

T. C.
SAKARYA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

**INTEGRATING LITERATURE INTO AN EFL SETTING:
TURKISH STUDENTS' ATTITUDES TOWARDS THE USE OF
SHORT STORY**

YÜKSEK LİSANS TEZİ

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DOÇ. DR. METİN TİMUÇİN

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.



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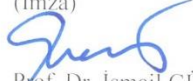
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PREFACE

Difficulties encountered while teaching foreign language in Turkey, have turned into a problem that has been continuing for ages. Although some solutions have been offered up to now, an exact solution has not been reached yet. In order to solve the problem, some English teachers have started to look for alternative sources. In this sense, literary texts as products of language can be counted among the alternative teaching materials on the grounds of their reflecting real life events as they are, increasing the students' language and cultural awareness and being a motivating instrument against learning foreign language unlike the sources designed with the aim of just teaching foreign language. This study aims to show how literature especially short story genre can be integrated into foreign language teaching classes and to find out the attitudes of the students towards the use of short story at the end of the application.

ÖNSÖZ

Ülkemizdeki yabancı dil öğretiminde karşılaşılan zorluklar yıllardır süre gelen bir problem haline gelmiştir. Şu ana kadar, çeşitli çözüm önerileri ortaya atılmış olsa da henüz kesin bir çözüm yolu bulunamamıştır. Durumu çözmeye yönelik, bazı İngilizce öğretmenleri alternatif kaynak arayışına girmişlerdir. Bu bağlamda bir dil ürünü olarak edebi eserler, sadece dil öğretimi amacıyla hazırlanan kaynakların aksine, gerçeği olduğu gibi yansıtmaları, öğrencilerde dil, kültür farkındalığı uyandırmaları ve dil öğrenmeye karşı motive edici bir unsur olmaları sebebiyle alternatif kaynaklar arasında sayılabilirler. Bu çalışma, edebiyatın ve özellikle kısa öykü türünün yabancı dil sınıflarına nasıl dahil edilebileceğini göstermeyi ve uygulama sonunda öğrencilerin kısa öykü kullanımına karşı tutumlarını ortaya koymayı hedeflemektedir.

TEŞEKKÜRLER

Öncelikle, tez çalışmam boyunca hiç bir desteğini, yardımını benden esirgemeyen, beni sabırla ve hoşgörüsüyle dinleyerek çalışmamın her basamağında büyük bir özveriyle yoluma ışık tutan, iyi bir akademisyen olma yolunda ilerlemem adına tecrübelerini hiç tereddüt etmeden benimle paylaşan ve bana, daha etkili yabancı dil eğitimi verebilmem adına değişik bakış açıları kazandıran çok değerli tez danışman Hocam Doç. Dr. Metin TİMUCİN'e sonsuz saygılarımı ve teşekkürlerimi sunarım. Ayrıca, bana her daim destek olan çok saygıdeğer bölüm başkanımız Prof. Dr. Firdevs KARAHAN'a şükranlarımı sunarım. Veri toplama aşamasında Kastamonu Üniversitesi Hazırlık Birimi'nde bana her türlü kolaylığı ve konforu sağlayan kurumuma, çok değerli iş arkadaşlarıma ve Yabancı Diller Bölüm Başkanlığı'na teşekkürü bir borç bilirim. Buna ek olarak, lise yıllarımda bana yabancı dil öğrenme ve edebiyat sevgisini aşıl原因an ve lise yıllarımdan günümüze kadar bana her daim destek olan değerli İngilizce öğretmenim Bahri YILDIZ'a, desteklerini her daim hissettiren sevgili annem Ayser ÖZTÜRK'e, canım babam Neşet ÖZTÜRK'e, sevgili kardeşim Onur ÖZTÜRK'e ve son olarak bu süreç boyunca beni hiç yalnız bırakmayan, her daim bana destek olan ve moralimi yüksek tutan çok sevgili eşim Birtan BAYTAR'a ve tezimde emeği geçen daha nicelerine en derin şükranlarımı sunarım.

ABSTRACT

INTEGRATING LITERATURE INTO AN EFL SETTING: TURKISH STUDENTS' ATTITUDES TOWARDS THE USE OF SHORT STORY

Baytar, İlknur

MA Thesis, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Metin TİMÜÇİN

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Choosing the right material to use in foreign language teaching process is a demanding job and English teachers' need for alternative materials to course books has been increasing day by day and consequently they have started to search for alternative sources. In this regard, literary texts especially short stories provide both the teachers and the learners with abundant source of teaching materials. However, while some of the researchers favor the integration of literary texts into language teaching process, some of them do not support it. For this reason, this study aims to investigate how literary texts can be used as a language teaching material in English language classes and to find out students' attitudes towards the use of literature especially short story genre in English as a Foreign Language (EFL) setting. To serve this purpose, the study was conducted at one of Turkish state universities and 50 undergraduate students took part in this study. Their department is Tourism and Hotel Management but as they are first year students, they are required to attend the courses in English Preparatory Program which is compulsory. In order to use in this study, a short story titled *Desiree's Baby* was selected and exploited in the classroom for two teaching hours per week (45 minutes each) and the application lasted a month in total. In order to collect the data, a questionnaire adapted from the ones developed by Kaya (2004) and Kırkgöz (2012) was conducted and students were

interviewed at the end of the process. According to the findings, it was found out that participants had positive attitude towards the use of short story genre as a language teaching material. Moreover, by means of short story, learners had the chance of learning new lexical items and different language uses and they could be aware of different cultures and lifestyles. In addition, the use of literature helped the learners to use their creativity and to improve both their linguistic and critical thinking skills. Lastly, it was clearly seen that they enjoyed themselves very much and the use of short story increased their motivation towards learning English at the end of the application.

Keywords: Literature, EFL Setting, Foreign Language Teaching, Literary Texts, Short Story Genre.

ÖZET

INTEGRATING LITERATURE INTO AN EFL SETTING: TURKISH STUDENTS' ATTITUDES TOWARDS THE USE OF SHORT STORY

Baytar, İlknur

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

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Yabancı dil öğretim sürecinde doğru materyale karar vermek emek isteyen bir iştir ve İngilizce öğretmenlerinin ders kitaplarına alternatif materyal ihtiyaçları günden güne artmaktadır. Bunun sonucunda ek kaynak arayışına girmişlerdir. Bu bağlamda, edebi eserler yani kısa öyküler hem öğretmenlere hem de öğrencilere birçok materyal imkanı sağlamaktadır. Fakat, bazı araştırmacılar İngilizce öğretim sürecinde edebi metinlerin kullanımını desteklerken bazıları ise buna sıcak bakmamaktadır. Bu yüzden, bu çalışma, edebiyatın ve edebi metinlerin İngilizce sınıflarında dil öğretim materyali olarak nasıl kullanılabileceğini araştırmayı ve öğrencilerin İngilizce'nin yabancı dil olarak öğretildiği ortamlarda, edebiyata özellikle de kısa öykü kullanımına karşı tutumlarını sergilemeyi amaçlamaktadır. Bu amaca hizmet etmek için bu çalışma 50 lisans öğrencisinin katılımıyla, Türkiye'deki devlet üniversitelerinden birinde yürütülmüştür. Öğrencilerin bölümleri Turizm ve Otel İşletmeciliği'dir fakat birinci sınıf öğrencisi olmalarından mütevellit, İngilizce hazırlık biriminde zorunlu hazırlık programındaki derslere katılmaları gerekmektedir. Bu çalışmada kullanılmak üzere, *Desiree's Baby* başlıklı bir kısa öykü seçilmiş olup, haftada iki ders saati (her biri 45 dakika) olmak üzere sınıfta bir ay süreyle uygulanmıştır. Veri toplamak için ise öğrencilere Kaya (2004) ve Kırkgöz (2012)'nin

çalışmalarındakilerden uyarlanan bir anket uygulanmıştır ve öğrencilerle uygulama sonunda röportaj yapılmıştır. Bulgulara göre, öğrencilerin yabancı dil öğretim materyali olarak kısa öykü kullanımına karşı olumlu tutum sergiledikleri saptanmıştır. Ayrıca, öğrenciler kısa öykü vasıtasıyla yeni kelime ve farklı dil kullanımlarını öğrenme fırsatı bulup farklı kültürlerin ve yaşam biçimlerinin farkına varabildi. Buna ek olarak, edebiyat kullanımı öğrencilerin yaratıcılıklarını kullanmasına, dil ve eleştirel düşünme becerilerini geliştirmesine katkı sağladı. Son olarak, öğrencilerin uygulama sonunda çok eğlendiği ve kısa öykü kullanımının İngilizce öğrenmeye karşı motivasyonlarını arttırdığı açıkça görülmüştür.

Anahtar Kelimeler: Edebiyat, İngilizcenin Yabancı Dil Olarak Öğretildiği Ortamlar, Yabancı Dil Öğretimi, Edebi Eserler, Kısa Öykü Türü.

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CHAPTER I

INTRODUCTION

The use of literature in English as a Foreign Language (EFL) setting dates back to old times and literary texts were first used with Grammar Translation Method with the aim of understanding the classics. However, with the emergence of Structuralism and Audio-Lingual method, literature has lost its significance in foreign language (FL) teaching process (Soliman, 2012). Therefore, the integration of literature in language courses has turned into a matter of debate. And in 1960s and 1970s, there was a strict opposition to the use of literary texts in EFL context (Hill, 1986). The reason for this can be explained by Collie and Slater (1987:2) as;

Literature was thought of as embodying a static, convoluted kind of language, far removed from the utterances of daily communication. Because of this it was sometimes tarred with an ‘elitist’ brush and reserved for the most advanced level of study.

However in 1980s, the perspective of people on the use of literary texts changed because, traditional teaching materials were insufficient and only carefully selected literary texts could propose supplementary and motivating material for learners (Ghosn, 2002). Hill (1986: 7) summarizes this change as; “...now the pendulum has swung the other way and there is a renewed interest in literature teaching”. And the aim of language teaching is now to aid the learners to express themselves clearly in the target language, thus teachers began to look for the new ways of using literary texts in EFL setting (Sarıçoban and Küçükoğlu, 2011). As a result, the integration of literature in EFL settings has started to come into prominence again for the following reasons. First of all, it provides the learners with authentic material, increases language awareness of the learners and it also helps the learners to take an active part in the language learning process (Hişmanoğlu, 2005; Lazar, 1993; Sivasubramaniam,

2006). Moreover, McKay (1982) believes that literature has some benefits for foreign language learners as it helps to develop linguistic competence and to increase students' motivation and their "reading proficiency" (p. 531). In addition, Collie and Slater (1987: 2) state the thoughts of teachers as;

...literature, which speaks to the heart as much as to the mind, provides material with some emotional colour, that make fuller contact with the learner's own life can thus counterbalance the more fragmented effect of many collections of texts used in the classroom.

Furthermore, Akyel and Yalçın (1990) put forward: "Literature as a content area can be used to enrich students' awareness of the linguistic and rhetorical structure of literary discourse" (p. 178). Besides, on the use of literature, Aghagolzadeh and Tajabadi (2012) indicate that incorporating literature in EFL context provides the students with a number of skills such as: "cultural awareness; development of critical thinking; analytical skills; language skills" (p. 209). In addition to that, Kaya (2004) argues that the use of literature shows foreign language learners new ways of thinking and viewing the world as well as developing their language skills.

In the light of all the information given above, this thesis tries to investigate both pros and cons of the use of literature in language syllabuses and it serves to show the way how short story genre can be integrated into EFL context. Moreover, this study also sheds light on the criteria of choosing the right material and the approaches that can be adopted while using the literary texts in the classroom. This paper consists of eight parts. Chapter I gives an introduction about the use of literature, it also explains the aim and the limitations of the study. The pros and cons of the use of literature are presented in Chapter II. Chapter III gives information about the approaches that can be adopted while exploiting the literary texts. The information about short story genre and the criteria for text selection are explained in Chapter IV. Chapter V shows the application of the short story chosen with its sample lesson plan, pre-reading, while -reading and post-reading activities. The methods used in the study and the way how the experiment was conducted are presented in Chapter VI. The data are analyzed and the results are discussed in Chapter VII and lastly Chapter VIII gives a conclusion about the overall study and presents implications for further researches.

1.1 THE AIM OF THE STUDY

The main goals of this study are to investigate the ways how short story genre as a product of literature can be integrated in English Language Teaching (ELT) process and to help the students to learn different grammatical structures and new lexical items. Moreover, it aims to assist them to improve their critical and hypothetical thinking skills. It also tries to prove the effectiveness of the short story genre in terms of increasing learners' motivation, making them be aware of different life styles and cultural elements of the societies where the target language is spoken. In addition, it tries to present learners' attitudes towards the use of literature especially short story genre in EFL setting and to increase their motivation towards learning English by making them enjoy themselves during the application.

1.2 LIMITATIONS

There are some limitations in this study. First of all, only 50 students in total took part in this study so the number of the participants is not enough in terms of generalization of the study. Moreover, the period of the application and the number of the short stories exploited in the classroom are among the other limitations because the experiment lasted only for a month and in this period, only one short story could be exploited.

1.3 RESEARCH QUESTIONS

Through the integration of short story genre into language teaching process, this study tries to find answers to the following questions given below;

1. What are the perceptions of the participants towards the use of short story genre as a language teaching material?
2. Do participants have positive or negative stance towards the use of short story genre after the application of the short story?

1.4 THE ABBREVIATIONS USED IN THE STUDY

English as Foreign LanguageEFL

English Language Teaching.....ELT

Foreign Language.....FL

Student.....S

CHAPTER II

LITERATURE REVIEW

2.1 LANGUAGE AND LITERATURE

Literary texts have always been an important source of material for EFL teaching setting and there is an intense bond between language and literature. With this in mind, Elyıldırım (1993) states that since language is an inseparable part of literature, they can't be thought as separate items hence literature plays a crucial role in ELT syllabus and both language and literature are interlinked to each other so studying literature is also studying language at the same time. Llach (2007) believes that language and literature are linked to each other strongly as literature is composed of language and it depicts the repeated language use. Similarly, language is an indivisible part of literature and both of them should not be considered separately so literature study stands for language study (Kaya, 2004). Although, language and literature are evaluated as different concepts, in fact, for learners literature means language (Short and Candlin, 1986). Hall (2005) indicates that language that used in literary texts is useful as it helps the learners to understand the concept of language and its use in usual circles because literature is composed of ordinary language. Accordingly, McKay (1982: 530) states the value of the use of literary texts by saying; "literature presents language in discourse in which the parameters of the setting and role relationship are defined". In addition to being closely related to each other, literature helps people to see the language use in actual context. Türker (1991) supports the idea by stating that the use of literature can be rewarding since literary texts indicate how language operates in contexts. Besides, using literary texts is an effective way of indicating the learners the way to respond and to deliver an opinion

about specific circumstances which are not generally involved in language courses (Tarakçıoğlu, 2003).

In addition, Carter (1982:12) explains that literature is a sample of both “language in use” and “a context for language use”. By the same token, literature supplies the learners with language in actual setting and helps them to see how language is used in real cases (Hill, 1986). Duff and Maley (1990: 6) reveal that when the language is taken into consideration, literature suggests real examples of a variety of “styles, registers, and text-types at many levels of difficulty”. Moreover, literary texts are about real-life events and they care about the exact language use hence they should not be thought as useless (Keshavarzi, 2012). In addition, Ghosn (2002) indicates that short story genre as an example of literary texts enables the learners with optimum resource for language acquisition. Along with Ghosn’s thought, literature shows language in real use and it provides the learners with a superb language model (Ujjwala, 2013). Besides, Traore and Blankson (2011) emphasize that integrating literary texts into language teaching process gives chance to students to sympathize with the language by learning new vocabulary items. In line with the belief above, Brumfit (1986: 185) notes that literature is a prolific resource for linguistic skills such as reading, writing. Moreover, teaching a foreign language does not only include informing the students of the linguistic skills but also it assists them to comprehend “socio-cultural aspects” by helping them to take part in real communication (Martinez 2007: 53). Accordingly, foreign language teaching does not only help the students to improve their reading, writing, speaking, and listening skills, but it also shows the cultural aspects of the society in which the language is spoken hence the students can get the chance of comprehending the actual use of language (Eren, 2004). Besides, Hill (1986) stresses that literature can help the students to reinforce their language knowledge but at the same time, it helps them to develop themselves individually, socially and morally. Whiteson (1996) claims that by means of incorporating literature in English teaching hours, learners can have the opportunity of expressing their ideas in the culture of the place where the target language is spoken.

2.2 ADVANTAGES OF USING LITERATURE IN EFL CONTEXT

Nowadays, teachers have started to exploit literary texts in EFL setting since they are important sources of material so the use of literature in EFL settings continues gaining popularity day by day. Collie and Slater (1987: 3-5) propose some benefits of using literature as; *valuable authentic material, cultural enrichment, language enrichment, personal involvement* and they will be dealt with in the following section.

2.2.1 Valuable Authentic Material

Literature provides the learners with authentic material. Authentic or learner-contextualized materials can be defined as “print materials used in ways that they would be used in the lives of learners outside of their adult education classes” (Jacobson et al. 2003:1). Peacock (1997) points out that authentic materials are a way of motivating the students since, when compared to non-authentic ones they are more enjoyable and inspiring. Besides, authentic materials make the learners feel the sense of real language use thus they can see the target language as it is spoken in the community of the target language (Guariento and Morley 2001). Teachers believe that one of the most important problems of language teaching is creating an authentic condition for learners because a language classroom is abstracted from the actual situations that present the language in real use (Littlewood, 1986). Hence, literature can be suggested as a solution for the problem mentioned above as it is authentic in other words literary works are not written for the purpose of language teaching and “travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles” can be given as examples for the authentic materials (Collie and Slater 1987: 3). Similarly, Hişmanoğlu (2005) thinks that literature as an authentic material is not written for the aim of language teaching and it also comprises the examples of the events taken from real-life situations hence learners are subjected to these real life situations and they are presented the language that is meant for the native speakers through these authentic materials. Accordingly, Wright and Bolitho (1993: 294) list the benefits of using authentic materials as:

- it provides a discorsal perspective on language
- it provides an example of everyday contemporary use of English
- it enables comparison with other data sources
- it allows exploration, providing an open frame for the participants to use as desired.

Moreover, as the literary texts are authentic, they play a crucial role in language teaching process and subjecting the learners to these kind of authentic texts helps them to improve their language skills (Soliman, 2012). In line with the ideas given above, O’Sullivan (1991) reclaims that literature is a suitable tool for the language teaching process because authentic events and the real use of language are presented in literary texts. In addition, Loukia (2006) notes that literary texts bring the reality to the class and they provide the learners with the authentic uses of language. Likewise, as literature provides the students with authentic material, they have the chance of seeing the language in actual use besides they can see the use of spoken language and cultural elements of the country where the target language is spoken (Cruz, 2010). Furthermore, Muthusamy et al. (2010) state that integrating literature into the language teaching process assists the learners to improve their language skills and as they deal with the issues taking part in the literary texts, they can get the opportunity of expressing their thoughts, feelings that help them to reinforce their critical thinking skills. Moreover, Elliot (1990) adds that literature provides the learners with rich authentic material, thus students can improve their literary proficiency and master the language effectively. Tarkçioğlu (2003: 215) states that literature presents an example of authentic material since it provides the students with real life events and “genuine act(s) of communication”. In conclusion, literature is a beneficial source of material because it presents the language in genuine contexts and it also indicates the way how language should be used and operated (Aghagolzadeh and Tajabadi, 2012).

2.2.2 Cultural Enrichment

Besides its providing the learners with authentic material, literature is also an optimal medium for demonstrating the real language use and presenting the cultural elements (McKay, 1982). Moreover, Soliman (2012) underscores the opinion that two of the main goal of using literary texts is its providing the learners with the input of culture. In this regard, literature presents an example “in an ELT context for culture-specific

issues such as history, traditions, religion, male-female relationships” (Yıldırım 2012:139). Moreover, Lazar (1996) reports that literature enables the students with the input of the target language culture. Floris (2004) also indicates that through literary texts, students can see the world from a different point of view and they can learn the values, traditions and discover the different life styles of people from different societies, thus they can broaden their horizons and they can be conscious of the socio-political and historical aspects of a different society. In addition, literature can be defined as a mirror reflecting the culture as it presents the individualistic and communal experience of life (Ujjwala, 2013). Cruz (2010) stresses that literature and culture in language teaching setting convey the spirit of the target language and they build the relationship between the learners and the countries where the target language is spoken. It is also believed that integrating literature in ELT context raises learners’ awareness and it also increases students’ realization of the culture (Nafisah, 2006). Moreover, Sell (2005) puts forward that the use of literature enables the learners with an understanding of the culture and it equips them with cultural elements and helps their socialization process in the culture of the target language. It can also be asserted that literature helps the learners to be aware of the different cultures and to communicate appropriately with the people from the countries where English is spoken (Sell 2005). In addition, literature assists the students to observe different experiences and to get in touch with different people that live in the society where the target language is used even if the literary works are the products of fiction (Ubukawa and Ishida 2003). Moreover, literature use increases the awareness of culture and it includes a lot of samples of thoughts, experiences, notions of people through the cultures of the other countries (Sivasubramaniam, 2006). Moreover, Tarakçioğlu (2003) is of the opinion that, from the cultural point of view, literary texts assist the learners to comprehend the features and the merits of the target language culture by giving pleasure. Tarakçioğlu also (2003: 218) puts forward:

Literature contributes to students to improve themselves culturally as well. It is a precious material which can light up the social, intellectual or linguistic developments that a foreign language and culture have gone through.

Similarly, McKay (1982) indicates that through observation of culture of the target language, literature can increase the students’ awareness of that culture and improve their creativity. Moreover, from the cultural aspect, using literary texts helps the students to comprehend and to evaluate the cultures and the traditions of the societies

different from their own thus they can observe and compare the ideas, feeling of the people in the societies where the target language culture exists (Carter and Long 1991). Lazar (1993) believes that literary texts present variations of the words and by subjecting the learners to literature, as teachers we lead them to see and understand the different cultures of the countries. Lastly, Collie and Slater (1987) put forward that the world or the lives in short stories, plays, novels are not real and they are created ones but although they are not real life events, they depict the places, characters and lives in a vivid context, thus a reader can explore the customs, traditions, life styles, opinions of the people existing in literary texts.

2.2.3 Language Enrichment

Literature, in addition to its helping the students to be involved individually in the language learning process, it also helps the students to improve their language skills which are reading, writing, listening and speaking. Furthermore, Povey (1967) underlines that literature presents a vast use of new vocabulary items and improves the students in linguistic sense, thus it helps the learners to develop their language skills. Moreover, by means of literature, students can get to learn language skills such as reading, writing, listening, speaking and it does not only improve linguistic skills but it also helps the learners to reinforce their thinking skills thus it enables them to widen their “linguistic and cognitive skills...” (Muthusamy et al. 2010: 75). Littlewood (1986) states that literature shows actual use of language thus students can get the chance of practicing the language skills particularly reading. Moreover, Ujjwala (2013) explains that literature proposes linguistic input and by means of literature, learners can practice the language skills such as; reading, writing, listening, speaking, in addition to that, they can also come across new vocabulary items and grammar structures. Türker (1991) agrees that literature assists the learners to develop not only their reading skill but also other skills such as writing, speaking and listening. In addition, it is stated that when chosen carefully and used appropriately, literary texts can promote “linguistic and socio-cultural competences” of the learners (Sell 2005:92).

Furthermore, by using literary texts as a supplementary source of material, different writing exercises can be developed to aid the learners to improve their creativity in writing by means of asking them to write essays or dialogues (Kırkgöz, 2012). In the same way, Muthusamy et al. (2010) believe that learners sometimes want to express

their own life experiences and they reflect these experiences through writing essays which help them to improve their creativity in writing. Moreover, it is pointed out that when the learners are subjected to literature, they can have the chance of learning new lexical items and expanding their knowledge of vocabulary (Khatib et al., 2011). Savvidou (2004) underscores that besides its expanding students' understanding of the other cultures, literature can also help the students to learn new vocabulary items and grammatical structures. Moreover, Hadaway et al. (2003) explain that literary texts provide the learners with a wide range of vocabulary items that help them to be motivated. Carter and Long (1991: 2) think as: "...literature can be an instrument for use in connection with the teaching of specific vocabulary or structures or for foreign language manipulation". It is also believed that literary texts enable the students with a crucial source of material and as the students find the chance of seeing new lexical items and structures in real contexts, it is easy for them to keep all these newly learned items in mind (Collie and Slater, 1987). Furthermore, Tarakçioğlu (2003) puts forward that by being exposed to literary texts, students can develop both their productive and receptive skills since a work of literature can be counted as an optimal context for learners in which ideal grammatical structures and use of language are presented. According to the study results of Kim (2013), it is revealed that learners improved their skills in communication and they developed their productive skills by means of using the structures that they came across in the texts.

2.2.4 Personal Involvement

It is claimed that literature is a useful source of material because of the "personal involvement it fosters in readers" (Collie and Slater 1987:5). Moreover, Llach (2007) states that learners are affected by the subject matter and they can establish a connection with their lives through literary texts and it can be concluded that literature is a crucial source of motivation because it presents personal experience. Furthermore, deciphering the plots of literary texts requires individual replies and it supports the learners to appeal to their life experiences therefore the learners are involved in the language learning process individually (Lazar, 1996). By the same token, Floris (2004) notes that literary texts deal with universal themes and topics related to the readers' own experiences and they also provide the students with a different viewpoint of the social world. Similarly, it is pointed out that besides its

making foreign language learning process easier, literature also helps the students to form their lives as human beings and it can also present “the needed literary experiences which can be related to the learners’ own life and language learning experiences” (Kim 2013:130).

It can be added that learners want to feel the sense of being incorporated in the language learning process individually and by means of literary texts they can have the chance of showing their own experiences and ideas (Elliot, 1990). Likewise, Cruz (2010) is of the opinion that by means of literature, students can establish a relationship with the target language thus they can evaluate the language as a living entity that changes and adapts itself according to the needs and expectations of both foreign and native speakers of the language in question.

Furthermore, literary texts can be very helpful in the sense of enabling the students with the opportunity of acquiring the language skills and they also help the learners to improve themselves individually. By the same token, Tarakçioğlu (2003: 219) believes that literature addresses to the feelings of the learners and learners think the characters in the texts as real human beings who behave, think and react like themselves instead of “being speech models in course books in language classes, hence they can empathize with them -even though they may not be sharing same or many standpoints and/or values due to cultural differences- without much difficulty”. Moreover, Duff and Maley (1990) report that literary texts are strong motivators because literature presents the themes about which people response personally by taking their life experiences into account. Additionally, literature helps the learners to improve themselves individually and to behave like a mature person both in their relations and foundation around them (Carter and Long, 1991). Nevertheless, Lazar (1993) thinks that integration of literature into the language learning process is a way of helping the students to be involved in the process that enables them to show their ideas, thoughts and emotions.

In addition to the reasons given above, Lazar (1993) also thinks that literature is a good way of motivating the learners and it also raises their language awareness.

2.2.5 Motivating Material

Literary texts can also be used as a way of increasing students’ motivation. Khatib et al. (2011) report that although literature has some negative sides, it provides learners with motivation for language learning. When the texts are related to the learning

environment of the students, they can be a motivational tool for them (Tseng 2010). In addition, McKay (1982) notes that dealing with literature raises the motivation and the reading proficiency as there is an interaction between the text and the learners. Likewise, it is believed that there is an interactive relationship between the text and the readers thus they are motivated to read so literature can be regarded as a source of motivation (Khatib and Rahimi, 2012). Ujjwala (2013) suggests that literature strengthens the learners' perception of inclusion thus it increases the feeling of motivation in the class, and as it supplies both comprehensive input and an influential stimulus, it can be counted as an important source of motivation for the learners. Through medium of literary texts, students have the opportunity of learning the author's real feelings thus they produce a sense of motivation for them (Llach, 2007). Along with Llach's thoughts, it is stressed that literature is a source of motivation as it leads the learners to make some reading, writing in English both during the teaching hours and outside of the classroom so as to give a reaction to the text itself (Türker, 1991; Kim, 2013). Lazar (1996:773) reveals as; "..., literary texts are rich sources of classroom activities that can prove very motivating for learners".

2.2.6 Expanding Students' Language Awareness

Another advantage of integrating literary texts into EFL setting is its raising the learners' language awareness. Bolitho et al. (2003:252) define language awareness as;

Language Awareness is an internal, gradual, realization of the realities of language use. It is driven by the positively curious learner paying conscious attention to instances of language in an attempt to discover and articulate patterns of language use.

According to Carter (2003), language awareness means improvement of conscience and susceptibility of the learners to language functions and forms. Moreover, Bolitho et al. (2003) add that language awareness is a kind of thing that can be improved by the students and can't be taught by the books and learners can develop their language awareness by concentrating on language use thus they can understand how language is used. Besides, language awareness can be profitable with regard to its being a "lifelong ability" to comprehend the way how language influences humanity and

raises the cultural awareness (Ellis 2012: 93). As it has been mentioned before, one of the most important benefits of literature is its making the students be aware of the language since literature helps the learners to be aware of the different qualifications of the language (Lazar, 1993). Similarly, Collie and Slater (1987) underscore that literary texts help to raise the language awareness of the learners. Sivasubramaniam (2006) points out that literature improves awareness of language as different literary texts provide the students with different lexical and syntactic items. Likewise, it is emphasized that literary texts support the learners to improve their awareness about the matter of how language operates and besides literature helps them to increase their “knowledge of syntax, morphology, semantics and phonetics (Muthusamy et al. 2010:70). Last but not least, McKay (1982) states as the following:

Language that illustrates a particular register or dialect is embedded within a social context, and thus there is a basis for determining why a particular form is used. As such literature is ideal for developing an awareness of language use.

Moreover, Erkaya (2005:8) believes that literature also serves teaching higher-order thinking and among the other benefits, it is one of the most valuable ones.

2.2.7 Teaching Higher-Order Thinking

Literature also helps the learners to improve their critical thinking skill. First of all, the concept of critical thinking can be defined by Cottrell (2005) as thinking cognitively and a kind of activity related to using the intelligence and it also means thinking in a critical and analytical way by using intellectual activities such as paying attention, categorizing, choosing and judging. Moreover, it is also acknowledged that critical thinking is the ability of reading between the lines and interpreting them thus distinguishing the inaccurate and invalid assumptions (Cottrell 2005). Nowadays, critical thinking is regarded as the milestone of the education process and it is an activity that leads the students to unearth the hidden meanings of the literary texts (Khatib et al., 2011). Paul (1990) believes that critical thinking is a form of thinking in both disciplined and independent way and it represents the appropriate way of thinking. According to Pincione (2009:373), critical thinking is a way of “evaluating arguments couched in ordinary, non-formal language”. It is also thought that critical

thinking is a kind of ability that helps the learners to examine and to interpret the knowledge and critical thinkers bring forward crucial questions by collecting and evaluating the related information, thus they think broad-mindedly and make contact with people effectually (Duron et al., 2006). Besides its helping the learners to improve their linguistic skills and making them be aware of the culture, literature also promotes critical thinking on the issues such as themes, messages and characters (Van, 2009). Oster (1989) continues that literary texts widen the learners' horizons and improve critical thinking by demonstrating the different situations. Furthermore, it can be asserted that exploiting the literary texts in EFL setting provides the learners with sophisticated and meaningful language learning process therefore the learners are subjected to actual use of language thus they turn into critical thinkers (Keshavarzi, 2012). By the same token, Tarakçioğlu (2013) believes that literary works provide the learners with the opportunity of developing their critical and analytical thinking skills. Moreover, when literary texts are integrated into language teaching process, students learn how to interpret, comment on the issues and they try to examine the texts closely in order to make deductions and to support their ideas thus they learn how to think critically (Spack, 1985). In addition, Erkaya (2005) believes that through literary texts, students go into a place that they are familiar with or not, and as the literary texts are a medium of transmitting the culture of other countries, they can have the chance of going from the literary texts to their own memory just to give meaning to their opinions that direct them to think critically. It is also thought that the academic literacy necessitates thinking critically and by the help of literary texts, the learners can gain that sort of thinking skill which contains searching main issues, reinforcing their claims and seeking for cause and effect relations (Ghosn, 2002). Aghagolzadeh and Tajabadi (2012) believe that literary texts show the issues and situations that can be confronted by all human beings, thus they provoke critical discussions.

2.2.8 Extensive Reading

Generally speaking, extensive reading denotes reading a lot and by means of reading in large amount, it is aimed to gain a clear understanding of the materials (Bamford and Day, 1997). In addition, extensive reading is a way of helping the students to

improve their reading skills, to practice the things that they have learnt before and to prosper their language knowledge (Sheu, 2004). Rashidi and Piran (2011) offer that extensive reading helps learners to read the texts that were written in the target language easily. Kong (2010) lists the goals of extensive reading as; first of all, it helps the learners to improve their language knowledge, to make the learners be aware of new vocabulary items, to improve their reading skills, to increase their language and cultural awareness and to improve their critical thinking abilities. Literary texts are beneficial sources for extensive reading because such an activity will increase the learners' speed of reading and lead them to guess the meaning of the unknown vocabulary items thus they can manage how to read a lot in a restricted time period (Khatib et. al, 2011). In addition, Daskalovska and Dimova (2012) are of the opinion that using literary texts has some values, first of all, it increases extensive reading frequency of the students, exposes them to the target language use, leads them to read the authentic texts like short stories, novels etc. and it also helps them to see various uses of language and lexical items by supporting language acquisition with a motivating and entertaining manner.

2.3 ARGUMENTS AGAINST USING LITERARY TEXTS

As mentioned in the previous section, literary texts have so many beneficial aspects in terms of language teaching, motivating the learners, increasing their cultural and language awareness. However, they have also some side effects that will be dealt in this part. First of all, it is asserted that language in literary texts is difficult to understand for the learners and there is a difference between everyday use of language and literary language (Elyıldırım, 1993). Besides, Kaya (2004) maintains that there are some disadvantages of using literature in EFL setting and they are listed below;

1. First of all, as the literary texts are about the people and the places that are unfamiliar to the learners, students face the difficulty of understanding the background knowledge about these people and settings.
2. Literary texts do not present the language of everyday life.

3. As the literary texts are very long, they are difficult to exploit in restricted time.

Moreover, McKay (1982) points out that the structure of literature is complicated and the language of literature is a bit unfamiliar to the students therefore it is difficult to teach grammatical structures by means of literature and as literature depicts a specific culture, learners can find it difficult to comprehend. Notwithstanding, it is noted that literature is not seen as a practical teaching material since it is not thought to present good language use as it does not include everyday use of language (Widdowson, 1983). Likewise, Floris (2004) puts forward that most of the teachers think literature as a source of obstacle because literary texts are thought to be difficult to understand. Moreover, literature is thought to be far from the learners in historic, geographic, social, cultural and linguistic sense and it is asserted that language teaching should pay attention to listening and speaking skills but literature promotes only reading and writing skills (Sell, 2005). In addition, Lazar (1994) is of the opinion that most of the teachers have very restricted time to integrate literary texts into language teaching process so they are believed to be non-essential and waste of time. Moreover, in linguistic sense, literary texts are difficult and they demand language knowledge and an ability of deducing the author's message (O'Sullivan, 1991). In addition, Cook (1986) indicates that literary works include their own semantic, grammatical and lexical systems and they are easy to understand only for native speakers and they are not comprehensible and suitable for the non-native ones. Moreover, Lazar (1993) lists the disadvantages of using literature as following; first of all, literature requires individual responses from the learners although they do not know how to cope with the linguistic difficulties of the texts as some literary works may be far from the learners' personal experience and secondly, the use of literary texts is mostly appropriate for the advanced learners because they are hard to comprehend linguistically as a result of this, average students can be demotivated easily.

CHAPTER III

APPROACHES USED WHILE EXPLOITING

LITERARY WORKS

There are various approaches and models that have been offered on the use of literary texts in EFL setting and in the following part, different approaches that can be adopted while using literary texts will be examined. To begin with, Carter and Long (1991:2) suggest three kinds of language teaching model which are; *The Cultural Model, The Language Model and The Personal Growth Model*. In addition to the models, suggested by Carter and Long (1991), Van (2009) also puts forward six literary analysis approaches which are; *New Criticism, Structuralism, Stylistics, Reader- Response, Language- Based and Critical Literacy*. There is also another approach proposed by Timuçin (2001) which is called *Integrated Approach*.

3.1 THE CULTURAL MODEL

With the use of cultural model, the learners have the opportunity of comprehending and evaluating the cultures of the other countries different from their own and it is also indicated that through this model, students can understand and evaluate the opinions and emotions of the people living in the country where literary texts take place (Carter and Long, 1991).

3.2 THE LANGUAGE MODEL

Carter and Long (1991) believe that integrating literary texts in language teaching process also helps the students to improve their some linguistic skills and some teachers use literary works as a way of teaching new vocabulary items and grammatical structures and the reason behind teachers' exploiting literary texts in EFL setting is to provide the learners with the original use of language.

3.3 THE PERSONAL GROWTH MODEL

With the use of personal growth model, teachers aim "to help students to achieve an *engagement* with the reading of literary texts" (Carter and Long 1991:3). Moreover, Carter and Long (1991) continue to say that teachers can promote this kind of personal growth by means of choosing literary texts that students can internalize and comment about easily.

3.4 NEW CRITICISM

New criticism promotes the idea that readers can only find meaning in the text by themselves without taking the writers' aim or outer factors into consideration and they can reach the meaning only by reading the text closely (Van, 2009). In addition, Tyson (2006) points out that for New Criticism, a literary work is an eternal, self-directed source of material and readers, readings can undergo a change, but the literary texts do not change and they stay the same all the time. On the other hand, New Criticism approach has some disadvantages. First of all, as the activities are more about finding out the figures of speech such as symbolism, metaphors, they only deal with the literary elements of the texts instead of reaching the glory and the significance of the text (Van, 2009).

3.5 STRUCTURALISM

Structuralism gives importance to objectivity while analyzing the texts and it rejects the readers' individual reactions and comments in this respect, it resembles to new criticism approach (Van, 2009). Furthermore, Tyson (2006:220) says: "...structuralism isn't interested in what a text means, but in how a text means what it means". Barry (2002) puts forward that according to structuralism, the entities of a literary text can't be comprehended as an isolated thing instead they have to be evaluated as a whole in the context constituted by large structures.

Contrary to the beliefs mentioned above, structuralism has a disadvantage which is its deemphasizing the readers' role while finding out the meaning therefore it is not a useful way of teaching literature since the main goal of literature teaching is to promote the personal development (Van, 2009).

3.6 STYLISTICS

Crystal (1971:34) defines the term stylistics as; "...the linguistic study of systematic situationally distinctive, intra-language variation". Having been developed in the 20th century, the main goal of stylistics is to indicate the role of the linguistic elements and grammatical structures of literary texts that help the students to discover the entire meaning and stylistics benefits from linguistics in other words it is the exploration of the language and the structure (Barry, 2002). Apart from that, stylistics examines the literary language elements in order to raise students' awareness to literature and in this approach; students are made to comment on the literary texts by benefiting from their knowledge of language (Van, 2009). By the same token, Lazar (1993) suggests that stylistics is a way of examining the linguistic elements of the literary texts with the aim of understanding the way how the meaning is conveyed and stylistics has two crucial goals that are helping the learners to interpret the texts meaningfully and raising students' language awareness. Lazar (1993) goes on to say that stylistics provides the learners with the understanding of the way how the meaning is transferred and it also helps them to improve their grammatical and lexical knowledge and to raise their language awareness. Notwithstanding, Cook (1986: 152) indicates that stylistics is about interpreting the text and it is also about "what the text means and why and how it means what it

does...”. Moreover, it is claimed that stylistics is an approach that includes the examination of the language itself in the texts and it aims to discover the link between what the meaning is and how it is conveyed (Carter and Long, 1991).

3.7 READER RESPONSE

As it is understood from its name, reader response criticism centers upon the responses of the readers to the texts and in this approach, readers play a crucial role in understanding of the texts as they are not passive consumers of the texts instead they participate actively in the process of making the meaning and it can also be added that one text can be interpreted differently by various readers thus even the same reader can reach different conclusions when he reads the same text for the second time (Tyson, 2006). To shed some more light on this issue, Dobie (2001) offers that reader response calls attention to the readers because without the readers’ comments and interpretations, the literary works are senseless and purposeless and they do not come into existence at all. Dobie (2001) goes on to say that reader response theory makes the reader become the focal point of the meaning creation process thus they start to participate actively in the process of finding out the meaning. Moreover, Van (2009) demonstrates that reader response approach pays attention to the readers’ role and in the meaning making process it makes the readers benefit from their own ideas and experiences. Likewise, as the reader-response approach makes the readers share their feelings and personal experiences, it can be regarded as a task-based methodology that promotes communicative language teaching (Al-Bulushi, 2011). Apart from that, Khatib et al. (2011:205) maintain as; “This approach is based on a premise of teaching literature for literature’s sake not for language learning and development purposes”. Quite in line with the thoughts mentioned above, Kesen (2006) argues that readers actively join the interpretation process and they contribute to the meaning making process by benefiting from their background knowledge, personal experience and feelings.

3.8 LANGUAGE –BASED APPROACH

Language-Based approach favors the blend of “language and literature” in the language teaching process and with the use of language- based approach, it is

expected that the learners participate actively in language learning process as a result it promotes “student-centred classes” (Timuçin 2001:272). Moreover, as it is understood from its name, Language- Based approach chiefly aims to help the learners to develop their linguistic skills and to raise their language awareness (Khatib et al., 2011). Nevertheless, Van (2009) notes that language-based approach underlines the language of the literary texts just like stylistic approach and it benefits from language activities such as jigsaw reading, cloze tests, re-writing etc. Consequently, examining the language of the literary works helps the learners to understand the language and it raises their language awareness (Lazar, 1993).

3.9 CRITICAL LITERACY

Despite the fact that the critical literacy is not an exact way of teaching literature, in a way it plays an important role both for instructing language and literature as it indicates the link between the use of language and social power (Van, 2009). Moreover, critical literacy is required to teach literature and through this approach, students can see the relationship between the texts and some issues such as “identity, culture, political power, gender, ethnicity, class, and region” (Van 2009:185).

3.10 INTEGRATED APPROACH

It is offered that integrated approach takes the advantage of benefiting from some of the characteristics of the stylistics analysis that examines the literary works in terms of their styles, contents and it is also indicated that integrated approach helps the learners to improve both their language knowledge and communicative abilities (Savvidou, 2004). Furthermore, Timuçin (2001: 271) is of the opinion that integrated approach includes “language-based approaches and stylistics as a pedagogical framework, ...”.

In the light of all approaches given above, in this study, integrated approach combining both language based approach and stylistics is adopted because through various activities, participants are required to reach the meaning by paying attention to the linguistic elements of the short story text thus it is aimed to increase their language awareness and to improve their linguistic skills. Moreover, as language-based approach suggests, in this application, it is intended to create a student-

centered classes by encouraging the learners to comment on the linguistic elements and some language- based activities such as cloze test, rewriting, filling in the gaps are designed in order to make them understand the way how language is used.

CHAPTER IV

SHORT STORY

4.1 BENEFITS OF USING SHORT STORY GENRE

Among all the literary genres, short story can be regarded as one of the most convenient ones because it proposes some profits that can be seen in the following part;

- First of all, short stories do not have a very complicated plot structure, so many characters and they are limited to one setting unlike novels and as they keep away from the old and archaic forms of language, they are easy to comprehend hence most of the times, they can be easy to deal with for the learners (Kaya, 2004).
- Besides, Ghasemi and Hajizadeh (2011) think that short story genre is one of the most appropriate materials because it is short, modern and it also helps the learners to improve their language knowledge. Likewise, among the other literary genres, short story is the most preferable one and one of the most crucial reasons behind it is its being shorter than other genres such as novel and it can also attract the attention of the readers and motivate them easily thanks to its plot, characters and setting (Sarıçoban and Küçükoğlu, 2011). Quite in line with the thought given above, when compared to the novel genre, short stories are short thus students can read so many short stories in limited course hours but novels can't be handled in short time (Kaya, 2004).
- Eren (2004) underlines that short story is the most convenient one among the other literary genres because there are so many figures of speech and symbolism in poems and the novels are too long to handle within the limited time and in crowded classes.
- In addition, Akyel and Yalçın (1990) reveal that teachers have the chance of choosing different texts with different themes and subject matters so short

stories can appeal to all of the learners in the classroom and teachers can easily draw students' attention.

- Moreover, by means of short stories, students are not only aware of the language but also they can have an idea about the cultural aspects and life styles of the countries where the target language is spoken (Martinez, 2007). Besides, Erkaya (2005: 7) points out that the use of short story is a way of conveying the culture and through culture, students can “learn about the past and present and about people’s customs and traditions”. Kaya (2004) emphasizes that besides their enabling the students with using their creativity in life and developing their linguistic skills, short stories also shed light on the culture of the target language. Moreover, Loukia (2006) states that a short story that is chosen carefully can present the lives of the people in the societies where the target language is spoken.
- In addition, the message is not conveyed explicitly in short stories and learners are made to read between the lines in order to decipher the meaning, hence, short stories are a good way of helping the learners to improve their thinking abilities (Ghasemi and Hajizadeh, 2011). Accordingly, Erkaya (2005) asserts that short stories are very beneficial in terms of increasing learners' motivation, raising their cultural awareness and helping them to develop their thinking abilities. On the top of that, Amer (2003) points out that the use of short stories supplies motivation for the learners besides its helping them to develop their thinking skills that are required for L2 learning.
- Another advantage of short story genre is its leading the students to use their imagination. To exemplify, Muthusamy et al. (2010) point out that short stories prompt the students' vision and they increase their lust for creation and classes can be instructed more effectively through the routine flow of students' making mistakes and teachers' correction process by presenting funny and interesting activities. By the same token, Loukia (2006) puts forward that while dealing with short stories, learners are required to forecast the following parts hence they have the opportunity of using their imagination.
- Furthermore, Kırkgöz (2012) indicates that when compared to traditional English teaching courses, using short stories in the classroom brings novelty and diversity that make learners enjoy them.

- Moreover, using short stories in the class helps the learners to develop their linguistic skills and vocabulary knowledge. To illustrate, Kaya (2004) advocates that short stories do not only promote developing reading and speaking skills but also they consist a lot of new lexical items thus they help to expand the vocabulary knowledge of the learners.

The study results of Tseng (2010) carried out on the literary genre choice of the learners show that most of the learners chose short story genre followed by novels, plays and at last poems and this study also indicates that short stories are the most preferable ones compared to other literary genres. To bring to conclusion, the use of short stories has various benefits such as improving linguistic, thinking skills, raising cultural awareness and promoting the use of imagination but reaching all these benefits given above mostly lies behind choosing the right text and in the next section the criteria for text selection will be discussed.

4.2 HOW TO CHOOSE A TEXT

In the light of the information discussed in the previous part, short stories can be regarded as indispensable sources of material in ELT setting as they have a lot of benefits but selection of the suitable text plays an important role and the focal point of this part is to discuss the criteria for deciding on the right material. McRae (1991) expresses that text selection is a difficult and important phenomenon because it is a subjective activity and every teacher has so many criteria for text selection because each teacher gives importance to different points in a different sequence and the criteria for the right text selection can be seen below;

- First of all, according to Lazar (1993), students think that the text to be used should be related to their life experiences and these texts will gain meaning for them only if they are selected attentively. Furthermore, Sariçoban and Küçüköğlü (2011) reveal that the teachers should pay attention to the needs and interests of the students and the texts to be chosen should be related to the opinions, feelings and experiences of them.
- Hill (1986) reveals that the text to be chosen should appeal to the aims, concerns and the age of the students and as the learners' speed of reading is not fast, it is convenient to select the short stories with controlled length. . In addition, Khatib et al. (2011) note that as the literary texts are hard to

comprehend, while choosing them, the gender, age and the background of the learners should be taken into account. Likewise, while choosing the texts, learners' biography, background knowledge and the objectives, the content of the course should be paid attention and in order to make the students feel the sense of achievement, a text which is short enough to be dealt within the limited course hours should be chosen (Kırkgöz, 2012). Similarly, text selection should be based on the demands, choices of the learners (Tseng, 2010). Therefore, it is crucial to select texts that are about the feelings, ideas and personal experiences of the students (Collie and Slater, 1987).

- Moreover, while choosing the literary texts, the hardness of the grammatical structures and vocabulary items should suit the language level and background knowledge of the students (Van, 2009). To shed some more light on this issue, Littlewood (1986) acknowledges that the texts consisting so many archaic words and unknown structures should be avoided. Similarly, Türker (1991) notes that as the texts are sometimes hard to understand in terms of grammatical structures and lexical items, they should not be selected randomly and they should include previously learned lexical items and grammatical structures. Additionally, before the selection of the text, the convenience, the difficulty level, the length of the text and its link to the syllabus should be taken into consideration (Martinez, 2007). Besides, the structure of the texts to be chosen should be appropriate for the students' level and the texts that include so many unknown and old words should be abstained (Eren, 2004). In addition, McKay (1982) indicates that before selecting the text, it is important to analyze the text in terms of its linguistic difficulty because the readability and understandability are important phenomena. Quite in line with the thought mentioned above, teachers should choose the texts that suit the linguistic level of the learners because they can't be motivated if the language level of the texts is too difficult for them and it is also suggested that the texts which can draw the attention of the learners easily should be chosen (Floris, 2004).

To shed more light on this issue, Tasneen's (2010) study results illustrate that when the teachers participated in the study, are asked to share their opinions about the genre of the texts, half of them chose the short story genre as a teaching material and when they are asked about their criteria for the text selection, most of them

demonstrated that they chose amazing, entertaining and appropriate short stories in terms of linguistic level and cultural background of the learners.

4.3 FULL TEXT VERSUS EXTRACTS

Deciding on whether to use entire text or the extracts taken from the entire work is as important as selecting the appropriate literary text for the learners. While a text denotes a number of sentences connected to each other in a cohesive way, an extract means only a part of the text (Cook, 1986). The matter of deciding on whether to use extracts or full texts is a controversial issue because while some of the teachers favor the use of entire texts, the others choose to use extracts taken from the entire work due to some reasons. However, most of the teachers mostly choose to use extracts for the following reasons;

- First of all class time is very short which is mostly restricted to forty or fifty minutes thus it is suitable to use extracts for teachers (Elyıldırım, 1994).
- Besides, O’Sullivan (1991) adds that the success of using literary texts rests mostly on the right text selection because the texts can be hard to understand and to solve this problem, some alternative things can be offered such as simplifying the texts or giving extracts from the texts though the first one is not preferred as it ruins the authenticity of the text, the second one is more preferable as the extracts taken from the text make reading easy for the learners.
- By the same token, as the texts are too long they can be a bit tiring and they can demotivate the students thus students may not want to deal with such sort of literary texts anymore and using extracts proposes a solution for this problem because by means of extracts, students can have the chance of reading so many different literary works and they can enjoy themselves more (Collie and Slater, 1987).

On the other hand, some people find the use of extracts a bit problematic. As the extracts are taken from the text, they can’t be very beneficial for the readers because the text is a whole entity and the entire text is as important as the extracts (Elyıldırım, 1994). To solve this problem, some criteria for extract selection are suggested. For instance, Collie and Slater (1987) indicate that the extracts to be chosen should be interesting, and they should draw the attention of the students, constitute the

important parts of the entire text and enable the learners with different and interesting classroom activities. On the top of that, Cook (1986) proposes that the extracts should give introduction rather than giving conclusion.

4.4 JUSTIFICATION OF THE TEXT SELECTION

Before the text selection, a questionnaire (see Appendix 1) that has 10 items is conducted in order to decide on the students' interests, opinions and choices about the short story to be chosen. Text selection questionnaire is conducted at one of the state universities' prep classes in Turkey within the context of English Language Preparatory Program in fall semester of 2013-2014 academic year and 50 students in total take part in the survey. Table 1 shows the results of the statements 2, 4, 5, 6 that exist in the text selection questionnaire and these statements are related to the criteria for the content of the short story to be chosen.

Table 1. The Results of Participants' Answers to the Statements 2, 4, 5, 6

Item	Statements	Descriptive Statistics (DS)	1 ^a	2 ^b	3 ^c	4 ^d	5 ^e	Total
2	The short story to be chosen should be related to my life experiences and feelings.	f	4	8	9	10	19	50
		%	8	16	18	20	38	100
		%	%	%	%	%	%	%
4	There should be some universal themes in it such as love, marriage, death, poverty and motherhood.	f	4	8	9	10	19	50
		%	8	16	18	20	38	100
		%	%	%	%	%	%	%

5	It should reflect real life events rather than supernatural ones.	f	2	3	6	17	22	50
		%	4	6	12	34	44	100
			%	%	%	%	%	%
6	It should include the cultural elements of the countries where the target language is spoken.	f	3	4	8	17	18	50
		%	6	8	16	34	36	100
			%	%	%	%	%	%

Note: ^a Strongly Disagree, ^b Disagree, ^c Neutral, ^d Agree, ^e Strongly Agree

According to the results of the questionnaire (statements 2, 4, 5, 6), more than half of the students (58 % = Strongly Agree: 38 % and Agree: 20 %) indicate that they want to read a short story which is about their life experiences and feelings. In terms of the themes of the short story to be chosen, it is interesting that the result of item 4 is equal to the result of the item 1 and in the same way, 58% (Strongly Agree: 38 % and Agree: 20 %) of the students want to read a short story in which some universal themes such as love, marriage, death, poverty, motherhood exist. Among all the participants, 78 % (Strongly Agree: 44 % and Agree: 34 %) of the respondents believe that the short story to be chosen should reflect the real life events rather than supernatural ones. As regards the item 6 which is “*It should include the cultural elements of the countries where the target language is spoken*”, most of the participants (Strongly Agree: 36 % and Agree: 34 %) want to read a short story that includes the cultural elements of the countries where the target language is spoken.

Table 2 given below shows the results of the statements 1, 3, 7, 8, 9, 10 which are related to the linguistic elements of the short story to be chosen.

Table 2. The Results of Participants' Answers to the Statements 1, 3, 7, 8, 9, 10

Item	Statements	Descriptive Statistics (DS)	1 ^a	2 ^b	3 ^c	4 ^d	5 ^e	Total
1	The short story to be chosen should not include so many obscure words or grammatical structures.	f	0	4	6	7	33	50
		%	0	8	12	14	66	100
		%	%	%	%	%	%	%
3	There should be ambiguous words in the text.	f	13	13	9	8	7	50
		%	26	26	18	16	14	100
		%	%	%	%	%	%	%
7	The language of the text should be simple and plain.	f	0	4	5	14	27	50
		%	0	8	10	28	54	100
		%	%	%	%	%	%	%
8	It should not include so many figures of speech such as metaphor, simile.	f	2	7	7	19	15	50
		%	4	14	14	38	30	100
		%	%	%	%	%	%	%

9	A short story with so many slang and archaic words should be avoided.	f	3	4	8	12	23	50
		%	6	8	16	24	46	100
			%	%	%	%	%	%
10	The language of the text should be appropriate for my language level.	f	1	0	1	12	36	50
		%	2	0	2	24	72	100
			%	%	%	%	%	%

Note: ^a Strongly Disagree, ^b Disagree, ^c Neutral, ^d Agree, ^e Strongly Agree

The findings of Table 2 show that 80 % of the participants (Strongly Agree: 66 % and Agree: 14 %) do not want to read a short story that includes so many obscure words or structures. According to the results of the item 3 which is one of the negative items, it can be said that more than half of the students (52 %: Strongly Disagree: 26 % and Disagree: 26%) believe that short story to be chosen should not include ambiguous words in it. As regards the results of the item 7 which is about the language characteristics of the short story, 82 % (Strongly Agree: 54 % and Agree: 28 %) of the participants think that the language of the short story should be simple. Moreover, among all the respondents, more than half of them (Strongly Agree: 30 % and Agree: 38 %) believe that the short story should not include a lot of figures of speech. In addition, 35 (70 %) of the participants do not want to read a short story that includes so many slang and archaic words in it. Moreover, nearly all of the students (96 %: Strongly Agree: 72 % and Agree: 24 %) think that the short story to be chosen should suit their language level.

In conclusion, when the findings of the text selection questionnaire are taken into consideration, the short story titled *Desiree's Baby* (see Appendix 2) written by Kate Chopin is found suitable to be used in the classroom due to some reasons. First of all,

when the content of the short story is taken into consideration, it does not consist of any supernatural elements instead it reflects the real life situations. Moreover, it presents some universal themes such as love, marriage, racism, motherhood. Therefore participants can have the chance of building an analogy between their life experiences and the events taking place in the short story. As regards the plot, it is not very complex as there are not any flashbacks and difficult structures in it, thus it is easy to understand for the students. In addition, when we pay attention to the linguistic elements of the short story, it can be said that there are not so many unknown and ambiguous words in it on the contrary the short story can be regarded as quite simple since there are not so many figures of speech in it such as metaphors, similes etc. and it does not include so many slang or archaic words thus it can be concluded that the short story titled *Desiree's Baby* suits the language level of the students by and large.

4.5 CONTENT OF THE SHORT STORY

The short story titled *Desiree's Baby* was written by Kate Chopin in 1892 and it was published in 1893. It is a short story about a young woman called Desiree. When she is a baby, she is found lying on the ground in the garden and adopted by Madame Valmondé who is a very wealthy woman but it is a known fact that Desiree has no real name and her root is not known. One day Desiree meets a man called Armand who is very wealthy and has a well-known name. Although Armand is warned that she has an unknown root, he ignores all these warnings and falls in love with her and then marries to her. Then they have a baby but there is a problem because the baby has black skin. Armand accuses Desiree for the baby's skin color and he claims that this is because of her unknown root. He behaves badly against her and the baby and he does not love them anymore. As a result Desiree returns to Madame Valmonde's home with her baby and Armand wants to get rid of all the things that belong to her thus he tries to burn all of her belongings but while doing this, he finds a letter which is written by his mother for his father and in this letter it is written that Armand's mother is in fact belongs to the race of black and it is revealed that it is not Desiree who belongs to the black race but it is in fact Armand that belongs to black race.

CHAPTER V

ACTUAL TEACHING OF A SHORT STORY: *DESIREE'S BABY*

5.1 SAMPLE LESSON PLAN

Topic: *Desiree's Baby* (Kate Chopin)

Time: 8 Teaching hours (45 minutes each)

Students' Level: Pre- Intermediate

Language skills: Speaking, Writing, Reading, Listening

Objectives: Students are expected to improve both their productive and receptive skills such as reading, writing, listening and speaking. In addition, they will be able to find chance to learn new lexical items and grammatical structures and to revise the ones that they have learnt before. Moreover, this application aims to help the learners to use their imagination and creativity. They are also hoped to improve their critical and hypothetical thinking skills and to be involved in the language learning process thus it is expected to increase their language awareness at the end of the application.

Materials: Power point presentation, hard copies for the students, extracts taken from the short story, some pictures downloaded from the internet, a song.

A sample lesson plan can be seen in Table 3 below that shows the sample activities and the rationales behind these activities.

Table 3. Sample Lesson Plan

Activities	Rationale
Activity 1: The teacher gives some information about the author's life.	The aim of this activity is to introduce the writer to the students.

Activity 2: The teacher wants the students to listen to the song and fill in the gaps.

The aims of this activity are to improve students' listening skill and to make them be aware of some of the important themes of the short story by filling in the gaps.

Activity 3: The teacher asks the questions given below:

- Are you a prejudiced person? If yes, in what ways?
- What do you think about physical appearance? Is it important for you?

The reasons behind this activity are to draw the attention of the students to the subject matter of the story by asking them questions related to their lives and to draw a parallel between the subject matter and students' life experiences.

Activity 4:

- The teacher shows some photos related to the subject matter of the short story and asks the students to write down what comes to their mind
- The teacher shows some words (*love, passion, happiness, marriage, baby*) taken from the short story and asks them to write a few sentences about the subject matter of the story.

The aim of these two activities above is to help the students to guess the possible themes and the subject matter of the short story.

Activity 5: The teacher asks some questions related to the subject matter of the short story and wants the students to answer the questions given below;

- Find out the adjectives in the extract? What can you say about

The reason behind these activities is to make students understand the personality of the characters and the plot of the story by making them be aware of the parts of speech such as adjective, noun and pronoun.

these adjectives? What do these adjectives tell us about the atmosphere of the story?

- "The little one" what does it refer here?
- Find out the words that are related to Desiree's physical appearance and personality.

Activity 6: The teacher wants the students to answer the questions given below:

- What is the most repeated word here?
- Is "like" used as a preposition or a verb here? What is the function of "like" here?

Activity 7: The teacher wants the students to find out the superlative forms of adjectives in the extract and by taking them into consideration, the teacher asks them to answer the question below:

- What can you say about the social status of Armand and his family?

Activity 8: The teacher asks the students to write a suitable title for the given extract.

Activity 9: The teacher gives a few sentences written in Past Simple Tense and wants the students to rewrite them in Present Simple Tense

The aims of the activity are to make the students be aware of the different uses of the word "like" both as a preposition or a verb and to make them be aware of figures of speech that is simile.

The reasons behind this activity are to teach some grammatical structures and to make the students comment on the status of the characters through these structures.

The aim of this activity is to help the students to make deductions about the subject matter of the given extract.

The reason behind this activity is to teach the students one of the functions of Present Simple Tense which is narrating a story.

Activity 10: The teacher asks the questions below and wants the students to answer these questions.

- Why do they call the baby as ‘child or baby’? Why do you think he doesn’t have a name?
- "He hasn't punished one of them - not one of them - since baby is born." What does "them" refer here?

The aims of this activity are to help the learners to revise their background knowledge in terms of reference words (i.e. object pronouns) and to improve their understanding of the text.

Activity 11: The teacher gives the students some adjectives about Armand’s personality, one of the characters in the story, and asks them to categorize these adjectives in terms of Armand’s personality before and after the birth of the baby.

The reasons behind this activity are to teach new lexical items and to make the students comment on the personality of the character by using newly learned vocabulary items.

Activity 12: The teacher asks the question below and wants the students to answer the question.

- How do we look when we look with “averted eyes”?

The aim of this activity is to teach new lexical item.

Activity 13: The teacher wants the students to write a few sentences about the possible reasons for Desiree’s being unhappy.

The reason behind this activity is to improve students’ writing and critical thinking skills.

Activity 14: The teacher gives some scrambled sentences and asks the students to put them in the correct order.

The reason behind this activity is to make the students be aware of the syntactic structures of the target language.

Activity 15: The teacher gives an extract with blanks and wants the students to listen to the extract and fill in the blanks.

The aim of this activity is to improve students' listening skill.

Activity 16: The teacher asks the questions below and wants the students to answer the question.

The reason behind this activity is to improve students' hypothetical thinking skill.

- What can you say about Armand's reaction to her being not.....?
- If you were in his shoes how would you react?

Activity 17: The teacher wants the students to write a few sentences about the question given below:

The aim of this activity is to improve students' productive skills.

- What can Desiree's mother's answer be? Write a few sentences.

Activity 18: The teacher asks the students to talk about the questions below:

The reason behind this activity is to improve students' hypothetical thinking and speaking skills.

- Will Desiree go or not?
 - What would you do if you were in Desiree's shoes? Tell me your ideas.
-

Activity 19: The teacher wants the students to write a dialogue between Desiree and Armand? It should start with the sentence below:

Desiree: Shall I go Armand?

Armand:

Desiree:

The reason behind this activity is to improve students' writing and critical thinking skills.

Activity 20: The teacher gives some sentences and asks the students to complete the sentences with comparative and superlative forms of the adjectives.

The reason behind this activity is to help the students to understand the differences between the uses of two grammatical structures.

Activity 21: The teacher asks the students questions below and wants them to share their ideas:

The reasons behind this activity are to make the students use their imagination and to improve their writing skill.

- If you were a painter, which color would you use to paint this separation scene and why?
- What will happen next?

Activity 22: The teacher asks the questions given below and wants the students to talk by taking the questions into consideration below.

The reason behind this activity is to make students improve their speaking and critical thinking skill.

- What do you think about the letter?
- Whose letter is it, do you have any idea?
- Try to guess what is written in the letter and share your ideas.

Activity 23: The teacher gives some unreal situations and wants the students to talk about these unreal situations.

- If you were Armand how would you feel after learning the truth?
- If you were a film maker, which musical instrument would you use for the scene given in the extract?

The reason behind these two activities is to improve students' hypothetical thinking skill.

Activity 24: The teacher wants the students to write a suitable ending for the short story.

The reasons behind this activity are to make students use their creativity and to improve their writing skill.

Activity 25: The teacher wants the students to give advice to Armand by using the structure "should" and asks them to take the points into consideration below:

- What should Armand do to make Desiree forgive him?
- How should Armand persuade Desiree to come back?

The reasons behind this activity are to make students be aware of the function of "should" that is giving advice and to improve their speaking and critical thinking skill.

Activity 26: The teacher wants the students to write a letter to Desiree on behalf of Armand and the subject matter of the letter will be regret.

The reasons behind this activity are to make students use their creativity and to improve their writing skill.

Activity 27: The teacher shows the students role-play cards and wants them to role play by taking the things written on the cards into consideration.

The aim of this activity is to improve students' creativity and productive skills that is speaking.

Activity 28: The teacher divides the classroom into the groups of four or five students and asks them to design a cover for the short story.	The reasons behind this activity are to make the students' use their imagination and to check whether they understand the subject matter and the message of the short story or not.
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5.2 PRE-READING ACTIVITIES

The Pre- reading stage can be regarded as a kind of preparation stage before reading the text and this stage helps to make the learners be motivated and to draw their attention to the text (Kaya, 2004). It is believed that the objective of this stage is to present the short story and to encourage the students to read the text by means of pre-reading activities (Kırkgöz, 2012). With this in mind, Shang and Tsai (2011) offer that in this stage, teachers try to help the students to make connection between their experiences, background knowledge and the content of the text and this stage also aims to arouse interest, to give background knowledge and to teach unknown lexical items thus it tries to make the students guess the subject matter of the text. Shang and Tsai (2011) go on to say that students are made to work in groups and to do some research about the life of the author and through this they can have an idea about the style of the writer and they can also be made to discuss and to make comments on the content of the text from the title thus they can use their imagination by taking the advantage of their creativity. This stage is also believed to be very important as it enables the learners with background knowledge and the key words existing in the texts (Soliman, 2012). Moreover, Chan (1999: 41) indicates his opinion by saying: "Pre-reading tasks serve the purpose of brainstorming, preparing learners for the language and subject matter of the text". Pre-reading stage is also one of the most important ones, as it gives the students clues about the things that they can encounter while reading the text (McRae, 1991). Consequently, Lazar (1993) lists the aims of pre-reading activities as providing the students with cultural information, drawing their attention to the short story and teaching the unknown words.

5.2.1 Sample Pre-Reading Activities

Activity 1: The teacher gives some information about the author's life.

- The Rationale: The aim of this activity is to introduce the author to the students.

Activity 2: Listening

The lyrics of the song titled *Pride and Prejudice* (see Appendix 3) given below belongs to Marta Marrero also known as Martika who is an American song writer and singer. The song was retrieved from (WEB1):

- Listen to the song and fill in the gaps.

Growing frightened of the sound of my own voice
I really didn't want to listen, but I had no choice
All the things you taught me begin to ring untrue
Now all I wanna do, all I wanna do is love you
..... and.....
Keep us from being together
Lies and cowardice
The walls that keep us locked out
Sticks and stones may break us
But the fire ofwill burn us down
Now we're all alone
With the war inside our souls
Everything I'm feeling is reflected in your eyes
(Can't you see?)
But caught up in a struggle and too blind to realize
That to.....without connection
There's a rule that makes us strong
The only place to find it
Is deep inside and it's been there all along
There is a hunger in the human heart
That leads us to the light
There is a higher power
To teach us wrong from right
Inside our souls
No more....., no more.....
We're all the..... in God's eyes

Show some faith and..... will come
Give your heart and trust in love
No more pain, no more tears
Time to chase away the fears
Make this world a better place
Resurrect the human.....
Let love in, let love in to your heart

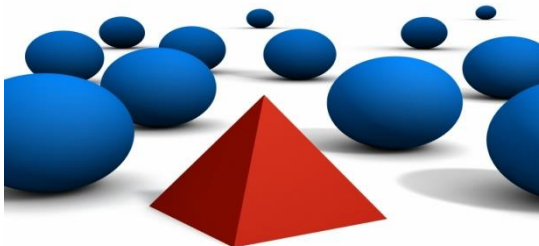
- The Rationale: The aims of this activity are to improve students' listening skill and to make them be aware of some of the important themes of the short story by filling in the gaps.

Activity 3: Oral Discussion

- Are you a prejudiced person? If yes, in what ways?
- What do you think about physical appearance? Is it important for you?
- The Rationale: The reasons behind this activity are to draw the learners' attention to the subject matter of the short story by asking them questions related to their lives and to draw a parallel between the subject matter and students' life experiences.

Activity 4: Brainstorming

- Look at the photos below that were downloaded from (WEB2), (WEB3), (WEB4), (WEB5) and write down what comes to your mind.



Some of the answers of the students can be seen below;

- *“Racism, color, exclusion, separation, foreign, difference, unhappiness...”*
- Look at the words taken from the short story below and try to write a few sentences about the subject matter of the story?
“Love, passion, happiness, marriage, baby...”
- The Rationale: The aim of these two activities above is to help the students to guess the possible themes and the subject matter of the short story.

5.3 WHILE-READING ACTIVITIES

In this stage, students interact with the text and by means of while-reading activities; they have the chance of discovering the meaning lying behind the text (Gajdusek, 1988). Moreover, while-reading activities are designed to make the learners be aware of the subject matter of the short story and they can help the students to improve their reading and listening skills and by means of while-reading activities, students can also have the opportunity of comparing their thoughts with their predictions (Shang and Tsai, 2011). Besides, Elyıldırım (1993:47) indicates as the following: “The activities used in this group are organized to help learners to understand the plot, characters and the subject of the text”. Moreover, through while-reading activities, students can comprehend the objective of the author and while reading the text, the teacher can stop the students and ask them some questions to shed some more light on the content of the short story (Kaya, 2004). To bring to a conclusion, by means of while-reading activities, it is intended to help the learners to comprehend the plot, the characters, unknown lexical items, the language use and the style of the author (Lazar, 1993).

5.3.1 Extracts and Sample While-Reading Activities

In the following part, the extracts taken from the short story (see Appendix 2) that was retrieved from (WEB6) and the activities related to these extracts are given.

Extract 1

As the day was pleasant, Madame Valmonde drove over to L'Abri to see Desiree and the baby. It made her laugh to think of Desiree with a baby. Why, it seemed but yesterday that Desiree was little more than a baby herself; when Monsieur in riding through the gate way of Valmonde had found her lying asleep in the shadow of the big stone pillar. The little one

awoke in his arms and began to cry for "Dada." Some people thought she might have strayed there of her own accord, for she was of the toddling age. The prevailing belief was that she had been purposely left by a party of Texans, whose canvas-covered wagon, late in the day, had crossed the ferry that Coton Mais kept, just below the plantation. In time Madame Valmonde abandoned every speculation but the one that Desiree had been sent to her by a beneficent Providence to be the child of her affection, seeing that she was without child of the flesh. For the girl grew to be beautiful and gentle, affectionate and sincere - the idol of Valmonde.

Activity 5

- Find out the adjectives in the extract? What can you say about these adjectives? What do these adjectives tell us about the atmosphere of the story?
- "The little one" what does it refer here?
- Find out the words that are related to Desiree's physical appearance and personality.
- The Rationale: The reason behind these activities above is to make the students understand the personality of the characters and the plot of the story by making them be aware of the parts of speech such as adjective, noun and pronoun.

Extract 2

It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her there, had fallen in love with her. That was the way all the Aubigny fell in love, as if struck by a pistol shot. The wonder was that he had not loved her before; for he had known her since his father brought him home from Paris, a boy of eight, after his mother died there. The passion that awoke in him that day, when he saw her at the gate, swept along like an avalanche, or like a prairie fire, or like anything that drives headlong over all obstacles.

Activity 6

- What is the most repeated word here? (like)
- Is "*like*" used as a preposition or a verb here? What is the function of "*like*" here?
- The Rationale: The aims of the activity above are to make the students be aware of the different uses of the word "like" both as a preposition or a verb and to make them be aware of figures of speech which is simile.

Extract 3

Monsieur Valmonde grew practical and wanted things well considered: that is, the girl's obscure origin. Armand looked into her eyes and did not care. He was reminded that she was nameless. What did it matter about a name when he could give her one of the oldest and proudest in Louisiana? He ordered the corbeille from Paris, and contained himself with what patience he could until it arrived; then they were married.

Activity 7

- Find out the superlative forms of the adjectives in the extract and by taking these adjectives into consideration what can you say about the social status of Armand and his family?
- The Rationale: The reasons behind this activity are to teach some grammatical structures and to make the students comment on the status of the characters through these structures.

Activity 8

- Write a suitable title for this extract.

Some answers of the students are given below;

- *Interesting Love Story, Love at First Sight, Worry, Snobbish Man, The End of Patience, Marriage, Love, Waiting...*
- The Rationale: The aims of this activity are to help the students to make deductions about the subject matter of the extract given above and to make them use their imagination.

Activity 9

Please rewrite the sentences below in present simple tense.

- Monsieur Valmonde grew practical and wanted things well considered.
.....
- Armand looked into her eyes and did not care.
.....
- He was reminded that she was nameless.
.....
- What did it matter about a name when he could give her one of the oldest and proudest in Louisiana?
.....

- He ordered the corbeille from Paris, and contained himself with what patience he could until it arrived; then they were married.

.....

- The Rationale: The reason behind this activity is to teach the students one of the functions of Present Simple Tense which is narrating a story.

Extract 4

"Yes, the child has grown, has changed," said Madame Valmonde, slowly, as she replaced it beside its mother. "What does Armand say?"

Desiree's face became suffused with a glow that was happiness itself.

"Oh, Armand is the proudest father in the parish, I believe, chiefly because it is a boy, to bear his name; though he says not - that he would have loved a girl as well. But I know it isn't true. I know he says that to please me. And mamma," she added, drawing Madame Valmonde's head down to her, and speaking in a whisper, "he hasn't punished one of them - not one of them - since baby is born.

Activity 10

- Why do they call the baby as “the child or the baby”? Why do you think he doesn't have a name?
- "*He hasn't punished one of them - not one of them - since baby is born.*" What does "*them*" refer here?
- The Rationale: The aims of this activity are to help the learners to revise their background knowledge in terms of reference words (i.e. object pronouns) and to improve their understanding of the text.

Activity 11

- What can you say about Armand's personality before and after the baby was born by using the adjectives given below?

Table 4. The Traits of Armand

tolerant, cruel, gentle, angry, soft, happy, strict, cruel	
Before the Baby	After the Baby

- The Rationale: The reasons behind this activity are to teach new lexical items and to make the students comment on the personality of the character by using the newly learnt lexical items.

Extract 5

When the baby was about three months old, Desiree awoke one day to the conviction that there was something in the air menacing her peace. It was at first too subtle to grasp. It had only been a disquieting suggestion; an air of mystery among the blacks; unexpected visits from far-off neighbors who could hardly account for their coming. Then a strange, an awful change in her husband's manner, which she dared not ask him to explain. When he spoke to her, it was with averted eyes, from which the old love-light seemed to have gone out. He absented himself from home; and when there, avoided her presence and that of her child, without excuse. And the very spirit of Satan seemed suddenly to take hold of him in his dealings with the slaves. Desiree was miserable enough to die.

Activity 12

- How do we look when we look with “*averted eyes*”?
- The Rationale: The aim of this activity is to teach new vocabulary items.

Activity 13

- Write a few sentences about the possible reasons for Desiree’s being unhappy.
- The Rationale: The reason behind this activity is to improve students’ writing and critical thinking skills.

Activity 14

Please put the sentences in the correct order

- looked / into / her / eyes/ Armand/ care/ and / didn’t
.....
- is / the/ Armand/ proudest/ in the /father/ parish
.....
- she/ nameless/ reminded/ was/ that/ Armand / was
.....
- was / Desiree/ enough/ miserable / to die
.....
- suffused / that/ with / was / a glow/ itself / happiness/ became/ Desiree’s face
.....

- The Rationale: The reason behind this activity is to make the students be aware of the syntactic structures of the target language.

Extract 6

"Armand," she panted once more, clutching his arm, "look at our child. What does it mean? Tell me." "Tell me what it means!" she cried despairingly.

"It means," he answered lightly, "that the child is not.....; it means that you are not.....«

"It is a lie; it is not true, I am.....! Look at my hair, it is brown; and my eyes are gray, Armand, you know they are gray. And my skin is fair," seizing his wrist. "Look at my hand; than yours, Armand," she laughed hysterically. "As..... as La Blanche's," he returned cruelly; and went away leaving her alone with their child.

When she could hold a pen in her hand, she sent a despairing letter to Madame Valmonde."My mother, they tell me I am not Armand has told me I am not For God's sake tell them it is not true. You must know it is not true. I shall die. I must die. I cannot be so unhappy, and live."

Activity 15

- Listen to the extract and fill in the gaps with a suitable word.
- The Rationale: The aim of this activity is to improve students' listening skill.

Activity 16

- What can you say about Armand's reaction to Desiree's being not.....? If you were in his shoes how would you react?
- The Rationale: The reason behind this activity is to improve students' hypothetical thinking skill.

Activity 17

- What can Desiree's mother's answer be? Write a few sentences.
- The Rationale: The aim of this activity is to improve students' productive skills.

Extract 7

The answer that came was brief: "My own Desiree: Come home to Valmonde; back to your mother who loves you. Come with your child."

When the letter reached Desiree she went with it to her husband's study, and laid it open upon the desk before which he sat. She was like a stone image: silent, white, motionless after she placed it there.

Activity 18

- Will Desiree go or not? What would you do if you were in her shoes? Tell me your ideas.
- The Rationale: The reason behind this activity is to improve students' hypothetical thinking and speaking skills.

Activity 19

- Write a dialogue between Desiree and Armand? It should start with the sentence below:

Desiree: Shall I go Armand?

Armand:

Desiree:

- The Rationale: The reason behind this activity is to improve students' writing and critical thinking skills.

Activity 20

Complete the sentences given with comparative or superlative forms of the adjectives

- It seemed but yesterday that Desiree was little.....(much) than a baby.
- Armand believed that he could give her one of (old) name in Louisiana.
- Armand is.....(proud) father in the parish.
- Look at my hand, (white) than yours.
- The Rationale: The reason behind this activity is to help the students to understand the difference between the uses of two grammatical structures which are comparative and superlative forms of adjectives.

Extract 8

She turned away like one stunned by a blow, and walked slowly towards the door, hoping he would call her back.

"Good-by, Armand," she moaned.

Activity 21

- If you were a painter, which color would you use to paint this separation scene and why? Tell me your ideas about it.
- What will happen next? Share your ideas with the classroom.
- The Rationale: The reasons behind this activity are to make students use their imagination and to improve their writing skill.

Extract 9

Armand Aubigny sat in the wide hallway that commanded a view of the spectacle; and it was he who dealt out to a half dozen negroes the material which kept this fire ablaze.

A graceful cradle of willow, with all its dainty furbishings, was laid upon the pyre, which had already been fed with the richness of a priceless layette. Then there were silk gowns, and velvet and satin ones added to these; laces, too, and embroideries; bonnets and gloves; for the corbeille had been of rare quality.

The last thing to go was a tiny bundle of letters; innocent little scribblings that Desiree had sent to him during the days of their espousal. There was the remnant of one back in the drawer from which he took them.

Activity 22

- What do you think about the letter? Whose letter is it and try to guess what is written in the letter and share your ideas.
- **The Rationale:** The reason behind this activity is to make students improve their speaking and critical thinking skill.

Extract 10

But it was not Desiree's; it was part of an old letter from his mother to his father. He read it. She was thanking God for the blessing of her husband's love

"But above all," she wrote, "night and day, I thank the good God for having so arranged our lives that our dear Armand will never know that his mother, who adores him, belongs to the race that is cursed with the brand of slavery."

Activity 23

- If you were Armand how would you feel after learning the truth?
- If you were a film maker, which musical instrument would you use for the scene given in the extract above?
- **The Rationale:** The reason behind these two activities is to improve students' hypothetical thinking skill.

Activity 24

- What can happen at the end of the story, write a suitable ending for it?
- **The Rationale:** The reasons behind this activity are to make students use their creativity and to improve their writing skill.

5.4 POST-READING ACTIVITIES

Post-reading activities are the ones that are dealt with after reading the text and through these activities; learners are asked to think critically and to comment on the text (Lazar, 1993). Moreover, through post-reading activities, the teachers aim to help the learners to improve their speaking and writing skills. This stage also encourages the learners to present their own feelings and experiences about the story (Kaya, 2004). Besides, Kırkgöz (2012) underlines that this stage includes writing activities and students can be asked to write an essay related to the content of the short story and through this, it is aimed to help the learners to improve their writing skills and to make connection between their life experiences and the short story, also they can also have the chance of practicing new grammatical structures and use new lexical items. Quite in line with the thought mentioned above, Ghasemi and Hajizadeh (2011:69) mention that the main objectives of this stage are to help the learners to practice the language knowledge and to develop their writing skills. In addition, post-reading activities raise language awareness and help the students to broaden their horizons and to improve their critical thinking skills (Chan, 1999). Consequently, Shang and Tsai (2011) believe that in this stage, the teachers design activities that enable the learners to practice some language skills such as writing, speaking and some role-play, reading comprehension activities can also be designed or if available, a video or a film of the text can be asked to watch and through these activities, the teachers check whether the text is understood or not and by means of a film or video, the teachers help the learners to monitor their own development and understanding.

5.4.1 Sample Post- Reading Activities

Activity 25

- Which advice can you give to Armand by using the structure “should”. Take the points into consideration given below, share your ideas with your friends:
 - What should Armand do to make Desiree forgive him?
 - How should Armand persuade Desiree to come back?
- The Rationale: The reasons behind this activity are to make the students be aware of the function of “should” that is giving advice and to improve their speaking and critical thinking skill.

Activity 26

- Write a letter to Desiree on behalf of Armand and its subject matter will be regret.
- The Rationale: The reasons behind this activity are to make students use their creativity and to improve their writing skill.

Some samples of letters chosen from the ones written by the students can be seen below;

- S23: *“Desiree, I am very sorry and I love you too much. Please, forgive me!”*
- S31: *“My dear, have mercy on me! I made a mistake so I am so sorry. I love you, I love you very much. Please come back, come back!”*
- S4: *“I am very sorry and I love you. I missed you and our baby so please come back.”*
- S9: *“I am very sorry because I broke your heart. My dear wife, my life...I love you. Please forgive me and come back to me because I am very unhappy and please come.”*
- S14: *“Desiree, I am so sorry. I shall die, I must die and I can't be so unhappy. Come back because I love you. I can do anything for you.”*
- S27: *“I am so unhappy, regretful and helpless. You are not black, I know I am black in fact and I have learnt it today and I need you, I need your love... I am so sorry and I love you very much. Please forgive me!”*
- S19: *“Desiree! I do not know what to write. But I am very mistaken. I have just learnt the reality and I want to talk to you. I love you, please come back.”*
- S13: *“Dear Desiree, please forgive me, I love you so much and I am very sorry for the things that I did.”*

Activity 27: Role Play

- Student A: You are Armand and you go to Desiree to express your regret and you try to make her return back.
- Student B: You are Desiree and when Armand comes, you express your sadness about being left and you don't want to return.
- The Rationale: The aim of this activity is to improve students' creativity and productive skills such as speaking, writing.

Activity 28: Assignment

Work in groups of four or five people and design a cover for this short story. You can either design it on computer or you can draw it by yourself. The students were

given two weeks to submit their cover designs and some of their cover designs are shown in Appendix 7.

- The Rationale: The reasons behind this activity are to make the students use their imagination and to check if they understand the subject matter and the message of the short story or not.

CHAPTER VI

METHODOLOGY

This study aims to find out the perceptions of the learners studying at a state university in Turkey about the integration of short story genre into language teaching process. To serve this purpose, a short story titled *Desiree's Baby* written by Kate Chopin was chosen and students read the short story once a week for two teaching hours (45 minutes each) and the application lasted four weeks in total. To determine the perceptions of the students taking part in the study, a questionnaire adapted from the ones developed by Kaya (2004) and Kırkgöz (2012) was conducted and the students were interviewed at the end of the process.

6.1 PARTICIPANTS

This study included 50 university students and they were selected randomly. As it is shown in Table 5 below, 31 of them were males (62 %) and 19 of them (38 %) were females.

Table 5. Gender of the Participants

Gender	Frequency	Percent
Male	31	62,0
Female	19	38,0
Total	50	100,0

Moreover, the students' ages ranged from 18 to 22. They have graduated from high school and their department was Tourism and Hotel Management. However, as they were first year students, they were attending English Language Preparatory Program which was compulsory for them and it lasted for a year. As the participants are the students from the department of Tourism and Hotel Management, this program aims

to help the students to have a good command of English. Although the students have been taking English courses for years, their level of English was very low at the beginning of 2013-2014 fall semester and after having been exposed to intensive English courses which correspond to 24 hours in total per week, they reached pre-intermediate level at the end of the fall semester of 2013- 2014.

6.2 SETTING

The study was conducted at one of the state universities' prep classes within the context of English Language Preparatory Program. There were eight prep classes in total and the data were collected in two of these prep classes. As mentioned before, English level of the participants was very low at the beginning of the semester, therefore, the short story was not exploited at the beginning of the semester thus the study was conducted after the students had reached the pre-intermediate level in December which corresponded to the end of 2013-2014 academic year. The short story was dealt with for two teaching hours (45 minutes each) once a week and the application lasted for a month in total.

6.3 DATA COLLECTION TOOL AND INSTRUMENT

In order to decide on the students' perceptions about the use of short story, 12 item questionnaire (see Appendix 4) that was adapted from the ones developed by Kaya (2004) and Kırkgöz (2012) was conducted and interviews were made at the end of the process. In the questionnaire, five point Likert scale was preferred. However, when English levels of the learners were taken into account, it was thought to be suitable to translate the questionnaire items into Turkish. As regards the interviews, semi- structured interview method was adopted. Semi-structured interview consisting of some open-ended questions is the mostly used one in qualitative research method, the time and the location of the interview are planned beforehand and the interviews can be made either with a person or group of people (Dicicco- Bloom and Crabtree, 2006). Moreover, Mackey and Gass (2005) indicate that semi- structured interview is not very rigid and the researcher benefits from some questions written in a list as a guide but the participants are still free to give more information apart from only

answering the questions. The interviews were also made in participants mother tongue in order to make them feel comfortable while expressing their thoughts and to prevent any possibility of misperception.

6.4 DATA ANALYSIS

The data were collected both through questionnaires and interview. The data collected through questionnaires were analyzed by the help of Statistical Package for the Social Sciences (SPSS) version 21 and descriptive statistics was adopted in order to get the frequencies and to calculate the percentages of the answers for each item in the questionnaire. As regards the interview data recorded they were transcribed first and then analyzed qualitatively.

6.5 DATA COLLECTION PROCEDURES

A short story titled *Desiree's Baby* written by Kate Chopin was chosen according to the findings of the text selection questionnaire (see Appendix 1). The study was conducted during the fall semester of 2013-2014 academic year and it lasted four weeks in total, from December 2013 to January 2014. Students met the short story once a week for two teaching hours which is 90 minutes (45 minutes each). At the beginning of the application, handouts (see Appendix 6) including the extracts chosen from the short story and some of the activities related to the short story were distributed. In addition to the handouts given to the students at the beginning of the treatment, a power point presentation consisting of pictures, activities and extracts was prepared in order to help the learners to follow the activities easily and to see the pictures clearly. As it has been presented in Chapter 5, the activities are both literary and language-based. Literary activities include title prediction, cover design, role play etc. Language-based activities consist of cloze tests, matching, rewriting, writing, listening and speaking etc. At the end of the process, a questionnaire, adapted from the ones developed by Kaya (2004) and Kırkgöz (2012), consisting of

12 items was conducted and interview questions (see Appendix 5) were prepared and students were interviewed in order to determine their attitudes towards the use of short story in EFL setting.

6.6 METHODS OF DATA COLLECTION

In this study both qualitative and quantitative research methods were adopted. Qualitative research method can be defined as a method that depends on “descriptive data” that do not benefit from numerical procedures (Mackey and Gass, 2005:162). While doing qualitative research, researchers try to examine, explore and describe the participants, their environment and the aim of this method is to explain the situation from the points of view of the participants by means of observing and interviewing with them (Orb, Eisenhauer & Dianne, 2000). Similarly, Tewksbury (2009: 38-39) indicates that qualitative research method tries to explain “... characteristics of events, people, interactions, setting/ cultures and experience”. Moreover, in qualitative research method, the data are gathered by means of observing the setting, actions, participants and through interviews with the participants which can be defined as “structured conversations that researchers have with individuals” (Tewksbury (2009: 43). As regards the quantitative research method, it can be said that it is a matter of gathering numeric data in order to clarify a situation and some specific questions are required to be answered by using quantitative method (Muijs, 2004). Numerical data are collected in quantitative research method and statistics is used in order to analyze them whereas in qualitative research method numerical data are not necessary so they are not analyzed by means of statistics (Muijs, 2004). According to Tewksbury (2009: 39); “... quantitative research relies on the ways that researchers choose to have variables defined, and what they elect to include within the scope of the definition of variables”. In this study, as mentioned above both qualitative and quantitative research methods were used. In qualitative research method, interviews were made and in quantitative research method, a questionnaire adapted from Kaya (2004) and Kırkgöz (2012) was conducted.

CHAPTER VII

DATA ANALYSIS AND DISCUSSION

7.1 THE RESULTS OF STUDENTS' QUESTIONNAIRES

The data were analyzed by means of descriptive statistics and percentages; mean scores and standard deviation of the answers for each item were calculated and analyzed in order to determine the students' perceptions about the integration of short story genre in language teaching process. The findings are indicated in tables given below. First of all, Table 6 shows the results of the students' perceptions about the use of short story and it consists of statements 1, 2, 4, 5 which are related to the contribution of short story to grammar and vocabulary knowledge.

Table 6. Students' Attitudes towards the Use of Short Story in Terms of Its Contribution to Grammar and Vocabulary items

Item	Statements	Descriptive Statistics (Ds)	1 ^a	2 ^b	3 ^c	4 ^d	5 ^e	Total
1	I had the chance to revise some grammatical structures by means this short story.	f	1	3	8	20	18	50
		%	2	6	16	40	36	100
			%	%	%	%	%	%

2	I have learnt different language structures by means of this short story.	f	0	3	16	18	13	50
		%	0	6	32	36	26	100
			%	%	%	%	%	%
4	I have learnt new lexical items that are different from the ones I have seen in the course book.	f	1	0	0	6	43	50
		%	2	0	0	12	86	100
			%	%	%	%	%	%
5	I could keep in mind the new words easily as I made use of them in a meaningful context.	f	0	1	10	16	23	50
		%	0	2	20	32	46	100
			%	%	%	%	%	%

Note: ^a Strongly Disagree, ^b Disagree, ^c Neutral, ^d Agree, ^e Strongly Agree

According to the findings of the questionnaire (statements 1, 2, 4, 5), it can be said that 76 % (Strongly agree: 36 % and Agree: 40 %) of the participants think that by means of short story, they could revise the grammatical structures. Moreover, as shown in Table 6 more than half of the participants (62 % = Strongly Agree: 26% and Agree: 36 %) are of the opinion that at the end of the application, they had the chance of learning different language structures. As regards the statement 4 which is “*I have learnt new lexical items that are different from the ones I have seen in the course book*”, it is seen that nearly all of the students (98% = Strongly Agree: 86% and Agree: 12 %) agree with this statement and they believe that they learnt new words that are different from the ones they saw in their course books. Moreover, it

can be concluded that 78 % (Strongly Agree: 46% and Agree: 32 %) of the participants could keep the new words in mind easily as they met them in a meaningful context.

Moreover, Table 7 shows the results of the statements 3, 6, 7, 8 which are about the contribution of short story to language skills.

Table 7. Students' Attitudes towards the Use of Short Story in Terms of Its Contribution to Language Skills

Item	Statements	Descriptive Statistics (DS)	1 ^a	2 ^b	3 ^c	4 ^d	5 ^e	Total
3	I have had the opportunity to improve my language skills which are reading, writing, listening, speaking.	f	0	1	7	14	28	50
		%	0	2	14	28	56	100
		%	%	%	%	%	%	%
6	This short story enabled me to use my creativity.	f	0	1	2	14	33	50
		%	0%	2%	4%	28%	66	100%
7	I could express my feelings and life experience by the help of this short story.	f	0	4	9	18	19	50
		%	0	8	18	36	38	100
		%	%	%	%	%	%	%
8	I had the chance to read about the experiences of people which are similar to those of mine.	f	2	4	9	15	20	50
		%	4	8	18	30	40	100
		%	%	%	%	%	%	%

Note: ^a Strongly Disagree, ^b Disagree, ^c Neutral, ^d Agree, ^e Strongly Agree.

According to the results of Table 7, 84 % (Strongly Agree: 56% and Agree: 28 %) of the respondents had the chance of improving their language skills that reading, writing, listening, speaking. In addition, as it is seen, 94 % (Strongly Agree: 66% and Agree: 28%) of the participants believe that short story helped them to use their creativity. The results of statement 7 which is *“I could express my feelings and life experience by the help of this short story”* indicate that 74 % (Strongly agree: 38% and Agree: 36 %) of the students agreed with this statement. Moreover, 70 % (Strongly agree: 40% and Agree: 30 %) of the students are of the opinion that they had the opportunity of reading about the experiences of the people that are similar to their own experiences.

The results of statements 9, 10, 11, 12 which are about the general attitudes of the students towards the use of short story are depicted in Table 8.

Table 8. Students’ General Attitudes towards the Use of Short Story

Item	Statement	Descriptive Statistics (DS)	1 ^a	2 ^b	3 ^c	4 ^d	5 ^e	Total
9	I enjoyed myself more during the lesson.	f	1	1	3	6	39	50
		%	2%	2%	6%	12%	78%	100%
10	I want to read more short stories like this in the future.	f	0	1	2	19	28	50
		%	0%	2%	4%	38%	54%	100%

11	I have had the opportunity to study in an entertaining and comfortable atmosphere.	f	1	0	6	11	32	50
		%	2%	0%	12%	22%	64%	100%
12	It enhanced my interest and motivation towards learning English.	f	1	1	2	13	33	50
		%	2%	2%	4%	26%	66%	100%

Note: ^a Strongly Disagree, ^b Disagree, ^c Neutral, ^d Agree, ^e Strongly Agree.

According to the results of statement 9, it can be said that most of the participants (Strongly Agree: 78 % and Agree: 12 %) believe that they enjoyed themselves very much during the lesson. Moreover, it is indicated in Table 8, nearly all of the students (92 %: Strongly Agree: 54% and Agree: 38 %) want to continue reading more short stories in the future. As regards the results of statement 11, it can be said that 86 (Strongly Agree: 64% and Agree: 22 %) of the respondents are of the opinion that they had the opportunity of studying in an entertaining and comfortable setting through the use of short story. Furthermore, almost all of the participants (92 % = Strongly Agree: 66% and Agree: 26 %) believe that the use of short story increased their interest and motivation towards learning English.

Table 9 given below shows the mean scores and standard deviation of all items.

Table 9. Descriptive Statistics of all items in the Questionnaire

Item	Statements	N	Mean	Std. Deviation
1	I had the chance to revise some grammatical structures by means of this short story.	50	4,02	,979
2	I have learnt different language structures by means of this short story.	50	3,82	,896
3	I have had the opportunity to improve my language skills which are reading, writing, listening, speaking.	50	4,38	,805
4	I have learnt new lexical items that are different from the ones I have seen in the course book.	50	4,80	,639
5	I could keep in mind the new words easily as I made use of them in a meaningful context.	50	4,22	,840
6	This short story enabled me to use my creativity.	50	4,58	,673
7	I could express my feelings and life experience by the help of this short story.	50	4,04	,947
8	I had the chance to read about the experiences of people which are similar to those of mine.	50	3,94	1,132
9	I enjoyed myself more during the lesson.	50	4,62	,885
10	I want to read more short stories like this in the future.	50	4,48	,677
11	I have had the opportunity to study in an entertaining and comfortable atmosphere.	50	4,46	,862
12	It enhanced my interest and motivation towards learning English.	50	4,52	,839

Table 9 given above shows the mean scores and standard deviation of all the items. According to the findings, it is seen that item 4 which is “*I have learnt new lexical*

items that are different from the ones I have seen in the course book.” has the highest mean value (4, 80) and according to the results it can be said that participants think positively about the use of short story in terms of its contribution to teaching new vocabulary items in other words participants think that they learnt new words different from the ones they have seen in their course books before. On the other hand, as it is indicated in Table 9, item two which is *“I have learnt different language structures by means of this short story.”* has the lowest mean value of 3, 82 thus it can be concluded that not a lot of participants are of the opinion that they learnt different language structures through short story.

7.2 THE RESULTS OF STUDENTS’ INTERVIEWS

In order to find out the students’ perceptions about the use of short story genre, five interview questions (see Appendix 5) were prepared and learners were interviewed. Generally speaking, the students’ interview results indicate that most of them have positive attitudes towards the use of short story in the classroom. The interviews were made in researchers’ office and they were recorded by means of a voice recorder. Interviews took about an hour in total and they were made in Turkish in order to help the students to feel themselves relaxed, to express their thoughts clearly and to prevent any misunderstanding.

First of all when they were asked about their thoughts on the use of short story in the classroom some of them indicated that it enhanced their participation in classroom activities and some of the responses of the students can be seen in the following;

- S3: *“This short story helped us to participate in lesson more. It drew our attention by removing the dullness of the course.”*
- S7: *“I think it was very good and it increased the participation of my friends. We had the opportunity of exchanging our ideas with the class and discussing on a subject matter was very effective in terms of comprehending the new words.”*
- S20: *“Reading short story was very enjoyable thus it enabled us to participate in the class activities and we could understand the subject very easily.”*

- S31: *“In my opinion, the choice of the short story was successful because participation was much more than before and it was very enjoyable”.*
- S23: *“The lesson was more enjoyable as it increased our participation and interest thus we could keep the new vocabulary items in mind very easily.”*

Moreover, some of the participants believe that lessons were more enjoyable when compared to the ones before the application of the short story and some of the responses of participants on this issue are given in the following part;

- S18: *“The use of short story was entertaining and it made us feel comfortable... When we use our course books, we can't concentrate on the subject matter throughout the lesson but when we read short story, we had the opportunity of commenting on it and making discussion about it thus we could stay focused on it for a long time.”*
- S47: *“It was pleasant since it is a different teaching style... Keeping the new words in mind was very easy for me. Motivation is very important for me while learning English and it increased my motivation thus it was very beneficial for me.”*
- S34: *“I think this application was perfect and if we do this kind of things all the time, we can convert the ordinary lesson into an enjoyable one.”*
- S5: *“As it converts the activities and subject matter into an entertaining thing, it made us stay focused and it turned the learning into an enjoyable activity.”*
- S3: *“It was marvelous and amusing and it gave the opportunity of expressing ourselves and using our imagination.”*
- S16: *“I want to express sincerely that when compared to the other courses it was more enjoyable. Moreover, it helped me to learn the new words easily...”*
- S42: *“It was pleasurable, enjoyable, and didactic namely while learning new things, we also enjoyed ourselves.”*
- S36: *“It helped us to comprehend the subject easier, to enjoy the lesson more and to stay focused on the course. I think it was the most enjoyable lesson that I have attended since I entered into the university.”*
- S27: *“The lesson was more enjoyable and pleasurable. We could easily keep the new words in mind.”*
- S8: *“... the short story chosen was not against our culture instead it was very similar to our culture and it was very pleasurable.”*

According to the interviews, some of the participants indicated that by means of short story, they could learn and keep the new words in mind easily. Some responses of the learners are given below;

- S9: *“This kind of activity drew my attention and I learnt new words. It was both enjoyable and useful for me.”*
- S12: *“I think it was perfect and we learnt so many new words. It was so enjoyable that we lost track of time.”*
- S17: *“We learnt different and new words. We put forward new ideas thus I could better know my friends. The lesson was very enjoyable and everybody made comments thus it was very effective for me.”*
- S24: *“I think it was good. We had the chance of learning new words and grammatical structures and as the content of the short story is similar to Turkish culture, it drew our attention easily and increased the participation.”*
- S45: *“... It was a very successful application. We enjoyed ourselves while dealing with the short story and at the same time we learnt new words thanks to it...”*
- S19: *“In my opinion it was perfect and we learnt new words and structures.”*

Furthermore, some participants believe that by means of short story, they could use their imagination and creativity and some of the responses of the students are presented below;

- S6: *“I think it was excellent. It made me think and use my imagination...”*
- S15: *“It helped me to develop and to use my creativity and I learnt so many new grammatical structures.”*

Besides, when the learners were asked if they liked the short story or not, most of them answered positively and they indicated that they liked it very much. Some of the answers of the participants are shown below;

- S18: *“I liked it very much.”*
- S38: *“It was very enjoyable that I did not get bored.”*
- S24: *“Yes, I liked it very much as different learning styles always draw my attention.”*
- S46: *“It affected me as it was both romantic and tragic.”*
- S3: *“Absolutely.”*

Participants were also asked whether they enjoyed themselves during the lesson or not and most of them put forward that they enjoyed themselves during the lesson and some of the responses can be seen in the following;

- S7: *“I enjoyed myself very much by participating in the classroom activities.”*

- S34: *“I liked it very much and for the first time I did not sleep during the lesson.”*
- S41: *“I have enjoyed very much and I lost track of time.”*
- S20: *“Yes, definitely.”*
- S10: *“We did not get bored and the activities were very enjoyable thus it helped to improve our creativity.”*
- S18: *“Yes, absolutely, I wish every lesson could be enjoyable like this.”*
- S13: *“I never got bored and I enjoyed myself. Materials, activities and subject matter were perfect.”*

The students were also asked to express their ideas about whether they want to read this kind of short stories in the future or not and most of them indicated that they want to deal with short stories from time to time and in the following some of the responses of the participants are indicated;

- S3: *“Of course I want to read as it was very pleasurable and more enjoyable than the course books and we could comprehend the subject more easily.”*
- S18: *“Yes, we must read this sort of short stories as much as we can, may be two times a month.”*
- S21: *“I want to read very often.”*
- S32: *“Yes, I want as I enjoyed myself very much.”*
- S41: *“Yes, we should read since we learnt so many new words and we had the opportunity of expressing ourselves clearly.”*
- S47: *“Of course I want. It helped us both to use our imagination and to express our emotions.”*
- S36: *“Of course but if we read it from time to time, it can be more enjoyable and permanent.”*
- S34: *“It was very effective and helped us to learn new words and keep them in mind more easily thus we should read them from time to time.”*
- S23: *“We should sometimes read new short stories as it was very pleasurable and we could learn new vocabulary items.”*

When the participants were asked about whether there is any part or activity that they did not like during the lesson, most of them expressed that in general they liked it and there was not anything bad that they can complain about and below some of the answers of the students are presented;

- S46: *“There was not any part that I did not like as I have learnt different things in each part of the application.”*

- S19: *“I think there was not any as it was very enjoyable.”*
- S40: *“I liked all the activities as it helped us to use our creativity and to practice our speaking skills.”*
- S30: *“No, activities were perfect so I enjoyed myself very much.”*
- S23: *“I think activities were suitable and I think there was not anything boring and unnecessary.”*
- S37: *“No, generally speaking activities were good and enjoyable and we could have the chance of expressing our thoughts and emotions.”*
- S42: *“There was not any because the short story suited our English level.”*
- S45: *“I think everything was perfect and there was not anything wrong about it.”*

On the other hand, some students expressed their negative thoughts as the following;

- S3: *“... only the writing activities made me get bored. The other parts were effective and good.”*
- S6: *“There were a lot of unknown words so it could be a bit easier but we learnt so many new words.”*
- S48: *“There was not anything wrong about it but the subject matter should be a bit scientific for the next time.”*

To sum up, according to the students’ responses it can be concluded that they have positive attitudes towards the use of short story genre as they indicated that they had enjoyed themselves very much, learnt new vocabulary items, new grammatical structures and they could keep them in mind easily during the lesson. Moreover, students expressed that the use of short story gave them the chance of participating the classroom activities and using their imagination and creativity.

CHAPTER VIII

CONCLUSION AND IMPLICATIONS

Language and literature are deeply interlinked to each other because literature can be regarded as a product of language and it is an important medium that shows how language operates in real life situations. Within this context, this thesis aimed to show the perceptions of the learners about the use of literary texts especially short story genre, to demonstrate the effectiveness of the use short story in language teaching process and to investigate the ways how short story can be integrated as a teaching material in EFL setting by discussing both advantages and disadvantages of it. To serve this purpose, a short story titled *Desiree's Baby* written by an American short story writer Kate Chopin was chosen by taking the needs and interests of the participants into consideration that were determined according to the results of text selection questionnaire (see Appendix 1). The short story was exploited for two teaching hours per week (45 minutes each) with various literary and language-based activities and the application lasted for a month in total. As regards the participants, this study included 50 university students in total studying at a state university in Turkey whose ages ranged from 18 to 22 and the study took place in two of the prep classes within the context of English Language Preparatory Program. At the end of the process, short story perception questionnaire adapted from the ones belonging to Kaya (2004) and Kırkgöz (2012) was conducted and the findings of the study can be summarized as the following;

First of all, the results of findings show that most of the participants had positive stance towards the use of short story and they believed that they could revise the grammatical structures and learnt different language structures. Secondly, students indicated that by means of short story, they had the chance of learning new lexical items and keeping them in mind easily. They have also thought that they improved their linguistic skills. Moreover, they had the chance of using their creativity and improving their critical and hypothetical thinking skills. Besides, they indicated that using short story helped them to express their experiences, to be familiar with

different cultures and to be aware of various life styles. The findings also showed that participants enjoyed themselves at the end of the application and the use of literature increased their motivation towards learning English. Furthermore, the findings of the study propose some pedagogical implications. First of all, literature can provide both the learners and the teachers with fruitful source of materials, thus it can be recommended that most of the teachers should integrate literary texts in their classes because through literature students can have the chance of learning different uses of language in real situations as literature is a kind of mirror reflecting the language in real use and they can also have the chance of improving their language proficiency. Findings also imply that the effectiveness of the use of literary texts mostly rests on the right text selection thus they should be chosen with utmost care, therefore, before selecting the right material, the students' interests, needs and their language level should be taken into consideration. Moreover, activities should be designed carefully and they should suit the language proficiency of the participants and according to the interview results, it can be said that students do not always want to deal with literary texts instead they want to read them from time to time.

In conclusion, the exposure of the students to literary texts does not only help them to enjoy themselves, to learn new vocabulary items or to develop their linguistic proficiency but also it helps them to gain a different perspective and worldview. Therefore, by means of literary texts especially short stories, teachers can turn their classes into colorful places and they can intensify the learners' will of foreign language learning by using different materials that can help them to use the language in real contexts instead of only mastering the grammar rules and not being capable of using English as a medium of communication.

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APPENDICES

APPENDIX 1. QUESTIONNAIRE FOR TEXT SELECTION

Questionnaire for Text Selection

Gender: Female () Male () **Age:**

Instruction: Please indicate your thoughts by putting “X” to the appropriate box.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly Agree

		1	2	3	4	5
1.	The short story to be chosen should not include so many obscure words or grammatical structures.					
2.	The short story to be chosen should be related to my life experiences and feelings.					
3.	There should be ambiguous words in the text.					
4.	There should be some universal themes in it such as love, marriage, death, poverty and motherhood.					

5.	It should reflect real life events rather than supernatural ones.					
6.	It should include the cultural elements of the countries where the target language is spoken.					
7.	The language of the text should be simple and plain.					
8.	It should not include so many figures of speech such as metaphor simile.					
9.	A short story with so many slang and archaic words should be avoided.					
10.	The language of the text should be appropriate for my language level.					

APPENDIX 2. THE TEXT

DESIREE'S BABY

As the day was pleasant, Madame Valmonde drove over to L'Abri to see Desiree and the baby. It made her laugh to think of Desiree with a baby. Why, it seemed but yesterday that Desiree was little more than a baby herself; when Monsieur in riding through the gateway of Valmonde had found her lying asleep in the shadow of the big stone pillar.

The little one awoke in his arms and began to cry for "Dada." That was as much as she could do or say. Some people thought she might have strayed there of her own accord, for she was of the toddling age. The prevailing belief was that she had been purposely left by a party of Texans, whose canvas-covered wagon, late in the day, had crossed the ferry that Coton Mais kept, just below the plantation. In time Madame Valmonde abandoned every speculation but the one that Desiree had been sent to her by a beneficent Providence to be the child of her affection, seeing that she was without child of the flesh. For the girl grew to be beautiful and gentle, affectionate and sincere - the idol of Valmonde.

It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her there, had fallen in love with her. That was the way all the Aubignys fell in love, as if struck by a pistol shot. The wonder was that he had not loved her before; for he had known her since his father brought him home from Paris, a boy of eight, after his mother died there. The passion that awoke in him that day, when he saw her at the gate, swept along like an avalanche, or like a prairie fire, or like anything that drives headlong over all obstacles.

Monsieur Valmonde grew practical and wanted things well considered: that is, the girl's obscure origin. Armand looked into her eyes and did not care. He was reminded that she

was nameless. What did it matter about a name when he could give her one of the oldest and proudest in Louisiana? He ordered the corbeille from Paris, and contained himself with what patience he could until it arrived; then they were married.

Madame Valmonde had not seen Desiree and the baby for four weeks. When she reached L'Abri she shuddered at the first sight of it, as she always did. It was a sad looking place, which for many years had not known the gentle presence of a mistress, old Monsieur Aubigny having married and buried his wife in France, and she having loved her own land too well ever to leave it. The roof came down steep and black like a cowl, reaching out beyond the wide galleries that encircled the yellow stuccoed house. Big, solemn oaks grew close to it, and their thick-leaved, far-reaching branches shadowed it like a pall. Young Aubigny's rule was a strict one, too, and under it his negroes had forgotten how to be gay, as they had been during the old master's easy-going and indulgent lifetime. The young mother was recovering slowly, and lay full length, in her soft white muslins and laces, upon a couch. The baby was beside her, upon her arm, where he had fallen asleep, at her breast. The yellow nurse woman sat beside a window fanning herself.

Madame Valmonde bent her portly figure over Desiree and kissed her, holding her an instant tenderly in her arms. Then she turned to the child.

"This is not the baby!" she exclaimed, in startled tones. French was the language spoken at Valmonde in those days.

"I knew you would be astonished," laughed Desiree, "at the way he has grown. The little cochon de lait! Look at his legs, mamma, and his hands and fingernails - real finger-nails. Zandrine had to cut them this morning. Isn't it true, Zandrine?"

The woman bowed her turbaned head majestically, "Mais si, Madame."

"And the way he cries," went on Desiree, "is deafening. Armand heard him the other day as far away as La Blanche's cabin."

Madame Valmonde had never removed her eyes from the child. She lifted it and walked with it over to the window that was lightest. She scanned the baby narrowly, then looked as searchingly at Zandrine, whose face was turned to gaze across the fields.

"Yes, the child has grown, has changed," said Madame Valmonde, slowly, as she replaced it beside its mother. "What does Armand say?"

Desiree's face became suffused with a glow that was happiness itself.

"Oh, Armand is the proudest father in the parish, I believe, chiefly because it is a boy, to bear his name; though he says not - that he would have loved a girl as well. But I know it isn't true. I know he says that to please me. And mamma," she added, drawing Madame Valmonde's head down to her, and speaking in a whisper, "he hasn't punished one of them - not one of them - since baby is born. Even Negrillon, who pretended to have burnt his leg that he might rest from work - he only laughed, and said Negrillon was a great scamp. Oh, mamma, I'm so happy; it frightens me."

What Desiree said was true. Marriage, and later the birth of his son had softened Armand Aubigny's imperious and exacting nature greatly. This was what made the gentle Desiree so happy, for she loved him desperately. When he frowned she trembled, but loved him. When he smiled, she asked no greater blessing of God. But Armand's dark, handsome face had not often been disfigured by frowns since the day he fell in love with her.

When the baby was about three months old, Desiree awoke one day to the conviction that there was something in the air menacing her peace. It was at first too subtle to grasp. It had only been a disquieting suggestion; an air of mystery among the blacks; unexpected visits from far-off neighbors who could hardly account for their coming. Then a strange, an awful change in her husband's manner, which she dared not ask him to explain. When he spoke to her, it was with averted eyes, from which the old love-light seemed to have gone out. He absented himself from home; and when there, avoided her presence and that of her child, without excuse. And the very spirit of Satan seemed suddenly to take hold of him in his dealings with the slaves. Desiree was miserable enough to die. She sat in her room, one hot afternoon, in her peignoir, listlessly drawing through her fingers the strands of her long, silky brown hair that hung about her shoulders. The baby, half naked, lay asleep upon her own great mahogany bed, that was like a sumptuous throne, with its satin-lined half-canopy. One of La Blanche's little

quadroon boys - half naked too - stood fanning the child slowly with a fan of peacock feathers. Desiree's eyes had been fixed absently and sadly upon the baby, while she was striving to penetrate the threatening mist that she felt closing about her. She looked from her child to the boy who stood beside him, and back again; over and over. "Ah!" It was a cry that she could not help; which she was not conscious of having uttered. The blood turned like ice in her veins, and a clammy moisture gathered upon her face. She tried to speak to the little quadroon boy; but no sound would come, at first. When he heard his name uttered, he looked up, and his mistress was pointing to the door. He laid aside the great, soft fan, and obediently stole away, over the polished floor, on his bare tiptoes.

She stayed motionless, with gaze riveted upon her child, and her face the picture of fright. Presently her husband entered the room, and without noticing her, went to a table and began to search among some papers which covered it.

"Armand," she called to him, in a voice which must have stabbed him, if he was human. But he did not notice. "Armand," she said again. Then she rose and tottered towards him. "Armand," she panted once more, clutching his arm, "look at our child. What does it mean? Tell me."

He coldly but gently loosened her fingers from about his arm and thrust the hand away from him. "Tell me what it means!" she cried despairingly.

"It means," he answered lightly, "that the child is not white; it means that you are not white."

A quick conception of all that this accusation meant for her nerved her with unwonted courage to deny it. "It is a lie; it is not true, I am white! Look at my hair, it is brown; and my eyes are gray, Armand, you know they are gray. And my skin is fair," seizing his wrist. "Look at my hand; whiter than yours, Armand," she laughed hysterically.

"As white as La Blanche's," he returned cruelly; and went away leaving her alone with their child.

When she could hold a pen in her hand, she sent a despairing letter to Madame Valmonde.

"My mother, they tell me I am not white. Armand has told me I am not white. For God's sake tell them it is not true. You must know it is not true. I shall die. I must die. I cannot be so unhappy, and live."

The answer that came was brief:

"My own Desiree: Come home to Valmonde; back to your mother who loves you. Come with your child."

When the letter reached Desiree she went with it to her husband's study, and laid it open upon the desk before which he sat. She was like a stone image: silent, white, motionless after she placed it there.

In silence he ran his cold eyes over the written words.

He said nothing. "Shall I go, Armand?" she asked in tones sharp with agonized suspense.

"Yes, go."

"Do you want me to go?"

"Yes, I want you to go."

He thought Almighty God had dealt cruelly and unjustly with him; and felt, somehow, that he was paying Him back in kind when he stabbed thus into his wife's soul. Moreover he no longer loved her, because of the unconscious injury she had brought upon his home and his name.

She turned away like one stunned by a blow, and walked slowly towards the door, hoping he would call her back.

"Good-by, Armand," she moaned.

He did not answer her. That was his last blow at fate.

Desiree went in search of her child. Zandrine was pacing the sombre gallery with it. She took the little one from the nurse's arms with no word of explanation, and descending the steps, walked away, under the live-oak branches.

It was an October afternoon; the sun was just sinking. Out in the still fields the negroes were picking cotton.

Desiree had not changed the thin white garment nor the slippers which she wore. Her hair was uncovered and the sun's rays brought a golden gleam from its brown meshes. She did not take the broad, beaten road which led to the far-off plantation of Valmonde.

She walked across a deserted field, where the stubble bruised her tender feet, so delicately shod, and tore her thin gown to shreds.

She disappeared among the reeds and willows that grew thick along the banks of the deep, sluggish bayou; and she did not come back again. Some weeks later there was a curious scene enacted at L'Abri. In the centre of the smoothly swept back yard was a great bonfire. Armand Aubigny sat in the wide hallway that commanded a view of the spectacle; and it was he who dealt out to a half dozen negroes the material which kept this fire ablaze. A graceful cradle of willow, with all its dainty furbishings, was laid upon the pyre, which had already been fed with the richness of a priceless layette. Then there were silk gowns, and velvet and satin ones added to these; laces, too, and embroideries; bonnets and gloves; for the corbeille had been of rare quality.

The last thing to go was a tiny bundle of letters; innocent little scribblings that Desiree had sent to him during the days of their espousal. There was the remnant of one back in the drawer from which he took them. But it was not Desiree's; it was part of an old letter from his mother to his father. He read it. She was thanking God for the blessing of her husband's love:--

"But above all," she wrote, "night and day, I thank the good God for having so arranged our lives that our dear Armand will never know that his mother, who adores him, belongs to the race that is cursed with the brand of slavery."

Retrieved from:

<http://www.eastoftheweb.com/short-stories/UBooks/DesiBaby.shtml>

APPENDIX 3. LYRICS OF THE SONG

Pride & Prejudice (Martika)

Growing frightened of the sound of my
own voice

I really didn't want to listen, but I had no
choice

All the things you taught me begin to
ring untrue

Now all I wanna do, all I wanna do is
love you

Pride and prejudice

Keep us from being together

Lies and cowardice

The walls that keep us locked out

Sticks and stones may break us

But the fire of hate will burn us down

Now we're all alone

With the war inside our souls

Everything I'm feeling is reflected in
your eyes

(Can't you see?)

But caught up in a struggle and too blind
to realize

That to love without connection

There's a rule that makes us strong

The only place to find it

Is deep inside and it's been there all
along

There is a hunger in the human heart

That leads us to the light

There is a higher power

To teach us wrong from right

Inside our souls

No more hate, no more lies

We're all the same in God's eyes

Show some faith and peace will come

Give your heart and trust in love

No more pain, no more tears

Time to chase away the fears

Make this world a better place

Resurrect the human race

Let love in, let love in to your heart

Retrieved from: <http://www.lyricsg.com/300404/martika/pride--prejudice-lyrics>

APPENDIX 4. SHORT STORY PERCEPTION QUESTIONNAIRE

Short Story Perception Questionnaire

Gender: Female () Male () **Age:**

Instruction: Please indicate your thoughts by putting “X” to the appropriate box.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly Agree

		1	2	3	4	5
1.	I had the chance to revise some grammatical structures by means of short story.					
2.	I have learnt different language structures by means of this short story.					
3.	I have had the opportunity to improve my language skills which are reading, writing, listening, speaking.					
4.	I have learnt new lexical items that are different from the ones I have seen in the course book.					
5.	I could keep in mind the new words easily as I made use of them in a meaningful context.					
6.	This short story enabled me to use my creativity.					

7.	I could express my feelings and life experience by the help of this short story.					
8.	I had the chance to read about the experiences of people which are similar to those of mine.					
9.	I enjoyed myself more during the lesson.					
10.	I want to read more short stories like this in the future.					
11.	I have had the opportunity to study in an entertaining and comfortable atmosphere.					
12.	It enhanced my interest and motivation towards learning English.					

APPENDIX 5. INTERVIEW QUESTIONS

Interview Questions

- What do you think about the use of short story in the classroom?
- Did you like it?
- Did you enjoy yourself during the lesson?
- Do you want to read short stories like these again in the future?
- Which parts of the lesson didn't you like?

APPENDIX 6. HANDOUTS GIVEN TO THE PARTICIPANTS

Extract 1

As the day was pleasant, Madame Valmonde drove over to L'Abri to see Desiree and the baby. It made her laugh to think of Desiree with a baby. Why, it seemed but yesterday that Desiree was little more than a baby herself; when Monsieur in riding through the gateway of Valmonde had found her lying asleep in the shadow of the big stone pillar. The little one awoke in his arms and began to cry for "Dada." Some people thought she might have strayed there of her own accord, for she was of the toddling age. The prevailing belief was that she had been purposely left by a party of Texans, whose canvas-covered wagon, late in the day, had crossed the ferry that Coton Mais kept, just below the plantation. In time Madame Valmonde abandoned every speculation but the one that Desiree had been sent to her by a beneficent Providence to be the child of her affection, seeing that she was without child of the flesh. For the girl grew to be beautiful and gentle, affectionate and sincere - the idol of Valmonde.

Extract 2

It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her there, had fallen in love with her. That was the way all the Aubignys fell in love, as if struck by a pistol shot. The wonder was that he had not loved her before; for he had known her since his father brought him home from Paris, a boy of eight, after his mother died there. The passion that awoke in him that day, when he saw her at the gate, swept along like an avalanche, or like a prairie fire, or like anything that drives headlong over all obstacles.

Extract 3

Monsieur Valmonde grew practical and wanted things well considered: that is, the girl's obscure origin. Armand looked into her eyes and did not care. He was reminded that she was nameless. What did it matter about a name when he could give her one of the oldest and proudest in Louisiana? He ordered the corbeille from Paris, and contained himself with what patience he could until it arrived; then they were married.

Please rewrite the sentences below in Present Simple Tense.

- Monsieur Valmonde grew practical and wanted things well considered.
.....
- Armand looked into her eyes and did not care.
.....
- He was reminded that she was nameless.
.....
- What did it matter about a name when he could give her one of the oldest and proudest in Louisiana?
.....
- He ordered the corbeille from Paris, and contained himself with what patience he could until it arrived; then they were married.
.....

Extract 4

"Yes, the child has grown, has changed," said Madame Valmonde, slowly, as she replaced it beside its mother. "What does Armand say?"

Desiree's face became suffused with a glow that was happiness itself.

"Oh, Armand is the proudest father in the parish, I believe, chiefly because it is a boy, to bear his name; though he says not - that he would have loved a girl as well. But I know it isn't true. I know he says that to please me. And mamma," she added, drawing Madame

Valmonde's head down to her, and speaking in a whisper, "he hasn't punished one of them - not one of them - since baby is born

- What can you say about the personality of Armand?

tolerant, cruel, gentle, angry, soft, happy, strict	
Before the Baby	After the Baby

Extract 5

When the baby was about three months old, Desiree awoke one day to the conviction that there was something in the air menacing her peace. It was at first too subtle to grasp. It had only been a disquieting suggestion; an air of mystery among the blacks; unexpected visits from far-off neighbors who could hardly account for their coming. Then a strange, an awful change in her husband's manner, which she dared not ask him to explain. When he spoke to her, it was with averted eyes, from which the old love-light seemed to have gone out. He absented himself from home; and when there, avoided her presence and that of her child, without excuse. And the very spirit of Satan seemed suddenly to take hold of him in his dealings with the slaves. Desiree was miserable enough to die.

Activity 8

Please put the sentences in the correct order

- looked / into / her / eyes/ Armand/ care/ and / didn't
.....
- is / the/ Armand/ proudest/ in the /father/ parish
.....
- she/ nameless/ reminded/ was/ that/ Armand / was

.....
➤ was / Desiree/ enough/ miserable / to die

.....
➤ suffused / that/ with / was / a glow/ itself / happiness/ became/ Desiree's face
.....

Extract 6

"Armand," she panted once more, clutching his arm, "look at our child. What does it mean? Tell me." "Tell me what it means!" she cried despairingly.

"It means," he answered lightly, "that the child is not.....; it means that you are not.....«

"It is a lie; it is not true, I am..... ! Look at my hair, it is brown; and my eyes are gray, Armand, you know they are gray. And my skin is fair," seizing his wrist. "Look at my hand; than yours, Armand," she laughed hysterically. "As..... as La Blanche's," he returned cruelly; and went away leaving her alone with their child.

When she could hold a pen in her hand, she sent a despairing letter to Madame Valmonde.

"My mother, they tell me I am not Armand has told me I am not For God's sake tell them it is not true. You must know it is not true. I shall die. I must die. I cannot be so unhappy, and live."

Extract 7

The answer that came was brief: "My own Desiree: Come home to Valmonde; back to your mother who loves you. Come with your child."

When the letter reached Desiree she went with it to her husband's study, and laid it open upon the desk before which he sat. She was like a stone image: silent, white, motionless after she placed it there.

Complete the sentences with the comparative or superlative forms of the adjectives

➤ It seemed but yesterday that Desiree was little.....(much) than a baby.

- Armand believed that he could give her one of (old) name in Louisiana.
- Armand is.....(proud) father in the parish.
- Look at my hand, (white) than yours.

Extract 8

She turned away like one stunned by a blow, and walked slowly towards the door, hoping he would call her back.

"Good-by, Armand," she moaned.

Extract 9

Armand Aubigny sat in the wide hallway that commanded a view of the spectacle; and it was he who dealt out to a half dozen negroes the material which kept this fire ablaze.

A graceful cradle of willow, with all its dainty furbishings, was laid upon the pyre, which had already been fed with the richness of a priceless layette. Then there were silk gowns, and velvet and satin ones added to these; laces, too, and embroideries; bonnets and gloves; for the corbeille had been of rare quality.

The last thing to go was a tiny bundle of letters; innocent little scribblings that Desiree had sent to him during the days of their espousal. There was the remnant of one back in the drawer from which he took them.

Extract 10

But it was not Desiree's; it was part of an old letter from his mother to his father. He read it. She was thanking God for the blessing of her husband's love

"But above all," she wrote, "night and day, I thank the good God for having so arranged our lives that our dear Armand will never know that his mother, who adores him, belongs to the race that is cursed with the brand of slavery."

Role Play

- **Student A:** You are Armand and you go to Desiree to express your regret and try to make her return back.
- **Student B:** You are Desiree and when Armand comes, you express your sadness about being left and you don't want to return.

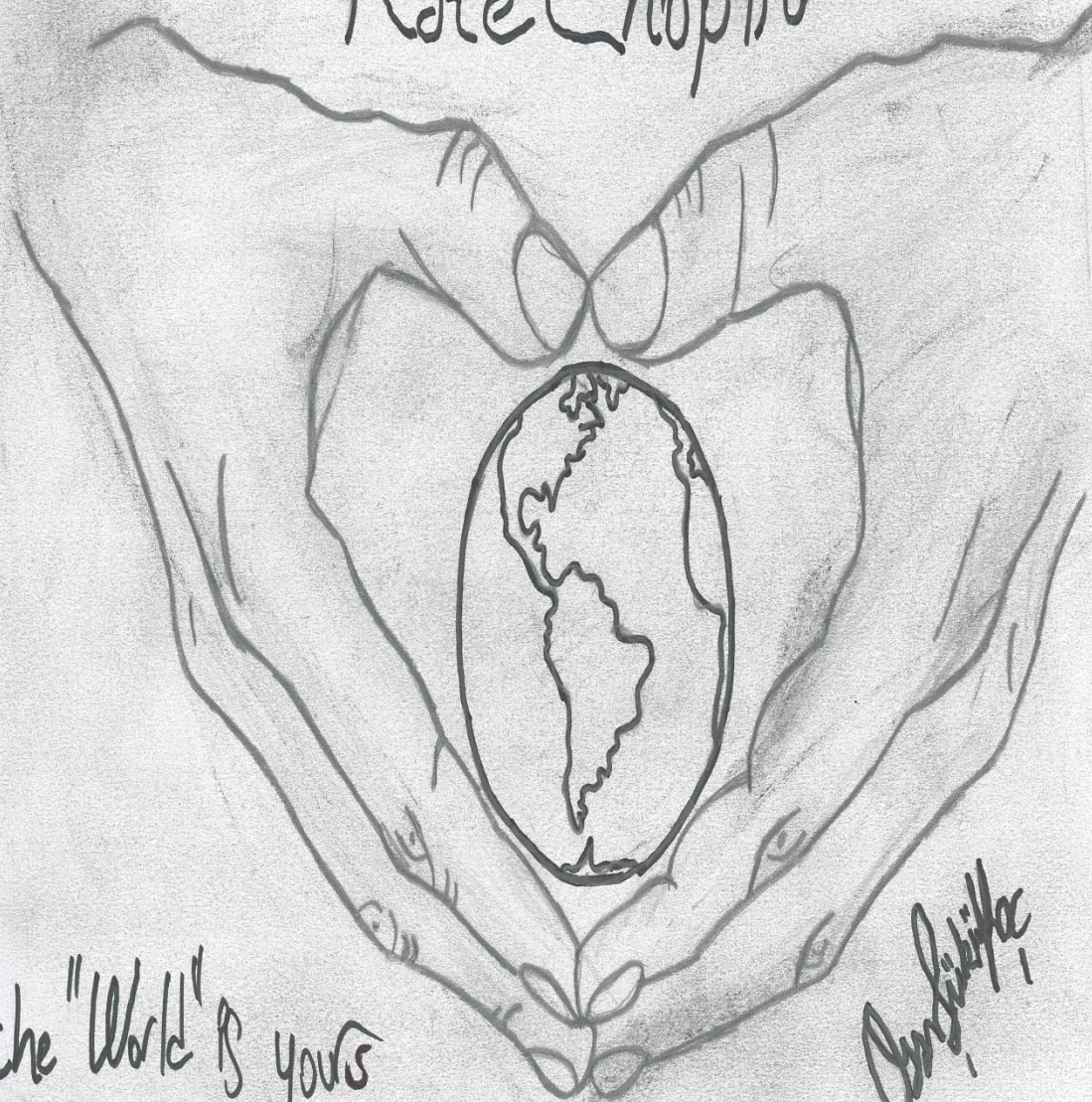
APPENDIX 7. COVER DESIGNS OF THE PARTICIPANTS





[Handwritten signature]

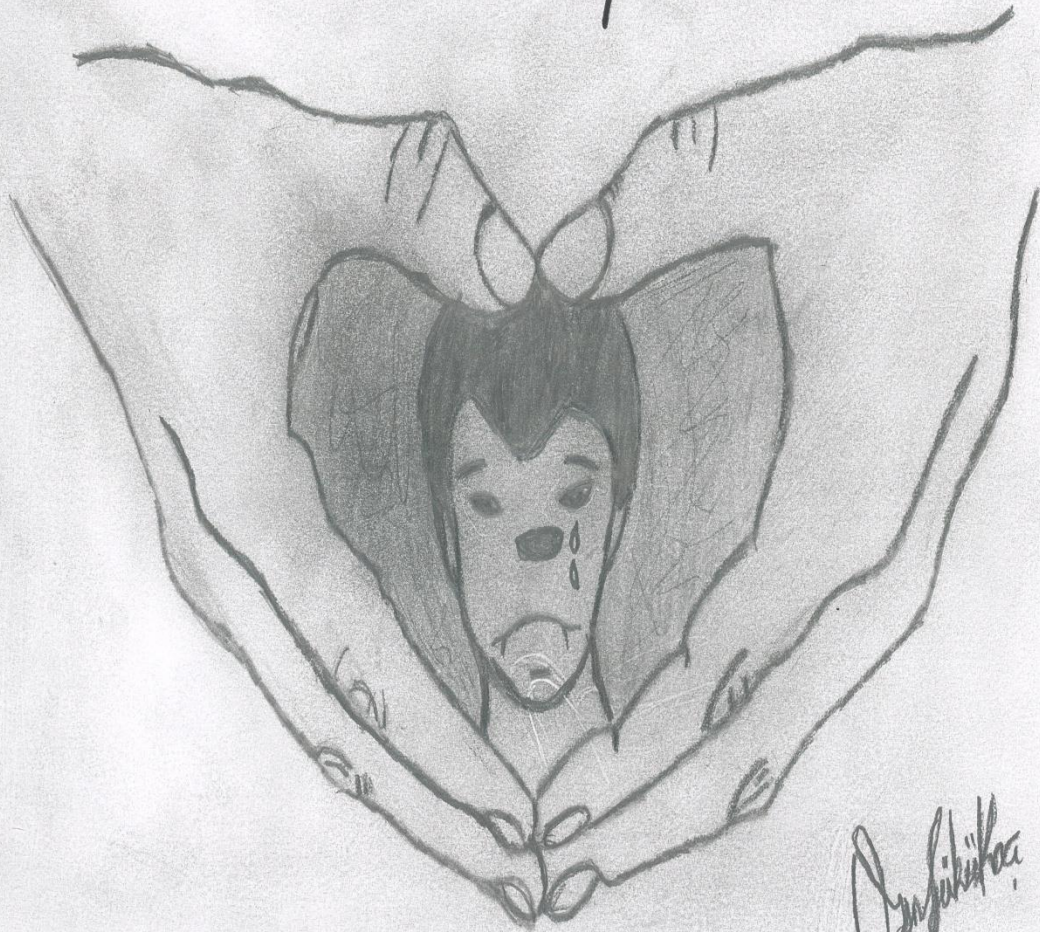
Desiree's Baby
Kate Chopin



the "World" is yours

Confucius

Color is Unimportant



DESIREE'S

BABY





DESIREE'S BABY



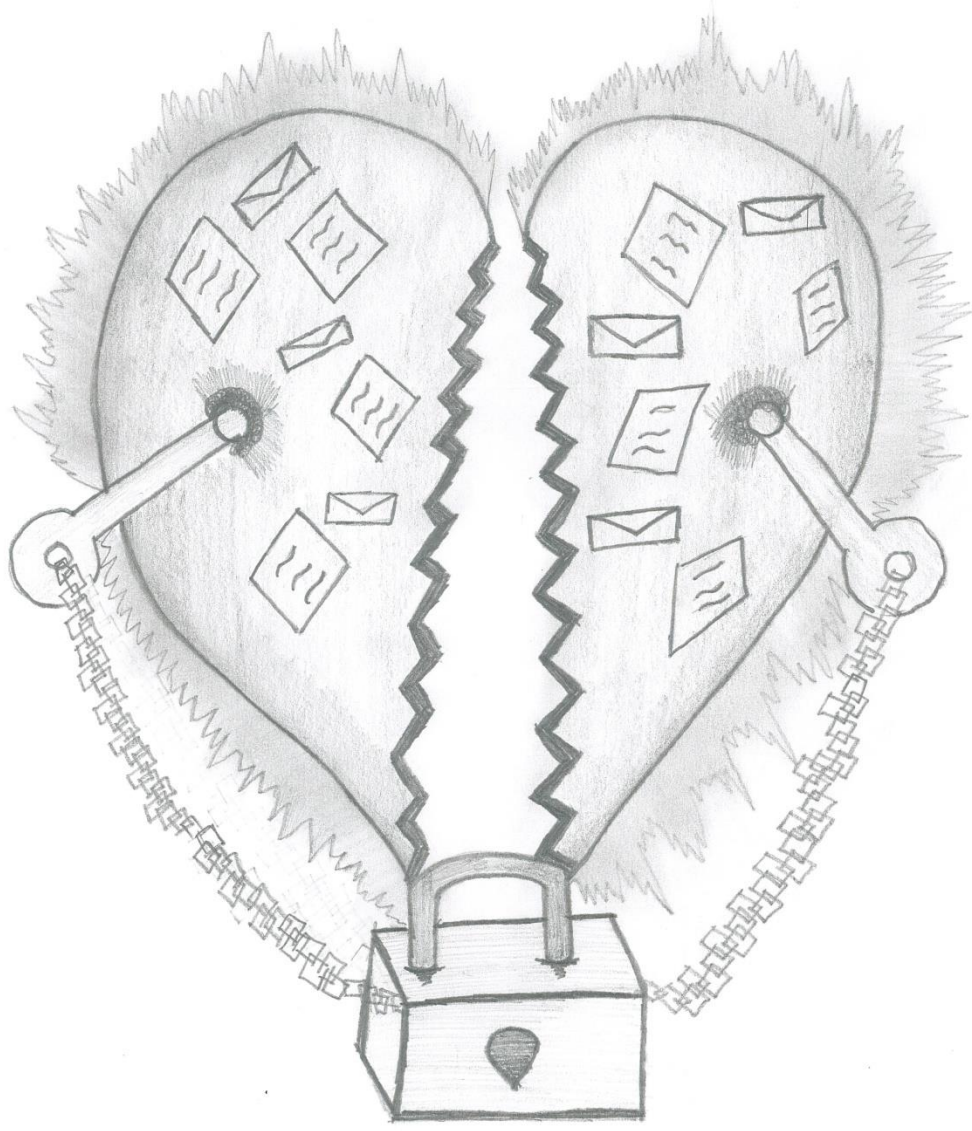
KATE CHOPIN

DESIREE'S BABY

KATE CHOPIN



DESIREE'S BABY

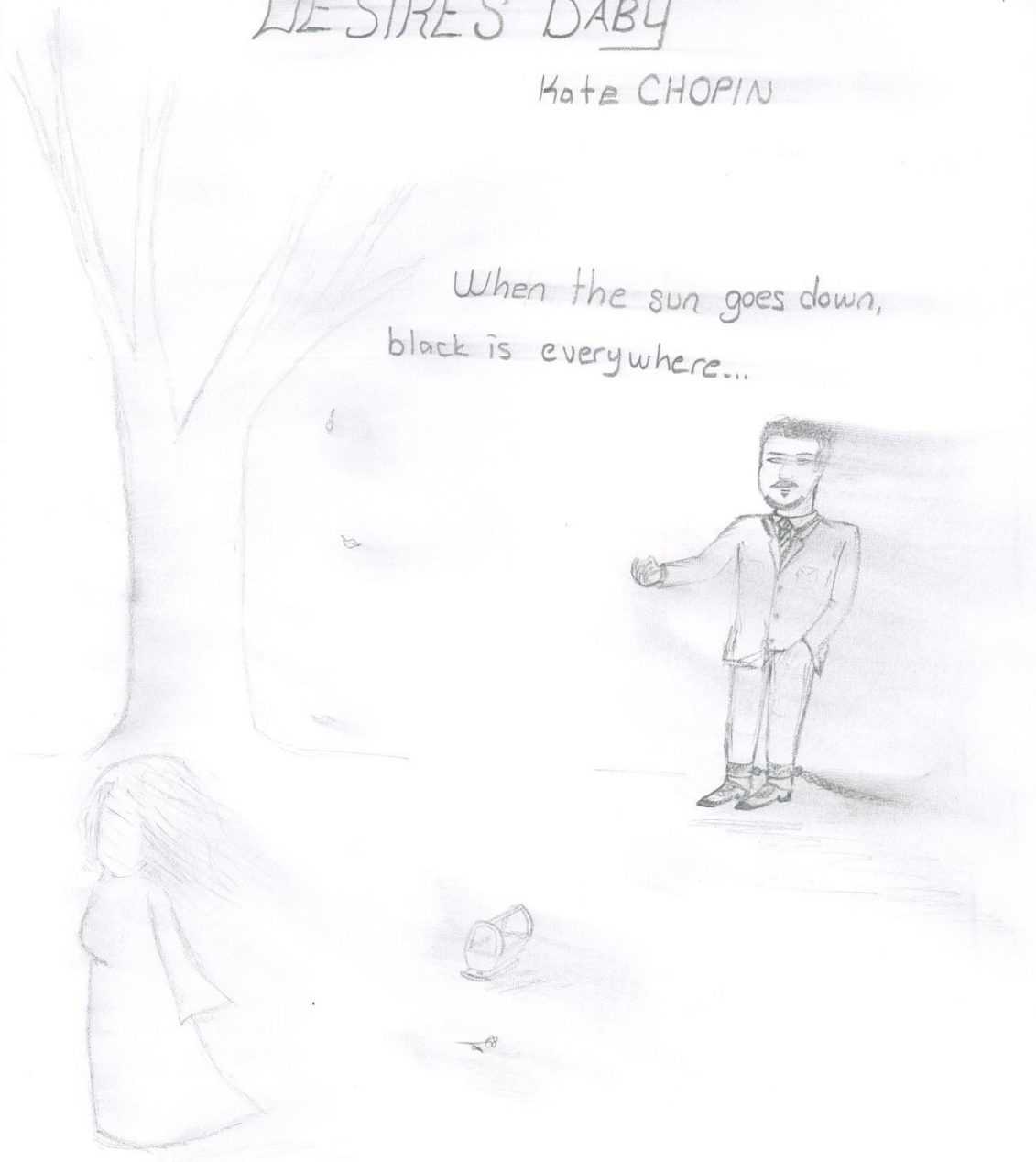


KATE CHOPIN

DESIRE'S BABY

Kate CHOPIN

When the sun goes down,
black is everywhere...



APPENDIX 8. CONSENT FORMS

TELİF HAKKI İZİN FORMU

İlknur BAYTAR tarafından yürütölen yabancı dil öđretiminde kısa öykü kullanımı konulu çalıřma kapsamında sınıfta okumuř olduđumuz *Desiree's Baby* (Kate Chopin) bařlıklı kısa öykü için çizmiř / hazırlamıř olduđum dış kapak tasarımımin İlknur BAYTAR'ın tez çalıřmasında kullanılmasına / sergilenmesine onay vermekteyim.

Tarih: .../.../.....

İmza:

Ad, Soyad:

KATILIMCI İZİN FORMU

Değerli Katılımcılar,

Bu anket size İlknur BAYTAR tarafından yürütülen bir çalışmanın parçası olarak verilmiştir ve bu çalışma, yabancı dil öğretimininde kısa öykü kullanımıyla ilgili öğrenci tutumlarını ortaya koymayı amaçlamaktadır.

Avantajlar ve Riskler

Gönüllü katılımlarıyla, katılımcılar bu çalışma sayesinde ders kitapları dışında kısa öykü gibi diğer yabancı dil öğretim materyalleriyle tanışma fırsatı bulacaktır. Bunun dışında katılımcılar herhangi bir maddi kazanç elde etmeyecektir ve bu ankete katılım herhangi bir risk taşımamaktadır.

Gizlilik

Bu çalışmaya katılmayı kabul ettiğiniz takdirde, isminiz dahil olmak üzere herhangi bir kişisel bilginiz deşifre edilmeyecektir.

Lütfen Okuyunuz ve İmzalayınız

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İmza : _____ Ad, Soyad: _____ Tarih:/..../.....

Araştırmacı: İlknur BAYTAR

Sakarya Üniversitesi'nde Yüksek Lisans Öğrencisi

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Yardımlarınız İçin Çok Teşekkürler.

ÖZGEÇMİŞ VE İLETİŞİM BİLGİLERİ

İlknur BAYTAR, 1989 yılında Zonguldak'ta doğdu. 1995 ve 2005 yılları arasında ilk ve ortaöğretim eğitimini Örmeci İlköğretim Okulu'nda tamamlamıştır. 2003 yılında girmiş olduğu Zonguldak Mehmet Çelikel Anadolu Lisesi'nden 2007 yılında mezun olmuştur. 2007 yılında Hacettepe Üniversitesi, Edebiyat Fakültesi, İngiliz Dili ve Edebiyatı Bölümü'ne girmeye hak kazanmış olup, 2011 yılında buradaki öğrenimini tamamlamıştır. Ayrıca Eskişehir Anadolu Üniversitesi, Açıköğretim Fakültesi, Halkla İlişkiler ve Tanıtım Önlisans bölümünden mezun olmuştur. 2011 yılının Kasım ayında ise, Kastamonu Üniversitesi'nde İngilizce okutmanı olarak göreve başlamış olup halen aynı kurumda görevine devam etmektedir.

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