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**TEACHING VOCABULARY THROUGH USING AUDIO JOKES  
TO PRE-INTERMEDIATE LEVEL PREPARATORY CLASS  
STUDENTS AT SELÇUK UNIVERSITY**

**YÜKSEK LİSANS TEZİ**

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## ÖZET

Beş bölümden oluşan bu çalışma, Selçuk Üniversitesi Yabancı Diller Yüksek Okulu (YDYO) orta altı düzeyindeki hazırlık sınıfı öğrencileri üzerinde fıkraların kelime tanıma ve hatırlamaya yönelik etkilerini araştırmayı amaçlamaktadır.

Araştırma için her biri yirmi öğrenciden oluşan bir deney grubu ve bir kontrol grubu seçilmiştir. Deney grubundaki öğrencilere seçilmiş olan hedef dil kelimeleri fıkralar kullanılarak öğretilirken, kontrol grubundakilere ana dile çeviri yolu ile öğretilmiştir.

Her iki gruba, performanslarını ölçmek amacıyla aynı ön-test, son-test, ve hatırlama testi verilmiştir. Bu testlerden elde edilen veriler A Mann Whitney U testiyle analiz edilmiştir. İstatistik sonuçları her iki grup arasında anlamlı bir fark olduğunu açıkça ortaya koymuştur. Diğer bir ifadeyle, yapılan veri analizleri, deney grubunun hem son-test hem de hatırlama testinde anlamlı bir şekilde daha yüksek puanlar elde ettiğini göstermiştir. Yani, hedef kelimeleri fıkra dinleyerek öğrenen öğrencilerin çeviri yolu ile öğrenenlerden daha başarılı oldukları ortaya çıkmıştır.

Araştırmanın bulgularına dayanarak hazırlık sınıflarının ilgili düzeyinde fıkra kullanmanın yabancı dil kelime tanıma ve hatırlama becerisini geliştiren etkili bir yöntem olduğu sonucuna ulaşılmıştır. Sonuç olarak, yabancı dil öğretmenlerinin kelime öğretiminde bir araç olarak fıkralardan daha fazla yararlanmaları önerilmiştir.

## **ABSTRACT**

This study, which consists of five chapters, attempts to investigate the effects of audio jokes in terms of vocabulary recognition and retention on pre-intermediate preparatory class students at Selçuk University, School of Foreign Languages (SOFL).

One experimental and one control group, each including twenty students, have been selected for the research. The control group has been taught the target vocabulary items through mother tongue translation, whereas the experimental group has been taught the same vocabulary items through audio jokes.

In order to measure the groups' performance, they have been given a pre-test, a post-test and a retention test. The data obtained from these tests have been analyzed through A Mann Whitney U test. The results of the statistics yielded a significant difference between the two groups. Namely, data analysis revealed that the experimental group scored significantly higher than the control group both on the post-test and the retention test. Therefore, the students whose teachers use audio jokes proved to be much more successful than the students whose teachers use mother tongue translation.

Based on the findings, it is deduced that using audio jokes in preparatory schools at pre-intermediate level is an effective means of promoting second language vocabulary recognition and retention. Consequently, it is suggested that language teachers make greater use of audio jokes as an aid to teach vocabulary.

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# CHAPTER I

## INTRODUCTION

### 1.1. Background to the Study

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

To communicate with other people we should use appropriate vocabulary; or else, our communication will stop. What English language teachers are supposed to do is to be able to balance vocabulary teaching and the other skills because language is not solely composed of vocabulary.

Wallace(1982:9)

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

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

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

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

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

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

Wallace (1982:3)

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

but also to the students' experience in English. One of these real life activities is audio jokes.

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

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

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

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

Unfortunately, vocabulary has often been taught through mother tongue translation in Turkey. As it is an unplanned way, it seems to be the most common and easiest technique for many teachers of English as a foreign language. However, this technique, which has derived from grammar translation method, is not the best one. To give a translation equivalent of an unknown word is not to teach its meaning but helping the student to understand the new word in that particular context. In the long run,

translation method is unsound. Learning vocabulary is learning how words relate to external reality and how they connect to each other. So translation method should not be used in preparatory schools too much, since it leaves us with questions:

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

(Scrivener, 1994:73)

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

## **1.2. Purpose of the Study and Research Hypotheses**

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

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

In other words, it is hypothesized that the students who are taught forty target words through audio jokes are more successful in recognition aspect of this

vocabulary when compared to the students who are taught the same target words through mother tongue translation.

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

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

### **1.3. Research Questions**

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

1. Does presenting new words through audio jokes result in better learning of the words than presenting them using mother tongue translation?
2. Does presenting new words through audio jokes enhance retention of new vocabulary items?

### **1.4. Problem**

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

For the students of SOFL (School of Foreign Languages) vocabulary learning plays an important role. During the one year of preparatory programme they need to know a great deal of vocabulary in order to be successful in their departments. For that reason expanding their vocabulary takes an important part in their first year of education. Therefore, to encourage the students to learn the words they need, it is necessary to use innovative techniques in teaching vocabulary.

However, vocabulary teaching is not an easy task. The process of expanding knowledge in the target language needs motivation of the students since it has been observed that many students gradually lose their interest and motivation on learning during the year. Because of the fact that the teachers' techniques do not appeal the students' learning style, they are generally bored with the same type of vocabulary exercises and activities. So, the teachers should present the vocabulary in a motivating way so as to keep the students' willing to learn.

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

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

### **1.5. Significance of the Study**

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

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

## **1.6. Scope and Limitations**

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

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

The second limitation of the study was the number of the students in both experimental and the control groups. Because the number of the students in each classes was restricted to twenty, and the number of words involved in the study was 40. The data obtained from a larger group of students would have more reliable results.

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

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

## **1.7. Assumptions**

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

## **1.8. Organization of the Study**

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

Chapter 2 contains the review of literature and research related to vocabulary teaching and using audio jokes in EFL classrooms. The chapter starts with a general overview of the terms related with the topic. Then the presentation of the role of vocabulary in learning a foreign language, vocabulary selection and presentation techniques are explained. Afterwards, how audio jokes have been used in ELT methodology is reviewed. The rest of this chapter deals with using audio jokes in EFL classroom. It includes a discussion regarding the advantages and purposes of using audio jokes. The chapter ends with the reasons for using audio jokes in vocabulary teaching and the ways of selecting and presenting them in classroom through some techniques.

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

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

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

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

#### **2.1. Introduction**

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

#### **2.2. Definition of Vocabulary**

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

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

Second, word knowledge also comes in two forms, receptive (passive) and productive (active). Receptive vocabulary consists of words that are recognized when they are heard or seen. Scrivener (1994:74) defines passive vocabulary as “the set of words we recognize and understand, but tend not to use ourselves.” Active vocabulary can be defined as the set of words people actively produce in their own speech and writing. It consists of words that are used when people speak or write. Kitao&Kitao (2003: 1) summerizes vocabulary knowledge into four groups:

Speaking: active

Listening: passive

Reading: passive

Writing: active

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

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

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

### **2.3. Knowing a Word**

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

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

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

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

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

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

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

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

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

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

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

7. Knowing a word means knowing its semantic value.

8. Knowing a word means knowing its different meanings (polysemy)

(Richards, 1985: 76)

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

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

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

(Wallace, 1982: 27)

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

## 2.4. A brief History of Teaching Vocabulary

Vocabulary teaching is one of the most important key concepts in ELT classes. It plays a vital role in the process of language learning. Nevertheless, it is ignored and given insufficient importance. In previous years, language teaching programs were prepared to teach basically the grammar and vocabulary was treated as separate from grammar and other skills. It was believed that after the students had mastered the grammar, they should be taught necessary words. And, the language study was done as a word-memorization with long lists of words. Therefore, language teachers gave little attention to techniques for helping students learn vocabulary. But, structures can not be used correctly if there is not enough vocabulary knowledge. This idea can be explained as:

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

(Sheenan, 2004:3)

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

1. A need to emphasize grammar over vocabulary was felt, since vocabulary was already being given too much time in language classrooms.
2. Specialists in the field of methodology feared that if students learned too many words before the basic grammar had been mastered, they would make many mistakes in sentence construction. As a result, teachers believed that teaching too many words was not the best way of teaching language.

3. Those who advise teachers seemed to be saying that word meanings can be learned only through experience and they can not be adequately taught in a classroom. Consequently, little attention was directed to vocabulary teaching techniques.

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

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

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

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

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

(Allen, 1983:1)

Now teachers expect students to master vocabulary of the language as well as its grammatical features. Since grammatical items are meaningless without words and words are deficient without grammatical items, the place of vocabulary is as important as the place of grammar in language teaching and learning.

## **2.5. The Importance of Teaching Vocabulary**

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

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

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

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

(Richards, 2000,xi)

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

Words are essential since the lack of them leads to the feeling of insecurity of a foreign language speaker in the foreign language environment. In other words, the students with an inadequate stock of vocabulary may feel frustrated since they cannot express what they want to say. In order to emphasize the vitally important necessity of vocabulary, Wallace (1982:9) states that “...not being able to find the words you need to express yourself is the most frustrating experience in speaking another language whereas if we have the vocabulary we need it is usually possible to communicate after a fashion.” On the other hand, if the students have enough vocabulary, they feel confident. Therefore, giving importance to vocabulary becomes inevitable.

## **2.6. How to Teach Vocabulary**

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

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

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

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

### 1. Form: pronunciation and spelling

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

### 2. Grammar

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

### 3. Collocation

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

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

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

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

### 5. Aspects of meaning (2): meaning relationships

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

- Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.
- Antonyms: items that mean the opposite; *beautiful* is an antonym of *ugly*.
- Hyponyms: items that serve as specific examples of a general concept; *dress*, *skirt*, *t-shirt* are hyponyms of *clothes*.
- Co-hyponyms or co-ordinates: other items that are the “same kind of thing”; *horse*, *bird*, *fish* and *dog* are co-ordinates.
- Superordinates: general concepts that “cover” specific items; *fruit* is the superordinate of *apple*, *orange*, *banana*.
- Translation: words or expressions in the learners’ mother tongue that are equivalent in meaning to the item being taught.

## 6. Word formation

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

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

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

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

nature and in quantity from one person to another even in our native language.”

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

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

1. Because of the considerable research on vocabulary we have good information about what to do about vocabulary and about what vocabulary to focus on.
2. There is a wide variety of ways for dealing with vocabulary in foreign or second language learning.
3. Both learners and researchers see vocabulary as a very important if not the most important element in language learning. Learners feel that many of their difficulties in both receptive and productive language use, result from an inadequate vocabulary.

(Nation, 1990: 1- 2)

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

## 2.7. Vocabulary Teaching Techniques

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

### 2.7.1. Techniques for Conveying Meaning

The first step in vocabulary teaching in classroom is introducing the meaning of a vocabulary item. Visual aids, word relations, definitions, anecdotes, explanation, example sentences, etc. can be used to make the meaning of a vocabulary item clear to students.

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

Demonstration	- by showing an object or a cutout figure - by gestures - by performing an action
Pictures	- by using photographs, blackboard drawings, illustrations cut from magazines or newspapers
Explanations	- by descriptions - by giving synonyms or opposites - by putting the word into a defining context - by translating

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

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

- Concise definition (as in a dictionary; often a superordinate with qualifications:  
for example, *a cat is an animal which...*)
- Detailed description (of appearance, qualities...)
- Examples
- Illustration (picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposite(s) (antonyms)
- Translation
- Associated ideas, collocations

(Ur, 1996:63)

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

### **2.7.2. Techniques for Checking Understanding**

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

### **a) Fill-in-blanks**

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

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

### **b) Matching and sorting exercises**

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

### **2.7.3. Techniques for Vocabulary Consolidation**

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

## 2.8. Using Audio Jokes in ELT

Jokes have always been an excellent source of ‘authentic material’ for learners. Morrow & Schocker (1987: 251) define *authentic material* as “material taken from ‘real life’, not produced specifically for foreign language-learners.” Porter & Roberts (1981:37) define *authentic language* as “real language not intended for non-native learners.” Movies, newspapers, poems, songs and jokes are just a few examples of authentic materials.

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

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

(Swan, 1985: 85)

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

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

(Pecnik, 2001)

Jokes can be an effective tool in teaching and in creating the affective second language classroom. They can be modified into compositions, essays, translations, poems, pictures, dramas, role-plays, games, questions and answers etc. They can be used as an introduction to a lesson; a starting point for a discussion, creative activity or project work; a means of help to relax the students and prepare them for more serious work; a device which enables students to concentrate their attention to one topic and a pleasant conclusion of a lesson. Via these methods jokes can contribute to a positive environment for learning.

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

### **2.8.1. Using Audio Jokes in Classroom**

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

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

(Murphey, 1992:15)

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

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

### **2.8.1.1 Advantages of Using audio Jokes**

We all know that jokes have a powerful effect on people. First, jokes speak to us directly about our experiences; they reassure us in our moments of trouble. Secondly, jokes can acquire strong emotional associations with people, events and places. Claire (1984:v) stresses the importance of jokes that "The nature of the subject- jokes- insures enthusiastic student involvement in in-class conversations. No other subject generates such lively participation, covering so many different linguistic skills".Maurice (1988: 20) also states that "Jokes can easily be seen as a way of activating motivation and directing attention, but it can also be used in other events as well, from stimulating recall to eliciting performance and providing feedback."He (1988:23) further on argues that "Telling jokes is a specialized skill that few EFL learners really need; however, the

subskills that aid effective joke-telling can be important in other ways of communication."

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

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

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

(Kristmanson, 2000)

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

By means of audio jokes teaching and learning experience can become adventurous as well as efficient. Because, audio jokes are fun and they increase enjoyment during the lesson. Although most teachers consider this a disadvantage, we believe that language learning should not be 'painful'. Davanellos (1999:13) favours us by stating that "in my own experience, the most successful lessons are the ones where

we all feel we've had a good time. Enjoyable learning has to be more effective than teacher-centred procedures." Coromina (1993:27) also claims that "it is common knowledge that students who relax and have fun while learning do learn more."

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

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

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

Most students are shy to express their ideas or thoughts in English, something that should be avoided in learning a foreign language. Chiasson (2002) states that "Jokes can help the shy and/or timid students to feel that they are a part of the class and to allow them to contribute or participate without feeling humiliated or vulnerable". So, students who are usually quiet can become very talkative when jokes are used during the lesson.

Jokes are parts of everyday life. They play a major role in our every day social interaction. We should therefore not ignore it but instead make it part of our everyday classroom learning. In our time, it is hard to escape jokes as it occupies ever more of the world around us; in the car, at home, at sporting events, at times of celebration, in

theatres, at the cinema, and even out in the streets, we constantly hear them. It therefore seems natural to make them an integral part of the language learning process.

Jokes are personal. They can be classified according to their subject matter. “There are jokes about friendship, growing up, growing old, political jokes, and jokes about the meaning of life. In addition, most jokes are appropriated by listeners for their own purposes; the listeners make associations between their life and the joke.

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

Jokes are easily available. Thanks to the internet, jokes, audio jokes and even joke-based classroom activities are now easily available. It is also free to download any kind of audio jokes.

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

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

The advantages and benefits of using jokes for enhancing student participation can be summerized as follows:

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

(Trachtenberg 1980:9)

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

#### **2.8.1.2. Purposes for Using Audio Jokes**

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

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

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

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

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

Finally, teachers can make use of jokes to teach vocabulary. A joke helps learners to remember the language. In addition, Allen (1983:12) claims that “learners tend to remember a word more easily if they see and hear it. Hearing the word, telling it-all of these may be said to aid to learning. Similarly, the more the students listen to jokes and tell them, the more the meaning will be clear. Therefore, we can infer that jokes can be a good device to teach vocabulary.

## **2.9. Teaching Vocabulary through Audio Jokes**

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

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

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

Apart from the introduction of new vocabulary, jokes can be useful for vocabulary review. That is, audio jokes provide an opportunity to practise vocabulary item. One of the basic reasons of presenting jokes is to give further drill in using familiar vocabulary as well as facilitating learning of new words. Seal (cited in Celce-Murcia, Marianne, 1991:304) states that “vocabulary teaching involves more than the presentation of new items. Students also need to review and practice words with which they are already familiar”. In the same way, Allen (1983:21) states that “understanding the meaning is only the first step in learning a word. Much more time should be given to other activities to teach vocabulary.” Therefore, jokes can be useful for practicing or reviewing new vocabulary. Every joke is an opportunity for vocabulary practice and review. Regular revision through listening to audio jokes will make the vocabulary items being learnt retain in the memory longer.

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

Audio jokes offer a great benefit in terms of vocabulary learning/teaching. In some jokes, some vocabulary items are repeated. Jokes are written to be easily

understood and enjoyed. This makes them strong candidates for word study or for reinforcing words already learned through other means.

### **2.9.1. Selection of Audio Jokes**

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

First of all, it should be used with a clear objective and adequate preparation in order to effectively help bring life to a lesson. Using jokes, like teaching, has to be well prepared. That is, to obtain the maximum value of a joke and to integrate it into a lesson or course, the teacher prepare and practise it in the same way he would any other teaching material. it is also important to keep it simple, with a specific goal.

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

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

Although the teachers may perceive using jokes as a lighthearted moment in the course of their lesson plan, jokes should be an integral part of a positive learning classroom environment rather than something special. A joke works best as a natural on-going part of classroom learning. If teachers are not careful not to over use it, it

could lose its value and effect. (Gatt 2000) states that "Humor in the form of a joke should be the spice of a lesson but it should not over-stretch the attention of the class." Even the most amusing and entertaining joke loses its significance if it is told at an inconvenient time and place. Teachers should distinguish between an appropriate and inappropriate moment. So, it is of high importance to extensively prepare oneself for such an activity.

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

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

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

Consequently, when used in the correct manner, jokes can help to reduce the 'distance' between teachers and students, who would remember more if they are enjoying themselves; however, inappropriate jokes can also increase this distance. Therefore, it is vital that the lesson is well prepared and that only positive joke is adopted in the English classroom and this will help achieve the intended - to help the children learn English Jokes, along with encouragement and praise, can be one of the

many useful tools used by language teachers to make their classrooms more inviting to learning.

### **2.9.2. Presentation of Audio Jokes**

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

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

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

### **2.9.3. Techniques to Teach Vocabulary through Audio Jokes**

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

1. by making the students listen to and understand the punchline of the joke,
2. by providing them with part of the joke and asking them for their own end. For example, we give them the following:  
"Girl: I was ill when the school play was performed. Did it have a happy ending? Boy: ....."
3. Or the student can choose the answer from three possible options (A, B or C),
4. Pictures can help to understand the content of a joke.
5. Another technique to be used could consist of translating jokes into English (we have to be careful with translations, though).

Leal (1993:318)

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

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

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

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

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

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

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

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

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

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

#### **3.2. Research Design**

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

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

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

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

The teaching process was implemented in two sessions, on the same day for two consecutive weeks. In each session the experimental group was taught 3 jokes including 20 target vocabulary items. In contrast, control group was taught the same 20 target words through translation sheet.

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

Table 1. Experimental Design

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

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

### 3.3. Subjects

The subjects for this study were forty Pre-intermediate students at the English preparatory programme at Selçuk University, School of Foreign Languages during the second semester of 2007-2008 academic year.

The instruction is carried on March. Since the study required two classes- one experimental group and one control group- two morning classes were selected for the study. The classes had almost the same proficiency level at the beginning of the first semester. So, they were called as Class 35 and 36, one after another according to the proficiency exam results. For that reason, they were selected as the subjects so as to carry out a feasible study. The classes were at the pre-intermediate level. There were 20 students from different departments in each group. These students were between the ages of 17 to 21. They had similar social and educational backgrounds. They receive 25 hours of English instruction per week at SOFL.

There were 6 girls and 12 boys in the experimental group, whereas there were 4 girls and 14 boys in the control group. Students' vocabulary background varied according to their high school programs.

The researcher conducted the study herself as the regular main course teacher on prep-class 35 (experimental group) and prep-class 36 (control group). Therefore, she could have the chance to claim the difference of the instruction in the experimental and the control group for the principle of objectivity.

### **3.4. Materials**

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

The multiple choice vocabulary test, which was used as pre-test, post-test and retention test throughout the study, involved forty vocabulary questions covering the target vocabulary items(see Appendix A). Multiple choice test type was deliberately chosen since it is more appropriate to test the recognition aspect of vocabulary knowledge.

The materials used with **the experimental group** during the teaching process were six audio jokes. The following topics were thought to be appropriate for the study: children, social issues, family life, and lessons. The jokes include: 'a science lecture', 'the butcher and the lawyer', 'a wife's duty', 'grey hairs', 'chemistry class', 'deathbed confession'. These jokes were chosen as their level was appropriate for the students and there were very useful new words for the students. Also, the jokes were funny and interesting, so they could motivate the students and make the lesson enjoyable. The joke activities are presented in Appendices B, and C.

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

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

### **3.5. Data Collection Procedure**

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

#### **3.5.1. Before the Study**

The experiment was carried out at Selçuk University, SOFL in the second term of the 2007-2008 academic year. Of the instructors' two classes, Prep 35 and 36 were selected as the control group and experimental group.

For the preparation of the study the first task was the selection of the audio jokes. After the selection of the 10 audio jokes, sixty target vocabulary items were selected and turned into a multiple choice vocabulary test. The test was piloted to 52 students at Selçuk University, SOFL to ensure the test's reliability. According to the results of the reliability test, six audio jokes were determined to use and the vocabulary test involving forty questions were formed. The same test was used as a pre-test, post-test and retention test throughout the study (see Appendix A). Multiple choice test type was preferred since the study was related to the knowledge of passive vocabulary.

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

The final task before the vocabulary teaching process was applying the pre-test involving 40 questions that tests the vocabulary knowledge which is to be taught in the

following 2 weeks. It was applied to the both groups in regular class hours. The duration of the pre-test was thirty minutes. The aim of the pre-test was to determine the subjects' passive knowledge of the target vocabulary items. It also formed baselines for the results of the post-test.

### **3.5.2. During the study**

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

#### **3.5.2.1. Experimental group**

In each session of experimental group (prep-class 35) the instructor taught twenty target vocabulary items through three audio jokes. The teaching methodology of the jokes for the experimental group can be summerized as follows:

##### **Pre-listening stage:**

- the teacher asks some warm-up questions about the subject of the jokes to create a need and motivation on the side of the students to listen to the joke.

##### **While-listening stage:**

- it lasts about thirty minutes.
- students listens to the jokes twice and fills in the blanks individually making use of the clues.
- Then, they listen to the jokes once again to check their answers.
- Thirdly, they discuss their guesses within groups to have the opportunity of both working individually and correcting their mistakes with their peers within groups.
- After that, the teacher checks the groups' answers.

### **Post-listening stage**

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

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

### **3.5.2.2. Control group**

In each session of the control group (prep-class 36), the instructor taught twenty target vocabulary items in isolated sentences through one translation sheet. According to the lesson plan, the teacher used only the mother language in each session. The teaching methodology of the jokes for the control group can be summarized as follows:

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

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

### **3.5.3. After the study**

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

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

## CHAPTER IV

### DATA ANALYSIS

#### 4.1. Introduction

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

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

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

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

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

To measure the performance of both groups, a pre-test, a post-test, and a retention test were administered to the experimental group and to the control group. The goal of the pre-test was to obtain base-lines which will enable us to compare and evaluate the results of the post-test. The goal of the post-test, which was administered after the vocabulary teaching process, was to verify the first hypothesis and to compare the students' improvement in their passive vocabulary which was taught by means of

two approaches. The goal of the retention test (delayed post-test) is to test the second hypothesis.

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

## **4.2. Data Analysis Procedure**

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

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

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

### 4.3. Results of the Study

#### 4.3.1. Pre-test

The pre-test was administered to the both groups on the same day. The raw pre-test scores of the experimental and the control group were used to calculate the means and the standard deviations of the groups. Table 2 displays the results of this statistical analysis.

Table 2. Mann Whitney U Analysis for Pre-test Scores

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

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

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

#### 4.3.2. Post-test

The post-test scores of the two groups were compared after the instruction. The post-test was administered to the same groups after the vocabulary teaching process. Its goal was to compare the groups' improvement in their passive vocabulary knowledge.

First of all, through using Wilcoxon Test pre-test and post-test results were compared within both groups. The statistical results are presented as follows:

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

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Wilcoxon -Z-</b>	<b>-p-</b>
PRE-TEST	20	22.10	6.15	-10.096	0.000
POST-TEST	20	31.10	8.98		

According to Table 3, z value (-10.096), computed by the application of Wilcoxon Test, revealed a significant difference within the control group. In other words, the subjects in the control group improved in terms of vocabulary recognition.

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

<b>THE EXPERIMENTAL GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Wilcoxon -Z-</b>	<b>-p-</b>
PRE-TEST	20	22.60	5.29	-21.192	0.000
POST-TEST	20	52.55	10.27		

According to Table 4, there was a significant difference within the experimental group as a result of the z value (-21.192) calculated by Wilcoxon test. In other words, the experimental group increased their vocabulary knowledge on the post-test as well.

Table 3 and 4 displayed that both the experimental group and the control group showed a significant improvement when they were compared within their groups. However, a Mann-Whitney U test was used to compare both groups' improvement on the post-test in order to explore the differences between them. Table 5 shows the results.

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

<b>GROUPS</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Mann Whitney U -Z-</b>	<b>-p-</b>
EXPERIMENTAL	20	52.55	10.27	6.795	0.000
CONTROL	20	31.10	8.98		

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

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

#### 4.3.3. Retention Test (Delayed Post-test)

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

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

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

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

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

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

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

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

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

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

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

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

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

## **CHAPTER V**

### **CONCLUSIONS**

#### **5.1. Introduction**

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

#### **5.2. Discussion**

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

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

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

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

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

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

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

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

### **5.3. Pedagogical Implications**

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

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

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

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

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

- Due to the limited time, this study involved only twenty students in four weeks time. Further studies can be done in an extended time and number of the students can be more than twenty in both of the groups in order to have better statistical results.
- This research was done on the pre-intermediate level students at preparatory classes at Selçuk University. Further researches can be extended to students majoring in English, so that the results of the study would be generalizable to a broader field instead of confined to a single language proficiency level.
- This study only focused on the vocabulary recognition. Thus, the productive aspect of the vocabulary can be taken into consideration in further researches. The students can be asked to write paragraphs or compositions by using the learnt vocabulary in appropriate contexts.
- The techniques for teaching vocabulary through audio jokes can be further developed or new techniques can be used in further researches.
- The motivation aspect of using jokes in teaching process can be investigated
- The contribution of audio jokes to learning and teaching grammar and pronunciation of words can be examined.
- Also, more than one school can be involved in further studies so that comparison of the results could be achieved.

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## APPENDICES

### APPENDIX A

#### Pre-test, Post-test, Retention test

Choose the correct answer that completes each sentence.

1. If you want to be healthy, have a balanced diet, eat \_\_\_\_\_ food like vegetables and fruit, avoid fat, sugar and salt.

- a) harmful      b) nutritious      c) oily      d) useful

2. When her fiancée asked her to marry, " she thought silently for a minute and then "I'm not ready " she \_\_\_\_\_

- a) told      b) asked      c) announced      d) replied

3. The workers are \_\_\_\_\_ higher salaries and better working conditions. But the manager does not seem to agree with them.

- a) searching      b) putting      c) demanding      d) forcing

4. I and my friend have \_\_\_\_\_ on losing ten kilos until June. If I win, she will buy me a pair of shoes, if she wins I will buy her a dress.

- a) argued      b) bet      c) fought      d) talked

5. My grandmother has been \_\_\_\_\_ cancer for 5 months. I think she is going to die soon.

- a) suffering      b) pulling      c) getting on      d) going over  
from      through

6. I had \_\_\_\_\_ into my seat and had been watching my favourite film when the electricity went off. Fortunately, it came within a few minutes.

- a) come      b) set      c) fallen      d) settled

**7. The firm has \_\_\_\_\_ a campaign to promote sales. They give a free concert ticket to those who buy a cell phone.**

- a) put                      b) taken                      c) got                      d) launched

**8. The student asked the teacher if they had \_\_\_\_\_ to use a calculator during the exam.**

- a) right                      b) justice                      c) opportunity                      d) possible

**9. The \_\_\_\_\_ which the professor gave at the conference hall about global warming and its effects made me worry about the world's future.**

- a) meeting                      b) lesson                      c) lecture                      d) homework

**10. "Could I see your passport, sir? "**

**" \_\_\_\_\_."**

- a) usually                      b) calmly                      c) absolutely                      d) fortunately

**11. Yesterday I \_\_\_\_\_ a strange letter from someone who claimed to be my brother.**

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

**12. I went to a lawyer for \_\_\_\_\_ about divorcing my wife.**

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

**13. I asked my girlfriend to \_\_\_\_\_ me to the graduation party. But she refused to come as she didn't have a nice dress.**

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

**14. Tomorrow is my \_\_\_\_\_ .I don't need to go to work. So, I will have an opportunity to meet my friends and go shopping.**

- a)day off      b) day out      c) day in      d ) day of

**15. It was a \_\_\_\_\_ accident. Unfortunately, many people died.**

- a) simple      b) unusual      c) aggrasive      d) severe

**16. When she heard the news, she \_\_\_\_\_ her eyebrows in surprise.**

- a) rose      b) threw      c) raised      d) shut

**17. Our teachers always \_\_\_\_\_ us with lots of homework.So, I don't have any time to do sports.**

- a) burden      b) promise      c) intent      d) hope

**18. As she wants to know everything about other people's lives, she asked me \_\_\_\_\_ " when will you get married ".**

- a) angrily      b) quietly      c) inquisitively      d) calmly

**19. My friend \_\_\_\_\_ his health after the succesful operation.**

- a) regained      b) saved      c) received      d) found

**20. My mother makes me do the dishes at the \_\_\_\_\_ after dinner everynight.**

- a) sink      b) bath      c) basin      d) cupboard

**21. Are you feeling all right?Your face looks rather \_\_\_\_\_ .**

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

**22. The newly-married couple are always \_\_\_\_\_ about their families.**

- a) saying      b) hiding      c) explaining      d) discussing

**23. Whenever I watch a romantic film, I always start to \_\_\_\_\_ .**

- a) annoy      b) yell      c) whistle      d) weep

**24. She was so sad about her child's death that her hair \_\_\_\_\_ white in one day.**

- a) looked      b) seemed      c) appeared      d) turned

**25. Jimmy was sitting there with \_\_\_\_\_ in his eyes because of his father's death.**

- a) fear      b) tears      c) joy      d) cheer

**26. In the chemistry lesson we memorized all the \_\_\_\_\_ formula of the elements.**

- a) complex      b) chemical      c) physical      d) biological

**27. \_\_\_\_\_ did you believe that kind of a liar? He never tells the truth.**

- a) what about      b) how come      c) what if      d) how about

**28. As soon as I saw the accident, I \_\_\_\_\_ called the ambulance.**

- a) immediately      b) finally      c) calmly      d) surprisingly

**29. She is a very pretty girl. She has got a ..... smile.**

- a) spoilt      b) everlasting      c) easygoing      d) precious

**30. After Venus Williams won the tennis tournament successfully, she accepted her cup \_\_\_\_\_ .**

- a) luckily      b) brilliantly      c) cleverly      d) proudly

**31. I was \_\_\_\_\_ by his strange behaviour. Because he normally doesn't behave like that.**

- a) perplexed      b) survived      c) delighted      d) got angry

**32. When I got home last night, my father wanted me an \_\_\_\_\_ for being late.**

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

**33. I couldn't eat the soup, because there was a \_\_\_\_\_ of hair in it.**

- a) salt      b) strand      c) insect      d) feather

**34. While the manager was talking about the issues within the company, his mobile phone \_\_\_\_\_ his speech.**

- a) concealed      b) interrupted      c) divided      d) postponed

**35. Although I told her again and again that I had an excuse for not coming to the party, she went on \_\_\_\_\_ .**

- a) hesitating      b) joining      c) insisting      d) searching

**36. She finally \_\_\_\_\_ to have stolen his mother's necklace.**

- a) claimed      b) confined      c) limited      d) confessed

**37. The woman got disappointed when she learnt her husband had been \_\_\_\_\_ to her for a long time.**

- a) fair                      b) unfaithful                      c) tolerable                      d) affectionate

**38. In order to be the king, Hamlet's uncle put \_\_\_\_\_ into his brother's drink to kill him.**

- a) sweet                      b) sugar                      c) spice                      d) poison

**39. He can't buy a new car. He \_\_\_\_\_ a lot of money to his friend.**

- a) lends                      b) borrows                      c) earns                      d) owes

**40. Although I told her again and again that I had an excuse for not coming to the party, she went on \_\_\_\_\_ .**

- a) hesitating                      b) joining                      c) insisting                      d) searching

## APPENDIX B

### Joke Activity 1:

#### A) Fill in the blanks with suitable words.

reply	settle	launch	lecture	night off	bet
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#### A Science Lecture

A famous scientist was on his way to a \_\_\_\_\_ at a university when his chauffeur offered an idea. "Hey, boss, I've heard your speech so many times I \_\_\_\_\_ I could do it for you and give you the \_\_\_\_\_." "It sounds great," the scientist said. When they got to the auditorium, the scientist put on the chauffeur's hat and \_\_\_\_\_ into the back row. The chauffeur made the speech. Then he asked if there were any questions. "Yes," said one professor. Then he \_\_\_\_\_ into a technical question. The chauffeur was panicked for a moment but. "That's an easy one," he \_\_\_\_\_. "In fact, it's so easy, I'm going to let my chauffeur answer it!"

#### B) Match the words with their definitions.

<b>1) launch</b>	a) answer
<b>2) lecture</b>	b) the act of gambling
<b>3) settle</b>	c) start
<b>4) the night off</b>	d) a talk someone gives in order to teach people about a particular subject, usually at a university or college
<b>5) reply</b>	e) free from work
<b>6) bet</b>	f) come to rest, land, sit

**A) Fill in the blanks with suitable words.**

**demand   consultation   receive   right   absolutely   owe**

**The Butcher and the Lawyer**

A lawyer's dog, runs into a butcher shop and steals a roast. The butcher goes to the lawyer's office and asks, "If a dog steals a piece of meat from my store, do I have a \_\_\_\_\_ to \_\_\_\_\_ payment for the meat from the dog's owner?" The lawyer answers, "\_\_\_\_\_." "Then you \_\_\_\_\_ me \$12.50. Your dog stole a roast from me today." The lawyer, without a word, writes the butcher a check for \$12.50. A few days later the butcher \_\_\_\_\_ a letter from the lawyer: "\$45 for \_\_\_\_\_".

**B) Match the words with their definitions.**

<b>1) demand</b>	a) be indebted to; be under obligation to pay or repay
<b>2) receive</b>	b) strong request, ask for
<b>3) consultation</b>	c) definitely, of course, sure
<b>4) right</b>	d) According to the law
<b>5) owe</b>	e) get, accept
<b>6) absolutely</b>	f) advice

**A) Fill in the blanks with suitable words.**

<b>discuss</b>	<b>burden</b>	<b>accompany</b>	<b>severe</b>
<b>suffer from</b>	<b>pleasant</b>	<b>nutritious</b>	<b>regain</b>

**Wife's Duty**

A woman \_\_\_\_\_ her husband to the doctor's office. After his checkup , the doctor called the wife into his office alone. He told her, "Your husband is \_\_\_\_\_a very \_\_\_\_\_ disease and stress . If you don't do the following , your husband will surely die...Each morning, fix him a healthy breakfast. Be \_\_\_\_\_ , and make sure he is in a good mood . For lunch make him a \_\_\_\_\_ meal. For dinner prepare an especially nice meal for him. Don't \_\_\_\_\_ him with chores , as he probably had a hard day. Don't \_\_\_\_\_ your problems with him, it will only make his stress worse .. If you can do this for the next 10 months to a year, I think your husband will \_\_\_\_\_ his health completely." On the way home, the husband asked his wife. "What did the doctor say?" She replied, "You're going to die"!

**B) Match the words with their definitions.**

<b>1) accompany</b>	a) serious, acute, critical
<b>2) discuss</b>	b) feel pain
<b>3) burden</b>	c) recover, get back
<b>4) severe</b>	d) go together with; join
<b>5) regain</b>	e) load; weight
<b>6) nutritious</b>	f) nice, friendly, good-natured
<b>7) pleasant</b>	g) healthy
<b>8) suffer from</b>	h) talk about, debate

**C) Vocabulary In New Context – Fill in the blanks with the new words in the jokes**

1. The hijackers are \_\_\_\_\_ to speak to representatives of the government.
2. I \_\_\_\_\_ \$100 on that new horse.
3. I attended a \_\_\_\_\_ on information technologies.
4. This land was \_\_\_\_\_ by the immigrants a long time ago.
5. Yesterday was my \_\_\_\_\_. So, I did not get out of bed till noon.
6. If you don't want to \_\_\_\_\_ an illness, you should take good care of yourself.
7. Against the \_\_\_\_\_ of her lawyer, the young woman confessed to murdering her boyfriend.
8. He was put in prison after making \_\_\_\_\_ criticism about the military government.
9. I don't understand why he hasn't still given the money he \_\_\_\_\_ me. He is very rich.
10. Journalists are fighting for the \_\_\_\_\_ of the press.
11. The doctor advised my father to avoid alcohol and eat \_\_\_\_\_ food to be healthy.
12. Those who are under 18 don't have a \_\_\_\_\_ to drive a car
13. "I'd like to Exchange this t-shirt with a bigger one, please"  
" \_\_\_\_\_ "
14. The governors \_\_\_\_\_ the prime minister on a trip to Europe
15. Recently, the government has \_\_\_\_\_ a new project to build more leisure centres for teenagers.
16. The current weather report is for a \_\_\_\_\_, sunny day.
17. Alice and her husband Ted have always \_\_\_\_\_ about the electricity bill.
18. The man who has become bald can never \_\_\_\_\_ his hair.
19. The \_\_\_\_\_ of organizing the campaign fell to me.
20. When he asked him the reason of their separation she \_\_\_\_\_ that she did not love him anymore

## Answer key 1

### A Science Lecture

A famous scientist was on his way to a **lecture** at a university when his chauffeur offered an idea. "Hey, boss, I've heard your speech so many times I **bet** I could do it for you and give you **the night off**." "It sounds great," the scientist said. When they got to the auditorium, the scientist put on the chauffeur's hat and **settled** into the back row. The chauffeur made the speech. Then he asked if there were any questions. "Yes," said one professor. Then he **launched** into a technical question. The chauffeur was panicked for a moment but. "That's an easy one," he **replied**. "In fact, it's so easy, I'm going to let my chauffeur answer it!"

### The Butcher and the Lawyer

A lawyer's dog, runs into a butcher shop and steals a roast. The butcher goes to the lawyer's office and asks, "If a dog steals a piece of meat from my store, do I have a **right to demand** payment for the meat from the dog's owner?" The lawyer answers, "**Absolutely**." "Then you **owe** me \$12.50. Your dog stole a roast from me today." The lawyer, without a word, writes the butcher a check for \$12.50. A few days later the butcher **receives** a letter from the lawyer: "\$45 for **consultation**".

### A Wife's Duty

A woman **accompanied** her husband to the doctor's office. After his checkup, the doctor called the wife into his office alone. He told her, "Your husband is **suffering from** a very **severe** disease and stress. If you don't do the following, your husband will surely die...Each morning, fix him a healthy breakfast. Be **pleasant**, and make sure he is in a good mood. For lunch make him a **nutritious** meal. For dinner prepare an especially nice meal for him. Don't **burden** him with chores, as he probably had a hard day. Don't **discuss** your problems with him, it will only make his stress worse. If you can do this for the next 10 months to a year, I think your husband will **regain** his health completely." On the way home, the husband asked his wife. "What did the doctor say?" She replied, "You're going to die"!

## APPENDIX C

### Joke Activity 2:

A) Fill in the blanks with suitable words.

notice	how come	turn	explanation
strand	weep	sink	inquisitively

### Gray Hairs

One day, a little girl was sitting and watching her mother do the dishes at the kitchen \_\_\_\_\_. She suddenly \_\_\_\_\_ that her mother had several \_\_\_\_\_ of white hair. She looked at her mother and \_\_\_\_\_ asked, "Why are some of your hairs white, Mom?" Her mother replied "Well, every time that you do something wrong and make me \_\_\_\_\_ or unhappy, one of my hairs \_\_\_\_\_ white." The little girl thought about this \_\_\_\_\_ for a while and then asked, "Mom, \_\_\_\_\_ all of grandma's hairs are white?"

B) Match the words with their definitions.

1) inquisitively	a) description, making clear
2) how come	b) cry
3) notice	c) curiously
4) turn	d) wash basin, a place to wash dishes
5) explanation	e) to observe; to see
6) weep	f) to change the form, transform
7) strand	g) why
8) sink	h) a single thin piece of hair

**A) Fill in the blanks with suitable words.**

<b>raise</b>	<b>perplex</b>	<b>immediately</b>	<b>chemical</b>	<b>proudly</b>
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**Chemistry Class**

One day, the chemistry teacher asked his students, "What is the \_\_\_\_\_ formula for water?" Silly Suzie \_\_\_\_\_ her hand \_\_\_\_\_. "Yes, Suzie, what's the answer?", the teacher asked. Suzie answered \_\_\_\_\_, "The chemical formula for water is 'HIJKLMNO!'" Her teacher looked \_\_\_\_\_. He asked, "What are you talking about?" Suzie replied, "Yesterday you said the formula for water is H to O!"

**B) Match the words with their definitions.**

<b>1) perplex</b>	a) with a feeling of satisfaction, feeling pride, boastfully
<b>2) raise</b>	b) to cause to rise, increase, lift
<b>3) proudly</b>	c) to confuse, puzzle
<b>4) immediately</b>	d) involving or resulting from a reaction between two or more substances
<b>5) chemical</b>	e) as soon as, at once, directly

**A) Fill in the blanks with suitable words.**

**tear   interrupt   insist   poison   unfaithful   pale   confess**

**Deathbed Confession**

Becky was on her death bed, with her husband Jake at her side. He held her cold hand and \_\_\_\_\_ silently flew down his face. Her \_\_\_\_\_ lips moved.

"Jake," she said. "Hush," he quickly \_\_\_\_\_, "don't talk."

But she \_\_\_\_\_. "Jake," she said in her tired voice. "I have to talk. I must \_\_\_\_\_."

"There is nothing to confess," said Jake. "It's all right. Everything's all right." "No, no. I must die in peace. I must confess, Jake, that I have been \_\_\_\_\_ to you." Jake held her hand. "Now Becky, don't worry, I know all about it," he said. "Why else would I \_\_\_\_\_ you?"

**B) Match the words with their definitions.**

<b>1) unfaithful</b>	a) stop, discontinue
<b>2) tear</b>	b) to admit having done something wrong
<b>3) insist</b>	c) colourless, white
<b>4) poison</b>	d) a drop of fluid from the eye
<b>5) confess</b>	e) dishonest
<b>6) interrupt</b>	f) kill or injure with toxin
<b>7) pale</b>	g) to say firmly that something must be done

**C) Vocabulary In New Context – Fill in the blanks with the new words in the jokes**

1. The girl \_\_\_\_\_ pale and began to shiver when she learnt that she failed the class.
2. Time is up. You have to finish your exam \_\_\_\_\_.
3. I was \_\_\_\_\_ by his criticism because he talked very impolitely.
4. He could finally \_\_\_\_\_ that his neighbor was a dangerous terrorist.
5. The old lady next door is asking questions \_\_\_\_\_ about my life.
6. “Oh, there is a \_\_\_\_\_ of hair in my soup. I am disgusted.
7. The criminal could made no logical \_\_\_\_\_ for his actions. So the police arrested him.
8. After working long hours she looked \_\_\_\_\_ and tired.
9. On funerals most people \_\_\_\_\_.
10. A cobra’s venom is one of the most powerful \_\_\_\_\_ in the animal world.
11. The teachers \_\_\_\_\_ that each of their students learn the national song word for word.
12. Don’t \_\_\_\_\_ me until I have finished my work.
13. They ate everything on the table and left all the dirty dishes to the \_\_\_\_\_.
14. The actor went onto the stage \_\_\_\_\_ to get his prize
15. He \_\_\_\_\_ the glass to his lips and drank the poison.
16. A lot of fish died, because the factory spilt all the \_\_\_\_\_ into the sea.
17. He must be upset. He is sitting under the tree with \_\_\_\_\_ in his eyes.
18. \_\_\_\_\_ you have never heard of his latest album? Everybody is talking about it.
19. At last he \_\_\_\_\_ having stolen the money.
20. If I find out that my husband is \_\_\_\_\_ to me, I will leave him immediately.

## Answer key 2

### Gray Hairs

One day, a little girl was sitting and watching her mother do the dishes at the kitchen **sink**. She suddenly **noticed** that her mother had several **strands** of white hair. She looked at her mother and **inquisitively** asked, "Why are some of your hairs white, Mom?" Her mother replied "Well, every time that you do something wrong and make me **weep** or unhappy, one of my hairs **turns** white." The little girl thought about this **explanation** for a while and then asked, "Mom, **how come** all of grandma's hairs are white?"

### Chemistry Class

One day, the chemistry teacher asked his students, "What is the **chemical** formula for water?" Silly Suzie **raised** her hand **immediately**. "Yes, Suzie, what's the answer?", the teacher asked. Suzie answered **proudly**, "The chemical formula for water is 'HIJKLMNO!'" Her teacher looked **perplexed**. He asked, "What are you talking about?" Suzie replied, "Yesterday you said the formula for water is H to O!"

### Deathbed Confession

Becky was on her death bed, with her husband Jake at her side. He held her cold hand and **tears** silently flew down his face. Her **pale** lips moved.

"Jake," she said. "Hush," he quickly **interrupted**, "don't talk."

But she **insisted**. "Jake," she said in her tired voice. "I have to talk. I must **confess**."

"There is nothing to confess," said Jake. "It's all right. Everything's all right." "No, no. I must die in peace. I must confess, Jake, that I have been **unfaithful** to you."

Jake held her hand. "Now Becky, don't worry, I know all about it," he said. "Why else would I **poison** you?"

## APPENDIX D

### Translation Sheet 1

1. The **lecture** which I attended last week was about modern art and its effects on human psychology.
2. I **bet** John has missed the bus again; he never gets up early.
3. It was Mrs Dearden's **day off**, and Paul was on duty in her place.
4. The manager **settled** in his comfortable armchair and drank his coffee.
5. The police have **launched** an investigation into the incident.
6. "Have you made a decision yet?" I asked  
"No, I am still thinking she" **replied**
7. You should fight for your **rights** if you really think you are right. Just be brave!
8. The kidnappers **demand** for money to give the child back
9. "I wonder if you could do me a favour and carry this box for me?"  
"**absolutely**"
10. I think you shouldn't lend him money. He already **owes** me 50 dollars and doesn't seem to give it back.

11. Jack was happy for the raise in salary that he had **received**.
12. I'd like you to give me some **consultation** about my investments.
13. The nurse **accompanied** the old lady to the operation room.
14. Many people in Africa **suffer from** hunger.
15. Heavy smoking causes **severe** diseases such as attack and lung cancer.
16. In order to be a good teacher, one should be friendly, **pleasant** and cheerful.
17. The doctor advised my father to avoid alcohol and eat **nutritious** food to be healthy.
18. So long as men continue to **burden** their wives with a lot of housework, it is unlikely to expect happy marriages.
19. The government officers met today to **discuss** about the ban on cigarettes.
20. The mutineers killed the captain and **regained** the control of the ship.

## APPENDIX E

### Translation Sheet 2

1. The kitchen **sink** is full of dirty dishes. Why haven't you washed them yet?
2. I was so busy with my work that I didn't **notice** the phone until the third or fourth ring.
3. The detectives looked for the house from top to bottom, finally they found a **strand** of hair which could be a clue about the murderer.
4. My mother watched the end of her favourite soap opera **inquisitively**.
5. Karen always gets very emotional at weddings and **weeps**.
6. The sea **turned** to red in the wonderful sunlight.
7. I told him why I didn't answer his calls, but my **explanation** didn't satisfy him.
8. **How come** you don't telephone her if you want to talk to her so much?
9. Ali made some observations during the **chemical** experiment in the laboratory.
10. When the famous pop star left the night club, the press **immediately** surrounded him and his girlfriend.

11. He **raised** his hand to wave Milton at the train station.
12. Jack is the captain of the school team. His coach always mentions about him **proudly**.
13. He seemed a nice man - I was **perplexed** to hear that he was a murderer.
14. The tears went down his cheek, because his friends treated him badly at school.
15. The girl turned **pale** and started to shiver when she learned that she failed her exam.
16. I am sorry to **interrupt** but there is a phone call for you.
17. I was reluctant to lend him car, because he was a fast driver but he **insisted** so much that I had to give it.
18. Both witnesses lied to the police about what happened in the accident. But later they felt guilty and **confessed** the truth.
19. Their marriage finished when she found out her husband was **unfaithful** to her by having an affair with another woman.
20. He got **poisoned** of the food that he had eaten and taken to the hospital.

**APPENDIX F**  
**Target Vocabulary List**

Joke activity 1 Translation Sheet 1	Joke activity 2 Translation Sheet 2
1. lecture	1. sink
2. bet	2. notice
3. the night off	3. strand
4. settle	4. inquisitively
5. launch	5. weep
6. reply	6. turn
7. right	7. explanation
8. demand	8. how come
9. absolutely	9. chemical
10. owe	10. immediately
11. receive	11. raise
12. consultation	12. proudly
13. accompany	13. perplex
14. suffer from	14. tear
15. severe	15. pale
16. pleasant	16. interrupt
17. nutritious	17. insist
18. burden	18. confess
19. discuss	19. unfaithful
20. regain	20. poison

## APPENDIX G

### Raw Scores of the Experimental and Control Group

#### The Experimental Group

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

#### The Control Group

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

