

A QUALITATIVE EVALUATION OF THE EFFECTS OF A THEMATIC  
LITERATURE UNIT ON STUDENTS' MOTIVATION TO LEARN ENGLISH

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## **ABSTRACT**

### **A QUALITATIVE EVALUATION OF THE EFFECTS OF A THEMATIC LITERATURE UNIT ON STUDENTS' MOTIVATION TO LEARN ENGLISH**

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The idea of using works of literature in the teaching of English has been discussed among language teachers and researchers for a long time due to its benefits in terms of language, culture and its positive impact on the individual's personal development (Carter & Long, 1991). This thesis aims at demonstrating the benefits that literature has to offer with regards to learners' motivation to learn English through a thematic literature unit specially designed for the participants. In order to collect data, four semi-structured interviews are conducted with nine English Language and Literature students studying in the preparatory school of a private university in Ankara after each component of the thematic unit is covered in class. An additional interview is also conducted before the start of the unit. Another aim of the study is to investigate which genre and approach to teaching English through literature are favored more by the participants. The results of the study are analyzed within the frame of Keller's ARCS model of motivation (2010) which suggest that materials enhance learners' motivation on the condition that they are attractive, relevant, building confidence and satisfying. In this respect, the thematic literature unit is found to meet these requirements by the

above-mentioned participants in the study. Furthermore, short stories, reader response approach and personal growth model as well as language model are considered to be more motivating by the participants. Further investigation with a larger group of participants is recommended for better results.

**Keywords:** literature, thematic unit, learner motivation

## ÖZ

### TEMATİK BİR EDEBİYAT UNİTESİNİN ÖĞRENCİLERİN İNGİLİZCE ÖĞRENME MOTİVASYONU ÜZERİNDEKİ ETKİSİNİN NİTEL ANALİZİ

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Edebi eserleri İngilizce öğretiminde kullanma fikri edebiyatın dil, kültür ve kişilerin kişisel gelişim üzerindeki faydalarından (Carter & Long, 1991) ötürü uzun yıllardır dil öğretmenleri ve araştırmacılar tarafından tartışılmaktadır. Bu araştırma katılımcılar için özel olarak tasarlanmış tematik edebiyat üniteleri aracılığı ile edebiyatın öğrencilerin motivasyonu üzerindeki pozitif etkilerini araştırmayı amaçlamaktadır. Veri toplamak için ünitenin her bir kısmı işlendikten sonra Ankara’da bir vakıf üniversitesinde hazırlık sınıfında öğrenim gören İngiliz Dili ve Edebiyatı bölümünden dokuz katılımcı ile dört tane röportaj yapılmıştır. Buna ek olarak üniteye başlamadan önce aynı katılımcılar ile bir röportaj daha gerçekleştirilmiştir. Çalışmanın bir diğer amacı katılımcıların hangi türü ve yaklaşımı daha motive edici bulduğunu araştırmaktır. Çalışmadan elde edilen sonuçlar Keller’ın ARCS motivasyon tasarımı (2010) çerçevesinde analiz edilmiştir ve sonuçlar kullanılan materyallerin ilgi çekici, uygun, özgüven verici ve tatmin edici olduğu sürece öğrencilerin motivasyonu

arttırdığını göstermektedir. Bu açıdan tematik ünitenin yukarıda belirtilen katılımcılar tarafından bu gereklilikleri karşıladığı görülmüştür. Buna ek olarak, kısa hikâye, okur odaklı yaklaşımın ve dil odaklı yaklaşım ile birlikte kişisel gelişim modelinin daha motive edici bulunduğu sonucuna ulaşılmıştır. Daha iyi sonuçlar için daha büyük bir katılımcı grubu ile daha fazla çalışmanın yapılması önerilmektedir.

**Anahtar Kelimeler:** edebiyat, tematik ünite, öğrenci motivasyonu

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## **LIST OF ABBREVIATIONS**

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**P1- P9:** Participant 1- Participant 9

**TOEFL:** Test of English as a Foreign Language

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0. Presentation**

This chapter consists of four parts. The first part focuses on the background of the present study while the following part presents the aim of the study as well as the research questions that the study aims at answering. The last two parts address both the significance and limitations of the study.

#### **1.1. Background of the Study**

Motivation has recently been one of the key issues in the field of English language teaching, which is meticulously studied and seen as the constituent of language learning. Over the course of many years, teachers and researchers have been looking for various ways to enhance learner motivation in and out of the classroom and literature has been one of the attractions for a number of language teachers and learners. Works of literature are utilized for their linguistic and cultural benefits as well as their impact on learners' personal development (Carter & Long, 1991) while teaching English as a foreign language or second language through a variety of techniques and methods.

Using works of literature in teaching English has been a matter of discussion especially in the 21<sup>st</sup> century. To be able to comprehend the significance of literature, looking at it from a historical perspective will be valuable. Some scholars and teachers thought

highly of the literature whereas some others ignored the existence of it in field of foreign language teaching. The ones who favoured literature have their own conflicts based on an argument where literature is with a small “l” or capital “L”. Literature with capital “L” refers to the works of literature in the traditional canon such as *Romeo and Juliet*, *Great Expectations*, and *Mrs. Dalloway*. Literature with small “l”, on the other hand, can be considered any kind of text that can be used in the classroom in order to attract the attention of learners and obtain any kind of reaction (McRae, 1991). Maley (2001) categorizes the two groups as “ancients” who are the ardent supporters of literature and “moderns” who are admirer of grammatical structures in them. However, as Maley (2001) states there are a plethora of interpretations of literature in the field of foreign language teaching and learning.

To begin with, a brief look at the “ancients” can provide a valuable insight in the field. In grammar translation method, used from 1840s to 1940s in the foreign language teaching, works of literature were the main reason why an individual desired to learn a foreign language. This method which attaches great importance to grammar structures and rules suggests using literary works to learn the target language. Literature in the context of grammar translation method was both the only material and the reason behind the process of language learning. Its heavy reliance on translation and memorization; however, caused frustration on the learners in the abovementioned years, which contradicts with its main purpose in the next centuries (Richards & Rodgers, 2014).

Contrary to overdependence on the works of literature in the 17<sup>th</sup>, 18<sup>th</sup> and even 19<sup>th</sup> century through grammar translation method, it eventually lost its popularity with the introduction of communicative approach in EFL classrooms all the over the world. Communicative approach places emphasis on oral communication and the use of target language. As Widdowson (1984) points out advocates of this approach believe works of literature will not provide the necessary language used in everyday life. In other words, literature generally does not serve the practical purposes of communicative approach in which the main purpose is to prepare learners for real life conversations while grammatical accuracy is not prioritized anymore. Simply put, it does not match



the needs of the 21<sup>st</sup> century learners. Secondly, scholars who are in favour of communicative approach also proposed that it has distractive complexity in its unique nature which also does not exist in the real course of a daily communication. However, Widdowson (1984) disputes these claims by bringing the danger of idealization of language in scripted conversations and how they do not reflect the way a message is conveyed in real life into question. Widdowson and other intellectuals in similar thought paved the way for the revival of literature in teaching of English as a foreign language. They suggested that it fulfils the purpose of authenticity which is one of the determining criteria in the communicative approach and widely used in coursebooks in the 20<sup>th</sup> century and today. Literature has a plethora of lines and stanzas to offer practical language in various short stories, novels, plays and poems. As Widdowson (1984) suggests, use of literature might even allow more room for a unique linguistic procedure and language use due to its “complexity” and “disruptive” nature that mainstream coursebooks cannot easily offer. All in all, literature has found and secured its place in the foreign language curriculum and classroom once again in the 20<sup>th</sup> and 21<sup>st</sup> century.

Literature, having prevailed in all centuries with its “almighty” power, has its own exclusive place in all generations and everyone can assign different meanings to it but looking at it from the perspective of authors who has cumulatively contributed to the existence of it can provide a different aspect. Henry Miller (1891-1980), a renowned American writer, defines writing as a way of comprehending the life in its entirety rather than a limited version. It can also be true for the reader as literature has a lot more to offer:

*Writing, like life itself, is a voyage of discovery. The adventure is a metaphysical one: it is a way of approaching life indirectly, of acquiring a total rather than a partial view of the universe. The writer lives between the upper and lower worlds: he takes the path in order eventually to become that path himself. (Miller, 1964, p. 106)*

F. Scott Fitzgerald (1896-1940), the American author who is famous for *The Great Gatsby*, emphasizes how literature enhances our lives rather than merely describing it and makes us feel solidarity since our concerns and desires are shared by other people:

*That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong. (Graham, 1962, as cited in Bouzonviller, 2007, p. 81)*

Lastly, as defined by Salman Rushdie, literature guides people to the souls of other people and therefore appeals to their spirits:

*Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart. (Rushdie, 1995, as cited in Kumar, 1997, p. 234)*

Besides different interpretations suggesting that the definition of literature is far from a consensus but rather oblique, dictionaries and reference books present various definitions for literature. For instance, according to Cambridge Dictionary (n.d.) literature is “written artistic works, especially those with a high and lasting artistic value”. Taking the abovementioned interpretations and this definition into consideration, literature can be regarded as an independent entity taking its power from its unique quality of always being open to interpretation. Therefore, it has never become obsolete throughout all those centuries, and it does not seem to leave its throne to any other field.

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

The current study intends to investigate how a thematic literature unit designed for literature students who are currently studying in the preparatory school in a university and the approaches employed in class affect their motivation during and after the lessons in comparison to other courses in their curriculum. It also aims at shaping the

current curriculum for both literature students and students from different departments. Therefore, it aims at examining the following research question:

1. To what extent does the thematic literature unit affect learners' motivation within the scope of the elements in the ARCS model (Keller, 2010)?
2. Which genre (short story, poem, novel, and play) has the most motivating effect on learners?
3. Which instructional technique (stylistics, language-based, reader response and critical literacy) motivates learners more?
4. Which instructional model (language, cultural and personal growth) is more motivating for learners?

### **1.3. Significance of the Study**

Even though using literature is not a novel concept in the teaching of English as a foreign language, using it as the main material with future English Language and Literature students currently studying in the preparatory school is generally ignored and these students are offered the same curriculum with the students studying in various departments. At this point, the present study shows the importance of utilizing works of literature with English Language and Literature students as it is expected to be found attractive and relevant by the learners as well as boosting their confidence and satisfying them in many ways. Therefore, the results of the present study will serve a purpose for literature students' programme in the preparatory school as well as its further implications on the integration of literature in the curriculum of other students from different departments.

#### **1.4. Definitions of the Terms**

**motivation:** “the dynamically changing cumulative arousal in a person” (Dörnyei & Ottó, 1998 as cited in Dörnyei & Ushioda, 2011)

**short story:** “an invented story that is no more than about 10,000 words in length” (Cambridge Dictionary, n.d.)

**poem:** “a piece of writing in which the words are arranged in separate lines, often ending in rhyme, and are chosen for their sound and for the images and ideas they suggest” (Cambridge Dictionary, n.d.)

**novel:** “a long printed story about imaginary characters and events” (Cambridge Dictionary, n.d.)

**play:** “a piece of writing that is intended to be acted in theatre or on radio or television” (Cambridge Dictionary, n.d.)

**reader response approach:** “paying attention to the role of the reader and a process-oriented approach to reading literature” (Van, 2009)

**stylistics approach:** “analysing the features of literary language to develop students’ sensitivity to literature” (Van, 2009)

**critical literacy:** “the critical approach to teaching and learning, mostly focusing on power relations” (Van, 2009)

**language-based approach:** “emphasizing the awareness of the language of literature” (Van, 2009)

**language model:** using works of literature in class for linguistics enrichment of the students” (Carter & Long, 1991)

**cultural model:** using works of literature in class for cultural enrichment of the students (Carter & Long, 1991)

**personal growth model:** using works of literature in class for personal enrichment (Carter & Long, 1991)

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0. Presentation**

This chapter presents an overview of the approaches and methods applied when works of literature are utilized in teaching of English. Furthermore, the relationship between the use of literature in class and learner motivation will be reviewed through the studies in the literature as well as teachers' perception regarding the place of literature in language teaching.

#### **2.1. Reasons to Use Literature**

Before examining the methods and techniques revolving around literature, the question that can be possibly and even frequently raised by learners and/or teachers deserves its own place in this research: Why are we reading/teaching a short story/novel/poem/play in a foreign language classroom?

After its rebirth in the language teaching, literature gained more and more attention and scholars presented a variety of approaches to using literature as a resource in classroom. As one of the pioneers in the field, Carter and Long (1991) proposed three models: the cultural model, the language model and the personal growth model. The first approach is based on the assumption that literature accommodates cultural values which bring plenty of expressions, structures and new vocabulary items. Learners exposed to different cultures and values through literature can acknowledge and

appreciate differences and similarities. Teaching culture is also congruous with humanistic approaches and the theory of intercultural communicative competence. As Byram (1997) states, literature can serve as a valuable tool for learners to develop intercultural communicative competence as well as knowledge in history, geography, and many other subjects. Developing intercultural communication may seem as a secondary aim to most language teachers, but McRae (1991, p. 5) points out “widening cultural gap” between native and non-native speakers can cause serious problems outside an EFL and ESL classroom. For example, the absence of commonalities in a conversation will result in keeping it as short possible or even ending it immediately. In order for communication to take place and continue, both parties should have something to share except for how the weather is or how well they are doing. This may require additional knowledge from culture and politics to daily news and cinema, which differs a great deal from grammar and four skills, what is generally taught in a language classroom. Carter and Long’s (1991) cultural model is in favour of exploiting and exhausting the text to the utmost degree in order for learners to be informed about a subject. Therefore, it can be said that learners are dependent on teachers’ cultural knowledge as the teacher is expected to transfer it to the learners. Due to these dynamics in classroom, learners are not as active as they should be in the process. Cultural model is also seen to be more connected with literature teaching rather than using literature as material.

The language model recognizes the variety of linguistic forms used in a work of literature and aims at developing learners’ abilities and skills in this particular area. However, as argued by Carter and Long (1991), teachers tend to misinterpret the language model and consider its sole purpose as using works of literature in classroom as an aid in presenting, teaching, or practising certain structures or learning new vocabulary items. In other words, literary texts are seen and utilized for their linguistically rich context only. However, these two scholars reveal the danger in misjudging the model in that manner. They argue that this might lead to ignore the artistic value behind the words and structures and eventually strips the learners off the opportunity to indulge themselves in what they are reading. Even though teachers mean no harm by making use of literature to develop their students’ linguistic abilities

and skills, this practice might evolve into a dull routine exercise where learners look at the structures and words in isolation without any pleasure or appreciation of the work. This might lead to demotivation in learners, which contradicts with one of the main aims of use of literature in classroom. Carter and Long (1991) point out the significance of allowing learners to find their own ways in texts and benefit from them fully rather than utilizing one single method. For instance, the meaning that can be derived from a sentence in a poem, short story, novel, or play can naturally vary from one person to another and disregarding this variety and reducing it to a one single meaning for its linguistic value will eventually dampen learners' enthusiasm to read literary works as they are no different from non-fictional factual materials. Moreover, different ideas emerging in a language classroom means exchanges and meaningful interaction patterns among learners (Duff & Maley, 1990). Therefore, teachers are expected to utilize literature to emphasize the language through activities in which learners actively participate and decipher the hidden meaning. Colie and Slater (1987) also stress the importance of works of literature in a foreign language class due to their authenticity and distinction from coursebooks. Since works of literature are not written or adjusted for language learners, they can push them out of their comfort zones and bring them into a new world where they can taste unfiltered language and tolerate unfamiliar structures and words as well as ambiguity. As the language in literary works lacks resemblance with daily and academic language presented in most coursebooks, learners can benefit from the chance to acquaint themselves with a variety of structures. As anticipated, this requires learners to exert more effort and therefore can make the process and outcome more satisfying.

The last approach presented by Carter and Long (1991), the personal growth model, appeals to more learners' intrinsic motivation by focusing on the enjoyment and development out of reading literary works. Contrary to traditional assessment methods, success depends on whether learners will adopt these reading habits in and out of the classroom. They are also expected to both enjoy and acknowledge literature for its artistic value and its impact on their personal development since works of literature generally contain social, psychological, historical, and political aspects as well as unique characters, themes, symbols, and figure of speech. Additionally,



learners can also learn about themselves through the characters, themes, and messages in works of literature. All these will contribute to their personal development which does not have any ending despite the fact that a start is needed. Teachers in this model can raise learners' awareness regarding the importance and place of literature in their lives and activate their interest in it by bringing pieces that can grab and most importantly maintain their interest. The personal growth model resembles the language model in that both locate learners in the centre of learning process and try to motivate them either with the result of language improvement or personal enrichment. The aspect of the personal growth model that heartens learners to form their own opinion and comments about texts and eventually choose texts on their own differs from the language model is quite significant. Colie and Slater (1987) also advocate the idea that personal involvement brings more advantages compared to the other approaches neglecting individuals' priorities while focusing more on instruction. However, learners' active involvement brings motivation, which means continuity and stability in the long term.

Its authentic and educational value, developing interpretive skills and providing a natural incentive for acquisition and expansion of language are among the benefits of literature in language teaching (Lazar, 1993). These abovementioned approaches can be considered as valuable methods and techniques to motivate learners and/or assist them stay motivated. Besides its positive effect on language, cultural and personal growth, literature can also stimulate learners to use their imagination and can bring genuine motivation to an ordinary classroom where *referential* materials are frequently used, and learners are not exposed to any kind of materials which appeal to their imagination and creativeness but materials that merely serve to the aims and goals written in the course syllabus (MacRae, 1991). This can and will create a mechanic and demotivating environment in which learners and teachers play their roles and leave the stage. MacRae (1991) criticizes the overuse of *referential* materials (any kind of language that does not have more than one dimension and emerges from a necessity ranging from complaining, apologizing, requesting to asking for more information, clarification and informing) and neglect of *representational* materials (any kind of language that arouses any kinds of personal reactions such as enjoyment, anger,

empathy, sympathy, joy and requires personal involvement). He also expresses his criticism concerning the discrepancy between what communicative language teaching method itself and coursebooks written to promote it claim to be employing: real-like situations and expressions taught to learners to be used for communicative purposes, and what is assessed and the absence of real life. Teachers who are reluctant to use literature to teach a foreign language often assert that use of literature does not meet learners' needs for standard examinations but the question of whether or not coursebooks used in foreign language classrooms all over the world are in line with the requirements of exams should also be taken into consideration along with the motivational concerns such as boredom due to overexposure to very similar texts. Another difference between works of literature and texts in coursebooks is that they can bring a unique solution to the problem of creating authentic situations in classroom. Learners as readers of literature can easily feel and become an "observer" in situations in literary text that come as ready in them. When a teacher says "Okay, now we are in a café" and gives roles to learners, the situation will not be as authentic as it is intended, and learners will not easily accept it after a while. However, reading about a café scene in a literary text can be relevant and no further explanation will be necessary (Littlewood, 1986).

Lastly, similar to what personal growth model suggests, literature can serve the purpose of bettering society as it reflects individuals and therefore societies. In the early 1800s, use of literature in University College London was intended for moralization, civilization, and humanization of the society. Similarly, after the civil war in America, literature was considered as a rich source of teaching or reviving "moral and spiritual value". In the history, literature was also seen a way of guiding people religiously and spiritually (Showalter, 2003).

## **2.2. Various Approaches to Using Literature**

Van (2009) offers a brief analysis of six approaches used to teach works of literature in a foreign language classroom. The first theory Van reviews is new criticism which

instructs the reader to focus on only structural aspects of the text such as meter, rhyme, genre, plot, characters, point of view and figures of speech rather than subjective interpretations such as the effect of historical events or the autobiography of the author on the work. New criticism advises the reader to move away from any subjectivism and deal with the text only; therefore, it can be said that it fails to encourage learners to explore the real value of the work and acquire pleasure while doing so. It limits the reader/learner to a simple systematic analysis and request them to ignore any personal attributes or interpretations by alienating themselves from the text. It also decreases the amount of joy and enjoyment which a literary work intends to create on the reader. The results of the use of new criticism in the analysis of works of literature proves that it is more teacher-centred due to the fact that difficulty level and unfamiliar cultural aspects of texts make learners rely on teachers' analysis, explanations and even translation. That these circumstances lower learner motivation and kill the joy in the classroom is beyond doubt and is against one of the reasons why teachers utilize literature in the classroom.

Structuralism as the second approach referred to by Van (2009) has a quite similar attitude towards works of literature as it also takes objectivity as the basis of the literary analysis. Reader does not have a personal presence in the examination of the work, which again demotivates learners by killing their present interest in literature that can vary from language learning to cultural and personal enrichment. They both require a scientific and systematic view of the text and that does not correspond to either EFL learners or teachers' needs and abilities.

The third approach mentioned in the article (Van, 2009), stylistics, requires learners to concentrate on the literary elements in a piece of literary work. Even though it seems to be taking a structuralist stance, it actually creates a realm of freedom where the learners are able to combine their linguistic knowledge with their analysis. Learners also have the opportunity to discover new structures and usages and have the comparison of these with other sources they encounter. The emphasis on meaning through literary elements is another aspect that differentiates it from the two abovementioned approaches. This gives learners a chance to enjoy the text for its

artistic value. However, these positive features do not save it from the criticism that figurative language is not the easiest subject for learners as well as teachers in an EFL classroom. In order not to damage the confidence and motivation in both parties, materials should be carefully chosen, and teachers should receive necessary training.

The fourth approach, reader response, is indeed distinctive and unique in its techniques and foundations since it puts learners into the centre and feeds from their ideas, feelings, emotions, and insights into the literary work. It can be said that the passive recipient role of learners in other approaches is replaced with an active role where they have a say in their own learning journey. As Rosenblatt (1978, as cited in Van, 2009) depicts the relationship between the reader and author as “*transactional*” (p.5), every reader is entitled to a different version and understanding in accordance with their own interpretations shaped by their own life experience, point of view and/or feelings. Hence, reader response approach relates the work of literature to learners’ own experience, feelings, emotions, and their prior knowledge. It also attracts learners’ attention and eventually enhances their motivation. In addition, the power of subjectivity provides a safer zone for learners where they can voice their thoughts since there are no right or wrong answers as in other approaches. However, it has some drawbacks such as the possibility of learners’ analysis differing greatly from the original work and learners’ feeling of lost due to linguistically challenging texts. Learners might feel hesitant to share their feelings and thoughts because of their own shy nature or culture restricting them to be open about them.

The next approach, language-based approach, is based on highlighting the significance of linguistic structures in texts as the name itself suggests and discussed above in three models advocated by Carter and Long (1991). Similar to stylistics and contrary to reader response approach, it directs learners’ attention to the available language through a plethora of activities such as guessing (speaking), learning new vocabulary items (grammar), being engaged in pair and/or group work (listening and speaking), writing an alternative ending to a story (writing) and reading for multiple purposes (reading). In other words, the text is being exploited in many ways as possible in order to improve learners’ linguistic abilities while language and literature are in perfect

harmony besides bringing learners to the heart of the process in which the teacher is in the position of a guide.

The last approach in Van's article (2009), critical literacy, takes learner's active presence and participation to another level by requesting learners' analysis and incorporation of different dynamics such as power relations, gender, inequality, and injustice. This approach encourages learners to question and be critical of almost anything: the language they are learning, the hierarchy and power relations in the classroom (teacher-learner relationship), and in their family and society. It is different from reader response and language-based approach in terms of the teacher's role. The teacher acts as a facilitator and guide who assists learners in developing critical awareness about social relations surrounding them and gaining power in their learning process (Cummings, 2000, as cited in Van, 2009). These principles are also in line with transformative and critical pedagogy (Freire, 2005). Since it is empowering for learners and thereby motivating them, critical literacy approach has a significant role in an EFL classroom. Nevertheless, it should be taken into consideration that the overuse of political and social issues may dishearten learners because of being unsolvable thus dispiriting. Another crucial point to consider while employing this approach is whether it is safe or comfortable for learners to discuss social and political matters in class.

Van (2009) concludes that reader response and language-based approach have a prominent position among six approaches presented. However, a teacher should be able to select an approach or apply a combination of approaches appropriate to the needs and interests of the learners when their motivation is at stake. Using the same approach for each and every text might not be suitable for two reasons: literary works have different and various aspects that can be explored by readers/learners in addition to their authentic and aesthetic value. Using a single approach for all can result in a dead end while literature has more to offer. Secondly, doing the same mental exercise repeatedly might undo the intended motivating and arousing curiosity and excitement effect on learners. Using different approaches depending on the type of the text and learners can obviate possible motivational problems.

### **2.3. Motivation and Use of Literature**

Motivation is also among a plethora of reasons to use literature in a foreign language classroom. Learners can feel the satisfaction of reading a literary text in a foreign language they are learning since literature is regarded highly in almost every culture (Lazar, 1993; Vincent & Carter, 1986). Reading a captivating story in the target language and the chance to discuss it with their peers and teachers and compare it with their own literature and culture can be a motivating exercise for learners when compared to the texts in their coursebooks. Personal involvement by relating the plot, characters or setting in a literary text to their own experience and expressing their own thoughts, feelings and emotions can also be considered motivating for learners.

Before investigating the relationship between literature and motivation through the studies conducted in the field, it is necessary to define motivation and narrow down the term. It has been difficult for scholars to reach an agreement due to its complex and abstract nature even though it has been a matter of discussion for centuries. Despite the controversy, motivation in this particular study refers to the “choice, persistency and effort” to do a particular activity (Dörnyei & Ushioda, 2011, p. 4) and can be defined as “the dynamically changing cumulative arousal in a person” (Dörnyei & Ottó, 1998 as cited in Dörnyei & Ushioda, 2011, p. 6). As a multifaceted term, it has been related to cognitive, psychological, and sociological theories as well as its connection with cause and effect, context, expectancy, goal setting, self-determination and efficacy, attitude, autonomy, identity task and time. Historically speaking, motivation has undergone three major periods: the social psychological period, the cognitive period, and the process-oriented period. While the first two approaches can be considered as linear and broad, the last focuses on the dynamic aspects of motivation: how motivation can change from a lesson to another or even one moment to another. Therefore, research in this field has started directing attention to dynamic variables in the context (Dörnyei & Ryan, 2015). Using visuals, attention gathering materials, encouraging collaboration with pair and group work, strategies of giving feedback or correcting error, whether or not to use learners’ mother tongue are certain subjects that have found their place in the studies concerning motivation in EFL/ESL

classroom. Literature can be seen as one of these parameters that can affect learners' motivation.

## **2.4. Studies on Motivation and Use of Literature in Teaching English**

In this part of the study, studies investigating the relationship between learner motivation and use of literature are presented. The first part focuses on the studies all the world whereas the second part addresses studies conducted in Turkey. In the following parts, genres and their effect on learner motivation as well as teacher motivation to use literature in class are dealt with.

### **2.4.1. Studies Conducted in the World**

The relationship between the use of literature in a foreign language classroom and the level of learners' motivation is one of the areas studied and researched in a detailed manner. Learners' perception of literature as "high" art and believing in the possibility of learning more through literature are the factors known to enhance learners' motivation. Furthermore, learners cannot obtain the same enjoyment and satisfaction from artificial and superficial texts as they do with literature. (Ghosn, 2002)

Peacock (1997) conducted a research study in order to uncover the differences between authentic and unauthentic materials on the level of learners' motivation. In their study, Peacock utilized poems, newspapers, and songs as authentic materials with two groups of participants, 31 in total, who were students at a South Korean university. The study showed that authentic materials elevate learners' on task behaviour and overall class motivation compared to unauthentic materials.

Creating literature circles is another way of utilizing literature in teaching a foreign language. Kim (2004) examines learners' attitude towards short stories and novels as

well as their effect on their language development qualitatively through observations and interviews. Both observations and interviews revealed that participants were actively involved and felt highly motivated in the discussions. Therefore, they were also successful in comprehending the texts and enhancing their speaking skills.

As stated by Shao-Wen Su (2010) in their study with 42 participants enrolled in a Western Literature course, investigating the effects of literature through quantitative data, participants became more motivated during and at the end of the course. Participants attributed their source of motivation to their personal growth through works of literature they studied throughout the study.

Rincón Ussa (2013) revealed how literature made the lessons engaging and motivating for learners with seventh grade participants and teachers in Bogota, Colombia, since they were able to relate the texts to their own experiences. Personal involvement and the level of relevancy provided the opportunity to reflect, comment, and be a part of the process for the learners and thereby enhanced their motivation with the benefit of use of target language. Another recent study (Arboleda Arboleda & Castro Garcéz, 2019) conducted in another city of Colombia, Cali, investigated whether learners were highly motivated in the presence of literary works by combining literature with task-based approach. Qualitative data acquired via semi-formal interviews revealed that learners were motivated thanks to cultural knowledge, personal involvement, and imagination that literary works offered. Researchers also emphasized how good literature is at reaching the learners and inspiring them to discover the world around and far away from them. They also pointed out the responsibility that teachers are under in choosing texts and planning since it has a significant effect on learners' motivation.

Use of literature in a foreign language classroom to elevate motivation has also gained popularity in Iran. In one of the most recent studies Amirani et. al, (2017) utilized an integrated approach combining three approaches, the language, cultural and personal growth, to teach literature with a total of 42 female participants. Researchers divided the participants into two groups: experimental and control groups where participants



received instruction with the integrated approach and lecture-based lessons respectively with the use of various short stories. Quantitative data based on answers of the participants to the questionnaires used illustrated that both groups experienced an increase in their level of motivation. Interestingly, type of instruction did not have a statistically significant effect, but results suggested that use of literature is an effective way of fostering positive attitude and motivation in learners.

A study conducted in the Netherlands by Bloemert et al. (2019) aimed at examining the relationship between learner motivation and the value they attach to literature. Their sample consisted of 365 Dutch students from six different secondary schools and a four-point Likert-type questionnaire was the data collection tool in the study. Results, on the other hand, failed to show the assumed connection between two parameters. Researchers argued that learners tend to regard literature as another way of developing their linguistic competency rather than a motivating different tool. In other words, they do not recognize the difference between a literature session and another language class, and they also failed to notice other aspects of literature such as culture and personal growth. Results of this study also remind us of the importance of other models in teaching of literature on learners' motivation. Also, it shows the danger of getting used to a routine and being lost in grammar and four skills and how it affects learners' perspective and attitude. Picken (2006) also investigated the relationship between the value learners give to the text and how their motivation is being affected with university junior and senior students in a women's college in Japan in a similar study. Results showed that learners appreciated metaphors in works of literature, and it affected their judgement positively.

#### **2.4.2. Studies conducted in Turkey**

Akyel and Yalçın (1990) illustrated the attitudes of learners and teachers towards literature which was a part of the curriculum in their study conducted in different private high schools in Turkey. The results of the study indicated a lack of variety of genres and activity types in lessons and teacher-centred instruction had negative

effects on learners' motivation. Researchers suggested a more learner-centred instruction and choice of texts in accordance with learners' interest and needs and highlighted the significance of language competency of learners in their level of motivation.

Timuçin (2001) conducted a research study with the intent of investigating the impacts of using language-based and stylistics in an integrated fashion in literature classes, in which they benefited from control and experimental groups. Thoughts and perceptions of 60 learners in the department of English Language and Literature in Selçuk University formed the basis of the study. According to the comments in the interviews, neither the learners nor the instructors in the department were content with the current lessons where the learners were passive note-takers while the instructor was lecturing, which shows lack of motivation in both parties. However, a new teaching method applied in the experimental group was reported to allocate more room for learner participation and enhance their overall motivation for the course and literature. Ceylan (2016) also focused on learners' attitudes towards works of literature in Turkey, short stories in particular, showed that they brought positive impact on learner motivation as well as their further desire to read more in their personal time.

Vural (2013) revealed in his study that using literary works in the classroom can affect learners' motivation positively. The researcher conducted the study in a preparatory school in Kazakhstan (Suleyman Demirel University) with a sample of 34 participants that was categorized as control and experimental group. Short stories written by native speakers of English were used in experimental group whereas the texts in coursebooks were studied in the control group. PET Handbook (Preliminary English Test by Cambridge University), attitude scale and a writing task were used to collect data in the study. The results indicated that use of literature boosts students' motivation; thereby, developing better writing and reading skills compared to the control group where unauthentic materials were utilized.

Avcı (2018) investigated the effects of literature circles on learners' motivation in Turkey. The researcher took teachers' perceptions as the basis for the study and

therefore collected data through the interviews held with teachers working in three different universities in Turkey. Teachers observed a significant level of enhancement in learners' motivation since literature brought novelty and life to the classroom by changing the class dynamics from teacher-oriented instruction to learner-centred instruction and giving a chance to the learners to take part in discussions while the teacher acted as a facilitator. Furthermore, literature circles improved learners' reading skills and encouraged students to read extensively.

Kızıltan and Ayar (2020) explored how cartoons of English classics affect learners' motivation and raise cultural awareness through 67 learners' perceptions in their recent study. Researchers were able to determine the positive effects of cartoons on learners' motivation with the help of experimental and control groups where the participants were provided with coloured and colourless texts and plain texts respectively. Moreover, the participants also expressed their positive views on the acquisition of target culture.

## **2.5. Studies on the Use of Different Genres in the Classroom**

In this part of the study, the effects of use of different genres in a language classroom on learners' motivation are explored through the studies in the literature. Poems, short stories, novel, and plays find their place in this section respectively.

### **2.5.1. Use of Poems**

Poetry can be used in language classroom for its value in teaching pronunciation, vocabulary, rhythm, intonation, stress in addition to the language that can mesmerize the reader with its deviant and figurative language. But as teachers' hesitant attitude towards poems in language teaching continues to exist, methodologies and new ideas concerning the use of poetry in language classrooms are the points that need attention

in the field (Khan, 2020). Gönen (2018) introduces a poetry-teaching framework to prospective English teachers in an attempt to familiarize them with the use of poetry in teaching of English and describe the results of the study acquired through the reflections of the participants as promising.

Even though learners are generally described as reluctant and uninterested in literature and find poems particularly difficult and complex to comprehend (Hirvela & Boyle, 1988), it can have the reverse effect on certain learners. A study Bintz & Henning-Shannon (2005) conducted at a high school, using poems to teach creative writing had an unexpected but unforgettable effect on one “unreachable” student in the classroom. This student in question was described as silent and passive but undistruptive in the research study and was also reluctant to share their poem with the class first but then agreed that the teacher could read it aloud. According to the researchers, the poem this student has written enabled the teacher and the class to hear this student’s “voice” for the first time and understand the individual better, which is quite important for the learning to take place. Ivanova (2019) carried out a similar study, aiming at the inclusion of international ESL students into the U.S. culture through identity poems in an academic English course for these students in a university and it revealed that learners showed positive attitude towards the lessons, and it eased the communication in the classroom and the school by helping their integration to this new setting. Furthermore, it encouraged them to be more confident and motivated them in developing their writing skills.

Reilly (2017) conducted a study in a third-grade classroom as a part of their thesis, using songs and poems to motivate learners to develop their reading skills. Results showed that helping learners to establish motivation to read encourages them to be more willing to read and that naturally means more achievement and success. It was reported that the use of poetry and songs also help learners to develop positive attitude towards language learning.

VK and Savaedi (2014) investigated if poetry use with a teacher-centred (traditional) and learner-centred (supported with task-based activities) differ from each other in

terms of learning outcomes in their study, participants of which were Applied Linguistics students in Iran. The results of the study indicated that learners were delighted with being in the centre of the learning process and feel empowered as they found a chance to express themselves better and more frequently, which also increased their motivation in language learning and reading poetry.

Törnqvist (2019) carried out a study with Swedish EFL learners seeking to promote learners' speaking skills and decrease their anxiety by motivating them with poems. The results showed that tasks involving learners and encouraging them to write their own poems had a great impact on their motivation in the classroom. The researcher also emphasized the importance of giving choice to the learners in terms of their motivation. In a similar but quantitative study conducted in Pakistan, Ali et. al, (2019) highlighted the positive effects of using poems on learners' motivation. The reasons for high motivation were the acceptance of almost each answer rather than one single truth and the freedom to express their own ideas as a result. Another significant result acquired in the study was the comparison between use of poetry and non-fictional materials which learners find less flexible and less discussable.

### **2.5.2. Use of Short Stories**

Using short stories in language teaching has many benefits to learners such as enhancing their vocabulary knowledge (Cunningham, 2005) and skills in using the language, boosting their creativity, and therefore developing their creative thinking skills as well as speaking skills (Erkaya, 2005). All these benefits will also enhance learners' motivation.

In Yang's study (2009), carried out in Hong Kong, use of short stories were reported as enjoyable, motivating and rewarding on the condition that they are chosen in accordance with learners' needs, interests and skills. The researcher applied story-telling approach and collected data both quantitatively and qualitatively. The positive

shift in learners' attitude towards language learning revealed through group interviews was attributed to use of short stories.

Kırkgöz (2012) investigated the effects of short stories on learners' development in a preparatory school through the reflections in diaries and portfolios kept by the participants. A questionnaire was also used to collect data in the study. Findings of the study indicated that short stories and learner-centred instruction had a positive effect on learners' creative writing skills as well as brightening the mood in the classroom. Children's short stories to engage learners in lessons and enhance their motivation while contributing to their vocabulary knowledge and improving their reading skills were utilized by Handayani (2013) in a classroom action research and found successful in the mentioned areas. The researcher also mentioned the level of the stories as a disadvantage since some of the participants faced certain challenges while reading.

Yılmaz (2015) integrated technology to the use of short stories and investigated the effects of this implementation on learners. Participants in the study stated that they were content with the lessons and felt more motivated to learn the language thanks to the benefits it had to offer such as attracting their attention, allowing collaboration among learners, and promoting reading skills.

Wong et al. (2018) conducted a study in Malaysia integrating short stories in a blended learning environment for teaching English showed that it was significantly effective in enhancing learners' autonomy and motivation even though no significant difference in learners' reading scores was observed between control and experimental groups in the study.

Truong et al. (2020) explored the effects of short stories on learners' motivation and reported that learners improved their vocabulary and writing skills and extended their duration of concentration while reading texts in their qualitative study conducted in Vietnam. Most importantly, participants expressed that they felt more motivated to read and write since they acknowledged the importance of short stories as their writing

models. They also stated that they have decreased the number of mistakes in their own writing assignments.

Baytar and Timuçin (2021) touched upon students' attitudes and motivation level when they were exposed a short story as a part of their education in a preparatory school at a university. Researchers applied a very short story in American literature, "Desiree's Baby" by Kate Chopin, and interviews with the learners proved the significance of works of literature in increasing learners' motivation and interest.

### **2.5.3. Use of Novels**

Like poems and short stories, novels or excerpts from novels appear in an English language teaching syllabus for its linguistic, emotional, and intellectual value for learners besides enhancing learners' motivation due to its complex and thought-provoking plot as they are line with learners' interests and need. They can also charm learners with their cultural texture if they are provided with guiding activities with which learners decipher the meaning in the language used. The length, the number of unfamiliar words and cultural aspects are among the challenges that learners and teachers can encounter but effective techniques and activities can be an easy solution in a language classroom (Lazar, 1990).

In Tsai's research (2012), using an unbridged novel with university students whose major is not English, an increase in learners' motivation and confidence was observed. Additionally, participants reported that their reading skills were beyond what they initially expected. The researcher also emphasized participants' support for using novels in the classroom despite the difficulties, such as unfamiliar vocabulary items, they have faced.

Instead of exposing learners to a lengthy novel, one can benefit from different versions of novels. Başal et al. (2016), for instance, made use of graphic novels with university students from the Department of English Language Teaching in order to observe their

effects on learners' vocabulary development. Positive attitudes developed by the learners in the study can be attributed to the increased motivation of learners thanks to graphic novels. Furthermore, Öz and Efecioglu (2015) also used a graphic novel in a private college in Turkey and found that learners were fond of reading them and visuals helped with their comprehension of the plot as well as the literary elements. This also boosted their overall motivation to read. Quantitative findings of the study suggested a significant difference between the reading scores of control and experimental group. Different from these two studies with its qualitative method, Cimermanová (2014) suggested that use of novels helps learners think critically even though participants found describing the events on the pictures more challenging than reading a full text. Ganesan et al. (2016) suggested that participants became more interested in lessons when a novel was used because of its cultural aspect and opportunity to learn not only their own culture but a foreign culture. They also mentioned that they had the chance to compare and contrast their own culture with a different culture. Additionally, the participants in the study were fond of sharing their own experience and feelings with their peers as well as listening to them.

Being sophisticated and versatile, novels tend to offer more in teaching of English. Yun and Chung's study (2018) taking the required skills of our century into consideration, combined the use of science fiction novels and language teaching in order to enhance learners' critical thinking skills and enabled learners to think freely. Participants agreed on the benefits of working in groups on their comprehension as well as the enjoyment and feeling motivated despite some difficult and challenging parts in the lesson. Findings of the study pinpointed that the outcomes of the lessons would help learners survive in fierce competition of job market.

Siaj and Farrah (2018) showed both students' and teachers' perceptions on using novels in the classroom in their study conducted in Pakistan. Most of the participants expressed positive feelings and appreciated the benefits novels have to offer. These benefits include linguistic and cultural enhancement, desire to do intensive and extensive reading, and increase in their motivation. Researcher also conducted interviews with instructors in order to discover their thoughts of using novels in the



classroom. In addition to the advantages, instructors find the length, language, and lack of cultural knowledge problematic to use in the classroom and they offer a couple of solutions which include asking students to summarize the chapters in novels and encouraging students to continue reading the novels after school.

#### **2.5.4. Use of Plays**

Lastly, drama is another literary form that can engage learners while learning a foreign language. Drama can be seen as a liberating element in the classroom for learners contrary to the authoritative role a teacher generally plays. In a classroom, where drama is actively employed, learners can genuinely interact with one another, and the teacher can support the process. In addition to its effect on the roles in the classroom, drama can also help eradicate the emotional barriers some learners build and enhance their self-confidence. Feelings can also be shown as they belong to the character not to the person who is acting out. Practicing the skills such as reading, listening, and speaking will activate learning while learners enjoy reading and acting it out. Furthermore, drama's nature being lively and interactive like real life with the exchanges enables learners to be attracted and feel involved. Learners can have or continue to have a vivid imagination thanks to the plays used in the classroom. They can break the cycle and routine and can encourage learners to improve their speaking skills. Plays also provide a suitable and meaningful context for the dialogues which language teachers frequently struggle to create (Boudreault, 2010).

Some researchers combine the use of plays and other elements in the teaching of English. For instance, Khatib and Hosseini (2015) questioned whether implicit or explicit teaching is more beneficial for learners to develop pragmatic competence in their research where 80 university students acted as participants. Researchers divided the participants into two main groups: literary group, which was also divided into two groups as implicit and explicit play where participants were exposed to plays implicitly or explicitly; and non-literary group where participants were engaged in implicit or explicit dialogues. The quantitative data acquired through pre- and post- tests called

Written Discourse Completion Test showed that using dialogs or plays do not have a significant effect on learners whereas using explicit instruction affects learners' pragmatic competence positively. Ku (2019) examined translingual practices through use of plays with 22 university students in their study in Taiwan. The qualitative analysis of observations, interviews and other tools showed that the use of a play for a graduation ceremony acts as a mediator for learners to accept translingual practices, translation, and codeswitching despite the bias they bring as a part of their cultural background.

Different from other studies in the literature, Moore and Lee (2018) employed a novel method in their study in Korea: a drama contest. The survey in the study demonstrated that the majority of the participants (72%) enjoyed the process due to the group work in which they collaborated with their peers, activities that pushed their creativity and freedom it provides. The given opportunity to make changes in the script was another motivating factor for the participants. This permitted the participants to internalize the text by making changes so that it is in line with their personality and culture, and this of course increased their motivation. Furthermore, the spirit of cooperation and collaboration created a feeling of responsibility in participants to continue the project. These individuals restored their self-confidence and motivation despite their low proficiency level.

## **2.6. Studies on Teachers' and Prospective Teachers' Attitudes Towards Literature in a Language Classroom**

The very reason why this section finds itself a place in this study is learners' reliance on their teachers in terms of the materials they are exposed to. No matter how much learners' active participation is being encouraged in recent years, almost all learners do not have the privilege of choosing their own coursebooks or materials. For that reason, teachers' motivation, eagerness, or lack of it is another area that needs researchers' attention.

Bassnet and Grundy (1993) highlight the reasons why teachers do not use the works of literature in teaching a foreign language under two categories: 1) teachers who believe literary works are not relevant to their learners' needs since they are not "practical" and/or "far from everyday experience and language"; 2) teachers who disregard the language in literary works. They refute these claims by stating that language teachers not only teach "the language" but also show the ways what learners can do with it. For example, when a learner learns a new grammatical structure, they are also offered with a variety of options they can use it in. In this case, authors, poets, and artists are the best examples of manipulating the language and bringing a matchless variety to it.

Mckay (1982) compiled and challenged the counterarguments against the use of literature in a language classroom in their article. One of the arguments in the article is that literature has very little to offer in the areas of grammar teaching and academic or business English. Also, works of literature are described as difficult to be comprehended by learners because of their cultural aspect, which is unfamiliar and therefore confusing for learners. In addition to these, Savvidou (2004) also touched upon the reasons why teachers prefer to avoid literature. It is stated in the article that teachers generally complain about learners having difficulty in comprehending the works of literature (Or, 1995, as cited in Savvidou, 2004). This claimed to be stemming from the fact that literary language differs greatly from daily language since artists tend to manipulate the language in accordance with their needs, social, cultural and/or political context and this affects learners' comprehension, but Brumfit and Carter (1986) argues that "literary language" does not exist due to the fact that making a clear-cut distinction between "ordinary" and "literary" language is not quite possible. For example, using figurative language is not specific to literature but is has a crucial place in our daily lives. Use of metaphors, similes, hyperboles or even euphemism can be easily seen in an everyday conversation besides its indisputable place in literature. As one of the most commonly taught items in language classes nowadays, idioms also include figurative language such as simile, metaphor, or irony. It can also be said that certain occasions in real life from writing birthday cards to giving speeches in weddings and ceremonies contain a poetic language, which is generally avoided by

language teachers (Brumfit & Carter, 1986; Bassnet & Grundy, 1993). Bassnet and Grundy (1993) even claim that “baby talk” itself is poetic since it has rhyme and harmony, especially first uttered words such as “ba-ba”, “ma-ma”.

Carter and Long (1991) also states that the study of literature differentiates from the use of literature as a resource in that the former requires a more serious and detailed analysis of literary texts through a variety of theories and concepts by involving background knowledge in different fields such as history, sociology, psychology, or politics whereas the latter tends to appreciate literature for its linguistic, cultural aspects as well as its contribution to personal enrichment.

Language teachers who are reluctant to use literature raise concern regarding learners’ proficiency level and difficulties they might experience. However, Bassnet and Grundy (1993) claim that literature is more beneficial and helpful for learners with low proficiency level than advanced. They point out the relationship between child language acquisition and literature. During the early stages of language learning where learners move away from their mother tongue and be more open to the sounds and “harmonious and poetic” structures, literature can be a great aid in language learning whereas sudden inclusion of literature once they become advanced can be refused or ignored by learners (Lazar, 1993).

Another reason given by teachers regarding their reluctance to use literature in class is coming across with apathy in classroom after a work of literature is being read and/or analysed, simply put by Widdowson (1986) as a “so what?” reaction. This reaction can be encountered especially upon reading a poem since they are generally the reflections of the poet on an ordinary or special occasion. But preceding and succeeding activities can provide a meaningful lesson when learners are not left alone, feeling lost in between lines. Guidance is always needed in a literature class even though it should not be too explicit, or teachers’ interpretation should not be forced on learners. Poems tend to lack certain features of prose such as plot, characters, and chapters, which can cause ambiguity. Teachers also are not fond of the existence of it, but Chick et al. (2009) challenged the idea that difficult texts which has various ambiguous meanings

can affect learners' motivation negatively in their research where learners and teachers were in collaboration in tackling the meaning behind poems through group discussions.

Lastly, teacher anxiety can hinder use of literature in teaching of English. This anxiety can emerge from lack of experience and/or knowledge in literature. But anxiety can also result from the pressure of revealing your feelings, emotions and perspective while analysing a work of literature. Some teachers might feel vulnerable and can even avoid voicing their opinion. Lack of recognition of literature in social sciences and prejudices coming from learners towards literature can also create anxiety on teachers (Showalter, 2003).

Studies whose results indicate positive attitudes from ELT or prospective ELT teachers have great importance on the future of literature in foreign language classroom. Kaya (2018) concluded that prospective ELT teachers in a private university in Turkey considered the integration of works of literature into language teaching as vital practice as well as positive feelings it awakens on them. Participants in the study also acknowledged the importance of literature on learners' language development. They also had an agreement on their text preference when used in their literature courses offered in the department. Similarly, Saka (2018) showed prospective ELT teachers' appreciation of literature and willingness to utilize it to teach English despite the fact that they admitted lacking certain necessary knowledge in literature.

Despite the studies that demonstrate ELT teachers' willingness to utilize literature in their classroom, there are other studies focusing on the drawbacks. Özkan and Töngür (2014) focused on the reasons to use or not to use literature in a language classroom provided by university teachers employed in state and private universities in Turkey. Even though the teachers in the study expressed their dissatisfaction with the texts in coursebooks and listed the benefits of using literature in an EFL classroom as a motivating and useful material for learners, they revealed their concerns regarding the efficiency of literary texts on speaking and listening skills as well as lack of time, tight schedules to follow, difficult structures for learners to comprehend, which is followed

by either demotivation or over-dependence on teachers' analysis and judgement. Another factor is teachers' lack of knowledge and training in using works of literature in teaching English. Similarly, participants, pre-service ELT teachers, attested their support and expressed their reluctance for literary works to be used for the same reasons (Tuncer & Kızıldağ, 2014).

Işıklı and Tarakçıoğlu (2017) examined the problems in literature integrated curriculum in high schools in their article. 108 Anatolian High School English teachers participated in the quantitative study supported with qualitative data. The results of the study showed that learners' insufficient proficiency level and therefore their lack of confidence and as well as motivation were the main reasons since a significant number of students did not seem to have relevant competency for the curriculum used. For that reason, researchers suggested a review of techniques, methods and materials utilized in the programme.

Zengin et al. (2019), having a sample of 101 secondary and high school teachers in Turkey as participants, demonstrated that almost a fifth of language teachers do not use literature in classroom although they had consensus on the benefits of literature in language teaching. On the other hand, Kaşlıoğlu and Ersin (2018) presented the concerns of pre-service ELT teachers in a well-known university in Istanbul over the lack of chances to apply their knowledge of literature in their courses named as *Teaching English through literature* although a significant change in the participants' view of literature was observed between the first and last week of the course. It was also clearly stated by the participants that the previously mentioned course did not have the expected impact on them, and this also points out the need for research and possible change in the education of language teachers. Another group of senior students in an ELT department described the absence of use of literature in their practice teaching as well as speaking and listening skills disregarded in their literature courses since interpretations were provided solely by their teachers (Çıraklı & Kılıçkaya, 2011).

In addition to the concerns and reasons given by ELT teachers in literature, a study conducted by Ozkan (2013) revealed that teachers' bachelor's degree being in English Language and Literature or English Language Teaching has a significant effect on their desire to employ literary texts in their teaching in addition to different methods and approaches they adopt while using them. Participants who were ELT graduates in the study and working in different universities in Turkey did not describe themselves as competent and confident enough to teach literature as part of their language classes. Investigating the teachers' attitudes towards literature use in the language classroom in Scotland, Gilroy (1995) showed that teachers make use literature in the classroom as an extra material rather than a consistent and regular utilization due to the restrictions caused by syllabus and time. It is among the reasons expressed by the participants that using literature in classroom means more preparation before in-class application.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.0. Presentation**

This chapter is concerned with the methodology of the current study. In the first section, the design and the participants of the study as well as the setting are described. The second section is dedicated to the data collection tools and procedure.

#### **3.1. Research Design**

The present study reveals the effects of using a thematic literature unit on the motivation of non-native learners of English. It also investigates which method and genre have the most powerful effect on learners' motivation. Therefore, the purpose of the study is to answer the following research questions:

1. To what extent does the thematic literature unit affect learners' motivation within the scope of the elements in the ARCS model (Keller, 2010)?
2. Which genre (short story, poem, novel, and play) has the most motivating effect on learners?
3. Which instructional technique (stylistics, language-based, reader response and critical literacy) motivates learners more?
4. Which instructional model (language, cultural and personal growth) is more motivating for learners?



Being a case study, which provides an in-depth analysis of a case bounded by time and place, the current study bears the features of qualitative research such as taking its basis from philosophical assumption, using data collection tools in the setting that is “the collection of data in natural setting to the people and places under study”, utilizing a theoretical framework and relying on the participants’ statements in order to portray the research problem in a comprehensive manner (Creswell, 2012, pp 44).

### **3.2. Participants of the Study and the Context**

Nine students studying English in a preparatory school of a private university in Ankara, Turkey constitute the sample of the study. Convenient sampling (Creswell, 2012) is employed due to the availability of the participants and their volunteerism. The proficiency level of the learners is considered to be homogeneous since they all acquired a score of 500-549 from the TOEFL ITP Test in September, 2020. Only one of the participants was not officially enrolled to the class due to their TOEFL score being lower than 500 but they had permission from the administration to join the classes as an observer and participated almost every session and contributed to the study. In addition, all of the participants are from the department of English Language and Literature.

Students in this university need to acquire a score of at least 500 from TOEFL ITP Test to be able to complete preparatory school and continue their education in their departments unless their department employs Turkish medium instruction. On the other hand, English Language and Literature students are required to hold a score of at least 550 from TOEFL ITP. There are five levels in the preparatory school: AF (Beginner), A (Elementary), B (Intermediate), C (Upper-intermediate) and D (Literature). Participants in the study attend courses in both C and D levels. C level programme in the institution is the most advanced level that students from various departments are expected to complete before taking the TOEFL ITP test as the last requirement of their preparatory school education. Students are offered Main Course,

Listening and Speaking, and Reading and Writing components in this level. A special programme designed for the students from English Language and Literature department, referred to as D level, is offered. As a part of this programme, they receive literature lessons (10 hours a week) in addition to Main Course and Listening and Speaking courses. These hours dedicated to literature are also integrated to their skills courses. However, during the pandemic (2020-2021 Fall Term, September-December), the institution decided to offer literature programme as an addition to the C level programme. Simply put, D level students join C level courses (Main Course, Listening and Speaking, Reading and Writing) and receive five hours of literature courses on a weekly basis on Monday, Tuesday and Wednesday after attending their C level lessons. In total, they receive 65 hours of literature lessons and approximately 260 hours of C level programme. For the assessment, students have two midterms, one speaking quiz, three portfolio tasks, online homework and a final exam. The literature component is assessed in two midterms and has 20% weight in each.

The university, where the study is conducted, is located in Ankara. It was founded in 2003 as a foundation university by a private association. It has six faculties and 24 departments in its body. Medium of instruction in the university is 30% English except for certain departments such as Turkish Language and Literature, History, Architecture, Fine Arts and Design. The lectures in the department of English Language and Literature are offered in English except for the compulsory university courses. For that reason, preparatory school education is of vital importance for all students in the school.

### **3.3. Data Collection Tools and Procedures**

Observations and interviews are preferred as the data collection tool in order to gain an in-depth understanding of the situation as suggested by Creswell (2012). The data was collected qualitatively through the recordings of the lessons when the thematic unit was implemented in the classroom by the researcher and semi-structured

interviews with the participants after each part of the unit was completed. Another semi-structured interview was also conducted before the implementation of the thematic unit in order to identify their initial motivation and attitude towards learning English through literature. Lessons were recorded during the actual teaching hours. During the interviews, participants were asked to answer a set of questions (Appendix C and D) related to their attitude towards literature and language learning. Upon the completion of each component of the unit (Appendix E), participants were requested to reflect on their experience in the class and their motivation. They were encouraged to share their perception and attitude towards the lessons. Interviews were conducted and recorded via a video-conferencing software called Zoom. Each interview was approximately twenty minute long and they were in Turkish. The data was transcribed and translated to English afterwards.

After the transcription, the data was analysed under the categories of ARCS Motivational Model (Keller, 2010) and in the light of the research questions. Therefore, it can be said that a thematic analysis was utilized. In order to ensure the validity of the research, the data was analysed more than once by the researcher and peer debriefing offered by a specialist in the field was employed in the study (Creswell, 2012). After the researcher completed writing the Discussion section, the specialist analysed the data and found it reliable.

### **3.4. Content of the Thematic Unit**

Instead of using extracts or pieces of coursebooks, a thematic literature unit suitable for the participants' needs and interests was designed for the current study. As it is also indicated in the studies in the literature (Gilroy, 1995), teachers and learners tend to perceive literature as an additional part in the foreign language classroom rather than an essential part of the curriculum. In order to create a more "serious" but also an attractive atmosphere for the sake of literature, the unit includes an attractive outline as well as visuals, quotes, colourful and attractive fonts similar to published

coursebooks. In other words, the aim is to attract participants' attention but also ensure the credibility of the place of literature in the classroom.

The unit consists of four parts where a short story, poem and extracts from a novel and play take part. In each part, tasks concerning language, culture, and personal enrichment (Carter & Long, 1991) as well as the approaches introduced by Van (2009) have found their place in the unit as the aim was to investigate their effects on learners' motivation. An eclectic approach to teaching literature was adopted in the present study without any over-reliance on a particular approach with the exception of excluding new criticism and structuralism due to the fact that they are not in line with the nature of the study as they are not found as motivating as the others.

The unit is thematic because all of its parts are in harmony in many ways. All four components in the unit revolve around a theme: Conflict. In each part, a painting by Vincent van Gogh (1853-1890) is used as a header to achieve a professional and sophisticated look. Paintings by Zdzislaw Beksinski (1929-2005) are also used as a bookmark in each unit accompanied with a quote that both fit the spirit of the part and the story in the work of literature. The aim is to obtain a unified image for the unit.

The focus in the first part is on a short story called "The Feather Pillow" by Horacia Quiroga. As a Gothic short story, conflict in a marriage is the main topic. The activities for the short story contain the aspects of language (Task 1, 3,4), culture (Task 1, 2), reader response (Task 4, 5, 6, 8) and critical literacy (Task 9). Any new information provided to the learners is believed to contribute to their personal enrichment and therefore its presence is considered to be seen anywhere in the unit. The first reason why this particular short story is chosen is due to its relevance to the learners as marriage is a frequently discussed matter in almost each culture and society. A distant relationship between two young people in a unique Gothic place can be engaging for the learners. Another reason is that it does not belong to the *traditional canon*, and it is assumed that the text and the author will be novel to the learners.

In the second part, an extract and summaries of the acts in *Julius Caesar* written by William Shakespeare are used as the main texts, where a political conflict is seen. Using a well-known literary text right after a relatively lesser known one is again to raise learners' interest and engage their attention. For this part, reliance on their prior knowledge plays a significant role in the flow of the lessons. Similar to the first part, another relevant theme, friendship, is seen in plays' entirety as well as the particular scene being used. Task 1, 2, 3 and 4 address learners' language development while Task 5 and 6 employ reader response approach. Task 7 is an activity based on critical literacy approach.

In the next part, "The Chimney Sweeper" by the English poet William Blake is presented to the learners. The main theme in the poem is child labour, poverty and innocence and the conflict between children and society is being dealt with. Tasks 1 and 2 are language-based activities and Tasks 3 and 5 are focused on stylistic. Reader response approach and critical literacy approach is used in Task 4 and Task 7 respectively.

The first chapter of *Notes from the Underground* by Fyodor Dostoyevsky takes its place in the unit. The main conflict in this chapter is existential and internal unlike in aforementioned three parts. Tasks 1, 2, and 4 appeal to learners' language skills. Tasks 3, 5 and 7 are based on reader response and Task 8 is a critical literacy approach-based activity.

The table below shows the qualities of the unit that makes it thematic as well as the other components.

**Table 1. Thematic Literature Unit**

	<b>Part 1:</b> "The Feather Pillow"	<b>Part 2:</b> <i>Julius Caesar</i>	<b>Part 3:</b> "The Chimney Sweeper"	<b>Part 4:</b> <i>Notes From the Underground</i>
<b>Type of Conflict</b>	man vs. man (conflict in a marriage)	man vs. man (political conflict)	man vs. society (conflict between children and the society)	man vs. self (inner conflict)
<b>Themes</b>	marriage and gender	friendship and politics	child labour, abuse, poverty and innocence	paranoia and existential crisis
<b>Header by Vincent van Gogh</b>	The Starry Night (1889)	View of The Sea at Scheveningen (1882)	The Prisoners' Round (1890)	View of the Asylum and Chapel of Saint-Rémy (1889)
<b>Bookmarks by Zdzislaw Beksinski</b>	The House	Untitled	Untitled	Untitled
<b>Quotes on bookmarks</b>	Friedrich Nietzsche	Helen Keller	Patrick Rothfuss	Johann Wolfgang von Goethe
<b>Instructional Approach</b>	reader response, critical literacy, language-based	reader response, critical literacy, language-based, stylistics	reader response, critical literacy, language-based, stylistics	reader response, critical literacy, language-based
<b>Instructional Model</b>	language model, cultural model, personal growth model	language model, cultural model, personal growth model	language model, cultural model, personal growth model	language model, cultural model, personal growth model

### **3.5. Theoretical Framework and The Design of the Thematic Unit**

In order to analyse the relationship between use of literature and students' motivation, John M. Keller's motivational model known as the ARCS Model (2010) has been utilized as a theoretical framework in the present study due to its relevance and practicality in the context and participants. The main aim of the model is to provide a carefully considered systematic approach to handle the problems related to the phenomenon of motivation in the frame of instructional design and teaching.

ARCS is an acronym for "Attention", "Relevance", "Confidence" and "Satisfaction". The first category "Attention" refers to any attempts of triggering and preserving the attention of the learners. Keller (2010) asserts that grabbing and sustaining the attention of the learners is the concern of motivational design whereas guiding and managing the attention is what an instructional design should achieve. In addition to the explanation, he also categorizes the strategies to get the attention of the learners. The first strategy proposed by Keller is based on Berlyne's work (1965, as cited in Keller, 2010). The idea behind this strategy is that any kind of novel activity or even a slight change can stimulate the learner and arouse curiosity. There is a plethora of ways to achieve this varying from using different levels of voice or adding humour to the speech to giving interesting or emotional details. The second strategy is achieving a deeper level of curiosity by canalizing learners' attention to pursuing knowledge. A common way is to pose problems or situations waiting for solutions or answers from the learners. The last strategy is ensuring variability in order not to lose learners' attention. Even though an activity or a technique can be stimulating for learners, repetition or overdoing will eventually create boredom or no effect on the learner group after some time. Variation in the teaching method, material, types of activities or voice can have a great effect on interest of learners.

The second category is "Relevance" in the ARCS Model. As the name suggests, it refers to the learners' views on the relevance of the learning experience. If the content is relevant to their present or future experience, learners will be motivated to learn it.

In the absence of it, learning process will be hindered because the learner will be estranged. Therefore, it is of utmost importance to build bridges or even strengthen the relationship between the learners' experience, goals, feelings, and the content. A way of building this connection is emphasizing the ways of using the learnt content in their present or future lives, in other words, in their academic and business lives. Moreover, learners might find the content relevant because it addresses their personal motives and interests. Keller (2010) presents three strategies to accomplish relevance in the learning setting. First of all, learners should be aware of their goals and the ways of achieving these goals to see how their motives and the learning process are closely related. This can be perceived by learners on their own or the instructor can remind the place of it in their lives. Additionally, being in a learning environment where the participants share the same motive might boost their motivation as they will be working for the same outcome and learn from one another. Lastly, Keller (2010) recommends using the card of familiarity to engage the learners by allowing them to benefit from their experiences. Learners will not be necessarily more interested in topics that belong to a different culture or are extraordinary. They might feel the urge to relate their own experience with the learning process as well and the instructor should be the one who balances the level of the curiosity and relevance.

The next category is "Confidence". Keller (2010) believes that learners must believe in themselves to be motivated. The first step of building confidence is explaining the requirements and expectations from the learners to avoid any kind of anxiety. The role of the teacher for this particular category is to give their guidance and encouragement to the learners so that they have faith in their progress and success. This can be accomplished with the exercises that create situations where learners would feel competent and have control over their success. Another vital role that teachers play is providing corrective and constructive feedback to allow them to learn from their own mistakes. In addition to direct corrective feedback, the teacher can also reinforce learners' self-confidence by commenting upon their success, achievement, and effort.

The last category is entitled as "Satisfaction" in the ARCS Model. According to Keller (2010), on the condition that the three abovementioned categories are successfully



achieved, the learners will have the motivation to learn. However, as in many cases, the most crucial issue is their continuous desire for learning rather than one or limited time of interest in a subject. For that reason, learners should be able to feel satisfied both during and as a result of the process. Intrinsic factors such as gaining self-confidence and esteem, sharing their ideas while interacting with other learners and creating challenges for themselves as well as extrinsic factors such as grades, room for development and any other kind of rewards and incentives have a significant impact on the level of satisfaction in learners. In order to advocate satisfaction in learners, teachers can search for the ways to cater an environment where learners to apply and/or practice recently learnt knowledge. Hence, their intrinsic motivation is expected to increase, and teacher will not have to provide any extrinsic incentives. Praising learners is also among the strategies to achieve satisfaction. However, these two strategies cannot be the only ones applied throughout the process; that's why, extrinsic motivation might be required for certain individuals. A considerable number of learners desire to see tangible results such as a certificate, a good grade or a new skill that will bring opportunities in academic or professional life. Therefore, teachers should have balance in use of the methods. Lastly, because every student in class demonstrates success at different levels at different times, particular learners might feel discouraged and demotivated in the presence of high achievers in class. In order to avoid this kind of a problem, teacher should make sure that the outcomes of the course are uniform with the practices in class.

Taking the four categories of the ARCS model into consideration, the researcher designed a thematic literature unit, which can be seen in Appendix E. In order to provide the necessary and favourable conditions for the first category of the model, "Attention", visual aids were utilized in almost every page of the unit as well as different colours and tables. Furthermore, works of art, quotations from authors, poets or playwrights were used to attract the attention of the learners. Additionally, some of the activities included guessing the title, putting the scrambled poems in the right order, or putting the removed sentences or words into text where they fit for ensuring not only arousal of curiosity and inquiry but also variability as suggested by Keller (2010). The idea of designing a unit for a particular group of learners itself can be

considered novel for the learners since they are used to the published coursebooks from the very start of their formal education. It can be motivating for the learners since it will appeal to their needs and interests rather than a pre-packaged coursebook, audience of which is millions of learners. Standardized coursebooks in the field of ELT are seen indispensable and a way of standardization besides its streamlining effect. However, there is now a body of literature which criticizes the standardized coursebook dependence for many reasons such as producing an environment where learners are the passive/inactive receivers of the knowledge and teachers are the managers of the knowledge in the search of a mainstream education. This is against the nature of learning which occurs through interaction (van Lier, 1996, as cited in Thornbury, 2013). Another criticism regarding the coursebooks is its effect on low motivation. Andon and Wingate (2013) discuss the negative impacts of coursebooks on the students learning a foreign language in England. Andon and Wingate (2013) state that the students drop language courses because of a number of reasons ranging from their disbelief in the practicality of a foreign language to the lack of motivation. The researchers associate the lack of motivation with the content of the textbooks and obligatory reliance of teachers on the textbooks.

For the second category, “Relevance”, the unit was designed to meet the needs of the learner group that currently studies at a preparatory school and is going to study in the department of English Language and Literature upon the completion of the programme and passing the TOEFL Institutional Testing Program (as commonly known as TOEFL ITP) examination. Since the unit includes four different genres of literature, literary terms and movements, learners are expected to find the unit relevant and useful for their departmental courses. In the meantime, with the help of various activities provided in the unit, they will also practice their reading and listening skills explicitly, which are the two parts of the TOEFL ITP Test. In this way, the practicality and usefulness of the content for the present and future will motivate the learners. Additionally, learners will have the advantage of sharing similar interests, motives, and responsibilities as they are in the same class with a group of people who are going to study in the same department as them. Learners are also expected to find the themes and motives in literary texts familiar to their own experience as they are marriage,

gender, friendship, life, death and different types of conflict. Even though the texts might be unfamiliar, learners will be able to relate these themes to their prior knowledge as well as their experience.

In terms of “Confidence”, the third category, the researcher aimed at providing essential knowledge of literature and thereby giving the confidence they need in the department. Participants in this study will take the TOEFL ITP test three months later and they will continue their studies in the English Language and Literature department in the spring term in the case of passing the test. For students to feel motivated, they are given a unit where they can learn or practice what is waiting for them in three months. In this way, they will focus on their primary aim, which is completing the preparatory school successfully and passing the required test, rather than feeling the overwhelming concern over their future. On the other hand, the difficulty level of the unit is also adjusted to their competency and readiness. The unit is revised in the light of the answers given in the pre-interviews with the participants. For instance, the extracts from a play and novel were shortened considerably and activities for warm-up and production are extended. The reason behind these changes is to limit and rule out any factor that can affect learners’ confidence. A very long text can be very challenging for preparatory school students and can lead them to believe they are not good at reading. Therefore, the activities in the unit are designed to construct confidence in learning by giving the control of their own learning process to them. Furthermore, learners were given the opportunity to stay anonymous in the activities which requires production in order to avoid any issues regarding confidence.

For the last category, “Satisfaction”, the activities in each component of the unit address the newly learnt knowledge or skills to provide the learners with the chance of practice and application. For example, the learners are asked to write a short story with the given vocabulary items after a short story is introduced and analysed in class. When they are asked to produce something on a novel subject, the researcher feels certain that it is within their abilities and skills. The learners are also encouraged for extensive reading and extracurricular activities to maintain their desire to learn. Also, the nature of literature provides a safe environment where there are no rights or wrongs. The

learners are frequently reminded of the fact that literature is subjective, and every attempt is much appreciated. This also prevents the learners to compare themselves to the other learners and feel unsuccessful and/or inadequate, which decreases the motivation.

### **3.6. Limitations of the Study**

The first limitation of the study is the limited number of the participants due to the number of the students who are enrolled into the relevant level in the preparatory school. The study is able to reach a limited number of participants and therefore it might not be possible to generalize the results of the current study. Secondly, in order to be able to see the impact of the thematic unit in a more generalizable fashion, it requires a further investigation in which there are participants from different departments. But the thematic and in-depth analysis of the data are expected to prevail over these limitations.

## **CHAPTER 4**

### **FINDINGS**

#### **4.0. Presentation**

In this part of the study, the results are introduced. The data collected through the interviews are presented and analysed within the framework of Keller's (2010) ARCS model. The first part focuses on the thematic unit's effects on learners' motivation and the second part focuses on the participants' preference of genre. The last two parts concentrate on the participants' views regarding the approaches and methods employed in the unit.

#### **4.1. The Effect of the Thematic Unit on Participants' Reported Motivation**

During the interviews, learners consistently reported a continuous increase in their motivation level in literature lessons. The reasons they provided are analysed under the four categories of ARCS Model by Keller (2010) in the following sections.

#### 4.1.1. Attention

All of the participants stated that the unit, which was specially designed for them, successfully grabbed their attention, and therefore motivated them. Visuals and the design of the unit were found attractive by the participants:

*The unit was really beautiful. The design was very attractive. I really liked it. Our other books are not like this. I really liked the way it looks, and it attracted my attention. It is very different from our main course book. There are good visuals in it too, but I think it is not as elaborate as this one. (P4)*

*Graphics and visuals are very beautiful. Thank you. I think some of the photographs are from a movie. I also liked the bookmark in the middle and the quote, and it was relevant to the topic. (P8)*

Two other participants stated that the unit differed from the previous coursebooks they had and therefore, it attracted their attention. They compared the unit in question with their present and previous coursebooks and complained about the similarities that the coursebooks in the market bear such as the topics, visual appeal, and activities:

*I think the unit is unique. It was different from the units we are used to. It was aesthetically attractive. (P3)*

*I have seen many books over the years. We finished almost every book in the market. But if I ask to myself, what good did they do? We just finished the book. Nothing big happened. We just finished the book. But the way you use the visuals and locate information on a page was memorable for me. I still remember all of them. The books we have used since sixth grade were almost the same. (P7)*

In addition to the last comment above, another participant said that they liked the bookmarks used on the first page of the unit and visuals being used. They also stated that they liked the unit being thematic and different from their current coursebooks as they found them dull:

*Thematic unit was really good and well-prepared. I really liked the way it was prepared because we see boring coursebooks in other courses. Bookmark in the middle and visuals that are relevant to the topic were really nice (P2)*

Another participant reported that they noticed Nietzsche's quote hidden in one of the pages of the unit in addition to expressing their interest in the pictures:

*The visuals you have chosen are really beautiful. Seeing Nietzsche's quote in the unit was nice. I also liked the gothic visuals in the unit. (P5)*

The same participant noticed a quote by Helen Keller in the second part of the unit and mentioned how they found it relevant to the topic and the text as a whole again:

*I think the visuals were attractive and appropriate. I liked the quote you have chosen by Helen Keller. It was an inspiring quote because she is blind, deaf and cannot talk. (P5)*

Similar to the last two comments, a participant commented on the quotes and visuals used in the unit. They also expressed that they liked these qualities of the unit:

*In each part, there is a quote and these quotes in the unit are always lovely and touch your heart and soul. I also liked different use of visuals in the unit. They are not all "normal" photos. Some of them are colourful while some are black and white and pencil drawing. They tell the same story. I think it is more attractive in this way. (P3)*

The participant above also mentioned the benefits of having a customized unit for them such as having the opportunity to address all the parts in the unit rather than choosing some parts to cover and being process-oriented rather than product-oriented:

*All parts of the unit were meticulously planned. Since teachers use the books prepared by other people, they cannot cover everything. Some parts are skipped or not much time is dedicated to these parts. It is so normal actually but, in this lesson, we had a look at every part of the unit. We have not skipped any parts because lessons are well-planned. We do not have everything at once, but we continue at our pace. That's why, we have a feeling of "development". We do not do this for the sake of doing it or for the homework we need to complete. The logic behind it is "We should understand this properly so that we can continue with the next part. For that reason, this unit cares about both the teacher and the student. (P3)*

Another participant indicated that use of the thematic unit made them feel special since it was prepared for them, and they were the first ones to see the unit. They also stated

that they did not feel the absence of a regular “coursebook”. The unit being thematic also enabled them to follow it much more easily:

*Thematic unit was easy to follow. I know what to do then I come to this lesson. If I had to learn them all together, I would be really difficult. I did not feel like we needed a course book because I had no idea until you told me that you prepared it. It was very successful. I feel special and this itself is a source of motivation. Being one of the first people seeing it was also motivating. (P5)*

As stated previously, the unit has four parts, and each part was sent to the students just before each session. One participant in the study mentioned how excited they felt for each part of the unit and looked forward to attending the lessons:

*You were sending the parts of the unit piece by piece and I was saying “Aha, we are starting a new part now!” and I got excited and curious for each part. That’s why, I was quite happy when I was coming to lessons. I was also curious about the design of the new part. (P4)*

In addition to the comments regarding the design and content of the unit, almost all of the participants acknowledged the impact of their active participation on their motivation during literature lessons. Most of the participants compared literature lessons to other lessons in their programme such as main course, listening speaking and TOEFL courses:

*Literature lessons are definitely student-centred. We need read, learn and answer the questions with a little bit of push from you. But the lessons proceed with our answers, which should be that way actually. In this course we talk more. In other courses except for listening course, teachers talk more. I always wait for this course to relax a little bit. Even though this is another course, a poem is a poem or story is a story. That’s why I always come here happy and motivated. (P3)*

Another participant not only expressed their interest and increased motivation thanks to different interaction patterns during the lessons but also did mention what would have happened in case of its absence:

*Our lessons are completely interactive and based on speaking activities. We try to contribute to the content you offer us. We discuss them with our*



*classmates. I believe the lessons' being interactive increase our motivation. When you send me to a breakout room with my friends, I really enjoy discussing the text with them. If you lectured us on topics all the time and we took notes in the meantime, my motivation level would decrease. Without interaction, I would have a hard time really. Especially during online education. (P8)*

Another participant stated that expressing and exchanging ideas in classroom was motivating for them and certain parts of the unit, especially where Gothic elements were discussed, engaged their attention:

*I think the activities were fun. Thanks to the unit, I shared my ideas with you and listened to yours and my friends'. We can call it an "exchange". It was really nice. I really had a nice day. I was filled with enthusiasm when we started this unit. It boosted my motivation and mood. Gothic part attracted my attention. (P2)*

Similar to the comment above, one of the participants confirmed that posing questions for the students and expecting them to address them in pairs or groups elevated their motivation due to the cooperation and exchange of ideas they had:

*Listening to my friends' ideas was really nice. S/he had an utterly different point of view. My other teammate had different ideas. We thought we should either meet on a common ground or we should choose one of them. We were also able to change each other's ideas. It was fun. I was thinking completely different but one of my friends said something different and I acknowledged that s/he was right. She also listened to what I had today. Maybe I also helped her. It was a nice experience for me. (P8)*

Another participant emphasized the importance of learning from their peers and the motivating effect of doing pair or group work. They also mentioned that the topics selected were interesting and it affected their motivation positively:

*Topics being interesting and doing the activities with my friends motivated me. I feel bored and overwhelmed when I have to do things on my own but when I do the same thing with a friend it becomes a joyful and fun activity. For example, they say "I found this and that" and we say "Then let's write this down together." We discuss it and we learn from each other while sharing or ideas. (P2)*

Furthermore, a participant in the study indicated that group and pair work during the lessons were motivating and encouraging since they did not feel the anxiety of making a mistake while they were working with their classmates:

*Having a discussion with my friends is easier. It does not matter if we make mistake or say something wrong. But interestingly, a little monster comes out of us, and we have a serious discussion using English. That's why, we like it. (P3)*

Similarly, another participant revealed the importance of breakout room activities (pair and/or group work) during online education in their motivation. Moreover, they mentioned the lack of interaction between learners in main course lessons:

*It would have been really hard if it was not D level because we learn grammar and some other things without feeling pleasure because we have to. Literature lessons are better in that. We are all alone in main course lessons and we do not do anything together. But here we discuss things and have a chat about them with our friends. Especially when we are in the same breakout room with a [close] friend. At that moment, I wish we had literature lesson every day. When the lesson ends, I hope it continues that way. (P1)*

One of the participants mentioned that their active participation prevented them from losing their concentration during literature lessons:

*Unfortunately, I generally cannot concentrate during the lessons and that's why, my teachers had to pay great attention to me during my education. But in this course, I feel better because I actively participate. I mean I hope so. I feel like I need to participate in these courses. If I don't, I cannot learn. It is better I believe. (P4)*

Similar to the comment above, a participant claimed that unless they were involved in the discussions and participated in the lessons, they could not learn it properly in addition to their satisfaction when they contributed to the lessons:

*Generally speaking, our active participation is needed during the lessons because if we do so, we can understand it better. If I only listened to you with my microphone off, I would not remember much later on. I also feel happy when I actively participate because I feel like I can do it. (P5)*

The same participant talked about how their involvement and active participation elevated their motivation as well as the use of other sources to engage their attention. They talked about how the lesson content became long-lasting through other stimuli being used:

*I really liked the speech by Antonius for Caesar because I read it in the lesson [chuckles]. We also listened to an actor who read it. I really liked that part. When I hear or see it besides reading it, I remember it better. It is also motivating. I learnt a lot about Caesar and Brutus. I did not know before. (P4)*

The same participant also touched upon the lack of interaction in their main course lessons how it was demotivating for them:

*I enjoy literature lessons more than main course lessons because I am so tired of seeing grammar too much now. I had a little bit of interaction before but now we do not do anything fun. The lessons are so dull. We are having more fun here. Therefore, my motivation is much higher. (P4)*

Additionally, another participant in the study appreciated their classmate's reading the speech and assessed their friend's performance besides their own. They also added that the motivating effect that Shakespeare had on their performance:

*My motivation was quite high in this lesson. We all had high motivation. One of our friends read the speech and it was almost flawless. I also read it on my own at home. The topic itself belonging to English literature and Shakespeare having a place in our hearts motivated me a lot compared to other lessons. I wished it would never end, to be honest. (P3)*

As stated by Keller (2010), introducing novel activities in classroom successfully aroused learners' interest. Learners appreciated the variety of activities and considered them as motivation boosting. Naturally, participants differed in their preference of activities that they liked the most. However, interestingly almost all of the participants reported that they enjoyed the speaking and writing tasks and wanted to develop their writing skills contrary to the common belief that learners avoid writing and speaking tasks in class. One of the participants stated that writing a short story in class was motivating for them since they had not tried it before. In the following quote from one

of the interviews, a participant mentioned that they wrote a short story for the first time, and they liked it:

*I have never tried writing a short story before. It was my first time. At least in English. I believe I improved myself and broadened my vision. It was enjoyable because we had a chance to work in group at the beginning. (P5)*

The same participant compared their reaction when they encountered a familiar and an unfamiliar topic in lesson. Even though they felt a bit uncomfortable upon confronting an unknown topic, they enjoyed the learning process overall:

*Short story attracted my attention more. This one [Antonius' speech] was not bad but I did not know a lot about it, I learnt it in the class. I was like a fish out of water. But as we continued, I felt more comfortable and liked it more. It was a good unit. (P5)*

As well as the enjoyment thanks to the novel activities, a couple of participants expressed their satisfaction by the writing tasks in particular:

*At the beginning, we wrote a novel starting. I liked it very much. It can be my favourite activity. I am not very talented, but I have enjoyed writing very much since my childhood. Writing something regardless of what it is is something I fancy. When I saw that it starts with "I'm", I had an interesting idea. I enjoyed writing it. Reading my classmates' work was also interesting. I wish I could have finished it. (P1)*

*"Writing tasks made me so happy because I really love writing. When we were asked to write a shorty story or a novel starting, I felt quite satisfied." (P3)*

One participant in the study expressed their eagerness to participate in the lessons and they also attributed their willingness in literature lessons to interesting topics and the way they were covered in lessons:

*Literature lessons are the ones that I participate the most. Topics are attracting you. It is different. I want to talk. I cannot stay silent. I participate more because the topics are different from what we have had so far. They are not like grammar lessons. They are not very hard, and they feel like we are together with my friends and talking about literature. Topics and the way they are covered make me participate more and more. (P7)*

As it is also mentioned above, doing an activity for the first time had a motivating effect on the learners' performance and they particularly enjoyed these new activities. Another participant reported that it was their first time reading a public speech out loud and it was a different but an enjoyable practice for them. They also added that they studied rhetoric and learnt about its usage and purpose:

*Personally, I liked listening to the speech by Marcus Antonius because we first tried reading it on our own and practiced intonation. I read a public speech for the first time. It was a different experience for me to interpret it. There were many unfamiliar words in this speech. I learnt them and I also learnt what rhetoric is and how and why it is used. (P5)*

Similar to the comments above, one participant in the study mentioned that they always learnt something new in literature lessons and it motivated them to keep learning:

*It happens every time. You bring something I have never heard of before. I knew this one [Julius Caesar by Shakespeare] but I had not read or watched it. When I see something that I have not seen or read before, I have high motivation to do more, to learn more. (P8)*

In addition, two other participants associated their high motivation in literature lessons and low motivation in other courses with the presence of new information offered to them. According to them, the absence of it caused boredom and lack of motivation whereas learners had felt more motivated if they had been exposed something new and unpredictable:

*I think it [their high motivation] is because I learn more things in literature lessons compared to main course and TOEFL courses. I am not an English teacher, but we try to improve what we have already known there but here it is always something new. (P4)*

*I enjoy literature lessons more and I find them more productive and fruitful because it is something I like to do. I cannot say I listen to main course lessons because they are boring for me: I already know the content. I do not learn anything new. They are unproductive for me. In literature lessons, I listen to it very carefully because I learn different things and I feel more motivated. (P9)*

Even though the participants in the study could be considered as advanced in English, a participant stated that it was their first time reading a part from a novel in English and they enjoyed the experience very much:

*I really liked this part (novel extract). For the first time, I read an extract from a novel English, and this was a different experience for me. (P5)*

#### **4.1.2. Relevancy**

In order to address the second element of ARCS Model of Motivational Design, “Relevance”, participants were encouraged to establish a connection between the content of the lessons and their present and future needs. The thematic unit was also designed in such a way that the participants would find it meaningful and be satisfying their needs in near and far future. During the interviews, the participants also revealed that they felt motivated during the literature lessons as they find their experience, learning outcomes and achievement relevant to their current and future needs.

Almost all of the participants expressed their source of motivation for literature courses as their usefulness for their education in the department of English Language and Literature. The following quote clearly shows that the participant found the lessons and unit appropriate for their future studies as they acknowledged the fact that they will focus on literature, and this might be their last chance to advance their English through literature:

*I think these courses will be very beneficial for my education in the department. I took literature lessons in high school for two years, but I do not remember much. That's why, staying in the prep-school and studying in D level will pay off. Of course, we are using literature as a tool to learn English, but we are not going to learn English in the department. We will learn “the literature”. Therefore, this lesson is very crucial. (P4)*

Another participant in the study mentioned that they were only trying to learn for their needs and for the sake of learning in literature lessons rather than aiming to acquire

good scores from exams as they did in their main course lessons in addition to getting themselves ready for their courses in the department. They also touched upon literature's effect on their life:

*There is a huge difference between main course and literature lessons. It is obvious that these courses prepare us for English Language and Literature department. In main course lessons, the mentality is learning it no matter what it is and doing it for the upcoming exam. But in this lesson, we learn it and see the usage in literary text. We learn how to analyse them. But it is not for the exam but for life itself. (P3)*

One of the participants in the study stated that they mostly expected a “traditional” literature lesson where they passively learn some literary terms and they felt motivated when they encountered a different approach. They also acknowledged the positive impact of literature on various aspects of life such as forming an opinion about a topic and conversing with other people as well as the usefulness of their learning outcomes in their departmental courses:

*I found more than I expected in this lesson. Because I thought that we were going to learn what literature mean and “this mean that” kind of things. But we had a more detailed look at the texts. Therefore, it gave me more than I needed. If we disregard which department I will study, it contributes to a person culturally and makes me a proper person. Additionally, it also makes you skilful in having an idea and sharing it with a person in a chat properly. This lesson creates the person first and then makes us a man/woman of a letter. (P3)*

Another participant in the study remarked that they felt like the unit gave a synopsis of what is waiting for them in the department and formed the basis of their future studies by providing them with prior knowledge regarding literature. They also stressed the importance of literature lessons by mentioning the absence of it would cause problems in the department:

*The topic was good, and I generally like the texts we read. It was well-prepared. I felt like we did all the literature topic in one unit and covered what we are going to see in the future. It was like a trailer of what we are going to do in the department. If I had skipped prep-school, I would have experienced a lot of difficulties. But these lessons are raising our awareness. (P6)*

Similar to the comment above, another participant laid emphasis on the place of literature lessons in their future goals. They believed that their attainments would help them acquire a good grade-point average in the department despite the fact that they did not view it as an effective and useful for the TOEFL test:

*I think it does not have many advantages for TOEFL, but it has for the department. I did not know anything. But I have learnt a bit now. I do not think I will experience much difficulty if I take the department courses. I want to have a high GPA and these lessons will help me I guess. (P7)*

Another participant in the study found the literature lessons beneficial for their future career goals but not for the TOEFL exam they were going to take at the end of the term:

*I do not think it will be beneficial for TOEFL. But it contributes to me a lot. It is really beneficial for the department- for 4 years ahead of us. I want to take media literacy courses in the department. I chose this department because I want to be an editor. I like reading and I believe it is useful for general culture. When I am listening to you, I feel like I belong here. (P8)*

Similar to the comment above, one of the participants in the study expressed that they found the lessons relevant to one of their future goals, which was being an academician. On the contrary to the last two quotes above, they also believed in its advantages in the TOEFL exam:

*Literature lessons are beneficial for me. I want to be an academician since I was introduced to literature. I also feel like we are learning the language as well. I say “these vocabulary items will be useful” in order to keep in mind. They can be useful in TOEFL too because we generally focus on dialogues in the lesson. (P2)*

Another participant mentioned the advantages of literature lessons for the TOEFL test such as learning new vocabulary items and overcoming their anxiety in the reading section of the test thanks to the intensive reading they had:

*In the TOEFL test that I will take at the end of the term, I can make use of the vocabulary I learn here. I can also say that literature lessons made me feel less*



*anxious about the reading part in the exam because we do a lot of reading here. I feel like I have made progress. (P5)*

One participant focused on the present usefulness of the course. They reported learning new vocabulary items in addition to gaining insight for future:

*As a literature student, I get some tips about what to read in future. It is really motivating me. My biggest problem is vocabulary. In main course lessons, I learn the meaning of vocabulary items that I have heard before. But in literature lessons, I learn the ones that I have not seen before because I have not read books in English. (P8)*

Another participant revealed that they took the short story part of the unit as model to their future studies and interests:

*Short story lesson was a good example for me. Maybe I can use it for future assignments or if I want to write something in my free time. It was a different experience if I start writing. If I see something related to it, I will help me. Also, we will of course have such topics in the department. (P5)*

One of the participants in the study drew attention to the importance of being in a classroom where all the students share the same department as well as the same interests. They emphasized the fact that it made the lessons and the overall experience more meaningful and relatable:

*There is something between me and my classmates- a connection- in literature lessons. During the lessons, I feel more like that we came together with my friends and having a conversation about literature. Also, for example, Shakespeare will be very helpful in the department. Even though we do not look at them in a very detailed manner, we will form the basis. We will not start the department as “ignorant” people. (P1)*

Furthermore, one other participant mentioned how they enjoyed their time in group and pair work activities with their classmates by pointing out the close relationship they had as a result of their shared experience:

*I feel quite good in each session. We are very close as D level student, and I am really happy about it. I do not say “this person should not come to my breakout room”. Whomever I work with, we are friends, and we will I have a*

*good product at the end. I always have a good and fruitful time in breakout rooms with my friends. (P4)*

The following quote from a participant shows that they found it relevant to their present and future needs. Additionally, they believed it would give them a chance to compare and contrast their previous thoughts and current ones in the following next years. They also highlighted the importance of literature lessons for their future needs:

*I do not think like “We are going to do this in the department. Why do I do it here now?” We do not do it shallowly, but in a detailed way. Literature is not something you say “Let’s talk and finish this already.” You can derive thousands of different meanings from a word. Maybe new meanings and perspectives might emerge. Reader can understand something totally different from what the author intended to say. I might understand a text completely different from I do right now. Maybe I will be tired from Shakespeare in three years. But they will remind me of my past thoughts and how I have grown up. Also, they are preparing for the department. I will not be a fish out of water. (P3)*

One participant in the study mentioned that they wanted to benefit from their experience in literature lessons when they become a teacher themselves. This shows that the participant related the experience to their future career plans as well:

*I will benefit from what we do here when I become a teacher if I can. I would like to share these with my students. I can say that “I learnt these and here I am. I hope you can benefit from them as well.” As I always say, these courses will help me in first, second and third years before that. (P4)*

In addition to its future usefulness, the participants also appreciated its current use in terms of the learning outcomes. The following three quotes from different participants show that they found the new information in the lesson useful for themselves. They thought it contributed to their historical knowledge and raised their awareness on different subject by encouraging them to be critical of the matters:

*In the lesson, I learnt about the historical background. I learnt new things about Industrial Revolution. I was unaware of child abuse and class difference in those years. Maybe it is because of the pragmatic approach to history in high school. But this lesson taught me these. We did a presentation, and it also contributed a lot to me- preparing and presenting it by myself. (P5)*

*I was very sorry for children in this unit, but I like the unit because it was based on facts. I love reading about England's history. I felt like I learnt a lot and did a lot in this unit. I liked learning the historical background. (P6)*

*This part was good for me. It raised my awareness rather than merely studying. I learnt some things that I did not know. Not many people would think of digging the lives of children in the 18<sup>th</sup> and 19<sup>th</sup> century. I have not thought of it before for instance. That's why, the text and the questions being asked raised my awareness on the subject. I liked it very much. (P3)*

*This part had a really good subject and tasks. Critical thinking and referring to many other subjects were helpful. (P2)*

Besides raising the participants' awareness, a couple of participants found literature lessons relevant as they belong to a human-being just like themselves. Interestingly, a participant, whose words can be seen below, highlighted one of the most important qualities of literature, being an authentic material not artificial:

*We support our ideas with a living example. Instead of using other materials, we look at what people did, how they communicated in the past and what their aim was to convey to the society. (P7)*

Another participant also indicated that they found works of literature motivating since they were written by people who were similar to them in terms of the emotions they added and the subject they dealt with. They also mentioned that seeing the same emotion or experience in a work of literature could be comforting and could help individuals overcome difficult situations:

*I am not sure but most probably these literary texts were written by great writers. It actually does not matter if they were not appreciated or were in the shadow. The thing is they are all written by people who are flesh and blood-just like us. They based their works on family issues or problems of the youth. Even though we live in the technology era, we are hungry for any expression of emotions. There are many things that people want to share but bury deep down. When you see these in other people's sentence, you feel relieved even though it occurs in a lesson. (P3)*

### 4.1.3. Confidence

As recommended by Keller (2010), different activities were employed in the unit to enable students to see their success in order to boost students' confidence as a way of elevating their motivation. The main goal was to make them believe in their own success and achievement. A participant asserted that the activity in which they were asked to insert the given sentences into blanks in the text empowered them to understand a longer text much more easily and gave them a purpose to read the whole text:

*I think the activity where we put the missing sentences in the text was preventing us from cheating because you cannot place them without reading the whole text. Beyond reading it requires comprehension. That's why, it encourages the student to read and understand it thoroughly. When you see something long, you huff and puff and want to toss aside. But this activity encouraged me to complete the task and read the text. (P3)*

Another participant stated that they also liked the above-mentioned activity and found it enjoyable as well as highlighting the importance of revising some of the key elements of literature on their development:

*The activity where we put the sentences in their places in the text was like a puzzle. I did it with pleasure. We have not anything about figurative language for a long time it was like a flashback to me. We also revised some of the terms such as antagonist and protagonist. I found it useful. It was also an introduction to how to analyse a novel. (P5)*

On the other hand, to make the success meaningful for the participants, they were given tasks, difficulty of which varied from easier tasks to harder. Difficult tasks consisted of multi-levelled activities or various stages where the participants built on their own work. This can be considered to boost participants' confidence as they would create a sense of achievement whereas providing easier tasks all the time might not create the desired effect on their confidence. The quote below shows that the participant felt confident after completing a difficult task:

*Analysing and understanding existentialism was hard at the beginning. We had a lot of difficulties at first. You had not shown the video yet. Before that video, it was really difficult. In fact, writing something about it was difficult rather than understanding the concept. But searching it and watching that video it became easier and concrete. We started noticing the examples of existentialism in the texts we have been reading. (P3)*

Another participant stated that they also enjoyed learning about a seemingly difficult subject because it helped them tackle the concept in a more detailed fashion. Interestingly, they also compared their own knowledge with other people's. This can be seen a sign of increase in their confidence:

*I understood existentialism very well because everybody knows it as something that Sartre introduced. It is not just it. It has place in philosophy, literature, and psychology. I am more knowledgeable about it now. (P5)*

Similar to the comments above, another student stressed the importance of pushing their limits when the need be. The following quote below clearly shows that giving moderately difficult tasks can have a more motivating effect on the learners contrary to the common belief that they will decrease their motivation completely. However, the most crucial part is how the teacher stages the activities and prepare the learners for them:

*What motivated me the most was writing a short story. During that activity I understood that it was not that hard if you push your boundaries. I also learnt how to express myself with a limited number of words in an effective way because task was asking us to use a certain number of words. If I am going to write a story, I learnt how to tell the gist of it. I felt happy to do this in English after the lesson. (P6)*

Another participant compared their current confidence to their confidence at the beginning of the term. They reported gaining self-confidence in the field of literature after joining the lessons to a great extent that they could share their ideas and perspective more confidently in literature lessons while they even refrained from using their own name when they joined the lesson for the first time:

*I had fears. I was not ready. I asked from a friend for the Zoom ID. I joined the lesson without my own name. You warned me to stay in the meeting at the end*

*of the lesson. It was nerve-racking for me. But now I noticed that I was not incompetent. I was good at Turkish literature at high school, but you made me realize that I have the necessary background information for the text we have read. (P5)*

Similar to the participant above, one of the participants in the study asserted that they overcame their speaking anxiety thanks to literature lessons. They stated gaining confidence after the lessons as they started speaking more and feeling less anxious:

*As a person who could not speak to other people in English, I feel like my English improved. My vocabulary also improved. I am a bit shy. I do not speak because I feel like my friends can think less of me. I have anxiety. But I am getting better and better. And literature has a big role in it. I started reading English books for example. (P9)*

This participant also indicated that they gained confidence to talk about other fields and subjects thanks to literature lessons:

*If we only had the main course lesson, I would only learn grammar or subjects like “talk about yourself, hobbies or introduce yourself” as a part of the curriculum. These things make you feel like you were a baby who has just started talking. I gained confidence to talk about other things. Learning becomes easier if we are studying on something we like. (P9)*

Another participant stressed an important point by mentioning how they felt competent and confident to continue their education in the department on the grounds that their learning outcomes had a motivating effect on their performance, and they were aware of their own progress:

*If I pass prep school, I feel competent for the departmental courses. I will start with a great confidence. I had a head start. Students in the first grade are looking at types of literature. But we even had a look at a text from Shakespeare and analysed it here. They are not there yet. I feel superior to them. Who is having Shakespeare when they are in prep school? Therefore, I had a boost in my confidence. (P5)*

Another participant in the study talked about how teacher feedback motivated them during one of the lessons when she had a lack of confidence upon seeing their classmates' work as they thought they did not write it in a proper way. But when the

teacher commented on the piece, saying that it is actually considered as a technique, the participant became happy about their work:

*I wrote in a different way in writing a novel starting with “I am”. My friends wrote really beautiful pieces. I wrote it based on a photograph and you liked very much, and it made me very happy. I have used a technique without even knowing it. I noticed it when you brought it up. That was really good. (P4)*

Furthermore, the following participant appreciated the teacher’s positive reinforcement through feedback during the classes and its impact on their confidence. The participant was encouraged and felt confident and competent to continue writing:

*I liked the part with Dostoyevsky more. I felt ready to go to the literature department. When you said, “You should continue writing; this one looks great.”, I felt encouraged. (P3)*

Having the opportunity to choose was also one of the factors that motivated the participants in the study. The quote from a participant demonstrates that they found literature lessons and activities more engaging and useful when compared to main course lessons as they were granted options and the freedom to choose or shape their works at their will:

*Writing short pieces such as a short story or essays cheers me up. But writing an essay for main course does not do that. For example, I was preparing a PowerPoint presentation from nine till six in the morning. I could not finish it. I had so much difficulty in editing the slides. But I do not get bored while doing an assignment you have given me, and I do not feel like I am “rotting”. The reason is having the freedom to choose. When I am restricted with this essay, that portfolio task, I do not like it. I spend almost seven hours for them. When it is done, my eyes are red and, I feel quite tired. I also feel relieved. But in literature lessons I do not feel that way. I say “I wish I can do one more. Will the teacher give us more time to complete it? (P2)*

Another participant also highlighted the importance of being able to choose and how it enabled them to bring their personality to the work they were doing. They also compared their performance and eagerness in literature tasks to main course tasks and attributed their enhanced motivation to their freedom to choose and not being limited

by any kind of rules. Furthermore, they reported using literature to express themselves better:

*I think writing is not overwhelming but a chance to express ourselves. I would like to thank you for this opportunity. I added something from myself. As a person who was about to fall asleep after C level courses, I concentrated on the words of a lunatic. I do not feel that way while writing an essay in C level because we do not choose the topic. We are given one or two topics and are supposed to write a piece in a day or two. I really liked that there is no limitation here. (P5)*

Furthermore, a participant referred to the impact of pair work on their confidence and how sharing their own knowledge with a friend enabled them to feel good about their own performance and the importance of learning from a peer:

*Being able to share the experience with my friend felt really good. My friend is really good at speaking in English and speaks quite comfortably. But I get quite nervous if speaking or giving a presentation. They gave me some tips on how to relax and I shared what I know about chimney sweepers with them. It was so good because we shared our knowledge and skill with each other. I think it will long lasting. (P4)*

#### **4.1.4. Satisfaction**

As the last category in Keller's design (2010), "Satisfaction" can be considered as the ultimate output of other three categories. If students' attention is successfully drawn to the lesson through relevant materials to their needs and they feel confident to achieve the set goals, they will automatically feel satisfied with their learning process, completing the cycle of motivation.

Participants in the study expressed their satisfaction in different ways and forms. A majority of the participants stated that they felt satisfied and contented when they tried to write the first paragraph or chapter of a novel starting with "I am" just like the way Dostoyevsky's novel *Notes from the Underground* starts and compared their own work with his. The following quotes from different participants show their personal



satisfaction growing out of comparing themselves with a renowned author whether it was similar or quite different:

*This can be my favourite unit. I enjoyed it a lot. The work was really good, but the activities were also exhilarating. Writing something- a novel starting with "I am"- was fun. Then, comparing it with Dostoevsky's chapter, seeing which part is similar or quite different and what he used in the chapter, was also fun because finding a tiny little similarity between his and your work makes you very happy. (P3)*

*I really liked the activity where we wrote a novel starting- writing it myself and reading my friends' version. I saw the differences. It was pleasing. I saw that it was very different from Dostoyevsky's when I compared them. Some of my friends' stories were similar. I cannot write on my own. That's why, doing it in class was good. (P6)*

*Writing a novel starting was perfect. I really enjoyed it. This was the one I enjoyed the most among the activities we have done so far. Comparing what I wrote with Dostoyevsky was also nice. We are pretty similar actually. (P5)*

Different from the comments above, a participant stated that they realized the need to improve their writing upon comparing themselves with Dostoyevsky which shows their success in evaluating and assessing their own work and progress:

*When I compared myself with Dostoevsky, I noticed that I lack knowledge. I saw the difference between a student and an author. We also read the pieces of 8 people- my classmates. At that point, I said "I need to improve myself." (P4)*

Additionally, a participant indicated that they compared their own feelings while reading the speech by Marcus Antonius with a famous actor's. They expressed their satisfaction upon the similarities they identified:

*We both read it [the speech] and watched the actor read it. As I love theatre, this was my favourite part. I read it at home on my own and showed it to my family, too. I still remember it. I enjoyed it a lot. When you asked us how we felt while reading it whether angry or sad, what I had on my mind was the same with the actor's feelings. This made me happy. I imagined it the same. A bit desperate but angry, a bit sad but indifferent and also hurt. (P3)*

In addition to comparing themselves with a great author or an actor, one of the participants chose to focus on their own progress and compare their initial and latest performance. They were delighted by the improvement they showed:

*It really helps with writing. There is a big difference between I have on my mind in terms vocabulary and sentences after what we read and talk in these courses. When I have a look at the previous paragraphs, I notice that they are not coherent enough. But when I check current ones, I seem to have a grasp and knowledge of it more. It is because we read works of literature in English. (P1)*

Expansion of literature lessons to their real-life settings after the lessons can also be considered as way of expressing their satisfaction. There were two groups of participants. The first group preferred expanding their knowledge on the subject after the class:

*I really liked this unit. I searched about it after lesson as I always do- I even checked the artists in TOEFL questions. After the lesson, I looked for the old editions of Notes from the Underground. I also checked why and how it was written. I am not sure, but I think it is one of the first novels by him. (P3)*

This participant below expressed their wish to continue their work that they started in class. Their willingness to continue their work even after class was attributed to literature because they mentioned their dissatisfaction in writing assignments given as a part of their main course lessons:

*I think we had a really good activity- writing a story. I can write similar pieces on my own once the assignments are done. I am thinking of continuing to write. I cannot say I really love writing essays [in main course]. We have been writing since September. It is really boring for me. It is not only me: you can hear it from other students too. (P2)*

Similar to the comment above, another participant also shared their willingness to continue with the writing activity they had started in the class:

*This activity encouraged me to write literary pieces. The activity where we wrote a story starting with "I am" encouraged me a lot. It made me sit and write something all day long. (P6)*

Two more participants compared their experience in main course and literature lessons. They claimed that literature lessons had more to offer such as extracurricular activities in comparison to main course lessons. Furthermore, they talked about the variety activities they could conduct after the lessons as a continuation of literature lessons:

*When we have the main course lessons, when the lesson ends, it is done. You can maybe have a test or something. But after literature lessons, there are people who read or write something or doing some research. This is a part of your personal development. (P3)*

*In other courses, I generally free my mind when they are over. But after literature lessons it does not happen because it runs through your mind. It also happened after short story lesson. I started thinking about whether it was possible to end the story in a different way or why it ended that way. Why did the writer say that? It makes me think and takes its place in my life. (P4)*

In addition to the willingness of the participants to finish their work after class, a participant revealed that they started reading as a follow up to the lessons despite the fact that they had not been keen to read books before. They claimed that literature lessons affected their reading habits positively. They also mentioned watching some movies and documentaries related to the topics discussed in class. In short, they expressed their satisfaction from their new interests:

*Literature lessons are effective after the lessons too. I am not a person who can read a lot of books. I could not read during high school because of the university entrance exam. There were books to be read but we were reading the summaries. This makes me quite sad when I think about it. But now I say to myself: "You should start reading." I took courage from you and lessons, and I started reading a book. I also watched the movies and documentaries we discussed. I was not a very knowledgeable person but the things I watched and read contributed me a lot. (P4)*

In addition to the comment above, the same participant also expressed their excitement after each session due to feeling successful. The quote below shows that the participant posed questions regarding their success and achievement in the lessons:

*I learnt “this” today. What am I going to learn next lesson? How will it contribute to me? What kind of topics will we see? I wait and wait with these questions on my mind and I become very happy when it turns out to be good. I also feel successful. (P4)*

Moreover, another participant in the study talked about how they felt excited and motivated to engage in other forms of art besides literature after the sessions. This shows their perception of literature lessons as beneficial and their eagerness to expand it to their lives as much as possible:

*I feel more motivated after literature lessons, and I read more book. I even started taking an interest in drawing. But it only happens after literature lessons. I do not do much after other courses. After your lessons, I want to read books more and I do it. (P9)*

A participant clearly stated their feeling of success after the lesson in which they read a speech from a Shakespeare play. They expressed their satisfaction resulting from their ability to read a part from Shakespeare who is seen as the father of English literature and famous for its complexity:

*I felt successful after this lesson. I mean I felt really good, and this feeling is still with me. Reading and understanding it and most importantly being able to analyse it, have a discussion on it and find similes in it. When I hear something, figurative language is the first thing I think of. This gives me the feeling of satisfaction. This makes me feel so happy and successful. I am doing something important. I am not only getting ready for the TOEFL test. (P3)*

They also expressed their satisfaction owing to the fact that they were able to read Shakespeare in English and as a result, feeling confident enough to try reading his other works on their own as well as feeling more confident for the TOEFL test at the end of the term. Furthermore, they also expressed their willingness to improve themselves through secondary sources such as a Shakespeare dictionary:

*It felt a bit strange to read Shakespeare in English. It is quite fascinating. Yesterday I looked at his books and a movie adaptation of one of his works. Then I thought maybe I can read a book from him. I can get myself a Shakespeare dictionary. Maybe I will not understand its details, but I can understand some parts. Otherwise, some versions are offering the text as if they were for children. I got excited because they were the sentences of the most*

*important playwright of the world. It also makes you think that if you can understand Shakespeare, you can easily do the TOEFL test. (P3)*

The same participant stated that they were trying to place literature in the centre of their lives and therefore reading different genres after the sessions:

*I am not saying this because you are interviewing me. I am trying to adopt what we learn in class to my life. For example, I bought myself two fairy tale books, published in 1960s. There are many stories in it from Oscar Wilde to Chinese fairy tales. They affect me a lot too. I have read so many stories in my life for the first time. I found many online. They seem to be attracting my attention more than ever. I was not interested in poems when I first came to class, but now I also read some poems. (P3)*

In addition to the first group putting literature in the centre of their lives, the second group chose to share their satisfaction with their families and friends after the lessons. The following quotes show that the participants were encouraged by the comments from their family members or friends and tended to share newly acquired information with them:

*When the lessons end, I just wish they continue this way. We sometimes learn interesting things and when I share it with my friends or relatives, they are surprised and say “Oh really?” I really love sharing what I have learnt with them. (P1)*

*I share what I learn here with my family. They are all good at English but when I show them the poems I like nowadays, they are quite surprised that I understood it. They say it is very hard for them. I feel happy because it shows that I improved myself. (P3)*

Another interesting comment below shows that the participant was satisfied during and after classes inasmuch as they gained their parents' approval. Their parents appreciated their active participation in literature lessons:

*After the lessons, I show what we have done in class to my mum. I say, “Look what my teacher did.”. They appreciate it a lot. Even though I am eighteen years old, I check on me during the classes. When they see me reading or writing or talking to you, they become happy. I look thing up on my computer and at the same time I am writing. (P4)*

In addition to sharing it with their friends and/or families as well as continuing the activities after the lessons, the participants were also satisfied as result of using their knowledge in different places. For instance, the following participant mentioned their excitement during and after the lesson and how they benefited from the lesson for an assignment in another course. They clearly reported their motivation to participate in the lesson and make use of the newly acquired knowledge after the lesson:

*I was never silent- even for a minute. I remember it. I do not talk much if I do not enjoy or know about something. In this lesson, I remember talking a lot and even after the lesson, I kept talking. I also remember using this in a presentation for another course. It lasted after the lesson. (P7)*

Two participants drew attention to the place of reading a work of literature in English in terms of their satisfaction. They stressed the satisfaction of not reading a Turkish translation but the original or an English translation and what being able to read a work written by a native speaker, which is not originally intended for language teaching, meant to them:

*No matter how much grammar we learn, reading a work from a person whose native language is English is really different. The way they use the language is inspiring for me. When I read them, my motivation is quite high. (P1)*  
*Learning English through works of literature is more beneficial. We learn from people who were born there and speak the language. This is really different from learning grammar with a coursebook. (P5)*

Similarly, one of the participants in the study stated that they were encouraged to read literary texts in English rather than their translations due its benefits on their linguistic development in addition to feeling more confident:

*I feel a bit bad when I read something in Turkish now because I read the same thing in English, I feel like I would improve myself more and it would help me more. Although I cannot read novels in English, I try to read short stories or poems in English. I bought some books in English. I learn different expressions and I like it. (P3)*

Interestingly, two of the participants talked about how literature lessons helped them manifest their own characters through works of literature. The quote from a participant

below clearly demonstrated their personal satisfaction owing to expressing their thoughts and ideas in class and their ability to combine works of literature with their own personality. They also mentioned their dissatisfaction in main course lessons due to the absence of the opportunity to express themselves but focusing mainly on grammar structures:

*I do not enjoy main course lessons because they are based on “know-how” information such as forming a sentence based on grammar rules. They do not touch on art: maybe it is not necessary but in literature lessons we share our opinions by forming our own sentences so that they reflect our character, and we adapt works of literature to us- our own lives in addition to reading and analysing them. That’s why, I enjoy them very much. As Dostoyevsky says, what can be more satisfying for person than talking about himself or herself? So, it may be more satisfying because of that. (P3)*

Similar to the comment above, another participant in the study stated that they were affected majorly by the works of literature and constructed a different personality for themselves. This shows that they internalized what they were reading and let it spread to their system:

*In addition to motivation, developing myself in the field of literature is more like creating a brand-new character for myself. I create a new character for myself when I am reading a text. In fact, I create a new character from these writers. (P9)*

Furthermore, another participant stated that even though they were asked to prepare presentations about Industrial Revolution, their classmates managed to reflect their personality and characters through the materials they integrated into their presentations and the kind of information they based their presentations on despite the factual nature of the task:

*Listening to my friends’ presentations was really nice because even though it was a” technical” or historical subject that does not require interpretation, presentations was not like that. Everyone reflected their own characters. Some focused on writing whereas others focused on choosing pictures. Some other presented their own ideas. That’s why, presentations helped us everyone’s personality in a way. (P4)*

Another participant focused on a different personal gain, which was eradicating their prejudices about Russian literature after reading the first chapter of *Notes from the Underground*. They also stated that this change in their ideas about a particular literature will also affect their future decision in other things as well:

*I felt relieved after the lesson because I got rid of my prejudices. Evaluating a work of literature based on its current location or people was ridiculous. I will not do this again. Categorizing Russian literature as “cold” because of its climate was nonsense. I noticed that I was thinking inside the box, and I researched it. When I think of Russian literature, I only think of cold, death, and harshness. Turgenev was the only Russian author that I liked. But I noticed that Dostoyevsky has a unique writing style too. I eliminated my prejudice through experience in this lesson. (P5)*

Similar to the quote above, a participant talked about a change in their attitude towards reading a book in English. They expressed their satisfaction out of their own progress:

*I used to abstain from reading a book in English. But I got rid of this reservation. This course helped me overcome my prejudices. (P6)*

Another participant expressed their satisfaction upon understanding a reference to a work of literature in a TV series that they were watching. They also reported enjoying being the only person in the room to understand the reference:

*If I were to talk about its [literature] contribution to my life, I was watching a TV series in English and there were jokes one after another. There was this joke about a short story we read [“The Lottery” by Shirley Jackson]. When I understood it, I was so happy because I was the only one who understood it among the ones who were watching it. I was watching television trying to relax and literature is still with me. (P3)*

Aside from individual efforts, a considerable number of participants reported that they came together with their classmates in order to discuss some matters or do the activities together. This can be considered as an ordinary even a routine practice in face-to-face education where students have the opportunity to stay at school and spend time together, but this was an exception in online education because the students did not have any control over the time they spent with their classmates after lessons where the teacher ended the virtual lesson for all the participants. Most of the students in online



education were complaining about how isolating online education was and how lonely they felt. However, this did not stop this group and they made an effort to come together virtually. This shows their extraordinary effort to integrate literature into their lives not only on an individual level but also as a group. It can be said that the participants were encouraged to do extra activities and some readings, but the researcher did not think of suggesting a collective work taking the participants' psychological and emotional state due to the pandemic and the burden of online education into consideration. Therefore, the idea of meeting virtually was their own incentive:

*For the short story part, we came together as a class. What can we write? How can we write it? We had a chat and discussed it. We got each other's opinions. How should I write it? It was so nice. I enjoyed it a lot. (P8)*

In addition to the participant above, another participant mentioned how it was beneficial for them to extend the discussion to their group chat. They also added that they spent quite a lot of time thinking about the given assignment:

*We tried writing a short story and I enjoyed that part. I also thought about it at night. But we were also talking about it in a group chat. It was so fun because I really love writing. Writing on friendship seems like a really simple topic but you can be creative. That's why, I enjoyed it a lot. (P1)*

Almost all of the participant in the study talked about how the absence of literature lessons in preparatory school would be overwhelming for them. As the literature lessons were conducted after their regular classes, only this particular group had lessons in the afternoon, and these hours were generally called "extra hours", it could have easily been seen as expendable. Another deterrent might have been having the right of a considerable number of hours for absenteeism, but the following quotes clearly show that the participants did not view literature lessons as a burden, but the situation was quite the contrary since not only the majority of the participants attended the lessons regularly but also they reported their own motivation and eagerness to join the courses rather than their obligation to do so:

*If we only had had main course lessons, it would be a depressing term for me. Every day I say “I love literature, and will I always be happy while studying literature? I enjoy literature lessons now and will literature lessons in the department give the same satisfaction?” I really enjoy it and I am really glad that I have chosen this department. Of course, there will be challenges and some texts that I will not like but I am sure it will be better than main course. Maybe I am a bit emotional, but you do not choose this department with your logic but with your heart. (P3)*

Similarly, another participant acknowledged and appreciated the literature lessons and its benefits on their writing skills as well as the enjoyment they felt compared to their other courses:

*If I had not had D level, I would die out of boredom [laughs]. I always say “Hopefully we have D level, and I am enrolled to it. We have a look at things that we already know in main course lessons. I get so bored there. Of course, they are helping me a lot in terms of grammar and spelling. In D level, I learnt a lot about books and improved my writing through different techniques. (P2)*

Another participant stated that they were feeling sleepy during and after main course lessons contrary to literature lessons. They also mentioned the important place of literature lessons in their overall positive attitude towards preparatory school:

*I do not feel tired after literature lessons. I want to sleep after main course lessons. I come here willingly. If I had not had literature courses, I would miss all these things we learnt here and would not enjoy it [school] that much. Even if I do not join the courses in the morning, I always come to your lesson. (P6)*

#### **4.2. The Participants’ Choice of Genre**

In order to be able to answer the second research question in the study, participants were asked to choose among the four genres they were presented as part of the thematic unit. They were asked to compare and contrast the genres and their effect on their motivation after each part of the unit was completed. In the last interview, they made their final decision regarding their preference of the genre to be used in lessons.

According to the answers given by the participants during the interviews, it was found that the majority of the learners favoured short stories as it can be seen below in Table 2.

**Table 2. Frequency of the Preferred Genres**

	Short Story	Play	Poem	Novel
<b>Number of participants</b>	6	2	0	1

Despite their concurrence on the genre, their reasons differed from each other to a certain extent. One of the participants presented practicality as their reason to choose short stories over other three genres. They argued that short stories are easy to comprehend and suitable for stylistic analysis compared to novel extracts:

*I would say short stories on the basis of the activities we did in class. But generally speaking, I would choose novels, but short stories are easier to understand and interpret. For example, I practiced and understood figurative language in the short story part. But it is not really easy to this in novels. When we read an extract from a novel, we might not be able to understand everything. It might be hard to identify the main characters in an extract for instance. It's easier in short stories. (P5)*

Another participant in the study mentioned the length of the short stories as an advantage for them as they liked to learn the whole story as soon as possible:

*Personally, I like short stories more. I also like plays, but short stories are quite short, and you can finish it quickly. I am impatient person and maybe this something that I should not have as a literature student but when I find out what happens in the story quickly, I enjoy it more. Waiting for the ending does not satisfy me. I want to learn immediately. (P8)*

Similarly, short stories were seen as a pragmatic text to be used in classroom by one of the participants and they claimed that reading various short stories rather than one single text could be more useful and gives them a chance to explore more works, characters, and themes:

*There are some advantages of reading a short story because it might sound ridiculous, but we have so many assignments and we do not have much time to finish a book. Therefore, we can use short stories to get information. Additionally, we can read dozens of short stories instead of one book since they are pretty short. In this way, we can obtain different perspectives. That's why, I prefer short stories rather than novels. (P7)*

Another participant stated that reading short stories was more fun and appealing to them due to their endings since short stories are known for their twists at the end:

*I liked the short story better because it had a plot twist. I think reading short stories are more fun because they are impressive even though they are quite short. Most of the short stories I read were like this. For example, in *The Gift of Magi*, a couple gives each other the presents they have wanted but they are not able to use them anymore. Short stories attract me more. (P4)*

One of the participants revealed that they found short stories “safer” than the other genres and felt more confident while reading them as they had a clearer and simpler structure than other genres:

*In general, short stories might be my favourite. In a general sense, there is a beginning and ending in a short story. It might be thought-provoking or have a surprising ending, but it always has a starting and ending. But the speech we read, for example, does not have a beginning or end. In this way, it might be more inspiring, but you might end up having endless questions. We had the summaries of the acts and did not experience it but if you have not read the text, you might talk about anything. You might think that the enemy is a friend or vice versa. Therefore, reading short stories makes me feel safer and confident. (P3)*

There were also a few participants who chose other genres such as plays rather than short stories contrary to the majority. The quote below shows that the participant was in favour of plays or excerpts from plays because of their shortness:

*My favourite part was *Marcus Antonius*. It was not only short but also sentimental. I like plays more than the other because we can reach to a conclusion in a short time. It is less tiring. (P6)*

Another participant asserted that they preferred plays over short stories due to the fact that there were more things to discuss in plays:

*I believe reading the play was better because there were more areas to comment on. In the short story everything was obvious. When I wanted to comment on the short story, I felt like it was too obvious. I thought “What can I say more about it?” The lesson we had the play was more interactive. I would prefer play as a genre. I like reading plays more. I can have the picture on my mind through the dialogues and it attracts me more. (P1)*

One of the participants did not express their favourite genre but their least favourite: poems. They criticized poems for being too short and thereby not memorable:

*I love all of them except for poems as a genre. I find poems a bit “quick” and I have also difficulty in understanding it. For example, there was this poem about the relationship between a woman and her professor. I finished it pretty quickly, and I did not have a second look. That’s why, I do not enjoy poems that much. (P2)*

Although they did not choose poems as their favourites when asked, a participant was not able to hide their astonishment by seeing a poem used in the unit. After the lesson, they changed their minds about poems and supported their use in teaching English:

*If you had asked me at the beginning of the term, I would say poems should come last and you should give us easy tasks so that we can understand. But now I think poem can be more beneficial than the others. Understanding a sentence is more difficult than understanding a text. After understanding that single sentence, you can analyse the poem more easily. Grammar rules are not valid for poems. They might be for short stories but when you understand the poem, which is a whole different world, others are easier. Poem impress you emotionally as a literary genre. You ask yourself how a person wrote something like that. (P3)*

Another participant indicated that they would choose novel as their second option as they found novels more thought-provoking and involving challengeable ideas compared to other genres:

*I would choose a novel chapter as the second genre. But a more modern novel. I also feel relaxed and comfortable while reading a novel. You need to read and analyse a poem. Short stories can be quite short. But you can talk about a novel chapter for days. (P5)*

### 4.3. The Participants' Choice of Instructional Technique

To be able to answer the third research question in the study, the participants in the study were asked to comment on the activities in the unit, which varied from reader response, stylistics, critical literacy to language-based tasks. The participants expressed their ideas about these activities: which ones they liked the most or the least. Based on their answers during the interviews, it can be said that the participants found reader-response approach more appealing and motivating:

*Discussing whether the narrator is reliable or not was quite pleasant. I stated my opinion, and my classmates did the same. As a result, we noticed that everybody could think differently. I like discussions. I like talking about something and I think discussions are not bad. I enjoy them a lot because thinking about something and sharing your opinion with people are really nice. (P3)*

*The most motivating part for me was discussing the text all together after reading. I really like it when we do it together. (P1)*

Appreciation of various and diverse thoughts in class was another common subject that the participants in the study agreed on in the interviews. The following quote shows the enjoyment and satisfaction of the participant out of having and expressing different perspectives rather than one single idea that was shared by the majority:

*Literature is more motivating because it is completely a new world, and we learn the world of other people. Texts in main course lessons are not that deep and not that useful. There is a purpose in them, and everybody sees the same thing there: me, my classmates, and the teacher. We see the same red apple but in literature I see a green apple and another person sees blue. Therefore, I like it a lot. (P1)*

In addition to the comment above, one participant touched upon the importance of showing respect to each person's ideas and appreciating their thoughts and ideas by explaining the main purpose of the author: being discussed and understood. The quote below also shows that the participant benefited from their classmates' ideas and acknowledged the variety of thoughts and ideas during a discussion:

*There were a lot of discussions regarding the part that you wanted us to have a look at. Some of my friends were too sensitive. I think I only considered my own interest. But of course, when you look at it from an emotional perspective, what Antinous did requires a lot of bravery. So, you can have a look at it that way. I respect it. As people do have different characters, they can feel more emotional than me. It does not sound ridiculous. I can understand their perspective. I do not say “Why do they think like that way. Literature is a field where discussion becomes prominent. As long as the author does not explain their sentences, there are lots of things to discuss. Maybe that is whole point. (P8)*

Apart from the appreciation of reader response approach by the participants, participants also appreciated learning about the historical background of the story. In order not to restate the comments being used in the previous pages, it can be said that almost all of the participants enjoyed learning about Industrial Revolution and giving a presentation about it. They liked their involvement in the lesson as much as gaining critical literacy. The following comments from two different participants demonstrate their willingness and enthusiasm regardless of whether having prior knowledge or not:

*My friend and I felt like we did something properly for the first time this term. We took it seriously and did our research and prepared slides. I did not know about it a lot. Actually, I was not interested in it. My friend had knowledge about it. I focused on the psychological aspect whereas they focused on the history. We blended both parts and prepared a presentation. What we had at the end made us happy. Being able to complete it was enjoyable. (P3)*

*We talked about chimney sweepers in this unit. Doing a presentation was my favourite part. I did it with an amazing partner. That’s why it was quite fun. I had knowledge about the topic [Industrial Revolution]and this made it perfect. I did not know everything about chimney sweepers, but I heard about them. Discussing it in a detailed way was also good because I know more know. (P4)*

Similarly, another participant expressed their contentment regarding learning a new historical event and the confidence it would bring in social circles even though they were not interested in history in particular:

*I could not love poetry that much. Maybe I am not a lover of history. And that is the reason. But the first thing I learnt in that part was the fog of Britain. I had not heard of it before. But I can talk about it confidently with my friends if it ever comes up. (P5)*

In addition to Industrial Revolution, the participants also reported their enjoyment in the history of Ancient Rome:

*I liked Marcus Antonius more because Rome in that time was an interesting place. Having a discussion about history is something I really enjoy. I can do it for hours. When it is together with literature, I loved it. (P1)*

Another participant mentioned Gothic movement in literature being covered in lesson and how it attracted their attention, and they would apply what they had learnt into other Gothic works they had read before:

*I am interested in Gothic literature. Therefore, I really enjoyed the story. I took notes during the lesson and transcribed them later. I felt a sense of development after the lesson. We have it in the department too. I learnt how to analyse the Gothic works that I have read before for example Carmilla. (P5)*

Stylistics was another aspect of literature employed in the thematic unit. Interestingly, a significant number of participants also found it enjoyable and motivating. A participant below believed that identifying literary language guided them to understand the text better although it might be quite difficult to locate at first:

*Figurative language is generally hard to find but it actually makes you think harder. They signal you where to look if you are trying to analyse, something but you do not know how. We cannot read a story, poem or a speech again and again. It [finding figurative language] gives us some clues: there might be something here. So, finding them gets easier. (P3)*

Furthermore, the same participant made a mention of the appreciation they shared in their group chat whenever a friend of them used an element of figurative language. This shows their appreciation of use of stylistics in class:

*In other courses, I really have difficulty in remembering all those vocabulary items but for this lesson when we are talking in our group chat, we try to use pun for example. "You used a pun." we say when we notice it or symbols, similes etc. We learn it better when we use it. I will always remember them. (P3)*



Another participant, on the other hand, underlined the resemblance between identifying literary aspects and doing a puzzle or solving a mathematics problem and how challenging it was for them:

*I think figurative language is similar to Mathematics. It is like doing a puzzle and I find it hard to understand. I need to study more than other people. I do not have visual intelligence. (P9)*

Language-based instructional technique was also appreciated by the participants mostly, but it will be referred to in the following section in order not to fall into repetition.

#### **4.4. The Participants' Choice of Model**

The participants were lastly asked to comment on the impact of the approaches employed in the lessons on their level of motivation and it can be understood that they favoured language and personal growth model rather than the cultural model.

The following quote from a participant reporting using new vocabulary items they have learnt in literature lessons in their portfolio assignments clearly shows that they were making use of linguistic benefits of literature. They also drew attention to the language used in literary text and how attractive and long-lasting they are due to being unique:

*I had a portfolio assignment and I needed to shoot a video. While watching it, I noticed that I am using different vocabulary. People watching it said that, too. It is not deliberate though. I think the reason is that you remember the words you have learnt because you make them a part of your life. Also, words and sentences in literary works are carefully selected and it makes them easier to remember. For example, they do not say "I ate my meal." but in such a way that it is memorable. You do not forget if you are impressed by it. This does not happen in my course lessons. Of course, it is necessary for TOEFL, but*

*literature gives you the necessary language for reading a book or speaking in daily life. (P3)*

Similarly, another participant drew attention to the variety of phrases, words and structures in literary texts compared to the text in their other coursebook. They also highlighted the importance of literary language being used:

*I learn a lot in literature lessons in terms of forming sentences or using the correct word. Literature has more advantages because everybody says, "I am angry" but a British author writes it in a different way, and you learn from them. (P1)*

Another participant in the study talked about the symbiotic relationship between language learning and literature: the necessity to know the language to read a literary work in the first place and the opportunity to improve your linguistic abilities as you read:

*I felt like learning the language because there are different words and terms. You learn the language through these different words as well as different ideas. In order to read a book or short story you need to learn the language. (P4)*

The participant above mentioned that literature lessons helped them improve their reading skills as they started to focus on the main ideas rather than reading a piece of writing word by word:

*Using literature to learn English has many advantages. It improves your reading and you read faster and faster. Normally when I was reading a book [in English] and turn the page, I used to forget about the previous pages. I was checking the dictionary and turning back to these pages so that I could understand everything. But when you said "You do not have to understand every word. If you understand it in a general sense, it is useful.", I benefited from it a lot. (P4)*

The participant, whose quote can be seen below, also stated that they realized their linguistic development thanks to literature lessons. After the lesson in which the participants were asked to read, listen, and analyse the speech of Marcus Antonius, a participant reported that they improved their listening, reading, speaking (in terms of pronunciation), and writing skills:

*I feel like I improved my listening skills because I listened to the speech after reading it. So, I practiced pronunciation, too. There was an activity we wrote a short story and I focused on my writing skills and learnt from my mistakes by looking at my own work and my friends'. About reading, we read it twice- with different emotions. It was also helpful. (P5)*

In addition to its impact on different skills such as reading and listening, it was also reported to grow learners in different areas as well. The quote below from a participant in the study clearly shows how their development and improvement in language helped them understand news better, in order words; it improved their listening skills. The participant attributed their improvement to the learning outcomes of literature lessons:

*I can tell that I started improving myself because understanding what you hear on Al Jazeera or other channels can be difficult because of different vocabulary and accent. But vocabulary items that we have learnt in literature lessons such antagonist and protagonist helped me have an idea about them and it makes me happy. (P3)*

Moreover, two participants in the study emphasized the importance of indirect language learning in literature lessons and how literature provided a sound ground for contextualizing the language rather than learning it in isolation:

*It is better to learn it indirectly because when you see something in a story or song, you learn it sticks to my mind and finds its place in my speaking. It suddenly appears. But when you see them one by one, you do not even think about using in a sentence even once. (P7)*

*Learning vocabulary implicitly is more beneficial. Seeing how they are used in a context rather than listing them one by one is better. If we do not see them in real life and use them, learning becomes really hard. Here, we learn them as we read. Understanding unfamiliar vocabulary items in context helps learning because you can remember it through that sentence. (P8)*

The same participant, the owner of the first comment above, continued about how their passiveness in lessons affected their motivation negatively and thereby their language development in main course lessons. They stressed they only learnt when they were involved and were able to use it in different contexts rather than mechanical tasks given to them during and after the lessons:

*What we learn in main courses lessons are for “filling a machine” rather than “learning”. You do not learn when they say “learn this, learn that” or “fill in the blank”. You learn it when you use it while talking to a friend or see it a literary text. Even though they are not written for language learning or teaching, or they are a translation, I still find them useful. (P3)*

Another participant in the study pointed out that they were encouraged to learn new vocabulary items as they noticed their frequent usage in the literary texts they had read:

*There were some words that I did not know the meaning of. I learnt them, for example: glimpse. I have heard of it before, but I did not know the exact meaning. When I see it again and again, I said it is time to check it out and looked it up in the dictionary. I believe you can learn a language better by speaking. As we speak and discuss in literature lessons, I try to be more careful while choosing my words. Sometimes your brain automatically chooses a word even though you do not notice. (P5)*

As it can be clearly understood by the comments shared in different sections of Findings part (4.1.1 & 4.1.2 & 4.1.3 & 4.1.4), the participants in the study were fond of their experience in literature lessons and its significant effect on their personal development. In addition to these comments in the above-mentioned sections, the following quote shows how the participant gave importance to the place of literature how it affects the world:

*Literature is generally seen something that affects people emotionally or tells a person about love or sorrow. But I think literature contributes to the change in the world. I appreciate the literature that emerges from history, politics or other developments because sometimes you might have difficulties in understanding things from people’s emotions. It should be told directly. (P3)*

Another participant talked about how the works they produced in literature lessons made them feel. They used what it meant for their “soul” in their descriptions, and it is striking how they internalized it. It is clear that literature had influenced them emotionally:

*They [what I write here] touch my soul. When I come to literature lessons, I say “What a relief! I got rid of C level.” I feel satisfied here because there many things that grab my attention in D level. When I am given assignment*

*regardless of its length, I say “Okay, I am going to do it.” Why should not I? I like it. (P2)*

Besides its impact on emotions, another participant in the study claimed that literature found a place even in their thoughts and interestingly polished their Turkish as well as improving their English. They also mentioned they felt knowledgeable about other areas and felt satisfied as they were reading the works of renowned authors:

*It is weird but I noticed something the other day. I was alone, sitting and I was sunk in my thoughts. I am always like that but not in literary or poetic thoughts nor with the words that I general use [to speak to myself]. It [literature] also improves my thoughts in Turkish because you learn the Turkish equivalents of English words. I feel that I improve myself in every field and expand my knowledge. I also feel more mature because the pieces we read here are serious life stories and written by serious people. (P3)*

The same participant touched upon literature’s influence on their daily speech by shaping their words and sentences. They also stressed the significance of learning from a human-being, the author, as you could feel their presence in the work compared to the texts written for other textbooks:

*You learn it from a person: the way they use the words or their sense of humour. You also learn art. I mean you do not learn language only for communication but for art just like drawing. We see unique sentences that we cannot see in daily life conversations. That’s why, you also start using such beautiful words and expressions that can make you feel a sense of revelation while talking to a friend. We also see different perspectives and interesting things- let it be gothic or romantic. Sometimes you cannot even name it. I feel a sense of development. (P3)*

Unfortunately, the majority of the participants in the study were not able to identify the cultural aspects of the unit as much as language and personal growth method. They described their outcomes as “general knowledge”. A rare comment below shows that this particular participant appreciated the cultural aspects of the unit in the following quote by highlighting what cultural accumulation meant to them and the significance of understanding and appreciating their experience and the opportunity to compare it with the current usages:

*We focus on today's English in main course lessons. Here we focused on old English and vocabulary. We are also able to feel how people from a different century felt. Literature has this function because it successfully delivers their thoughts and feelings as well as their way of speaking and use of English at that time. (P5)*

#### **4.5. Summary of the Findings**

Below are the findings of the study summarized in Table 3.

**Table 3. Summary of the Findings**

<b>Criteria</b>		<b>Findings</b>
<p><b>Evaluation of the thematic literature unit in terms ARCS Model</b></p>	<p><b>Attention</b></p>	<p>The following characteristics of the thematic literature unit were reported to engage the participants' attention:</p> <ul style="list-style-type: none"> <li>• visual appeal of the unit,</li> <li>• visuals used in the unit,</li> <li>• interesting topics and novel activities,</li> <li>• requiring active participation,</li> <li>• containing different interaction patterns,</li> <li>• being different from other coursebooks.</li> </ul>
	<p><b>Relevance</b></p>	<p>The participants in the study found the unit relevant due to</p> <ul style="list-style-type: none"> <li>• being a part of a homogeneous group where everyone is from the same department and therefore having similar interests and aims,</li> <li>• reading texts written by people who have had the same experience, feelings, and emotions.</li> </ul> <p>The participants in the study also focused on its usefulness for the present and future:</p> <p><b>Future usefulness:</b></p> <ul style="list-style-type: none"> <li>• using their knowledge in the department,</li> <li>• using their knowledge in the TOEFL exam.</li> </ul> <p><b>Present usefulness:</b></p> <ul style="list-style-type: none"> <li>• learning new vocabulary item,</li> <li>• developing their language skills,</li> <li>• using their knowledge in other courses.</li> </ul>

	<p><b>Confidence</b></p>	<p>The following features were reported to boost the participants' confidence:</p> <ul style="list-style-type: none"> <li>• activities helping their comprehension of the literary text,</li> <li>• tasks with different difficulty levels,</li> <li>• learning difficult topics through literature,</li> <li>• overcoming their anxiety through literature,</li> <li>• gaining knowledge in different fields,</li> <li>• constructive feedback and positive reinforcement provided by the teacher,</li> <li>• freedom to choose among the tasks and/or topics,</li> <li>• learning from a peer.</li> </ul>
	<p><b>Satisfaction</b></p>	<p>The participants in the study showed their satisfaction in different ways:</p> <ul style="list-style-type: none"> <li>• sharing their recently gained knowledge with their friends and families,</li> <li>• continuing their work after lessons, doing further research, extensive reading and being engaged in other forms of arts,</li> <li>• reading texts written from famous authors in English and comparing themselves with these authors,</li> <li>• comparing their initial performance with the latest,</li> <li>• feeling successful,</li> <li>• reflecting their own personalities,</li> <li>• eradicating their prejudices and biases,</li> <li>• studying with their classmates after the lessons,</li> <li>• improving their skills in reading, writing, listening and speaking.</li> </ul>
<p><b>Participants' choice of genre</b></p>		<p>The participants preferred short stories due to their</p> <ul style="list-style-type: none"> <li>• length, which gives them the opportunity to read different texts,</li> <li>• suitability for stylistic analysis,</li> <li>• being more appealing,</li> <li>• feeling more confident.</li> </ul>



<p><b>Participants' choice of instructional technique</b></p>	<p>The participants favored reader response approach as it enabled them to</p> <ul style="list-style-type: none"> <li>• discuss different aspects of the texts,</li> <li>• appreciate different opinions in the class.</li> </ul>
<p><b>Participants' choice of model</b></p>	<p>The participants found language and personal growth model more motivating as the former model allowed them to</p> <ul style="list-style-type: none"> <li>• learn a variety of vocabulary items, phrases, and expressions in literary texts and use them in different assignments,</li> <li>• improve their reading skills and tolerate ambiguity caused by unfamiliar vocabulary items as well as the opportunity to improve their speaking, writing and listening skills.</li> </ul> <p>The latter model was appreciated due to</p> <ul style="list-style-type: none"> <li>• literature's effect on their individual development as well as on other people,</li> <li>• its effect on their thoughts, feelings, and emotions,</li> <li>• gaining knowledge in different fields.</li> </ul>

## **CHAPTER 5**

### **DISCUSSION**

#### **5.0. Presentation**

In this part of the study, the discussion of the results and their implication for future research are presented.

#### **5.1. Discussion of the Findings**

Considering the four research questions in the study, the result of the present study indicates that literature is motivating for the learners when used in accordance with the ARCS motivational model. As suggested by Keller (2010), the design of the unit, fonts, visuals, and quotes that were used in the unit achieved the desired effect on participants' motivation level. They compared and contrasted it with their other coursebooks in the current term as well as many other books they have used throughout their English language learning journey. From their comments and criticisms, it can be understood that the participants were not content with the use of mainstream coursebooks as they found them dull, exam-oriented, and being the copy of each other. They also claimed that the coursebooks used in other courses did not provide a student-centred instruction and therefore caused lack of motivation in class. It is also remarkable that the participants noticed and appreciated every little detail in the unit from quotations written in small font size to the works of arts used as unit headers and bookmarks. They commented on them both during the lessons and interviews. Another

advantage of using a unit prepared for a particular group of learners can be the feelings and emotions it aroused on learners. All of the participants thanked the researcher and emphasized the importance of having a customized unit that is in line with their needs and interests. Another important point made by the participants during the interviews was the lack of “representational” materials (McRae, 1991) being used in a regular preparatory school course. It was found in the study that the participants acknowledged the significance of *representational* materials rather than *referential* materials and naturally enjoyed them more due to the benefits they have to offer such as enjoyment from potential discussions. The following two quotes from different participants show how the participant felt “outside” the book whereas they had the opposite feelings for the thematic unit:

*We focus on more “concrete” subjects in main course lessons. I feel like an outsider in these lessons. For example, we talked about an architect. Sometimes we talk about a book, but we do not get into details or analyse it. But we generally talk about animals, zoos or cooperation like we did today. (P8)*

*The things we read in main course lessons are articles or some bits from other resource books. But we do not have works of literature. Even though the articles are interesting, we cannot get involved much as we see them as a lesson item. I do not feel motivated. But the ones we read in literature lessons seem to have an impact in our lives. (P3)*

Moreover, the fact that almost all of the coursebooks in the market, which are used in preparatory schools, do not give place to literary texts was also stated by the participant and if literature is to be used as a material in a foreign language class, its purpose is generally to fill in time and given to the students in the form of a hand-out. However, the thematic unit being used in the study changed their opinion about the use of literature in learning English. They were expecting a couple of short stories given to them in a random fashion but the harmony in the materials, the design of the unit and different genres successfully attracted their attention. It can also be understood from their comments that the participants recognized literature’s worth in offering an environment where they can express their ideas and see other students’ perspective as also stated in a considerable number of studies in the literature (Kim, 2004; Rincón Ussa, 2013)

Another motivating aspect of the thematic unit that successfully engaged the participants' attention was establishing a connection between the content and their present and future needs, which is also mentioned in Yang's study (2009). As future English Language and Literature students, studying in a preparatory school, they reported the lessons and the unit as relevant to their lessons in the department and to the exam that they needed to pass at the end of the term. When the learners are unable to see the relation between what they learn and how they are going to make use of it, they lose their motivation to continue learning. For this group of participants, literature was found to be appropriate and therefore motivating in the study due to the fact that they were planning to use their newly gained knowledge in literature in their departmental courses as well as their polished reading and listening skills for the TOEFL test. Furthermore, the participants also reported that their speaking and writing skills underwent a period of improvement thanks to the writing and speaking activities such as writing a short story and a series of discussions. Because of these reasons, the participants had a reason to attend the lessons, do the activities and extend their interests and efforts to the aftermath of the lessons.

As mentioned in the interviews by the participants, the carefully designed activities in the unit fulfilled their purpose to build confidence. Some of the activities challenged the participants whereas some of them were helping them decipher the meaning in the literary texts. The difficulty level of the activities was also evaluated by the participants and found to be appropriate and motivating as they were neither too easy nor too difficult. The participants expressed that their confidence boosted compared to the beginning of the term as they built on their knowledge each lesson. It can be understood that the sequence of the activities, from easier to difficult, and setting the right and realistic expectations before they start doing the task such as specifying the length or word count or giving them a total freedom depending on the situation works better in a literature lesson. Another important factor in building confidence was receiving feedback not only from the teacher but also classmates. Showing genuine appreciation of their products and sharing their ideas with their classmates were both seen as a sign of recognition of their presence and participation. The contribution of works of literature in assuring their place in a class was acknowledged by the

participants and other courses were criticised for not having enough room for interaction or their contribution (Avci, 2018). If the lesson can continue without their individual and unique contribution, learners do not feel the urge to participate and therefore tend to feel redundant in the class.

As the result of the combination of attention, relevancy and confidence, satisfaction from the learning process through literature was expected and achieved in the study. Their source of satisfaction was noted as being able to find a place in their lives for literature such as sharing their success and knowledge with their family and friends, doing further research about a topic they have seen in the lesson and reading different works of literature in addition to the enjoyment they had during the lessons. As reported by the majority of the participants, if the lesson ends for them right after they are out of the classroom, it does not give them the satisfaction they all desire to have. But literature as an intriguing material was perceived as satisfying and more long-lasting than other materials. The participants shared their experience with their friends and families or continued reading or working on different works of literature after the lessons. This aspect of literature can also be associated with the personal growth model (Carter & Long, 1991) as the participants had the desire to develop themselves outside of the classroom thanks to their intrinsic motivation as well as appreciating literature's artistic value without having to think about the exams.

Furthermore, an interesting recurring comment was related to the writing activities and their own self-assessed performance in writing tasks, which is also reported in various studies in the literature (Ivanova, 2019; Truong et. al, 2020; Vural, 2013). Despite its notoriety in other courses, writing tasks in the unit were in high demand during the lessons and the participants expressed their high motivation as result of the satisfaction and enjoyment they felt. Their extra-ordinary willingness and motivation can be related to the use of literary text instead of unauthentic materials as also suggested in results of Vural's study (2013) since the participants stated that they did not have such excitement and motivation to complete their writing assignments in their main course lessons.

As it is shown in the findings part, majority of the participants (six out of nine; 66.6%) chose short stories to read while learning a foreign language. This result was in line with the results of the studies in literature where the least prejudice was shown to the short stories. (Baytar & Timuçin, 2021; Truong et al., 2020; Kırkgöz, 2012; Yang, 2009). Furthermore, reasons given by the learners can be explained within the frame of ARCS Model (Keller, 2010). As reported by the participants, being short and thereby easier to comprehend can be related to the first category, “Attention”. As stated by the participants, longer texts fail to attract their attention since they require more time and energy whereas short stories fulfil this important function in the lesson. Additionally, short stories serve a very important purpose by making students more confident in reading and language learning. As suggested by Hirvela and Boyle (1988), poems were the least favourite genre in the study due to the common belief that they are more difficult to understand and analyse. However, the fact that there was a significant change in the participants’ thoughts after the poem part in unit was covered is worth mentioning. Even though poems still could not be the favourite genre, they are not seen as the demons of the literature in this particular group. Some of the participant even stated that they started reading poems in their free time.

Even though they appreciated the use of almost all of the approaches in literature lessons (Van, 2009), Reader Response approach predominated the other methods. The participants clearly stated that their motivation during and after the lessons were high because they felt satisfied as a result of the discussions where they were able to express their opinions and listen to their classmates’. From their comments on their main course lessons, it can be said that they were criticizing it for the lack of interaction between students whereas they recognized the worth of literature lessons and Reader Response approach for providing a space for them to interact with each other rather than listening to the teacher passively. Furthermore, being able to see the existence of various different opinions and having a discussion on almost every topic motivated the participants and showed them the importance of critical thinking (Yun & Chung, 2018).

Remarkably, the participants were also fond of the critical literacy approach in the unit as they expressed their satisfaction to learn about other fields that are closely related to the text they were reading such as history, psychology, philosophy and politics. Raising their awareness about the inequalities in the literary texts such as between man and woman (the short story), the rich and the poor (the poem) also received appreciation by the participant as they were fond of having a critical eye to the world they live in. As expected, they were also critical of the dynamics in the foreign language classroom: the roles of the teacher and the student and demanded more freedom of choice rather than being instructed and “told” to do the activities. In other words, they wanted their work or comments to be unique rather than being the same with their classmates. For instance, when they wrote very short stories as a part of the unit or shared their opinions in a discussion, they were fascinated how each piece or argument was different from one another and the possibility of having more than one correct answer and their individual value exhilarated them.

Additionally, elements of stylistic approach addressed in unit were also considered to be motivating and interestingly some of the participants reported using figurative language even in their daily lives and in the assignments they prepared for other courses. They also stated that identifying the figurative language in the text was also helping them understand and analyse the text better although they found it quite challenging at the beginning of the term.

Lastly and most importantly, the participants in the study were also motivated by their linguistic development during literature lessons. Learning new vocabulary items, structures and having the opportunity to use them in productive activities such as speaking and writing tasks were seen beneficial by the participants. The variety and diversity of language in literary text were among the advantages of literary works. Another important point about language learning and development was benefits of indirect instruction. When the participants compared their literature and main course lessons, the most striking difference was the instruction. As advanced learners of English, they expressed their boredom out of repeating all those tenses and other grammatical structures throughout their education. On the other hand, literary works

offered them a chance to recognize the same structures and vocabulary items in the context as also suggested by Boudreault (2010). They found it more meaningful and memorable as they would remember the sentences or the structures easily. Learning vocabulary or grammar in isolation for the sake of the exams were viewed old fashioned and demotivating as the participants were operating like machines waiting for someone to push the buttons.

In addition to the appreciation of indirect language learning, a significant amount of improvement in their reading, writing, speaking, and listening skills was also reported during the interviews. With the help of the literary text used in literature lessons, the participants were exposed to linguistically rich reading materials almost on a daily basis and it helped them develop a sense of familiarity as well as boosting their confidence for their future readings, which was also stated by Ceylan (2016). Writing and speaking tasks improved their performance in productive skills as they were frequently employed during the thematic unit. Moreover, the videos and audios in the unit had a positive impact on the participants' listening skills as stated by a couple of participants in the study. At the beginning of the study, the participants were not sure about literature lessons' possible benefits on their performance in the TOEFL test but through the end of the semester, they reported a boost in the reading and listening parts thanks to literature lessons.

When it comes to the models introduced by Carter and Long (1991), it can be said that the thematic unit and literature lessons successfully fulfilled their purpose to enrich the participants linguistic abilities, as detailed above, and grow them personally. Learning about new topics and their enthusiasm to expand their knowledge are among the contributions of literature on their personal development. Almost all participants started reading a book, conducting their own research about a particular subject and sharing their knowledge with their family members and friends. Apart from these benefits, the opportunity to reflect their own characters and personalities or even creating new personas for themselves through works of literature can be the most compelling evidence of personal growth in the study. On the contrary to the clear results of language and personal development, cultural enrichment was not recognized



or reported widely by the participants except for expanding their general knowledge on certain areas. They did not express their cultural gain from literature lessons during the interviews excluding one or two exceptional cases. The absence of cultural knowledge through works of literature was also mentioned by Bloemert et. al (2019).

## **5.2. Pedagogical Implications of the Study**

In addition to the abovementioned results and implications of the study, the pedagogical implications of the study are worth mentioning. The comments of the participants regarding the thematic literature unit and their coursebooks uncover an important issue about the current practices in field of ELT. Almost every institution from elementary school to higher education utilizes certain coursebooks to teach English and students are exposed to a significant number of coursebooks during their education. Despite their practicality and convenience, standardized coursebooks received their share of criticism from the participants in the study on the grounds that they do not appeal to their interests and needs. The absence of literary texts in those coursebooks is another important issue to be considered in the field of ELT.

Furthermore, another important implication of the study is that the participants are looking for novel activities that can activate their interests and give them a chance to get involved in their own learning process as much as possible. Active participation of the learners was one of the most emphasized aspects of the literature lessons. They wanted to have a more interactive lesson involving their classmates. The participants also appreciated and enjoyed a variety of activities offered to them in the unit rather than the activities they are used to do such as choosing the correct option or filling in the blanks. They were satisfied with the activities that challenged them and developed them. For example, preparing a mini presentation about a historical event after reading a poem excited the participants as it required them to do research and present their findings. Moreover, they highlighted the importance of their active participation in lessons since it motivated them to stay focused, learn and produce more, which is also

stated in various studies in the literature (Akyel & Yalçın, 1990; Avcı, 2018). Their comments about literature lessons and criticism regarding their main course lessons show that learners wanted to be in the centre of the lesson rather than being passive receivers of the knowledge. For that reason, participants were also not in favour of traditional methods used in literature lessons where the teacher gives a lecture while learners are listeners and stay mostly passive, which was also stated in the study of Timuçin (2001) and Akyel and Yalçın (1990). The participants also stressed the need for a change in the language learning class with their criticism regarding how they do not interact with their classmates but do mechanical activities in order to just to finish the part they are supposed to for the exams. They also mentioned the lack of pair and group work activities and recognized the importance and motivating effect of them in literature lessons (Amirani et. al, 2017; Arboleda Arboleda & Castro Gorcéz, 2019; Moore & Lee, 2018; Rincon Ussa, 2013). Therefore, the results indicate that this kind of exam-oriented and teacher-centred instruction is far from motivating students and causes boredom and lack of motivation as well as a decrease in their success. Literature, on the other hand, succeeded to motivate the participants. In addition to the novel activities that works of literature can offer, acquiring new information and skills was one of the most important motivators for the participants. Learning a new subject varying from history to politics achieved to grab their attention during the lessons and they also continued their research and readings.

One of the most important characteristics of literary texts, being everlasting as opposed to other materials, was another important aspect of the study. They do not get obsolete as opposed to the unauthentic materials used in the classroom. For example, a text about extreme sports can easily lose its attractiveness in time but a short story written many years ago can still be interesting for the learners. For that reason, making use of literary texts instead of unauthentic materials in a foreign language classroom in order to create a different atmosphere and attract the learners' attention should be considered. In addition, the fact that the study was conducted during the pandemic and online education period also demonstrates the importance of literature. Using literary texts provided a break from the bitter reality for the participants. Therefore, it can be used in different occasions in a foreign language classroom.

Lastly, due to the above-mentioned pedagogical implications of the study, it can be said that the students from the department of English Language and Literature studying in the preparatory school should be offered a literature integrated programme rather than literature being offered as an additional component.

## **CHAPTER 6**

### **CONCLUSION**

#### **6.0. Presentation**

In the first part of this chapter, conclusions drawn by the results and the discussion of the study are presented as well as certain recommendations. In the last part, the limitations of the study is mentioned.

#### **6.1. Conclusion**

The aim of the current study was to investigate the effects of a customized thematic literature unit employing and integrating different approaches and models on the learners' motivation. The findings about the thematic unit indicated a change in the materials and coursebooks that are being currently used for each and every individual in the preparatory school. Being used to the coursebooks and their similar content decreases learner motivation as there are a limited number of new topics and activities and thereby their success in the programme. For that reason, integration of works literature into coursebooks and curriculum should be considered due to its advantages. Furthermore, there is also a demand for active participation and different patterns of interaction in class by the participants on the grounds that it motivates learners more. Therefore, the type of instruction in language classroom should also be reconsidered taking the learner motivation into account and the place of literature in the active participation of learners should be taken into consideration.

As English Language and Literature students, the participants in the study were content with their programme in the literature lessons (as known as D level) whereas they had concerns over other courses where they were mixed with C level students and followed their programme. Therefore, there is a need for literature students to have their own curriculum rather than joining literature lessons as an addition to C level programme. Even though the participants enjoyed and found the lessons beneficial, having extra literature hours after their courses was tiring for them and it was also stripping them off the opportunity to have more literature integrated courses rather than a separate model. Given the opportunity, literature can be integrated to reading, listening, speaking, writing and grammar lessons more effectively. Therefore, literature students in preparatory programmes deserve a different curriculum and instruction.

Using literature as a material can also be considered within the scope of ESP. Teaching English through different topics such as engineering, medicine and architecture is very popular in the field and literature can also be regarded as an asset for English Language and Literature students studying in the preparatory school.

## **6.2. Limitations of the study**

Due to the fact that the study consisted of a relatively small group from similar backgrounds as well as being in the same department, it might not be possible to generalize the results. Therefore, conducting more studies with larger groups in order to observe the effects of a thematic literature unit on the motivation of the participants is recommended.

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## APPENDICES

### A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

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02 KASIM 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ayşegül DALOĞLU

*Danışmanlığını yaptığımız Sinem GÜNBAY'ın "A Qualitative Evaluation of the Effects of Thematic Literature Units on Students' Motivation to Learn English" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 299-ODTU-2020 protokol numarası ile onaylanmıştır.*

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY  
İAEK Başkanı

## **B. SEMI-STRUCTURED INTERVIEW QUESTIONS- PART 1**

- 1.** Are you motivated to learn English? What is your motivation level out of 10?
- 2.** What motivates you?
- 3.** What are your expectations from this program/level?
- 4.** What do you think about the relationship between literature and language learning?
- 5.** Would you enjoy reading works of literature in the classroom?
- 6.** Do you enjoy reading works of literature outside the classroom?
- 7.** Have you ever learnt English through works of literature? How was it?



### **C. SEMI-STRUCTURED INTERVIEW QUESTIONS- PART 2**

- 1.** How do you feel after the short story/poem/novel/play lesson?
- 2.** Was it motivating for you? Did you enjoy it?
- 3.** Which part of the lesson was more exciting for you? Which part of did you enjoy the most?
- 4.** Could you please compare this lesson with your main course lessons?
  - Which one is more attractive?
  - Which one would you prefer?
  - Which one would be more effective to learn English?
  - Which one would help you more now and in the future?
  - Which one of the texts would you like to read in the classroom?
  - Which one of the texts would you like to read outside the classroom?
  - How is this lesson from the other(s)?
- 5.** Would you like to read more short stories/poems/novels/plays as part of your lessons and/or in your own studies?
- 6.** What did you learn in this lesson? Do you feel successful at the end of the lesson in terms of the things you have learnt?
- 7.** Was this lesson useful for you? Did you benefit from it?
- 8.** Was the lesson student or teacher-centred and how did this make you feel?
- 9.** What are the advantages and disadvantages of learning English through short stories/ poem/ novels/ plays?

## D. THE THEMATIC LITERATURE UNIT

CONFLICT 1

# Conflict

### Before Reading

#### Vocabulary

#### Task 1

#### Marriage and Family

Look at the short texts and find the examples of the types of families.

1. We've been only married for a year. We're not planning to start a family just yet.
2. We're married with three kids. Our eldest son, Simon, has just started secondary school, our daughter, Lisa, is eight and our youngest son, Luke, is only five.
3. I am a single mum. I bring up my son Josh on my own. Josh doesn't mind being an only child, but I think he'd like a brother or sister one day.
4. We share the house with my mother and father and my wife's sister and her kids. Everyone helps to look after all the children.
5. We couldn't have children of our own so we decided that adoption was the only answer. Lily came to live with us two years ago. She seems very happy at the moment.

- a) a nuclear family
- b) an extended family
- c) a single parent family
- d) a couple who adopted a child
- e) a couple with no children



### Discussion

#### Task 2

#### Marriage and Family

Which type of family is more common in your culture? Compare it with other cultures you are familiar with and discuss the reasons with your classmates.



**While Reading****Comprehension****Tasks**

Read the first part of the story and focus on the relationship between wife and husband by looking at the descriptions and exchanges between them. What are their roles in the marriage?

	Wife (_____)	Husband (_____)
	Protagonist/Antagonist	Protagonist/Antagonist
Role in the marriage		
Adjectives to describe		

Alicia's entire honeymoon gave her hot and cold shivers. A blonde, angelic, and timid young girl, the childish fancies she had dreamed about being a bride had been chilled by her husband's rough character. She loved him very much, nonetheless, although sometimes she gave a light shudder when, as they returned home through the streets together at night, she cast a furtive glance at the impressive stature of her Jordan, who had been silent for an hour. He, for his part, loved her profoundly but never let it be seen.

For three months—they had been married in April—they lived in a special kind of bliss.

Doubtless she would have wished less severity in the rigorous sky of love, more expansive and less cautious tenderness, but her husband's impassive manner always restrained her.

The house in which they lived influenced her chills and shuddering to no small degree. The whiteness of the silent patio—friezes, columns, and marble statues—produced the wintry impression of an enchanted palace. Inside the glacial brilliance of stucco, the completely bare walls, affirmed the sensation of unpleasant coldness. As one crossed from one room to another, the echo of his steps reverberated throughout the house, as if long abandonment had sensitized its resonance.

Alicia passed the autumn in this strange love nest. She had determined, however, to cast a veil over her former dreams and live like a sleeping beauty in the hostile house, trying not to think about anything until her husband arrived each evening.

It is not strange that she grew thin. She had a light attack of influenza that dragged on insidiously for days and days: after that Alicia's health never returned.

Finally one afternoon she was able to go into the garden, supported on her husband's arm. She looked around listlessly.

Suddenly Jordan, with deep tenderness, ran his hand very slowly over her head, and Alicia instantly burst into sobs, throwing her arms around his neck. For a long time she cried out all the fears she had kept silent, redoubling her weeping at Jordan's slightest caress. Then her sobs subsided, and she stood a long while, her face hidden in the hollow of his neck, not moving or speaking a word.

This was the last day Alicia was well enough to be up. On the following day she awakened feeling faint. Jordan's doctor examined her with minute attention, prescribing calm and absolute rest.

'I don't know,' he said to Jordan at the street door. 'She has a great weakness that I am unable to explain. And with no vomiting, nothing...if she wakes tomorrow as she did today, call me at once.'

When she awakened the following day, Alicia was worse. There was a consultation. It was agreed there was an anemia of incredible progression, completely inexplicable. Alicia had no more fainting spells, but she was visibly moving toward death. The lights were lighted all day long in her bedroom, and there was complete silence. Hours went by without the slightest sound.

Alicia dozed. Jordan virtually lived in the drawing room, which was also always lighted. With tireless persistence he paced ceaselessly from one end of the room to the other. The carpet swallowed his steps. At times he entered the bedroom and continued his silent pacing back and forth alongside the bed, stopping for an instant at each end to regard his wife.

Suddenly Alicia began to have hallucinations, vague images, at first seeming to float in the air, then descending to floor level. Her eyes excessively wide, she stared continuously at the carpet on either side of the head of her bed. One night she suddenly focused on one spot. Then she opened her mouth to scream, and pearls of sweat suddenly beaded her nose and lips.

'Jordan! Jordan!' she clamoured, rigid with fright, still staring at the carpet.

Jordan ran to the bedroom, and, when she saw him appear, Alicia screamed with terror.

'It's I, Alicia, it's I!'

Alicia looked at him confusedly; she looked at the carpet; she looked at him once again; and after a long moment of stupefied confrontation, she regained her senses. She smiled and took her husband's hand in hers, caressing it, trembling, for half an hour.

Among her most persistent hallucinations was that of an anthropoid poised on his fingertips on the carpet, staring at her.

The doctors returned, but to no avail. They saw before them a diminishing life, a life bleeding away day by day, hour by hour, absolutely without their knowing why. During their last consultation Alicia lay in a stupor while they took her pulse, passing her inert wrist from one to another. They observed her a long time in silence and then moved into the dining room.

'Phew...!' The discouraged chief physician shrugged his shoulders. 'It is an inexplicable case.'

'There is little we can do...'

'That's my last hope!' Jordan groaned. And he staggered blindly against the table.

**While Reading**

**Comprehension**

**Task 4**

Guess the title of the story based on the first part of the story and what happens next in the story. Share your guesses with your pair and read the story to check them. Form another guess based on the end of the story. Focus on the conflict in the story. Where does it stand?

Alicia's life was fading away in the subdelirium of anaemia, a delirium which grew worse through the evening hours but which let up somewhat after dawn. The illness never worsened during the daytime, but each morning she awakened pale as death, almost in a swoon. It seemed only at night that her life drained out of her in new waves of blood. Always when she awakened she had the sensation of lying collapsed in the bed with a million-pound weight on top of her.

Following the third day of this relapse she never left her bed again. She could scarcely move her head. She did not want her bed to be touched, not even to have her bedcovers arranged. Her crepuscular terrors advanced now in the form of monsters that dragged themselves toward the bed and laboriously climbed upon the bedspread.

Then she lost consciousness. The final two days she raved ceaselessly in a weak voice. The lights funereally illuminated the bedroom and drawing room. In the deathly silence of the house the only sound was the monotonous delirium from the bedroom and the dull echoes of Jordan's eternal pacing.

Finally, Alicia died. The servant, when she came in afterward to strip the now empty bed, stared wonderingly for a moment at the pillow.

'Sir!' she called Jordan in a low voice. 'There are stains on the pillow that look like blood.'

Jordan approached rapidly and bent over the pillow. Truly, on the case, on both sides of the hollow left by Alicia's head, were two small dark spots.

'They look like punctures,' the servant murmured after a moment of motionless observation.

'Hold it up to the light,' Jordan told her.

The servant raised the pillow but immediately dropped it and stood staring at it, livid and trembling. Without knowing why, Jordan felt the hair rise on the back of his neck.

'What is it?' he murmured in a hoarse voice.

'It's very heavy,' the servant whispered, still trembling.

Jordan picked it up; it was extraordinarily heavy. He carried it out of the room, and on the dining room table he ripped open the case and the ticking with a slash. The top feathers floated away, and the servant, her mouth opened wide, gave a scream of horror and covered her face with her clenched fists: in the bottom of the pillowcase, among the feathers, slowly moving its hairy legs, was a monstrous animal, a living, viscous ball. It was so swollen one could scarcely make out its mouth.

Night after night, since Alicia had taken to her bed, this abomination had stealthily applied its mouth—its proboscis one might better say—to the girl's temples, sucking her blood. The puncture was scarcely perceptible. The daily plumping of the pillow had doubtlessly at first impeded its progress, but as soon as the girl could no longer move, the suction became vertiginous. In five days, in five nights, the monster had drained Alicia's life away.

These parasites of feathered creatures, diminutive in their habitual environment, reach enormous proportions under certain conditions. Human blood seems particularly favourable to them, and it is not rare to encounter them in feather pillows.

**After Reading**

**Comprehension**

**Task 5**

What is your guess now for the title of the short story? Check the bottom of the page.

**Task 6**

Remember the types of marriage in the beginning. Which type would be Alicia's and Jordan's marriage?

**After Reading**

**Symbols**

**Task 7**

A symbol is something that stands for something else. Look at the symbols from the short story and write their meanings. Add more if necessary.

**The Feather Pillow**

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**The Monster**

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**Human-like Hallucinations**

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### After Reading

#### Themes

#### Task 8

Look at themes below and write your own thoughts and interpretations.

Life and Death	Marriage and gender	Sleeping Beauty Syndrome	Duality	Emptiness

#### Conflict

What is the main conflict in the story? Discuss.





#### Elements of Gothic

**1. Setting in a castle or old mansion.** The action takes place in and around an old castle or an old mansion, or the ruins of an old castle or mansion. Sometimes the edifice is seemingly abandoned, sometimes occupied, and sometimes it's not clear whether the building has occupants (human or otherwise). The castle often contains secret passages, trap doors, secret rooms, trick panels with hidden levers, dark or hidden staircases, and possibly ruined sections.

**2. An atmosphere of mystery and suspense.** The work is pervaded by a threatening feeling, a fear enhanced by the unknown. This atmosphere is sometimes advanced when characters see only a glimpse of something—was that a person rushing out the window or only the wind blowing a curtain? Is that creaking sound coming from someone's step on the squeaky floor, or only the normal sounds of the night? Often the plot itself is built around a mystery, such as unknown parentage, a disappearance, or some other inexplicable event. People disappear or show up dead inexplicably.

**3. An ancient prophecy is connected with the castle or its inhabitants (either former or present).** The prophecy is usually obscure, partial, or confusing. "What could it mean?" In more watered-down modern examples, this may amount to merely a legend. "It's said that the ghost of old man Krebs still wanders these halls." Ancient, undecipherable maps showing the location of amazing treasure represent another variant of the ancient prophecy aspect.

**4. Omens, portents, visions.** A character may have a disturbing dream vision, or some phenomenon may be seen as a portent of coming events. For example, if the statue of the lord of the manor falls over, it may portend his death.

**5. Supernatural or otherwise inexplicable events.** Dramatic, amazing events occur, such as ghosts or giants walking, or inanimate objects (such as a suit of armor or painting) coming to life. In some works, the events are ultimately given a natural explanation, while in others the events are truly supernatural.

**6. Women in distress.** As an appeal to the pathos and sympathy of the reader, the female characters often face events that leave them fainting, terrified, screaming, and/or sobbing. A lonely, pensive, and oppressed heroine is often the central figure of the novel, so her sufferings are even more pronounced and the focus of attention. The women suffer all the more because they are often abandoned, left alone (either on purpose or by accident), and have no protector at times. hers the events are truly supernatural.

**7. High, even overwrought emotion.** The narration may be highly sentimental, and the characters are often overcome by anger, sorrow, surprise, fear, and especially, terror. Characters suffer from raw nerves and a feeling of impending doom. Crying and emotional speeches are frequent. Breathlessness and panic are common.

**8. Women threatened by a powerful, impulsive, tyrannical male.** One or more male characters has the power, as king, lord of the manor, father, or guardian, to demand that one or more of the female characters do something intolerable. The woman may be commanded to marry someone she does not love (it may even be the powerful male himself), or commit a crime. In modern Gothic novels and films, there is frequently the threat of physical violation.

**9. The metonymy of gloom and horror.** Metonymy is a subtype of metaphor, in which something (like rain) is used to stand for something else (like sorrow). For example, the film industry likes to use metonymy as a quick shorthand, so we often notice that it is raining in funeral scenes. (This explains why they never oil the hinges on the doors in Gothic novels.) Note that the following metonymies for "doom and gloom" all suggest some element of mystery, danger, or the supernatural.

#### Elements of Romance

In addition to the standard Gothic machinery above, many Gothic novels contain elements of romance as well. Elements of romance include these:

**1. Powerful love.** Heart stirring, often sudden, emotions create a life or death commitment. Many times this love is the first the character has felt with this overwhelming power.

**2. Uncertainty of reciprocation.** What is the beloved thinking? Is the lover's love returned or not?

**3. Unreturned love.** Someone loves in vain (at least temporarily). Later, the love may be returned.

**4. Tension** between true love and father's control, disapproval, or choice. Most often, the father of the woman disapproves of the man she loves.

**5. Lovers parted.** Some obstacle arises and separates the lovers, geographically or in some other way. One of the lovers is banished, arrested, forced to flee, locked in a dungeon, or sometimes, disappears without explanation. Or, an explanation may be given (by the person opposing the lovers' being together) that later turns out to be false.

**6. Illicit love or lust** threatens the virtuous one. The young woman becomes a target of some evil man's desires and schemes.

**7. Rival lovers or multiple suitors.** One of the lovers (or even both) can have more than one person vying for affection.



### After Reading

#### Writing

#### Task 9

Look at the gothic and romantic elements listed and explained on page 5. Write a well-developed essay analyzing the gothic and romantic elements in the short story "The Feather Pillow" by Horacio Quiroga.

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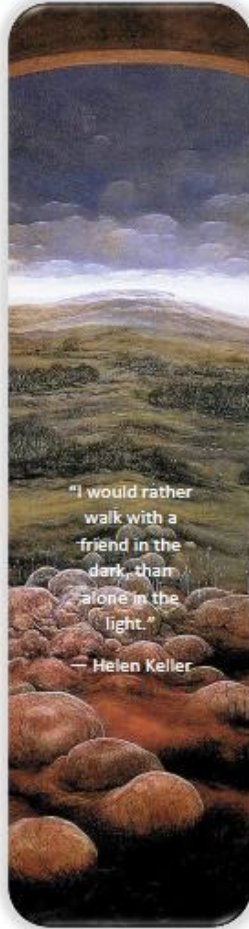
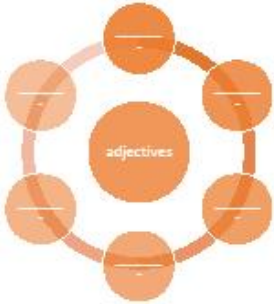
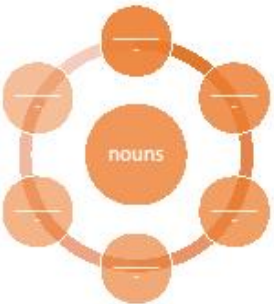
**Before Reading**

**Vocabulary**

**Task 1**

**Funeral**

Come up with as many words related to funeral as possible. Use the diagrams below.



**Task 2**

**Funeral**

Swap your list with your partner. Write a very short and usual story about a funeral using at least five of the vocabulary items in your friend's list. Your short story should not exceed the limit of five sentences and sixty words in total.

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**Before Reading****Background Information****Tasks**

Read the summary of first two acts of *Julius Caesar* by Shakespeare below and guess what will happen next with a classmate. Use your knowledge in history.

**Act I**

The tribunes of Rome, Marullus and Flavius, break up a gathering of citizens who want to celebrate Julius Caesar's triumphant return from war. The victory is marked by public games in which Caesar's protégé, Mark Antony, takes part. On his way to the arena, Caesar is stopped by a stranger who warns him that he should 'Beware the Ides [15th] of March.'

Fellow senators, Caius Cassius and Marcus Brutus, are suspicious of Caesar's reactions to the power he holds in the Republic. They fear he will accept offers to become Emperor. He has been gaining a lot of power recently and people treat him like a god. Cassius, a successful general himself, is jealous of Caesar. Brutus has a more balanced view of the political position. The conspirator Casca enters and tells Brutus of a ceremony held by the plebeians. They offered Caesar a crown three times, and he refused it every time. But the conspirators are still wary of his aspirations.

**Act II**

Cassius, Casca, and their allies plant false documents to manipulate Brutus to join their cause to remove Caesar. After doing so, they visit Brutus at night in his home to persuade him of their views. There they plan Caesar's death. Brutus is troubled but refuses to confide in his devoted wife, Portia. On 15 March, Caesar's wife, Calpurnia, urges him not to go to the Senate. She has had visionary dreams and fears the portents of the overnight storms.

The fault, dear Brutus, is not in our stars, but in ourselves.

— JULIUS CAESAR, ACT 1 SCENE 2

**Act III**

Caesar is nevertheless persuaded by flattery to go to the Capitol. At the Capitol, he is stabbed by each conspirator in turn. As Brutus gives the final blow, Caesar utters the famous phrase:

Et tu, Brute?

— JULIUS CAESAR, ACT 3 SCENE 1



Julius Caesar, Act III, Scene II [Friends, Romans, countrymen, lend me your ears]

**Antony speaks at Caesar's funeral**

Friends, Romans, countrymen, lend me your ears.

I have come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interrèd with their bones.

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious.

If it were so, it was a grievous fault,

And grievously hath Caesar answered it.

Here, under leave of Brutus and the rest

(For Brutus is an honorable man;

So are they all, all honorable men),

**Come I to speak in Caesar's funeral.**

He was my friend, faithful and just to me,

But Brutus says he was ambitious,

And Brutus is an honorable man.

He hath brought many captives home to Rome,

Whose ransoms did the general coffers fill.

Did this in Caesar seem ambitious?

When that the poor have cried, Caesar hath wept;

Ambition should be made of sterner stuff.

Yet Brutus says he was ambitious,

And Brutus is an honorable man.

You all did see that on the Lupercal

I thrice presented him a kingly crown,

Which he did thrice refuse. Was this ambition?

Yet Brutus says he was ambitious,

And sure he is an honorable man.

I speak not to disprove what Brutus spoke,

But here I am to speak what I do know.

You all did love him once, not without cause.

What cause withholds you, then, to mourn for him?—

O judgment, thou art fled to brutish beasts,

And men have lost their reason!—Bear with me;

My heart is in the coffin there with Caesar,

And I must pause till it come back to me.



**While Reading**

**Comprehension**

**Task 4**

Read the scene aloud and try to decide on the tone of the part. First use a sad tone and check how it sounds. After that, try an angry tone and see which one fits the scene. Lastly, use another tone that you think fits.

**While Reading**

**Comprehension**

**Task 5**

Watch a performance by a famous actor and see the tone he uses. Compare it with your tone.

Link to the video:

<https://www.youtube.com/watch?v=q89MLuLSJgk&t=10s>

**After Reading****Analysis****Task 5**

Check the scene again and identify the conflict in it. Which type conflict is seen here? Can you give examples of this type of conflict in other works of literature?

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**After Reading****Discussion****Task 6**

**Political interest versus friendship**

**What would you do if you were in Brutus' shoes?**

**What would you do if you were in Antony's shoes?**



Brutus



Marcus Antonius

**After Reading****Analysis****Task 7****Use of Rhetoric**

Look at the definitions of rhetoric and choose the most suitable one for Marcus Antonius' speech and explain your reasons.

- ✓ speech or writing intended to be effective and influence people
- ✓ the study of the ways of using language effectively
- ✓ clever language that sounds good but is not sincere or has no real meaning
- ✓ the art of speaking and writing effectively, or the study of this art  
(Source: Cambridge Dictionary)

Read the information below to check your answers.

**Shakespeare's plays are driven by their characters and every choice that's made about words, structure and rhythm tells you something about the person, their relationships or their mood in that moment.** You should always try and ask yourself, like actors do, why is the character saying what they are saying or doing what they are doing? What is their motive?

Just like Detectives, we need to look for clues to help us answer those questions each time and below you can find some interrogation techniques we use to analyse text, introduced by the actors that use them.

The language of rhetoric, or persuasive speaking, is very important in Julius Caesar. Both in **Shakespeare's time and in Ancient Rome, public speaking and the ability to move a crowd was a highly valued skill, particularly in politics.** Here is a list of rhetorical features to look for:

- ✓ Repetition
- ✓ Antithesis
- ✓ Emotion

Look at the table below and identify the use of rhetoric.

POINT	EVIDENCE SELECT AN OPTION	EXPLANATION CLICK TEXT TO EDIT
Antony encourages the crowd to trust him by undermining Brutus and the points he makes about Caesar.	<p>'He was my friend, faithful and just to me. / But Brutus says he was ambitious. / And Brutus is an honourable man.'</p> <p>'He hath brought many captives home to Rome, / Whose ransoms did the general coffers fill. / Did this in Caesar seem ambitious?'</p> <p>'You all did see that on the Lupercal / I thrice presented him a kingly crown, / Which he did thrice refuse. Was this ambition? / Yet Brutus says he was ambitious, / And sure he is an honourable man.'</p>	



**Before Reading**

**Task 1**

**Discussion**

Look at the pictures below. They belong to London in the 18<sup>th</sup> century. What do they tell us about the situation in those times?



**Before Reading**

**Task 2**

**Discussion**

Focus on the last picture below. What does it represent? Think about the 18<sup>th</sup> century and the historical context. Do these children seem happy, healthy or well-nourished? What might be the reason?





**While Reading****Task 3****Comprehension**

The poem below is scrambled and the first line of each stanza given. Complete the stanzas considering the poem has **'AABB CCDD EEFF GGHH IJJ KLLL'** rhyme scheme. Use appropriate punctuation marks.

**THE CHIMNEY SWEEPER**

When my mother died I was very young,

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There's little Tom Dacre, who cried when his head

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And so he was quiet, & that very night,

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And by came an Angel who had a bright key,

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Then naked & white, all their bags left behind,

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And so Tom awoke; and we rose in the dark

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**Stanza 1**

So your chimneys I sweep & in soot I sleep  
 Could scarcely cry "weep! 'weep! 'weep! 'weep!"  
 And my father sold me while yet my tongue

**Stanza 2**

That curled like a lamb's back, was shaved, so I said  
 You know that the soot cannot spoil your white hair."  
 "Hush, Tom! never mind it, for when your head's bare

**Stanza 3**

That thousands of sweepers, Dick, Joe, Ned, & Jack  
 Were all of them locked up in coffins of black  
 As Tom was a-sleeping he had such a sight

**Stanza 4**

And he opened the coffins & set them all free  
 And wash in a river and shine in the Sun  
 Then down a green plain, leaping, laughing they run

**Stanza 5**

He'd have God for his father & never want joy  
 They rise upon clouds, and sport in the wind  
 And the Angel told Tom, if he'd be a good boy

**Stanza 6**

Though the morning was cold, Tom was happy & warm  
 And got with our bags & our brushes to work  
 So if all do their duty, they need not fear harm




**While Reading**

**Task 4**

**Comprehension**

After checking your answer with your friends, read the full poem. Find the three characters in poem. Think about their thoughts and feelings.

	_____	→	_____
	_____	→	_____
	_____	→	_____

**While Reading**

**Task 5**

**Figurative Language**

Find the examples of figurative language given below.

<b>allusion</b>	→	_____
<b>situational irony</b>	→	_____
<b>symbolism</b>	→	_____
<b>simile</b>	→	_____
<b>allusion</b>	→	_____
<b>juxtaposition</b>	→	_____



### After Reading

#### Task 6

#### Analysis and Discussion

Read about chimney sweeping in the 18<sup>th</sup> century London and try to understand the effects of Industrial Revolution on children. What are these effects?

#### Brief History of Chimney Sweeping

With the onset of the Industrial Revolution, coal became the main fuel for domestic heating. When overcrowded cities began to produce foggy smoke from chimney fires. The job of a chimney sweep was essential to avoid fires erupting in the home. When the interior of a chimney became choked or partially blocked with a build-up of soot, chimney fires could occur. Coal creates a sticky soot which often does not come loose easily, and chimney edges need scraping where soot builds up.

People needed sweeps to keep their chimneys clear. They had brushes with long handles to which the sweep screws extension poles as the brush goes up the chimney. But sometimes the brushes got stuck!

**The best way was to send little children or 'climbing boys' to dislodge the soot. The smaller the boy the better** because some chimneys were very narrow – some as small as 8 inches square. Master Sweeps would buy young children from orphanages and take in young homeless children from the streets.

These were between the ages of 5 and 10, although most were under the age of seven, and some were even as young as four. These boys were used to climb up chimneys to clean out deposits of soot. The chimney sweep master taught them the trade while being responsible for feeding, clothing and housing them.

Working conditions for the climbing boys was harsh and cruel. It was a dangerous and filthy job for the boys to undertake, especially without the protection of safety clothing and respirators.

Many suffered from job related ailments, such as twisted spines and kneecaps, deformed ankles, eye inflammations and respiratory illnesses. Many also suffered from the first known industrial disease '**chimney sweep's cancer**' caused by the constant irritation of coal tar soot on the naked skin.

Sadly there are recorded instances where these climbing boys choked and suffocated to death from inhaling the chimney dust or from getting stuck in the narrow and convoluted chimney flues. Casualties were also frequent as many boys were maimed or killed from falling or from being badly burned.

In 1842 Parliament passed a law prohibiting sweeps from employing children to go up chimneys – but this did not stop them using their own children to do this horrible work. Some used their own children (both boys and girls) as young as four or five years old to go up chimneys.

Finally in 1864 after many years of campaigning an Act of Parliament finally approved by the House of Lords, **outlawing the use of children for climbing chimneys. Lord Shaftesbury's Act for the Regulation of Chimney Sweepers** established a penalty of £10 pounds for offenders. The Act had wide **spread support from the police, public and courts which finally signalled the end of 'climbing boys'.**

(taken from <https://www.compact.com.au/post/brief-history-of-chimney-sweeping-the-dark-side-of-the-industrial-revolution>)





**After Reading****Task 7****Writing**

Do some research regarding the Industrial Revolution in England and its effects. Add some works of literature written in the same period illustrating these effects. Prepare short and brief notes below to present in the classroom. Share your notes with your friends and listen to theirs.





**Before Reading**

**Discussion**

**Task 1**

If you were to write a novel starting with "I am", how would it continue?

**I am**

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**Before Reading**

**Discussion**

**Task 2**

Imagine that the first sentence of your novel was "I am a sick man/woman." How would it continue? Write a paragraph below and compare it your friends' work.

**I am sick man/woman.**

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**While Reading**

**Discussion**

**Task 3**

Read the first chapter of Notes from the Underground by Fyodor Dostoyevsky below and compare it with your own story beginnings. How similar or different are they?

## Task 4

Some of the sentences are removed from the chapter. While reading, put them in the blanks given where they fit.

- ✦ I was in the service that I might have something to eat (and solely for that reason), and when last year a distant relation left me six thousand roubles in his will I immediately retired from the service and settled down in my corner.
- ✦ I believe my liver is diseased.
- ✦ To live longer than forty years is bad manners, is vulgar, immoral.
- ✦ Answer: Of himself.
- ✦ I almost did succeed.
- ✦ However, I assure you I do not care if you are....

## PART I

## Underground\*

\*The author of the diary and the diary itself are, of course, imaginary. Nevertheless it is clear that such persons as the writer of these notes not only may, but positively must, exist in our society, when we consider the circumstances in the midst of which our society is formed. I have tried to expose to the view of the public more distinctly than is commonly done, one of the characters of the recent past. He is one of the representatives of a generation still living. In this fragment, entitled "Underground," this person introduces himself and his views, and, as it were, tries to explain the causes owing to which he has made his appearance and was bound to make his appearance in our midst. In the second fragment there are added the actual notes of this person concerning certain events in his life.—AUTHOR'S NOTE.

## I

I am a sick man... I am a spiteful man. I am an unattractive man. \_\_\_\_\_ However, I know nothing at all about my disease, and do not know for certain what ails me. I don't consult a doctor for it, and never have, though I have a respect for medicine and doctors. Besides, I am extremely superstitious, sufficiently so to respect medicine, anyway (I am well-educated enough not to be superstitious, but I am superstitious). No, I refuse to consult a doctor from spite. That you probably will not understand. Well, I understand it, though. Of course, I can't explain who it is precisely that I am mortifying in this case by my spite. I am perfectly well aware that I cannot "pay out" the doctors by not consulting them; I know better than anyone that by all this I am only injuring myself and no one else. But still, if I don't consult a doctor it is from spite. My liver is bad, well—let it get worse!

When petitioners used to come for information to the table at which I sat, I used to grind my teeth at them, and felt intense enjoyment when I succeeded in making anybody unhappy. \_\_\_\_\_

For the most part they were all timid people—of course, they were petitioners. But of the uppish ones there was one officer in particular I could not endure. He simply would not be humble, and clanked his sword in a disgusting way. I carried on a feud with him for eighteen months over that sword. At last I got the better of him. He left off clanking it. That happened in my youth, though.

But do you know, gentlemen, what was the chief point about my spite? Why, the whole point, the real sting of it lay in the fact that continually, even in the moment of the acutest spleen, I was inwardly conscious with shame that I was not only not a spiteful but not even an embittered man, that I was simply scaring sparrows at random and amusing myself by it. I might foam at the mouth, but bring me a doll to play with, give me a cup of tea with sugar in it, and maybe I should be appeased. I might even be genuinely touched, though probably I should grind my teeth at myself afterwards and lie awake at night with shame for months after. That was my way.

I was lying when I said just now that I was a spiteful official. I was lying from spite. I was simply amusing myself with the petitioners and with the officer, and in reality I never could become spiteful. I was conscious every moment in myself of many, very many elements absolutely opposite to that. I felt them positively swarming in me, these opposite elements. I knew that they had been swarming in me all my life and craving some outlet from me, but I would not let them, would not let them, purposely would not let them come out. They tormented me till I was ashamed: they drove me to convulsions and—sickened me, at last, how they sickened me! Now, are not you fancying, gentlemen, that I am expressing remorse for something now, that I am asking your forgiveness for something? I am sure you are fancying that. \_\_\_\_\_

It was not only that I could not become spiteful, I did not know how to become anything, neither spiteful nor kind, neither a rascal nor an honest man, neither a hero nor an insect. Now, I am living out my life in my corner, taunting myself with the spiteful and useless consolation that an intelligent man cannot become anything seriously and it is

only the fool who becomes anything. Yes, a man in the nineteenth century must and morally ought to be pre-eminently a characterless creature; a man of character, an active man is pre-eminently a limited creature. That is my conviction of forty years. I am forty years old now, and you know forty years is a whole lifetime; you know it is extreme old age. \_\_\_\_\_

Who does live beyond forty? Answer that, sincerely and honestly I will tell you who do: fools and worthless fellows. I tell all old men that to their face, all these venerable old men, all these silver-haired and reverend seniors! I tell the whole world that to its face! I have a right to say so, for I shall go on living to sixty myself. To seventy! To eighty! ... Stay, let me take breath ...

You imagine no doubt, gentlemen, that I want to amuse you. You are mistaken in that, too. I am by no means such a mirthful person as you imagine, or as you may imagine; however, irritated by all this babble (and I feel that you are irritated) you think fit to ask me who I am—then my answer is, I am a collegiate assessor. \_\_\_\_\_

I used to live in this corner before, but now I have settled down in it. My room is a wretched, horrid one in the outskirts of the town. My servant is an old country-woman, ill-natured from stupidity, and, moreover, there is always a nasty smell about her. I am told that the Petersburg climate is bad for me, and that with my small means it is very expensive to live in Petersburg. I know all that better than all these sage and experienced counsellors and monitors.... But I am remaining in Petersburg; I am not going away from Petersburg! I am not going away because ... ech! Why, it is absolutely no matter whether I am going away or not going away.

But what can a decent man speak of with most pleasure? \_\_\_\_\_

Well, so I will talk about myself.

**After Reading****Task 5****Comprehension**

From his descriptions, what kind of a person he is? What is your personal opinion about the character/narrator?

**After Reading****Task 6****Discussion****Point of View**

Identify the point of view. Discuss its reliability by giving references to the text. Is he reliable or not?

**After Reading****Task 7****Discussion****Conflict**

Identify the conflict in the chapter. Which type is it?



### After Reading

#### Task 8

#### Analysis

#### Genre

Read the information given below regarding existentialism as a movement. Last paragraph is

#### Existentialism

Existentialism, any of various philosophies, most influential in continental Europe from about 1930 to the mid-20th century, that have in common an interpretation of human existence in the world that stresses its concreteness and its problematic character.

According to existentialism:

- (1) Existence is always particular and individual—always my existence, your existence, his existence, her existence.
- (2) Existence is primarily the problem of existence (i.e., of its mode of being); it is, therefore, also the investigation of the meaning of Being.
- (3) That investigation is continually faced with diverse possibilities, from among which the existent (i.e., the human individual) must make a selection, to which he must then commit himself.
- (4) **Because those possibilities are constituted by the individual's relationships with things and with other humans, existence is always a being-in-the-world—i.e., in a concrete and historically determinate situation that limits or conditions choice. Humans are therefore called, in Martin Heidegger's phrase, Dasein ("there being") because they are defined by the fact that they exist, or are in the world and inhabit it.**

It emphasizes freedom and choice as well as individual existence. The idea behind this movement is that people try to define their own meaning in their lives in order to be able to make rational decisions in spite of their existence in an irrational universe.

In existentialism, humans are free and responsible for their actions. This responsibility, on the other hand, brings anguish and dread. It also emphasizes action and free will in the conditions of humans, which is described as suffering and inevitable death.

In the well-known short novel called *Notes from the Underground*, Dostoevsky \_\_\_\_\_

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*(text and adapted from Britannica webpage)*

## E. TURKISH SUMMARY/ TÜRKÇE ÖZET

### TEMATİK BİR EDEBİYAT UNİTESİNİN ÖĞRENCİLERİN İNGİLİZCE ÖĞRENME MOTİVASYONU ÜZERİNDEKİ ETKİSİNİN NİTEL ANALİZİ

#### 1. Giriş

Öğrenci motivasyonu İngilizce öğretimi alanında özenli bir şekilde çalışılan ve dil öğreniminin temel taşı olarak görülen temel konulardan biridir. Uzun yıllar boyunca, öğretmenler ve araştırmacılar sınıf içinde ve dışında öğrenci motivasyonunu arttırmanın yollarını aramışlardır. Edebiyat eserleri birçok öğretmen ve öğrenci için çekici olmuştur. Edebi eserler, öğrencilerin kişisel gelişimine olan etkisinin yansira dilsel ve kültürel faydaları için İngilizcenin yabancı dil veya ikinci dil olarak öğretilmesinde kullanılmaktadır.

İngilizce öğretiminde edebiyatın kullanılması özellikle 21. yüzyılda tartışma konusu olmuştur. Edebiyatın İngilizce öğretimindeki yerini daha iyi anlayabilmek için, konuya tarihi bir bakış açısı ile bakmak faydalı olacaktır. Bazı araştırmacılar ve öğretmenler edebiyatı takdir ederken bazıları yabancı dil öğretimindeki yerini tamamıyla göz ardı etmektedir. Edebiyatı savunanlar ise kendi aralarında da fikir ayrılıkları yaşamaktadır. Maley (2001) bu grubu ikiye ayırmaktadır: edebiyatın ateşli taraftarları “antikalar” ve gramer yapılarının hayranları “modernler”.

Öncelikle, Maley’in (2001) “antikalar” olarak adlandırdığı gruba kısaca göz atmak bu alana ışık tutacaktır. 1840-1940 yılları arasında yabancı dil öğretmenliği alanında kullanılan dilbilgisi-çeviri yönteminde, edebi eserler bireylerin yabancı dil

öğrenmesinin ana nedeni idi. Gramer yapılarına ve kurallarına büyük önem atfeden bu yöntem hedef dilin öğrenilmesinde edebi eserlerin kullanılmasını önerir. Diğer bir deyişle edebiyat hem bu yöntemin tek materyali hem de dil öğrenme sürecinin arkasındaki nedendir. Ancak çeviriye ve ezbere olan bağılılığı yukarıda bahsedilen yıllarda öğrencilerde hayal kırıklığına neden oldu ki bu edebiyatın ileriki yıllardaki kullanım amacına çok terstir.

İletişim odaklı yöntemin alana girmesi ile edebiyatın İngilizce öğretiminde kullanılması belli bir süreliğine askıya alındı. Widdowson' a (1984) göre edebiyatın kullanılmasına karşı çıkanların gerekçesi edebiyatın amacı öğrencileri gerçek hayatta karşılaşılacak diyaloglar için hazırlamak olan ve dil bilimsel doğruluğun artık öncelikli olmadığı iletişim odaklı yöntemin amaçlarına uymadığıdır. Diğer bir yandan edebi eserlerde yer alan yapıların zorluğunun gerçek hayatta öğrencilerin karşısına çıkmayacak oluşu da neden olarak gösterilmiştir. Kısaca özetlemek gerekirse, gösterdikleri asıl gerekçe 21. yüzyılın gerekliliklerinden uzak olmasıdır. Ancak Widdowson (1984) yazılı diyalogların gerçek hayatta harfi harfine yer alamayacağını ve bu kalıpların idealize edilmesinin de sorunlara yol açacağını belirtmiştir. Ayrıca edebi eserlerin özgün eserler olmasının iletişim odaklı yöntemin en önemli amaçlarından birine de hizmet etmekte olduğunu eklemiştir. Bu da edebi eserlerin piyasadaki ders kitaplarının sunmadığı avantajlarını tekrar gündeme getirmiştir.

Edebiyatın tarihsel serüvenine ek olarak, Carter ve Long (1991) edebiyatın İngilizce öğretiminde kullanılması için üç tane ana model önermişlerdir. Bu modellerden birisi olan kültürel model edebiyat eserlerinin içinde barındırdığı kültürel değerlerin öğrencilerin farklı kültürleri tanıması ve takdir ettiğini öne sürer. Kültür arası iletişimde yeterlilik (Byram, 1997) 21. yüzyılda gerekli becerilerinden biridir. Herhangi bir diyalogun sürdürülebilmesi için iki taraf arasında belli ortak noktaların olması gerekir. Bu ana dili İngilizce olan ve olmayan taraflarda kültür farklılıklardan ötürü büyük bir sıkıntıya yol açabilir (McRae, 1991). Bu nedenle farklı kültürlerle dair bilgi birikimi büyük önem taşır.

Dil modeli ise edebi eserlerde kullanılan farklı kelimelerin ve yapıların öğrencilerin dil becerilerini geliştirmede kullanılmasını konu alır. Ancak bunu yaparken edebi eserlerin sanatsal değerinin göz ardı edilmemesi ve bu model için elzemdir. Edebi eserleri sadece dil bakımından zengin birer malzeme olarak görmek ve her derste sadece dilsel özelliklerine odaklanmak zamanla sıkıcı bir aktiviteye dönüşecektir. Bu yüzden öğrencilerin metinden yararlanmak için kendi yöntemlerini geliştirmelerine olanak sağlamak büyük önem taşır (Carter & Long, 1991).

Son olarak kişisel gelişim modeli öğrencilerin ders içindeki motivasyonlarına ek olarak kendilerini ders dışında da geliştirmek istemeleri ve edebiyata ek olarak psikoloji, coğrafya, siyaset ve tarih gibi alanlarda da kendilerine bir şey katmalarını konu edinir. Ayrıca eserlerdeki karakterler, temalar ve konular aracılığı ile kendilerini de daha iyi tanıma fırsatı yakalayabilirler. Diğer modellerden farklı olarak öğretmen bu modelde öğrencilerin farkındalığını arttırmak için çaba sarf eder ve onları yönlendirir (Carter & Long, 1991).

Yukarıdaki modellere ek olarak, Van (2009) edebiyatın yabancı dil sınıfında kullanımı üzerine altı tane yaklaşım önermiştir. Bunlardan birincisi yeni eleştiri adı verilen yaklaşımda okuyucu yalnızca metnin yapısal özellikleri üstünde durur ve yapılan analizlerde öznel çıkarımlarını asla ve asla kullanmaz. Bu da okuyucunun metne dair kişisel yorumlardan ve metinle etkileşimden kaçınmasını gerektirir. Benzer şekilde yapısalcılık yaklaşımı da objektifliğe dayanır. Bu iki yaklaşımın okuyucuyu metne yabancılaştırması ve okunan metinden zevk almasını neredeyse imkânsız hale getirmesi aldığı en önemli eleştirilerden biridir. Biçimbilgisi adı verilen üçüncü yaklaşım ise okuyucunun metnin edebi elementlerini değerlendirdiği yaklaşımdır. Her ne kadar yapısalcı bir bakış açısına sahip gibi gözükse de okuyucuya yorum yapma ve analiz etme özgürlüğü sunmaktadır. Bu nedenle bu yaklaşımda okuyucu edebi eserin sanatsal değerinin farkına varabilir ve eseri okumaktan zevk alabilir. Ancak edebi elementlerin metin içinde bulunması ve analiz edilmesi hem öğretmenler hem de öğrenciler için zorlayıcı olabilir. Her iki tarafın da kendini güvende hissetmesi için bir ön hazırlık yapılması önerilir. Bir diğer yaklaşım ise okur-odaklı eleştiridir. Bu yaklaşım doğası ve uygulanış şekli gereği diğer yöntemlerden farklıdır. Çünkü



temelini okuyucunun yorumlarına ve hissiyatına dayandırır. Bu nedenle okuyucunun aktif katılımı beklenir ve dersin gidişatı öğrenci tarafından şekillendirilir. Bu yaklaşımın en özgün tarafı farklı düşüncelerin takdir edilmesi ve öğrencinin kendi deneyimlerini, duygu ve düşüncelerini paylaşabilmesidir. Öznelliğe olanak sağlaması ve farklı düşüncelerin varlığı öğrenci motivasyonu üzerinde olumlu bir etkiye sahiptir. Dil odaklı yaklaşım ise tıpkı Carter ve Long'un (1991) dil modelinde olduğu gibi öğrencilerin metinden dil ve kelime bilgisi açısından olabildiğince yararlanmasını önerir. Buna ek olarak öğrencilerin okuma, yazma, konuşma ve dinleme gibi becerilerinin de geliştirilmesi de amaçlanmaktadır. Öğrencilerin bu becerilerini geliştirecek aktivitelerin dizaynı bu yaklaşımda oldukça önemlidir. Öğretmenlerin edebiyatı kullanım şekli ve materyallere yansıtması büyük öneme sahiptir. Son yaklaşım ise eleştirel okuryazarlıktır ve öğrencilerin bir eseri okurken onu şekillendiren politik, psikolojik ve sosyal olayların esere olan katkısının ve etkisinin dikkate alınmasıdır. Buna ek olarak güç ilişkilerinin ve eşitsizliklerin de irdelenmesini amaçlar. Öğrencinin bu mantıkla dil öğrendiği sınıftan hiyerarşik ilişkilerin olduğu alanlara kısacası içindeki bulunduğu dünyaya eleştirel bir gözle bakmasını ve hemen her şeyi sorgulamasını öğretmeyi amaçlar. Her yöntemde olduğu gibi bu yöntemde de sürekli kullanımı öğrencileri sıkabilir ve motivasyonunu bozabilir. Konuların ağırlığı ve karanlık olması ve hatta zaman zaman çözümsüz olması bu yönetimin dikkatli ve yerinde kullanılmasını gerektirir. Yukarıda da belirtildiği gibi bu yaklaşımlar ölçülü ve entegre bir şekilde kullanılırsa ancak amacına ulaşabilir.

Bu yaklaşımlara ek olarak edebiyatın öğrencilerin motivasyonunu arttırmada büyük bir rolü olduğu gerek literatürdeki çalışmalar gerek yabancı dil sınıflarındaki uygulamalar neticesinde görülmektedir. Öğrenciler öğrendikleri hedef dilde bir edebi eseri okumanın edebi bir eseri okumanın zevkine varabilmektedir. Edebi eserlerin insanlar tarafından saygı duyulan bir yerde yer alması ve öğrencilerin yabancı dilde yazılmış bir eseri okuyup, anlayıp analiz edebiliyor olması onları motive edecek en önemli faktörlerden biridir. (Lazar, 1993: Vincent & Carter, 1986). Öğrenciler için hedef dilde bir hikâye okuyabilmenin verdiği zevke ek olarak onu öğretmenleri ve sınıf arkadaşları ile tartışmak bir diğer motive edici aktivitedir. Okudukları hikâyeyi kendi

deneyimleri, duygu ve düşünceleri ile bağdaştırmak da keyif alınacak aktivitelerden bir diğeridir.

### **1.1. Çalışmanın Önemi ve Araştırma Soruları**

Edebiyatın İngilizce öğretiminde kullanımını yeni bir anlayış olmamasına rağmen, hazırlık eğitimi alan İngiliz Dili ve Edebiyatı öğrencileri ile kullanımı sıklıkla göz ardı edilmekte ve bu öğrencilere diğer bölümlerde okuyan öğrenciler ile aynı müfredat sunulmaktadır. Bu noktada, edebiyat bu öğrenci grubu tarafından özgüvenlerini arttırıcı ve tatmin ediciliğinin yanı sıra ilgi çekici ve uygun bulunulacağı öngörüldüğü için mevcut çalışma edebiyatın İngiliz Dili ve Edebiyatı öğrencileri ile kullanımının önemini göstermektedir. Bu nedenle, bu çalışmanın sonuçları hazırlık okullarında eğitim gören edebiyat öğrencileri için izlenen programına katkı sağlayacağı gibi edebiyatın diğer bölümlerden öğrencilerin müfredatına entegrasyonu için de belli çıkarımları sunacaktır.

Bu çalışma, bir üniversitenin hazırlık sınıfında eğitim gören edebiyat öğrencileri için tasarlanan tematik edebiyat ünitesinin ve derste kullanılan öğretim tekniklerinin ve yaklaşımlarının öğrenci motivasyonunu nasıl etkilediğini araştırmayı amaçlar. Çalışmanın bir diğer amacı da edebiyat öğrencilerinin ve diğer bölümlerden öğrencilerin takip ettiği müfredata etki etmektir. Bu nedenle, aşağıdaki araştırma soruların yanıtlanması hedeflemektedir:

- 1. Keller'ın (2010) ARCS motivasyon modelindeki elementler öğrencilerin motivasyonunu ne ölçüde etkilemektedir?**
- 2. Hangi tür (kısa hikâye, şiir, roman ve oyun) öğrencileri daha çok motive etmektedir?**
- 3. Hangi öğretim tekniği (biçimbilgisi, dil odaklı, okur odaklı ve eleştiri okuryazarlığı) öğrencileri daha çok motive etmektedir?**

4. Hangi öğretim modeli (dil, kültür ve kişisel gelişim) öğrencileri daha çok motive etmektedir?

## 2. Yöntem

Mevcut araştırma nitel araştırma yöntemi kullanılarak gerçekleştirilmiştir ve örnek bir olay incelemesidir. Araştırma sorularının yanıtlarını detaylı bir şekilde tasvir etmek için “verileri katılımcıların doğal ortamında toplayarak” ve sonuçlar için katılımcıların beyanlarına güvenerek teorik bir altyapı çerçevesinde irdeleyerek çalışma tamamlanmıştır (Creswell, 2012).

Creswell’in (2012) de önerdiği gibi, durumu derinlemesine anlamak için gözlem ve röportaj yöntemi veri toplama aracı olarak kullanılmıştır. Tematik ünitenin uygulandığı dersler ve ünitenin her bir parçası uygulandıktan sonra gerçekleştirilen röportajlar kayıt altına alınmıştır. Ünite uygulanmaya başlanmadan önce de öğrencilerin başlangıçtaki motivasyonlarını belirleyebilmek için bir röportaj daha yapılmıştır. Röportajlar esnasında katılımcılara edebiyat ve dil öğrenimi arasındaki ilişkiye dair bakış açılarını yansıtacak birtakım sorular sorulmuştur. (Ek C ve D). Katılımcılar kendi fikirlerini paylaşmaları için yüreklendirilmiştir. Röportajlar Zoom isimli programda gerçekleştirilmiş ve kaydedilmiştir. Elde edilen veri daha sonra yazıya dökülmüş ve İngilizceye çevrilmiştir.

### 2.1. Katılımcılar ve Çalışmanın Bağlamı

Çalışmada dokuz tane katılımcı yer almıştır. Bu kişilerin hepsi hazırlık okulunda öğretim gören İngiliz Dili ve Edebiyatı öğrencileridir. Biri hariç hepsi TOEFL sınavından 500-550 arası bir puan elde etmiştir. Katılımcılardan yalnızca bir tanesi

resmi olarak bu programa kayıtlı değildir ve idari izinle gözlemci olarak derse katılım sağlamaktadır.

Çalışma, Ankara’da bir vakıf üniversitesinin Yabancı Diller Bölümü’nde gerçekleştirilmiştir. Çalışmanın gerçekleştirildiği üniversite Ankara’da bulunmaktadır ve 2003 yılında özel bir kurum tarafından vakıf üniversitesi olarak kurulmuştur. Üniversitede altı tane fakülte ve 26 tane bölüm bulunmaktadır ve Türk Dili ve Edebiyatı ve Tarih gibi belli bölümler hariç dersler %30 İngilizce gerçekleştirilmektedir. İngiliz Dili ve Edebiyatı’nda ise dersler tamamıyla İngilizce işlenmektedir. Hazırlık okulunda beş tane kur yer almaktadır: AF (Temel), A (Alt), B (alt-orta), C (orta) ve D (edebiyat). Katılımcılar D (edebiyat) kuruna kayıtlıdır. Normal şartlarda D kuru öğrencileri tüm derslerini edebiyatla entegre bir şekilde almaktadır. Ancak 2020-2021 Güz Dönemi’nde pandemi nedeniyle öğrenciler gramer, dinleme, yazma ve TOEFL derslerini C kuru öğrencileri birlikte ve edebiyat derslerini ek olarak almışlardır. Kısacası, sabahları C kuru öğrencileri ile derslerine devam ederlerken onların bitiminde haftada beş saat edebiyat derslerine katılmaktadırlar. Toplamda 260 saat gramer, okuma, yazma, dinleme, konuşma ve TOEFL dersleri alırken 65 saat edebiyat dersi almaktadırlar. Değerlendirme açısından ise öğrencilerin iki ara sınavı, bir finali, üç portfolyo ödevi ile çeşitli online ödevleri vardır. Edebiyat ise bu iki ara sınavda ölçülmektedir ve %20 ağırlığı vardır.

## **2.2. Tematik Ünitenin İçeriği ve Teorik Çerçeve**

Bu çalışmada kullanılan tematik edebiyat ünitesi dört bölümden oluşur. Bu bölümlerde bir kısa hikâye, bir şiir ve bir oyun ve romandan bir parça yer almaktadır. Her bir kısımda dil, kültür ve kişisel gelişimi (Carter ve Long, 1991) konu edinen kısımlar ile Van (2009) tarafından önerilen yaklaşımlara yer verilmiştir. Amaç her birinin öğrencinin motivasyonuna etkisini araştırmaktır. Ünite tematiktir çünkü tüm kısımlarının uyum içinde olmasının yanı sıra dört kısım da aynı tema etrafında yoğunlaşmaktadır: çatışma. Her bir kısımda Vincent Van Gogh’a (1853-1890) ait bir

resim kapak olarak kullanılmıştır. Buna ek olarak Zdislaw Beksinke'ye (1929-2005) ait resimler kitap ayrıacı şeklinde ünitenin ilk sayfalarına yerleştirilmiştir. Bu ayrıçaların her birinin üzerine bulunduğu kısmın havasıyla ve edebi eserle uyumlu bir söz yer almaktadır.

İlk kısımda Horacia Quiroga tarafından yazılmış Gotik bir hikâyeye yer verilmiştir. İsmi “Kuş Tüyü Yastık” olan bu hikâyenin seçilme nedeni öğrenciler tarafından kendi deneyimlerine uygun bulacakları varsayımdır. Evlilik her kültürde ve toplumda sıklıkla tartışılan bir konudur. Buna ek olarak Gotik bir yerde geçen ve iki genç insan arasındaki uzak ilişkiyi anlatan bir hikâye öğrenciler için ilgi çekici olacaktır. İkinci kısımda ise siyasi çatışmanın konu edinildiği William Shakespeare'in *Jül Sezar* adlı eserinden özetler ve kesitler kullanılmıştır. Nispeten az bilinen bir eserden sonra öğrencilerin ilgisini ve dikkatini çekmek amacıyla çok daha iyi bilinen bir esere yer verilmiştir. Bu kısımda öğrencilerin ön bilgisine güvenilmiştir. İlk eserde olduğu gibi arkadaşlık gibi çok tanıdık bir temaya yer verilmiştir. Üçüncü kısımda ana temanın çocuk işçiliği, yoksulluk ve masumiyet olduğu ve toplumsal çatışmayı konu edilen William Blake'in “Baca Temizleyicisi” adlı şiirine yer verilmiştir. Son kısımda ise Fyodor Dostoyevski'nin *Yer Altından Notlar* adlı eserinin ilk bölümü kullanılmıştır. Diğer kısımlardan farklı olarak bu kısım varoluşsal bir çatışma temasına sahiptir.

Bu edebiyat ünitesi dizayn edilirken ve bölümlerde yer alan her bir aktivite hazırlanırken Keller'ın (2010) ARCS motivasyon modeli göz önünde bulundurulmuştur. ARCS bir akronimdir ve A harfi dikkat çekicilik, R harfi uygunluk, C harfi güven ve S harfi de tatmini temsil etmektedir. Katılımcıların dikkatini çekebilmek için ünite olabildiğince ilgi çekici bir şekilde tasarlanmış, değişik görsellere yer verilmiş ve ilgi uyandıracak detaylarla bezenmiştir. Diğer bir yandan ünitenin katılımcıların ihtiyaçlarına uygun olabilmesi için hem onları gelecekte bölümlerine hazırlayacak bilgileri içermesine hem de bölümlerine devam etmeleri için geçmeleri gereken TOEFL sınavına hazırlamasına özen gösterilmiştir. Bu kazanımlar ve kolaydan zora doğru ilerleyen aktiviteler katılımcıların kendilerine olan güvenini arttıracaktır. Edebiyatın doğru ve yanlıştan öte her düşüncenin takdir edildiği doğası da katılımcıların özgüvenini pozitif etkileyecektir. Tüm bunlar gerçekleştirildiğinde

katılımcıların bu süreçten tatmin duyacakları düşünülmektedir. Buna ek olarak yeni bilgilere erişimlerinin olması ve bunu sınıf dışına da taşıyabilme olasılıkları onları tatmin etmesi beklenmektedir.

Tematik üniteye çeşitli edebi türler, öğretim yöntemleri ve yaklaşımlar da katılımcıların beğenisine sunulmuş ve tercihleri yapılan röportajlarda katılımcıların her bir kısım ve aktivite konusundaki düşünceleri sorulmuştur.

### **3. Bulgular**

Çalışmadaki bulgular aşağıda görülebileceği üzere dört başlık altında incelenmiştir. Bulguların incelenmesinde Keller'ın ARCS motivasyon modeli (2010) baz alınmıştır. İlk bölümde tematik edebiyat ünitesinin katılımcıların motivasyonuna etkisinin bu model çerçevesinde analizi yapılmıştır. Diğer kısımlarda ise sırasıyla öğrencilerin hangi edebi türü, yaklaşımı ve modeli daha motive edici bulduğu ortaya konmuştur.

#### **3.1. Tematik Edebiyat Ünitesinin Katılımcıların Motivasyonuna Etkisi**

Yapılan röportajlarda çalışmadaki katılımcılardan tematik edebiyat ünitesini değerlendirmeleri ve motivasyonlarına etkisini paylaşmaları istenmiştir. Katılımcıların hepsi tematik edebiyat ünitesini çekici dizaynı, kullanılan görseller, ilginç konular, farklı etkinlikler, aktif katılımlarını gerektirmesi, farklı etkileşim ağlarına izin vermesi ve tüm bu özellikleri ile diğer ders kitaplarından farklı olması nedenleri ile ilgi çekici bulmuştur. En öne çıkan yorumlardan biri katılımcıların tematik üniteyi mevcut ve önceki ders kitapları ile kıyaslamaları ve üniteyi genel anlamda ihtiyaçlarına ve ilgi alanlarına uyumlu bulmalarıdır. Ders kitaplarını birbirinin aynısı olmakla ve aktif katılımlarına öncelik vermemeleri nedeniyle eleştirmişlerdir. Öte yandan homojen bir grupta yer almaları ve aynı bölüme mensup

olmalarına ek olarak kendileri gibi etten kemikten insanlar tarafından okunmak için yazılmış eserleri okumaları dolayısıyla ve bu okuduklarını hem şüandaki hem de gelecekteki amaçlarına ve ihtiyaçlarına uygun bulmuşlardır. Kendi bölümlerine geçmeleri için şart koşulan TOEFL sınavından yeterli puanı almalarında ve bölümlerindeki derslerinde daha başarılı olmalarında tematik ünitenin faydalı olacağını ifade etmişlerdir. Üniteye yer alan edebi eserleri anlamalarını kolaylaştıran ve farklı zorluk seviyelerine sahip etkinlikler katılımcılar tarafından özgüvenleri arttıran bir kriter olarak görülmüştür. Buna ek olarak zor gözüken konuları edebiyat sayesinde öğrenebilmek ve farklı alanlarda da bilgi sahibi olabilmek katılımcılar motive eden bir diğer faktördür. Bunlara ek olarak arkadaşlarından ve öğretmenlerinden gelen yorumları ve geri dönüşleri motive edici olarak betimlemişlerdir. Katılımcılar son olarak derste öğrendiklerini ya da başladıkları bir aktiviteyi dersten sonra devam ettirebildikleri, yeni öğrendikleri bilgileri aileleri ve arkadaşları ile paylaşabildikleri, dönem başında yazdıkları İngilizce eserler ile şu anda yazdıklarını karşılaştırabildikleri ve belirgin farklar görebildikleri, bazı konularda önyargılarından kurtulabildikleri ve kendi kişiliklerini yansıtabildikleri için mutlu hissettiklerini belirtmişlerdir.

### **3.2. Katılımcıların Edebi Tür Tercihi**

Çalışmadaki katılımcılar onlara sunulan dört farklı türden en çok kısa hikâyenin İngilizce kullanımında kullanılmasını sevdiklerini belirtmişlerdir. Bu tercihlerinin nedeni olarak da kısa hikayelerin makul uzunlukta olması ve bu nedenle başka eserlerin okunmasına imkân sağlaması, daha kolay anlaşılır olması nedeniyle kendilerini daha güvende hissettirmesi, biçimbilgisi analizlerinin kolay yapılmasını sağlaması ve daha ilgi çekici sonlara sahip olmalarını göstermişlerdir. Az da olsa birkaç katılımcı diğer türlerden yana bir tavır almıştır. Ama çoğunluk kısa hikayeleri daha motive edici bulmuştur. Bu bulgular Keller'in (2010) ARCS modelindeki ilgi çekicilik ve uygunluk ilkesi ile örtüşmektedir.

### 3.3. Katılımcıların Öğretim Tekniği Tercihi

Katılımcılar okur-odaklı eleştiri tekniğini diğer tekniklere kıyasla daha motive edici bulmuştur. Bu tekniğin kendine has doğası ve katılımcıların kendi aralarında tartışmasına imkân sağlaması onlar için ilgi çekici olmuştur. Katılımcılar bu tartışmalarda kendilerini geliştirdiklerini, başkalarına saygı duymayı öğrendiklerini ve sınıf arkadaşlarından öğrenme fırsatını yakaladıklarını belirtmişlerdir. Okur-odaklı eleştiri tekniği öğretmenden çok öğrencinin ön plana çıktığı bir öğretim şekli olduğu için katılımcılar bu aktif katılımın kendilerini diğer derslere kıyasla daha çok motive ettiğini ve öğrenmelerine de olumlu etkide bulunduğunu belirtmiştir. Okur-odaklı eleştirinin yanı sıra katılımcılar diğer tekniklerin kullanımını da takdir etmişlerdir. Bu da tek bir teknikten ziyade tüm tekniklerin eklettik olarak kullanılması gerektiği sonucunu göstermektedir.

### 3.4. Katılımcıların Model Tercihi

Çalışmadaki katılımcılar dil-odaklı ve kişisel gelişim modelini oldukça motive edici bulurken kültürel modelin varlığını ya da motivasyonlarına etkisini dile getirmemişlerdir. Katılımcılar edebi eserlerde yer alan çeşitli kelimeleri öğrendiklerini ve bunları hem diğer derslerde hem de günlük yaşantılarında kullandıklarını dile getirmişlerdir. Kelime öğrenmenin belli bir bağlamın içinde görebildikleri için edebi eserlerle daha kolay ve anlamlı olduğunu söylemişlerdir. Kelime öğrenmeye ek olarak katılımcılar yazma, okuma, dinleme ve konuşma becerilerini de geliştirdiklerinden bahsetmişlerdir. Enteresan bir şekilde katılımcılar, öğrenciler tarafından en az sevilen aktivelere biri olan yazma etkinliklerinden çok zevk aldıklarını ve ders dışında dahi yazmaya devam ettiklerini dile getirmişlerdir. Röportajlarda edebiyatın diğer alanlardaki gelişimlerine katkıda bulunduğunu, dünya görüşlerini şekillendirdiğini ve bilgi birikimlerini arttırdığını söylemişlerdir. Edebiyatın kendi gelişimlerine pozitif etkisine ek olarak dünyadaki diğer insanların da iyi bireyler olmalarını sağladığı için



katılımcılar motive hissettiklerini belirtmişlerdir. Edebiyatın duygu ve düşüncelerine etkisi ve onları diğer alanlarda da bilgi sahibi yapması katılımcılar için etkili bir diğer faktör olmuştur.

#### **4. Sonuç**

Tematik edebiyat ünitesinin ve kullanılan edebi türler ile kullanılan öğretim tekniği ve yaklaşımlarının öğrenci motivasyonuna etkisini araştıran bu çalışmanın sonuçları üniversitelerin hazırlık sınıflarında kullanılan ders kitaplarında gidilmesi gereken belli değişiklikleri işaret etmektedir. Alışlagelmiş ders kitapları ve birbirine benzeyen içerikleri öğrencilerin motivasyonu üzerinde negatif bir etki göstermektedir. Bu nedenle edebi eserlerin ders kitaplarına entegrasyonu tekrardan düşünülmelidir. Buna ek olarak aktif katılım ve değişik etkileşim ağlarına da büyük bir talep vardır ve bu yüzden kullanılan öğretim teknikleri de öğrencilerin motivasyonu göz önünde bulundurularak tekrar değerlendirilmelidir.

Çalışmadaki katılımcılar müfredatlarındaki edebiyat içeriğinden memnunlar ancak C kurunda katılmakla mükellef oldukları derslerin içerikleri ile ilgili ciddi endişeleri var. Onların ihtiyaçlarına uygun olmadıkları ve bu nedenle ilgilerini çekmekte başarısız olduklarını sıklıkla dile getirmişlerdir. Bu nedenle edebiyat derslerinin ekstra dersler olmak sunulmasından ziyade hazırlık okulunda öğretim gören edebiyat öğrencileri için ayrı bir müfredatın hazırlanmasının daha iyi olacağı düşünülmektedir. Gerekli koşullar sağlandığı sürece edebiyat dersleri okuma, yazma, dinleme, konuşma ve gramer dersleri ile entegre edilebilir ve daha etkili bir şekilde sunulabilir.

#### **4.1. Çalışmanın Kısıtları**

Çalışma nispeten küçük bir grup katılımcı ile gerçekleştirildiği ve bu katılımcılar benzer altyapılara sahip oldukları için onlara özel bir ünite hazırlamak kolaylıkla gerçekleştirilmiştir. Ancak, yüzlerce hatta binlerce öğrencinin olduğu başka bir senaryoda öğretmenlerin iş yüküne yapacağı etki de göz önüne alındığında baştan bir ünite hazırlamak müfredat ve sınavlar açısından o kadar da kolay olmayabilir. Ancak ders kitaplarını birer rehber olarak kullanıp öğrencilerin ihtiyaçları, ilgi alanları ve motivasyonları doğrultusunda etkinliklerde ya da genel içerikte değişiklikler yapmak mümkün olabilir.

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