TEACHING SHORT STORIES THROUGH LANGUAGE-BASED APPROACHES

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TABLE OF CONTENTS

LIST OF TABLES

TABLE

ABSTRACT

The purpose of this study is to determine whether Language Based Approaches used while studying short stories contribute more to the students' academic achievement when compared to Traditional Approach used in reading lessons at the university level or not .The study was carried out in Dokuz Eylul University .Two classrooms were chosen as subjects among the five junior classes at English Language Department of Buca School of Education .A three-week experimental-control group treatment of two short stories where Language Based Approaches had been used in the Experimental Group while the Traditional Approach had been used in the Control Group was conducted.

The hypothesis was that students in the Experimental Group who were subject to Language Based Approaches would benefit more from the treatment with regard to the increase in their academic achievement as opposed to the students in the Control Group who were exposed to the Traditional Approach. Thirty-nine junior students participated in the study ,nineteen in the experimental group and twenty in the control group .Both groups were given the same achievement test before and after the treatment .The achievement test contained twenty five multiple choice questions related to the two short stories studied during the treatment. The statistical analyses were carried out by the application of two t-tests :a t-test for independent samples ,and another t-test for the paired samples. Results demonstrated that the subjects in the Experimental Group were far more successful with regard to the difference between their pre- and post test scores which meant that the use of Language Based Approaches contributed to their academic achievement . Moreover the achievement test results were analyzed with ANOVA Factorial in order to find an answer to the second research question which aimed at finding whether the effect of the Language Based Approaches and the Traditional Approach upon the achievement level showed variation with regard to gender differences. The statistical analysis presented that the gender differences had no influence upon the achievement level in both groups ;however , the achievement level between the groups showed significant differences with regard to the different approaches used in each group .In conclusion, it can be suggested that short stories could be studied through Language Based Approaches to increase students' academic achievement in their reading lessons.

Key Terms: Language Based Approaches, Traditional Approach, academic achievement, gender differences

ÖZET

Bu çalışmada kısa hikayelerin öğretiminde Dil Temelli Yaklaşımların Geleneksel Yaklaşımla karşılaştırıldığında öğrencilerin başarı düzeyi üzerindeki etkisi araştırılmıştır.Araştırma Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi İngilizce Öğretmenliği Bölümüne devam etmekte olan iki üçüncü sınıf şubesi ile gerçekleştirilmiştir.Her iki sınıfta araştırmacı tarafından belirlenen iki kısa hikayeyi üç hafta boyunca çalışılmıştır. Deney grubunda hikayeler dil temelli yaklaşımlarla çalışılırken Kontrol grubunda hikayelerin öğretilmesinde geleneksel yaklaşımlar kullanılmıştır.

Bu çalışmanın başlangıcında ortaya sürülen iddia Dil Temelli Yaklaşımlarla hikayeleri çalışan Deney grubu öğrencilerinin başarı düzeylerinin hikayeleri Geleneksel Yaklaşımla çalışan Kontrol grubu öğrencilerinin başarı düzeylerine göre daha yüksek olacağı yönündeydi. Bu deneysel çalışmaya on dokuz Deney grubunda yirmi öğrenci de Kontrol grubunda olmak üzere otuz dokuz öğrenci katıldı.Her iki gruba da çalışma öncesi ve sonrasında çalışmada kullanılan iki hikayeyle ilgili araştırmacı tarafından hazırlanmış olan yirmi beş soruluk çoktan seçmeli başarı testi uygulandı.Elde edilen sonuçların istatiksel analizinde t-testi kullanıldı .Buna göre Deney grubundaki öğrencilerin ön ve son testleri arasındaki fark Kontrol grubundaki öğrencilerin ön ve son testleri arasındaki farka göre daha yüksek çıktı .Böylece Dil Temelli Yaklaşımların Geleneksel Yaklaşımla karşılaştırıldığında öğrencilerin başarılarına daha çok katkıda bulunduğu anlaşıldı. Dil temelli Yaklaşımların ve Geleneksel Yaklaşımın öğrenci başarısı üzerinde cinsiyete göre farklılık gösterip göstermediğini anlamak üzere elde edilen ön ve son test sonuçları ANOVA Factorial ile değerlendirildi.Buna göre her iki grupta da başarı üzerinde cinsiyetin bir etkisi olmadığı ancak Deney ve Kontrol gruplarında kullanılan farklı yaklaşımlardan ötürü başarı farkı olduğu ortaya çıktı. Sonuç olarak kısa hikayelerin öğretilmesi sırasında daha verimli sonuçlar elde etmek üzere Dil Temelli Yaklaşımların kullanılması önerilmektedir.

Anahtar Kelimeler:Dil Temelli Yaklaşımlar,Geleneksel Yaklaşım ,başarı düzeyi,cinsiyet farklılıkları

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY:

Recently, foreign language learning especially, learning English has been seen as an indispensable and inalienable factor in Turkish education system. As a consequence, great importance is given to English language teaching courses in schools due to the urgent needs prompted by globalization and national policies for the prospective European Union commitment. Indisputably, a good language teaching syllabus should aim both at developing language skills (reading ,writing ,speaking ,listening) ,language functions and also at teaching language items such as grammatical structures ,phonology ,semantics and lexis .For some pragmatic reasons ,teaching reading becomes the preliminary objective in language teaching programs since it provides a basis for improving language skills and functions as well as presenting and practising grammatical structures and vocabulary rather than teaching them in isolation. Therefore ,reading becomes the key factor in course contents .Although such a reading based program theoretically has its own merits ,it generally fails to meet the desired effects either due to the impoverished quality and content of the reading materials(inauthentic ,unnatural texts) or inefficient techniques and approaches used for the presentation of texts.

In traditional classrooms, reading materials are generally chosen by teachers and most of them are irrelevant to students' needs, backgrounds and interests. Consequently, motivation is low and reading lessons both intellectually and emotionally become less involving and meaningful. Students read the text only for the reason that they are asked to do so. Most of the reading materials are often artificially created around certain grammatical structures and lexis, and they result in a stilted and unnatural language. Such kinds of texts preclude the students from experiencing varieties of language use.

Although the strictly prescribed and purified reading texts mentioned above are used abundantly, there is a limited use of literary texts as a resource of language learning for two main reasons. First of all, teachers and course books provide students with standard and limpid language in a sequenced and categorized way. Yet, including varieties of registers, dialects, semantically and syntactically deviant sentences and even slang, the use of literary texts may demolish the concept of an ideal and refined language. Furthermore, teachers worry about the

intricate and complex language content; a great deal of unknown vocabulary and structures, figurative language that may bring about apathy or dislike in students from reading.

In conventional classrooms, language activities based on reading materials (either literary texts or artificially devised texts)-are teacher dominated; there is one way of communication from teachers to students and group or pair work activities rarely take place. In these reading lessons, students are given reading materials and they are expected to read silently and answer questions. Unknown vocabulary and grammatical structures are elaborately explained or even translated by teachers without challenging students to make predictions of their use or meaning. Since they do not spend any effort to arrive at meaning. the retention of the lexical items and structures is generally low. Follow -up questions frequently consist of mechanical questions, answers of which can be picked up from the passage effortlessly even without necessity for comprehension. A few number of interpretative and communicative questions are either ignored or students are directed to the expected answers by teachers although they are open-ended questions. There is little chance for learners to shape and challenge their own responses which will straightforwardly evoke personal involvement. (Collie and Slater, 1987)

As a result of artificial reading materials or inefficient teaching techniques, learners can't benefit from reading lessons sufficiently; there is little improvement in students' academic achievement, critical thinking abilities, language awareness, linguistic competence and personal enrichment.

Yet, only literary texts presented with efficient classroom techniques seem to be capable of increasing students' cognitive, emotional and academic capacities. Literature and language teaching are linked since literature, itself, is language and often, is used in support of language learning (Widdowson, 1983). Literature provides language learners with a rich source of authentic and meaningful texts. With well-chosen texts with regard to students' level of language, needs, interests and accompanying language –based activities that intensify benefits of a literary text, the investment of effort can be rewarding and satisfying.

There are several justifiable reasons for using literature as a resource in language classrooms which can be gathered under the headings of: linguistic. psychological and intellectual benefits.

1. **LINGUISTIC BENEFITS:** Literature helps with the acquisition process. While reading a literary text, reader is entrapped in the world of fiction .Following the development of story and adventures of characters become more appealing than

pinpointing lexical clues, deciphering individual words and structures. As a consequence, natural and subconscious language learning takes place which will decisively speed up the language acquisition process. Literary works can be a jump -off point for language-based activities; they put forward ideas for creative writing and trigger hot topics for classroom discussions or any kind of conversation activity. Since literary texts are meant for native speakers (if not simplified), they enable students to experience multi layers of meaning, varieties of language use and they expand students' knowledge of possible structures and vocabulary. Now that these lexical items and structures are presented in a context, it will be easier to retain them. Moreover, as Collie and Slater (1987) maintain students gain familiarity with features of the written language –the formation and function of sentences, the different ways of connecting ideas –which flourish and cultivate their creative writing skills.

2. **PSYCHOLOGICAL BENEFITS**: Literary texts stimulate a motivating, low anxiety classroom climate. Being able to read a literary text in foreign language fosters a sense of achievement and self- confidence. Incidentally, pleasure of reading facilitates language learning process .Among various kinds of literary texts, learners can find texts appealing to their interests and needs.

In spite of its fictive content, literature conveys sound and universal truths about life and human beings. Thus, students can arrive at an understanding of human experience and develop their emotional intelligence by establishing empathy with literary characters. In addition to emotional content of literature which distinguishes it from other types of texts, literary texts introduce new horizons to the reader. As Meyer (1990) points out literature allows readers to move beyond the limitations of their lives and society because it introduces different people, remote places, and other times. Literary works can help readers to do away with their prejudices about other countries and cultures and can expand their knowledge of the world. Fiction is one of the most pleasant ways to get an understanding of the astounding diversity of people and events in our own world. Literary works enable us to experience life styles that are radically different from our own. As Chatman (1993) postulates nothing can be more thrilling than bartering one's own identity with someone else is for a while without any risk of losing it.

Literature is a priceless resource since it nourishes our emotional lives and enables self-exploration as Meyer avows that:

> An effective literary work may seem to speak directly to us especially if we are ripe for it. Inner lives that good writers reveal in their characters often give us glimpses of some portion of ourselves .We can moved to laugh ,cry ,dream .ponder ,shriek or rage with a character by simply turning a page instead of turning our lives upside down. Although the experience is imagined, the emotion is real' (1990:6)

3. INTELLECTUAL BENEFITS: Literature cultivates creative, analytic and critical thinking in addition to augmentation of cultural literacy. As a result of intellectual and emotional ripening through reading literature ,good readers will know how to read situations, interpret details ,shape questions .evaluate competing points of view which will be helpful when it is necessary to sort out the significance of the people ,places and events that constitute one's own life .'Literature enhances and sharpens perceptions' (Meyer, 1990:7). The interpretation of literary texts requires tackling with ambiguities, value and ethic judgements and moral dilemmas which are inescapable aspects of human life.

Literature demands more from us than combing through a magazine. Readers should be mentally active and perpetuate their participation within a literary work. 'Literature compels our response because it presents feelings, perception and understanding in language that is exceptionally powerful, vivid and clear' (Connolly, 1955:1). In a very real sense, both the reader and the author create the literary work, and the reader response to a literary work will define its meaning.

Just as there are alternative views as to the objectives of using literature in language classrooms ,there are also different views and means for using literary texts .In the first place it is necessary to make a differentiation between *'study of literature'* and *'use of literature'* in classroom context.

Firstly, for 'study of literature', an advanced level of English competence is a prerequisite since it consists of 'literary based approaches' and 'stylistics'. In the case of literary based approaches, students should have gained some insight to the literary conventions and criticism. In literary based approaches, literariness of a text; plot, character, symbols, literary devices, genres are studied under the light of literary criticism and movements.

In stylistics, learners scrutinize the language of the text and carry out textual analysis with regard to discourse features and linguistic clues and as a consequence stylistics broadens students' knowledge and language awareness in general. 'Stylistic analysis helps to foster

interpretive skills and to encourage reading between lines of what is said. Students keep working at the language, making inferences, extracting all the possible clues to meaning (Carter, 1996:5).As Lazar (1993) postulates ,stylistics provide good language practice besides reading and studying literature .Furthermore, stylistics is described as a mediating discipline between linguistics and literary criticism by Widdowson(1975:4).

Yet, when literature is *used as a resource* rather than as the object of the study, language–based approaches come into play. 'Language-based approaches seek to integrate language and literature study' (Carter, 1996:2). Language based approaches aim at catering for different intelligence profiles and learner styles besides flourishing linguistic capacity, critical thinking skills and self-exploration by means of a variety of activities based on a literary text. Rather than having special status as in literary based approaches, literary texts construct a basis for language learning with various kinds of familiar language activities such as cloze procedures, matching, active comprehension guessing, role plays. and creative writing .

Language –based approaches have three major distinctive features :(Carter, 1996:3)

1. **Activity principle**: Students actively take part in the creation of the text's meaning. Text is considered to be incomplete until readers go and construct the meaning with their varied responses.

2. **Process-principle**: It is more presumably for students to evaluate and understand texts providing that they experience them directly as a part of a process of meaning-creation. Students undertake the role of meaning makers through strategies such as rewriting especially when they work in pairs or in small groups; therefore, interpretation belongs to them.

3. **Student-centeredness**: In such language classrooms, focus is on learners' needs, interests and goals. Students are given responsibility for their learning, teachers act as facilitators rather than controllers or assessors. Language –based techniques aim at developing students' creativity, innovation, sense of competence and self-assurance through student centred learning.

As a result of these language-based activities, classroom climate becomes more vivid and motivating, the orientation of communication changes from teacher-centeredness to student centred activities which involve students within the exploration of the text. Moreover, the channel of communication ceases to be one way; there will be pair or group works appropriate to the nature of activities.

As Collie and Slater (1987) argue, traditional approaches in using literature in language teaching tend to be highly teacher centred, based on reading and answering questions sessions. Such a tendency is far from involving students in the learning process and it prevents creative and critical thinking. And on such occasions more classroom time is predominantly allotted to teacher talk. By and large, in such conventional classrooms the individual experiences and interest that students bring to their reading are ignored. Little interest is shown to emotions revived by literature or life experiences it offers. As Probst (1988:20) points out 'Literature itself is not treated as a source either of experience and emotion or of knowledge. It is something about which we may know, but not something through which we come to know'. As Collie and Slater (1987) claim, all these traditional approaches and teacher-centred learning may promote detailed comprehension of the text phrase by phrase but *learners* most presumably won't make the text their own and nor will the classroom procedures have encouraged them to share their own views and they may not get the very chance to use the target language very much.

After having made a distinction between the terms 'study of literature' and 'the use of literature as a resource ',Carter and Long (1991:3) suggest that literature in varying forms (poems, short stories, drama, folk stories , novels) can be used as a resource to enrich and enliven the content of reading lessons. Literary forms, the advantages and disadvantages brought by them to the language classroom will be discussed in the following section.

NOVEL: A novel is an extended piece of narrative fiction thus characters and events are elaborately depicted. Covering a great novel in foreign language can be highly satisfying for language learners .Yet, reading and studying the same novel for weeks or even for months can turn out to be a dreary and tedious experience.

POETRY: As William Wordsworth states 'All good poetry is the spontaneous overflow of powerful feelings' (Preface to Lyrical Ballads). Poems have great advantages since Collie and Slater (1987:276) state 'They offer a rich, varied repertoire and are source of much enjoyment'. Many poems are suitable for a single classroom lesson. They often explore universal themes and comprise life experiences, observations and feeling aroused by them. Yet, poetry uses a cryptic and dense language thus study of poetry requires great awareness. As McLaughlin(1989:4) states ' Language of poetry presents unusual combinations ,the usual syntax doesn't seem to apply ;our expectations about how words follow words don't get fulfilled'.

DRAMA: Language of plays can be more subtle and deviant, it tells a story primarily by dialogue and dialogues are relatively easy to comprehend. Moreover, a play is expected to be backed up with visual images rather than being read aloud. '..it was suggested that a play took on many more meanings in performance .by using gestures, movement, costumes, sets etc.'' (Lazar, 1993:135). As Collie and Slater(1987:163) explain 'With groups that respond well to drama activities, putting one on scene. or a short play , can be both enjoyable and rewarding'. Yet, for some utilitarian reasons. putting a play on scene seems to be highly time and effort consuming.

SHORT STORY: Whereas a novel is an extended piece of narrative fiction, the short story is limited in length and scope. These limitations account for the characteristics that distinguish the short story from larger prose forms. They are less discouraging for a reader to tackle or for self-study and more suitable as homework. Students get that feeling of achievement at having come to an end of a whole work, much sooner. They offer greater variety than longer texts .A teacher can choose very different short stories. so there is a greater chance of finding something appealing to individual's tastes and interests.

. Actually, short stories should be given the priority in language classrooms when compared to other genres. As it was stated in the 'Types of Literature' (Connolly, 1955:4) 'Similarly, the short story has fewer conventions than poetry; it is less formal in tone and less cryptic-that is, less compressed in diction and structure. Furthermore, most of us have read more prose than poetry.' Needless to say, the short story has the advantage of brevity over the novel and drama; we can read it in a single setting, study its development and evaluate its achievement while the story is still fresh in memory. Collie and Slater (1987:196) state '…..the fact that an entire work of literature can be presented within one or two classroom hours is extremely satisfying and motivating for students'. While we can only cover two or three novels during a term, we can do away with many stories so students can experience stories of different authors, periods and conventions.

It is the objective of this study to obtain evidence of the effects of teaching English through short stories by means of language-based approaches. Moreover, explorations on short-term benefits such as academic achievement, linguistic competence, motivation and interest, reading comprehension skills and long-term benefits, in other words; life long reading habits, critical thinking and language awareness will be made.

1.2 .PURPOSE OF THE STUDY:

It appears that in Turkey, educational system is oscillating between conventional and innovative language teaching approaches. The purpose of this study is to investigate whether the language –based approaches used in the process of teaching English through short stories contribute efficiently to the reading comprehension skills and the linguistic competence of the Turkish university students studying English as a foreign language. The study will also attempt to compare academic achievement of subjects in control and experimental groups.

1.3 .RESEARCH QUESTIONS:

In this study, my intention is to seek answers to the following questions;

1 .Is there a significant difference of academic achievement and linguistic competence between the experimental and control groups exposed to language -based approaches and conventional approaches?

2. Do the effects of the Language –based approaches and Traditional Approach on students' achievement level display variation according to the gender differences?

1.4 SIGNIFICANCE OF THE STUDY:

By highlighting the advantages and disadvantages of conventional approaches versus language based approaches in the process of teaching English through short stories will complement English language teachers to renew and update their teaching styles and strategies and so diversify the classroom procedures. In this way it is aimed to put fresh momentum into the teaching of foreign language through literature, to stimulate students' desire to read both intensively and extensively .Another major purpose of this study is to maintain interest and involvement by using a variety of student -centred activities: role-play, improvisation, creative writing discussions, questionnaires, visuals.

CHAPTER 2
REVIEW OF LITERATURE

2.1 INTRODUCTION

In this chapter, the issues introduced in the first chapter will be amplified and enlarged upon. In the first section, a historical review of literature in the language classroom will be examined .In the following sections; different models of teaching literature, the difference between the study of literature and use of literature as a resource, the comparison between product-based and process–oriented literature use in foreign language classrooms will be unravelled. Furthermore, a brief introduction of Multiple Intelligences Theory and its importance for the language-based approaches will be clarified. And in the very last section, steps of an ideal English lesson by means of language-based approaches will be scrutinised.

2.2 A BRIEF HISTORY OF LANGUAGE AND LITERATURE TEACHING

For decades people have spent remarkable amount of time and effort on learning English as a foreign language in order to meet their communication needs or else to attain vocational and intellectual goals. Linguists and ELT instructors have set forth a great number of various approaches and techniques such as Grammar Translation Method, Direct Method, Audio Lingual Method, Suggestopedia and Communicative Approach in order to facilitate and accelerate language-learning process. Instructors may adopt different methodologies and language teaching strategies appropriate to the course design and objectives. As it is discussed in the first chapter ,'literature' is an inalienable supplementary material to foreign language teaching curriculum as a result of the invaluable benefits it brings to the language classroom such as development of linguistic capacity, motivation, involvement and personal growth. In this section, the status given to literary works by the aforementioned language teaching methods will be clarified.

The issue of teaching English literature in a non-native milieu has been under consideration for nearly a century. At the beginning of the last century, foreign literature is conceived of as a prestigious and high credited area in foreign language study and access to literary works is assumed as a part of the purpose of language learning (Widdowson, 1984).

Grammar Translation Method (also known as Classic Method) ,which reigns the earlier decades of last century but still used widely all over the world, aims at assisting students to read and appreciate foreign language literature. A fundamental purpose of learning a foreign language is to be able to read its literature. Literary language is accepted to be superior to spoken language; translation and detailed explanation of the literary texts are means of

learning a new language. In addition to these, teachers' authority is unquestionable. (Larsen Freeman, 1986:18-27) The distinctive feature of this approach is the persistent stress on the literary canon presuming that if the students are perpetually subject to the immaculate uses of the English language, it could impinge upon their own language performance (Short and Candlin, 1986). Carter and Long (1991:1) validates the underlying reason of emphasis on literary canon: 'The study of certain classical pieces of English literature is considered as *sine qua non* for the truly educated person' .However, there are several shortcomings of this teaching method; language of literary canon is highly arduous and incomprehensible for non-native students and the language of classics shows linguistic variations from Modern English. Moreover, there is no agreeable and consistent methodology for the introduction of literary works in foreign language classrooms. The language class often includes a willing and ambitious lecturer explaining or even translating the text word by word and passive students being 'too busy writing in translations of unfamiliar words to respond to the text' (Long ,1986:42).Certainly, all these endeavours aim at fostering detailed comprehension and may even seem to be successful in the short run. Yet, since students remain inactive and inattentive, they presumably will not make the text their own. However, as Long (1986:42) avows 'The teaching of literature is an arid business unless there is response, and even negative responses can create an interesting classroom situation. Teaching of literature to non-native speakers should seek to develop responses'.

The lack of valid and proper foreign literature teaching approaches results in the recession of literature from the language classrooms. Hence, substitute language materials such as situational dialogues and short, mechanical and meaningless paragraphs that are prepared to impart grammatical information take the place of the authentic texts. (Short and Candlin, 1986).Language is primarily seen as spoken not written and teaching materials include pieces of information about daily lives of the native speakers, the history and geography of the country (Larsen-Freeman, 1986:25).During the heyday of Audio Lingual Method, language learning has been considered as a result of habit formation, repetition and strict error correction. Everyday speech and structural syllabus are given a privileged status. The emphasis given to 'correctness in grammatical form' by means of rigidly selected and graded materials and the repetition of restricted lexis is inapt for the teaching of literature.

As Widdowson (1984:162) comments:

Literature ,and poetry in particular ,has a way of exploiting resources in a language which have not been codified as correct usage .It is therefore misleading as a model .....it has no place in an approach to teaching that insists on the gradual accumulation of correct linguistic forms.

Meanwhile ,the Communicative Approach during the 1970s lays stress on the study of the language for practical and communicative purposes .Language is pre-eminently essential for communication and the flair to manipulate language functions , is improved through problem solving tasks, role plays and games .Now that literature has no apparent practical uses, it is dismissed from the language classroom once more. As Widdowson (1984:161) comments the incorporation of literature merely has 'potentially disruptive influence in the well-ordered world of the carefully controlled language courses'. During 1970s and early 80s, there is amazingly nothing about the teaching of literature owing to the fact that the study of English for specific practical objectives, technical or vocational purposes and the dominance of spoken language over the written language have severely refuted the status of literature in the teaching of English as a foreign language. Nevertheless, throughout the 80s, there is a significant revival of concern in literature teaching thanks to the efforts of linguists and ELT doyens such as Widdowson, Brumfit, Long, Carter and McRae. They devote to make studies to point out the undeniable value of teaching literature in the foreign language classroom and the necessity of effort investment to form and update pedagogical approaches for teaching literature to foreign students.

2.3 DIFFERENT MODELS OF TEACHING LITERATURE:

As a consequence of aroused interest in literature use in foreign language classrooms, Carter and Long (1991) make thorough studies about literature teaching and they put forth different models of literature teaching in the 'Teaching Literature'. An alternative to this classification comes from Lazar, which is akin to Carter Long model with regard to content and approach. Thus, in the very first part, three different teaching models of literature by Carter and Long will be scrutinized. Subsequently, three models of Lazar will be analyzed.

2.3.1 THE CULTURE MODEL: It is the widely known and used traditional approach by which literature is studied particularly in university courses. Text is regarded as a product and through teacher -centred approaches it is treated as a source of information about the target language, which is recalled by learners whenever they are asked to. The cultural model will investigate the social, political and historical background to a text in addition to literary movements and genres. There is no specific language work done on a text. There is a little interest in the improvement of the skills that will help the learners for extensive reading. The culture model has its own rights as Brumfit (1985:106) sets forth that literature is not an isolated activity but indeed mingled with other branches of art and social sciences for instance history, sociology, economy and politics. Students' cognitive and critical capacity will improve by means of establishing links between the literary works and their

backgrounds. For instance, students reading Charles Dickens' 'Tales of Two Cities' need to know the facts about the French Revolution.

2.3.2 THE LANGUAGE MODEL: It is normally identified with language-based approaches, learner centeredness and activity based classroom procedures. Literature is made up of language and the more students read, the better their performance will become with an increased awareness of English(Carter and Long,1991).As learners proceed through a piece of literary work, they pay special attention to language use. Being able to decode relations between linguistic forms and literary meanings and learn to read between lines of the text are the basic assets. Carter and Long (1991:2) note that:

'It's sometimes argued that a justification for the teaching of literature is its value in promoting language development. Literature can be an instrument for use in connection with the teaching of specific vocabulary or structures or for language manipulation.'

Yet while doing this, teachers should eschew mechanical and discouraging teaching techniques which may replace creative language activities and will possibly have the devastating effect of impairing any pleasure the poem or story may have yielded.

2.3.3 THE PERSONAL GROWTH MODEL: It is a learner centred, process oriented model more closely related to the language than the culture model. It aims to motivate learners to study literature and make the text their own by linking the themes and topics to their own experiences and knowledge of the world. The success of this model cannot really be tested in terms of examinations; teachers are considered to be accomplished and efficient providing that their students gain life long reading habits and love for literature. Literature is considered to be important since it flourishes self-exploration. To encourage the personal growth model, the teacher has to waken and inspire students by selecting texts to which students can respond imaginatively and attentively besides promoting the conditions which will undoubtedly make the reading of literature an unforgettable individual experience (Carter and Long, 1991). This model directs learners to shape and share their own opinions, feelings and personal experiences and to make the text their own. This model points out the tremendous influence that literature can have to awaken people and initiates to benefit from that in the classroom.

Actually, there is much more affinity between language based approaches and personal growth model than culture model. But, the importance of historical and cultural background should not be ignored; comprehensive interpretations of texts can only be made if there is the opportunity of getting an insight to the context, in which they are produced. In many respects, language model is imperfect alone unless it is complemented with the personal growth model and culture model.

Indeed, an ideal language classroom approach, in which literary texts be it literary canon or science fiction, are used as a means of foreign language teaching, should integrate the three different models mentioned above. In terms of foreign language learning, the language-based approach should be regarded as 'the infrastructure' which needs to be completed with the personal growth and culture model

2.4 THREE POSSIBLE APPROACHES:

Lazar makes a similar categorization in his book 'Literature and Language teaching' in 1993:

2.4.1. LANGUAGE BASED APPROACHES: Students will increase their general awareness and understanding of the language through elaborate analysis of the language of the literary text. Students are demanded to consult their knowledge of English syntax, lexis and semantics to shape meaning of the literary text .It carries out the chief purpose of foreign language learning which is to improve students' knowledge of the language. Yet ,if implemented too strictly . in other words if there is too much focus on linguistic decoding but no personal involvement, this approach may become very mechanical and even may terminate in depersonalization and demotivation. Besides this, language based approaches are generally inclined to neglect texts' historical, social and economical background which unquestionably hinder fuller interpretation of the text. This approach corresponds to the Carter and Long's 'Language Model'.

2.4.2 LITERATURE AS CONTENT: This approach focuses on literary conventions; the social ,political and historical, mythological background ; literary genres , the biography of the author, and its reflection on her/his writings ,philosophical ,religious or political ideas in the literary text. Background information is of great value to the interpretation of the text, it will make the reading process livelier and more research based. This approach demands students to read set texts and literary criticism about them if they are to learn the foreign language. Such a sophisticated approach entails former accumulation of literary knowledge from students. Otherwise, the language classroom will become highly teacher centred, in which the teacher talks most of the time for clarification and explanation.

2.4.3 LITERATURE FOR PERSONAL ENRICHMENT: Literature is a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more active both intellectually and emotionally in learning English hence, it aids acquisition. It is more reasonable and advantageous to select materials relevant to the needs and interests of students. Teachers can find out their students' interest by giving them questionnaires on themes or brief summaries of books to be read. This approach

regards students as a whole with their emotions and personality. If this approach is used alone, it will be of slight use since a foreign language classroom's principal aim is to flourish students' language learning process. Alternatively, some students may refrain from giving away their personal opinions, feelings and reactions in the classroom environment.

2.5 STUDY OF LITERATURE   vs.   USE OF LITERATURE :

2.5.1 STUDY OF LITERATURE: It covers studying literature in a professional context in order to get academic qualifications in literary studies. Such a study can also necessitate knowledge of literary terms and movements, background knowledge such as economical, social, political reasons, literary approaches such as New Historicism or Deconstructionism and psychoanalysis, semiotics for the purpose of analysing particular literary texts. The study of literature means that loads of pre packed information is transferred from teacher to students in order to be remembered whenever necessary. The study of literature is product based which takes the text as a body of knowledge. Like the text itself the meaning is pre packed and unchangeable so there is little attention paid to reader response. As Greenwood (1990) states another shortcoming is students' blindly dependence on authorities and critics rather than themselves for exams. As a result of this, there is too much rote learning, memorization and depersonalization of reading. Students who are good at memorizing will achieve their objectives in such a system. Teachers' main duty is conceived as imparting knowledge through lectures and translations. What students obtain is a limited vocabulary of critical terms that they partly comprehend and use for examination purposes (Maley, 1990). But this doesn't mean that studying literature is worthless, indeed it provides a fuller comprehension if only enriched with language-based activities.

2.5.2 USE OF LITERATURE: Literature is a prosperous resource for instituting personal evolvement and awareness of the world around besides offering valuable and motivating language exercises. As Carter& Long (1991:3) claim 'Literature is a legitimate and valuable resource for language learning'. Alternatively, Maley (1990) declares that literature is language in use and can be utilized for language teaching purposes.

Utilising literature as a resource with various activities, which involves students intellectually and emotionally in the learning process, is far more profitable and satisfactory than studying it through memorization and tedious rote learning. Such an approach noticeably alleviates the burden of studying literary texts thoroughly with reference to literary conventions. Instead of this, as Maley (1990:11) explains '....we shall be free to use them in many ways which suit our purposes: to experiment, dismember, transform and discard when we are done'. In plain words, teachers have to quit lecturing from their

'pedestal' and turn over a new leaf in their language classrooms. They should impart their students a feeling that does not view literature as a taboo or holy object. Using literature as a resource is compatible with the process-oriented teaching. Literary text itself is not the focal point of the study but it rather offers an opportunity to actualise the learning objective. Familiar strategies from the EFL classrooms can be adapted and applied to the teaching of literary texts such as gap filling, reconstruction, prediction exercises, matching, creative writing and role-playing. When literature is used as a resource for language teaching purposes, the way of communication stops being one way, group and pair work are abundantly used so student-talking time will be multiplied.

Yet, such language based and process oriented approaches are severely attacked for being too reductive, they are claimed to reduce the text to its language and neglect the aesthetic, intellectual and emotional value of literary texts. Briefly, literary texts offer a lot more than their language. Studying literature as language learning resource may be essential under some circumstances yet not sufficient unless it is backed up by other literature teaching models. The chief target of this study is to prove that using literature, as a resource will be more advantageous and satisfying for foreign language learning; in order to do this language based approaches enriched with personal growth and culture model will be employed in due course.

2.6 MULTIPLE INTELLIGENCES THEORY and ITS REFLECTION ON LANGUAGE CLASSROOMS

In 90s Howard Gardner –an educational psychologist -has expounded the theory of Multiple Intelligences .in which he distinguishes eight intelligence types;linguistic-verbal,mathematical-logical,bodily-kinesthetic,musical.visual-spatial,interpersonal,natural and intrapersonal . Gardner proposes that each individual has a personal intelligence profile that comprises combinations of these eight intelligence types. In other words, he advocates that human cognitive competence is multi-dimensional and people have disparate cognitive strengths and divergent cognitive styles (Gardner, 1993).These distinct intelligence types reveal themselves in diverse skills and occasions such as problem solving, reasoning, learning, creating and resolving conflict. Gardner's Multiple Intelligences Theory has revolutionized the pedagogy world by challenging the validity and reliability of Stanford-Binet's IQ tests which have been frequently used to measure students learning potential and ability. As Christison (1998) contends, in those days intelligence is defined by means of IQ tests which solely restrict intelligence to verbal-linguistic and logical –mathematical intelligence types. The reflection of Multiple Intelligences Theory upon the English

Language Teaching World is striking on grounds that the recent foreign language teaching approaches and methods partially give place to the multiple intelligence profiles within their scope. Silent Way which underscores the improvement of inner-thinking, treats intrapersonal intelligences while Total Physical Response aims at realizing language learning through physical movements emphasises bodily-kinesthetic intelligences. Furthermore, Suggestopedia, which lays stress on the use of (Baroque) music to ease language learning, is directed towards to musical intelligence whereas Communicative Approach and Cooperative Learning that pursue the goal of flourishing interpersonal intelligences are the epitomes of the implications of Multiple Intelligences Theory in ELT. However, a precise and holistic application of Multiple Intelligences Theory to ELT is only fulfilled by Berman in 1998 who proclaims that if only teachers are aware of their students' distinct learning styles, intelligences and preferences, the lessons will become more beneficial and prolific. Students will become more engaged and enthusiastic about the lesson as long as they sense their intelligence profiles are acknowledged. appreciated and nourished. Gardner (1993:12) declares:

'It is of the utmost importance that we recognise and nurture all of the varied of human intelligences, and all of the combination of intelligence. We are all so different largely because we all have different combinations of intelligences .If we recognize this .I think we will all have at least a better chance of dealing appropriately with the many problems we face in the world''

Traditional teaching approaches solely engage verbal-linguistic and logical-mathematical intelligence types in the learning process while neglecting the rest. As Richard and Rodgers state (1986:117),language learning is naturally associated with 'Linguistic Intelligences' but a language teacher shouldn't be entrapped in this .The language teacher should be conscious of the real function of language and contain all dimensions of communication in the lesson through catering for musical ,visual-spatial ,bodily-kinesthetic ,interpersonal and intrapersonal intelligences. In the following section, a brief definition of eight intelligence types and accompanying language activities to spark students' interest and capture their attention in the lesson can be canvassed.

2.6.1 THE CLASSIFICATION OF MULTIPLE INTELLIGENCES

1. *Verbal-linguistic intelligence*: is the ability to use words efficiently both in speaking and writing. For these learners, activities like word games, creative writing projects, retelling stories can be employed.

2. *Logical-mathematical intelligence*: is the potential to use numbers successfully ,to perceive relationships between things and to reason .Activities such as puzzles, riddles,

logical deductions about a topic starting with 'If ....then ',ordering .grids ,finding mistakes are highly suitable for this group.

3. *Bodily-Kinesthetic Intelligence*: is the ability to learn, to solve problems and to express one's self through body movements. Activities like 'Find someone who ....', mime, role play ,charades can be adopted by the teacher.

4. *Musical Intelligence*: is the skill to notice the tonal patterns and sensibility to rhythm, pitch and melody .They like listening to songs , learning words through vocal tones, sounds (hush, whistle etc.).

5. *Visual/Spatial Intelligence*: is the flair to recognize form, space, color and shape .This group enjoys flashcards, pictures ,finding connections between visual designs, colors , imagination games ,creating stories from pictures and drawing illustrations.

6. *Interpersonal Intelligence*: involves the ability to understand other people's moods, feelings, motivations and intentions. It includes the ability to work cooperatively with others in a group and to communicate. Teamworks. jigsaw puzzles, creating strip stories are highly enjoyable and fruitful for this intelligence profile.

7. *Intrapersonal Intelligence*: is the ability to understand one's strengths, weaknesses. Such students like relaxing exercises (meditation, yoga), autonomous and self paced studies. Also, they can be asked to keep learner diaries and to write letters to characters in a text.

8. *Naturalist Intelligence*: is the ability to recognize and classify plants, minerals, and animals and all variety of flora and fauna. Such students are successful at noticing relationships, classifying and categorizing .They may be demanded to find collocations of a word or they may be told to find metaphors and symbols in a text. They are highly good at odd-man-out and comparison activities.

To sum up, Multiple Intelligences Theory purports to make students participate in the learning process by providing them with various activities with regard to their intelligence profiles and differences. Language based approaches and Multiple Intelligence Theory overlap in many aspects since they both require a language lesson to be eclectic, student-centered and activity-based. They are both aware of the learner differences such as distinct intelligence profiles, learning styles, different backgrounds, interests. They both aim to involve these students in the lesson by providing them varieties of activities based on the same subject. Literary texts are unique sources when compared to non literary texts since literary texts straightforwardly cater for intrapersonal, interpersonal, visual-spatial, mathematical, linguistic and naturalistic intelligence profiles through language based

activities... Musical intelligence and bodily kinesthetic intelligence can be addressed indirectly by means of activities such as role playing. Find someone who... or songs.

2.7 LANGUAGE BASED APPROACHES

Language based approaches which is the focal point of this thesis will be painstakingly pinpointed in this special section .As Maley (1990)proclaims language based approaches are the creative interaction of the students with the literary texts through common classroom techniques such as re-telling, speculation, transforming the text into other forms and creative writing. Language based approaches have several vital pedagogical targets such as developing students' language awareness, accelerating the language acquisition process ,catering for different intelligence profiles and building up emotional intelligence besides critical thinking abilities (reasoning ,lateral thinking).

This approach offers students an opportunity to use their own language resources and background knowledge to analyse and internalise a text. Students go through the text, read between the lines and construct the meaning of the text by themselves. This approach displays a different image than teacher centred classrooms where learners are given fewer chances to construct their own feelings and ideas about a literary text. In such teacher centred classrooms, teachers use up most of the talking time and spoonfeed the students with meticulous explanations of the meanings of words and use of grammatical phrases. Yet, in a student centred classroom, students are permitted to make more exploration of the literary text and to develop their own responses and sensitivities and they become decision makers. By means of a diversity of language-based activities addressing different intelligence profiles, strengths and learner differences, students can learn the foreign language competently.

The qualifications of student centeredness, appreciation of multiple intelligences and process orientation are embedded within language-based pedagogies; it means that the teacher becomes a guide and an organizer of classroom procedures; they work with the students rather than playing the role of the authority. Literary texts are not simple texts, they demand process oriented and language based approaches otherwise the promised pleasure taken from a literary work will be destroyed utterly and blatantly.

Language based approaches also aim at fostering critical and lateral thinking abilities. Critical thinking means students' active participation within the reading process by means of meaning construction, shaping questions, activating background knowledge as described in schema theory. Generally in conventional classrooms, memorization, mechanic drills, and homework are underscored since it is much easier to instruct students to learn by heart the

prepacked information than directing them to find their own answers. Yet, thinking cannot be excluded from the reading process. students should be taught to think logically, analyze and compare. question, organize ideas. make deductions and develop value judgements. Literature suggests more opportunities than any other subject does to consider ideas, values and ethical issues. Critical thinking can be activated by supplying students with activities such as finding analogies between pieces of information, problem solving tasks, reasoning, open ended questions that do not have a single answer. Alternatively, students should be encouraged to shape and ask questions. Through literature, students learn to read personally, actively, and deeply. Such an approach not only gives students a chance to express themselves freely but also maintains the participation and interest in the lesson. They should realize that their evaluations are appreciated.

Another key term for a fruitful reading lesson based on a literary text is 'the improvement of emotional intelligence'. Goleman (1995:9) defines emotional intelligence as 'knowing what one's feelings are and using that knowledge to make good decisions'. Emotional intelligence will certainly prompt academic achievement and improves personal relations through establishing empathy with characters or providing an insight into human behaviour. This is an advantage, which can only be offered by literary texts and is inconceivable for non-literary texts.

2.8 STEPS OF A READING LESSON THROUGH LANGUAGE BASED APPROACHES

An ideal reading lesson has to incorporate the following steps; pre reading, while reading and post reading. These steps are essential if teachers seek to make their lessons more vivid, appealing and memorable .The negligence of any step will eventuate in lack of comprehension.

2.8.1 PRE -READING: This is the very initial step of a reading lesson; the fundamental purpose is to draw students' attention to the content of the lesson and preparing them for reading a literary work. As schema theory explains, information must be linked to previous world knowledge or experiences if it is to be retained.

As Probst puts forth:

'More than other kinds of texts ,literature draws on the readers prior knowledge :of people and places ,of historical periods and cultures ,of spoken and written language ,of human nature ,of story grammar and literary forms ,to name but a few categories '.(1988:33)

Thereby before starting the reading process , teachers should activate the schema by means of brainstorming techniques; in other words students make connections between their prior knowledge and a topic to be read, so retention will be peaked (climaxed).Teachers can

also present information gaps to be completed through critical reading with pre reading discussions. As Carter & Long (1991) acknowledge that pre reading activities will clear away the probable obstacles especially cultural difficulties which may be faced with during the reading processes. In addition to brainstorming activities, inferences and prediction can be used. The widely used classroom techniques in pre reading stage such as title discussion, use of visuals, and prediction of the content. key vocabulary teaching are proved to increase comprehension.

2.8.2 WHILE READING: In this stage. students are expected to make detailed analysis at lexical, semantic, discoursal and syntactic levels. In order to achieve success in these abovementioned areas, students can be asked to re -construct the text out of words that are picked up from the text at random or they can be told to re arrange jumbled sentences. In order to check comprehension. teachers may direct meaningful and thought provoking questions about the text and characters. Teachers can also use sentence completion activities to be completed with reference to story. Character sketches is another way of testing comprehension, students can be supplied with adjectives to describe characters.

2.8.3 POST READING: Post-reading process extends the text to different platforms and provides a chance for teachers to assess learning through innumerable activities. In this final stage. texts can serve as a 'jump off' point for classroom discussions, role plays, creative writing, board games ,writing letters to characters, transformation of the literary text (short story in our case)to other kinds of art .

CHAPTER 3
METHODOLOGY

3.1 INTRODUCTION:

Up to now, it has been assumed that short stories studied by means of language-based approaches can be unrivalled teaching materials in reading lessons on the grounds that they contribute more to the students' language development opposed to the 'traditional' approaches. The main objective of this study is to find out whether there is a striking difference of academic achievement and linguistic competence between the experimental and control groups exposed to language based versus traditional approaches. The second aim is to ascertain if the influence of ' Traditional Methods' and 'Language Based Approaches' upon students' achievement level displays variation according to gender differences . In order to achieve the goals of this study, an experimental study will be actualized. Two short stories 'The Lottery –Shirley Jackson' and 'Eveline' by James Joyce will be implemented in both groups yet with different approaches. In the experimental group, the story will be studied via language-based approaches whereas the control group will be taught through traditional way of teaching. Both of the lesson plans are prepared and applied by the researcher. At the end of three weeks' study in both groups, an achievement test aiming at measuring the improvement of linguistic competence, critical thinking and inference skills will be administered by the researcher. The hypothesis is that there will be a remarkable amount of development in the linguistic, intellectual and academic competence of the students in the experimental group than the students in the control group. This chapter presents a detailed explanation of the steps of the experimental study, subjects, materials and data collecting procedure.

3.2 SUBJECTS

The subjects are junior students attending the English Language Teaching Department of D.E.U in the 2003-2004 spring term .The subjects were chosen casually among the five third grade classrooms. Furthermore, the researcher determines the experimental and the control group among the subjects at random. The experimental group consists of 19 students composed of 14 females and 5 males and their ages range from 20 to 21.The control group consists of 20 students, 14 females -6 males whose ages range from 20 to 21.Both of the groups are aware of the study yet they are not given the detailed information about the goals of the study so as to maintain objectivity and reliability of the study.

Table 1 Gender distributions in Control and Experimental Groups

GENDER	CONTROL GROUP TRADITIONAL APPROACH	EXPERIMENTAL GROUP LANGUAGE BASED APP.
FEMALE	14	14
MALE	6	5
SUM	20	19

3.3 MATERIALS

The data were collected by means of a single data collection instrument 'achievement test' (see Appendix A) which was prepared and administered by the researcher to both experimental and control groups .The achievement test which had twenty-five multiple choice questions with four response options was based on two short stories 'The Lottery' by Shirley Jackson and 'Eveline' by James Joyce. The achievement test was applied at the beginning and at the end of the three -week course in order to acquire input upon the students' accomplishment of the learning objectives related to two short stories mentioned above. The test included twenty-five items that assess specified objectives of the course designed by the researcher. In order to provide validity, the researcher took some factors into consideration .First of all, she made sure that the test items tested all the objectives of the course and corresponded to the course content and the materials covered in the course (see Appendix B) .In addition to this, the researcher followed the advice of two Assistant Professors in the English Language and Language Department of DEU who are specialized in the area of 'Teaching Literature in the Language Classroom' and another Assistant Professor who is an expert on Measurement and Assessment in the Education Department in terms of the directions on the test ,level of difficulty of vocabulary ,arrangement of the test items, clarity of the instructions ,ambiguity of the test items ,suitability of the test items for the purpose of the test and the adequacy of the test items (in terms of number) of the items to the test objectives specified. In order to assess the reliability of the achievement test questions, a test composed of thirty-seven questions was applied to one hundred and fifty (150) senior students of the English Teaching Department of DEU on April. Although the senior students hadn't studied the stories before, they were able to answer the questions since the questions were presented with quotations from the text or plot summaries of the stories. The questions which required previous knowledge of some literary terms and world knowledge, were shaped in the light of some short story characteristics such as mood, character ,symbols and theme analysis .Moreover ,since the course design aims at using

the Language Based Approaches in the Experimental Group ,the achievement test includes questions addressing lexical knowledge which tests students' capability of finding synonyms or antonyms of the given words or else matching words that collocate.. The achievement test questions mainly demand the use of inference skills, critical thinking and schema theory (activating previous knowledge and making connections with the new one).The first form of the achievement test constructed by the researcher contained 37 questions since it is always essential to prepare more test items than will be needed in the final form of the achievement test so it will be easier to omit the inappropriate or defective items without limiting the scope of assessment of the course objectives .The achievement test including 37 test items were administered to 150 senior students gave away an acceptable reliability rate of 0.72 according to KR-20 .Moreover, the discrimination index of each test item were made therefore items which had discrimination index under .30 were omitted from the achievement test .At the end of this reliability assessment process ,a final form of a 25 questioned achievement test was shaped . The discrimination index of the test wavered between .30 to .45 .The table 2 proves that the first form of the achievement test is valid and reliable.

Table 2 The reliability score of the pilot achievement test

TEST	NUMBER OF ITEMS	KR-20
ACHIEVEMENT TEST	37	0.72

Table 3 shows the reliability score of the final design of the achievement test with 25 questions.

Table 3   The reliability score of the final design of the achievement test

TEST	NUMBER OF ITEMS	KR-20
ACHIEVEMENT TEST	25	0.80

3.4 DATA COLLECTION PROCEDURE:

Since the aim of this study is to prove the benefits and efficiency of literary texts particularly short stories in language classrooms via Language Based Approaches when compared to Traditional Approaches ,the researcher prepared different lesson plans based on two short stories .One of them is 'Eveline' by the prolific Irish author James Joyce and the other story is 'The Lottery' by Shirley Jackson who is a famous American woman author .The researcher intentionally chose these two stories since both of the stories have alienated and lonely female figures as their major characters. Both of the stories are moulded around unresolved inner and external conflicts and around the relentless influence of social pressure upon individuals and universal human truths which are so well known to all human beings .Consequently ,the stories would enable the students to activate their problem solving and critical thinking skills and last but not the least they provide students with the desire to establish empathy with the fictional characters in both stories .

Before the experiment ,the subjects in both experimental and control groups were given the pre- test so as to find out if the academic level of the groups are identical or not .In order to evaluate the data obtained from the pre-test ,a t-test for Independent Samples was utilised (see Table 4). According to the results, there is not a noteworthy distinction between the academic levels of the experimental and control groups.

Table 4   t-test for independent samples (pre-test)

Variable	n	Mean	SD	df	t-value	p
Experimental Group	19	17.42	1.95			
				37	0.44	0.33
Control Group	20	17.15	1.87			

p>0.05

Therefore, the researcher started the experiment which lasted for three weeks .The researcher had three lessons a week with both the experimental and control groups which made nine hours' study with each group at total. The two stories were presented with different lesson plans in the experimental and control groups. In the control group, both of the stories were studied through traditional approaches where students had to answer the

comprehension questions posed by the teacher ,rephrase the important paragraphs ,do fill -in -the -blanks exercises or find the literary arts (See Appendix B).In the control group, students had to work with the lockstep style which means that all the students had to work with the researcher .The students were locked into the same rhythm and pace , in other words, this was a teacher controlled and assessed session. On the other hand , in the experimental group ,the researcher implemented lesson plans based upon Language Based Approaches which meant that in the experimental group ,game like activities ,problem solving tasks based on the stories ,group and pair work were frequently used. The activities based on the two stories were enriched by the tasks addressing eight intelligence types (See Appendix B).Pictures, musical extracts, role-plays were used to stimulate students' imagination and participation in the lesson. In the experimental group, the teacher performed as a guide which meant that the classroom environment was student centred rather than being dominated by the teacher as it was in the control group. The lesson contents of the two different lesson plans used in control and experimental groups were equivalent now that the same achievement test would be used to assess the actualization of the learning objectives. The exclusive difference between the lesson plans was the use of distinct techniques and activities.

After three weeks, the post-test was administered to both the experimental and the control groups. The data collected from the post –tests of the control and the experimental groups were analyzed with the t-test for Independent Samples .Then the results of the pre-test and post test were compared in both groups in order to find out if the hypotheses of this study was confirmed .In this study, it was hypothesized that the academic and linguistic achievement level of the students in the experimental group where short stories were studied through language based approaches would augment remarkably as opposed to the ones in the control group where short stories were taught through traditional approaches.

Table 5 The Experimental Model

Group Name	Pre Experiment	Experimental Procedure	Post Experiment	Duration
Control Group	pre-test	Traditional Approach	post test	9 hours (3 weeks)
Experimental Group	pre test	Language Based Approaches	post test	9 hours (3 weeks)

3.5 DATA ANALYSIS

In this study ,several assessment scales were used to analyze and interpret data .In order to determine the reliability score of the achievement test before the treatment, KR-20 was used .For the analysis of the academic level difference between the experimental and control groups prior to the treatment , a t-test for independent samples were manipulated .In order to compare the academic difference between the pre-test and post test in both groups ,a t-test for paired samples were utilised. In comparing the results of the pre- and post achievement tests of the male and female students in two groups so as to detect the influence of the 'Traditional Approach' and 'Language Based Approaches' upon the achievement level in the light of gender differences ,Factorial ANOVA for Independent Samples was used .

CHAPTER 4
ANALYSIS OF THE DATA

4.1 INTRODUCTION:

As mentioned in the previous chapters ,the aim of this study was to investigate the constructive contributions of using literary texts especially short stories in English Language Classrooms via Language Based Approaches to students' academic and linguistic capacities contrary to the 'Traditional Approaches' which have been used in English Language Classrooms for a long time. The second aim of the study is to determine whether the impact of different approaches ; 'Language Based Approaches' in the Experimental Group' and ' Traditional Approaches' in the Control Group' on the students' linguistic and academic accomplishment level display a noteworthy distinction in relation to the gender differences. The hypothesis of this study was that the students who studied the literary texts with Language Based Approaches would perform better than those in the control group who studied the texts with Traditional Approaches with regard to their academic ,linguistic and intellectual achievement .In order to validate the hypothesis mentioned above ,the researcher chose university students as her subjects for the experiment .

Thirty —nine junior students ,twenty in the control group and nineteen in the experimental group participated in the experimental study held in English Language Teaching Department of Buca School of Education of Dokuz Eylül University in İzmir, Turkey .The primary means of collecting data in this study was through a pre-test ,which was structured to assess the subjects' performance prior to the treatment ;a three week treatment of two short stories via Language Based Approaches and Traditional Approach, and a post test ,which was outlined to measure the subjects' performance after the treatment .The pre- and the post tests included twenty five multiple choice questions related to the two short stories ' The Lottery' by Shirley Jackson and 'Eveline' by James Joyce which were to be used in the course given to the both groups yet with different approaches. Though the two short stories varied in length, their difficulty level both linguistically and literally are nearly the same .The subjects in the experimental group received a nine hours course studying these two stories with Language Based Approaches while the students in the Control Group studied the same stories in the same duration with Traditional Approach .The pre- and post tests were the same and the post test was given to the both groups at the end of the course .

Before the pre-test was administered to the subjects, it was piloted in one hundred fifty senior students in the same department .The results were evaluated and subsequently necessary corrections and additions were made .Implementation of the same achievement test as the pre- and the post test would enable the researcher to compare the performances and accomplishments of both groups before and after the treatment .Subjects were asked to answer twenty five multiple choice questions which were elaborately designed to measure the actualization of the specified course objectives. In this chapter, a detailed investigation of the data analysis steps and their evaluations are presented.

4.2 DATA ANALYSIS PROCEDURES:

During the first stages of data analysis, the answers to the pre- and the post- tests were scored by the researcher .The pre-test and the post –test results were compared through the application of two t-tests :one for paired samples ,the other for independent samples .The t-test is the most widely used statistical test that can be used for the comparison of two means when handling diminutive sample sizes, that's why t-tests permitted the researcher to decide whether it was the treatment or the sampling error that bred any difference.

4.2.1 RESULTS OF THE T-TESTS

Two t-tests, a t-test for independent samples and a t-test for paired samples, were administered to specify whether there was any distinction between subjects' achievement from the pre-tests to the post-test and to declare whether there was a noteworthy difference between the experimental and control groups.

4.2.1.1 RESULTS OF THE ACHIEVEMENT PRE-TEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS

The achievement pre-test was applied so as to determine the subjects' performance prior to the treatment and to assess if there was a difference in achievement of the given test between the subjects in the experimental and the control group. There were 25 multiple choice questions in the test .The application of t-test analysis for independent samples demonstrated that the difference between the means of the experimental and control groups' pre-test scores was not significant at the 0.05 level (see Table 6) .The t-test indicated that the attained t-value was not larger than the tabled –t value (p>0.05), that is the difference between the mean scores of both groups was not statistically important .It might happen at random. Since the scores of both groups were within the limitations of normal distribution, they were assumed to be equal as well.

Table 6 t-test for Independent Samples (Pre-test results of the two groups)

Variable	n	Mean	SD	df	t-value	p
Experimental Group	19	17.42	1.95			
				37	0.44	0.33
Control Group	20	17.15	1.87			

the difference is unimportant

4.2.1.2 T-TEST RESULTS OF THE PRE- AND POST TEST SCORES OF THE CONTROL GROUP

The pre- and the post tests scores of the control group were calculated through the application of a t-test for paired samples .It was noted that the difference between the means of the pre- and post test was significant at P<.0001 level (see Table 7).When Table 7 was thoroughly   examined ,it could be easily seen that the mean of the post test scores(21.8) of the subjects in the Control Group was increased when it was compared to the mean of the pre-test scores.(17.15). Thus, it is understood that the students in the control group had attained a relatively notable improvement in their achievement tests although they were taught the short stories with the traditional approaches. This was an anticipated consequence since the students were familiar with the 'Traditional Approaches' in their reading lessons from their previous reading lessons. Moreover, it would be pointless to await that no learning would take place after a three- week long course now that it was taught with 'Traditional Approach'.

Table 7   t-tests for paired samples –Comparison of the pre- and post test results of the Control Group

Control Group	N	Mean	SD	Xa- Xb	Df	t
Pre-test	20	17.15	1.87			
				-4.65	19	-20
Post test	20	21.8	1.79			

P<.0001 =The difference between the pre and post test results is significant

4.2.1.3 T-TEST RESULTS OF THE PRE- AND POST TEST SCORES OF THE EXPERIMENTAL GROUP

In order to decide whether the subjects in the Experimental group had benefited from the treatment focussing on the 'Language Based Approaches' in reading lessons or not, a t-test for paired samples was applied. The difference between the means of the post test(24.10)and pre-test(17.42) were found to be statistically noteworthy at the $p< .0001$ level(see Table 8), that is to say that the treatment of two short stories ' the Lottery' by Shirley Jackson and 'Eveline' by James Joyce through Language Based Approaches had contributed saliently to the subjects' achievement in the Experimental Group .Such kind of an improvement was issued in the achievement level of the Control Group after comparing the means of the pre- and post test results of the subjects in the Control Group .The critical point here is that improvement in both groups were expected which proved the objectivity of the study considering both the Control and Experimental Group. Yet, from the very beginning of this study it was argued that reading lessons using literary texts especially short stories through Language Based Approaches would be far more helpful and beneficial in foreign language classrooms. The comparison of the pre- and post test results of both groups pointed out that in both groups there was improvement at the subjects' achievement levels yet it was much more striking and prominent in the Experimental Group which was taught via the Language Based Approaches.

Table 8: t-test for paired samples –Comparison of the pre- and post results of the Experimental Group

Experimental Group	N	Mean(X)	SD	Xa- Xb	Df	t
Pre-test	19	17.42	1.95	-6.68	18	18.2
Post-test	19	24.10	1.04			

$p<.0001$ The difference between the post test and pre test means was significant

4.2.1.4 RESULTS OF THE ACHIEVEMENT POST TEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS

The achievement post test was given to the Experimental and Control Groups in order to assess to what extent subjects in each group performed and achieved when compared to their performance on the pre- test .In the post tests ,subjects were asked to answer the same questions given in the pre-test .The means and standard deviations of the two groups' scores were calculated through the implementation of t-test for independent samples .The post achievement results of both groups demonstrated that the difference between the means was significant at p<.001 level (see Table 9) According to the post test results of the both groups, it could be obviously understood that the subjects in the Experimental Group were much more successful than the ones in the Control Group who were taught with the 'Traditional Approaches'. This statistical evidence objectively verified the truth-value of the hypothesis of this study which claimed it would contribute more to the students' linguistic, intellectual levels and critical thinking abilities on grounds that the Language Based Approaches are used while teaching literary texts in English Language Classrooms.

Table 9 : t test for independent samples   (post test results of the two groups)

	N	Mean	SD	Df	t	p
Experimental Group	19	24.11	1.05	37	4.86	0.0001
Control Group	20	21.8	1.79			

p<0.001 the difference between the groups' posttest scores was significant.

4.2.1.5 ANALYSIS OF THE ACHIEVEMENT TEST RESULTS ACCORDING TO THE GENDER DIFFERENCES IN BOTH GROUPS

The second aim of this study was to find out if the effect of Language Based Approaches and Traditional Approaches upon learners' achievement in reading lessons-where short stories were used as reading texts-reveal significant variations with regard to gender differences . In order to discover if there was a remarkable difference at the achievement level in the light of gender differences. the scores of the pre- and post tests of the male and female students in both groups were evaluated by finding out the means and standard deviations.(see Table 10).When Table 10 is analysed ,it could be seen that there was a trivial difference between the pre-test means of the girls(17.14) with the pre-test means of the boys(18.12)in the Experimental Group .Similarly ,the difference between the boys'(16.66) and girls' (17.13) pre-test means in the Control Group was petty. Thus, it could be argued that there was not an important difference between the means of the girls' and boys' pre-test means in the Experimental and Control Groups. When post-test results of the both groups were studied in order to find if there was a significant difference between the girls' and boys' scores subsequent to the treatment ,it could be noted that the difference between the means of the girls'(22.53) and boys' (24) post test scores in the Experimental Group was inconsiderable. Likewise, there was a petty difference between the post test means of the boys (18.28) and girls (22) in the Control Group.

Table 10 Analysis of the achievement test results according to the gender differences in both groups

		Girls			Boys		
		n	Mean	SD	n	Mean	SD
Experimental Group	Pre-test	14	17.14	1.92	5	18.12	2.05
	Post –test	14	22.53	6.31	5	24	1.22
Control Group	Pre-test	14	17.13	1.85	6	16.66	2.34
	Post-test	14	22	1.75	6	18.28	8.26

Table 11 Factorial ANOVA for Independent Samples -The pre and post test scores of Male and Female students in the Experimental and Control Groups

	Column 1 (Girls)	Column 2 (Boys)
Experimental Group Pre-test (Row 1)	14	19
	15	20
	19	20
	19	16
	14	16
	18	
	19	
	19	
	17	
	19	
	17	
	15	
	17	
	16	
Experimental Group Post test (Row 2)	23	25
	22	24
	24	25
	25	22
	23	24
	25	
	25	
	24	
	25	
	23	
	24	
	25	
	25	
	24	

Control Group Pre test (Row 3)	18	14
	20	19
	20	14
	17	16
	15	18
	17	19
	19	
	19	
	16	
	14	
	16	
	18	
	17	
	16	
Control Group Post test (Row 4)	23	20
	24	23
	24	18
	20	22
	19	22
	22	23
	24	
	24	
	22	
	21	
	22	
	22	
	19	
	22	

Table 12 ANOVA Summary of the test scores according to the gender groups

ANOVA Summary					
Source	SS	df	MS	F	P
Rows	477.93	3	159.31	10.09	<.0001
Columns	6.33	1	6.33	0.4	0.5291
rxc	71.51	3	23.84	1.51	0.2191
Error	1152.74	73	15.79		
Total	1708.17	80			

When Table 11 is carefully studied, it could be seen that there was an insignificant difference between the columns which meant that the difference between the girls' and boys' achievement levels at both groups was unimportant .However, the difference between the rows was quite striking which denoted that there was a considerable difference between the accomplishment levels of the Experimental and Control Groups. Thus, the results shown in Table 12 indicates that the distinction between the achievement levels of the groups was not dependent on the gender differences since p level of the columns was larger than 0.05 .On contrary, the p level of the rows (see Table 12) was smaller than 0.001 which meant that the significant difference between the achievement levels of the groups was due to the different approaches used in both groups throughout the treatment .In conclusion ,the difference between the pre- and post test scores of the students in the Control and Experimental Groups was not meaningful with regard to the gender differences .

CHAPTER 5
CONCLUSION

5.1 INTRODUCTION

In this final chapter ,an overview of the whole study including the discussions about the benefits of using literary texts in foreign language classrooms and the supremacy of the language based approaches over the traditional approach will be tackled . The commentary of the research findings corresponding to the first and second research questions will be made. In addition to information about the limitations of the study, suggestions for teachers and researchers and implications for future researches will be presented.

5.2 SUMMARY OF THE STUDY

As discussed in the first chapter, especially in state schools the reading lessons happen to be the backbone of the foreign language learning process due to some practical reasons. First of all, reading as a receptive skill provides comprehension of a new language; its syntax, lexis and semantics. However , conventional approach of the state schools compels students to be passive in their learning process thus foreign language lessons tend to improve students' receptive skills such as reading and listening rather than their productive skills such as writing and speaking. Neither the students nor the teachers seem to complain about this spoon feeding process although the lessons are generally monotonous while retention of the so-called learnt items are little. Secondly, the availability of the reading texts; literary or non-literary makes them appealing since they prepare the ground for teaching grammar and lexis. Even some of the reading texts enable further classroom activities such as classroom discussions and role-play activities providing that their topics are thought provoking and addressing to students' needs and interests. Now that the value of the reading texts is evident, teachers should take some key points into consideration while choosing their materials. Primarily, the nature of the reading texts considering the language and the topic is of great eminence. The language of the reading texts should be authentic and fluent, generally in language classrooms artificially created texts are used to teach grammatical items or lexis which sound so unnatural and mechanic. Secondly, the reading topics should be relevant to students' needs, backgrounds and interests so the reading process will become much more involving. Supposing that these two criteria are met, the reading texts will contribute less to the students' foreign language learning process so long as they are not studied with creative and multi-dimensional techniques which exploit the reading texts fully.

At this critical point ,the usefulness of the literary texts as language teaching resources is apparent since the literary texts breed linguistic ,intellectual and emotional improvements in students' worlds and thus in the classroom environment. The literary texts, particularly short stories will enrich the learning process with the variety of topics which are all true to human beings so they thrive students' intellectual and emotional world .Linguistically, the language of the short stories is effortless and provides an array of different usages, dialects and registers. Short stories enable various classroom activities from hot classroom debates to the problem solving tasks .Students establish empathy with the characters. On account of the fact that English has become a world wide language which is used by non native authors while producing their works, students could learn about different cultures and societies through reading literary works written in English .However ,as long as the short stories are studied through impoverished conventional techniques —reading the text ,answering the follow- up questions ,rephrasing the key sentences ,doing fill in the blank exercises or even translating the text from English to Turkish ,the benefits of short stories will remain superficial .There will be some improvement in students' academic ,linguistic ,intellectual and emotional capacities yet it will not go beyond .However ,if short stories are studied through the Language Based Approaches with which the foreign language teachers are quite familiar ,the learning process will become more fruitful and successful .Briefly ,the Language Based Approaches which are a blend of creative activities addressing different learning styles and Multiple Intelligences enliven the learning process and the classroom environment. As a result of this experimental study it is proved that short stories studied through Language Based Approaches conduce more to the academic achievement when compared to the Traditional Approach.

5.3 DISCUSSION OF THE FINDINGS

In this section of the last chapter, in the light of the research results the answers of the two research questions will be discussed. The first research question that sought to answer the problem of utility and efficiency of the Language Based Approaches versus Traditional Approach on students' academic achievements proposed that Language Based Approaches contribute more to the students' academic achievement .The subjects in the Experimental Group studying the short stories with Language Based Approaches experienced a holistic and creative learning process with various enjoyable activities (see Appendix B).The Language Based Approaches enable the exploitation of the texts comprehensively with colourful and amusing activities thus the students improve their linguistic, intellectual and academic skills. The second research question tried to find an answer whether the effect

of the Language Based Approaches and the Traditional Approach on students' achievement level reveals variation with regard to the gender differences or not .The statistical analysis of the subjects' pre- and post achievement test results demonstrated that the difference between the students' pre- and post scores in the Control and Experimental Groups is not meaningful with regard to the gender differences .In other words ,the influence of the Language Based Approaches and Traditional Approach upon students' achievement level didn't change according to the gender .

5.4 LIMITATIONS OF THE STUDY

The study was carried out with the junior students of English Teaching Department in Buca School of Education of Dokuz Eylul University between April and May of 2004 in their short story lessons. Subjects were chosen at random among five junior classes .The reliability of the achievement test which was prepared by the researcher was tested with the senior students of the same department .As a high level of reliability had been obtained, the researcher started the experiment. Before the application, two groups were given the pre-test to see if their levels were equal or not. Throughout the application the subjects in the Experimental Group studied two stories ;the Lottery by Shirley Jackson and Eveline by James Joyce with the Language Based Approaches while the students in the Control Group studied the same stories via the Traditional Approach .At the end of three weeks ,both groups were given the same achievement test to assess the effectiveness of the Language Based Approaches and the Traditional Approach on students' accomplishment levels .

5.5 SUGGESTIONS

In this study ,it is evident that short stories should be studied through the Language Based Approaches since the statistical results prove that the abovementioned approaches enable students to make academic, intellectual and linguistic progress .The Language Based Activities which are generally performed in pairs or groups involve the students in their learning process actively with problem solving activities, game like activities, questionnaires ,role plays or projects .These exercises which are coloured with musical , visual and kinesthetic flavours not only aim at developing students' linguistic achievement but also address different learning styles and intelligence types. The Language Based Approaches make the students take the responsibility of their learning so the retention of the learnt items is longer than the ones who are spoonfed by the teachers in conventional classrooms .If the teachers want to make the foreign language learning experience a memorable one for their students and guarantee the linguistic and intellectual achievement in

their reading lessons, the literary texts should be studied through the Language Based Approaches. The activities used in this study can be applied to any short story.

5.6 IMPLICATIONS FOR FUTURE RESEARCH

For future research on studying short stories through the Language Based Approaches some of these points can be studied.

1. What is the effect of the Language Based Approaches on the retention of the learnt items in reading lessons?

2. Which one satisfies the students' needs and interests more; the Language Based Approaches or the Traditional Approach?

3. What kind of problems do the students and the teachers face while studying literary texts? What kind of solutions could be offered to these problems?

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APPENDICES

APPENDIX 1: ACHIEVEMENT TEST

Choose the most suitable answer

1. 'The Lottery' by Shirley Jackson is a story about a traditional lottery which has been held by the townspeople every year since the first settlers .The winner of the lottery is stoned to death by his/her townspeople with a sacrificial ceremony so as to guarantee the fertility of the harvest .

There is a striking .... between the title 'the Lottery' and the story .

a)imagery   b)irony   c)juxtaposition   d)conflict

2. Tessie Hutchinson's late arrival to the town square at the beginning of the book is the .... of her tragic end.

a) symbol   b)foreshadowing   c)flashback   d)image

3. The Old Warner said : 'There has always been a lottery '.This saying shows that he is....

a) a childish old man

b) an authoritarian man

c) against innovation

d) an insane man

4. '......some people believed that the official of the lottery used to stand just so when he sang the ritual chant but years and years ago this part of the ritual had been allowed <u>to lapse</u>."

What is <u>the synonym</u> of the underlined word?

a) revive   b)wither   c)varnish   d)fade away

5. After climbing the steep stairs, she ...... for breath .

a) gasped   b)groaned   c)grasped   d)got

6. '...Mr. Summers had been successful in having slips of paper substituted .... the chips of wood that had been used for generations .'

Which preposition will fit into the blank?

a) in   b) from c) by d) for

7. 'The Lottery' is about a pagan ritual in which a human being is sacrificed every year .In this small fictive town, society is superior to family, conscience and reason.

'The lottery' was written under the influence of ....

a) Romanticism which emphasizes individualism. freedom from rules; solitary life rather than life in society, the beliefs that imagination is superior to reason and devotion to beauty; and love of nature.

b) Naturalism which portrays human beings as higher animals lacking free will ,their lives determined by natural forces of heredity and environment and by basic drives over which they have no control and which they do not fully comprehend .Naturalism describes life as a violent struggle for survival.

c) Existentialism which focuses on the meaninglessness of living. People should be aware of the futility of living and should question the causes of existing.

d) Neoclassicism is characterized by its focus on intellect rather than emotions and it emphasises wit rather than imagination. Form over content, emotional restraint, logic, clarity gain importance.

8. The organization of the lottery and other civic events which have the key role in the lives of the townspeople by Mr. Summers ,Mr. Graves and Mr. Martin shows that they ....

   a) had more spare time than any other one in the town

   b) were the richest and the most powerful men in the town

   c) were the only volunteers.

   d) had more energy than any other one in the town.

9. Tessie Hutchinson has been too eager to participate in the lottery and continue the custom until she learns that she is the winner in other words the victim of the lottery .Then she starts protesting about the unfair selection of the winner.

   It can be deduced that, Tessie Hutchinson is a/an .... character .

a) impartial   b)consistent   c)hypocrite   d)indecisive

10. Tessie Hutchinson, one of the major characters in the story experiences a conflict yet she lacks determination, virtue and wit to cope with it .Tessie Hutchinson is a /an ....

   a)antagonist   b)hero   c)anti hero   d)symbol

11. 'The Lottery' with its shocking content is a/an .... story .

   a) detective   b) sarcastic   c)science fiction   d)humorous

12. Eveline is the story of a 19-year-old Irish girl who has to undertake the heavy responsibility of her family following her mother's ghastly death. She is on the verge of giving a crucial decision about her future –she will start a promising and respectable life in Buenos Aires with her caring lover Frank or she will stay and carry on her partly hopeless life in Dublin so as to keep her promise of taking care of the family to her mother. Until the

end she has considered leaving for a brand new life yet at the very last minute she becomes frozen and couldn't leave.

The theme of this story is ....

a) discrimination   b)humiliation   c)escape and paralysis   d)repression

13. From the summary above, it can be inferred that Eveline is a/an ....person.

   a) perfectionist

   b) indecisive

   c) irresponsible

   d) unbalanced

14. The story starts with the description of a poverty-stricken house and street from the eyes of the protagonist –Eveline- who is sitting in front of her window and recalling images from her past .In other words, as she is looking around from her window ,she is indeed looking into her own life from the eyes of a stranger .This psychological condition is called ....

   a) alienation   c)frustration

   b) enlightening   d)purification

15.The fact that Eveline is staring out of the window is the symbol of the will to .... which means that she feels psychologically ....

   a) run away /entrapped   c)renew/imprisoned

   b) escape /calm   d)renew /bored

16.While reading 'Eveline' by James Joyce, readers are provided an insight to Eveline's thoughts and feelings through her inner monologues .This type of narration is called ...

   a) stream of consciousness   c)train of thoughts

   b) comedy of manners   d)psychological epiphany

17.'She set her white face to him, passive like a helpless animal .Her eyes gave him no sign of love or farewell or recognition.'

   Which literary art is used in this quotation?

   a) simile   b)hyperbole   c)irony   d)metaphor

18.'The evening deepened in the avenue .The white of the two letters in her lap grew indistinct.'

   Which of these adjectives have a similar meaning with the underlined word?

   a) cloudy   b) distinguishable   c) visible   d)vague

19. 'He said she used to squander the money ,that she had no head .'

   What is the synonym of the underlined word?

   a) save   b)multiply   c)waste   d)invest

20. 'Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms; fold her in his arms .He would save her.'

From the quotation above, it can be deduced that Eveline considers Frank as the symbol of...

   a) liberty   b)affection   c)reason   d)respect

21. Eveline is a story that takes place in the mind of a character trying to make a difficult decision .It can be said that Eveline has experienced a/an .....

   a) avoidance   b)complication c)conflict   d)repression

22. 'She had <u>consented</u> to go away ,to leave her home .Was that wise ?She tried to weigh each side of the question .In her home anyway she had shelter and food ,she had those whom she had known all her life .' What is the <u>antonym </u>of the underlined word?

   a)resigned   b)hesitated c)yielded   d)opposed

23. '.....down far in the avenue she could hear a street organ playing .She knew the air .Strange that it should come that very night to remind her of the promise to her mother ,her promise to keep the home together as long as she could ...'

As it can be inferred from the quotation above ,the street organ reminds Eveline of her mother's last night at the death bed –this moment of a sudden spiritual revelation is called. .

   a)epilogue   b)empathy   c)epiphany   d)elegy

24. James Joyce –the author of Eveline - destroys the conventional concepts of earlier prose fiction by breaking up the narrative continuity with multiple point of views ,departing from the standard ways of representing characters (such as detailed descriptions),and violating the traditional syntax and coherence of narrative language with the use of interior monologues –writes under the influence of ....

   a) Modernism- breaks away from established rules and traditional values, experimenting radically with form and style –sometimes even denying the need for form –and focussing on the subjective often alienated, consciousness of the individual.

   b) Impressionism –emphasizes the subjective impression of a writer or character has of reality rather than an attempt to re create reality objectively

   c) Dadaism-protests the insanity of the World War 1 as well as rationalism and representational art by creating deliberately meaningless and formless works .

   d) Neo classicism-focuses on intellect rather than emotions and form gain importance over content and emotions .Logical sequence of thoughts and clarity gain importance

25. With the in -depth analysis of the character, Eveline is a/an ....story .

   a) romantic   b) psychological   c)tragic   d)ironi

APPENDIX 2:

EXPERIMENTAL GROUP LESSON PLANS

LESSON PLAN A: 'THE LOTTERY' by SHIRLEY JACKSON
PRE-READING ACTIVITIES:
A) WARM UP –MOTIVATION:
1. In this first step, in order to make students mentally and emotionally ready for the lesson, several kinds of activities can be used.

A) STIMULATING STUDENTS' INTEREST IN THE STORY:

1. Before, giving away the title of the story, students try to guess the title with a game like Hangman. Teacher puts on the board ten lines (_ _ _) and let the students speculate about the title. When students have found out the title successfully, they brainstorm about it, they are taught the phrases and idioms related to lottery (Life is a lottery etc.).They try to guess the content of the book or they may talk about their experiences.

For instance 'Have you ever bought lottery tickets?' or 'Have you ever won jackpot or something like that? '.

Students try to predict the type of the story from the title: What would they expect of a story entitled the Lottery? (a gothic ,romantic or science fiction)

2. The teacher shows different covers of the story and asks the student to guess the content of the story .Students work in groups of four and try to find out

Which book jacket will attract the intellectuals, romantics, radicals, feminists or communists?

3. Students are given lines from the first, middle and last parts of the story; they are to guess the plot of the story.

(This story begins with a gathering of townspeople in the town centre.)

1. 'The morning of June 27 th was clear and sunny, with the fresh warmth of a full summer day: the flowers were blossoming profusely and the grass was richly green.'   ------→
(the first sentence of the story)

2. 'Some places have already quit lotteries' Mrs. Adams said. →(from the middle of the story)

3. 'It isn't fair, it isn't right,'' Mrs. Hutchinson screamed ,and then they were upon her . -
→(one of the closing sentences)

1. What do you think about the lottery?

2. What might have happened during the lottery?

4. A variation of this activity can be in this way ; students predict the story based on reading the first paragraph or only given 3-4 words or phrases from the story such as 'piles of stones ,the lottery ,corn ,farmers'.

5. Students may be taught the vocabulary of the story before the reading but not with the traditional vocabulary teaching ways such as translating or giving the dictionary meaning .Visual or aural techniques will be used in order to provide the retention of the lexis.

6. Picture stories : The teacher prepares a set of 10 pictures which are somehow related to the story for instance, the pictures of farmers, corn fields ,boys ,a piece of paper with a black dot on it ,piles of stones etc. Students work in groups of 4 and invent a story based on the pictures .All the pictures must be used but students may add anything that is needed to complete the story for instance 'a cowboy'.

B-HELPING STUDENTS WITH THE BACKGROUND

1. Reading or listening comprehension about the historical, cultural and geographical background of the story.

2. Discussion about events in students own country during the period of the story .How do they compare and contrast with the historical and cultural background of the story?

WHILE READING ACTIVITIES: While reading activities are aimed at making students understand the characters, plot, themes and symbols and providing them language practice with vocabulary and grammar exercises.

A. HELPING STUDENTS TO UNDERSTAND THE PLOT:

1) Students write a brief summary of the plot in 25-30 words .They then write another summary in 100 words and see what they have added.

A variation of this activity is students are provided three summaries in 25-30 words and they are asked to choose the best one.

-The story is about a mindless, inhumane ritual in which a person who draws the piece of paper with a black dot on it is stoned to death by her/his townspeople.

-The story is about a woman called Tessie Hutchinson who is sacrificed by her townspeople in order to maintain a taboo /unquestionable custom

-Every year, a lottery takes place in which a scapegoat is sacrificed in order to guarantee the fertility of the forthcoming harvest.

-A pagan ritual, in which a human being is sacrificed, takes place in an American town every year where society is over family, conscience, reason and humanity.

Students can also study the summary of the story through filling the blanks of a story tree in which the story elements; themes, conflicts, characters, setting are illustrated as the branches of a tree (see Story Tree)

2) The teacher prepares ten sentences which summarize the story; she writes each sentence on a single piece of paper so there are ten pieces of paper. Then, she asks ten volunteers to come and stand in front of the class. These volunteers are given the papers yet in a jumbled order. So, rest of the class try to re order their friends according to the plot.

-Tessie Hutchinson arrives a little bit late and she is out of breath.

-The children heap up piles of stones and pebbles

-Old Man Warner severely criticizes the young people in other towns who are for giving up the lottery.

-Tessie Hutchinson is in the middle of the square and her people are on her.

-Tessie Hutchinson finds her family and her old man.

-People inquisitively look around inquisitively.

-Tessie Hutchinson holds in her hand the slip of paper with the black dot on it.

-Townspeople but firstly boy gangs start to assemble in the town square between the post office and the coal company.

-Head of the families stand nervously and wait for their turn.

-The noise dies down when Mr. Summers starts the lottery.

3) Providing students with comprehension questions and true false exercise to check whether they have understood the gist of the story or not. Students do these exercises either in pairs or groups.

COMPREHENSION QUESTIONS

1. What is the tone at the beginning of the story?

2. Which period of history do you think the action takes place in?

3. Which character could these words best refer to? Rich –confident –fashionable

4. Why do you think the writer has called the old man as Warner?

5. Which words are most repeated in the story? What is the significance of these repetitions?

6. Is there a foreshadowing throughout the story about the end? Is there an irony in the story?

8. What makes Tessie Hutchinson stand out from her neighbours? How the choice of the lottery is foreshadowed?

9. Who are the town's most important three people? Why? Give at least three reasons.

10. Are you surprised by the ending? When do you finally realize what is going to happen?

11. Do you think if women are underprivileged? Give at least three examples to support you opinion.

12. What character do you most believe would agree with the need for strong work ethic and why? Support your answer with text.

13. What is the importance of colours in the text?

TRUE or FALSE

1. The lottery is drawn in a gloomy and depressing day .All the townspeople are tense and sober.

2. Townspeople consider the lottery as an ordinary task.

3. The women are respected greatly and they are given great importance.

4. Mr. Martin is the third important man of the town.

5. The Old Man Warner is in favour of change; in other words, he is open minded and innovative.

6. The townspeople know the reason behind the lottery.

7. The lottery aims to eliminate the hunchback of the society who is lazy and useless.

8. Tessie Hutchinson has shown a good example of hypocrisy.

9. Normally, women can't draw for their families.

10. Mr. Summers, himself, doesn't have to draw a lottery slip because he is the organizer and the most important person of the town.

4) Students choose alternative titles among the ones the teacher provides them. Or they may be asked to find alternative titles on their own.

-The Scapegoat

-The Pagan Ritual

-The Ceremony

-The Victim

-Life is a Lottery

-The Harvest Sacrifice

5) Sentence completion activities (ie students are given the beginning of a sentence about the story which they then complete) This is a way of helping them understand 'cause-effect' relationships with the story .

- Before the ceremony, little boys have piled stones and pebbles so ……………..

- The lottery takes place in the square between the post office and the coal company which means that ……………

- The townspeople are afraid of protesting the ritual because …………..

6) In this activity, students talk about their first impressions of the story and give their reasons.

I have found the story ....

A bit puzzling

Absolutely brilliant

Depressing

Really weird

Frustrating

Complex ideas

Hair raising

Did you enjoy the story? Give it a score for enjoyment from 1 (not very enjoyable) to 5(very enjoyable)

They write down three words or phrases which summarise their immediate reactions to the story .Then they compare their reactions and try to explain why they have chosen them.

7) Students are given a group of adjectives that match with the mood of the story:striking,weak,awkward,impersonal,sentimental,unclear,ambiguous,powerful ,stiff ,unexpected, inhumane ,sarcastic, sentimental .untrue, ambiguous etc.(or students may match these to the paragraphs .)

-Which part of the story is easier to remember? Why?

-Which part of the story is more powerful, in your view?

-Which character makes the strongest impression on your memory?

8.) Students are asked to put the pictures or illustrations into order according to the plot.(see pictures)

2. STUDY OF THE LANGUAGE IN THE TEXT (GRAMMAR, LEXIS, STYLE, LITERARY ARTS)

1) Provide multiple choice questions to encourage the guessing of meaning from context - vocabulary study the words –express positive, neutral and negative feelings. Provide definitions for certain words in the text and students match words with their definitions. Antonyms-synonyms can be used as well:

A). MATCH THE WORDS WITH THEIR DEFINITIONS

a) Declare (89)	1.to sing words
b) Fuss (88)	2.a quick attack on an enemy position
c) Chant (95)	3.to get rid of useless things
d) Smooth (18)	4.to announce

e) Discard   (73)   5.an even surface

f) Raid   (22)   6.to behave in a excited and anxious way

g) precede   (62)   7.ceremony

h) ritual   (325)   8.to greet someone formally

I) salute   (100)   .   9.to come before something

B) CHOOSE THE BEST ANSWER

1. We can't let his rude behaviour go without a reprimand.(16)

    a) praise   b)applause   c)official scolding

2. Many people look for jovial and sincere soul mates.(42)

    A)serious   b)sociable   c)sentimental

3. The merciless tropical sun has faded the clothes on sailors (30)

    a)bleached b)caused to lose colour   c)shrunk

4 .The Anzac Ceremonies on 25 th April is conducted by the Australian Embassy in Ankara.

    a)cancelled   b)organized c)postponed

5. Tramps usually wear   shabby clothes   in order to convince the passer bys of their poverty.(67)

    a)shaggy b)tacky   c) worn out and dirty

6.'And do you call it a first class service ?'' snorted one indignant customer .(201)

    'Snort ' expresses

    a)   embarrassment b) satisfaction c)annoyance

7. She beamed when she heard that she had been accepted to Harvard .(311)

    a) fainted b)jumped   c)laughed brightly

8. I don't know how to get there either-we'd better consult a map.(138)

    a)look up   b) look after   c)look up to

C) COLLOCATIONS

Which one collocates with ……. into use   a) make b)force c)put

                           …….. of paper   a)scraps b)slids c)stripes

                           ……..of stones   a) pond b)pots c)pile

                           ………a hand   a)take   b)offer c)give

                           substitute….   a)with   b)to   c)for

                           ……… of wood   a)chops b)sticks c)chips

                           …….. for breath   a) grip   b)gasp c)grasp

3) A section of a text could be used to focus on a particular grammatical problem that students may have .For instance all verb forms in a section of the text could be blanked out and students could be asked to supply the correct tenses .The 'students version' is then compared with the original ,and their stylistic differences discussed.

4) Students study the dialect and take a key paragraph and make it formal/informal etc. With a partner, they express these phrases from the story in formal English.

The words in the story	The formal English
'Clean forgot what day it was'	………………..
'Be a good sport, Tessie'	………….…
'Here comes your Missus, Hutchinson'	…………….
'People ain't the way they used to be'	……………

5) Single word associations: given the name 'Summers', for example, what deductions can be made about a character with this name? Summers (gay, jolly man) Summon-summers etc. (the Old Warner, Little Davy, Mr. Graves, Tessie)

Mr. Graves → a serious man, recalling 'death'

The Old Warner → a guardian, a watchdog of the customs

6) Students put as many words they can from a key paragraph in the story into these categories .Then, they compare their list with the other groups to see which one is longer .They discuss the following implications :

VERBS	ADJECTIVES	ADVERBS
--------	---------	---------

-verbs are usually action words

-if a text has few verbs, is the effect static or calm?

-if a text has a lot of verbs ,is the effect lively ?Action-packed?

-Adjectives are usually descriptive words ?Are there a lot of adjectives in this story ?What is the effect ?

7) Discussing the story's symbols: stones, ceremony, black colour, the lottery box.

Asking students to note down any lexical areas which might be a kind of metaphor) darkness-death .Students then speculates about possible symbolic associations for these sets.

The Lottery Box → death

Faded Clothes of Women → their inferior position in the society

3. HELPING STUDENTS WITH THE CHARACTERS:

1. As they read the story, students fill in these categories with a partner

APPEARANCE -PERSONALITY-INTEREST

Mr.Summers

'..guess we better get started ,

get this over with ,so we can

go back to work .'

'All right folks ,let's

finish quickly '

Bill Hutchinson

'Shut up ,Tessie'

Tessie Hutchinson

'Clean forgot what day it was `

'Wouldn't have me left my dishes

in the sink..'

'Get up there ,Bill'

' There is Don and Eva ,

make them take their chance'

The Old Warner

'There has always been a lottery`

'Pack of young fools'

'People ain't the way they used to be`

2. Students talk about the character   they like or dislike most? Students have to explain their reasons by completing these sentences;

I admire /like/dislike/feel sorry for Tessie /Mr. Summers /Little Davy because ....

3. Here are some statements which describe the main characters in the story. Students read the statements and check the meanings of any words they don't know in their dictionary. Then decide whether they agree or disagree with the statement .They should give some examples from the text to support their opinion.

a) Tessie Hutchinson is a slender , distant and family oriented person .

b) The Old Warner is a peevish and conservative old man .

c) Mr. Summers is a handsome ,well off person.

4. Students rank the characters in the story according to certain traits; for example which character is the most or least active .passive. gentle .aggressive, decisive ,law abiding.

the most active ----------------------→the least active

Mr. Summers → Mr. Graves→Mr. Martin→The Old Warner →Tessie →Bill

5. Students have to rank the townspeople according the their importance and explain the reasons behind their classification.(economical, social factors).Students should explain the influences of these people upon the others' lives ..(See Influence Chart)

Mr. Summers –Mr. Graves etc.

6. Students concentrate on Tessie Hutchinson .What sort of woman does she seem to be? They study the extracts below and decide what they suggest about Tessie Hutchinson's personality. A few possibilities have been written in .They can add to these or change them before they go on to the others.

Extract from 'The Lottery'	Quality Suggested
'Clean forgot what the day it was	absent minded, scatty
'Get up there, Bill'	hasty

7. Students study to find out the most likeable character Little Davy, the Summers or Tessie Hutchinson. Which one is more similar to their personality? .Then, they compare their ideas with the others in the class. Are there more Tessie Hutchinsons , Little Davy s or Summers in the classroom. They discuss what these characters would look for in a best friend.

8. Students are given a partial list of values that seem important to the character (acceptance, achievement, loyalty, honesty).Have the students rank these values from most important to

least important and then look for the character who seems closest/farthest from their own values

- _c _ ep_ an_ e
- w_ r_ et_ i _
- j_ s _i c _

9. Matching: Students are given quotations or sayings and match these with the characters.

Students match the pictures, photographs with characters or places(See Pictures). Students are provided with three musical extracts recorded by the researcher from famous soundtracks .After listening to these pieces of music, students match them with parts of the story.

10. Students choose one character from the story that has the quality of a hero/heroine.

They list these qualities and tell why they think they are heroic.

11. Students list three of the main characters from the story and give three examples of what each character learned or didn't learn in the book.

12. The teacher provides the students with a list of fifteen proverbs in jumbled form, they have to match the beginnings with the ends.

A   **B**

-----   -------

-----   ---------

Then, students decide which characters in the book should have followed the suggestions in the sayings and why.

13. Students write references for each character as if they were applying for a particular job.

14. Students choose a poem/song that they think one of the characters would like.

15. Students select a character to be granted three wishes by a genie. What does the character wish for? Why? Will the character be better or worse off by getting these wishes?

14. The teacher writes lots of adjectives on a transparency such as self-centred, clumsy, sharp tongued, traditional, hypocritical, unpunctual, unproductive etc.)

Tessie

Bill

Mr.Summers

Students should study the words and match them with the characters. For each prompt word, they should find lines or words in the text to support their decisions.

(A set of pictures or portraits of people may be used to colour the activity.)(see Pictures)

15. The teacher asks to students which of the characters would;

    1) work 10 hours a day

    2) rarely read a newspaper

    3) always punctual

    4) talk very slowly or very quickly

    5. enjoy social contact

    6. lend you 100 dollars if you are needy.

    7. keep a cat or dog at home

    8. enjoy travelling

POST READING: This is the final step in which the students use the text as a base for rewriting activities, discussions, role-plays etc.

1. HELPING STUDENTS TO MAKE INTERPRETATIONS OF THE TEXT :

    a) Providing students with different critical interpretations of the story which then they discuss. When 'The Lottery' was first published in the New Yorker, letters from the angry to the puzzled readers poured down. The teacher may use some of these letters so the students can read and compare their reactions with the people from different parts of the world.

    b) Providing 'general questions' to debate, focussing on any controversial points in the story

    CONTROVERSIAL TOPICS

(This activity is taken from 20 th Century American Short Stories by Jean A. Mc Conoche)

1.Many parents say that they would gladly give their lives for their children .Yet ,in the story ,Tessie wants her married daughter to participate and share the danger of being the winner. Isn't it against maternal instinct or else against human nature ?

2. The people in the story live in a small town where there should be close family ties and neighbourhood relations. Yet, Tessie's husband and her little son –Little Davy as well as her friends didn't think twice to throw stones to her. How can it be explained?

3. Compare the incident in the story with a similar one for instance 'recm' in Nigeria.

4. Do you think if there is any similarity between our modern, capitalist society and the small town in the book?

5. Do you know any other activities like the lottery in the story that some people benefit while the others are hurt? Would you participate in an activity like that? Why does a society crave for scapegoats?

2. UNDERSTANDING NARRATIVE POINT OF VIEW:

1. Students write diary entries or a letter describing the events of the story, as if they were one of the characters in the story. Students can be asked to write a letter from little Davy or the Old Warner to a close friend in which he describes the ritual .The point of a letter to a close friend or a diary is that it is an appropriate context for revealing inner feelings and provides an opportunity for hypothesizing about and exploring the relative points of view of the three main characters.

2. Studying the profile of the author:

a) Students try to guess and find out about the author:

What sort of person might write a story of this kind? Students work in pairs and try to imagine the author. They write down their ideas or their guesses next to these questions.

--Where was she born?

--What kind of family did she come from?

--What kind of education did she have?

--What was she good at?

--Was she married?

--Was she conventional or rebellious?

--Did she live most of her life in one place or did she travel a lot?

b) In this activity, students are provided with three biographies of three female writers without giving away the names of the authors. They read them carefully and try to guess which one belongs to the author of 'the Lottery'.

A)..... British novelist also distinguished feminist essayist, critic, and a central figure of the Bloomsbury group. For her whole life, she had lived in sophisticated yet unequal conditions where she frequently faced discrimination in male dominated world for being a female author. She had frequently suffered from nervous breakdowns. She had frequently examined the status of woman in society and literature. human relationships .In her works, she used a technique called "stream of consciousness", revealing the lives of her characters by revealing their thoughts and associations.

B) ....was born on December 14, 1919 in San Francisco, California . Shortly after finishing her education, She married Stanley Edgar Hyman –a Jewish in 1940 and they resided in a small town .For her whole life ,She felt like an outsider on many accounts –she was a woman author ,she was married to a Jewish intellectual and she was overweight. Many of her female characters reflect her own feelings of not belonging or fitting into the society

where they lived .While writing, she had chosen her topics from her life such as the social pressure she felt ,her folklore course and the small town she lived in.

C) ......Growing up during the Depression, she witnessed the struggle of her parents, as they worked multiple jobs to support their four children. Because of their experiences with racism, they also emphasized the value and strength of African-American individuals, families, and communities. All of her work shows the influence of Afro-American folklore, songs, and women's gossip.She frequently makes use of African heritage and status of black women in society.

What kind of similarities can be found between Jackson's life and the Lottery? (She is married to a Jewish editor and they live in small New England town where Anti –Semitics is climaxed)

What would happen if this story was written by a male author? Would there be any changes in the tone, themes, language, and style?

3. FOLLOW UP WRITING ACTIVITIES:

1. Students write a review of the story .Who could they give this story to ;

Some of their friends

Elderly relatives

Their little sister or brother

Their parents

What reaction would they expect to get from those people?

2. Rewriting:

__Students rewrite the story in one of the following genres;

A fairy tale (Once upon a time, a lottery takes place ....)

A fable

A newspaper story (for instance for a tabloid newspaper –The Sun)

An essay (an article based on anthropology and sociology)

A poem

An article based on customs and rituals

Or the students may be asked to rewrite the key scenes as they might have been told from a different characters point of view. For instance students imagine that they are one of the children or adults in the story, they write their own version of the story.

3. Writing letters:

__Students write a letter to a character –expressing their sympathy and explaining how they felt about that character's treatment of someone else in the story.

__Students write a letter to a friend about the book you read. Explain why they liked it or not.

4. Students write;

__new scenes for the characters .They write a scene or dialogue that could have happened in the story they have read but didn't. After they have written the scene ,hey should explain how it would have changed the outcome of the book.

__propose new endings for the story.

__ an autobiography for one of the characters. How was his/her life like before or after the story?

4. FOLLOW UP FLUENCY PRACTICE:

1. Students read and discuss critical literary writings about the author of the story or her works in general.

2. Critical discussion or debate about the worldview of values which seem to depicted in the text (social hierarchy, scapegoats in societies. capitalism, position of women in society, social pressure)

3. Students complete each of these eight ideas with material growing out of the book you read:

This book made me wish that /realize that /decide that / wonder about / see that / believe that / feel that / hope that …………

4.Reactions to the story :Students discuss whether they would ever do something that a character did such as throwing stones to a human in order to sacrifice her .

They talk about whether they have ever known someone like the character in the story and what their reactions were to that person.

5. In 'The Lottery' ,Jackson describes a woman who is sacrificed before the harvest as a part of a ritual .

__Students think of a similar ritual around them.

__Students imagine that they are one of the townspeople that witnessed the ritual .

Where are they? Are they in front of the crowd or do they prefer to refrain from throwing stones?

What kind of noises and smells are they aware of?

Are they looking at anything particular?

What kinds of thoughts and feelings are they experiencing?

They try to make a vivid description and share it with their friends.

6. Students imagine that they are psychiatrists —which character would they want to talk to? What questions would they like to ask him or her? How do they think he/she would respond?

7. The teacher makes a list of the story's characters on the board and in the next column have students suggest an intangible gift that would dramatically change an aspect of that character's behaviour and in the next column a tangible gift.

CHARACTERS	INTANGIBLE	TANGIBLE
Tessie	punctuality	a car to flee
Mr. Summers	conscience	a child

8. 'The Lottery 'strongly focuses on sounds .Students comb through the text and come up with irritating ,pleasant sounds ,sudden noises or silences which are soothing or disturbing. As a warm up students brainstorm about the two columns on the board;

Pleasant sounds	Irritating sounds
the patter of raindrops on the roof	water dripping from a tap
the sound of wind-bells in breeze	people sniffing their noses

Now students study the sound words in the texts (hustle, murmur,whisper, chant ,hush).What kind of sound is described ?Is it

Short/long   deep/shrill   pleasant/unpleasant

Weak/strong   soothing/menacing

Slow/sudden   soft/loud

Harsh/gentle   continuous/ interrupted

Another eye catching point in the story is the author frequently makes use of body movements and facial gestures (tap, nod .grin ,salute ,duck .crane one's neck etc) which indeed shows the close relations between people. These verbs can be taught through TPR and can be reinforced through charades.

5) FOLLOW UP CREATIVE PRACTICE:

1. Students complete a series of five drawings that show five of the major events in the story. They write captions for each drawing so that the illustrations can be understood by someone who didn't read the book

2. MOVIE MAKING:

___Students design a movie poster for the story they have read. They cast the major characters in the book with real actors or actresses.. A scene or a dialogue from the story should be included .They should remember that they are trying to convince someone to see the movie based on the book, so their writing should be persuasive.

___Students imagine that they are about to make a feature length film of the story. They have been instructed to select the major characters from famous actors or actress and tell why they selected each person for a given part. Consider both appearances and personality.

Is the film in colour in black or white?

Is there a soundtrack?

Are there any flashbacks?

Describe or find pictures of an artist to play Mr. Summers.

Which musical instruments can be used for the final section of the story?

3. Students make a 'wanted' poster for a character in the story they have read. Include the following:

a) A drawing of the character (a magazine cut out may be used)

b) A physical description of the character.

c) The character's misdeeds.

d) Other information about the character that you think is important.

e) The reward offered for the capture of the character.

4. Students imagine that they are asked to paint a picture based on 'The Lottery' .What colours, images seem to be appropriate ?Use the colours in the palette below . Grey /black /blue / orange /dark green etc.
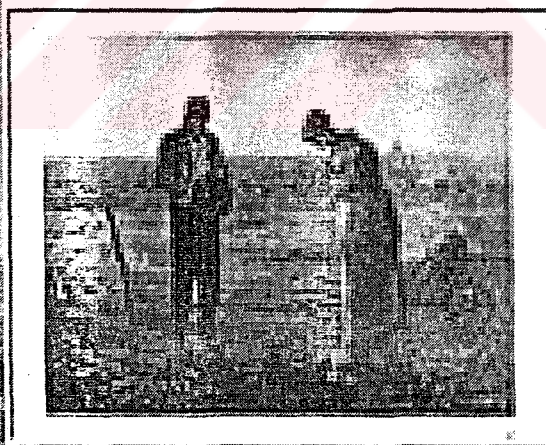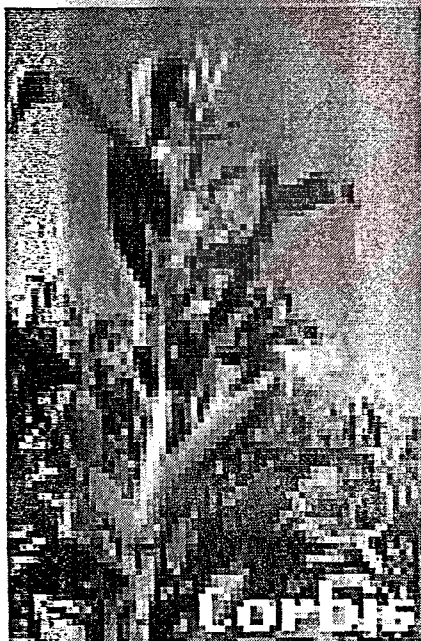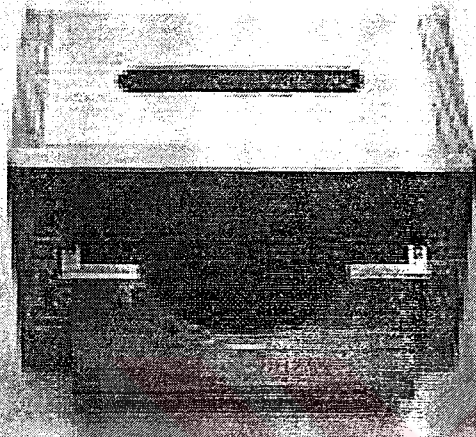
5. Role playing: This activity is fairly good for the kinesthetic learners who like moving around.

63

Story Tree

Setting
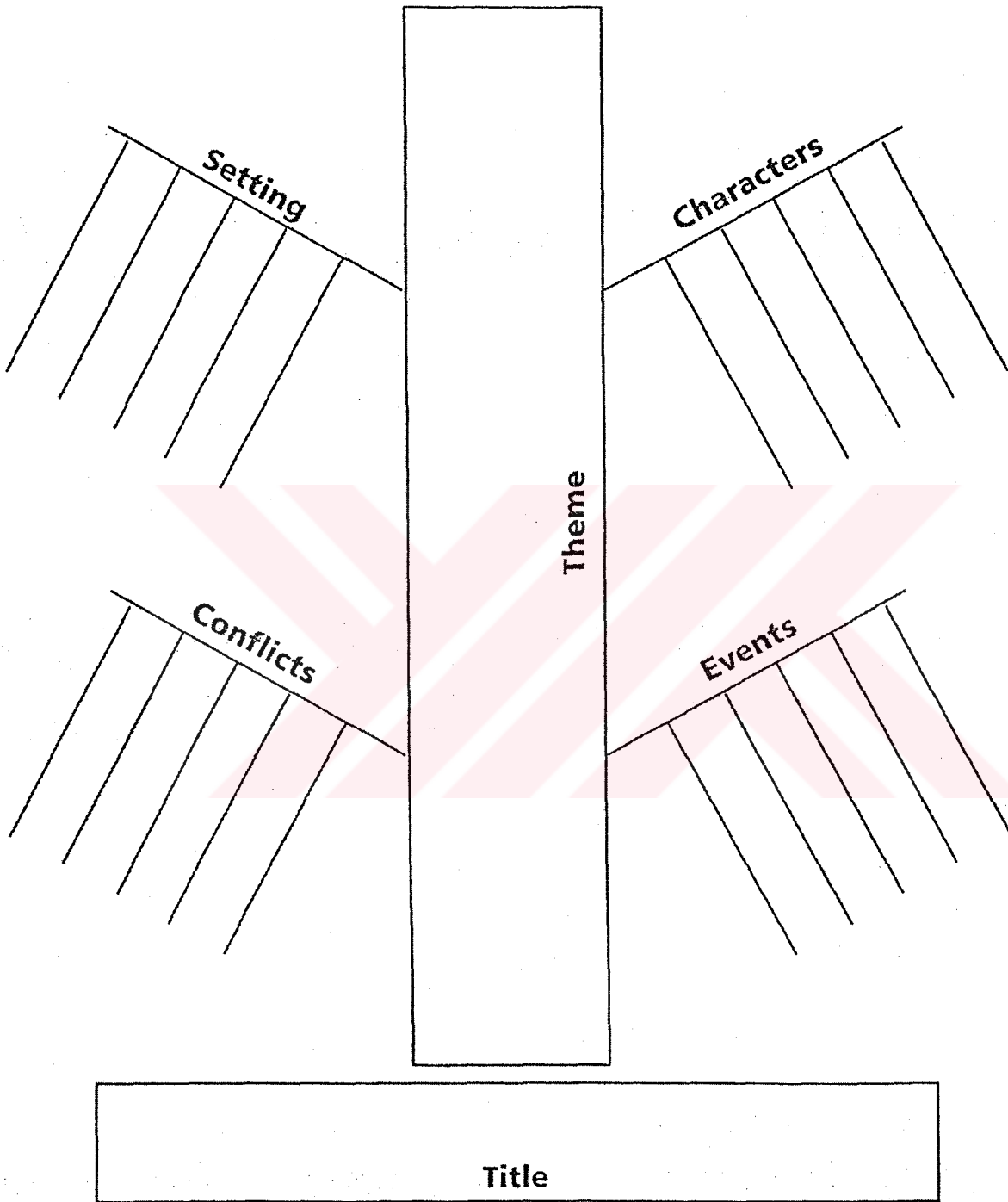
Characters

Theme

Conflicts

Events
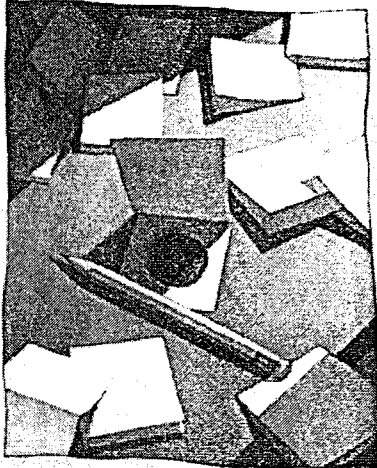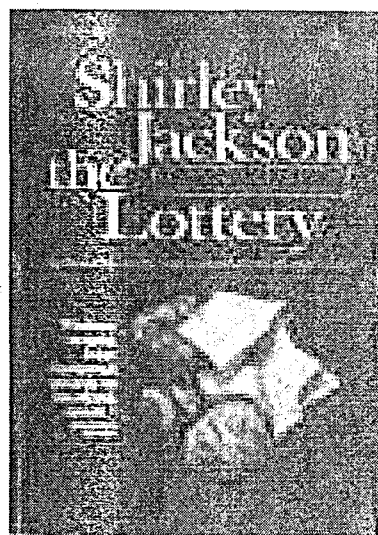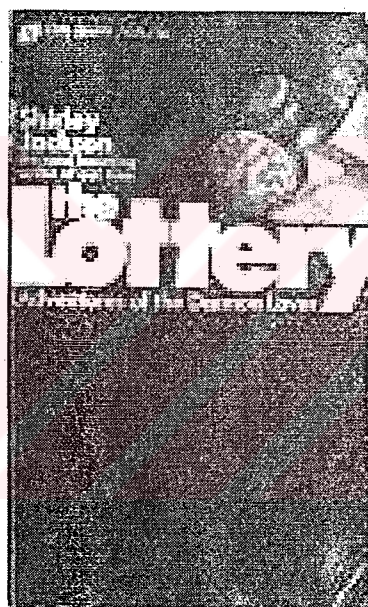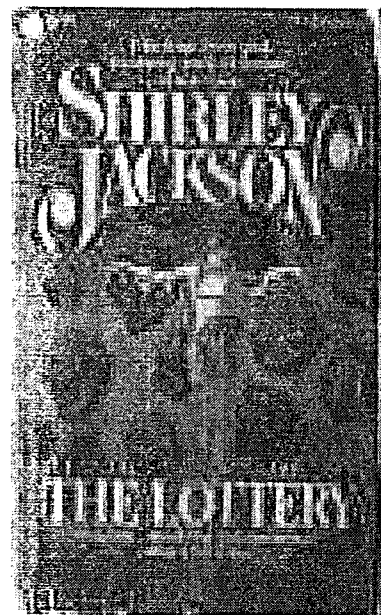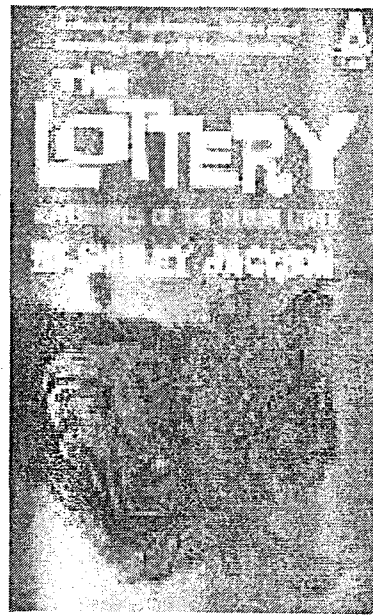
Title

This activity is adapted from " Active Learning Handbook for the Multiple Intelligences Classroom' by James Belanca (1997).

Influence Chart

Important Person	How Related	Why Important	Influence	Results

This activity is adapted from " Active Learning Handbook for the Multiple Intelligences Classroom' by James Belanca (1997).

LESSON PLAN B : 'EVELINE' by JAMES JOYCE

PRE READING ACTIVITIES

A) STIMULATING STUDENTS' INTEREST IN THE STORY

1 -GUESSING THE TITLE

Before, giving away the titles of the story, students try to guess the title with a game like Hangman. Teacher puts on the board ten lines (_ _ _ etc) and let the students speculate about the title.

2 -BRAINSTORMING ABOUT THE TITLE

When students have found out the title successfully, they brainstorm about the it ,they are given some words and phrases from the story .They try to guess the content of the story

What would you expect of a story entitled the Eveline? Is it a tragic, romantic or psychological story?

These are the lines from the first, middle and last parts of the story; try to guess the plot of the story.

1. 'She sat at the window watching the evening invade the avenue .Her head was leaned against the window curtains, and in her nostrils was the odour of the dusty cretonne. She was tired.'(the first line)

2. She had consented to go away to leave her home. Was that wise ?She tried to weigh each side of the question. (from the middle of the story)

3. She sat her white pace to him like ,passive like a helpless animal .her eyes gave him no sign of farewell.(the last line)

1. What do you think about the story?

2. What might have happened throughout the story?

A variation of this activity is students are given some words or phrases from the story and they are asked to guess the content of the story; brown houses, escape ,love ,father ,dust etc.

3. PICTURE STORIES: Students work as a group and create the story from the pictures given to them .They have to use all the pictures yet they may add an image if they need one.(image of a girl looking out of the window ,brown houses ,a boat, Dublin ,a sailor, a middle aged drunken man) (see Pictures) Students may be given the book cover of the Dubliners and try to guess the setting of the story .(see Pictures)

WHILE READING ACTIVITIES

1.) In this activity, students talk about their first impressions of the story and give their reasons.

I have found the story ....

A bit puzzling

Absolutely brilliant

Depressing   ......because ....

Really weird

Frustrating

Complex ideas

The teacher asks the students:

Did you enjoy the story? Give it a score for enjoyment from 1 (not very enjoyable) to 5(very enjoyable).To whom could you recommend this story? Some of your friends/elderly relatives/your sister /your parents? What reaction would you expect to get from these people?

Students write down three words or phrases which summarise their immediate reactions to the story .Then they compare their reactions and try to explain why they have chosen them.

2) HELPING STUDENTS TO UNDERSTAND THE PLOT

1. Students answer the comprehension questions in groups or pairs .They are given six minutes to finish this activity while they are studying the questions with their friends, a soft music is played to make them more relaxed.

COMPREHENSION QUESTIONS

1. When and where do you think the story takes place in? What is the importance of setting in this story? If you had a chance to change the setting of the story, where would you like it to take place?

2. What is Eveline's dilemma? Does she resolve it at the end of the story?

3. What are the reasons of Eveline's staying behind?

4. Is there any logical sequence in Eveline's thoughts? What do we call this type of narration?

5. What are Eveline's reasons of staying behind and what are her reasons of leaving with Frank ?(See Fishbone diagram)

6. Discuss the words and images that Joyce uses to describe Eveline's home. What does this description tell us of Eveline's life? What do the 'little brown house' and 'bright brick houses with shining roofs' in the first paragraph symbolize?

7. Find three passages from the text that convey Eveline's relationship with her father. What do these passages tell us of Eveline's home life? In addition to looking after her home, what other tasks and duties does Eveline have?

8. What is Eveline's relationship with her mother? Why does thinking of her mother make Eveline wish to escape? What promise has Eveline's mother extracted which makes escape difficult?

9. Describe Eveline's relationship with Frank, including how they met, time they have spent together and the depth of their attachment. Evaluate Eveline's decision at the dock. Do you agree or disagree with her decision?

10. In her position, would you make the same decision? Why or why not? If you were to imagine a different outcome for this story, what would it be?

11. Has Eveline's final decision been implied throughout the story?

2.) TRUE or FALSE ? Students do this activity in pairs.

1. Eveline is a young woman torn between desire and duty .

2. Eveline is capable of taking decisive action to improve her life.

3. A crippled childhood friend recalled at the beginning of the story foreshadows Eveline's own final paralysis.

4. In Freudian terms, Eveline regards Frank as the father figure.

5. Eveline doesn't go to Buenos Aires with Frank because she is afraid of him.

6 .The window in the story symbolizes the unknown.

7. Eveline needs a male figure to fulfil the role of her father.

8. Eveline loves Frank desperately

3.) SENTENCE COMPLETION ACTIVITIES

1 .At her death bed, Eveline promised her mother that she ....

2. She liked going out with Frank because........

3. She was terribly afraid of ....

4. Going away with Frank would............

5. She remained with her family because ....

6. If Eveline had run away with Frank ....

7. In psychological terms, Eveline's staring out the window while indeed looking into her own life from the eyes of a stranger is called ....

8. Eveline's looking out of the window for along time although her tme is running out proves that she feels psychologically ....and she wants to run away .

4.) RE-ORDERING THE STORY

The story is summarised in ten sentences .Each sentence is written on a piece of paper ,ten volunteers are given these sentences .While they are standing before their friends , the rest of the classroom try to re-order their friends-the sentences - according to the plot .

RE-ORDERING THE STORY

1. Eveline met Frank –the sailor –they had gone out for a while

2. Eveline and her little siblings played together with the other children in the playing field.

3. She gave the promise of looking after her brothers and keeping home together to her mother at deathbed.

4. Frank proposed her and suggested her going Buenos Aires together.

5. She gave all her hard-earned money to her father

6. She made up her mind about leaving Ireland.

7. Eveline became frozen and stayed behind.

8. Eveline tried to weigh each side of the decision of leaving.

9. Evelıne's father forbade their romance

5.) CHOOSE THE BEST SUMMARY

The teacher provides the students with three summaries and asked them to choose the best one .Students have to explain the reasons of their choice.

-Eveline is the story of a 19 years old Irish girl who is in search of love, freedom and respect.

-Eveline is the story of a young girl who is torn apart between her duties such as keeping the family together and her desires to escape and start a new life with her lover, Frank .

-Eveline is the story of a poor Irish girl who has to go on her monotonous and hard life since she is afraid of change .

A variation of this activity is students write a summary of the story in 25-30 words .Then write another summary of 100 words and see what they have left out in the first summary .

6.) THE STORY TREE: The students are asked to fill in the blanks in a story tree. (see Story Tree)In this activity, the students work in groups and reflect their comprehension of the theme, conflicts, characters etc.

7.) CHOOSE AN ALTERNATIVE TITLE: Firstly the teacher may ask the students to brainstorm about other titles matching the mood of Eveline.Then they are given a list of titles and asked to choose the best one.

Choose an alternative title for the story and explain your reasons.

PARALYSIS   DEAD INSIDE

FAREWELL TO DREAMS OF YOUTH

ENTRAPPED

8.) LITERARY ACTIVITIES

1. What is the mood of the whole story? Which images and words are repeatedly used to create this mood? What is the point in repeating the phrases like 'running out of time' or 'evening deepened in the avenue'?

2. Is there a chorological and logical order in this story? What do we call this type of narration? In the story 'the street organ' reminds Eveline her mother's last night –this sudden movement of spiritual awakening is called   e..ph..y

3. SYMBOLS:

'Broken Harmonium'(line 22) stands for ....

'Yellowing photograph'(line 22) stands for ....

'Dust'(line 19) stands for ....

'Damned Italians'......

'Evening'.........

'Frank ' ....

4. What is the role of Eveline in this story? Is she a hero or an anti hero ?Who is the antagonist in this story ?

5. What type of conflict is there in this story ?What is the type of this story –tragic ,romantic, ironic, psychological ?

6. Which effect is created by the use of echoic sounds 'crunch' and 'clack' in the first paragraph?

7. Imagery: Students are asked to close their eyes and imagine that they were are one of the characters in this story .Then these questions are directed to them :

Where are you? What kind of sounds can you hear in the background? What kind of noises and smells are you aware of ?In which way will you help Eveline to make her decision?

9.) LANGUAGE ACTIVITIES

A) MATCH THE DEFINITIONS WITH THE WORDS

1 invade (line 1)   a)heartfelt, passionate

2. nausea (110)   b)to move or swing from side to side

3. palpitations (41)   c)to brighter .to enlighten

4. squabble (39)   d)to occupy. come upon

5. strut(92)   e)quarrel, argument

6. sway(102)   f)sickness

7. illumine(106)   g)a disabled person who can't walk properly

8. Cripple (10)   h)to walk in a proud way

9. fervent(111)   I)beating of heart irregularly or too fast because of an illness

B) CHOOSE THE SYNOYMOUS OF THE UNDERLINED WORD

1. I consented to do the baby sitting when they couldn't find anyone(26)

    a)surrendered   b)admitted   c)rejected

2. You shouldn't squander your time before T.V like a couch potato.(48)

    a) spend   b)use   c)waste

3. The brunch on Sunday is one of the invariable ceremonies of European families.(39)

    a) steady   b)popular   c)changeable

4. He felt elated when he got the Fulbright scholarship.(65)

    a) confused   b)puzzled   c)overjoyed

5. On the hillside, he could see the indistinct shape of the car coming through the mist.(78)

    a)vague   b)clear   c)apparent

6. The young girl's leaving home afterwards a discussion was a great distress to her family (107)

    a)agony   b)rage   c)shock

7. In a frenzy of anger ,he left home and went to another country.(117)

    a) control   b)madness   c)margin

8. She deeply inhaled the clean air of village and smiled with satisfaction.(86)

    a)puffed &panted   b)gasped   c)respired

C) COLLOCATIONS:

.........a glimpse of someone in the crowd →   ......an edge on someone→

run .....of time →

10.) ANALYSIS OF THE CHARACTERS

A.) Complete these sentences:

I admire/like/dislike /feel sorry for Eveline /Frank /Eveline's father because ....

Who is the most likeable character: Eveline, Frank, father, Miss Gavan, mother?

Which character has awakened the feelings of pity and sympathy? Why?

Have you ever experienced a dilemma like that? Sometimes when you read a story you actually see yourself as one of the story character .Did you see yourself as Eveline or not?

B.)FILL IN THESE CATEGORIES WITH YOUR PARTNER: Comb through the text to find necessary clues .Then match the pictures with the characters.

APPEARANCE-PERSONALITY-INTEREST&NEEDS

EVELINE ....

FATHER ....

FRANK ....

MOTHER ....

MISS GAVAN ....

C.)RANK THE CHARACTERS: Students are asked to order the characters according to certain traits for instance: Which character is the most or least active /decisive /responsible /adventurous/brutal /sensitive /gentle aggressive/generous /mean one ?

DIVIDE THE CHARACTERS IN THE STORY INTO TWO GROUPS :

Static characters: who have changed a little throughout the story?

Dynamic characters: who have been changed by the actions in which they are involved?

D) Which of the characters would :

1) work 12 hours a day without any protest

2) enjoy drinking

3) enjoy social contact

4) be moody and unbalanced if things didn't go well

5) complain all the time

6) talk very slowly or very quickly

7) lend you money if you are needy

8) be dependable and trustworthy

9) lead a lonesome life

E. Imagine that you are a psychiatrist –which character would you want to talk to ?What questions would you like to ask him or her ?How do you think she/he would respond? Write a dialogue and act it before the class.

F) If you had a magic stick what would you change in this story (or in characters life)? Would you add any new character or remove one of the existent ones ?

G.)Here are some statements which describe the main characters in this story .Read them and decide whether you agree or not .Give some examples from the test to support your opinion. (Gillian Lazar-1993)

a) Frank is a warm hearted, kind and extrovert person with a zest for life

b) Eveline is a timid, passive person with very little sense of adventure

c) Eveline's father is a selfish bully, who behaves in an authoritarian way to his children

d) Eveline is a sensitive, conscientious person with a strong sense of responsibility

e) Frank is an easygoing, superficial person who is unable to form close ties with anyone

f) Eveline's father is an affectionate, humorous man worn down by poverty and drink

POST READING ACTIVITIES :

ACTIVITY 1: DISCUSSING CRITICAL POINTS:

1. To what extent does one's birthplace determine one's own identity or destiny?

2. Is individual freedom inevitably limited by the social customs of a particular place?

3. What are the effects of society, history and religion upon people's lives? Could you give examples of that from your own society and life ?

ACTIVITY 2: PROBLEM –SOLVING TASK (see Problem Solving Chart)

Think about the following situations, and discuss them with your partner .Give reasons for the advice you would give for each person in that situation. (This activity is taken from Literature and Language Teaching, Gillian Lazar: 1993)

1. Tom is 19 years old and lives with his invalid mother. They have no other relatives living nearby and Tom is responsible for looking after her. When he was at school he would come home every day and do all the housework as well as nursing her .Now he has been offered a place to study architecture at a university a three hour train trip from his home .What should he do ?

2. Jessie has three young children to support since her husband was injured in a mine accident. She works at a local hospital as a cleaner. She has heard that it is possible to get a job triple her annual salary if she goes to work and live in a neighbouring country. But she wouldn't be allowed to take her family with her. What should she do?

3. Agnes who is French has recently fallen in love with an American called Jeff. He runs his own company in New York, while she runs her own business in Lyons. They would like to get married and be together, but neither one wants to give up their business. Each of them would prefer to live in their own country .What should they do?

4. Cynthia is a 16 year old who quarrels all the time with her parents. She finds living with them depressing and difficult, and wants to move out .The only problem is that she has no job and no money ,and her parents believe she should stay on at school until she has ore qualifications. What should she do?

ACTIVITY 3: STUDYING THE PROFILE OF THE AUTHOR :Guessing and finding about the author .What sort of person might write a story like this ?What kind of social ,historical or economical background is needed to write this story ?Now ,you are going to read three biographies .Study them carefully with your partner and decide which author may have written the story .Try to visualise the author and match the pictures with the biographies.

AUTHOR A: (1882-1941), was born in Dublin in 1882 to a family which was dominated by the Roman Catholic Church. In spite of their poverty, the family struggled to maintain a solid middle-class facade. He is a famous Irish novelist. noted for his experimental use of language in his works. His technical innovations in the art of the novel include an extensive use of interior monologue; he used a complex network of symbolic parallels drawn from the mythology, history, and literature, and created a unique language of invented words and puns

AUTHOR B: (1856-1950), was born in 1856, in Dublin and had a poor and troubled

childhood because of his father's drinking habits. He is a leading figure in the 20th century literary world. He was a freethinker, a supporter of women's rights and an advocate of equality of income. In 1925 he was awarded the Nobel Prize for Literature. His works were ideological attacks on the evils of capitalism and explorations of moral and social problems were followed with more entertaining but equally principled works.

AUTHOR C: **(1906-1969)**,One of the most unique and powerful voices of the Twentieth Century, was born in Foxrock, Ireland, in 1906, and suffered, as he claimed, an eventless childhood. He was one of the most unique and powerful voices of the Twentieth Century and was awarded the Nobel prize for literature in 1969. His works explore the crisis of the meaning of human life in the Western world after the great world wars. In all of his works , he combines the existentialism with biting humour and sheer absurdity.

ACTIVITY 4: STUDYING LITERARY MOVEMENTS .In this part you will read definitions of three literary movements .Study them carefully and decide which literary movement is the most influential one upon 'Eveline'

DADAISM→Protests the insanity of the World War 1 as well as rationalism and representational art by creating deliberately meaningless and formless works.

IMPRESSIONISM→emphasizes the subjective impression of a writer to or character has of reality rather than an attempt to re -create reality objectively

MODERNISM→breaks away from established rules and traditional values, experimenting radically with from and style —sometimes even denying the need for from — and focussing on the subjective often alienated, consciousness of the individual .

ACTIVITY 5: FOLLOW UP CREATIVE PRACTICE:

A.)MOVIE MAKING: Imagine that you are going to make a film of 'Eveline'

First of all, design a movie poster for 'Eveline'. Cast the characters in the book with real actors or actresses.(or from your classmates) . A scene or a dialogue from the story should be included .Your writing should be persuasive since you are trying to convince someone to see the movie.

Is the film in colour in black or white?

Is there a soundtrack?

Are there any flashbacks?

Describe or find pictures of an artist to play the father .

Which musical instruments can be used for the final section of the story?

What are the reasons for your choice? How important is the setting ?What will be emphasised in the filming process?

B.)WRITING:

_ Rewrite the story in one of the following genres;

A folk tale

A psychiatrist report

-Write;

     -----a scene or dialogue that could have happened in the story they but didn't. After you have written the scene , explain how it would have changed the outcome of the book.

     ----- new endings for the story.

     ------ an acrostics beginning with ' Eveline '

E.......

v........

e.........

l.......

i...........

n..........

e..............

     ------ a letter to a close friend   describing the events of the story ,as if you are one of the characters in the story .For instance write a letter from Frank 's perspective or father 's point of view.

ACTIVITY 6: CONCLUSION: Complete each of these 8 ideas with material growing out of the book you read:

This book made me wish that /realize that /decide that / wonder about / see that / believe that / feel that / hope that ....

ACTIVITY 7: COMPARISON OF THE TWO STORIES:

What are the common things between the Lottery and Eveline considering the plot, characters, themes, conflicts, symbols and style .The teacher puts a Venn Diagram made of two circles on the board .She asks the students to identify the elements in two stories which have something in common and list these in the area where the 2 circles overlap. (see Venn Diagram)
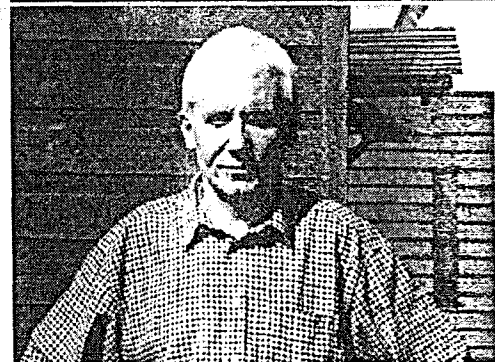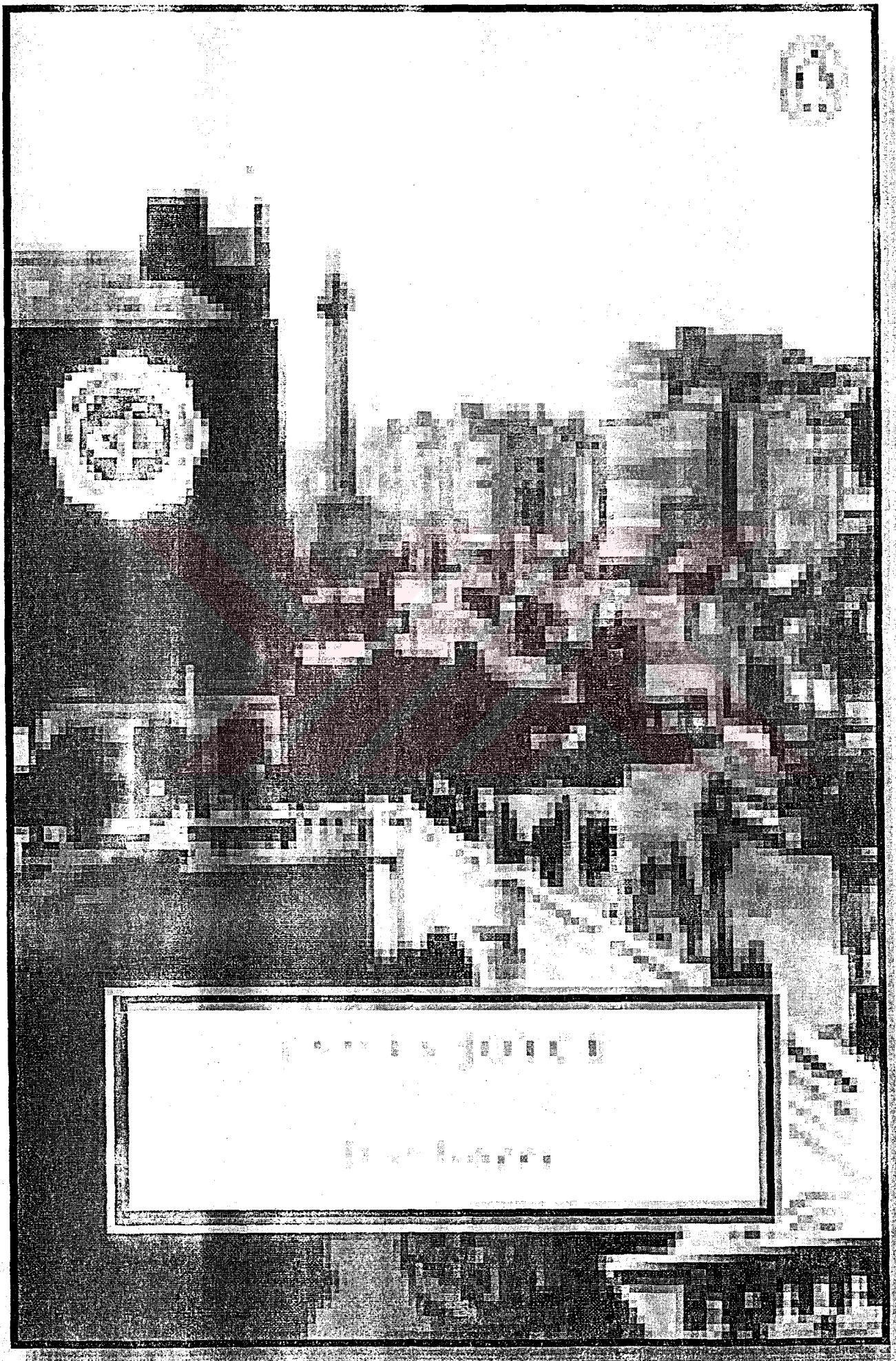
JAMES JOYCE
1882 - 1941

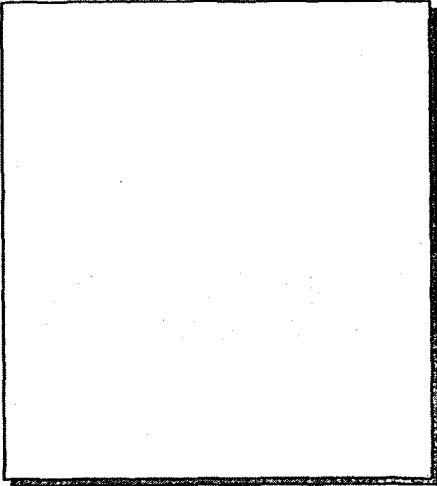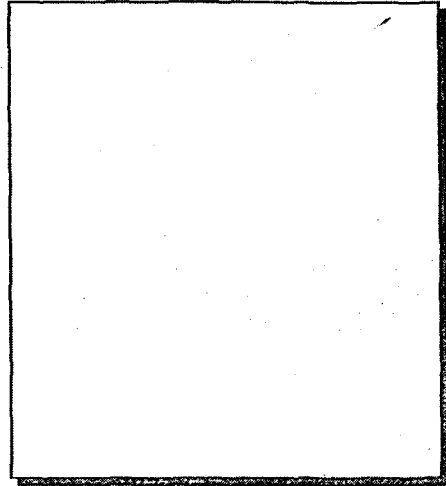"One should not lose one's temper unless one is certain of getting more and more angry to the end."
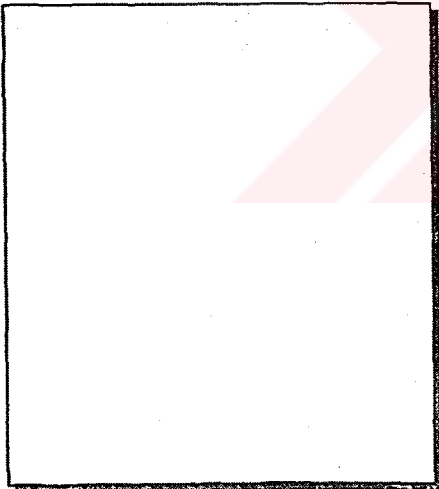
Problem-Solving Chart
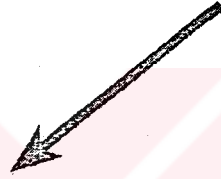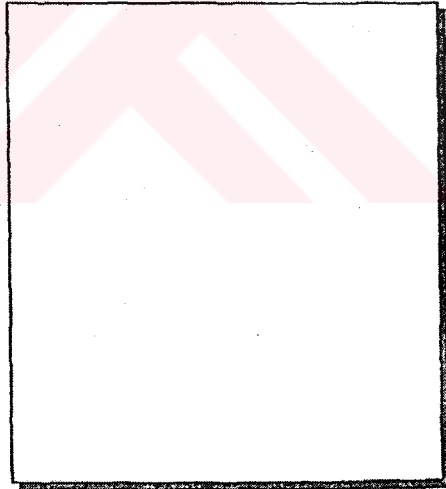
1. Character and Problem

2. Our Solution

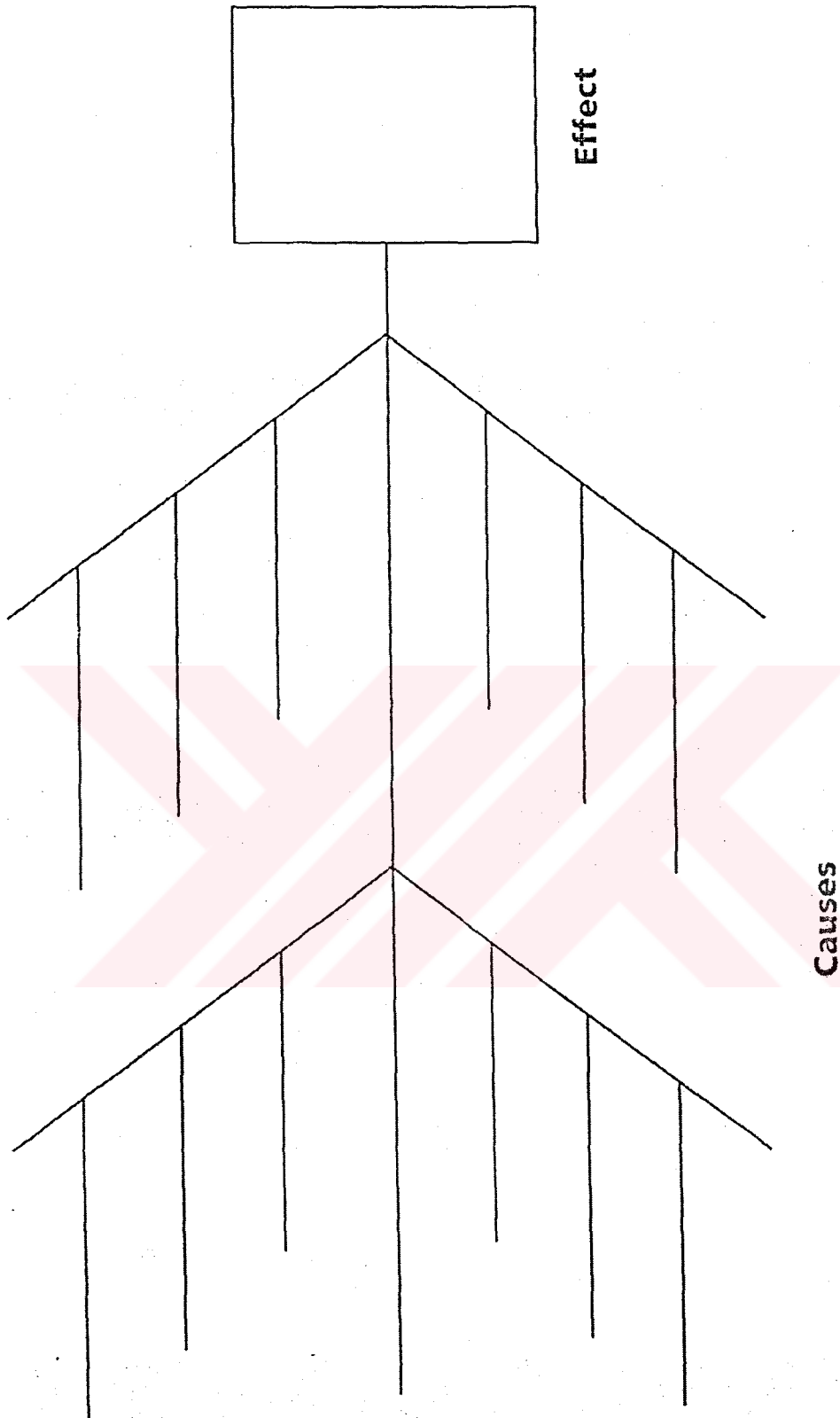3. Reasons for Our Choice
   of Solution

4. Signatures

This activity is adapted from " Active Learning Handbook for the Multiple Intelligences Classroom' by James Belanca (1997).

Fishbone Diagram

Effect

Causes

This activity is adapted from " Active Learning Handbook for the Multiple Intelligences Classroom' by James Belanca (1997).

APPENDIX 2

PART B: CONTROL GROUP LESSON PLANS

In this section, the lesson plans used in the Control Group are presented. The activities such as; fill-in-the-blanks, comprehension questions, rephrase were shaped under the effect of the Traditional Approach .According to this lesson plan students are given the texts of the story with the vocabulary lists that appear in the text. Most of the activities are done by the students individually.

LESSON PLAN A : 'THE LOTTERY' by SHIRLEY JACKSON
ACTIVITY 1: COMPREHENSION QUESTIONS
Students are asked to answer the comprehension questions on their own .
COMPREHENSION QUESTIONS:
1. When and where do you think the story takes place in ?
2. Why do the men hesitate a little before helping Mr. Summers to fix the lottery box ?
3. Why do you think the writer has called the old man as Warner? Do you think if the names of the characters imply anything about their personality and position in the society ?
4. Which words or phrases are most repeated in the story? What is the significance of these repetitions?
5. Is there a foreshadowing throughout the story about the end? Is there an irony in the story?
6. What makes Tessie Hutchinson stand out from her neighbours? How is the choice of the lottery foreshadowed?
7. Who are the town's most important three people? Why? Give at least 3 reasons .
8. Are you surprised by the ending? When do you finally realize what is going to happen? .
9. Do you think if women are underprivileged? Give at least 3 examples to support you opinion.
10. What character do you most believe would agree with the need for strong work ethic and why? Support your answer with text.
11. Which colours are frequently used in the text? Are they bright or faded? What do they symbolize?
13. What is the real reason behind holding the lottery? Why does the Old Warner said 'Lottery in June, Corn be heavy soon'?
14. Is there an irony in this story?
15. What is the climax point in this story?
16. What are the symbols? What does the 'lottery box' stand for?
17. What is the role of Tessie Hutchinson? Is she a heroine? Is there a conflict in this story ?
18. Is there a chronological order in this story? Are there any flashbacks?
19. Which characters are flat and which characters are rounded in this story?
20. How do the townspeople regard the lottery? Are they for it or against it ?

21. Is this fictive town democratic? Do you feel a strong hierarchy or do you think everyone is treated equally?

22. Under the effect of which literary movement this story was written ?

23. What is the theme of this story ?What is the genre of this story ?

ACTIVITY 2: TRUE –FALSE

1. The lottery is drawn in a gloomy and depressing day .All the townspeople are tense and sober.

2. Townspeople consider the lottery as an ordinary task

3. The women are respected greatly and they are given great importance.

4. Mr. Martin is the third important man of the town.

5. The Old Man Warner is in favour of change; in other words he is open minded and innovative

6. The townspeople know the reason behind the lottery

7. The lottery aims to eliminate the hunchback of the society who is lazy and useless.

8. Tessie Hutchinson has shown a good example of hypocrisy.

9. Normally, women can't draw for their families.

10. Mr. Summers, himself, doesn't have to draw a lottery slip because he is the organizer and the most important person of the town.

ACTIVITY 3: SENTENCE COMPLETION ACTIVITIES:

- Before the ceremony, little boys have piled stones and pebbles so ………...

- The lottery takes place in the square between the post office and the coal company which means that ………...

- The townspeople are afraid of protesting the ritual because ………………..

-Mrs.Delacroix has chosen the heaviest stone to throw at Tessie because ………..

-Mr. Summer has undertaken the role of an organizer because ………….…

ACTIVITY 4:RE-ORDERING THE STORY :

-Tessie Hutchinson arrives a little bit late and she is out of breath.

-The children heap up piles of stones and pebbles

-Old Man Warner severely criticizes the young people in other towns who are for giving up the lottery.

-Tessie Hutchinson is in the middle of the square and her people are on her.

-Tessie Hutchinson finds her family and her old ma

-People inquisitively look around inquisitively.

-Tessie Hutchinson holds in her hand the slip of paper with the black dot on it.

-Townspeople but firstly boy gangs start to assemble in the town square between the post office and the coal company.

-Head of the families stand nervously and wait for their turn.

-The noise dies down when Mr. Summers starts the lottery.

ACTIVITY 5: WRITING A SUMMARY OF THE STORY

Students are asked to write a summary of the story in 200 words.

ACTIVITY 6: DISCUSSING THE CRITICAL POINTS

(This activity is taken from 20 th Century American Short Stories by Jean A. McConoche)

1.Many parents say that they would gladly give their lives for their children .Yet ,in the story ,Tessie wants her married daughter to participate and share the danger of being the winner .Isn't it against maternal instinct or else against human nature ?

2. The people in the story live in a small town where there should be close family ties and neighbourhood relations. Yet, Tessie's husband and her little son –Little Davy as well as her friends didn't think twice to throw stones to her. How can it be explained?

3. Compare the incident in the story with a similar one for instance 'recm' in Nigeria or Aztec ceremonies of human sacrifice to the Gods. Would you ever do something that a character did such as throwing stones to a human in order to sacrifice her .?

4. Do you think if there is any similarity between our modern, capitalist society and the small town in the book? (Consider the status of women, social hierarchy, and social pressure)

5. Do you know any other activities like the lottery in the story that some people benefit while the others are hurt? Would you participate in an activity like that? Why does the society crave for scapegoats?

CONTROL GROUP LESSON PLAN 'EVELINE'

ACTIVITY 1: Students are asked to answer these questions individually.

COMPREHENSION QUESTIONS

1. When and where do you think the story takes place in ? What is the importance of setting in this story ?

2. What is Eveline's dilemma? Does she resolve it at the end of the story?

3. What is the meaning of 'maze of distress' in line 107 ?

4. Is there any logical sequence in Eveline's thoughts? What do we call this type of narration?

5. What are Eveline's reasons of staying behind and what are her reasons of leaving with Frank ?

6. Discuss the words and images that Joyce used to describe Eveline's home. What does this description tell us of Eveline's life? What do the 'little brown house' and 'bright brick houses with shining roofs' in the first paragraph symbolize?

7. Find three passages from the text that convey Eveline's relationship with her father. What do these passages tell us of Eveline's home life? In addition to looking after her home, what other tasks and duties does Eveline have?

8. What is Eveline's relationship with her mother? Why does thinking of her mother make Eveline wish to escape? What promise has Eveline's mother got from her which makes Eveline's escape more difficult?

9. Describe Eveline's relationship with Frank, including how they met, time they have spent together and the depth of their attachment. Evaluate Eveline's decision at the dock. Do you agree or disagree with her decision?

10. Has Eveline's final decision been implied throughout the story ?

11. Which words and phrases are repeatedly used throughout the story? What effect is created ?

12. What are the symbols in this story?

13. Which literary movement has influence on this story ?

ACTIVITY 2 : TRUE or FALSE ?

1. Eveline is a young woman torn between desire and duty .

2. Eveline is capable of taking decisive action to improve her life.

3. A crippled childhood friend recalled at the beginning of the story foreshadows Eveline's own final paralysis .

4. In Freudian terms ,Eveline regards Frank as the father figure .

5. Eveline doesn't go to Buenos Aires with Frank because she is afraid of him .

6 .The window in the story symbolizes the unknown .

7. Eveline needs a male figure to fulfil the role of her father.

8. Eveline loves Frank desperately

ACTIVITY 3: SENTENCE COMPLETION ACTIVITIES

1 .At her death bed ,Eveline promised her mother that she ....

2. She liked going out with Frank because........

3. She was terribly afraid of ....

4. Going away with Frank would............

5. She remained with her family because ....

6. If Eveline had run away with Frank ....

7. In psychological terms ,Eveline's staring out the window while indeed looking into her own life from the eyes of a stranger is called ....

8. Eveline's looking out of the window for along time although her time is running out proves that she feels psychologically ....and she wants to run away .

ACTIVITY 4:   VOCABULARY STUDY

    The Control Group students are given lists of vocabulary that appear in the text .So while reading the text, they can refer to the vocabulary lists.

    ACTIVITY 5:FILL IN THE BLANKS

    Students are asked to do this exercise on their own without referring to the story .

    (This activity is adapted from a web-site ' http://www2.yarden.ac.il/english '

    Fill in the correct word according to the story

Eveline was surrounded by ___ _____ atmosphere of poverty, _____ and monotony. She recalled the _____ _____ when she played happily_____ other children, and remembered _____ her father seemed to try so hard to make their lives _____- but after _____ he was not so terrible then. It was all part of her life. Now   her mother was dead, and everything in the home was _____ with dust and age. Eveline was on the verge of taking an important decision. She was considering going _____ as many others in her life _____ done. She looked _____the familiar objects in the _____ of which she was never_____ of _____ apart. They had given _____ shelter. She was uncertain _____ leaving the hard life she was _____ at home. Yet she was sure that _____ would not shed tears _____ leaving her work at the _____where her boss always had an edge on her.

Eveline looked _____ to receiving respect as a _____ woman, and escaping the _____ of her father, who _____ all her hard-earned _____, leaving her with just _____ to buy the weekly _____. Although running the home and taking care of the _____ _____ were so tiresome , Eveline felt safe in ___ _____ routine of life she _____ led for so long.

_____ recollected how her _____ with Frank had developed, and _____ she had enjoyed going _____ with him and hearing _____ _____ stories. But when her father _____ about the affair, he _____ her to see _____ again, so they started meeting _____. Now, harking back on her family life , she could _____ some very ___ moments when her father made her happy or _____ her gently . She felt _____ for him because of his age, and easily forgot the difficult times he had inflicted upon her. She recalled _____ _____ mother, who, at her _____ _____ made Eveline promise she _____ take care of the _____ and children as long as she _____ -.In awe and terror she remembered the _____ life her mother had led. It had seemed quite obvious that for her there was no _____ but to forget the unhappy past, break her _____ ties and turn over a new leaf with Frank in Buenos Aires. But while waiting in the _____ she knew that she could not ____ herself from her past in spite of the fact _____ all of the preparations had _____ made, and their passage had been _____. She didn't have _____ strength to face the _____ future and she painfully _____ from her _____ with neither a sign of _____ nor a farewell .

ACTIVITY 6: REPHRASING A SENTENCE

1. Her eyes gave him no sign of love or farewell or recognition.

....

2. She sat at the window watching the evening invade the avenue.

....

3. She stood up in a sudden impulse of terror.

....

4. She sat her white face to him, passive, like a helpless animal.

....

ACTIVITY 7: STUDYING THE STYLE

Students are asked to study the questions carefully on their own .

(This activity is taken from Language for Literature ,1983 Richard Walker)

1. Comment on the choice of the verb '*invade*'(line 1)

2. *Everything changes* (16) and *Home* (18) are both written as complete sentences. Comment.

3. *yellowing* (22).Why not yellow?

4.*Was that wise* ?(27)Who asks and answers this question ?What is the effect of using a question in the middle of a description?

5. *Say she was a fool, perhaps*(31).This is not 'grammatically' a complete sentence .Complete it .Why do you think this form is used?

6. Comment on and explain *had an edge on her* (32)

7. *Then she would be married-she. Eveline* (38) Comment on the form of this sentence

8. Explain *gone for her* (41)

9. Explain *had no head* (48)

10. '*he had fallen on his feet in Buenos Aires, he said and* ....'(73). Explain this .Why does the author use he said?

11. Explain 'laid up 2(81)

12. *Her time was running out now* (86) Time for what was running out ?

13. What is the *barrier* (120)? What is its significance?

14. Through whose eyes do we see the story ?What effect does this have ?

ACTIVITY 8: SUMMARY OF THE STORY

In this activity, students are asked to write a summary of Eveline.

ACTIVITY 9: DISCUSSION QUESTIONS

1. How could one's birthplace determine one's own identity or fate?

2. Does the structure of the society restrict the individual freedom? What are the effects of society, history and religion upon people's lives? Could you give examples of that from your own society and life? Have you ever experienced a crisis like Eveline?