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**BUILDING UP VOCABULARY SKILLS OF SEVENTH  
GRADE STUDENTS THROUGH FOLKTALES:  
TASUCU CASE**

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## ABSTRACT

This study aims to investigate if we can make use of the abundant source of literature in Taseli (including Tasucu) Region to facilitate teaching vocabulary to the students of the region. Does this really have a positive effect on vocabulary teaching? Can this be more beneficial than a traditional vocabulary teaching method?

It is possible that we can translate the tales into English, simplify them if necessary (depending on the level of the students), present them to the students, and as the students may be familiar with the tales and the texts are interesting, this process may increase the motivation and enhance the learning process. All these can be tested under proper conditions to see whether this technique can better work than the traditional techniques or not, and this is what summarizes the goal of this thesis.

## ÖZET

Bu çalışma Taşucu yöresini de kapsayan Taşeli Bölgesine ait zengin halk edebiyatı öğelerinin yöredeki öğrencilere İngilizce kelime öğretimini kolaylaştırmak için kullanılıp kullanılmayacağını ortaya çıkarmayı hedeflemektedir. Bu gerçekten kelime öğretimine olumlu bir etkide bulunabilir mi? Ve bu yöntem, geleneksel kelime öğretim yöntemlerinden daha etkili olabilir mi?

Yöreye ait halk hikayelerini İngilizceye çevirmemiz, öğrencilerin seviyesine bağlı olarak gerekirse sadeleştirmemiz, bu hikayeleri öğrencilere sunmamız ve yöredeki öğrenciler sözkonusu hikayelere aşina oldukları için ve hikayelerde ilgi çekici oldukları için, adı geçen sürecin öğrenci motivasyonunu ve öğrenme sürecini pekiştirebilmesi mümkündür. Bu tekniğin geleneksel bir dil eğitim yöntemine göre daha iyi kelime öğretimi sağlayıp sağlamayacağı doğru koşullar altında test edilebilir, ki bu tezin amacı da bunu gerçekleştirmeyi içermektedir.

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

We are constantly looking for new ideas and new ways to make teaching more enjoyable and more effective for our students. There are many commercial companies that provide educators with materials for teaching foreign languages and their vocabulary. These materials include printed books, newspapers and magazines, and realia (anything from art objects and posters to food labels and currency). But apart from these, one of the most exciting resources for teaching foreign languages is the wealthy folktales from oral traditions.

Native stories create sort of interest in the minds of both children and adults. The known and thought provoking stories are told in English; students slowly pick up words from English and understand with their mother tongue equivalents. In this method the teacher must be fluent in both English and the native language. Stories are told from childhood onwards to children by their mothers with warmth and affection. As such, when the same is used inside the class room in the teaching of English, it is quite effective. (Elangovan, S. 2009)

Folktales are mainly shaped by the region where they were once created, As a valuable piece of land inhabited by several different civilisations throughout history dating back to 6000 BC, Tasheli region has quite a rich and prominent culture that enables it to develop itself while protecting its own traditional values. This situation can especially be noticed if we take villages of the region into consideration.

It can be said that it has a very rich culture having given birth to different civilisations and having hosted a large number of tribes and traditions of them. This strong cultural structure has brought about a rich folk literature with a large output. This outstanding, and perhaps the most crucial, aspect of Tasheli, namely its folk literature containing hundreds of tales, anecdotes, legends, poems, folk-songs and other literal works may light a bulb in our mind by raising a question : can we make

use of this abundant source of literature to teach vocabulary and to facilitate teaching vocabulary ? How can we do this if we think it is possible ? Does it really work ? One important point to be considered here is that the children of the Tasheli region are probably familiar with the folk tales in Tasheli, so using the tales as source materials to teach them English may work, as Prof. Dr. Elangovan claims below:

What is already known to students may be taken readily to teach English in an Understandable way.

Interesting and funny stories, anecdotes may be expediently taken to make English teaching interesting. Jokes from native language also will serve the purpose.

## **1.2 The Problem**

Teaching vocabulary is one of the most difficult tasks for a teacher and to learn it is harder Vocabulary lessons are generally boring for the students and this hinders the motivation of the students.

But the most fundamental fact is repetition or revision of the previous days. Croll and Waring talk about this fact as follows; although approaches vary with the individual teacher, vocabulary lessons often follow the traditional pattern of mechanical memorization of words and definitions to be reproduced on tests. Unfortunately, such rote learning is often quickly forgotten. To interest students in new words by this approach is difficult, and have to them retain the new words beyond a few weeks is almost impossible. In the learning of vocabulary, as well as in the learning of other material, the principle of selection is always in operation. A student will remember that which resembles something already found in his environment and that which he can easily integrate and absorb into his environment (Croll,1971: 378).

The reason for this experimental study to be carried out is to investigate whether teaching vocabulary through folktales can end up in better vocabulary learning when compared to traditional vocabulary teaching method.

### **1.3. The Aim of the Study**

Stories from native literatures told in English create sort of interest in the minds of both children .The known and thought provoking stories are told in English, students slowly pick up words from English and understand with their mother tongue equivalents

Stories are told from childhood onwards to children by their mothers with warmth and affection. As such, when the same is used inside the class room in the teaching of English, it is quite effective. (Elangovan, 2009)

We can translate the folktales obtusely Region into English, simplify them if necessary (depending on the level of the students), present them to the students, and as they may be familiar with the students and the texts are interesting, this process may increase the motivation and enhance the learning process comparing those in traditional vocabulary teaching technique. All these can be tested under proper conditions to see whether this technique can work or not, to find out the learning and retention differences between teaching vocabulary through folktales and through traditional technique. So we aim to find out answers to the following questions through our experimental investigation:

Do the folktales facilitate vocabulary learning more than the traditional techniques? In other words, are the students more successful at learning new vocabulary when taught through folktales?

Are the vocabulary items more retentive for the students when taught through folktales?

In order to carry out the research, one experiment and one control group were set up, both consisting of seventh grade students in Goksu Secondary School in Silifke, Mersin. There were 30 students in each group and they were approximately of the same level of proficiency.

#### **1.4. Assumptions**

Teaching vocabulary through folktales can be a facilitating factor for the students of the region to learn vocabulary by enhancing the motivation and creating a more enjoyable classroom atmosphere. Vocabulary learnt in this way can be more retentive than the ones learnt through traditional techniques.

#### **1.5 Limitations of the study**

This study has limitations considering several aspects. Only the seventh grade students with elementary level of English (and only 60 of them) were covered. The vocabulary items tested were limited to 40 and the number of the folktales was 2. . The experiment was limited to two tests consisting of 40 questions with an interval of 15 days. The productive aspect of vocabulary was ignored and the study focussed on just the recognitional aspect.

All the experimental application was conducted by the same instructor. And just two vocabulary teaching techniques were compared, teaching vocabulary through folktales and through traditional teaching method in which the teacher explains the meanings of the target words in native language without using it in context.

There were two groups of students with the same level of proficiency in English, but personal differences like IQ and EQ levels and the perception capability differences were ignored during the study.

## CHAPTER II

### THEORETICAL BACKGROUND

#### 2.1. What is Vocabulary?

If we look at what the word experiences covered by the term vocabulary mean as LaBrant states that;

1. The words a person can use orally.
2. The words one uses in many senses.
3. The words a person can use.
4. The words a person uses in reading but not in speaking
5. The words an individual never speaks or writes but understands when heard
6. Words an individual says but which are not tested in tests.
7. Words an individual writes but does not speak
8. Words a person speaks or understands when spoken but does not recognize in print.

Language specialists indicate that vocabulary is acquired through meaningful experiences and, consequently, varies with the situations in which the child or adult participates (LaBrant, 476).

Vocabulary, “without which the language is meaningless, is an important aspect in all language teaching because language is a system of arbitrary vocal symbols, which permit all people in a given culture or other people who have learned the system of that culture to communicate or to interact.”( Finocchiaro, 1964: 8).

Sarıçoban quotes from Wilkins as, “without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.” (Sarıçoban, 2001:23).

As it is stated above communication stops when learners do not know necessary words. Without vocabulary, people cannot find right words to construct sentences to share their feelings with others. Since, vocabulary is very important in communication, a special importance must be given to vocabulary in teaching English. Without grammatical competence we will never be understood by others. However, without a rich vocabulary we will not be able to understand properly and comment on subjects under discussion. So, the aim of vocabulary should be to enlarge the learners' vocabulary in both active and passive terms. Without vocabulary, communication could not be possible.

Finocchiaro (1964) claims "Not all of the words a learner hears during an instructional period need to become a part of his active vocabulary. Some words in the target language will possibly remain passive; that is, we will be able to understand them when we hear or read but we will not use them in speaking or writing" (Sarıçoban, 2001: 23).

Here comes the question, what is a rich vocabulary then? How many words are to be known to communicate in target language ? Actually this depends on the needs of the learner and the aim. But because we will focus on young learners, we need to state here that a rich vocabulary contains lots of words. Some children grow vocabularies at an astounding yearly rate of 5,000 words. From additional posts and readings we became acutely aware that many students begin school knowing 1,000 to 3,000 fewer words than their peers. Gaps in vocabulary quickly increase to about 5,000 words by third grade and continue to grow throughout schooling; some students learn seven or eight new words a day while others acquire one, two, or none at all. (Brabham & Villaume 2002: 264).

Herman and Dole state by quoting from Nagy and Herman that between grades 3 and 12, average students gain knowledge of around 3,000 words each year.

If teachers directly taught every new word encountered in a typical basal reading program, those words would account for fewer than 500 words per year. (Herman & Dole1988: 44)

Demirel states that one of the most important steps in teaching vocabulary is determining the number of words. Normally it is advisable to teach 5-10 words in a 40 minutes lesson. But this number can be 20-30 according to the quality and interests of the students in the class (Demirel 2003:107).

## **2.2. The complex nature of vocabulary**

The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge (passive/active are alternative terms).

The assumption is that people learn words receptively first and later achieve productive knowledge. This generally seems to be the case, but in language learning there are usually exceptions..

Everyone realizes that a word's meaning must be learned before that word can be of any use. In addition, there is the practical matter of mastering either the spoken or the written form of the word before it can be used in communication. A person who has not thought about the matter may believe that vocabulary knowledge consists of just these two facets – meaning and word form. But the potential knowledge that can be known about a word is rich and complex. Nation (1990: 31) proposes the following list of the different kinds of knowledge that a person must master in order to know a word.

- the meaning(s) of the word
- the written form of the word
- the spoken form of the word
- the grammatical behaviour of the word
- the collocations of the word
- the register of the word
- the associations of the word
- the frequency of the word

It can be inferred from the above list that teaching vocabulary or knowing a word cannot be limited to just knowing dictionary meanings of words. As words alone may fail to convey a meaning, they should be learnt in a proper context. Thus it can be justified to assume that teaching vocabulary within the entertaining and interesting context of folktales can help teachers by providing them the necessary atmosphere for the vocabulary teaching to be more effective.

## **2.3. Teaching Vocabulary**

### **2.3.1 History of Vocabulary Teaching**

During the last century, language teaching methods have taken their position in terms of vocabulary teaching with varying shift. The most traditional way of teaching foreign languages was the Grammar Translation Method. Its main purpose was the recognition of words. The primary objective of the later Reading Approach was the comprehension of written materials in the foreign language. What the learners using either of these approaches did was to spend most of the time looking up words in the dictionary, translating texts, and memorizing lists of words. (Solak,2006)



Later on, the Direct Method and the Audio-lingual Approach arose in reaction to the basic failure, in learners not being able to comprehend the natural language, of the above mentioned methods. It is assumed in the Direct Method that the learners will acquire vocabulary in context as an integral part of each lesson. However; the Audio-lingual Approach deemphasized the teaching of vocabulary in the initial stages. According to this approach, the major objective of language teaching for students is to acquire then structural patterns and they will learn vocabulary afterward (Larsen-Freeman, 1986).

Each method arose as a reaction to the previous one and searched for better ways of teaching language; nevertheless, none of these methods seems to mention about teaching vocabulary to young learners. After the mentioned approaches and methods above, more humanistic methods were emerged. In opposition to the former approaches, explicit vocabulary teaching has not been stressed in those contemporary approaches. Apart from vocabulary dimension, these novel approaches appear to make learners feel secure in the learning environment and they seem to support ‘vocabulary acquisition’ on secondary basis as a result of exposure to the target language. For example, namely, Suggestopedia aimed to help students to eliminate the feeling that they cannot be successful and, thus to help them overcome the barriers to learning. In this method, the teacher presents and explains the vocabulary but not dwell on it; a student can learn what is present in the learning environment.

In Community Language Learning, teachers wanted their students to learn how to use the target language communicatively. This method advised language teachers to treat their students as “whole persons”, which means that teachers consider not only their students’ feelings and intellect, but also have some understanding of the relationship among students’ physical and protective reactions, and their desire to learn. Students’ native language is used to make the meaning clear. In Community Language Learning vocabulary is also worked with in addition to grammar points and pronunciation patterns, based on the language the students have generated. The most important skills are understanding and speaking the language. The Total Psychological Response Method gives importance to listening

comprehension. Initially, the teacher is the director of all student behaviour and students are imitators. Grammatical structures and vocabulary embedded with imperatives are emphasized over other language areas.

In the Communicative Approach, the goal is to have students become communicatively competent. Use of authentic materials in the classroom and being able to use the language appropriately in a given social context are emphasized with working on all four skills from the beginning (Larsen-Freeman, 1986). However, all these methods appear to fail to address the issue of how teaching vocabulary can be done with young learners, in particular. (Solak, 2006)

### **2.3.2. Teaching Vocabulary to Young Learners:**

The term “young learners” covers a wide age range; this can be anybody from the age of three to the age of eighteen. There is a big difference between what a – three-year-old child can do and what a child of fifteen can do. We should consider their development to define what and how to teach. Some children develop faster, others need more time. Teaching young learners requires the knowledge of knowing all the development differences. Understanding these differences can help teachers to develop methods and a system of work that they will use in the process of teaching.

Some characteristics about this age group can be summarised as follows according to Přibilová:

- They are happy when they can play.
- They love to share their experiences, they love when people pay attention to them and their talking.
- They are able to talk about what they are doing.
- They use imagination a lot.
- They can think, argue, discuss and they are able to interact with both children and adults. They are able to concentrate for certain time.

- They understand situations and through situations – they use several senses.
- They are able to use language skills not even realizing them.
- They do not realize what fact is and what fiction is sometimes..
- Often they “teach” each other.
- Very often they pretend they understand everything and they know everything.

According to the researcher, all the above characteristics of young learners can be used so as to facilitate vocabulary teaching by the help of the folktales. The characteristics, or in other words, the needs of young learners can be satisfied by the rich and amazing context of folktales.

**Table 1** Young Learners' Characteristics, Needs, and the Ways of Meeting Their Needs(Reilly and Ward, 1997, p.8)

| <b>General Characteristics</b>              | <b>Needs because of these characteristics</b>                          | <b>Possible ways of meeting these needs</b> |
|---|--|---|
| Have limited language skills and experience | Need clarity   | Well-defined, well explained activities     |
| Have emotional needs                        | Need to feel part of or integrated in a group                          | Group work                                  |
| Have short memories                         | Need constant recycling of input and activities complete in themselves | Topic-led work                              |
| Are imaginative                             | Need to be able to use their imagination in L2 classroom               | Prediction and participation                |
| Are creative                                | Need to be able to create things and learn by doing                    | Art and crafts activities                   |
| Are energetic                               | Need to move and learn by doing  | Total Physical Response                     |
| Have short attention span                   | Need activities that appeal and make sense to them                     | Games                                       |
| Are easily excited                          | Need activities to calm them down                                      | ‘Setting’ activities                        |

Gerngrose and Puchta (1996:5) state that different age groups have different needs. They comprise the needs of young learners as follows:

- Language learning takes place best of all in an anxiety-free and joyful atmosphere.
- The development of receptive skills takes place before the productive ones.
- Children learn by what they see, hear and do.

It can be concluded from here that a stress-free classroom environment is essential for the health of learning process, which can be provided by folktale based vocabulary teaching. Children will be amazed by the tales causing an anxiety-free environment to be created. They love to use their imagination and to play, they are naturally curious and they like repetitions. The best language learning atmosphere for young learners is the one which is anxiety-free and joyful. Development of receptive skills such as listening and reading takes place earlier than productive skills such as speaking and writing. Young learners are imaginative, creative and energetic. Children like dealing with language and their motivation for learning a foreign language comes from enjoyment and pleasure that they experience in the learning situation. They have short memories and emotional needs. The language activities and materials in the language class should meet their needs in order to be successful. (Solak,2006) .

Foreign language teachers should always consider the fact that students, especially young learners, learn faster than elderly learners, due to the age difference. Because of the problems of life, elderly learners cannot concentrate well on the matters they are busy with. On the other hand, the young learners' brains are not full of activities, unlike the elderly ones. So, during vocabulary teaching, it is of utmost importance to make the students learn as many words as they can. By extending their vocabulary, they will become more sophisticated or understand the structures easily and be relaxed in communication.

To extend their vocabulary, folktales, with rich input, serve to enable the children to acquire the language skills in many ways. Tales may help facilitate acquisition of vocabulary in a meaningful context. In relation to this, Slattery and Willis (2003:96) state, “Young learners acquire language unconsciously. The activities you do in the class should help this kind of acquisition. Tales are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading and writing.”

#### **2.4. To Teach Vocabulary Effectively**

. On the teaching skills of vocabulary items, Frisby (1957) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection". Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following are the main methodologies for teaching vocabulary items in an English language classroom.

##### **2.4.1. Listening Carefully**

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." (Robert Lado:121) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

##### **2.4.2. Pronouncing the Word**

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

### **2.4.3. Methods of Grasping the Meaning**

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

#### **2.4.3.1. Self-defining Context**

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

#### **2.4.3.2. Antonyms**

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

#### **2.4.3.3. Synonyms**

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

#### **2.4.3.4. Dramatization**

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

### **Examples**

- walk [walk in the classroom]

- stand up [stand up in the classroom]
- read (read the book]

#### **2.4.3.5. Pictures and Drawings**

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

#### **2.4.3.6. Realia**

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

#### **2.4.3.7. Series, Scales, Systems**

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

#### **2.4.3.8. Parts of Words**

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

#### **2.4.3.9. Illustrative Sentences**

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

#### **2.4.3.10 Practice from Meaning to Expression**

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. Also writing the words will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc. The teacher can provide a context by description or through reading which elicits the use of the word.

The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

### **2.6. Folktales**

In short, a folktale is a popular story passed on in spoken form from one generation to the next.

We usually do not know its author and there are many versions of it. The same story may also appear in different cultures. The term can also refer to literary versions of oral stories. As Eric K. Taylor writes: “Thus, even though *Little Red Riding Hood* began as an oral tale, Perrault’s retelling begins like this:



*There was once upon a time a little village girl, the prettiest ever seen or known, of whom her mother was dotingly fond. Her grandmother was even fonder of her still, and had a little red hood made for the child, which suited her so well that wherever she went she was known by the name of Little Red Riding Hood....*

These literary folktales use the same basic stories as themes, and they keep the same oral characteristics, but they are often longer, and their language is often both more ornate and more difficult". (Taylor,2000: 4)

Folktales comprise fables, fairy tales and even 'urban legends'. It is difficult to categorize them precisely because they often fit many categories. This variety means that they can be used in all kinds of contexts and at all levels of language competence, in groups of different ages.

Generally speaking, they share some common characteristics:

- They are structured chronologically. The events in folktales are arranged in time order.
- They are rhetorically sophisticated e.g. they make use of repetition and redundancy to emphasize some aspects of a story and enhance its meaning.
- They are predictable. Their predictability makes it easier to guess what is coming next and thus facilitates understanding despite unknown vocabulary.
- They often use clichés and stereotypes. There are typical sets of characters that appear in many tales: a shepherd, a king, a witch, a prince, an orphan, cruel sisters, a stepmother etc. An audience can immediately recognize the characters.

- The grammar of traditional folktales is usually simple. Short sentences, basic linking words, common use of past tenses make them easy to pass orally.

- Vocabulary in folktales is concrete so it is not difficult to present it through illustrations that may help understand the story.

Folktales, fairy tales, legends, myths etc. are widely used in ELT as a rich source of authentic material that is highly motivating to students. They can engage students in a variety of ways: from drama to creative writing. They can be used as a resource for a large number of language activities practising all skills. What is more, they lend themselves especially well to intercultural comparisons.

## **2.7. Use of Folktales in FL Classroom**

The use of literature in the ELT classroom is enjoying a revival for a number of reasons. Having formed part of traditional language teaching approaches, literature became less popular when language teaching and learning started to focus on the functional use of language. However, the role of literature in the ELT classroom has been re-assessed and many now view literary texts as providing rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learner motivation.

In a FL classroom, a folktale can be used for various purposes:

- To foster language learning by providing rich and varied content

Folktales work on listeners' imagination. Through repetitive rhetorical devices they facilitate learning of grammatical structures. In many folktales there are series of encounters when the same language structures are used over and over again. For example in *Three Little Pigs*, each pig goes through the same experience and the same dialogue is repeated three times.

- To develop critical thinking

Folktales deal with fundamental themes. They are relevant to all kinds of listeners or readers. Although events in stories are imaginary, they carry significant messages to contemporary audiences. They deal with jealousy, power, generosity, sorrow, forgiveness or happiness.

- To explore cultural contexts

Folktales are part of a nation's cultural heritage. They include elements of history, geography or even climate. They give insight into customs, traditions and problems faced by communities. Learning folktales from our own culture and sharing them with students from other countries may teach tolerance and distance towards one's own culture.

### **2.8. The Importance of Context in Vocabulary Teaching**

Attention to social context in vocabulary teaching seems to help foster more motivated and successful learners of foreign languages. There is a need for more pragmatic focus in the classroom that leaves the teacher with the practical question: how can this be done? Folktales provide students with a structure that is both familiar and also exciting. Folktales from the oral traditions of different countries, while familiar in structure, are often new and different to students. They provide a context through which new language can be introduced and offer insight into different cultures.

They are interesting to students and thus create an information gap. An information gap can be described **as** a situation in which there is information that students need in order to complete a task that they view **as** important or worthwhile.

### **2.9 Effects of Culture on Learning Vocabulary**

In teaching a foreign language, teachers are inevitably faced with the need to address, in some way or another, the culture of the peoples who speak the language. As is often the case, teachers who are not a member of the culture whose language

they teach feel like outsiders and see themselves as inadequate in teaching the foreign culture (Crawford-Lange and Lange 1984). Despite these problems, theorists in language education have repeatedly called for systematic integration of culture into the foreign language curriculum. Folktales provide students with cultural information that is authentic and interesting. Folktales encompass the joys and fears of a people in the description of the characters, the setting and the morals of the folktales. Too often culture is treated as an adjunct to the foreign language curriculum. Culture lessons are often relegated to a one-day-per week mini-lesson about food, traditional dress, or a holiday. Textbooks frequently treat culture as a peripheral subject, inserting a "culture capsule" at the end of a chapter or in a small box set apart from the rest of the printed matter on the page. When teachers are rushed to complete a certain number of chapters in their textbook, it is often the culture lesson that is cut from the curriculum. By using folktales from the oral traditions of English speaking countries, culture becomes a natural vehicle through which language is taught. Culture and language are inextricably connected when using stories. Not only does this incorporation of culture and language save valuable time in the foreign language curriculum (e.g., a day does not have to be set aside for the "culture lesson"), but the message that this connection sends is important as well. When students experience culture lessons as rushed, tacked-on and less important than grammar lessons, they are being taught that the culture of the people whose language they study is similarly less important. They are being sent the message that the foreign culture is marginal. Stories have the potential to put culture back into the heart of the curriculum where it belongs.

On the other hand, the culture of the students' native language and region can help develop motivation and retentiveness of vocabulary teaching. Students will be more familiar with the folktales as they will find themselves acquainted with the tales and cultural elements narrated and this feeling of acquaintance can cause a tie with the target vocabulary and the students to be established. We will be more interested in this .

## **2.10 Language Skills Folktales Allow to Practise**

Folktales allow the practice of all language skills and are perfect material for an integrated skills style of teaching. Below you will find some examples of activities focused on particular language skills. However, these activities can be expanded in all sorts of ways. The nature of folktales is 'holistic' because they contain the essence of human experience. That is why they open doors to all kinds of creative activities in the classroom and beyond.

### **2.10.1 Listening**

For example: Choose a simple version of "*Seven Sleepers*". Using simple drawings tell the story to your class. After you have told the story, ask the students to draw a plan of the cave. Then encourage the students to describe their drawings. Next introduce a piece of dialogue. The students may take turns in creating dialogues with other characters with the help of their drawings. Finally, they may act out the whole story.

### **2.10.2. Speaking**

For example: Let your students choose a popular folktale, e.g. "*the virgin castle*". The students should work in groups on their English versions. They will need help with vocabulary and the structure of the folktale. After the groups have told their versions, the class may try to answer some questions leading to a consideration of their intercultural context

- o Which elements of the story may contain some knowledge of history, anthropology etc.?
- o What was the problem the main character faced in the folktale?
- o What were the most important values that were reflected in the story?
- o Would the story be easily understandable to people from other countries?
- o Are there similar stories in other cities?

Another speaking activity: one student reads a short folktale which is then passed orally from student to student, with the final student telling it to the class (who are given written copies of the original to compare with). Then the students have to discuss how much of the original remained. That can be followed by discussion of how the key elements remain the same across centuries and languages while the less necessary detail begins to vary.

As students generally have problems with intonation, emphasis or pausing, stories may help to practise those.

### **2.10.3. Reading**

“Because of the predictability, redundancy, and repetition in folktales, unknown words are usually easier to guess than in many other types of texts. This makes folktales good for developing skill at inferring meaning from context – a very useful general reading strategy”. (Taylor,2000:142)

For example: Give students a cloze passage that is a text of a folktale with key words left out. You can also delete every seventh word out. First ask them to predict what words had been deleted and then provide them with a full text.

### **2.10.4 Writing**

We can find some folktales (at e.g. “Cunning Fox”. Divide your students into pairs. Person A is given a text of a tale whereas Person B is supposed to write it down. The tale has to be passed down orally. This activity can be developed into a role-play to enhance the motivation and repetition.

## CHAPTER III

### METHOD

#### 3.0 Presentation

This chapter deals with the setting, subjects and application of the study.

#### 3.1. Subjects and Setting

The study is experimental and aims to determine the learning and retention differences between two methods, vocabulary teaching using the folktales and traditional vocabulary teaching. The target learner group is elementary level 7<sup>th</sup> grade students in Goksu Secondary school in Silifke. There are two groups of students, experiment and control groups. Each group consists of 30 students. The students in the groups are selected carefully considering the proficiency level in English. Experiment group will be exposed to vocabulary teaching process through folktales, and control group will be taught vocabulary traditionally. The instructor will give the control group 40 target words, explain their meanings, repeat the pronunciations with the group and will try to make help them learn and memorize in this way without using them in proper contexts. This is what we , as the learners of English in Turkey, have been generally exposed to for long years.

In experiment group, the instructor will try to teach the vocabulary through the help of folktales. There are two tales chosen as source materials. They include 40 target words that are the same as the ones in control group. The difference is not about the words but the teaching method.

Two lesson hours will be spent to teach the words using the chosen methods. Both groups will take an immediate recall test soon after the lecture. This test aims to measure the difference of immediate learning rates between the two groups.

Two weeks later, the groups will be gathered again and the same test will be implemented again as a delayed recall test measuring the retention levels of the two groups.

**Table 2.** Target vocabulary Items

|          |
|----------|
| Turtle   |
| Fox      |
| Crop     |
| Crab     |
| Harvest  |
| Cunning  |
| Hold     |
| Lean     |
| Lay down |
| Shade    |
| Propose  |
| Field    |
| Entire   |
| Grasp    |



|           |
|-----------|
| Tail      |
| Tightly   |
| Speedy    |
| Hinder    |
| Share     |
| Bell      |
| Hill      |
| Reach     |
| Sky       |
| Chop down |
| Axe       |
| Innocent  |
| Insisted  |
| Refuse    |
| Wolf      |

|             |
|-------------|
| Drive out   |
| Beat        |
| Mistakenly  |
| Stick       |
| Ground      |
| Come across |
| Collapse    |
| Accompany   |
| Bray        |
| Howl        |

## **3.2. Materials**

### **3.2.1 Folktales**

To teach vocabulary to the experiment group, two native tales including all the target vocabulary were employed in the study.

### **3.2.2. Immediate recall and delayed recall test**

A test composed of 40 multiple choice questions was used both as immediate recall and delayed recall test and for both groups. Recall tests were designed to measure the recall of the acquired vocabulary knowledge when the target words were presented in their original context. (Hulstijn,1992; Watanabe, 1997). Multiple choice tests are a good way to see whether or not the learners recognize the meaning of target words after they see them in glosses (Nation, 1990). The tests were multiple-choice tests and they were prepared by the researcher. The mixed glossary were given the subjects and they were asked to select the correct definition among five options: one '*correct*', three '*distracters*' and one '*I don't remember* option. '*I don't remember* option was added to prevent attempts to make guesses. The students were instructed not to guess, but to choose the '*I don't know*' item when they did not know the meaning of a word (Lupescu&Day, 1993). The distracters belonged to the same range of word classes as target words

The reason behind using the same test was to increase the reliability of the study.

## **3.3. Data Collection Procedure**

### **1) Immediate Recall Test Procedure**

Frosty, students were informed about the experiment that would be conducted in their classrooms and they were asked to participate in the study. However, they were not told anything about the content of the experiment. They were told that they would not be given grades, instead they became part of an experiment.

After the necessary glosses and the relevant vocabulary teaching procedure depending on the group, which took approximately two lesson hours, the students were exposed to the test immediately. They were given twenty minutes to answer all the questions. They were instructed again to cross “I don’t remember” option instead of guessing the meaning.

## **2) Delayed Vocabulary Test**

Students were exposed to the same vocabulary recall test after two weeks to measure long term retention. The test was administrated in their original classrooms with the help their instructors. To increase the reliability of the results, it was explained to participants that their scores on these tasks would in no way affect their grade in the course, and then they were given the delayed vocabulary recall test. The time limit was twenty-five minutes for each session of the delayed test for the different level of subjects.

## **3.4. Analysis of the Data**

After the collection of Data, a special SPSS analysis (Statistical Package for the Social Sciences) was employed to scientifically evaluate the results. Inter-group and cross-group analyses were carried out to determine the differences between the methods. Each answer was judged as either correct or incorrect. This study aimed to measure how many of the target words the subjects could remember their Turkish equivalents correctly. Correct answers were scored as ‘1’ and incorrect answers were scored 2. All the answers were either correct or incorrect and most of the students did not select the ‘no response’. For this reason, the simpler correct/incorrect scoring was ultimately used. All the tests collected by the groups were evaluated in the same way. Tests were analyzed separately and the means of test scores were compared via SPSS. The researcher aimed to see the difference between two groups.

## CHAPTER IV

### ANALYSIS OF THE RESULTS

**4.1. The aim of the analysis** was to determine whether folk-literature based vocabulary teaching improved vocabulary skills such as recognition and retention more than traditional method did. In order to compare the means of test scores among experimental group and control group, one way analysis of variance (DESCRIPTIVES) was used for each of the tests: for immediate and delayed recall of vocabulary. Paired t-tests were used to examine the significance of differences between immediate tests and delayed tests for each group of words.

#### **4.2. Results of the Immediate Vocabulary Recall Test of the Experiment Group**

After the analysis of the first test, namely immediate vocabulary recall test of the experiment group, it was observed that the overall success was 83%. This test was employed immediately after the vocabulary instruction through folktales .

**Table 3.** In order to see if data was reliable, Reliability Statistics was performed according to CROANBACH'S ALPHA

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 25 | 83,3  |
|       | Excluded <sup>a</sup> | 5  | 16,7  |
|       | Total                 | 30 | 100,0 |

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,774             | 40         |

*According to Croanbach's Alpha statistics, values higher than “.500 “ are considered reliable. As it can be seen from the table above, the Cronbach's Alpha value is ,774 proving the reliability of the tests.*

**Table 4.** The frequency rate for each word in immediate recall test of the experiment group.

1.00= true

2.00= false

3.00:=I don't remember

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Fox**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Crop**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Crap**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 17        | 56,7    | 56,7          | 56,7               |
|       | 2,00  | 3         | 10,0    | 10,0          | 66,7               |
|       | 3,00  | 10        | 33,3    | 33,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Harvest**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 4         | 13,3    | 13,3          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Cunning**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Hold**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 29        | 96,7    | 96,7          | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Lean**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**lay Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 17        | 56,7    | 56,7          | 56,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 60,0               |
|       | 3,00  | 12        | 40,0    | 40,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Shade**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Propose**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 3,00  | 9         | 30,0    | 30,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**field**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**entire**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**grasp**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |



**tail**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**tightly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 15        | 50,0    | 50,0          | 50,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 56,7               |
|       | 3,00  | 13        | 43,3    | 43,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**speedy**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hinder**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**share**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**indeed**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**bell**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hill**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**reach**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**sky**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**chop Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 14        | 46,7    | 46,7          | 46,7               |
|       | 2,00  | 3         | 10,0    | 10,0          | 56,7               |
|       | 3,00  | 13        | 43,3    | 43,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**innocent**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**axe**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 30        | 100,0   | 100,0         | 100,0              |

**insist**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**refuse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 29        | 96,7    | 96,7          | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**wolf**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**drive out**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**beat**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 30        | 100,0   | 100,0         | 100,0              |

**mistakenly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**stick**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**ground**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 5         | 16,7    | 16,7          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Comeaccross**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**collapse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 29        | 96,7    | 96,7          | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**accompany**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 29        | 96,7    | 96,7          | 96,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**bray**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 30        | 100,0   | 100,0         | 100,0              |

**howl**

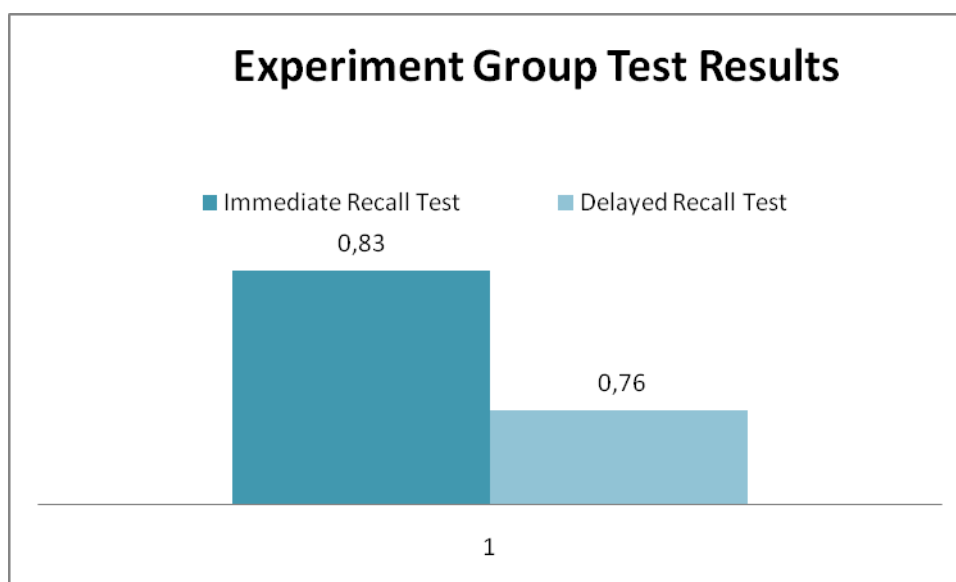
|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | 1,00   | 22        | 73,3    | 88,0          | 88,0               |
|         | 3,00   | 3         | 10,0    | 12,0          | 100,0              |
|         | Total  | 25        | 83,3    | 100,0         |                    |
| Missing | System | 5         | 16,7    |               |                    |
| Total   |        | 30        | 100,0   |               |                    |

When we check the table indicating the true-false-I don't remember frequency of each question, it can be observed that students generally preferred to mark "I don't know" options instead of guessing. This can be a factor increasing the reliability of the result. We can see that the words with the highest "true" frequency are bray, accompany, collapse, stick, mistakenly, beat, wolf, refuse, axe, sky, bell, field, shade, hold, cunning, crop and fox.

#### **4.2. Results of the Delayed Vocabulary Recall Test of the Experiment Group**

Two weeks after the first test, immediate vocabulary recall test was carried out, this Delayed Vocabulary Recall test was employed without prior notice. Students were unaware of the test. The purpose of this test was to determine the rate of retention of vocabulary and to see how retentive the words learnt through folk literature were. The overall success for this test was measured as 76%. There was a loss of vocabulary at the rate of 7 %.

**Figure 1. Overall success rates for experiment group for the two tests**



There is a decrease at the rate of 7% in overall success for the Delayed Recall Test. . This rate means that students approximately forgot 3 of the words that they had learnt two weeks ago. Most teachers can argue that the students here can be considered successful as they forgot just three or four words, as it is a fact that forgetting the newly learnt words is one of the biggest handicaps of vocabulary learning and is almost inevitable. We need to compare the results of the experimental group with those of the control group to decide if folktales contributed to vocabulary teaching and retention more than the traditional teaching could.

**Table 5.** Reliability Statistics for Delayed Recall Test of Experiment Group

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 30 | 100,0 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,622             | 40         |

What draws our attention here is the decrease in the reliability of the second test implemented to the experiment group. The test is still considered reliable but the decrease in the reliability rate may result from the inconsistency of the answers given by same students for the two tests. This also means that for different students there are some words the meanings of which are apt to being confused. There is another possibility that some of the students might have guessed the meaning of some words instead of crossing “I don’t Remember” option.

**Table 6.** Frequency for the words in Delayed Recall Test of Experiment

Group

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**fox**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 2         | 6,7     | 6,7           | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**crop**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**crap**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 16        | 53,3    | 53,3          | 53,3               |
|       | 2,00  | 3         | 10,0    | 10,0          | 63,3               |
|       | 3,00  | 11        | 36,7    | 36,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**harvest**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 4         | 13,3    | 13,3          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |



**cunning**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hold**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**lean**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 18        | 60,0    | 60,0          | 60,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 63,3               |
|       | 3,00  | 11        | 36,7    | 36,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**lay Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 17        | 56,7    | 56,7          | 56,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 60,0               |
|       | 3,00  | 12        | 40,0    | 40,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**shade**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**propose**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 20        | 66,7    | 66,7          | 66,7               |
|       | 3,00  | 10        | 33,3    | 33,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**field**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 3         | 10,0    | 10,0          | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**entire**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 20        | 66,7    | 66,7          | 66,7               |
|       | 3,00  | 10        | 33,3    | 33,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**grasp**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 20        | 66,7    | 66,7          | 66,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 70,0               |
|       | 3,00  | 9         | 30,0    | 30,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**tail**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**tightly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 12        | 40,0    | 40,0          | 40,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 46,7               |
|       | 3,00  | 16        | 53,3    | 53,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**speedy**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hinder**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 70,0               |
|       | 3,00  | 9         | 30,0    | 30,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**share**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**indeed**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**bell**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hill**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**reach**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 70,0               |
|       | 3,00  | 9         | 30,0    | 30,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**sky**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**chop Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 11        | 36,7    | 36,7          | 36,7               |
|       | 2,00  | 3         | 10,0    | 10,0          | 46,7               |
|       | 3,00  | 16        | 53,3    | 53,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**innocent**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 20        | 66,7    | 66,7          | 66,7               |
|       | 2,00  | 2         | 6,7     | 6,7           | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**axe**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**insist**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**refuse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**wolf**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**drive out**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**beat**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**mistakenly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**stick**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**ground**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 5         | 16,7    | 16,7          | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Comeaccross**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**collapse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 29        | 96,7    | 96,7          | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**accompany**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**bray**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 30        | 100,0   | 100,0         | 100,0              |

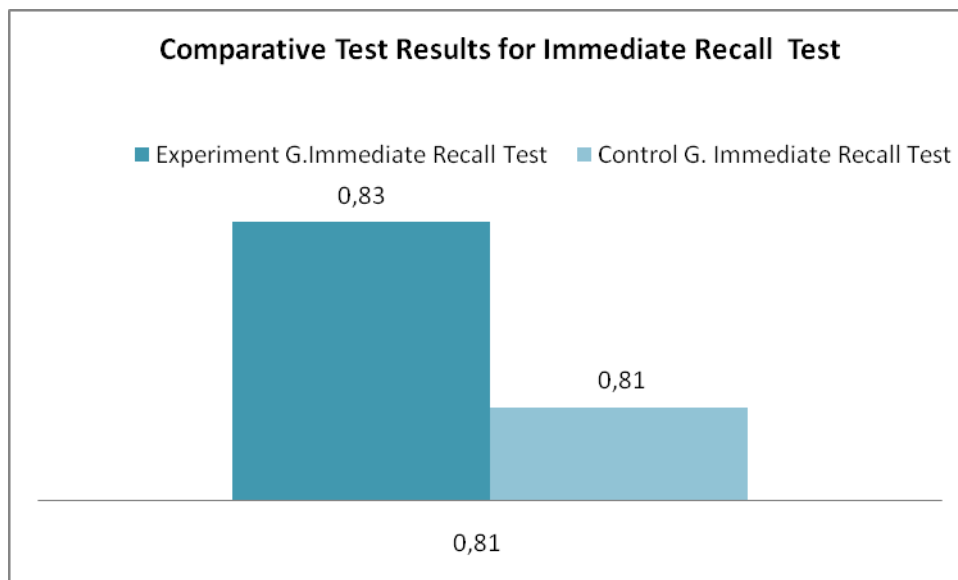
**howl**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

### 4.3. Results of the Immediate Vocabulary Recall Test of the Control Group

The students in the control group were taught the target vocabulary through traditional method. The vocabulary was given directly to them, that is to say; the instructor wrote the words on the blackboard, explained their meanings and modelled their pronunciation. Soon after the application they were implemented the Immediate Vocabulary Recall Test. The overall success of the group in the test was 81%. This figure was close to that of the experiment group, which was 83%. Figures indicate that the overall success of the experiment group is still higher than that of the control group. The researcher claims that the reason for the results to be close to each other is because the tests were employed immediately after the instruction of the vocabulary, when the words were so fresh in students' memories.

**Figure 2.** Comparison of the Immediate Vocabulary Recall Test between the groups



The success rate of the experimental group is higher than the results of the control group for the immediate recall test.



**Table 7.** Reliability Statistics for Immediate Recall Test of the Control Group based on Cronbach's Alpha

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 30 | 100,0 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,735             | 40         |

**Table 8.** Frequency of the words in the Immediate Recall Test of the Control Group

1,00= true                      2,00= false                      3,00=I don't know

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 30        | 100,0   | 100,0         | 100,0              |

**fox**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 30        | 100,0   | 100,0         | 100,0              |

**crop**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00 | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00 | 3         | 10,0    | 10,0          | 100,0              |
| Total |      | 30        | 100,0   | 100,0         |                    |

**crap**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 14        | 46,7    | 46,7          | 46,7               |
|       | 2,00  | 2         | 6,7     | 6,7           | 53,3               |
|       | 3,00  | 14        | 46,7    | 46,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**harvest**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**cunning**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hold**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**lean**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**lay Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 20        | 66,7    | 66,7          | 66,7               |
|       | 2,00  | 3         | 10,0    | 10,0          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**shade**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 6         | 20,0    | 20,0          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**propose**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**field**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**entire**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 3,00  | 11        | 36,7    | 36,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**grasp**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 2         | 6,7     | 6,7           | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**tail**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**tightly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 16        | 53,3    | 53,3          | 53,3               |
|       | 2,00  | 4         | 13,3    | 13,3          | 66,7               |
|       | 3,00  | 10        | 33,3    | 33,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**speedy**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hinder**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**share**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 2,00  | 3         | 10,0    | 10,0          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**indeed**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**bell**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**hill**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**reach**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 3         | 10,0    | 10,0          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**sky**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**chop Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 20        | 66,7    | 66,7          | 66,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 70,0               |
|       | 3,00  | 9         | 30,0    | 30,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**innocent**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 29        | 96,7    | 96,7          | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**axe**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**insist**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**refuse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 2         | 6,7     | 6,7           | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**wolf**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**drive out**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**beat**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**mistakenly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**stick**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**ground**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Comeacross**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**collapse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**accompany**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |



**bray**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

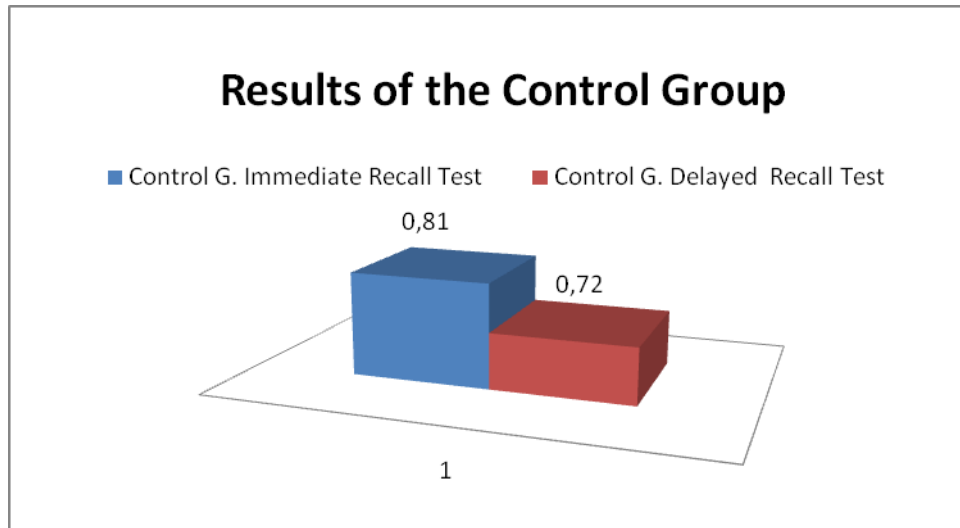
**howl**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

#### **4.4. Results of the Delayed Vocabulary Recall Test of the Control Group**

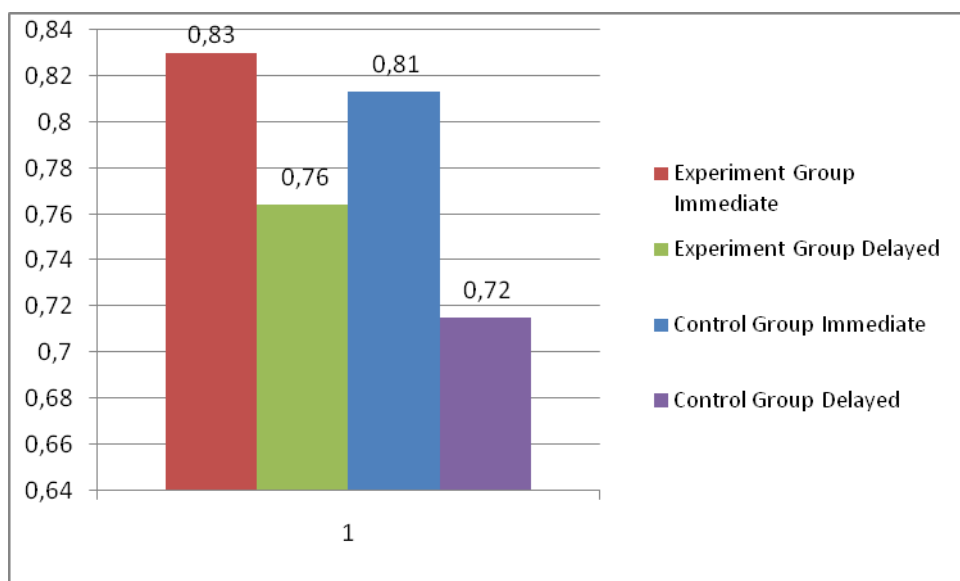
Two weeks after the first test, immediate vocabulary recall test was carried out, the Delayed Vocabulary Recall test was employed without prior notice. Students were unaware of the test. The purpose of this test was to determine the rate of retention of vocabulary and to see how retentive the words learnt through traditional method were. The overall success for this test was measured as 72%. There was a loss of vocabulary at the rate of 9%. This rate is higher than that of experimental group, which was 7%. This data indicates that control group has a higher rate of tendency to forget the memorized words than that of the experimental group.

**Figure 3.** Below you will see the comparative results of the control group



As can be seen above, the overall success rate of the control group decreases at the rate of 9 % after the Delayed Recall Test is applied.

**Figure 4. :** Comparison of the Groups for all the tests



The figure above indicates the differences between the performances of the two groups. This figure can be regarded as the summary of the whole study. Although the groups are composed of students of the same level, in both immediate recall test and delayed recall test the experimental group leads the higher percentages. As for the delayed test, the experiment group again has the higher retention rate. It is clear from all the statistics that students in experiment group achieved much more than the ones in control group. This means the students who were taught the words through folktales are under all circumstances more successful than the ones taught through traditional method of vocabulary teaching.

**Table 9.** Reliability statistics for the delayed recall test of the control group

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 30 | 100,0 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,641             | 40         |

As can be seen above, the test proves to be reliable according to Cronbach's Alpha, just as the former three tests did.

**Table 10.** Frequency of the words in Delayed recall test of Control Group

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 28        | 93,3    | 93,3          | 93,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 96,7               |
|       | 3,00  | 1         | 3,3     | 3,3           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Crop**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Crap**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 8         | 26,7    | 26,7          | 26,7               |
|       | 2,00  | 4         | 13,3    | 13,3          | 40,0               |
|       | 3,00  | 18        | 60,0    | 60,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Harvest**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 15        | 50,0    | 50,0          | 50,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 60,0               |
|       | 3,00  | 12        | 40,0    | 40,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Cunning**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 1         | 3,3     | 3,3           | 66,7               |
|       | 3,00  | 10        | 33,3    | 33,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Hold**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 3         | 10,0    | 10,0          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Lean**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 5         | 16,7    | 16,7          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**lay Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 4         | 13,3    | 13,3          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Shade**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 18        | 60,0    | 60,0          | 60,0               |
|       | 2,00  | 5         | 16,7    | 16,7          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Propose**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Field**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Entire**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 15        | 50,0    | 50,0          | 50,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 53,3               |
|       | 3,00  | 14        | 46,7    | 46,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Grasp**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 16        | 53,3    | 53,3          | 53,3               |
|       | 2,00  | 3         | 10,0    | 10,0          | 63,3               |
|       | 3,00  | 11        | 36,7    | 36,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Tail**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Tightly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 12        | 40,0    | 40,0          | 40,0               |
|       | 2,00  | 6         | 20,0    | 20,0          | 60,0               |
|       | 3,00  | 12        | 40,0    | 40,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Speedy**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 2,00  | 2         | 6,7     | 6,7           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Hinder**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 3,00  | 8         | 26,7    | 26,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Share**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 4         | 13,3    | 13,3          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Indeed**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Bell**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2,00  | 25        | 83,3    | 83,3          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Hill**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Reach**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 4         | 13,3    | 13,3          | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Sky**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**chop Down**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 18        | 60,0    | 60,0          | 60,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 63,3               |
|       | 3,00  | 11        | 36,7    | 36,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Innocent**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Axe**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |



**Insist**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 18        | 60,0    | 60,0          | 60,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 70,0               |
|       | 3,00  | 9         | 30,0    | 30,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Refuse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 24        | 80,0    | 80,0          | 80,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Wolf**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Drive out**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 3         | 10,0    | 10,0          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Beat**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 4         | 13,3    | 13,3          | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Mistakenly**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 27        | 90,0    | 90,0          | 90,0               |
|       | 2,00  | 1         | 3,3     | 3,3           | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Stick**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 4         | 13,3    | 13,3          | 86,7               |
|       | 3,00  | 4         | 13,3    | 13,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Ground**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 26        | 86,7    | 86,7          | 86,7               |
|       | 2,00  | 1         | 3,3     | 3,3           | 90,0               |
|       | 3,00  | 3         | 10,0    | 10,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Comeaccross**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 23        | 76,7    | 76,7          | 76,7               |
|       | 2,00  | 2         | 6,7     | 6,7           | 83,3               |
|       | 3,00  | 5         | 16,7    | 16,7          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Collapse**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 2         | 6,7     | 6,7           | 76,7               |
|       | 3,00  | 7         | 23,3    | 23,3          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Accompany**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 22        | 73,3    | 73,3          | 73,3               |
|       | 2,00  | 6         | 20,0    | 20,0          | 93,3               |
|       | 3,00  | 2         | 6,7     | 6,7           | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Bray**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 19        | 63,3    | 63,3          | 63,3               |
|       | 2,00  | 5         | 16,7    | 16,7          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

**Howl**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00  | 21        | 70,0    | 70,0          | 70,0               |
|       | 2,00  | 3         | 10,0    | 10,0          | 80,0               |
|       | 3,00  | 6         | 20,0    | 20,0          | 100,0              |
|       | Total | 30        | 100,0   | 100,0         |                    |

We can see the frequency of the words here, for each word it can be seen how many students crossed if false or true. Problem words can also be determined judging from their frequency in each group. For example, “tightly” seems to be troublesome to learn and keep in mind for the control group while “turtle” is the easiest one because very few students were false on it.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1. Summary of the Study**

This study aimed to find out and statistically prove whether teaching vocabulary through folktales can build up the vocabulary skills of the learners more efficiently than the traditional method. The study focussed specifically on the recognition and retentiveness of the target vocabulary.

To conduct the study Goksu Secondary school was chosen by the conductor. The reason behind this was the number of the seventh grade students in the school was enough to efficiently carry out the study. Two separate groups were formed consisting of 30 students, one being experiment group and the other Control group. The levels of the students were taken into consideration so as to result more reliable results. For this study designed to determine whether folktale based vocabulary teaching will be more effective than the traditional one, 40 words were chosen and an elaborate test was developed by the researcher. This test was implemented to both groups first as an immediate recall test to assess the immediate learning performance soon after the instruction of the target vocabulary. 2 weeks later the same test was employed as a delayed recall test to determine how retentive have the words been for each group. Each test underwent SPSS analysis to statistically and scientifically evaluate the results of the study.

#### **5.2. Conclusion of the Results**

It can statistically and clearly be seen from all the results that teaching vocabulary through folktales can positively affect the learning process of the students. Traditional vocabulary teaching method was weaker in the statistics, one of the main reasons of which can be the lack of classroom motivation since the process is boring especially for the young learners. They cannot be kept motivated for a sufficient time to teach them the vocabulary traditionally through the traditional method. Especially repetition of the pronunciation of the words has been a reason for

the students to smile and grin, because it sounds more than classical to them since they have heard it for years again and again as an obsolete teaching pattern.

Depending on the statistical data in store, it can absolutely be said that teaching vocabulary through folktales can have better results than traditional techniques. The thing that drew the attention of the researcher most has been the interest of the children in the tales and the efforts of them to imagine the story and to try to guess the end of it. That was really entertaining for them to try to guess the meanings of the unknown words, and surprisingly some of them were quite successful in guessing the correct equivalent of the target vocabulary before their meanings were given by the teacher. The thing the researcher observed was the higher motivation and facilitating atmosphere of the classroom.

### **5.3. Limitations**

The study just focuses on seventh grade elementary level students. Since the number of the students is limited to 30 for each group, it is certainly not possible to generalize the output of the study. Different results can be retrieved if such a study is carried out at different grades and with different numbers.

There is also a time limit for the delayed recall test. It was carried out 2 weeks after the first test had been applied. If the duration had been longer the results might have been different.

The number of the words in the test was limited to 40. Larger numbers may result in different results.

Folktales chosen were limited. Long time exposure to various folktales for vocabulary teaching process can change a lot of things.

### **5.4. Suggestions for Further Studies**

- The target learner group can be changed. A similar study can be carried out for advanced level students.

- The duration of the study can be enhanced. It can be more than four weeks
- The number of the tests and the questions in it can be increased.
- The study can be enhanced in order to include productive skills of vocabulary as well.
- Some surveys can be added into the study so that it can measure the content and psychological feedback of the target group.

## **APPENDIX A**

### **Sample Folktales**

#### **1- the Cunning Turtle**

One day a turtle and a fox became friends and they cropped together with a crab. When they were about to harvest, the cunning fox said them that the pine tree next to the crop would fall down, and added:

“You cannot hold the tree, you should harvest and I should support the tree. “ He said this, and he leant his food against the tree and laid down in the shade of it.

The turtle and crab harvested the crop but later they couldn’t decide how to share it. So the fox proposed:

“Let’s race. He who arrives in the harvest field first gets the entire crop”

They stood in a point 1 km away from the field and got ready for the race. But just before this, the younger brother of the turtle had come and the older turtle had told his younger brother to hide and wait in the field. Deciding to do so, the younger one hid in the crop in the field.

Meanwhile the crab grasped the tail of the fox tightly just before the race began. A bear hanging around there also joined the race; in the shadow of the bear the crab easily grasped the tail of the fox.

And the race started... The bear was slow enough to leave behind the fox. The fox was so speedy that it arrived in a short while.

But when the fox arrived there, the younger turtle met him, but the fox thought he was the one who was in the race. The turtle said:

“Everything here is mine!!!” Tired and disappointed, the fox tried to sit but a voice hindered him: “Be careful and don’t sit on me”. This was the voice of the crab.

Surprised, the fox asked: “ohh, when did you come here?” The crab answered: “Just before you came here”.

So the turtle and the crab shared the harvest. The cunning –but indeed silly-fox took nothing.

## **2- The Fox with Bell**

Once upon a time there was a fox with a bell. One day he climbed a hill and hung his bell on a tree. It was a small tree. Then days and months passed.

Six years and one month later he turned back to the hill to take his bell back. But there was a problem! The tree had grown up to reach the sky, and the bell was on it... The fox saw a shepherd on the hill and said to him:

“Chop down the tree with your axe, and then I can take my bell.”

The shepherd answered:

“What is wrong with the tree? It is innocent. I won’t chop it down; it is just a little tree.” The fox insisted, but the shepherd refused.

When the fox left the area, it saw a wolf on its way. The fox said:

“Go and eat the sheep of the shepherd.”

The wolf refused it saying: “I won’t eat. What is your problem with the shepherd? He and the sheep are innocent.”

Then the fox saw the dog of the shepherd, and said:

- “Go and drive out the wolf! “

-“I won’t drive it out. Has it done something wrong? As far as I can see it has no fault.”



Then the fox left there, arrived in a place where it saw an old husband and his old wife sitting. The fox said to the husband:

- "Go and beat your wife! "

- "She has no fault that can cause me to beat her."

The fox insisted but the husband refused again and again. Then the fox found a fire and fired the beard of the old man. When the fox did this, the old man thought mistakenly that it was his wife who fired his beard, found a stick and hit his wife with it. After he hit his wife, the woman went out and hit the dog, maybe because it did not drove the fox out of the place. The dog went out and beat the wolf. Later the wolf somehow beat the sheep, ate them all. The shepherd could not understand the situation and took his axe to chop down the tree. When the long tree came to the ground it created a high noise. The fox, afraid of the noise of the tree, began to run away. While running away it murmured:

"I should turn back and have a look at the tree."

When the tree came to the ground, one of the pine cones flies and hits on the nose of the fox while grounding. This time the fox became more than afraid. While running away it coincided with a rabbit. The rabbit asked:

"Why are you running away? " The fox answered:

Why shouldn't I? The mountain collapsed and it is coming down to here.

The rabbit asked: "Do you accept if I accompany you? "

The fox answered: "yes "

They beetled and on the way they came across a donkey. The donkey asked:

"Can I join you? "

"Why are you running away? "

“The mountain collapsed and it is coming down to here. “

They hit the road quickly and came across a rooster. The rooster asked:

“My friends, why are you running away?

“The mountain collapsed and it is following us, that’s why we escape,”  
answers the fox.

“Can I join you? “

“Yes you can.”

Then as a result a few animals were gathered together and they arrived in a village. At the bottom was the donkey; on it were the dog and other animals, all on the other. .. One of them was braying, another was howling, or singing.

“Oh my God!!!” screams the peasant...

“Something odd is invading our village, let us all run away!!!”

“This is an ambush” said another peasant. They ran away altogether, leaving the village to the animals...

The animals became the owners of the village, ate and drank a lot, enjoyed the event...

## APPENDIX B

### Test

1. *Turtle*

- a) Kaplumbağa                      b) Kurbağa                      c) Kertenkele  
d) kaplan                              e) hatırlamıyorum

2. *Fox*

- a) Tavşan                              b) tilki                              c) yengeç  
d) faks                                      e) hatırlamıyorum.

3. *Crop*

- a) Ekin                                      b) hardal                              c) ağaç  
d) yağmur                                  e) hatırlamıyorum

4. *Crap*

- a) Ahtopot                                  b) alkış                                  c) yengeç  
d) timsah                                      e) hatırlamıyorum

5. *Harvest*

- a) Zeki    b) un    c) hasat  
d) tarla    e) hatırlamıyorum

6. *Cunning*

- a) Akıllı    b) sevimli                                  c) huysuz  
d) Kurnaz    e) hatırlamıyorum

7. Hold

- a) Tutmak                      b) atmak                      c) bakmak  
d) kořmak                      e) hatırlamıyorum

8. Lean

- a) Kızarmak                      b) sürü                      c) yaslanmak  
d) kalabalık                      e) hatırlamıyorum

9. Lay down:

- a) Yere yatmak                      b) havaya bakmak  
b) Ağlamak                      d) yaşlanmak                      e) hatırlamıyorum

10. Shade:

- a) Korkunç                      b) ıslak  
c) Gölge                      d) bölmek                      e) hatırlamıyorum

11. Propose:

- a) Poz vermek  
b) Teklif etmek  
c) Dayanmak  
d) Önem vermek  
e) Hatırlamıyorum

12. Field :
- a) Kıta
  - b) Tarla
  - c) Ev
  - d) Ahır
  - e) Hatırlamıyorum

13. Entire:
- a) Girmek
  - b) Kısmen
  - c) Tamamen
  - d) Bazen
  - e) Hatırlamıyorum

14. Grasp
- a) Bakmak
  - b) Kızgın
  - c) Kavramak
  - d) Sakin
  - e) Hatırlamıyorum

15. Tail:
- a) Kanat
  - b) Kuyruk
  - c) Ayak ucu
  - d) Tırnak
  - e) Hatırlamıyorum

16. Tightly
- a) Elbise
  - b) Pantolon
  - c) Sıkıca
  - d) Yavaşça
  - e) hatırlamıyorum

17. speedy:
- a) hızlı
  - b) sert
  - c) rüzgarlı
  - d) karlı
  - e) hatırlamıyorum

18. hinder:
- a) yardımcı olmak
  - b) utandırmak
  - c) engel olmak
  - d) kızdırmak
  - e) hatırlamıyorum

19. Share
- a) Kıskanmak
  - b) artmak
  - c) Eksilmek
  - d) Paylaşmak
  - e) Hatırlamıyorum

20. Indeed:
- a) Gerçekten
  - b) Fazladan
  - c) Neden
  - d) Bilmeden
  - e) Hatırlamıyorum

21. Bell:
- a) Çıngırak
  - b) Zil
  - c) Bel
  - d) zirve
  - e) hatırlamıyorum

22. hill:
- a) mağara
  - b) kaya
  - c) tepe
  - d) etek
  - e) hatırlamıyorum

23. reach:
- a) zengin
  - b) ulaşmak
  - c) aramak
  - d) denemek
  - e) hatırlamıyorum

24. Sky :
- a) Telefon
  - b) Uçak
  - c) Gökyüzü
  - d) Paten
  - e) Hatırlamıyorum

25. Chop down:
- a) Rendelemek
  - b) yıkmak
  - c) Baltayla kesmek
  - d) Devirmek
  - e) Hatırlamıyorum

26. innocent:
- a) düzenbaz
  - b) masum
  - c) yardımsever
  - d) haylaz
  - e) hatırlamıyorum

27. Axe:
- a) Mızrak
  - b) Ok
  - c) balta
  - d) sapan
  - e) hatırlamıyorum



28. insist:
- a) ısrar etmek
  - b) ikna etmek
  - c) inkar etmek
  - d) iddia etmek
  - e) hatırlamıyorum

29. refuse:
- a) ısrar etmek
  - b) ikna etmek
  - c) inkar etmek
  - d) iddia etmek
  - e) hatırlamıyorum

30. wolf:
- a) çakal
  - b) kurt
  - c) sırtlan
  - d) yılan
  - e) hatırlamıyorum

31. drive out:
- a) yoldan çıkarmak
  - b) araba kullanmak
  - c) kaza geçirmek
  - d) maçtan atılmak
  - e) hatırlamıyorum

32. beat:
- a) pire
  - b) onarmak
  - c) dövme
  - d) aktarmak
  - e) hatırlamıyorum

33. mistakenly:
- a) kasten
  - b) yanlışlıkla
  - c) kusurlu
  - d) masum
  - e) hatırlamıyorum

34. stick:
- a) Kına
  - b) Kalem
  - c) Sopa
  - d) Anahtar
  - e) Hatırlamıyorum

35. Ground:
- a) Tavan
  - b) Hava
  - c) Çevre
  - d) Zemin
  - e) Hatırlamıyorum

36. Come accross
- a) Hatırlamak
  - b) Zaman harcamak
  - c) Karşılaşmak
  - d) Gelmek
  - e) Hatırlamıyorum
37. Collapse:
- a) Kaçmak
  - b) Kurtulmak
  - c) Çökmek
  - d) Hırslanmak
  - e) Hatırlamak
38. Accompany:
- a) Şirket kurmak
  - b) Takım kurmak
  - c) Eşlik etmek
  - d) Dolaşmak
  - e) Hatırlamıyorum

39. Bray:
- a) Miyavlamak
  - b) Havlamak
  - c) Anırmak
  - d) Haykırmak
  - e) Hatırlamıyorum

40. Howl:
- a) Bağırmak
  - b) Ulumak
  - c) Sulamak
  - d) Titremek
  - e) hatırlamıyorum

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