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TEACHING ENGLISH THROUGH AMERICAN SHORT
STORIES IN ANATOLIAN AND SUPERIOR HIGH
SCHOOLS IN TURKEY

MASTER THESIS

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Bu çalışma, Yabancı Diller Eğitimi Anabilim Dalının İngilizce Öğretmenliği Bilim Dalında Jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT**MASTER THESIS****TEACHING ENGLISH THROUGH AMERICAN SHORT STORIES
IN ANATOLIAN AND SUPERIOR HIGH SCHOOLS IN TURKEY****Kağan Kaya****Supervisor : Asst. Prof. Suna AKALIN****2004 – PAGE : 79****Jury : Prof. Dr. Kemalettin YİĞİTER****Asst. Prof. Selma ELYILDIRIM****Asst. Prof. Suna AKALIN**

The aim of this study is to demonstrate the real use of English to the intermediate level students of Superior High Schools and Anatolian High Schools, to introduce them American culture and social life, to make them keen on reading English literary works through American short stories, and also, to guide English teachers in this area.

In this thesis, the relationship between literature and language has been stated. It has been emphasized that using literature in teaching language is not an old method. The contributions of using American Short Stories in teaching English have been stated. A sample lesson plan and some suggestions for selecting appropriate materials have been presented to the language teachers at the point of using these stories in teaching English.

At the stage of preparing the thesis, first, a questionnaire for Erzurum High School and Mecidiye Anatolian High School teachers and an inventory for Erzurum Superior High School 9th grade students have been applied. The data were analysed through a percentage study. According to the data verified, it is reported that using American short stories is quite beneficial for intermediate level students in Anatolian and Superior High Schools in teaching English to support English textbooks.

ÖZET**YÜKSEK LİSANS TEZİ****TÜRKİYE'DEKİ ANADOLU LİSELERİNDE VE SÜPER LİSELERDE
İNGİLİZCE' NİN AMERİKAN KISA HİKAYELERİ YOLUYLA ÖĞRETİMİ****Kağan Kaya****Danışman : Yrd. Doç. Dr. Suna AKALIN****2004 – SAYFA : 79****Jüri : Prof. Dr. Kemalettin YİĞİTER****Yrd. Doç. Dr. Selma ELYILDIRIM****Yrd. Doç. Dr. Suna AKALIN**

Bu çalışmanın amacı, Türkiye'deki Anadolu Liselerinde ve Süper Liselerde orta seviyedeki öğrencilere Amerikan Kısa Hikayesi yoluyla İngilizce'nin gerçek kullanımını göstermek, Amerikan kültürünü ve sosyal hayatını tanıtmak, İngilizce bir edebi eseri okumayı sevdirmek, ayrıca İngilizce öğretmenlerine bu alanda rehberlik etmektir.

Bu tezde, edebiyat ve dil arasındaki ilişki belirtilmiş, edebiyatın dil öğretiminde kullanılmasının eski bir yöntem olmadığı vurgulanmıştır. Amerikan Kısa Hikayelerinin İngilizce öğretiminde kullanılmasının yararları belirtilmiş, İngilizce öğretmenlerine örnek ders planı ve materyal seçimi için öneriler sunulmuştur.

Tezin hazırlanmasında öncelikle, Erzurum Lisesi ve Mecidiye Anadolu Lisesi öğretmenlerine bir anket ve ayrıca Erzurum Lisesi YDA 9. sınıf öğrencilerine bir envanter uygulanmıştır. Sonuçlar yüzde çalışması ile analiz edilmiştir. Elde edilen verilere göre, Amerikan Kısa Hikayelerini İngilizce öğretiminde Anadolu ve Süper Liselerinde İngilizce ders kitaplarını desteklemek amacıyla orta seviyedeki öğrenciler için kullanmanın oldukça faydalı olacağı ortaya çıkmaktadır.

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Kağan KAYA

CHAPTER 1

INTRODUCTION

Literature is entertainment thus many methodologists do not believe that it lost its popularity. It is alive for many of them. Literature can make a room in which to live and to dream. English language learners need a rest and an entertainment in language classes.

Certainly, literature does not merely entertain and relax language learners. When students enjoy reading literature; when they feel comfortable, they also increase their reading proficiency. Therefore, literature can be a very effective material in teaching English.

Literature provides a great number of opportunities to learners in using four skills. For instance, students listen to the literary work read aloud by the teacher, and discuss it. Furthermore, the teacher wants students to read the material and he can demand some writing activities from students.

Foreign language learning is a very complex process. To reduce this complexity, applied linguists and methodologists try to find different methods and many books are designed for this purpose. Intermediate and upper-intermediate students who have almost completed learning grammar should be aware that there are many things to be learned in a foreign language. They should know that language does not mean a finished textbook or grammar book and hence English teachers should introduce short stories to their students since many textbooks and grammar books do not exemplify the real language.

We, language tutors already know that stories can be used for a wide variety of instructional purposes. Selected short stories are ideal sources for teaching grammar, vocabulary, and pronunciation. But its the teacher's responsibility to plan realistic and enjoyable acquisition activities to manage these aims.

There is an unexplored world for the use of American short stories in the development of English as a foreign language. Waxler states that " I believe that stories can save us from the chaos of our lives . . . when we experience the unfolding of a good story, we experience the unfolding of our own selves. We journey through the language

and discover our identity reflected there as if in a mirror” (Waxler and Trounstone, 1999, p.3).

When students are learning a foreign language, American short stories serve multiple purposes. They introduce them new ways of thinking and viewing the world. Waxler thinks that Literature changes us:

“I have always believed in literature, in its ability to transform lives. I am not talking just about the words on a page or the book sitting peacefully on a shelf. No, that is not what I mean by literature. I mean something else, something that makes me part of the story that I am reading, or creating, or thinking about” (Waxler and Trounstone, 1999, p.1)

Briefly, studying short stories provides creativity in life as well as in language skills; an eye to see the cultures of studied language. Short stories offer a cultural experience, universal fantasies in national garb.

Everyone loves a story, including EFL students. Stories are still used in contemporary EFL materials to promote communication and expression in the classroom as once upon a time great teachers like Plato, and Confucius used.

After justifying the prominent place of literature in language classes, the order of the present study is given below:

In chapter 2, the researcher presents the relation between language and literature; and reading for meaning in English classes. First, he explains the background of teaching reading through literature in language classes. Then, he focuses on both benefits and shortcomings of using literature in ELT. While stating them, he argues that literature is not ‘authentic’ – outmoded material in language teaching.

In chapter 3, the reasons for using short stories are given expressing their superiority to other genres of literature. Within this scope, the contributions of short stories to language teaching and reading skill are pointed out. In addition in this chapter, the reason why American short stories are used to account for culture in teaching language through literature is explained. Finally, it is discussed whether American short stories replace the textbooks in language classes or they are just supplementary materials for language tutors.

Practical activities in three reading phases are listed in chapter 4 in details. The criteria of selecting suitable activities for an intended short story are given as well as the teacher's role in using short stories in language classes. Furthermore, suggestions and recommendations based on using activities in reading phases are accounted for teachers. Apart from these, the application of activities for American short stories is presented in a sample lesson plan under a syllabus.

Chapter 5 deals with finding suitable American short stories and criteria for material selection. Teachers' tasks are identified in grading materials in the light of students' reading problems. This chapter also focuses on using audio-visual materials and computers to support using American short stories in the teaching process.

The last chapter focuses on the application and the evidence of the information and hypotheses mentioned in chapters. To determine the differences in both a class using American short stories and a class following the existing curriculum in English course at intermediate level, two separate questionnaires were developed and administered to the intermediate level students of Erzurum (superior) High School and the language teachers of Erzurum High School and Mecidiye Anatolian High School in Erzurum. Next, data analysis is provided in tables to comment on the use of American short stories in teaching English. Finally, an overall conclusion about using American short stories in English course is presented.

1.1. Problem

Literature provides a wide source of material for reading. Easily available sources of literature give learners a chance of reading more and enable them to appreciate literature. It is important to make learners acquire a love of reading short stories. If students find their lives in stories or enjoy what they read then they may comprehend it easily and they may be busy with it.

According to Chastain " the reading goal is to read for meaning or to recreate the writer's meaning. Reading improve pronunciation, practise grammatical forms, and study vocabulary do not constitute reading at all because reading involves comprehension. When readers are not comprehending, they are not reading " (Chastain, 1988, p.217).

Left to their own inclinations, students in the real world read what they need or want to read in their mother tongue. But it is not so in the foreign language class although reading is a subjective activity. Lewis states that “reading in a new language has two main purposes, students read because they are interested in the content of the articles and books, and they read as a means of learning more language ” (Lewis, 1999, p.182). She thinks, both these functions happen at the same time.

However, when we consider the Anatolian and Superior High Schools in Turkey, we see that language and reading taught in class does not serve main purposes. There are various problems both language teachers and learners face.

One of the main problems is that teaching and learning English is partly based on memorization of vocabulary and doing unwanted complex grammar drills of reading parts of textbooks. Students view language learning as doing homework and answering a few questions in class in order to pass the tests and get good marks. They had forgotten to read or to do something for pleasure in the language learning process. Therefore, Turkish students view reading as a grammatical activity. For this reason most of the students are fed up with reading in a foreign language in a short period. Besides, we, Turks, do not read much.

Second, many textbooks include simplified and unenjoyable texts lacking of adventure for these young people. Therefore young students do not enjoy reading.

Lastly, we language teachers are part of the problem like our inauthentic reading materials and our outdated methods. Because we insist on teaching about language, we do not teach language itself – a general language teaching and learning problem in our country.

Therefore, the central problem of this study is the differences between American short story readers and textbook users at intermediate level. To understand this, two groups are observed following two different syllabi in Erzurum Superior High School. In sum, recommendations are presented for both Turkish language teachers and learners to be able to solve some of their language teaching and learning problems in general and comprehension problems of students in the reading process specifically. The sample lesson plan is made to encourage the use of American short stories in a language class

to overcome many of these problems and to demonstrate in fact how reading becomes enjoyable.

1.2. Aim and Scope

The main purpose of this study is to show the importance of using American short stories with intermediate students of 9th classes of the superior and Anatolian high schools in Turkey where English constitutes an important part of the syllabus and learners are studying many different courses except English.

Second, this dissertation aims at providing the students with the opportunity of using the intended language in realistic situations to express their own feelings, thoughts and experiences through American short stories so that they can especially improve their reading and speaking skills while taking a relieved breath.

The focus is on reading, literary texts, and American short stories. The study searches why language teachers should use American short stories in teaching English. Culture and variables of American short story are also explained. The thesis demonstrates when and how American short stories are used as sources in language classes and what the benefits of using them can be.

In constructing the aim of this study, the interests and needs of students, and suggestions to follow the level of students were considered to be equivalent to intermediate level students studying English in the 9th classes of Erzurum (superior) High School.

The selection of short stories is made according to some criteria. Then, one of the selected American short stories is exemplified. Literature is a vast area with the short story, the scope is therefore limited.

1.3. Limitations

The major limitation in this study is the lack of the number of students. This study covered 53 students and 23 English teachers. In other words, the results represent only one part of Turkish foreign language learners and teachers. Therefore, it is hard to generalize the findings to the whole context of Turkey.

1.4. Research Questions

In this dissertation, the answers of the following questions are explored :

1. What is the relation between language and literature ?
2. How do language teachers use literature in teaching English?
3. Are there any benefits and shortcomings of using literature in language classes?
4. Is literature outdated material in teaching a foreign language ?
5. What are the reasons of using American short stories in teaching English ?
6. Are there any contributions of American short stories to language teaching ?
7. Are there any cultural affects of American short stories in classes ?
8. Are there any differences between using American short stories and a textbook text in the language teaching process?
9. How and when does the language teacher use American short stories in teaching language?
10. What are the criteria of selecting American short stories to teach English?
What is the duty of teacher in selecting suitable stories?
11. Are there any differences between a class which uses American short stories in their English courses and the other one which follows the strict language syllabus by the only help of a text book?
12. What are the problems of students in reading short stories?
13. How does the teacher solve these problems?

1.5. Definitions of Terms

1. Reading: “ Reading is a process of transfer from auditory signs to their equivalent visual signs and of establishing the necessary recognition habits. It is also the re – establishment of the message conveyed by the author ” (Narayanaswamy, 1972, p.301).
2. Short Story: A short is an account of events, real or imagined material for an article in a newspaper, magazine, etc...
3. Reading comprehension: An ability to understand information presented in a written form.

CHAPTER 2

LITERATURE REVIEW

2.1. Language and Literature

Literature is a wide world in which language is used. It is essentially an expression of life through the medium of language. In other words, there is reciprocal relationship between language and literature. Literature includes authentic target language anyway.

Moody indicates the relation between language and literature as follows:“ ‘By literature’ we refer to constructions, or art affects, in language which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used” (Moody, 1983,p.19). Therefore, language and literature are complementary disciplines.

Literature serves us using target language naturally. It serves us real language because there are characters, themes, scenes and dialogues in literature out of the real life. Literature reflects our lives.

We read for our careers, for study purposes, or simply for pleasure. It is obvious that literature means reading. Lewis says that “Reading in a new language has two main purposes: Students read because they are interested in the content of the articles and books and they read as a means of learning more language ” (Lewis, 1999, p.182). She thinks both these functions happen at the same time. According to Alexander Baird “Literature is the use of language effectively in suitable conditions” (Baird, 1969, p.203). To him literary works can be used in language teaching, because the language used in literary works is suitable for the contexts of the events.

As a result, literature and language are inseparable. “Language is the material of literature as stone or bronze is of sculpture; paints of pictures or sounds of music” (Wellek and Warren, 1963, p.22).

2.2. Reading Literary Works for Meaning

The goal in learning a foreign language through literary works should be catching overall meaning basically although, there are certainly differences between reading a

literary work in the mother tongue where comprehension does not generally cause a problem and reading a literary work in a foreign language.

Krashen indicates that “language is best taught when it is being used to transmit messages when it is explicitly taught for conscious learning. Reading for through meaning is reading in order to reach the total message of the writer, both main and supporting ideas” (Krashen and Terrell, 1983, p.38). According to Anderson, “reading must be defined as a process of building meaning”(Anderson, 1985, p.637). Gower states that “Language teachers should focus on students’ general or global understanding before their grasp of detail. ” (Gower, 1994, p.95). Similarly, according to Chastain “Conscientious students may manage to ascertain meaning by painful and laborious deciphering efforts based on persistence and thumbing of the dictionary. This process is not the type of reading that language teachers and students should have in mind” (Chastain, 1988, p.217). Lewis also explains that

“students read as if they were using a microscope, looking carefully at each of the small pieces (the individual words), but not necessarily seeing the whole picture at first. This is called the ‘bottom-up’ approach. Other readers try to look first at the big picture the ‘top-down’ approach, attending to individual words only as necessary, a process that involves some intelligent guesswork. Generally this second approach is recommended by successful learners” (Lewis, 1999, p.185).

As a result students do not have to know all new words and grammar to understand the basic part of the story text and to recreate the writer’s meaning.

Primarily, attention in lower – level language classes should focus on reading for meaning and secondarily on the literary qualities of the reading. However, this distinction is more real in theory than in fact because often arriving at the meaning of literary pieces is impossible without considering such characteristics as symbolism and theme. However, the teacher should never become so involved with genre and literary

analysis that students lose sight of the goal of reading for meaning. Day and Bamford mention another problem in reading literary works:

“traditional approaches with their focus on translating, answering comprehension questions, or practicing skills such as finding main ideas, tend to ignore the larger context of students attitudes toward reading and their motivation to read. The result inevitably is students with little or no interest in reading English” (Day and Bamford, 2000, p.12)

The teacher here should direct the attentions to general meaning by considering some literary characteristics without being boring and losing motivation through unnecessary activities which look for details in the work.

Reading means ‘reading and understanding’. According to Goodman “Reading is a receptive language process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs” (Goodman,1971, p.27). In such a case, as indicated by Ur (1996, p.138), “A foreign language learner who says, ‘ I can read the words but I do not know what they mean ’ is not, therefore, reading, in this sense. He or she is merely decoding – translating written symbols in to corresponding sounds.” She briefly points out that our understanding of a text comes from understanding the words of which it is composed. But we know that we gather meaning from what we understand after reading so it is not necessary to know every word of a literary work. Harmer believes that “It is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures the students has never seen before” (Harmer, 1993, p.191). Then, how we understand what we do not know is described by Carell as, “Schema theory predicts that as readers read they are able to go beyond the word and sentence level to the overall organization and discourse level of the reading because their background knowledge or schemata enable them to expect and to predict the way in which the writer has organized the material ” (Carell, 1984, p.87). Making use of schemata allows readers to avoid word-by-word reading while extracting meaning from the text.

All foreign language teachers know that there exists a gap between linguistic competence and communicative competence. Many language learners know much about the language and they are good at pronunciation and syntax. But they often can not use patterns and vocabulary fluently and spontaneously in a literary work situation. There is often stumbling and hesitation, sometimes long and very complete silence. The learners are not confident to respond when confronted with a real world use of the foreign language. Of course this kind of phenomenon is not confined only to speaking but also to reading and other skills. Chastain says:

“Students must learn to interact with the reading in a productive fashion so as to determine meaning even when some of the words, endings, and patterns are not immediately meaningful. The goal is to reach a level at which they have confidence in their ability to overcome temporary or partial lapses of understanding and to continue reading until they have understood the writer’s general meaning. Therefore, students done on reading demonstrate that comprehension depends to a wide extent upon what the reader brings to the reading situation and his involvement in it ” (Chastain, 1988, p.217).

Finally as Byrnes concludes that “the act of comprehending is essentially meaning-driven, holistic, top-down behaviour that is highly selective in the features it incorporates ” (Byrnes, 1985, p. 80).

2.3. Literature in Teaching English

Affective language teaching depends on a language teacher who is enthusiastic about language. It is a fact that, if a teacher likes the target language, he is also keen on reading in the target language. Therefore, the teacher can bring a lot of reading materials like literary materials into the artificial language classroom.

According to Moody “literature is language either spoken or written, and language is the raw material of literature” (Moody, 1971, p.2). It is well known that, literary works have already been used in language courses improving students’ language. For Brooks “Literature is wholly and inevitably rooted in language, and it is not surprise to rediscover in literature certain features that are peculiar to and basic in language” (Brooks, 1964, p.100). As mentioned previously, literature includes authentic language.

Povey argues that “Literature will increase all language skills because literature will extend linguistic knowledge” (Povey, 1972, p.18). Literature enables the students to improve their oral and written language. For many language learners it is an ideal vehicle for illustrating use. And also as Mac Kay asserts “If students enjoy reading literature, it may increase their reading proficiency” (Mac Kay, 1982, p.531). Moreover, learners listen to the literary works when the teacher is reading them and they may imitate the pronunciation of their teacher. Thus, Lewis stresses that “Learners are exposed to language that is genuine and undistorted as can be managed in the context” (Lewis, 1987, p.2).

It must be argued that there is little work done with regard to the possible uses of literature for EFL learners of high school henceforth. Many of them restricted in the framework of the textbook or curriculum. But, Lazar says that “Literature provides meaningful and memorable contexts for processing and interpreting new language” (Lazar, 1993, p.17). If the teacher introduces literature in his language class then one purpose is to improve his students’ own command of the foreign language. This works particularly well if the teacher asks his students to read literary works which are slightly beyond their own current reading level. If they are too easy, they do nothing to build up new language. If they are too difficult, it becomes like a mathematical exercise of decoding written symbols. Therefore, it is clear that EFL students should have the opportunity to become involved in the field of literary discourse. Integrating literature helps foreign language learners improve their language proficiency. In fact, literary works are easy to read and understand, are chosen to help students develop a habit of reading, because many language learners lack of this kind of habit even in their mother tongue. Moreover, what is recommended for EFL classes is that learners should be taught to read literature and to study the target language through literature but not to study it. Then, as with reading skill in general it can be taken two approaches to reading literature. The teacher can go for the broad picture first and then come back to concentrate on details or he can start from the details. As a result it is very important for a teacher to determine his purposes. Then, for many language learners literature can provide a key motivating them to study language and also to read in English. Additionally, success in reading makes learners come to enjoy language learning and to

value their study of English. If we try to sum up this discussion that is round the point of language enrichment, reading skills need to be fostered so that learners can cope with the ideal target language Povey (1979) gives the significance of literature as follows:

“Literature gives evidence of the widest varieties, syntax, the richest variations of vocabulary discrimination. It provides examples of the language employed at its most effective, subtle, and suggestive. As literature sets out the potential of the English language it seems an encouragement, guide, target to the presently limited linguistic achievement of the foreign student.”
(p.162)

When students are learning a foreign language literature serves multiple purposes. Literature introduces them new ways of thinking and viewing the world as well as improving their language efficiency. As Moody describes, “Literature would help in the development of the individual in four ways involving the intellect (the ability to reason and perceive and the relations and differences also essential for the reading skill), the senses, the effective (feelings), and social awareness ” (Moody, 1971, p.12).

Needless to say, literature has the power to influence one’s thinking, because there is a global world including various global themes in literary works from the authors’ point of view for language readers. Therefore, language learners can develop a critical attitude toward all the views of the author as well as views of the people who use the target language. High school readers can develop a kind of thinking like a foreign reader that helps them use the foreign language ideally. Collie and Slater indicate that “When a novel, play or short story is explored over a period of time, the result is that the reader begins to ‘inhabit’ the text. He or she is drawn into the book. The language becomes ‘transparent’ the fiction summons the whole person into its own world ” (Collie and Slater, 1987, p.5). It is not wrong to say that a literary work serves personal involvement into language itself naturally through the thoughts, themes, feelings, settings, characters and plot in it. According to Elyıldırım “Learners can experience the whole range of possibilities of human life: from happiness, achievement, ecstasy, joy, love, freedom, friendship, self-respect to greed, despair, etc. while reading literature” (Elyıldırım,1993, p.20). Having presented the framework we come to this conclusion that, through literature students discover their identity reflected there.

It is also believed that literature is entertainment. The other reason for reading literature in class is the usual reason as Lewis points out “why one goes and gets reading material in his own language from the library. It is a form of entertainment, parallel with watching a play, movie or listening to a music concert” (1999 : 199). Everything in language learning should not be only for teaching something. Students also need to take a breath while they are learning a foreign language as they are usually busy with many colourless grammar drills in their textbooks. Students are also in a rat-race therefore literature saves them from the chaos of their lives. Literature disciplines their minds while entertaining them. Therefore, language teachers should not use literary works for evaluating language proficiency every time. This destroys the pleasure. Literary works used in classroom should help learners relax when communicating in a foreign language. But, there are of course many things to do by the teacher such as to balance his lesson purposes and students’ entertainment and their relief in this stage.

Language teaching theorists repeatedly state that an important purpose of language learning was to learn about a country and its people. As Mill states, “Without knowing the literature of a people we never really know their thoughts, their feeling and their type of character” (John Stuart Mill, quoted by Hall, 1947, p.14). Students have a chance to improve a critical attitude toward cultural habits through literature because; as Collie and Slater state, “Literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues and which is enduring rather than, ephemeral.” (Collie and Slater, 1987, p.3). Therefore, students have a chance to be aware of the culture of the target language through literary works they can read in the language classes.

Consequently, literature is a very effective device in language teaching for high school learners if it is used properly. It is worth noting that literature can be both the most rewarding and the most defeating aspect of one’s study. It can make teaching business easy, effective, detainable and advantageous; but there are some shortcomings in teaching language through literature. The next two parts are going to point out both of these aspects.

2.3.1. Shortcomings of using literature in teaching English

First of all, it will be better to give a brief list of shortcomings of using literature to teach a foreign language and recommendations and solutions for teachers.

1. Having to answer an exam or quiz question on the literary work studied in the class will destroy the pleasure of learners. The examination or quiz seem like more of a struggle than a way of enjoying literature. (But, unfortunately many of us as language teachers use literature like other reading materials for measuring language level and kill pleasure in the class.)
2. The background references are quite unfamiliar. This is certainly a common situation. If students are reading a short story about people who live in Seattle, then naturally there will be many unfamiliar references. One piece of recommendation is not to try to understand everything in the literary work immediately. The tutor should let the world learners are reading about build up slowly because the author is going to draw a picture for the readers of another time and place.
3. It is not the language of real life. It is partly true that the way characters speak in some kinds of story are not the ways one would need to speak on first day in a country where target language is spoken. On the other hand, when one comes to communicate with people in a country, he will be surprised at the overlap between literary and conversational language.
4. It is hard to use literary works in limited class hours. And, it is difficult to use them within the existing curriculum. But, it is the teachers' duty to support language activities and reading skills in class hours.
5. Many language learners believe that literature is outdated. In fact, it is not true because literature reflects our new world. Maybe it is better to use more modern literary works than using classical ones in the language class.

2.3.2. Benefits of using literature in teaching English

On the other hand literary works should be used in teaching foreign language classes because;

1. Literature is a source for communication and comprehension in the foreign language.
2. The language learners improve their abilities to understand and use the language in all skills : listening, speaking, reading, and writing.
3. Literature provides very wide and easily available language sources for all language learners.
4. Literature is beneficial to one's competence in mother tongue.
5. It motivates learners to read and helps them develop the manner of reading activities and practical criticism on what they read both in and out of class.
6. Learners are affected to read different literary works in the foreign language.
7. It animates an awareness of the value and pleasure of reading literary works, an appreciation and understanding of human relations under global themes and an appreciation of different literary genres in the target language.
8. Learners have the opportunity of discovering authentic language.
9. It helps language learners develop their own understanding of the relationship between language and culture.
10. Literature will help learners realize the individual and social developments.
11. It is possible to understand general information related with experiences and events in real life by using and analysing literary texts.
12. Literature makes the readers to improve themselves culturally and educationally.
13. Literature makes learners acquire analysing and criticizing skills.

2.4. Literature is not Authentic

It is a fact that the more students read, the more they increase their reading abilities. And also, as Day and Bamford explain, "Reading a large amount of easy material has a vital role to play in learning to read fluently" (Day and Bamford, 2000, p.7). As seen before, literature means reading in language learning process. But, 'Is using literature in teaching a foreign language an old-fashioned method?'. This part, as the title asserts, discusses the problem.

Here, 'authentic' means outdated or simply old. It can be said that machines prevented external reading. Many students do not read even in their mother-tongue.

Therefore it is fair to say that it is extremely important to have language learners acquire a love of reading in the foreign language although language learners always ignore reading literature.

In fact, it is not possible to gain a love of reading without pain. And, language learners do not have a chance to gain such a love only by the help of texts in course-books. As Collie and Slater indicate that “Recent course materials have quite rightly incorporated many ‘authentic’ samples of language such as newspaper or magazine articles. Literature is a valuable complement to such materials ” (Collie and Slater, 1987, p.4).

Every language learner dreams of speaking the foreign language or reading something easily written in the foreign language as they do in their own language while learning it. Lewis explains that “the highest level of reading is probably reading literature as written for native speakers. In fact, some people see being able to read literature as the main purpose of studying a language. The higher you go with your studies, the more possible this is ” (Lewis, 1999, p.189). It is not wrong to say that it is not possible to manage this only by the help of course books. Then what must be read additionally in the language course.

It is the teacher’s task to organize a colourful reading course. As Celce - Murcia writes, “In the real world, people read for information or enjoyment not to learn the medium through which the information is processed ” (Celce-Murcia, 1991, p.221). Then, simplified literary texts and other kinds of texts in course-books do not serve the students’ purposes every time. On the other hand every work of literature, although it is enjoyable and exciting to read, may not serve the course purposes. Lewis makes a recommendation for teachers that “ work out your purpose for reading, your purpose for reading will vary according to the type of reading and your course requirements” (1999, p.190).

It is obvious that classical literary works lost their popularity in the eye of students. Students do not want to read something when they know the final scene. On the other hand lots of them are not aware of more contemporary works. It must be added that the more contemporary the literary material is, the easier to comprehend and

perform reading tasks. Therefore, literature never gets old and it can always be used in the classroom to teach a foreign language.

It is understood that modern literature - maybe a short story - with its meaningful and memorable context provides learners with a key to motivate for learning a foreign language in or out of the classroom. Waxler concludes that “I was not willing to give up that old- fashioned commitment to the magic of a good story ” (Waxler and Trounstone, 1999, p.1).

2.5. Concluding Remarks

As mentioned above, there is a close relation between language and literature. Therefore, literary works can be used in teaching a foreign language. It is better to use literary works for lexical, linguistic and comprehension purposes than using them for literary purposes in teaching English for high school learners. As given here, there are many benefits of using literature besides a few shortcomings of using it in teaching English. In this part, it has also been mentioned that the more contemporary the literary work is, the more motivating it is.

CHAPTER 3

SHORT STORIES

First of all, a few definitions of 'short story' are given and then the characteristics of 'short story' are discussed.

Denning defines 'short story' as "a fictitious literary composition in prose or poetry, shorter than a novel; narrative; tale. In fact, it is a piece of fiction that narrates a chain of related events" (Denning, 2000, p.1). In another definition, Menrath states that "a short story is a piece of prose fiction which can be read at a single sitting" (Menrath, 2003, p.1).

Since the beginning of humankind, people have shared through stories the events, beliefs, and values that make people who they are and form their families, communities and cultures. Traditionally, stories have been powerful tools for organizing and remembering historical and cultural information.

As a broad definition, 'story' is a theme-driven system of representing characters and events, and their casual relationships to one another, such that the story represents how certain states of affairs occurred and evidence of why.

Menrath gives a list of characteristics of a short story :

1. A short story ought to combine objective matter-of-fact description with poetic atmosphere.
2. It ought to present a unified impression of tone, colour and effect "unity of effect" (Poe).
3. It mostly shows a decisive moment of life (which can entail a fatal blow).
4. There is often little action, hardly any character development, but we get a snapshot of life (slice-of-life story).
5. Its plot is not very complex (in contrast to the novel), but it creates unified impression and leaves us with a vivid sensation rather than a number of remembered facts.
6. There is a close connection between the short story and the poem as there is in both a unique union of idea and structure.

7. There is a limited set of characters, one single action and a simple plot (often : exposition, complication, crisis, sad / happy ending).
8. A short story very often has an open / abrupt beginning and an open or surprise ending.
9. A short story is restricted to one setting only (fixed place and time, social surroundings).
10. As stated before, it is a piece of prose fiction which can be read at a single sitting.
(2003, p.1)

3.1. Contributions of Short Stories to Language Learning and Teaching

Processes

Teaching literature to EFL classes is always neglected. In fact, it is very important to make use of literary texts in teaching foreign languages that has been one of the methods to be applied since the ancient times and using short stories in EFL classes may be the pioneer. As Prodromou states, “ the aim in teaching English through short stories should be to motivate the students and let them take active roles in the classroom ” (Prodromou, 1985, p.15).

Then, what the contributions of short stories to language learning and teaching processes are :

“Those stories enable the students to comprehend and communicate” (Amtzis, 1993, p.6). The use of short stories is inevitable in language classes, for they contribute to the improvement of speaking and reading skills. Students learn not only to discuss individual stories, but to write compositions and essays comparing them as well. Amtzis draws upon stories to give his students practice in narrative writing. And also, students are learning to listen to others. It is understood that learners are practicing the four skills. Therefore, short stories are useful for practising English and they help in the development of reading skills and other skills (listening, speaking and writing).

Short stories are rich in vocabulary. Reading short stories broadens and increases learners' vocabulary which is important for effective communication. They expose language learners to different registers of the target language that they will meet in varied contexts. It can be said that it is not, after all, out of a dictionary that we learn

language but from the characters of stories. It is fair to say that reading short stories can help students improve their everyday English.

Additionally, stories can be used for both eliciting and illustrating grammar points. “A story provides a realistic context for presenting grammar points and holds and focuses students’ attention in a way that no other technique can” (Celce-Murcia, 1991, p.182).

Using short stories in EFL classroom may affect pronunciation and intonation positively. Wilhelm and Wilhelm assert that “a ‘story theatre’ classroom can work on pronunciation, intonation and oral fluency” (Wilhelm and Wilhelm, 1999, p.27). And at the same time, “Short stories are working with the four elements of communicative competence: linguistic, grammatical, socio-linguistic and strategic competencies” (Canale and Swain, 1980, p.47).

It must not be forgotten that reading short stories opens up a whole new world, enabling the reader to learn about other people, their cultures and outlooks, and the reasons that they behave in certain ways. Stories offer a cultural experience with fairy tales dressing timeless, universal fantasies in national garb. Students discuss different values as short stories are rich in cultural content, so students would compare their own life style with another one in the frame of global values and themes. As a result, it sharpens judgement, as one’s own outlook on life is broadened.

Suitable short stories for young generation entertain language learners. As Day and Bamford mention “many students are not interested in English apart from their required assignments” (2000, p.12). In general, students learning English as a foreign language find it a difficult process, and as a result, they do not enjoy it, even if they are avid readers in their first language. But it can be reached to the readers by the help of interesting and adventurous short stories as short stories are still popular teen literature genre. According to Tobias Wolff, “What makes stories important to us; the pleasure we take in cleverness and technical virtuosity, soon exhausts itself in the absence of any recognizable human landscape” (Wolff, 1994, p.IX). Moreover, in the future interested students will have opportunities at advanced levels to delve more deeply into the world of literature.

Using short stories the teachers would have a chance to encourage the students to read on their own, according to their interests and for pleasure. As claimed before, many students have just read for their assignments or tests. Therefore, short story reading can be an important basis for individual learning and extensive reading as they are interesting and enjoyable. One should bear in mind that the short stories that were easy to read were chosen to help students develop a habit of reading. Chastain states that “Another advantage is that students can read in privacy, which is another important psychological factor for students who are apprehensive about reciting in front of their class-mates” (Chastain, 1988, p.219). As seen, there is no need to answer many questions or to do many reading activities every time in class. Students read and study in privacy easily.

Short stories are short enough although it is up to the selection of the language teacher. And they can be read in a single class hour or learners may read them on their own in their free time. On the other hand it is impossible to teach many literary texts in limited class hours.

The other contributions of short stories can be listed as:

1. Short stories provide a perspective to understand what has transpired in the past and what is happening in the present.
2. Short stories would increase reading speed.
3. They are not boring. They are motivating authentic reading materials. Short stories are easy to read and it is easy to understand the whole story. They are also easy to explain.
4. Short stories will enable language learners to enjoy lessons more and improve their imaginative skills.
5. Using short stories in teaching English would be better for students' success.

In conclusion, it can be seen that short stories provide a natural exposure to the language for the students as they contain the authentic use of language which students do not normally confront in every text used in their classes. Students can discover the benefits and pleasures of being able to read in English. This can happen if short story reading is incorporated into the EFL curriculum of Anatolian and superior high schools in Turkey.

3.2. Superiority of Short Stories to Other Literary Genres in Teaching

Process

Since literature is so various by nature and presents a very broad field of study, literary works are divided into certain genres as poetry, drama, novel, and short story. As a result of the fact that it is impossible to study all of these forms together, making a selection among them is necessary. Thus, short story is preferred to the other genres in this study.

Short story is thought as the most suitable means to achieve goals for target language in high school classes in this research. There are certain reasons of this preference;

- First of all, short stories are shorter than novels. Thus, students would have an opportunity for reading different types of stories. Many students may be encouraged by the length of short stories.
- Short stories can be used for intensive reading whereas it is hard to study a novel during a short period of time. Therefore, short stories provide a various source of pedagogic activities in classes.
- At the same time, short stories are more enjoyable than poems that are thought hard to study in language classes of high schools.
- As the short story is reasonably brief, the tutor should easily present and exploit it. Within time, learners join the course more delightfully. On the other hand, it is claimed that learners are mostly the passive observers of other literary genres in high school class.
- Mullen asserts that “short stories have a universal quality of appeal for everyone because they emphasize human needs, feelings and the problems experienced by people in all times and in all places”(Mullen, 1984, p.1).
- While reading or listening to a short story people always feel curious about “what will happen next”, for they do not know the end of the story. Therefore, the reader’s excitement and interest continuing all through the story force him to go on reading. On the other hand, teen readers are easily fed up with reading long literary works as they are not patient for the end.

- Another advantage of short story is that since they are short, they have the great practical advantage of being more manageable. And so, it may solve language problems of students. Furthermore, it is also possible to study a short story without breaking its entirety due to its briefness as opposed to novels.
- Short stories are easily found by the language teachers even if on computer. They are copyable materials.
- Short stories largely avoid archaic forms and ornamental language so they are easily understood by the students whereas a poem for example, is a hard tool to study with high school learners.

It is recommended that in language classes teachers should make use of mostly contemporary materials written in the modern idiom in order not to add the complications of history to the other problems of understanding and short stories can be seen ideal tools for this as they are really authentic modern materials when selected properly.

Finally, short stories can be claimed to be the most suitable literary forms for EFL students in Anatolian and superior high schools; for it can be brief, interesting, contemporary and may portray a modern cultural environment as well as serving pedagogic activities for students' language ability.

3. 3. Why American Short Stories?

Although in teaching English through American short stories the concern must be for measuring specific curriculum objectives, language teaching theorists repeatedly state that an important purpose of language learning is also to learn about a country and its people. Thus, it is suggested that a short story studied in a language class should include some cultural patterns so as to provide learners with the opportunity of an appreciation and understanding of the target language.

According to Trifonovich, "Culture is a system of communications which makes a human society possible" (Trifonovich, 1978, p.550). It can be said that language is not self-dependent; language, literature and culture are inseparable. Therefore, language can not completely be understood without reference to the culture in which it is used. Collie and Slater state that "Literature offers the socio-cultural aspects of the countries.

Through reading literature learners can empathize with the characters from different social backgrounds and discover their thoughts, feelings, customs, possessions and so on” (Collie and Slater, 1987, p.6).

As a result of those statements it is a fact that language learners should be aware of the culture of the target language. But, English is not only spoken in Britain. English learners should also be introduced American culture, society, and language. In this project American short stories are seen the best way to introduce American society and its customs to English learners. As introduced by Wolff, “American short stories make up an alternate map of the United States, one that represents not geography but narrative traditions, cultural heritage, and divergent approaches to the use of language” (Wolff, 1994, p.XI). In fact, literature as seen above can be said to be a link between the language and the culture of a society because literary works of a country are the best means of presenting cultural patterns in that social context.

Another purpose of this study is to fill the gap that textbooks of Turkish language learners cause, since textbooks always neglect to mention largely about the United States. Thus, English learners can learn about the Americans, their culture, their cities by the help of American short stories. Students may also have chances to discuss different values and to compare American culture and their own culture.

As seen above, language students need to know about the culture of the target language but teachers should be careful as cultural differences prevent students from predicting what they read. Students are affected negatively as they have the lack of familiarity with the foreign culture. Chastain reminds that “if the students are from a society that is cosmopolitan and they are familiar with cultural diversity, they will be more ready to study and benefit from cultural content. On the other hand, students who are products of a rather closed society will probably have less interest in other cultures and subcultures” (Chastain, 1988, p.300). Therefore, the teacher should make his students be aware of cultural differences simply and clearly. This would make reading more comprehensible. That is, the teacher should not pass value judgements on cultural differences between the mother tongue and English. But, this should not be thought that teachers should not be enthusiastic about other cultures. It is not forgotten that without

enthusiasm, any course becomes dry and unpalatable for both teachers and students. The teacher should make connections for learners between literature and culture.

In this study, it is observed that language learners who have a large panorama have benefited from cultural content through American short stories whereas students who are even not interested in language learning are not also aware of this kind of benefit.

Finally, language can not be set apart from culture because they both exist in one another. Language exists within a culture, therefore students should know about the real world which is best found in literary works. It is a fact that language learners should also read about the United States beside the texts telling about Britain so the teacher should bring American short stories into the classroom to make his students be aware of American culture, society and English.

3.4. Textbooks or American Short Stories

Using American short stories in high schools has many purposes as seen in this chapter. But, is it possible to use them instead of textbooks used in class?

According to a study many students find their textbooks too difficult to manage in English courses. On the other hand, it can not be said that an entire English course can be replaced by American short stories. Collie and Slater argue that “Short stories are especially valuable for seasonal courses, summer courses and so on” (Collie and Slater, 1987, p.4). Similarly, it is observed in this project that short stories can be used in a language class for 2 to 5 class hours per week as supporting reading materials.

Language students think that many textbooks are boring. They think that they are difficult for their level. Many students say that they do not understand the purpose of those textbooks. For them those textbooks include long and difficult units besides unrealistic exercises. And also, language learners regarded short stories as more manageable and interesting than texts in textbooks in this research.

In conclusion, short stories must be defined as useful supplementary reading materials. It is not forgotten that the principal aim of the reading process is to foster enjoyment in learners. This cannot be done by the help of textbooks every time because of wrong decisions of language teachers in selecting materials. Moreover, in this study

it is observed that using short stories is the best way to manage fun in class therefore students want to read short stories as they are more authentic materials than texts in course-books.

3.5. Concluding Remarks

In this chapter, 'short story' is defined as well as its characteristics. Additionally, the advantages of using short stories are presented besides their superiority to other literary genres in teaching language process. Moreover, the reasons of using American short stories are given emphasizing the cultural aspect in language teaching. Finally, a brief explanation is made about integrating 'short story' into Anatolian superior high school classes in Turkey to support course books in language teaching.



CHAPTER 4

USING AMERICAN SHORT STORIES IN THE THREE PHASE APPROACH

It may be useful to present the story in 3 sittings corresponding to ‘the logical stages of an event as ordinarily described: the Beginning, the Middle and the End’. First, the story establishes the context, i.e, ‘it adequately presents nature of the conflict and gives some indication of what is at the stake in it’, secondly, action develops and the author clarifies the conflict, or, more logically he identifies ‘the stages by which the conflict moves towards its resolution’, and thirdly; the author resolves the action and the conflict, ‘he exhibits the achievement of stability and the resolution of forces in conflict’. The teacher should set at least two class hours for these two stages. According to Amtzis:

“Another class should be set aside to review the story, reconsider the conflicts and motivation of the characters, suggest, while recognizing the theme, alternative endings and possible continuations of the story, and finally, to assess the understanding and communicative abilities of the students” (Amtzis, 1993, p.8).

4.1. Practical Activities

Teachers are free to use activities according to the nature requirements of the story and the inclinations of their classes. Additionally, students should find a chance to express their background knowledge and their life experience through these activities. Chastain (1988) tells us about the past and present attitudes of language teachers in teaching reading:

“In the past language teachers have typically given students very little assistance with reading other than to teach them grammar and vocabulary. Language teachers now have a much greater range of possible procedures to follow prior to, during, and after the reading assignment to assist students to read more effectively.” (p.223)

In the case of a short story the teacher should teach students the traditional three parts - the introduction, climax, and conclusion - and explain the function of each to them.

Zhenghua states that “it is the teacher’s responsibility to plan realistic activities or acquisition activities, that are relevant to the students’ everyday life and communication needs” (Zhengua, 1998, p.31). Therefore, language learners must be involved in real language activities. They should have opportunities for personal involvement. The techniques and activities accompanying each story allow the students to respond intellectually, emotionally, and creatively to what they have read.

Students should also be encouraged to go beyond the written statement to the meanings associated with the stories as well as to consider literary devices; style and story development.

In the process, students will arrive at their own conclusions while practising several language skills, leading to whole language development.

These activities are divided into 3 stages as pre-reading, during-reading and post-reading by many linguists.

4.1.1. Pre-reading techniques and activities

If teachers know what to do at the beginning of a reading lesson, they can easily handle the lesson and students. Doff says that “We do not usually begin reading with a completely empty mind – we have idea of what we are going to read about, we will usually have certain questions in our mind (things we want to know), and we may also make a number of predictions or guesses (things we expect to find out about)” (Doff, 1988, p.170).

The pre-reading stage prepares learners to read the text. It serves to motivate students and to get them interested in both the topic and the text they are preparing to read. Celce – Murcia clarifies that “ the goals of the pre-reading stage are to activate the students knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and finally, to motivate the learners to want to read the text ” (1991, p.202).

Ringler and Weber call pre – reading activities as, “ ‘ enabling activities ’ because they provide a reader with the necessary background to organize activity and to comprehend the material ”. They say “ pre – reading activities elicit prior knowledge, build background, and focus attention ” (Ringler and Weber, 1984, p.70). Therefore, as Frager states; “ pre-reading stage helps the students feel confident that they have prior knowledge about the text ” (Frager, 1993, p.616).

There are some things about the class atmosphere, on the other hand, that should be taken into consideration by the teacher before studying the story :

- a) The teacher should do his best to prepare the environment.
- b) Morning time is best for reading.
- c) The teacher should get ready the teaching aids and copies of the story before the start.
- d) Short breaks during reading will help eyes read more.
- e) The light coming from the back part and not disturbing the eyes should be preferred.
- f) The teacher may rearrange seating.
- g) He can set a stage if necessary.
- h) He may wear clothing that complements the story events.
- i) He may use background music native to the culture while studying the story.
- j) Strict rules can be boring for learners. Learners prefer an enjoyable class.
- k) Before starting, the teacher should diminish distractions.

In this stage, language teachers may use various techniques and activities :

1. Predicting : “‘Predicting’ is a skill which is basic to all reading techniques” as Grellet (1981, p.19) says. It is the faculty of guessing what is to come making use of grammatical, logical and cultural clues when reading a text. It is also called previewing or text surveying. Chia (2001, p.22) states that “the aim of previewing is to help readers predict or make some educated guesses about what is in the text and thus activate effective top-down processing for reading comprehension.”
2. Introducing the author of the story: “The teacher can give some information about the author and the period in which the text has been written before reading or he / she can demand a project work from the students about these subjects” (Lazar, 1993, p.42)

or students may search some information about the life of the author of the story from the sources given by the teacher. The teacher may give some brief information about the author simply. If possible, he shows one of the photographs of the author. According to Moody “ the teacher asks questions about the author and his other works. Then, he continues with the questions related to the topic to introduce the work.”(Moody, 1971, p.26).

3. Type of the story: The teacher may explain the type of the story orally in this section.

4. To use story title: Amtzis emphasizes that “the teacher may use the title as a way of introducing the story and the categories of setting, character and plot.” (1993, p.6). He wants teachers to ask students what the title tells them. Does the title suggest where the story takes place, who it is about, and what might happen? Additionally, Ur asserts that “learners suggest a title as an alternative” (1996, p.146).

5. Using pictures, photographs or headlines of magazines: By using different materials learners are expected to establish a relationship between these materials and the story plot, and the theme. This creates students’ interest to read the story.

6. Asking questions: Students may be given a series of questions about the story and are wanted to give short answers to these questions. Maybe students will read the story to check whether their answers are right or wrong. Ur clarifies that “by the help of this activity you probably feel more motivated to read; and the reading itself is more purposeful, because of the challenge of finding out whether you had got your answers right or wrong” (1996, p.145).

7. Brainstorming: Doff states that “if the text puts forward an opinion, students discuss the topic beforehand and give their own point of view” (1998, p.176). Therefore, ‘brainstorming’ is another technique for this phase. In this technique, students are wanted to express their own opinions about general subjects without being told that the subjects given by the teacher are the theme of the story that they are going to read and study. “A discussion raises in the class, and by the help of the technique learners are prepared to analyse the concepts or value contained in the selection. This is, in fact the anticipation skill ” that Grellet (1981, p.67) introduces. The questions raised before reading the story or text is called ‘anticipatory questions’. It is not forgotten that the teacher should be well-prepared to spark passive students’ interest by activating prior

knowledge and by focusing on the purpose of reading in this stage when the class discussions are not enough.

8. Using the first sentence of the story: The teacher may ask his students to read the first sentence of the story to guess what the story is about.

9. Semantic Map : Chia introduces ‘Semantic Map’ for an affective lesson:

“The teacher begins by telling students the theme they are going to read about and then ask them to make free associations with it. That is, students write down whatever words they think of when they hear the theme. Then, the teacher asks students to group their associated words into categories and helps them label the categories. After reading the selection, the students may wish to revise the original map. The resulting map is the integration of students’ pre-existing knowledge and their knowledge acquired from the text.” (2001, p.22)

10. Word Association: According to Kang “pre-reading stage improve students’ grasp of word meaning” (1994, p.648). In this activity, the teacher may select some key words out of the story to give students a chance to predict what the story is about. This starts a discussion. The students for this activity can be grouped before discussing the story theme. Lubovich states that “‘word association’ involves the use of word association activities. Students are asked to speculate about the theme of the story presented. So, in this way the story is introduced to students” (1983, p.8).

In another version of this technique, the teacher prepares a worksheet including some key words that may not be known by the students and he delivers worksheets then wants students to find out the meanings of these important words out of their dictionaries making sample sentences using these words to prevent the lexical problems.

4.1.2. During-reading techniques and activities

According to Chastian , “as a general rule, the first few paragraphs of a reading seem to be the most difficult for students to comprehend. Once they become acquainted with the content and with the author’s grammar and vocabulary they can read more with greater fluency and understanding” (Chastian, 1988, p.234). Therefore, one of the aim of this stage is to help learners understand the construction of the story easily since they

may have difficulty in understanding literary language especially at the beginning of the story.

“This stage also requires the teacher’s guidance to ensure that students assume an active, questioning approach to the material.” (Celce-Murcia, 1991, p.203). As this stage pays attention to the story, students should be encouraged to skim and scan.

In this stage, students are helped to understand the intention and purpose of the author. During reading the teacher may interrupt the reading at key points and take the opinions and expectations of students of how the story will go on. It is a fact that reading requires more individual energy and discussion, so readers should share not only the author’s ideas but the other readers’.

Elyıldırım quotes from Lazar “during the presentation of the text choral reading, silent reading, and also a taped reading can be used for providing stimulus” (1993, p.48).

The techniques and activities can be used in this phase are:

1. Using charts, character and conflict maps: Amtzis (1993) explains how these maps can be used by the teacher:

“In class, have the students keep a chart and running account of the action, a list of character traits for key figures, and maps should be used to focus the students’ attention on details relevant to the unfolding of the story (Character motivates the plot). The students should put themselves in the situation of the protagonist and consider what they would do. Would they make different choices? on what basis, etc. Action chart and character maps should be updated as the story progresses.”(1993, p.12)

2. Character exercises: These exercises enable students to analyse, describe and interpret the characters. Take, for example, a series of adjectives are given and students are expected to list these adjectives under the names of story characters. In another version, the teacher may expect his learners to indicate some features of characters in the story either written or orally. Similarly, according to Amtzis:

“the students discuss the interaction between the characters clarifying the situation and the perspective of everyone involved. They settle on 3 words to describe the personalities of

each character. They are asked to consider whether their descriptive words fit the action. If not, they look once again at the interaction and conflict and take on the roles of the participants. Each student then writes a scenario of the action as his / her character sees it.” (Amtzis, 1995, p.18).

3. Possible endings: The teacher may deliver only one part of the story and without students’ reading the conclusion part of the story, he may want his students to write a concluding paragraph for the story. The teacher may also want a few students to read their story endings. He shows the other students one of them using OHP and he asks his students to read it then he hands out the final part and lets the students read it. It is observed that successful readers make predictions about the end of the story much more easily than the poor readers as successful readers use some semantic, syntactic, and punctuation cues while they are reading the stories.

4. Plot summary: The teacher asks learners to write a plot summary of the story or a section of the story. He can set a word limitation in case learners will be more selective and they will avoid the unnecessary information from their summaries. The teacher may want a few of his students to read or tell their works in the class so that all the learners may find a chance to compare their summary with the others.

In another version of this activity, the teacher may give some disordered sentences taken from the story and he asks learners to put them in order according to the events occurring in the story. He or the students can also use pictures or drawings that tell the important events in the story to tell and clarify the events in the story.

5. Using true-false statements: Students are given some statements related to the story so that they can indicate whether these statements are true or false. Thus, they understand the details in the story perfectly.

6. Vocabulary exercises: “Some word learning occurs incidentally as a result of context-rich activities such as reading” (Zimmerman, 1997, p.121). Certainly there are many different activities for students’ lexical development but here, more popular ones are clarified :

- a) Students are either given underlined words out of the story to find out the meanings making some example sentences or they are given some sentences and are expected to fill the gaps in with alternative words or phrases.

b) The teacher may ask learners to match some words taken from the story with their definitions.

c) Students are given unfinished sentences including the key words from the story and they are expected to finish these sentences.

The teacher may also prepare a glossary for his students who cannot comprehend the difficult parts of the story easily. At the same time this may help students not to use a dictionary for every word they come across while reading the story. In fact the teacher should insist on not using a dictionary while reading.

7. Gapped Conclusion: Towards the end of the story, four or five gaps are left that can only be filled in if the story has been understood. In another version, students are given some sentences which include gaps and they are asked to fill in the gaps.

8. Using preface: Learners may suggest what might have happened before in the story.

9. Questions: Questions related with the events and characters can be asked to create an involvement with the story. Students can also compose and answer their own questions.

It is not forgotten that a language teacher asks some questions about a story text because he tries to realize how well the students understand the text and to point out the important parts of the text.

10. Reproducing the story: Students are given some words and are asked to tell a part of the story from these prompts.

In during-reading phase, the class activities and extensive reading must be integrated into syllabus by the teacher since class hours restrict to the use of all these possible activities in the class. Therefore, the teacher should arrange both the class activities and the others to be handled at home by the students.

4.1.3. Post-reading techniques and activities

Post-reading activities aim at improving speaking and writing. These activities motivate learners to express their own ideas and feelings related to the story. It is important that the teacher should not permit the students to leave a short story text until they can give a summary of the major events or ideas and a personal reaction in the foreign language. Ringler and Weber divide post-reading activities into two basic categories: “those in which students recall information from or react to the text and

those designed to develop greater communicative fluency in the four language skills”(1984 : 71). These activities may include dramatizations, role-plays, simulations, reports and debates.

Some activities that can be used in this session are:

1. Comparison: “After the students have seen several stories, they will be able to compare the characters, actions, and settings” (Amtzis, 1993, p.4). Such comparison helps them understand the underlying themes of the stories. A traditional essay format will enable the teacher to assess each student’s progress.
2. Discussion: Since the students have seen several stories and have approached them from the inside as the characters themselves, an open discussion between the protagonist of the different stories could prove interesting. What have they learnt from their experiences? What can they tell each other of their lives and times? The teacher also may divide the students into small groups for discussion. Each student write a sentence about the story and justifies what he has said.
3. Writing a composition: The teacher begins a composition for the main character in the first person singular. Students are expected to write their thoughts and feelings in response to what has happened as the protagonist. And also, they indicate, if possible, their hopes and fears by the help of an account of a dream they imagine that the main character had.
4. Story-theatre: Learners may be asked to make sketches of the characters in the story. This may be a scene in which there is no dialogue available. Therefore, students can find a chance to perform their own work. The teacher may use this technique either for groups or pairs.
5. Reaction reports: Students can write a paragraph or two about their reactions to the story. Reaction reports are enjoyable for teachers to read because they give insights into students’ thoughts and feelings. They also indicate to what extent a student is developing into an eager reader of English. “If teachers respond to students’ reaction, it helps to establish a reading community in a way that answering comprehension questions and writing summaries never can. Teacher comments on students’ reports can range from longer remarks to a simple ‘I am glad you enjoyed the story’” (Day and Bamford, 2000, p.13).

6. Re-presentation of content: The teacher may start to tell the story then after a while he wants his students to go on. In this activity, he guides the learners with some questions where necessary. In other version of this activity, learners represent the content of the story or they may use a drawing that illustrates the text.

7. Table completing: In this technique, students may complete a table which includes some main points of the story.

8. Reading logs and worksheets: They can be prepared and given to learners to be completed. The reading logs include questions about difficult or challenging parts in the story, and the worksheets have questions about events, characters and the learners' opinions and reactions to the story.

9. Asking questions : Povey divides his question types into three stages in which “the direction is from easy toward more difficult ones. After this first stage (How?, What? questions) the second stage includes Why? questions. ‘Why questions’ are reserved for the second stage after the factual background has been established and understood” (1969, p.174). And as a third step Povey emphasises “implication question”(1969, p.174).

It should not be forgotten that all pre- , during , post-reading activities given in this section are pattern activities that can be used for all prose works. Naturally, there are many other possible activities that can be used. The teacher can choose some of them according to the story text because variation of presentation and questioning are important. At the same time some of these activities can be used as assignment for students by the teachers. Three kinds of writing assignments can be used to clarify the students' understanding of the stories they are reading: charts, lists and maps to establish comprehension; journals to explore motivation and conflict; letters and narratives to finalize understanding of motivation, conflict and theme. All these activities and assignments are selected and organized by the teachers for language learners according to the lesson objectives and the material.

4.2. The Role of English Teachers in Using Short Stories in Class

A teacher's style of presentation, questioning techniques, and use of imagery-gestures or illustrations accompanying a story text, or exploitation of story grammar,

facilitate the process by which a student makes meaning out of a story. But, there are certainly many other things that should be taken into consideration while using short stories in class by language teachers:

1. First of all the teachers should be enthusiastic about reading and studying short stories in class. In other words, the teacher must be motivated.
2. In reading process it is important to motivate learners and prepare steps to make them easily understand what they read. Whenever necessary, the teacher should encourage the students to reread the story.
3. Before starting to study a short story, the teacher should be clear as to what he wants to achieve and why.
4. The teacher should not forget that his main purpose in the project is to teach language, not teaching literature.
5. The teacher should know who the readers are. He should also be aware of his students' prior knowledge before studying a short story.
6. Teachers should help students become good readers. They should spend more time to help learners develop their own reading strategies while studying short stories. They should teach learners how to make predictions or how to find out the main idea. In fact, the teacher should help his students become independent readers guiding them in getting the most out of the program.
7. The teacher needs to be able to observe each learner's reading performance in case he can offer guidance to them. To manage this, he may use 'story report'. (See Appendix 1)
8. The teacher is a guide for students while reading a short story so he could know how to be wisely passive during studying a short story. But, he should also be active at the right moment to give his learners assistance. It is fair to say that he should use learner-centered approach.
9. The teacher should not impose his own thoughts and feelings about the story. He should let the learners make their own interpretations. At the same time, he should not accept their one word answers to the activity questions and he should not interrupt his learners.

10. The teacher's presentation style, questioning technique and even his gestures affect students' understanding. The teacher should use as many as different methods and techniques for each story studying so that he may take learners' attention by the help of alternative ways.

11. Studying a short story requires a careful planning and considerable amount of time. These are crucial to successful reading story.

12. Chastain recommends how important using time in reading the material:

“The teacher should not move on to other stories until students have had sufficient time to explore the topic from several perspectives and to use the language and ideas in different communicative context. He should not feel obliged to rush from one story to another in a prescribed period of time regardless of the students' abilities and interests. The purpose should be to use language to express meaning in creative and stimulating ways, not to cover a pre-selected quantity of material.” (1988, p.236)

13. The language teacher should provide his learners with as many as different types of stories to study with his learners.

14. The teacher should prefer proper activities instead of many activities and he should balance the studies as both in class and out of class. All these activities should not ask learners trivial details in the story.

15. The teacher should explain the cultural differences briefly and simply.

16. The teacher should help his students in the form of new grammatical structure.

17. The teacher should assist his reading course by the help of audio-visual materials.

18. The teacher may ask his students to keep a portfolio which includes all the worksheets or studies of stories as well as self evaluation and reflection reports.

19. The teacher should reward the learners.

20. He should be well-prepared before the course with his equipments.

As seen, teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.

4.3. Syllabus Design

In teaching English through short stories a logically prepared syllabus plays the most important role.

The language teachers should select materials, themes, activities and approaches wisely. The syllabus must include what grammatical points to teach and how the language learners can gain a language competence. It is important to specify the nature and value of the study to which it is submitted.

A syllabus should include the following when studying a short story:

- a) Aims: The teacher should decide what to teach and students should be aware of what and why they are studying on these elements.
- b) Motivation: The teacher should make ready his students to study a short story. He should discuss with his learners about their background knowledge on the short story. He may ask some questions to prepare his students.
- c) Reading task: The teacher must be ready. He should prepare various activities for his learners to do. He also prepares his own materials.
- d) Feedback: It is a fact that learners are asked to interpret on the literary work.

4.4. Sample Lesson Plan

These 3 sitting lessons have activities for developing an understanding of a short story called 'The Hobbyist' by Fredric William Brown. All the activities include four main skills and vocabulary exercises for students. Teachers may expand on the lessons and they may adapt the language and content to the learning needs of their students.

Preliminary Lesson Plan :

- For all these activities a student will need a copy of the story. Therefore, make enough copies of Appendix 2.
- For all activities prepare a worksheet for your learners and make enough copies of it.
- For Activity 4 prepare a transparency on which there is a color picture of a pharmacy.
- Bring an OHP into the classroom if possible use a computer and projector.
- It is possible to wear a uniform of a pharmacist (a white smock).

- It is possible to bring some small tubes or jars in which you may put colorful water.

The First Sitting: (Time allocations: For the first 4 activities 3 minutes per activity; for the activity 5, 15 minutes; for the Activity 6 and 7, 5 minutes per activity; for the Activity 8, 8 minutes)

- Purpose :
To motivate the learners to read the short story.
- Materials :
Chalkboard
an OHP / a computer and projector
- Introduction :

Explain the class that they are going to read a short story by Fredric Brown.

Activity 1 : The teacher gives some information about the life and the works of the story writer, Fredric Brown.

Fredric William Brown (1906-1972)

“Fredric William Brown was born in Cincinnati, Ohio. After finishing high school in 1922, he attended Hanover College and the University of Cincinnati. In 1929, he married Helen Ruth Brown. They moved to Milwaukee where their two sons were born. Brown attempted several jobs before joining the Milwaukee Allied Authors Club and started writing for trade magazines. In 1937, he sold his first detective story ‘Monday’s Off Night’. His breakthrough came a year later with the publication of ‘The Moon for a Nickel’ in Detection Story.

In 1947, his first novel was published. He divorced and soon remarried. In 1952, the Browns moved to Los Angeles area, in 1954, Brown was suffering from asthma. In the late sixties, his health was declining fast and he drank heavily. His first wife died in 1970 and Brown passed away two years later in hospital”(http // www.xs4all.nl/emdbden22/English/brown.htm).

Activity 2 : By giving the title of the story – ‘The Hobbyist’ the teacher expects learners to tell about the theme of the story. He may ask :

1. Is the story related with a hobby of someone?

2. What kind of characters can they come across? A little boy?
3. What kind of hobby may they read about? etc.

Activity 3 : The teacher gives mixed words to students to make them guess the story events.

These mixed words appear in Brown's story. Look at the words and try to guess story events.

pharmacy	druggist	coffee	poison	dollar
	antidote	homicide	blackmail	
	confession	mail		

Activity 4 : The teacher wears a white smock and shows a picture of a pharmacy to start a discussion about the theme then asks :

1. What do you see in this picture?
2. Who works in a pharmacy?
3. What does a pharmacist do?
4. What do you buy from the pharmacy?

Activity 5 : The teacher delivers one part of the story until (line 33) and wants his students to read the part of the story. Then, he may read it for his students. He makes explanations where necessary.

Activity 6 : The teacher may ask his students to tell about 'the druggist'.

1. Who is the druggist?
2. What does he look like?
3. Do you know his name?

Activity 7 : The teacher wants his students to tell what happened in the pharmacy until (line 33).

- What happened in the story up to now? Tell us about it.

Activity 8 : He asks some questions (an oral activity).

Answer the following questions :

1. What might the reason be that Sangstrom wants to kill his wife?
2. The druggist says that 'I had decided you deserved it!'. What does he mean?

3. What does the druggist claim to have done to Sangstrom? How does he imply that he did it?
4. Do you believe that the druggist has done what he claims? If you were Sangstrom, would you believe the druggist? Why or why not?
5. Do you think that if Sangstrom's case / story had been convincing, would the druggist have given him the undetectable poison to kill his wife?
6. If Sangstrom did not want to drink coffee, what would happen in the story?
7. If you were Sangstrom, would you believe the druggist? Why or why not?

- **Assignment :**

The teacher wants his students to read the story until (line 33) and they are asked to write a continuation to the story either in dialogue or prose form.

The second sitting: (Time allocations: For the review part and Activity 9, 20 minutes; for Activities 10 and 11, 8 minutes per activity, for Activity 12, 9 minutes.)

- **Purpose :**

- a) To read the rest of the story.
- b) To do some exercises to be able to achieve the meaning of the story.

- **Materials :**

chalkboard

an OHP

- **Review :**

Students read and discuss their preparations for possible endings of the story.

Activity 9 : They are given the rest of the story to complete it and they discuss whether their endings are true or false.

Activity 10 : The teacher asks the students to match some words and their meanings.

Match the words and their meanings below.

- | | |
|----------------|---|
| 1. doublecross | a) to direct someone by means of a movement usually with the hand |
| 2. antidote | b) a pot in which coffee / tea is made |
| 3. gnarled | c) pharmacist |

- | | |
|------------------------|---|
| 4. counter | d) not being able to discover the existence of something |
| 5. ringed | e) to cheat or betray somebody after winning his / her trust. |
| 6. rumor | f) rough and twisted with hard lumps, esp. as a result of age or hard work |
| 7. motion | g) a substance to stop a poison working inside a person |
| 8. electric percolator | h) (piece of) information spread by being talked about but not certainly true |
| 9. druggist | i) a narrow table or flat surface at which people in a shop, bank etc., are served. |
| 10. undetectable | j) circled |

Activity 11 : The teacher wants the learners to complete the sentences out of the story.

There are some unfinished sentences from the story below; complete the sentences :

1. He came around the counter and
2. He motioned Sangstrom to one of the chairs
3. I occasionally dispense
4. The druggist plugged in
5. The druggist was a gnome-like, gnarled little man who

Activity 12 : The teacher gives some words from the story and wants his students to tell a part of the story.

Reproduce one part of the story using the given words below :

follow	doorway	find	kill
ringed	ceiling	chair	counter
shelves	bottles	cup	backroom

- Assignment :

Read the story again and prepare a summary of the story in 100 words.

The third sitting : (Time allocations: For the review part, 8 minutes; for Activities 13 and 14, 8 minutes per activity; for Activities 15 and 16, 10 minutes per activity)

- Purpose :
 - a) To make some interpretation about the story.
 - b) To make dialogues and discussion on the story.

- Materials :

Chalkboard

An OHP

- Review :

Students read their preparations for summary of the story. The class discuss some of them, the teacher organize the discussion.

Activity 13 : The teacher gives some expressions for students to be found out the same meanings of them in the story.

Find the expressions in the story with the same meaning as those below.

1. completely
2. my face became white
3. He laughed quietly
4. I can reach my pen easily
5. search

Activity 14 : The teacher asks some questions.

Answer the following questions :

1. What is the hobby of the druggist?
2. Do you think that someone advised Sangstrom the druggist? If so, who advised Sangstrom the druggist?
3. Why does Sangstrom need some poison to kill his wife although he has a pistol?
4. Does the druggist think of only money that he earns by his virulent poison or does he think of lives of other people? What do you think?

Activity 15 :

Write a short letter to the friend of the druggist on the homicide detail.

Activity 16 :

Prepare a dialogue of your own between Sangstrom and the druggist who are at the back room of the pharmacy while Sangstrom is telling why he wants to kill his wife and perform the scenario as a role-play in front of the class.

4.5. Concluding Remarks

In Chapter 4, it has been mentioned 'a short story' may be studied in the three sitting lessons. Thus, some sample practical activities are set under the titles of pre-, during-, post-reading besides a syllabus design, and a sample lesson plan given for language teachers. Additionally, the role of teachers in using American short stories in class is given in this part to be able to solve some reading problems of student.



CHAPTER 5

MATERIAL SELECTION AND USING TECHNOLOGY TO STUDY AMERICAN SHORT STORIES IN TEACHING ENGLISH

Obtaining an American short story may seem a difficult task, but it is not. Many EFL graded readers and textbooks have various stories which EFL teachers rarely use in the class. Today many suitable American short stories are accessible via web sites. Therefore, today's language teachers are very lucky in terms of obtaining authentic reading materials such as American short stories. On the other hand, the problem is to choose the most suitable ones for the language learners since every accessible material is not proper to study in the language class. Then, what does the language teacher do? And also, what kind of technology can he use in teaching English through American short stories?

5.1. Criteria for Selecting American Short Stories

The criterion in selecting proper short stories for proper levels is always a controversial phenomenon. But as Chastain indicates "the more it is difficult to obtain authentic materials out of class the greater the need for the teacher to provide them in class" (Chastain, 1988, p.233). The success of the lesson and students largely depend on the right selection of literary works. Pattison states that "if literature has a role to play in ability to progress in reading, in personal development and adjustment; it must be helped by careful selection of material" (Pattison, 1978, p.197).

Language difficulty and content appropriateness are normally the first considerations when selecting which stories to use in class. The level of difficulty should be within the students' grasp, yet be a bit challenging. Story texts should include the structures and vocabulary previously learned. There should not be difficult and ambiguous structures and vocabulary. In fact, the teacher knows which words in the story can be either easily guessed or safely ignored by his students.

Similarly, if the teacher knows his students, he already knows what structures his students are familiar with. Moody states that "students will be attracted to works of literature if they recognise a familiar background" (Moody, 1971, p.18).

Generally students do not have a chance to select their own materials because if teachers let their learners bring their own materials into the class, this may cause chaos. Nelson suggests that “students should participate in the text material reading selection process by discussing in the classroom” (Nelson, 1984, p.3). But this approach can not be applied easily to short stories as the content of a short story is not as limited as textbook materials. Then, the teacher first should consider his own interests, enjoyment and stylistic talents. Therefore, the teacher may grade 10-15 short stories through his subjective evaluation and he sequences them. According to their scores, the teacher puts 4-5 of them in a chronological order. Then, the teacher prepares a cloze test and delivers it to the students and asks them to fill in gaps. Cates and Swaffor quote from Anderson that “if a pupil obtains a score above 53% on a cloze test, then the material is suitable for him to read on his own. If he obtains between 44% - 53%, the material is suitable for instructional purposes and if he obtains less than 44 % the material is too difficult for the present stage” (Cates and Swaffor, 1979, p.19). In the cloze test there are 50 blanks to be filled each is worth 2 points. The grades are out of 100. It is reported that students got the 48% of the given sample cloze test. (See Appendix 3)

Although teachers always tend to bring their own materials into the classroom, they should also consider students’ interests and needs. Moreover students’ interests and needs change according to their sexes and ages. For example, a 12-year-old girl may like romantic stories, but a 15-year-old boy may like adventure stories, on the other hand 18-year-old learner may be interested in society. Moody clarifies “the necessity of knowing student psychology for the selection of literature” (Moody, 1971, p.17). By psychology he is referring to age. There are 4 stages of age presented by Moody (1971, p.17):

1. The artistic stage (to 8 or 9 years of age)
2. The romantic stage (between 10-12)
3. The realistic stage (between 13-16)
4. The generalising stage (from 16 around)

In fact, as Chastain states “no reading will take place if readers are not interested enough to continue reading” (Chastain, 1988, p.233). As seen, the more students like the subject matter, the more enthusiastic they will be in their studies of language and stories. Moreover, according to Pedersen “different story genres will appeal to different

audiences, some being attracted to autobiographical narrative, and others preferring the imaginative realms” (Pedersen , 1995, p.5).

Next, the teacher should examine the story text to see what it lends itself to in terms of language, concept and critical-thinking development. The teacher may write proper instructional aims in each area, and he considers these as lesson and learning guide resources he will need. He notes especially the language skills and elements his learners could gain from the material. He should think about global level skills that could be developed. Themes should be selected from real life experience and should share common feelings with readers. The students can sometimes find something from their own life in a short story. This is one of the best ways to motivate them to go on reading the material. The purpose of the short story used in reading courses should enable students to work on their own, improve their language skills as well as the reading skills; it should be a pioneer through the process of analysing the text, and the material should develop students’ appreciation of literature.

The teacher should also consider the cultural complexity of a short story before bringing it into the classroom. Diversity of cultural backgrounds within the teacher’s group will certainly influence the choice of material. A homogenous group will have a shared oral tradition that will be reflected in the teacher’s instructional choices. A heterogeneous group may benefit from stories that emerge as similar stories from several cultures. In fact, many folk and fairy tales resemble similar tales from several cultures.

Teachers should be careful about the ages of the works. Age of the works are certainly important as well as ages of the students. Modern works are more motivating than old story texts. Students find understanding older literary works difficult because of the old uses of language. On the other hand, learners can easily find their own inner worlds in modern short stories. But, it must be reminded that every modern work may not be understandable; they may also be complex.

Some decisions, sometimes, must be made on the basis of length because the longer a text is, the more time it takes to study in the class. And also, students may be demotivated because of reading long stories.

Additionally, as Brown points out, language teachers should consider many other things: “Who? Who does the learning and teaching? Obviously, learners and teachers.

But who are these learners? Where do they come from? What are their native languages? levels of education? socioeconomic levels? Who are their parents? What are their intellectual capacities? What sort of personalities do they have?"(Brown, 1994, p.2). It is a fact that these questions are endless. Thus, teachers should be careful while choosing reading materials.

After choosing and presenting a short story, a questionnaire for evaluation can be applied by the teacher to see whether the story has been a preferable one or it has been inappropriate according to students. (See Appendix 4). This will also prove whether the program has been successful or not. After that, the teacher may take some precautions against the material for a further studying by the help of the results. Similarly, Chastain warns language teachers "if many students are frustrated, the teacher should examine the materials that he is expecting the students read. Perhaps the linguistic complexity is beyond their level of preparation or the reading deals with unfamiliar subject matter. Another possibility is that students may have little or no interest in the materials they are asked to read. In other words the problem may lie with the readings themselves and not with the students. If so, the teacher needs to choose more suitable readings or seek to prepare the students more adequately"(Chastain, 1988, p.230). On the other hand, often success or failure of a story text depends not on its apparent difficulty but on the exercises accompanying it. The teacher, then should prepare suitable activities as mentioned in the previous chapter.

In conclusion, the teacher should choose stories which will be studied in the class carefully. He should take into consideration his own interest, lesson objectives, his students, and the characteristics of the material to be read in the class in every aspect.

5.2. Using Audio-Visual Aids While Teaching English Through American Short Stories

Certainly it is possible to assist every language course by using audio-visual materials, internet or CD-ROMs thus teaching English through American Short stories can be assisted with these materials. CDs, computers, TVs and cassettes are great devices of our new world in language learning and teaching processes. For this reason they can also be appropriate materials for reading courses.

In the previous chapter, for example, some activities may be supported by an OHP or a computer and a projector to make lessons more colorful and interesting. Internet is a useful tool to discuss a story with other people who like reading stories. Therefore, an e-mail discussion for the short story may be set up to enable students to communicate with each other about a story can be used informally as a means of communicating with the teacher's fellows. If the internet is accessible, it can be a source of extensive reading material as well as a study in the classroom. Students may have a chance to obtain and read many different short stories by using internet.

Nevertheless, language teachers and learners should be careful about the suitability of the sources on the internet. It is very important that these stories have been designed for language learners. It is the teacher's role to suggest proper web-sites about short stories for teenagers. Similarly, the teacher may suggest proper CD-ROMs including suitable short stories for language learners as well as he may use them in his reading courses.

As seen, many technological aids can be used in the reading room to assist reading courses while studying an American short story and it is the teacher's role to make use of these materials.

5.3. Concluding Remarks

Maybe using a proper short story in the language class is the most important matter for both language learners and teachers. Therefore, in this chapter a sample criterion for selecting American short stories is given to guide language teachers who may use a short story text in teaching English. Besides, a language teacher must make his reading course more colorful assisting his lesson by technological materials. Thus, in this chapter what kind of technological equipment supports a reading course can be seen. At the same time, this part includes some advice for teachers about how and when they may use technology in their reading courses while using a story text.

CHAPTER 6

METHODOLOGY

First, this study examined what the differences between a class at intermediate level which has used a series of American short stories for two class hours per week during a year in their English courses and the other class at the same level which has studied only course-book texts. To determine the differences between these two groups, a questionnaire was developed and administered to the intermediate level English learners of Erzurum Superior High School at the end of the year.

Second, this thesis searched whether some Turkish teachers have used a literary genres to assist their English courses so far or not. To find this out, a questionnaire was prepared and administered to the English teachers of both Erzurum High School and Mecidiye Anatolian High School.

6.1. Subjects

The subjects of this study consisted of 53 intermediate level students who have been learning English at Erzurum Superior High School and 23 English teachers of Erzurum High School and Mecidiye Anatolian High School during 2003-2004 academic year.

6.2. Research Questions

In this study answers to the following questions were sought :

1. Are there any differences between an intermediate level class which has used a series of American short stories in their English course during a year and the other class at the same level which has read and studied only course-book texts?
2. Do English teachers in Turkey prefer using literary works such as short stories as supplementary reading materials in teaching English?

6.3. Instruments

To determine the differences between American short story readers in class and non-readers at intermediate level at Erzurum Superior High School, a questionnaire (See Appendix 5) designed by the researcher was administered to the students. The questionnaire included 10 items to evaluate basically whether,

1. These students have enjoyed themselves in their reading courses previous year or not
2. These learners have got some information about the USA, American people and their culture, to discover the differences between Turkey and the USA, Turkish people and American people by the help of what they have read in class last year or not
3. The story texts or course-book texts were suitable for their level, their interests and needs.
4. They had some opportunities to revise some grammatical patterns while learning many useful words and expressions in real contexts or not.
5. They have had some chances to discuss and talk about these texts in and out of their classes or not.

At the same time, a questionnaire (see Appendix 6) was prepared and delivered to the language teachers of Mecidiye Anatolian High School and Erzurum High School by the researcher to determine whether Turkish language teachers use any literary works in their classes to teach English, or not. If so, in which area they use these works – in teaching grammar etc.

6.4. Procedures

Two separate groups have studied either their course-book texts or a series of American short stories. They evaluated those texts in terms of their instructional, cultural, and entertaining sides. The general achievements of the texts were analysed in terms of the headings above.

CHAPTER 7

DATA ANALYSIS AND DISCUSSIONS

The data were analysed through a percentage study to determine the differences in following 9 tables prepared. Other tables were used basically determining whether Anatolian and Superior High School English teachers use any literary works in their classes or not.

The students were given a questionnaire at the end of the academic year. They were asked to respond 10 items. As a result of the answers given by the two groups (as control and experimental), the students differed in the following 9 tables.

In Table 7.1., the enjoying rate of the texts used during the academic year is presented. In two groups, 79,2 % of the participants have enjoyed reading all the texts. When the values for each group are taken into account, it is seen that 73,1 % of the control group students have enjoyed reading sections of the course this year, the value for the experimental group is 85,2 %.

7.1. Results of the Student Questionnaire :

Table 7.1. I enjoyed reading all the texts in this term.

		I enjoyed reading all the texts this term.			
		Yes	No	Total	
Groups	Control	Count	19	7	26
		% within Groups	73,1%	26,9%	100,0%
		% within I enjoyed reading all texts in this term.	45,2%	63,6%	49,1%
	Experimental	Count	23	4	27
		% within Groups	85,2%	14,8%	100,0%
		% within I enjoyed reading all the texts in this term.	54,8%	36,4%	50,9%
Total	Count	42	11	53	
	% within Groups	79,2%	20,8%	100,0%	
	% within I enjoyed reading all texts in this term.	100,0%	100,0%	100,0%	

Table 7.2. shows the values of the participants who say ‘I have learnt much about the USA this term.’ In two groups, 45,3 % of the students have given positive answers. When the value in the control group is 11,5 %, the value for the experimental group is 77,8 %.

Table 7.2. I learnt much about the USA this term.

Groups			I learnt much about the		Total
			USA this term.		
			Yes	No	
Control	Count		3	23	26
	% within		11,5%	88,5%	100,0%
	% within I learnt about the USA this		12,5%	79,3%	49,1%
	Count		21	6	27
	% within		77,8%	22,2%	100,0%
	% within I learnt about the USA this		87,5%	20,7%	50,9%
Total	Count		24	29	53
	% within		45,3%	54,7%	100,0%
	% within I learnt about the USA this		100,0%	100,0%	100,0%

In the Table 7.3., it is shown that how enjoyable reading materials used during a year were. In two groups, 67,9 % of the students evaluated reading materials as enjoyable and adventurous. For the control group the value is 57,7 %, for the experimental group the value is 77,8 %.

Table 7.3. All the texts were interesting, colorful and adventurous.

		All the texts were interesting, colorful and adventurous.			
		Yes	No	Total	
Group	Control	Count	15	11	26
		% within Groups	57,7%	42,3%	100,0
		% within All the texts were interesting, colorful and adventurous.	41,7%	64,7%	49,1%
	Experimental	Count	21	6	27
		% within Groups	77,8%	22,2%	100,0
		% within All the texts were interesting, colorful and adventurous.	58,3%	35,3%	50,9%
Total		Count	36	17	53
		% within Groups	67,9%	32,1%	100,0
		% within All the texts were interesting, colorful and adventurous.	100,0	100,0	100,0

Table 7.4. demonstrates the value of the students who say 'The language in the texts was too difficult for me.' In two groups, 24,5 % of the subjects evaluated the reading materials as too difficult for them. The value in the control group is 26,9 %, on the other hand the value in the experimental group is low, 22,20 %.

Table 7.4. The language in the texts was too difficult for me.

		The language in the texts was too difficult for me.			
		Yes	No	Total	
Group	Control	Count	7	19	26
		% within Groups	26,9%	73,1%	100,0
		% within The language in the texts was too difficult for me.	53,8%	47,5%	49,1%
	Experimental	Count	6	21	27
		% within Groups	22,2%	77,8%	100,0
		% within The language in the texts was too difficult for me.	46,2%	52,5%	50,9%
Total		Count	13	40	53
		% within Groups	24,5%	75,5%	100,0
		% within The language in the texts was too difficult for me.	100,0	100,0	100,0

In Table 7.5., the views of the students about the length of the reading materials used during a year are presented. In the two groups, 13,2 % evaluated the materials as too long. When the value in the control group is 15,4 %, the value in the experimental group is 11,1 %.

Table 7.5. The texts were too long.

		The texts were too long.			
		Yes	No	Total	
Group	Control	Count	4	22	26
		% within Groups	15,4%	84,6%	100,0
		% within The texts were too long.	57,1%	47,8%	49,1%
	Experimental	Count	3	24	27
		% within Groups	11,1%	88,9%	100,0
		% within The texts were too long.	42,9%	52,2%	50,9%
Total		Count	7	46	53
		% within Groups	13,2%	86,8%	100,0
		% within The texts were too long.	100,0	100,0	100,0

Table 7.6. shows the value of the students who would like to read more texts like the ones they have read in class this year. In two groups, 75,5 % of the subjects prefer reading similar reading materials. For the control group the value is 61,5 %, but the value for the experimental group is considerably high, 88,9 %.

Table 7.6. I would like to read more texts like these ones.

		I would like to read more texts like these ones.			
		Yes	No	Total	
Group	Control	Count	16	10	26
		% within Groups	61,5%	38,5%	100,0
		% within I would like to read more texts like these ones.	40,0%	76,9%	49,1%
	Experimental	Count	24	3	27
		% within Groups	88,9%	11,1%	100,0
		% within I would like to read more texts like these ones.	60,0%	23,1%	50,9%
Total		Count	40	13	53
		% within Groups	75,5%	24,5%	100,0
		% within I would like to read more texts like these ones.	100,0	100,0	100,0

In Table 7.7, it is seen that 81,1 % of the participants in the control and experimental groups say that they have learnt many useful words via reading texts this year. The value is 69,2 % for the control group, on the other hand, it is 92,6 % for the experimental group.

Table 7.7. I learnt many useful words from these texts.

Groups		I learnt many useful words from these texts.		Total
		Yes	No	
Control Group	Count	18	8	26
	% within Groups	69,2%	30,8%	100,0%
	% within I learnt many useful words from these texts.	41,9%	80,0%	49,1%
	Count	25	2	27
	% within Groups	92,6%	7,4%	100,0%
	% within I learnt many useful words from these texts.	58,1%	20,0%	50,9%
Total	Count	43	10	53
	% within Groups	81,1%	18,9%	100,0%
	% within I learnt many useful words from these texts.	100,0%	100,0%	100,0%

In Table 7.8., it is presented that during the academic year how affective reading materials were in terms of revision of the grammatical patterns according to students. In two groups, 92.5 % of the participants found out all the reading texts as affective to be able to revise many grammar subjects. When the value in the control group is 88,5 %, on the other hand the value in the experimental group is 96,3%.

Table 7.8. I had some opportunities to revise the grammar subjects through these texts.

		I had some opportunities to revise the grammar subjects through these texts.			
		Yes	No	Total	
Groups	Control Group	Count	23	3	26
		% within Groups	88,5%	11,5%	100,0%
		% within I had some opportunities to revise the grammar subjects through these texts.	46,9%	75,0%	49,1%
	Experimental Group	Count	26	1	27
		% within Groups	96,3%	3,7%	100,0%
		% within I had some opportunities to revise the grammar subjects through these texts.	53,1%	25,0%	50,9%
Total		Count	49	4	53
		% within Groups	92,5%	7,5%	100,0%
		% within I had some opportunities to revise the grammar subjects through these texts.	100,0%	100,0%	100,0%

Table 7.9. shows how students evaluated their reading texts in terms of their affects on their speaking skill. 77,4 % of the participants in the control and experimental groups say that they had many chances to talk about the global themes that the reading texts present. When the value is 69,2 % for the control group, it is 85,2 % for the experimental group.

Table 7.9. I had many chances to discuss the global themes that the texts include.

		I had many chances to discuss the global themes that the texts include.			
		Yes	No	Total	
Groups	Control	Count	18	8	26
		% within Groups	69,2%	30,8%	100,0
		% within I had many chances to discuss the global themes that the texts include.	43,9%	66,7%	49,1%
Experimental	Experimental	Count	23	4	27
		% within Groups	85,2%	14,8%	100,0
		% within I had many chances to discuss the global themes that the texts include.	56,1%	33,3%	50,9%
Total	Total	Count	41	12	53
		% within Groups	77,4%	22,6%	100,0
		% within I had many chances to discuss the global themes that the texts include.	100,0	100,0	100,0

The first hypothesis was if the use of American short stories in teaching English has a positive affect on the achievement of students and if using American short stories change their views on the texts they read in English course according to the data verified. The values clearly show the differences between the control group and experimental group. That is, students who read American short stories during a year enjoyed reading them, learned much about the USA. They found reading materials much more enjoyable and they believe that they learned many useful vocabulary, they revised many grammar subjects and they had opportunities to discuss different global themes.

In conclusion, when these significant benefits and statistical results mentioned above are considered, it is very effective to use American short stories in teaching English to Turkish students at intermediate level in Anatolian and superior high schools.

7.2. Results of the Teacher Questionnaire :

In this section of the chapter, statistical analysis of the questionnaire that is applied to 23 English teachers of Mecidiye Anatolian High School and Erzurum High School is presented.

Table 7.10. illustrates that many language teachers believe that their course-books are not effective enough alone in teaching reading. (Partly agree: 60,9 %, do not agree: 30,4 %, absolutely agree: 8,7 %). Similarly, Table 7.11. shows that many of them think that they need supplementary reading materials beside their course-books in teaching reading (Partly agree: 26,1 %, absolutely agree: 73,9 %). At the same time, in Table 7.12., 65,2 % of the teachers absolutely agree that the texts in their course-books are all motivating and interesting. The value is 34,8 % for the teachers who partly agree.

Table 7.10. The course-book that I use this year is affective enough in teaching reading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	partly agree	14	60,9	60,9	60,9
	do not agree	7	30,4	30,4	91,3
	absolutely agree	2	8,7	8,7	100,0
	Total	23	100,0	100,0	

Table 7.11. A language teacher should use supplementary materials to teach reading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	partly agree	6	26,1	26,1	26,1
	absolutely agree	17	73,9	73,9	100,0
	Total	23	100,0	100,0	

Table 7.12. The texts in course-books are all motivating and interesting.

		Frequenc	Percen	Valid	Cumulati Percen
Valid	partly	8	34,8	34,8	34,8
	absolutely	15	65,2	65,2	100,
	Tota	23	100,	100,	

Table 7.13. shows how many of them have used one of the literary genres in teaching English. 60,9 % of the participants declared that they have not used any literary works in teaching English when 39,1 % of them say that they have used at least one of the literary genres in their courses. Table 7.14. shows that 30,4 % of the teachers have used a short story to teach one of the grammatical patterns in his/her course. The value for 'I have used a short story in teaching English so far' is 73,9 % according to the research in Table 7.15. below.

Table 7.13. I have used one of the literature genres like a poem in teaching English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	do not agree	14	60,9	60,9	60,9
	absolutely agree	9	39,1	39,1	100,0
Total		23	100,0	100,0	

Table 7.14. I have used a short story to teach one of the grammatical my course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	do not agree	16	69,6	69,6	69,6
	absolutely agree	7	30,4	30,4	100,0
Total		23	100,0	100,0	

Table 7.15. I have not used any short stories in teaching English so far.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	do not agree	17	73,9	73,9	73,9
	absolutely agree	6	26,1	26,1	100,0
Total		23	100,0	100,0	

Table 7.16. illustrates that all the participants believe that using short stories is more useful than using other literature genres in teaching English in high schools (Partly agree: 47,8 %, do not agree: 26,1 %, absolutely agree: 26,1 %). But, in the Table 7.17. most of the teachers believe that it is hard to reach a suitable short story for their learners (Partly agree: 43,5 %, do not agree: 21,7 %, absolutely agree: 34,8 %).

Table 7.16. Using short stories is more useful than using other genres in teaching English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	partly agree	11	47,8	47,8	47,8
	do not agree	6	26,1	26,1	73,9
	absolutely agree	6	26,1	26,1	100,0
Total		23	100,0	100,0	

Table 7.17. It is hard to find out suitable short stories to use in the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	partly agree	10	43,5	43,5	43,5
	do not agree	5	21,7	21,7	65,2
	absolutely agree	8	34,8	34,8	100,0
Total		23	100,0	100,0	

In Table 7.18. it is presented that according to the English teachers their students can learn much about the USA only by the help of the course-book (Partly agree: 43,5 %, do not agree: 56,5 %).

Table 7.18. My students can learn much about the USA by the help course-book.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	partly agree	10	43,5	43,5	43,5
	do not agree	13	56,5	56,5	100,0
Total		23	100,0	100,0	

Table 7.19. shows the summary of the statistics of the teacher questionnaire. In the table, mean and standard deviation for each item analysed above are shown. Besides, the results in the table show that 23 teachers are assigned for the research. When 9 of them are male, 14 of the teachers are female.

Table 7.19. The Statistical Summary of the Teacher's Questionnaire

	N		Mean	Std. Deviation
	Valid	Missing		
Gender	23	0	1,6087	,49901
The course-book that I use this year is effective enough in teaching reading.	23	0	1,4783	,66535
A language teacher should use supplementary materials to teach reading.	23	0	2,4783	,89796
I have used one of the literature genres like a poem in teaching English.	23	0	2,3913	,49901
My students read the texts in their course-book not only they want to pass tests but also they read as they enjoy themselves.	23	0	1,5217	,51075
A language teacher does not need any other reading materials except the course-book in his/her class.	23	0	2,0000	,00000
I have used a short story to teach one of the grammatical patterns in my course.	23	0	2,3043	,47047
The texts in course-books are all motivating and interesting.	23	0	2,3043	,97397
It is hard to find out suitable short stories to use in the class.	23	0	1,9130	,90015
Using short stories is more useful than using other genres in teaching English.	23	0	1,7826	,85048
My students can learn much about the USA by the help of the course-book.	23	0	1,5652	,50687
I have not used any short stories in teaching English so far.	23	0	2,2609	,44898

According to data on the responses of 23 English teachers, the highest mean is 2.47; it is for the subjects who agree or partly agree to use supplementary materials in teaching reading. The lowest mean is 1.47; it is for the subjects who did not agree that the course-book that they use this year was effective enough in teaching reading. The

second highest mean is 2.39 for the subjects who have used at least one of the literary genres like a poem in teaching English. By the way, the mean, 2.26 is not low for the subjects who said that 'I have used short stories in teaching English'. This shows that English teachers in Turkey prefer short stories as supplementary reading materials in teaching English, but, especially in teaching grammar as the mean 2.30 is considerably high for the item 'I have used a short story to teach one of the grammatical patterns in my course.' On the other hand, the second lowest mean is 1.56 for the subjects who think that their students cannot learn much about the USA only through the course-book.

In conclusion, it can be said that English teachers who work in Anatolian and superior high schools in Turkey prefer supplementary materials in teaching reading. In other words, they do not think that their course-books are not effective enough alone in teaching English. At the same time, they think that their course-books are not rich enough to teach many aspects of American culture, society and people. And also, the results show that English teachers in Turkey prefer literary works, especially short stories, but, they use them mostly in teaching grammar.

CHAPTER 8

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

It is certain that language is the body of literature thus, these two sciences can not be thought independently. Therefore, the study of literature means the study of language itself. Besides, literary texts present language teachers and learners authentic language which students do not normally come across in the textbooks. At the same time, it can be said that textbooks are weak copies of fiction then, there is no valid reason why real fiction such as American short stories should not be included in EFL curriculum of Anatolian and superior high schools where intermediate level students have already constructed the grammatical base. It is suggested in this study that a few hours of using American short stories every week would bring enjoyment and relief to language classes. It is also suggested in this study that certainly the entire course can not be replaced by using American short stories.

As it is presented in the work it is an undeniable fact that there are various benefits of using American short stories in EFL classes for language learners. Using American short stories in teaching English provide a basis for making use of four basic language skills listening, speaking, reading and writing as well as revising many grammatical patterns and learning useful vocabulary. Besides, it is observed in this study that American short stories motivated learners. The students paid more attention to them because the use of the language in these story texts is similar to daily and contemporary use of the language so language learners became more successful. A short story contains more realities. Therefore, the students can find their feelings, thoughts and worlds in short stories as they mirror the human being's world. In this project, American short stories are observed as the best tools to learn about American people, culture and social life. Thus, they also introduce cultural assumptions besides language use. Elyıldırım states that "Literature is a vehicle to present language use and introduce the culture of the English speaking people." (Elyıldırım, 1993, p.64).

While studying an American short story in the class, as mentioned, the primary focus is on teaching language, not literature. Therefore, the teacher organizes the lesson

in the light of learner-centered approach and he is the observer and consultant at that time. Chastain indicates that “primarily attention in lower-level language classes should focus on reading for meaning and secondarily on the literary qualities of the reading” (Chastain, 1988, p.235). Certainly, it is the teacher’s role to determine the purpose of the course but the teachers should teach how to use language not language itself.

It is observed in the study that simple versions of the classics, either in the language itself or translated into English are invaluable for language students. Therefore, using the original versions of short stories in class is the best method to teach language. But, the teacher should know what to do when selecting right materials. As Elyıldırım points out “ the success in using literature as a source, however, depends on the selection of the appropriate texts which will be neither difficult on the linguistic and conceptual level nor simple ones” (Elyıldırım, 1993, p.65). Of course, the teacher should be careful about various things when choosing proper stories; from the age of the work to the length of the work and to the needs of his students.

It is also very important to select right activities for a short story and for language learners, and this is the teacher’s duty. The refinement of students’ skills like that of an athlete will improve with consistent, meaningful practice. The practices students need depend upon the activities that the language teacher selects. As Widdowson states “Learning a language as a natural human accomplishment involves getting to know something, and being able to do something with that knowledge” (Widdowson, 1990, p.157).

Finally, if the field is well maintained, the rules are clearly understood and the practice sessions are meaningful with feedback, then both students and teachers win in this game. Thus, it can be said that using American short stories should have a significant place in teaching English in the curriculum of Anatolian and Superior High Schools in Turkey. Because, language learners can improve their English and use real English through American short stories while they are learning about all the differences between two cultures.

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APPENDICES**APPENDIX 1****The Story Report**

Name of Student : _____ Date : _____

Title of Story : _____

Author : _____

Main Character(s) : _____

Other Characters : _____

1. What is the story about ?

2. What happens in the end ?

3. Did you like the story ?

4. List 10 new, interesting words you learned from the story.

5. Use 5 new words in your own sentences.

6. Copy out what struck you most in the story.

APPENDIX 2

THE HOBBYIST
by Fredric Brown

“I heard a rumor”, Sangstrom said, “to the effect that you ---” He turned his head and looked about him to make absolutely sure that he and the druggist were alone in the tiny prescription pharmacy. The druggist was a gnome-like, gnarled little man who could have been any age from fifty to a hundred. They were alone, but Sangstrom dropped his voice just the same, “----- to the effect that you have a completely undetectable poison.”

The druggist nodded. He came around the counter and locked the front door of the shop, then walked toward a doorway behind the counter. “I was about to take a coffee break,” he said. “Come with me and have a cup.”

Sangstrom followed him around the counter and through the doorway to a back room ringed by shelves of bottles from floor to ceiling. The druggist plugged in an electric percolator, found two cups and put them on a table that had a chair on either side of it. He motioned Sangstrom to one of the chairs and took the other himself. “Now,” he said. “Tell me. Whom do you want to kill, and why?”

“Does it matter?” Sangstrom asked. “Isn’t it enough that I pay for -----”

The druggist interrupted him with an upraised hand. “Yes, it matters. I must be convinced that you deserve what I can give you. Otherwise -----” He shrugged.

“All right”, Sangstrom said. “The *whom* is my wife. The *why* -----” He started the long story. Before he had quite finished the percolator had completed its task and the druggist briefly interrupted to get the coffee for them. Sangstrom concluded his story.

The little druggist nodded. “Yes, I occasionally dispense an undetectable poison. I do so freely: I do not charge for it, if I think the case is deserving. I have helped many murderers.”

“Fine”, Sangstrom said. “Please give it to me then.”

The druggist smiled at him. “I already have. By the time the coffee was ready I had decided that you deserved it. It was, as I said, free. But there is a price for antidote.”

Sangstrom turned pale. But he had anticipated – not this, but the possibility of a double cross or some form of blackmail. He pulled a pistol from his pocket.

The little druggist chuckled. “You daren’t use that. Can you find the antidote ---” he waved at the shelves “--- among those thousands of bottles? Or would you find a faster, more virulent poison? Or if you think I’m bluffing, that you are not really poisoned, go ahead and shoot. You’ll know the answer within three hours when the poison starts to work.”

“How much for the antidote?” Sangstrom growled.

“Quite reasonable, a thousand dollars. After all a man must live; even if his hobby is preventing murders, there is no reason why he shouldn’t make money at it, is there?”

Sangstrom growled and put the pistol down, but within reach, and took out his wallet. Maybe after he had the antidote, he’d still use that pistol. He counted out a thousand dollars in hundred dollar bills and put them on the table.

The druggist made no immediate move to pick them up. He said, “And one other thing --- for your wife’s safety and mine. You will write a confession of your intention ---- your former intention, I trust ---- to murder your wife. Then you will wait till I go out and mail it to a friend of mine on the homicide detail. He’ll keep it as evidence in case you ever *do* decide to kill your wife. Or me, for that matter.

“When that is in the mail it will be safe for me to return here and give you the antidote. I’ll get you paper and pen. Oh, one other thing ---- although I do not absolutely insist on it. Please help spread the word about my undetectable poison, will you? One never knows, Mr. Sangstrom. The life you save, if you have any enemies, just might be your own.”

http://www.fantasticfiction.co.uk/authors/Fredric_Brown.htm



APPENDIX 3

THE CLOZE TEST

Read the text carefully and then fill in the blanks (use one word)

'I heard a rumor,' Sangstrom said, 'to the effect that you ---'He turned his head and looked _____ (1) him to make absolutely sure that _____ (2) and the druggist were alone in _____ (3) tiny prescription pharmacy. The druggist was _____ (4) gnom-like , gnarled little man who could _____ (5) been any age from fifty to _____ (6) hundred. They were alone, but Sangstrom _____ (7) his voice just the same. '---to _____ (8) effect that you have a completely _____ (9) poison'.

The druggist nodded. He came _____ (10) the counter and locked the front _____ (11) of the shop, then walked toward a _____ (12) behind the counter. 'I was about _____ (13) (14) take a coffee break,' he said. '_____ (15) with me and have a cup.

_____ (16) followed him around the counter and _____ (17) the doorway to a back room _____ (18) by shelves of bottles from floor _____ (19) ceiling. The druggist plugged in an _____ percolator, found two cups and put _____ (21) on a table that had a _____ (22) on either side of it. He _____ (23) Sangstrom to one of the chairs _____ (24) took the other himself. ' Now'. He _____ (25). 'Tell me. Whom do you _____ (26) kill, and why?'

'Does it matter?' _____ (27) asked. 'Isn't it enough that I _____ (28) for -----'

The druggist interrupted him with _____ (29) upraised hand. 'Yes, it matters: I _____ (30) be convinced that you deserve what _____ (31) Can give you. Otherwise -----'. He shrugged.

'_____ (32) Sangstrom said. 'The whom is my _____ (33). The why -----'. He started the long _____ (34). Before he had quite finished, the _____ (35) had completed its task and the _____ (36) briefly interrupted to get the coffee _____ (37) them. Sangstrom concluded his story.

The _____ (38) druggist nodded. 'Yes, I occasionally dispense _____ (39) undetectable poison. I do so freely: _____ (40) do not charge for it, if _____ (41) think the case is deserving. I _____ (42) helped many murderers'.

'Fine,' Sangstrom said. ' _____ (43) give it to me then.'

The _____ (44) smiled at him. 'I already have'. _____ (45) the time the coffee was ready _____ (46) had decided that you deserved it. _____ (47) was, as I said, free. But _____ (48) is a price for the antidote.

_____ (49) turned pale. But he had anticipated ----- _____ (50) this, but the possibility of a double cross or some form of blackmail. He pulled a pistol from his pocket.

APPENDIX 4

Story : **'THE HOBBYIST'** by Fredric Brown (USA, 1906-1972)

Mark as many items you like. You mark more than one item for each item.

1. The things that I liked about this story :

The story was interesting	_____
The language was easy to understand	_____
I like the characters	_____
I had a lot of dialogues	_____
I liked the descriptions	_____
It was colorful	_____
It has global themes	_____

2. The things I did not like about this story :

The story was not interesting to me	_____
Some of the language was too difficult for me	_____
I did not like the characters	_____
I did not like the dialogues	_____
I did not like the descriptions	_____
The story was too long	_____
It was not adventurous and colorful	_____

3. I would like to read more stories like this YES _____ NO _____

APPENDIX 5

Dear students, below is an inventory to see whether you liked reading texts previous term or not. Please write “Y” for “Yes” and “N” for “No” in the blanks provided on the left-hand side of each item. Thank you very much for your contributions.

- ___ 1. I enjoyed reading all the texts this year.
- ___ 2. I learnt much about the USA this year.
- ___ 3. All the texts were interesting, colorful and adventurous.
- ___ 4. The language in the texts was too difficult for me.
- ___ 5. The texts were too long.
- ___ 6. I would like to read more texts like these
- ___ 7. I learnt many useful words from these texts.
- ___ 8. I had some opportunities to revise the grammar subjects through these texts.
- ___ 9. I had many chances to discuss about the global themes that the texts include.
- ___ 10. The language of the texts was easy to understand.

APPENDIX 6

Dear my colleague,

This questionnaire is prepared to learn your high views about reading materials and activities used in a language class. The data verified through the questionnaire is going to be used in a research. As you are going to fill the questionnaire I thank you.

Please put “A” for absolutely agree, “P” for partly agree, and “D” for do not agree in to parentheses.

Gender : Male () Female ()

1. The course-book that I use this year is effective enough in teaching reading. ()
2. A language teacher should use supplementary materials to teach reading. ()
3. I have used one of the literature genres like a poem in teaching English. ()
4. My students read the texts in their course-book not only they want to pass tests but also they read as they enjoy themselves. ()
5. A language teacher does not need any other reading materials except the course-book in his/her class. ()
6. I have used a short story to teach one of the grammatical patterns in my course. ()
7. The texts in course-books are all motivating and interesting. ()
8. It is hard to find out suitable short stories to use in the class. ()
9. Using short stories is more useful than using other genres in teaching English. ()
10. My students can learn much about the USA by the help of the course-book. ()
11. I have not used any short stories in teaching English so far. ()

CURRICULUM VITAE

Kağan Kaya was born in 1979 in Adıyaman, graduated from Alanya, Ümit Altay Anatolian and Tourism Management Career High School with honorable degree in 1996. At the same year, he attended the English Language Teaching Department of Samsun, 19 Mayıs University. After graduating from the faculty in 1999-2000 academic year, he worked in a primary school in Alanya for one and a half year as an English teacher.

In 2001, he attended the MA Program of ELT at the Institute of Social Sciences of Erzurum, Atatürk University. He has been working as a teacher in Erzurum High School since 2002. He is married and he has a daughter.

