aware of it. They had to think and react quickly, which is not easy. In a very few minutes they had to select what was important to include and to discard what was not. They had to concentrate on the vocabulary, grammar, etc. and they did it without tension or fear. It was a game, and, as we know, learning through games is spontaneous and natural."

2.8.1.1 Advantages of using folktales

We all know that folktales have a powerful effect on people. First, folktales speak to us directly about our experiences; they reassure us in our moments of trouble. Secondly, folktales can acquire strong emotional associations with people, events and places. Claire (1984:v) stresses the importance of folktales that "The nature of the subject- folktales- insures enthusiastic student involvement in in-class conversations. No other subject generates such lively participation, covering so many different linguistic skills". Maurice (1988: 20) also states that "Folktales can easily be seen as a way of activating motivation and directing attention, but it can also be used

in other events as well, from stimulating recall to eliciting performance and providing feedback."He (1988, 23) further on argues that "Telling folktales is a specialized skill that few EFL learners really need; however, the subskills that aid effective folktale-telling can be important in other ways of communication."

The advantages to using folktales in the language classroom can be outlined as follows:

Folktales provide language learners a motivating atmosphere. The use of folktales in the classroom reduces tension, improves classroom climate, increases student-teacher rapport and even facilitates learning. Spending more time and attention with folktales in an English curriculum would increase student motivation. Norman (1986:3) states that "motivation is the key to successful learning." In addition, the need to create a welcoming classroom for language learning is emphasized as follows:

In order to take risks, you need a learning environment in which you do not feel threatened or intimidated. In order to speak, you need to feel you will be heard and that what you're saying is worth hearing. In order to continue your language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high. Issues of motivation and language anxiety are key to this topic of affect in the second language classroom.

(Kristmanson, 2000)

The nature of positive folktale helps create a "positive atmosphere" which encourages the learners' desire to take part in class conversations by decreasing anxiety and stress. A positive classroom environment coupled with increased motivation encourages the young learner to take risks and participate in the use of English because there is no fear of criticism or being ridiculed in a joyful and non-threatening environment. This effectively reduces anxiety and increases motivation in the English classroom. (Chiasson, 2002)

By means of folktales teaching and learning experience can become adventurous as well as efficient. Because, folktales are fun and they increase enjoyment during the lesson. Although most teachers consider this a disadvantage, we believe that language learning should not be 'painful'. Davanellos (1999:13) favours us by stating that "in my own experience, the most successful lessons are the ones where we all feel we've had a good time. Enjoyable learning has to be more effective than teacher-centred procedures." Coromina (1993:27) also claims that "it is common knowledge that students who relax and have fun while learning do learn more."

Folktales also provide variety. One of the major contributions of folktales is the variety that they bring to the class. Variety causes interest and interest ends in motivation. Using folktales is one way of 'escaping' from the course book and adding new learning experiences. Therefore, they involve the whole class participation and decrease boredom.

Folktales are relaxing and encouraging. Folktales can play an important part in helping to relax students and help them overcome stress and so make them more receptive to learning. Folktales can also improve classroom atmosphere particularly for students who are worried about making mistakes or nervous about speaking abilities.

According to Griffiee (1992:4), "For many, learning a new language is inherently an insecure proposition. Language, our basis of communication, is taken away from us and we often feel lost and dependent. Folktales give us the external cover we need to feel more secure while at the same time providing the internal support to carry on with the task."

Most students are shy to express their ideas or thoughts in English, something that should be avoided in learning a foreign language. Chiasson (2002) states that "Folktales can help the shy and/or timid students to feel that they are a part of the

class and to allow them to contribute or participate without feeling humiliated or vulnerable". So, students who are usually quiet can become very talkative when folktales are used during the lesson.

Folktales are parts of everyday life. They play a major role in our every day social interaction. We should therefore not ignore it but instead make it part of our everyday classroom learning. In our time, it is hard to escape folktales as it occupies ever more of the world around us; in the car, at home, at sporting events, at times of celebration, in theatres, at the cinema, and even out in the streets, we constantly hear them. It therefore seems natural to make them an integral part of the language learning process.

Folktales are personal. They can be classified according to their subject matter. "There are folktales about friendship, growing up, growing old, political folktales, and folktales about the meaning of life. In addition, most folktales are appropriated by readers for their own purposes; the readers make associations between their life and the folktale.

Folktales encourage creativity and use of imagination. Folktales have a power to stimulate images for the inner eye, to enable the listener to fantasise.

Folktales are easily available. Thanks to the internet, folktales and even folktale-based classroom activities are now easily available. It is also free to download any kind of folktales.

Folktales are authentic and they expose students to valuable natural language input. Folktales provide examples of everyday language. They present a rich source of authentic language and real life situation. In addition, the language of most folktales is simple, often in a conversational style. Therefore, the natural language of folktales, as opposed to the artificial language in many textbooks, is one way to incorporate modern language into the classroom. Harmer (1998:98) states that such exposure provides vital information for students not only about grammar and vocabulary but also about pronunciation, intonation, pitch and stress.

Folktales offer a lot of cultural input. They can be used to expose students to the culture of the people using the target language. For instance, they can evoke historical periods. In other words, each folktale is a reflection of the time and place that produced it. The world is evolving a common culture and by using folktales in the classroom, students are participating in the emerging world culture. Consequently, bringing a folktale into the classroom entails bringing the culture of the folktale in with it.

The advantages and benefits of using folktales for enhancing student participation can be summarized as follows:

1. Folktales are short and can be told within the space of a few minutes.
2. They are rule-governed...
3. There is a wide range of speech patterns within the single genre of folktale.
4. Folktales are common to all cultures.
5. Folktales embody a culture.
6. Speech behavior that is learned by listening to, and telling folktales can be generalized to speech acts other than the folktale.

(Trachtenberg 1980:9)

As a result, it can be said that the contributions of folktales as teaching devices in foreign language teaching are varied and they should be one of the many useful tools used by language teachers to make their classrooms more inviting and conducive to learning.

2.8.1.2. Purposes for Using Folktales

Folktales are not only fun and motivating; they have a serious purpose for language learning. Most English language teachers all over the world use or have used folktales for teaching purposes.

First of all, folktales can be used as an aid to teach grammar. Folktales

provide rich source of material for studying the most common structures such as verb tenses and prepositions. Thus, folktales can be used for grammatical study in an enjoyable way. This can simply be done by changing the words of a folktale into a cloze (gap filling) exercise so as to introduce, revise or practice a target grammar point. Numerous folktales help in practicing different grammar items.

Secondly, folktales are effective in improving receptive skills; reading and listening. Folktale texts can be used as a reading or listening text. Therefore, folktales are powerful tools to improve reading and listening skills. Folktales are invaluable aids in developing students' listening skills. They are an enjoyable alternative to the traditional listening comprehension. Moreover, folktales can help in practicing pronunciation, stress, and intonation. Students' pronunciation will improve through listening to folktales consciously or subconsciously. Folktales can also be used for improving reading skills. Therefore, folktales can be used as a warm-up or follow-up activities.

In addition, folktales are a wonderful vehicle for communicative language teaching. In other words, folktales can be used as a starting point for conversation or for class discussion. One point we should make sure is that the folktales which we intend to use in writing or speaking class must carry some sort of message, or at the very least, tell an interesting story.

Furthermore, it can be a good idea to use folktales as warming-up activities, especially if the students come tired from previous classes. It also prepares them to switch to English in an easy and funny way. Alternatively, the class can end with telling folktales for fun or breaking the routine. This kind of an activity can also break down the traditional teacher/ student role. This activity usually takes no more than 10 minutes.

Finally, teachers can make use of folktales to teach vocabulary. A folktale helps learners to remember the language. In addition, Allen (1983:12) claims that "learners tend to remember a word more easily if they see and hear it. Hearing the word, telling it-all of these may be said to aid to learning. Similarly, the more the

students read folktales and tell them, the more the meaning will be clear. Therefore, we can infer that folktales can be a good device to teach vocabulary.

2.9. Teaching Vocabulary through Folktales

Folktales can contribute a great deal to teaching vocabulary. First of all, Folktales are highly memorable. They ‘stick’ in the head and they work on our short- and, long-term memory. Therefore, they will enable the students not only to learn the words easily, and remember them later.

Folktales make students more alert to the meaning of the words. Therefore, using folktales will make students feel the need to learn the meaning of a word in the folktale. So, teachers will not have to force them to learn that word; students will be more willing to learn it. Moreover, by using folktales teachers can make students responsible for their own vocabulary learning since they will study on something they like.

Folktales make vocabulary teaching/learning more motivating, interesting and fun. Nation (1974: 18-20, cited in Byrne, 1980:188) claims that the teachers should add a challenge and interest to the teaching since the learners will not pay attention to the lesson without interest. In addition, everything which is new, modern or amusing makes students excited, enthusiastic and willing to learn. Moreover, the more various teaching activities and aids teachers use, the more interesting the vocabulary teaching will be. Therefore, folktales can be used as a vocabulary teaching device since they are widely known and embraced by young people. As a result, teachers can use this interest of students to teach vocabulary in ELT classroom.

Apart from the introduction of new vocabulary, folktales can be useful for vocabulary review. That is, folktales provide an opportunity to practise vocabulary item. One of the basic reasons of presenting folktales is to give further drill in using familiar vocabulary as well as facilitating learning of new words. Seal (cited in

Celce- Murcia, Marianne, 1991:304) states that “vocabulary teaching involves more than the presentation of new items. Students also need to review and practice words with which they are already familiar”. In the same way, Allen (1983:21) states that “understanding the meaning is only the first step in learning a word. Much more time should be given to other activities to teach vocabulary.” Therefore, folktales can be useful for practicing or reviewing new vocabulary. Every folktale is an opportunity for vocabulary practice and review. Regular revision through reading folktales will make the vocabulary items being learnt retain in the memory longer.

Folktales help the students learn the pronunciation of the vocabulary items. Folktales aid learning new sounds and pronouncing them correctly. Habboushi (1998:7) claims that “teaching pronunciation in EFL/ESL classes is not an easy task, complicated by the fact that the use of minimal pairs and sentence drills is often regarded by students as boring and monotonous.” According to him, pronunciation ought to be taught in a meaningful way, and folktales are an effective way of teaching pronunciation because they are lively, motivate students, and provide a meaningful context.

Folktales offer a great benefit in terms of vocabulary learning/teaching. In some folktales, some vocabulary items are repeated. Folktales are written to be easily understood and enjoyed. This makes them strong candidates for word study or for reinforcing words already learned through other means.

2.9.1. Selection of Folktales

A folktale is motivating, but a folktale as a teaching instrument is not an easy option. It is basically an attitude that is communicative. So, the selection of the folktales to be taught can not be a random selection, this selection involves some important points.

First of all, it should be used with a clear objective and adequate preparation

in order to effectively help bring life to a lesson. Using folktales, like teaching, has to be well prepared. That is, to obtain the maximum value of a folktale and to integrate it into a lesson or course, the teacher prepare and practise it in the same way he would any other teaching material. It is also important to keep it simple, with a specific goal.

A folktale should appeal to the students. To create a high level of interest, variety, and motivation among students, folktales that students enjoy reading should be chosen. The chosen folktale should be catchy and popular. The popularity of the folktale is effective to arouse the students' interests.

A folktale should be related to what your are doing in the classroom. It must fulfil the purpose it is used for. Numerous folktales can be appropriate for various vocabulary teaching activities. Therefore, if we want to teach a set of vocabulary about a topic (e.g. family), the folktale we choose should contain the necessary vocabulary items. In addition, we should not forget that some folktales can teach content words, some function words. Furthermore, if the folktale is supposed to be a starting point for discussion or writing, it should contain a message or prompts for discussion or a story that can be discussed and extended.

Although the teachers may perceive using folktales as a lighthearted moment in the course of their lesson plan, folktales should be an integral part of a positive learning classroom environment rather than something special. A folktale works best as a natural on-going part of classroom learning. If teachers are not careful not to over use it, it could lose its value and effect. (Gatt 2000) states that "Humor in the form of a folktale should be the spice of a lesson but it should not over-stretch the attention of the class." Even the most amusing and entertaining folktale loses its significance if it is told at an inconvenient time and place. Teachers should distinguish between an appropriate and inappropriate moment. So, it is of high importance to extensively prepare oneself for such an activity.

The extent to which you use folktales will vary on the class level. Interpretation, discussion and analysis will vary on the proficiency of the class. The folktale must be comprehensible, with themes that the students can relate to. Therefore, the level of students' knowledge should be taken into consideration. Short folktales that include high frequency vocabulary items can be preferred for beginning-level students. With higher levels, it is possible to prefer using and longer folktales that tell stories and have fewer high frequency vocabulary items.

Folktales should be clear, make sense and do not contain a lot of unknown vocabulary. The vocabulary load for the folktale should be appropriate to the proficiency level. Some folktales may have too many unknown or ambiguous vocabulary items or idioms that might be difficult to explain and confusing for lower level students

The content of folktales should be appropriate for classroom use. Obscene folktales or those that are discriminatory in terms of race or religion should not be used in the classroom. In addition, it is best to avoid folktales related to cultural, customs, or racial issues, also considered taboo are the learner's personality and their family relationships (parents, siblings, etc).

Consequently, when used in the correct manner, folktales can help to reduce the 'distance' between teachers and students, who would remember more if they are enjoying themselves; however, inappropriate folktales can also increase this distance. Therefore, it is vital that the lesson is well prepared and that only positive folktale is adopted in the English classroom and this will help achieve the intended - to help the children learn English Folktales, along with encouragement and praise, can be one of the many useful tools used by language teachers to make their classrooms more inviting to learning.

2.9.2. Presentation of Folktales

There are many ways of presenting folktales in ELT classroom to teach vocabulary. Folktales can be used as texts in the same way that any other authentic materials can be used.

Folktales should not be seen only as simple fun episodes, but as part of the overall course structure. So, they need to be integrated into the course as a whole. We can allocate a whole class time to folktales in a (direct) planned vocabulary lesson and do quite a lot of useful activities focusing merely on vocabulary teaching or we can also teach vocabulary indirectly by presenting folktales as the topic of a lesson in which all language skills (listening, speaking, reading and writing) can be practised. They can also be presented as a warm-up or post-activities by means of which we can pre-teach or practice vocabulary.

Ways folktales are presented in class vary and it is often the teacher who will decide on it because of the fact that s/he knows his/her students better. Therefore, teacher's imagination and creativeness can also play a vital role while presenting folktales. Consequently, this procedure above can be adapted to teaching vocabulary through folktales in a planned or unplanned way. Therefore, next part will deal with the techniques to use folktales in vocabulary teaching systematically.

2.9.3. Techniques to Teach Vocabulary through Folktales

In terms of vocabulary teaching, we can make use of a great number of techniques in both direct and indirect vocabulary teaching. It is pointed out how folktales can be used in our classes:

1. by making the students read and understand the punchline of the folktale,
2. by providing them with part of the folktale and asking them for their own end. For example, we give them the following: "Girl: I was ill when the school play was

performed. Did it have a happy ending? Boy:
.....

3. Or the student can choose the answer from three possible options (A, B or C),
4. Pictures can help to understand the content of a folktale.
5. Another technique to be used could consist of translating folktales into English (we have to be careful with translations, though).

Leal (1993:318)

However, it is possible to use folktales systematically in the same way we use any kind of texts. Folktales can be used in three stages: with pre-reading, while-reading and post-reading activities.

Pre-reading activities motivate the students to the activity in order to establish a reason for students to want to read or listen to the folktale. In this stage, students may be asked some warm-up questions about the folktale, the folktale title, the message of the folktale, etc. In addition, they may be introduced to the topic key vocabulary, or any linguistic feature(s) which might help them exploit the text effectively at a later stage. Some techniques that can be used in this stage are as follows:

- Students predict the content of the text by reading its title.
- Students predict possible vocabulary items which may appear in the text.
- Students brainstorm ideas about the topic.
- Students write their own folktales related with the title.

While-reading activities might be seen as the main focus of the lesson where students perform tasks and activities which directly exploit the folktale. During this stage, students are required to perform quite a lot of tasks by means of which new vocabulary in the folktale can be presented. In this stage, first of all, the teacher can let the students read the folktale once to get an idea of what it is about. Then, numerous techniques may follow. These techniques can be summarized as follows:

- Students scan the folktale and fill in the blanks.
- Students correct the mistakes of vocabulary, grammar, syntax, etc. that are deliberately made in the folktale.
- Students answer multiple choice/ comprehension questions, etc.
- Students listen to the folktale and put photographs/cartoon pictures in the correct order.
- Students try to guess the meanings of new vocabulary items by matching definition

Post-reading activities typically involve follow-up activities such as getting feedback from the students on their performance so that students have the opportunity to check what they have done or practising the productive skills of speaking and writing in various ways. Some of these activities are:

- Students discuss about the topic.
- students act as people in the folktale and make a role-play
- Students identify the meaning of words / expressions as used in the text.
- Students interview one of the characters in the folktale.
- Students re-write the folktale from another character's point of view.
- Students write a letter to or from one of the characters in the text.
- Students tell the folktale through using the new vocabulary.
- Students predict what happens next.
- Students play the folktale again and improve on pronunciation

CHAPTER III

METHODOLOGY

3.1. Introduction

The goal of this study is to find out whether teaching vocabulary through folktales will result in better vocabulary learning than teaching vocabulary through mother tongue translation technique

This chapter begins with the design of the study part in which the weekly plan of the implementation is given in stages. The following part presents information about the subjects and materials of the study. Data collection procedures are given in the final part.

3.2. Research Design

In this study, the two groups at the same proficiency level (pre-intermediate) were compared. Each group consisted of 20 students.

Firstly, a pre-test of 40 questions (see Appendix A) testing the target vocabulary knowledge was implemented to experimental and control group with no prior announcement. The pre-test was in the form of multiple choice questions.

Then, for experimental group 6 folktales were selected. Within these folktales 40 words were randomly selected as the target words of the study. Two pairs of folktales were formed and each pair had the 20 of the target words.

For the control group two translation sheet of 20 isolated sentences, each of which covered the same set of target vocabulary items was prepared.

The teaching process was implemented in two sessions, on the same day for two consecutive weeks. In each session the experimental group was taught 3

folktales including 20 target vocabulary items. In contrast, control group was taught the same 20 target words through translation sheet.

After the teaching process, in order to test the hypotheses of this study, both groups were given the same pre-test as a post-test. One week after the post-test, a retention test was carried out. This research design can be shown by table 1:

Table 1. Experimental Design

	Pre-test	Sessions	Post-test	Retention Test
Experimental Group	- Vocabulary test - 40 vocabulary questions	- Each session: 3 folktales 20 words	- Vocabulary test - 40 vocabulary questions	- Vocabulary test - 40 vocabulary questions
Control Group	- Vocabulary test - 40 vocabulary questions	- Each session: 1 translation sheet 20 words	- Vocabulary test - 40 vocabulary questions	- Vocabulary test - 40 vocabulary questions

According to this research design, the same vocabulary test was used as the pre-test, post-test and retention test. In addition, the total number of the new vocabulary introduced was forty for each group.

3.3. Subjects

The subjects for this study were forty Pre-intermediate students at the English preparatory programme at Selçuk University, School of Foreign Languages during the second semester of 2008-2009 academic year.

The instruction was carried on in March. Since the study required two classes- one experimental group and one control group- two morning classes were selected for the study. The classes had almost the same proficiency level at the beginning of the first semester. So, they were called as Class 15 and 16, one after another according to the proficiency exam results. For that reason, they were selected

as the subjects so as to carry out a feasible study. The classes were at the pre-intermediate level. There were 20 students from different departments in each group. These students were between the ages of 17 to 20. They had similar social and educational backgrounds. They receive 20 hours of English instruction per week at SOFL.

There were 8 girls and 12 boys in the experimental group, whereas there were 7 girls and 13 boys in the control group. Students' vocabulary background varied according to their high school programs.

The researcher conducted the study himself as the regular main course teacher on prep-class 15 (experimental group) and prep-class 16 (control group). Therefore, he could have the chance to claim the difference of the instruction in the experimental and the control group for the principle of objectivity.

3.4. Materials

The materials used in this study were a pre-test, post-test, retention test, six folktales and two translation sheets.

The multiple choice vocabulary test, which was used as pre-test, post-test and retention test throughout the study, involved forty vocabulary questions covering the target vocabulary items(see Appendix A). 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 during the teaching process were six folktales. The following topics were thought to be appropriate for the study: human relations, social issues, family life, and lessons. The folktales include: 'The Man Who Swallowed the Mouse', 'The Old Crow Teaches The Young Crow', 'Donald O Connail's First Point of Law', 'The End Of The World', 'How The Wolf Lost His Tail', 'The Jealous Husband'. These folktales were chosen as their level was appropriate for the students and there were very useful new words for the

students. Also, the folktales were funny and interesting, so they could motivate the students and make the lesson enjoyable. The folktale activities are presented in Appendices B, and C.

The materials used with the control group during the teaching process were two translation sheets (see Appendices D, E), each of which included twenty isolated sentences covering the target vocabulary items. The subjects in the control group were expected to translate the sentences with the help of the teacher, who used mother tongue in both sessions in order to explain the meaning of the target vocabulary items.

All the testing and teaching materials were prepared and conducted by the instructor himself throughout the study.

3.5. Data Collection Procedure

Data collection procedures are categorized into three parts: before the study, during the study and after the study. In before the study part how two groups were selected as experimental and control groups is explained. In the second part, the instruction of the study is introduced. It gives detailed information on the instruction in both control and experimental groups week by week. The final part, after the study, is the scoring of the tests.

3.5.1. Before the Study

The experiment was carried out at Selçuk University, SOFL in the second term of the 2008-2009 academic year. Of the instructors' two classes, Prep 15 and 16 were selected as the control group and experimental group.

For the preparation of the study the first task was the selection of the folktales. After the selection of the 10 folktales, sixty target vocabulary items were selected and turned into a multiple choice vocabulary test. The test was piloted to 52

students at Selçuk University, SOFL to ensure the test's reliability. According to the results of the reliability test, six folktales were determined to use and the vocabulary test involving forty questions were formed. The same test was used as a pre-test, post-test and retention test throughout the study (see Appendix A). Multiple choice test type was preferred since the study was related to the knowledge of passive vocabulary.

The next task of the study was to prepare forty isolated sentences for translation in order to apply to the control group. These sentences had the same target vocabulary items with the six folktales.

The final task before the vocabulary teaching process was applying the pre-test involving 40 questions that tests the vocabulary knowledge which is to be taught in the following 2 weeks. It was applied to the both groups in regular class hours. The duration of the pre-test was thirty minutes. 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.

3.5.2. During the study

The teaching process took two weeks. It had two sessions for both the experimental and the control group. The duration of each session was 90 minutes. Each session covered the same sets of vocabulary items for each groups (see appendix F).

3.5.2.1. Experimental group

In each session of experimental group (prep-class 15) the instructor taught twenty target vocabulary items through three folktales. The teaching methodology of the folktales for the experimental group can be summerized as follows:

Pre-reading stage:

- The teacher asks some warm-up questions about the subject of the folktales to create a need and motivation on the side of the students to read the folktale.

While-reading stage:

- It lasts about thirty minutes.
- Students read the folktales twice and fill in the blanks individually making use of the clues.
- Then, they read the folktales once again to check their answers.
- Thirdly, they discuss their guesses within groups to have the opportunity of both working individually and correcting their mistakes with their peers within groups.
- After that, the teacher checks the groups' answers.

Post-reading stage

- The teacher asks the groups to fill the blanks in sentences where the target vocabulary items in the folktales were used in different contexts to check vocabulary comprehension.
- Then, the students are handed out the full form of the folktales
- In order to end the session, students and the teacher tell the folktales to the class which provides vocabulary consolidation and makes students use the target vocabulary items as well.
- At the end of the session, the teacher collects the folktale activity sheet.

This lesson plan was also applied to the other three folktales in the other session.

3.5.2.2. Control group

In each session of the control group (prep-class 16), the instructor taught twenty target vocabulary items in isolated sentences through one translation sheet. According to the lesson plan, the teacher used only the mother language in each session. The teaching methodology of the folktales for the control group can be summarized as follows:

- The teacher distributes the translation sheet.
- First of all, the students read the first sentence to see how the target vocabulary items are used in the target language.
- Secondly, the teacher translates and explains the target vocabulary item to convey the meaning in the mother tongue.
- Then, students translate the sentences and write it down.
- Thirdly, the teacher asks for alternative translations and then reads her own choice.
- The same procedure is applied to the rest of the sentences.
- Finally, at the end of the session, the teacher collects the translation sheet.

The same procedure was also followed in the other session as well (see appendices D, E).

3.5.3. After the study

After the teaching process, three weeks after the pre-test, the students were required to take a post-test having the same questions with the pre-test to see whether there was a meaningful difference in teaching and learning the target vocabulary between the experimental and the control group.

A week after the post-test, a retention test was carried out in order to test whether students improved their vocabulary knowledge during the process. The retention test results of the groups were examined to see if the experimental group would score significantly higher than the control group.

CHAPTER IV

DATA ANALYSIS

4.1. Introduction

In this study, the general aim is to compare two vocabulary teaching approaches: Teaching vocabulary through folktales and teaching vocabulary through mother tongue translation.

In order to examine the effects of folktales from the aspect of vocabulary learning, recognition and retention on pre-intermediate preparatory class students at Selcuk University School of Foreign Languages, the study was guided by the following two hypotheses:

Hypothesis 1: The students who were taught the selected forty target language vocabulary items through folktales would be more successful in learning words when contrasted with the students who were taught the same set of vocabulary in isolated sentences through mother tongue translation.

Hypothesis 2: The students who were taught the target vocabulary items through folktales would retain them better than the students who were taught the same set of vocabulary in isolated sentences through mother tongue translation.

Two groups, an experimental and a control group were formed in order to test these hypotheses. In the experimental group, there were 20 students and the new words were presented with using folktales. In the control group, there were 20 students and only mother tongue translation method was used. In total, 40 students participated in this study.

To measure the performance of both groups, a pre-test, a post-test, and a retention test were administered to the experimental group and to the control group. The goal of the pre-test was to obtain base-lines which would enable us to compare and evaluate the results of the post-test. The goal of the post-test, which was administered after the vocabulary teaching process, was to verify the first hypothesis

and to compare the students' improvement in their passive vocabulary which was taught by means of two approaches. The goal of the retention test (delayed post-test) is to test the second hypothesis.

This chapter presents the analysis of the scores obtained from the tests mentioned above. It includes the data analysis procedure and the statistical analysis of the results.

4.2. Data Analysis Procedure

In the evaluation of the results the first step was calculating the number of the correct answers for the pre-test. In other words, according to the distribution of 40 target words within the test, the correct number out of 40 questions was calculated. Each correct answer was given '2.5' point. Therefore, the maximum score on the pre-test was 100 points. After having raw scores of the pre-test the same process was applied to the post-test and the retention test since they included the same vocabulary test.

On getting all the raw scores, the means and standard deviations for both groups on the pre-test, post-test and retention test were calculated. Next, the mean scores of the groups were compared by the application of two non-parametric statistics, Mann-Whitney U and Wilcoxon Tests. Wilcoxon test was applied in order to compare the differences within each group. On the other hand, Mann-Whitney U test was used in order to explore the differences between two groups. All the results were compared at the '0, 05' level of significance. The software used for the data analysis was SPSS (Statistical Package for Social Sciences), version 10.00.

Consequently, the statistical analyses of this study were carried out in three stages; pre-test, post-test, and retention test (delayed post-test). All the results were presented in the tables below.

4.3. Results of the Study

4.3.1. Pre-test

The pre-test 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. Mann Whitney U Analysis for Pre-test Scores

GROUPS	N	Mean	Std. Deviation	Mann Whitney U -Z-	-p-
EXPERIMENTAL	20	22.60	5.29	0.30	0.76
CONTROL	20	22.10	6.15		

According to Table 2, the average scores of the experimental group were calculated as 22.6 ± 5.29 , the control group as 22.10 ± 6.15 . A Mann-Whitney U test analysis of the pretest for the experimental and control group was computed, the z value being 0.30 at the 0.05 level of significance. This shows that there was no significant difference between the experimental and the control group ($P > 0.05$). That is to say, both groups were equal in terms of their vocabulary knowledge prior to the experiment.

The comparison of the mean scores of pre-tests of both experimental and control groups showed that they were more or less at the same level of proficiency in terms of the vocabulary. All students were asked to answer a Pre-test consisting of 40 questions in order to test the vocabulary knowledge before the instruction. Those multiple-choice questions aimed to test whether the subjects had known the target vocabulary beforehand or not. When the scores were compared, the comparison showed that the groups were similar concerning their English target vocabulary knowledge levels.

4.3.2. Post-test

The post-test scores of the two groups were compared after the instruction. The post-test was administered to the same groups after the vocabulary teaching process. Its goal was to compare the groups' improvement in their passive vocabulary knowledge. First of all, through using Wilcoxon Test pre-test and post-test results were compared within both groups. 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	Wilcoxon -Z-	-p-
PRE-TEST	20	22.10	6.15	-10.096	0.000
POST-TEST	20	31.10	8.98		

According to Table 3, z value (-10.096), computed by the application of Wilcoxon Test, revealed a significant difference within the control group. 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	Wilcoxon -Z-	-p-
PRE-TEST	20	22.60	5.29	-21.192	0.000
POST-TEST	20	52.55	10.27		

According to Table 4, there was a significant difference within the experimental group as a result of the z value (-21.192) calculated by Wilcoxon 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 a significant improvement when they were compared within their groups. However, a Mann-Whitney U test was used to compare 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	Mann Whitney U -Z-	-p-
EXPERIMENTAL	20	52.55	10.27	6.795	0.000
CONTROL	20	31.10	8.98		

According to Table 5, the average post-test scores of the experimental group were calculated as 52.55 ± 10.27 , the control group as 31.10 ± 8.98 . Accordingly, the z value was computed as 6.795 as a result of the application of the Mann-Whitney U test. This showed that although both groups improved, the experimental group scored significantly higher than the control group.

Consequently, these results verified the first hypothesis: The students who were instructed the target vocabulary through folktales were more successful on the post-test than the students who were taught the target vocabulary through mother tongue translation.

4.3.3. Retention Test (Delayed Post-test)

A retention test was applied to the both groups in order to test the second hypothesis of the study one week after the post-test. Firstly, pre-test and post-test results were compared within both groups using Wilcoxon Test. The statistical results are presented as follows:

Table 6. Comparison of the Pre-test with Retention test Results within the Control Group

THE CONTROL GROUP	N	Mean	Std. Deviation	Wilcoxon -Z-	-p-
PRE-TEST	20	22.10	6.146	-4.93	0.000
RETENTION TEST	20	26.00	6.48		

According to Table 6, z value, which was computed as -4.93 by the application of Wilcoxon Test, showed a significant difference within the control group. In other words, the subjects in the control group increased their delayed-post test scores when contrasted with their pre-test results.

Table 7. Comparison of the Pre-test with Retention test Results within the Experimental Group

THE EXPERIMENTAL GROUP	N	Mean	Std. Deviation	Wilcoxon -Z-	-p-
PRE-TEST	20	22.60	5.285	-18.50	0.000
RETENTION TEST	20	50.10	10.50		

According to Table 7, there was a significant difference within the experimental group as a result of the z value (-18.50) calculated by Wilcoxon test. In other words, the experimental group also increased their vocabulary knowledge on the post-test scores when compared with their pre-test results.

Table 6 and 7 displayed that both the experimental group and the control group showed a significant improvement from the pre-test to the post-test when compared within their groups. However, a Mann-Whitney U test was used in order to determine whether both groups maintained their improvement on the post-test when contrasted with their retention test results. Table 8 shows the results.

Table 8. Comparison of the Experimental and the Control Group for the Retention Test Results

GROUPS	N	Mean	Std. Deviation	Mann Whitney U -Z-	-p-
EXPERIMENTAL	20	50.10	10.50	8.668	0.0000
CONTROL	20	26.00	6.48		

According to Table 8, the average post-test scores of the experimental group were calculated as 50.10 ± 10.50 , the control group as 26 ± 6.48 . Accordingly, a Mann-Whitney U test conducted on the scores of the retention test revealed a significant difference between the two groups ($z = 8.668$). In other words, the experimental group scored higher than the control group.

This showed that the experimental group did better in retaining the target vocabulary items; while both groups practically maintained their scores, the average scores achieved by the experimental group from pre-test to post-test was virtually maintained at the time of retention testing one week later.

Accordingly, these results verified the second hypothesis: The students who were instructed the target vocabulary through folktales will score significantly higher on the retention test than the students who were taught the target vocabulary through mother tongue translation.

CHAPTER V

CONCLUSIONS

5.1. Introduction

This study examined the effects of using folktales on improving preparatory class students' vocabulary recognition and retention. In this chapter, the findings of the study are summarized and discussed in the light of the research hypotheses presented in chapter I. This is followed by a brief description of the pedagogical implications and suggestions for further studies.

5.2. Discussion

By this study, the researcher aimed to analyze vocabulary teaching and learning regarding folktales. So, it was conducted to determine which method for vocabulary instruction was most beneficial: learning words through folktales or through mother tongue translation. Two groups, each including 20 students, were taught the same selected 40 vocabulary items through different methods.

In order to implement this study a pre-test was administered to the groups before the instruction and the results were compared using Mann- Whitney U and Wilcoxon Tests. The analysis of the Pre-test scores of the groups indicated that there is not a significant difference between the experimental and the control groups, that is to say the groups were equal to be compared in terms of the target vocabulary.

After the instruction given to the groups in two different ways, the Post-test and retention test were administered to the groups. The quantitative results indicate that both groups performed better after instruction. However, the experimental group performed significantly better on the post- and the retention tests than the control group. The experimental group showed greater meaningful progress from pre-test to post-test and maintained this considerable level of achievement at the time of retention testing one week later. This progress signifies a substantial improvement in

the experimental group's ability to learn and retain English vocabulary through folktales.

First of all, the post-test results clearly reveal that they are effective to expand passive (recognition) vocabulary knowledge. The role of passive vocabulary knowledge is significant in language learning.

In addition, retention test results show that teaching vocabulary in this way help the students remember the words easily. It seems that in vocabulary teaching, retention of words depends on the quality of teaching, the interests of the learners, or the meaningfulness of the materials.

To summarize, the results indicated that the use of folktales in teaching the new vocabulary has a positive affect on the students' learning the new vocabulary. Therefore, the findings of the study confirm both of the two hypotheses mentioned before. Namely, it has been statistically proven that there is a significant difference between the scores of the students who learnt the target vocabulary through folktales and the scores of the students who learnt the words by translating into Turkish, namely, in a traditional way. So, this results support the ideas discussed in review of literature in that folktales offer a great benefit in terms of vocabulary learning/teaching.

The results also indicated that when students are interactively engaged in vocabulary learning through folktale aided instruction rather than involved in translation, they learn more from vocabulary instruction. As the instructor observed, folktales brought variety to the lesson and that variety ended in motivation which caused maximum participation. That atmosphere in the class was enjoyable both for the teacher and the students during the vocabulary teaching process. That is to say, folktales have a greater influence on motivation than translation sheets.

Consequently, the results of this study have confirmed the validity of the researcher's assumptions that learning vocabulary through folktales is an effective strategy which positively contributes to the development and retention of vocabulary.

5.3. Pedagogical Implications

The findings of this study offer several pedagogical implications to EFL teachers, teacher trainers, and curriculum designers. Since folktales are a rich source of authentic, linguistic and cultural input that all students who study a foreign language need, they provide a rich source of vocabulary. Therefore, this study suggests that folktales can be integrated into any language teaching syllabus, bringing real-life language learning to EFL settings. If teachers use different activities in the classroom with folktales, it will bring an extra quality to the teaching process. For this purpose, a lot of different folktale exercises can be used for the students who have different proficiency levels.

Students learning English as a second language need to do more than memorize definitions of words. Teachers should keep in mind that students have to be aware of what “knowing a word” means. They should know that knowing the mother tongue equivalent of a word does not mean that they know that word. Therefore, teachers shouldn’t stick to certain vocabulary teaching methods and activities. They should be familiarized with the current techniques and apply them in the class. That is, they should be open to innovations in the field and encourage the students to develop strategies for dealing with new vocabulary.

Students should also be exposed to the target vocabulary as much as possible. So, vocabulary teaching should sometimes be a separate activity. In other words, planned vocabulary teaching (vocabulary lessons) should be given more emphasis and not be neglected. As a conclusion, teaching vocabulary systematically in class should start as a part of curriculum from the beginning of one’s education and must be applied during all the English lessons.

5.4. Suggestions for Further Studies

This study was limited by several conditions; therefore, the following points can be beneficial for further studies:

- 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.
- This research was done on the pre-intermediate level students at preparatory classes at Selçuk University. 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.
- This study only focused on the vocabulary recognition. Thus, 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.
- The techniques for teaching vocabulary through folktales can be further developed or new techniques can be used in further researches.
- The motivation aspect of using folktales in teaching process can be investigated
- The contribution of folktales to learning and teaching grammar and pronunciation of words can be examined.
- Also, more than one school can be involved in further studies so that comparison of the results could be achieved.

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APPENDICES

APPENDIX A

Pre-test, Post-test, Retention test

Choose the correct answer that completes each sentence.

1. After playing tennis for two hours I was _____.

- a) ambitious b) nutritious c) thirsty d) useful

2. For dinner I ate a _____ of salad.

- a) bowl b) palace c) tower d) house

3. The children may _____ pills accidentally.

- a) harvest b) swallow c) force d) nightmare

4. You can buy _____ at the butcher's.

- a) concert b) bet c) mutton d) greedy

5. There is no _____ for cancer.

- a) put b) heap c) ticket d) remedy

6. How can you _____ to talk to your teacher in that way.

- a) dare b) calculate c) fall d) settle

7. You should put your signature at the _____ of the page.

- a) warm b) bottom c) during d) launch

8. Turkish economy has had _____ growth for the last five years.

- a) giggle b) laugh c) bend d) steady

9. I fell _____ after dinner.

- a) meeting b) heavy c) asleep d) homework

10. The students who do not study _____ in the exams.

- a) dream b) fail c) honest d) fortunately

11. Soldiers _____ their country in the war.

- a) gave b) received c) sent d) protected

12. Birds live in a _____.

- a) nest b) meeting c) agreement d) discussion

13. Teenagers ignore parents' _____.

- a) advice b) accompany c) go d) let

14. The hunters _____ to kill animals.

- a) accident b) advice c) surprise d) shoot

15. He _____ to take a stone to throw the birds.

- a) bended b) unusual c) asleep d) severe

16. Cities are not _____ places to live.

- a) rose b) safe c) raised d) reached

17. Marathon runners _____ in the hot weather.

- a) fainted b) promised c) bullied d) hoped

18. There were a few _____ leaning up to bar.

- a) appreciate b) fellows c) find d) receive

19. Students should _____ learning English in summer.

- a) regain b) beg c) carry on d) find

20. My father has been _____ for a long time.

- a) as soon as b) although c) despite d) sick

21. Father John was an ordained _____ in 1978.

- a) happy b) priest c) amused d) pale

22. After rain rainbow _____ in the sky.

- a) appeared b) hid c) explained d) amazed

23. A man _____ in the huge waves of Black Sea.

- a) drowned b) yelled c) whistled d) wept

24. A sailor threw a _____ to the shore and we tidied the boat.

- a) look b) admire c) appear d) rope

25. After the car accident the driver was _____ by the first aiders.

- a) feared b) tears c) rescued d) attended

26. Many buildings were badly _____ in the earthquake.

- a) competence b) damaged c) physical d) biological

27. _____ brought the case to the court.

- a) plaintiff b) acceptance c) pretty d) reflection

28. Can you _____ how many pencils are left for me?

- a) immediately b) count c) coincidence d) surprise

29. I need to have a _____ after studying a lot.

- a) rest b) cup c) easygoing d) precious

30. When they heard the gunshot, all the protesters _____.

- a) luck b) brilliant c) roped d) ran away

31. The detective on the _____ has been suspended from duty.

- a) school b) lake c) case d) club

32. Trembling with _____, she handed over the money to gunman.

- a) explanation b) promise c) meaning d) fear

33. The symptoms of the disease include abdominal _____ and vomiting.

- a) disobey b) pain c) insect d) feather

34. He got off the bus and walked _____ the school.

- a) party b) cave c) toward d) dress

35. Jack makes his _____ by collecting paper.

- a) living b) jokes c) neighbours d) animals

36. They could hear the noises of wild _____ inside the cave.

- a) beast b) confine c) limit d) collect

37. The wolf lost its _____ in the fight.

- a) tail b) cut c) tolerate d) kill

38. Etliemek is a popular Konya _____.

- a) shaken b) served c) spiced d) poisoned

39. When the baby was born, it was _____ Martin.

- a) lent b) party c) named d) boat

40. I liked the coffee and I ordered _____ one.

- a) hesitating b) joining c) following d) another

APPENDIX B

Folktale Activity 1:

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

thirsty	swallowed	remedy	mutton	bowl
---------	-----------	--------	--------	------

THE MAN WHO SWALLOWED THE MOUSE

There was a man in Rinnard one time. He felt _____ one evening after a day's moving, so he took a _____ of thick milk to drink. The kitchen was half dark, as lamps and lights scareé at that time. He _____ the milk, and what was in it but a mouse! He never felt anything until he had swallowed the milk, mouse, and all. Every day from that day on, especially when he would lie down, he could fee the mouse running about and dancing inside of him. At that time, the doctors were not good as they are now, and no doctors or anybody else could help him.

He told all of his friends about the mouse, for he knew that they would not wish anything to be wrong with him.

One woman came to see how he was, and she said that the best thing to do was to put a piece of roasted bacon and a piece of _____ on a plate on both sides of his mouth when he lay down in bed. The cat should be kept in the room too. When the mouse would smell the roasted meat, she would come out to taste it.

The man tried this _____ for three nights. On the third night, didn't the mouse come out and start to eat the meat. She hadn't eaten much before the cat killed her. The man lived to a great age after that happened. That story is as true as any I ever heard.

Arslan (2000:9)

B) Match the words with their definitions.

1) thirsty	a) meat
2) bowl	b) to send the thing we eat or drink inside our body
3) swallow	c) a small container we put things in
4) mutton	d) a person who needs or wants to drink water
5) remedy	e) cure
6) taste	f) check flavor by eating

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

beast tail dish laid kill

HOW THE WOLF LOST HIS TAIL

One day the wolf and the fox were out together, and they stole a dish of crowdie. Now the wolf was the biggest _____ of the two, and he had a long _____ like a greyhound, and great teeth.

The fox was afraid of him, and did not dare to say a word when the wolf ate the most of the crowdie, and left only a little at the bottom of the _____ for him, but he determined to punish him for it; so the next night when they were out together the fox said--

"I smell a very nice cheese, and" (pointing to the moonshine on the ice) "there it is too."

"And how will you get it?" said the wolf.

"Well, stop you here till I see if the farmer is asleep, and if you keep your tail on it, nobody will see you or know that it is there. Keep it steady. I may be some time coming back."

So the wolf lay down and _____ his tail on the moonshine in the ice, and kept it for an hour till it was fast. Then the fox, who had been watching him, ran in to the farmer and said: "The wolf is there; he will eat up the children,-the wolf! the wolf!"

Then the farmer and his wife came out with sticks to _____ the wolf, but the wolf ran off leaving his tail behind him, and that's why the wolf is stumpy-tailed to this day, though the fox has a long brush.

Arslan (2000:91)

B) Match the words with their definitions.

1) dare	a) an animal which is thought to be very cunning
2) bottom	b) synonym of although
3) steady	c) a long and thin part at the back of an animal
4) asleep	d) have courage to do something dangerous
5) tail	e) lower under part
6) though	f) stable
7) fox	g) sleep

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

nest field living protect toward

THE OLD CROW TEACHES THE YOUNG CROW

There was an old crow long ago, and he made a _____. After a time, only one of his brood remained with him.

One day the old crow took the young one out into the _____ to teach him how to fly.

When the young crow learned how to fly and was able to go to any part of Ireland, the old crow said, "I think you are able to fly anywhere now and make your _____ by yourself. Before you go, I want to give you a little advice that will _____ you from danger, as it has protected me"

"Tell it to me," said the young crow.

"If you are ever in a potato field or cornfield and see a man coming _____ you with something under his arm or in his hand, fly off immediately, fearing he may have a gun and may shoot you"

"I understand," said the young crow.

"Another bit of advice to you," said the old crow.

"If you see a man bending down as he comes toward you in the field or on the road, fly off as fast as you can, for he will be picking up a stone to throw at you. If he has nothing under his arm and if does not bend down, you are safe"

"That is all very well" said the young crow "but what if he has a stone in his pocket?"

"Off you go," said the old crow, "you know more than myself"

Arslan (2000:3)

B) Match the words with their definitions.

1) protect	a) any of various large black birds
2) nest	b) secure, guarded
3) advice	c) lean down
4) shoot	d) defend, save from danger
5) bend	e) structure in which birds lay eggs and care for young
6) safe	f) counsel, guidance
7) crow	g) injure or kill a person or an animal by gunfire

C) Vocabulary in New Context – Fill in the blanks with the new words in the folktales

1. There are a lot of _____ children in İstanbul.
2. We should not _____ our parents' rules.
3. I _____ I were a fish in your dish.
4. Have you watched the film “ my next door _____ is a killer ” ?
5. Another historic house was _____ yesterday in İstanbul.
6. My sister would like to marry a _____ guy.

7. It is difficult to _____ people nowadays.
8. The coach _____ his players to motivate them.
9. The people who are _____ never stop.
10. When I got stuck in the car, I _____ for help.
11. Yesterday's _____ rain damaged farmers' crop.
12. After ship accident he managed to _____ with the help of life jacket.
13. The kids left all their wet towels in a _____ on the bathroom floor.
14. If you want an early crop, you should _____ in September.
15. After 25 years of _____ recipes, Barber has compiled them into a cookbook.
16. I _____ forgot that it was his birthday yesterday.
17. Check this _____ if you would like information about our other products.
18. Afer the accident he _____ a different person.
19. Brien has no _____ formula for success, other than lots of practice.
20. When he asked him the reason of their seperation she _____ that she did not love him anymore

APPENDIX C

Folktale Activity 2:

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

name	would	latter	blankets	lad	song	bottle
------	-------	--------	----------	-----	------	--------

THE JEALOUS HUSBAND

There was a man below in Knocklisheen once, by the _____ of Billy Muldoon, and he was married to a young wife. He was pretty old, and the wife used to be carrying on with another young fellow, but Billy was not _____ it. Billy's brother got under it and told Billy. Billy told the brother that he'd let on to be dead and he'd see what _____ carry on.

So Billy about a month or so after got real sick and got the priest and the doctor, and they could not tell what ailed him- they said there was nothing at all with him- but in the _____ end he let on to be dead, and they waked him, and laid him out. Then they went to the brother, and brought him to him, of course, and they had a good wake over him. The next night they had a lot of drink in, and they were in good from, and the wife said:

“Who will sing a _____?”

“Ah, who will,” said the _____ to her “only Billy's brother!”

So the whole of them got on to Billy's brother to sing a song, and here was the song he sang:

“Billy Muldoon, you are very near,

And out of the _____ you soon shall appear,

And it is out of the bottle more ale, more ale.”

So Billy jumped up out of the bed, and, all were in the house they all fainted.

Arslan (2000:72)

B) Match the words with their definitions.

1) faint	a) friend
2) fellow	b) temporarily lose conciousness
3) carry on	c) one who performs religious rites
4) sick	d) come into view
5) priest	e) ill, suffering from a disease or illness
6) appear	f) continue

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

nut till behind place nothing another

THE END OF THE WORLD

A hen was standing under a hazel-tree, one day, and a _____ fell on her tail. Away she ran to the Cock, and says she, “Cocky Locky, the end of world is come.” “How do you now, Henny Penny?” says he. “Oh, a nut fell on my tail just now.” If

that be so, we have _____ for it but to run away.” So they ran _____ they met the Duck. “Oh, Ducky Lucky, the end of the world is come.” “How do you know, Cocky Locky?” “Oh a nut fell just now on Henny Penny’s tail.” “If that be so, we must run for it.” When they were pegging off, they met the Goose. “Oh, Goosey Poosey, the end of the world is come.” “How do you know, Ducky Lucky?” “A nut fell on Henny Penny’s tail just now.” “If that be the case, we are done for.” They met the Fox. “Oh, Foxy Coxy, the world is come to an end.” “How do you now that, Goosey Poosey?” “Oh, a nut fell on Henny Penny’s tail.” “Then let us be off.” So they got into the wood, and says Foxy Coxy, “Let me count if all are safe. I, Foxy Coxy, one; you, Goosey Poosey, two; Ducky Lucky, three; Cocky Locky, four; Henny Penny, five. Number five. I’ll put you in a safe place where the end of the world won’t hurt you.” So he took Henny Penny _____ a bush and put her out of pain. “Now,” says he, coming back, “let us count if all the rest are safe. I, Foxy Coxy, one; you, Goosey Poosey, two; Ec. Ec. Number four, I’ll put you in a _____ where you’ll be safe when the end of the world comes,” He took him behind _____ bush, Ec. Ec. “Now let me see if all the rest are here. I, Foxy Coxy, one; Ec. Ec. Ec.,” and so on till he put the fear of the world’s end out of every one of them.

Arslan (2000:88)

B) Match the words with their definitions.

1) count	a) forest
2) rest	b) emotional suffering or distress
3) run away	c) fright, horror
4) case	d) enumerate
5) fear	e) remainder, something that’s left over
6) pain	f) flee, escape
7) wood	g) occasion, matter, situation

A) Read the Folktale and fill in the blanks with suitable words

threw	struck	higher	others	idea
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DONALD O CONAILL'S FIRST POINT OF LAW

A man was drowning in a pond. Another man _____ him a rope with a hook on the end. It _____ the drowning man in the eye and put out his eye but he pulled him ashore. The man who had been rescued sued his rescuer for damages. The judge could not decide the case and sent it to a _____ court. Donald O Conaill was a schoolboy at the time. He said he could decide the case. Two of his friends played the plaintiff and the defendant, two _____ played lawyers and he himself was a judge. Said that the rescued man should go back into the pond. If he could save himself then he could have damages. This was overheard by a passer-by who passed on the idea of defendant. The _____ was used in the court: the plaintiff refused to go back into the water and so lost his case.

Arslan (2000:7)

B) Match the words with their definitions.

1) drown	a) accused, person who is being sued
2) rope	b) person who brings a lawsuit to court
3) ashore	c) injury, harm
4) rescue	d) save from harm
5) damage	e) to the shore, on the shore
6) plaintiff	f) strong cord made from strong braided fiber
7) defendant	g) suffocate in water

C) Vocabulary in New Context – Fill in the blanks with the new words in the folktales

1. Their motorboat struck a rock and began to _____ .
2. I do _____ jumping to loose weight.
3. David's one of my oldest friends - I _____ him completely.
4. You should _____ the bottle before you open it.
5. He wasted a _____ opportunity when he missed from the penalty spot.
6. Antalya is a _____ city.
7. A group of girls would _____ the younger kids, and force them to give them money.
8. He did not fully _____ the significance of signing the contract.
9. I'll come over to your place _____ I can.
10. The king promised to hold a great _____ for all his people.
11. A good travel agent knows that a _____ customer will always come back.
12. I _____ Jamie a ride to school this morning.
13. Her face was old and covered in _____.
14. Fans looked on in _____ as Robbins missed a third goal for the team.
15. His work has been attracting _____ attention.
16. A _____ is an animal that lives both in water and on land.
17. The council have _____ him permission to build on the site.
18. A young _____ were walking hand in hand along the beach.
19. Don't _____ there's plenty of time.
20. Elizabeth II became _____ of England in 1952.

APPENDIX D

Translation Sheet 1

1. Kelly was **asleep** on the sofa.
2. I am both hungry and **thirsty**.
3. It is like living in a goldfish **bowl**.
4. You should not **swallow** water in the swimming pool.
5. Etliekmek is made of **mutton**.
6. There is no **remedy** for AIDS.
7. Some students **dare** to cheat in the exam.
8. **Bottom** is the opposite of top.
9. Turkey needs **steady** growth.
10. Be quiet. The baby is **asleep**.
11. Most of the students **failed** in the final exam.
12. We should **protect** ourselves against bird flue.
13. Chinese olympic stadium is similiar to bird **nest**.
14. Students must not ignore teachers' **advice**.
15. Hunters **shoot** the animals in the mountains.
16. **Bend** your knees to take the book on the ground.
17. Village is **safer** than city.
18. I was hungry and about to **faint**.
19. There were some **fellows** wating on the street.
20. After he failed in the test, he **carried on** studying.

APPENDIX E

Translation Sheet 2

1. Cold weather makes me **sick**.
2. A **priest** works in a church.
3. After several days of raining, sun **appeared** in the end.
4. Lifeguards saved the **drowning** kid.
5. Can you give me some **rope** to tie up this?
6. My parents rescued the little kitten on the tree.
7. Ricky used to **damage** the younger trees in the neighborhood.
8. The **plaintiff** denied everything at the court.
9. My son is 2 years old but he can **count**.
10. Workers wanted to have a **rest** in the afternoon.
11. When my sister saw the dog, she **ran away** immediately.
12. There is nothing that I can do on this **case**.
13. It is very difficult to overcome snake **fear**.
14. After the old woman lost his only son, she burst into pain.
15. We had a picnic in the **wood**.
16. It is very difficult to make **living** in these days.
17. I **named** my son Nihat.
18. I liked the cake and wanted **another** piece.
19. She lowered the basket on a **rope**.
20. What is the most popular **dish** in your city?

APPENDIX F
Target Vocabulary List

Folktale activity 1 Translation Sheet 1	Folktale activity 2 Translation Sheet 2
1. thirsty	1. priest
2. bowl	2. rope
3. swallow	3. drown
4. mutton	4. ashore
5. remedy	5. rescue
6. dare	6. damage
7. bottom	7. plaintiff
8. steady	8. count
9. asleep	9. rest
10. fail	10. run away
11. protect	11. case
12. nest	12. fear
13. advice	13. pain
14. shoot	14. wood
15. bend	15. toward
16. safe	16. living
17. faint	17. dish
18. fellow	18. name
19. carry on	19. another
20. sick	20. tail

APPENDIX G

Raw Scores of the Experimental and Control Group

The Experimental Group

subjects	pre-test	post-test	retention test
1	18	43	38
2	20	50	50
3	25	58	50
4	23	53	48
5	20	50	45
6	20	38	35
7	25	53	55
8	28	58	58
9	13	40	33
10	20	43	45
11	25	58	48
12	23	45	50
13	28	55	50
14	30	75	73
15	33	73	68
16	15	48	45
17	23	60	60
18	15	40	38
19	28	63	63
20	20	48	50

The Control Group

subjects	pre-test	post-test	retention test
1	28	43	33
2	23	40	33
3	20	30	28
4	20	33	30
5	15	23	18
6	25	35	30
7	23	30	25
8	23	33	25
9	20	28	28
10	30	45	35
11	10	15	18
12	30	40	28
13	25	35	28
14	28	38	30
15	25	33	30
16	18	25	20
17	33	40	33
18	18	23	20
19	15	15	13
20	13	18	15