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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A CONTENT ANALYSIS STUDY ON THE USE OF LITERARY TEXTS AND MULTIMODALITY IN LANGUAGE CLASSES

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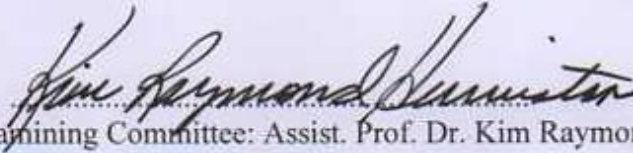Assist. Prof. Dr. Kim Raymond HUMISTON

MASTER OF ARTS

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I

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II

ACKNOWLEDGEMENTS

ÖZET

EDEBİ METİNLERİN VE ÇOKLU ÖĞRENME YÖNTEMİNİN DİL ÖĞRETİMİNDE KULLANIMI HAKKINDA İÇERİK ANALİZİ ÇALIŞMASI

Hayriye Asutay ÜLGER

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Bu çalışmanın amacı, edebi metinlerin ve çoklu öğrenme yönteminin dil sınıflarındaki etkinliğini araştırmaktır. Bu sebeple çalışmanın iki ana noktası vardır, ilki edebiyatın dil eğitimi üzerinde sağladığı avantajların altını çizmek, ikincisi de çoklu öğrenme teorisinin faydalarını belirtmektir.

Her iki sonuca da ulaşmak için geniş ve detaylı bir literatür taraması, içerik analizi yapılmış ve belli çıkarıma varmak için bu tarama alana katkıda bulunmuş araştırmacıların yorumlarıyla desteklenmiştir.

Ve bu alanda yapılmış araştırmalar, dil öğrenme ortamında geleneksel ya da tekli öğrenme metotlarının kullanılması yerine dil öğretiminin edebi metinlerle ve çoklu öğrenme yöntemiyle desteklenmesinin daha faydalı olduğunu desteklemektedir. Bu daha modern metotların sağladığı faydaların, öğrenmenin gereklerini daha iyi karşıladığı gözlemlenmiştir.

Anahtar Kelimeler: Edebiyat, Çoklu Öğrenme Yöntemi, Dil Öğretimi

ABSTRACT

A CONTENT ANALYSIS STUDY ON THE USE OF LITERARY TEXTS AND MULTIMODALITY IN LANGUAGE CLASSES

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The purpose of the study is to examine the effectiveness of literary works as a medium for the multimodality principle in language classes. The study has two focal points, the first of which is to highlight the efficiency and advantages of literature usage in language classes. The second is to emphasize the strenghts of multimodality.

Both conclusions have come after a wide and detailed literature review supported by the analysis and comments of the contributors of the field; a content analysis based study. Conclusions are based on the comparison of methods concerning language instruction.

The research in the field demonstrates that rather than using traditional, uni-modal approaches in language learning environment, literary works presented in a multimodal context enchance the learning process. The use of more modern methods such as multimodal literature and language instruction have proven to be more successful than traditional methods.

Keywords: Literature, Multimodality, Language Teaching

ABBREVIATIONS

TPR   **:** Total Physical Response

CLT   **:** Communicative Language Teaching

ESP   **:** English for Specific Purposes

EAP   **:** English for Academic Purposes

IQ   **:** Intelligence Quotient

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CHAPTER 1

1. INTRODUCTION

This chapter includes the background of the study, statement of the problem, purpose, and also significance of the present study. The main focus of the study is to discover alternative ways to use literature in a language learning classroom to provide a different perspective on the learning experience.

1.1. Background of the Study

Through the years, the definition of literature has been extended beyond the tradional ones of "the art of written work" or "great works" to literature as a source to be exploited rather than to be studied for its own sake. Literary selections have become a rewarding vehicle leading to the acquisition of a foreign language. Also, literary texts have started to give the students opportunity to improve their language skills effectively while exposing students to meaningful contexts with interesting characters and a descriptive language. In addition to developing students' language skills, teaching literature also appeals to their imagination, develops cultural awareness, and encourages critical thinking about plots, themes, and characters. Most importantly, the activities that one can apply with literature lessons easily conform to the student-centered and interactive tenets in language teaching process. (May Van, 2009).

Supporting these ideas, Littlewood (2000, p.179) also highlights the importance of the use of literature in language classes. He considers the creation of an authentic situation for language in the classroom as a major problem of language teaching. All language classrooms, especially those placed outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can provide a solution to this problem because, in literary works, language is the creator of its own context. When the reader looks deeply into the events created by language, the actual situation of the reader becomes unessential. In turn, the events created by language also create a context of situation for the language of the book and enable it to surpass the artificial classroom situation. In short, literary works indisputably permit students to understand the language better by supplying the students with real world experiences, relationships between society and people where the target language is spoken, even if they are imaginary.

Additionally, research on educational technology reveals that the current development and advances in educational applications for second language learning have been faced with a comparable change in the last few decades. "The qualitative change in the criteria of interaction between users and devices due to the technological advances of input and output data through keyboard, mouse, stylus, tactile screen, etc. generated in a natural way by humans during ordinary communication" (Royo and Lopez, 2011). As the advances have managed to become a part of the daily life, it is inevitable that these improvements have taken their role to support language learning in all learning areas. In line with the implications on the impact of information and communications technology on the daily lives of individuals, multimedia learning offers benefits to the teachers also creating an opportunity for rich learning environments. The theory includes a range of multimedia based learning elements and resources to enhance the learning experience.

In the light of the ideas mentioned above, this study aims to present a new perspective on the language learning process.

1.2. The Problem

Although there is strong evidence that using literature in language classes as a source is quite effective since it provides the students with the authentic material, increases motivation, teaches culture as well as enables teacher the opportunity to teach his or her students in context, literature is still considered as a big problem by not only the language learners but also the langauge teachers. Some studies in the field claim that literature is assessed as irrelevant and unnecessary to the needs of the language students. Also, observations show that language teachers find using literature very complicated, as they are not clear about the benefits of it. For them, preparing appropriate material and making lesson plans is a waste of time and energy. Therefore, the matter is to persuade the teachers to exploit literature putting it in their curriculum and explain why it should be used.

Although it is not possible to ignore the technological advances in the field of language teaching, experienced language teachers claim that they are too slow to cope with rapid technological changes and therefore, they are sometimes overwhelmed.

1.3. Purpose of the Study

In the light of the research conducted to prove the effectiveness of using literature in language learning and teaching context, the purpose of the study is first to point at explaining

to language teachers the reasons why literary pieces should be exploited in the teaching of English highlighting the benefits of literature use in language teaching context. And then, with the regard for the ideas mentioned in the studies, the second purpose of the study is also to point at and explore the effects of audio-visual media in the use of literature as a medium of language training. This is a way to bridge the gap between the traditional approaches to language training through literature and more recent developments in the field of language training where multimedia presentation of literary works occurs with the purpose of making language training more effective.

1.4. Importance of the Study

Over the years, researchers have developed many different methods and also improved again various materials to be used in the language teaching process. Literature has only recently been included on the endless list and has just reached the value it deserved. Therefore, this study aims to persuade the language teachers to believe in the importance of using literature by showing them why literature is beneficial. This study will also provide them with a suggestion of what the most suitable method might be to present literature to the students to lead them to effective learning and also further support the idea opening a new route to follow for the teachers, which aims at exploiting the advantages of mutimodality, and multimodal learning theory.

1.5. Research Questions

The present study particularly intends to find answers to the following questions:

1. What are the advantages of using literature in language learning and teaching context?

2. How does multimodal learning provide a basis for the language learning and teaching process?

CHAPTER 2

2. REVIEW OF LITERATURE

2.1. Approaches in Language Teaching

Through the history many methods, approaches or models of teaching have been developed by the researchers working on the educational field while some of these methods, approaches or models have proven effective, some failed after being experienced or tested.

It is evidently of vital importance how the instructor presents the material to his class and how he or she adopts it to his or her teaching. That is, the approach the instructor chooses to use in class while teaching is as important as what he teaches.The method the theacher adopts is up to his or her preferences. While some prefer to use one of the methods excluding the others, some teachers pick up some features of each method blending them to create an approach unique to themselves. In the beginning of this chapter, among those various methods eight of the well known approaches which are specifically designed to fit in the language classes are briefly presented. At the end of each section which discuss the approaches, the failures and weaknesess of the presented approaches are highlighted.

2.1.1. The Grammar Translation Method

The method suggests that there are concrete rules and codes to be learned and the success of language learning is based on those rules and codes. This method was first applied in the teaching of Latin where there was no practical setting for oral production.The main focus of the teachers is writing, reading, and translating rather than making students speak the language. The goal of language learning is not communication but broadening one's scholar background. The main features of this approach are;

- Classes are taught in the mother tongue; target language has little use in class.
- Vocabulary is taught in a list, isolated from each other.
- Grammar teaching is carried with long and eleborated explanations of the rules.
- Reading of difficult classical texts begins earlier.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

- Little or no attention is given to pronunciation (Brown, 1994; p.53).

However, the basis of this approach is a matter of argument. Whether without a sound knowledge of the grammatical basis of the language the learner is in possession of nothing more than a selection of communicative phrases is really something to be questioned. For Bowen (2013), applied wholesale, it can also be boring for many learners and a quick look at foreign language course books from the 1950s and 1960s, for example, will soon reveal the non-communicative nature of the language used.

2.1.2. The Direct Method

The method which came into practice at the turn of the century attempts to simulate the natural way that children acquire their mother tongue. The emphasis of this method is on "oral interaction, spontaneous use of language, no translation between the two languages and little or no analysis of grammatical rules" (Brown, 1994, p.55).

Classroom instruction is given in the target language, grammar is taught inductively, exchanges are based on question and answer sessions, and the focus is listening and speaking. The Direct Method lost popularity soon and many of the principles of the method were reviewed and renamed with the Audiolingual Method at the beginning of the World War II because of its defects.

Many educators hold the view that the Direct Method does not take into account all aspects of language teaching. Language learning process involves acquisition of four skills which are listening, speaking, reading, and writing. Although the Direct Method concentrates on listening and speaking, it does not involve in improving reading and writing. That is why many of people who have learned English through the Direct Method feel that they do not get adequate command over written language (Purwarno, 2006).

2.1.3. The Audiolingual Method

In the beginning of the World War II, America urgently needed people who understood the languages of their allies and enemies. Oral fluency was the main focus so the programmes funded by the military included pronunciation work, pattern drills, and conversation practice. The method was grounded by the work of the behaviourist psychologists and the structural linguists of the 1940s and 1950s. Language was seen as a series of structural patterns that should be learned in sequence by way of repetitive drills with

correct responses being immediately strenghtened. There were no grammar and translation activities.

However, Richards & Rodgers (1986) claim that the method is disadvantegous as it is based on false assumptions about language. The study of language doesn't have to involve studying only the observable data. Mastering a language relies on acquiring the rules underlying language performance which are evidently, the linguistic, sociolinguistic, and discourse competences.

During the seventies a variety of more methods were suggested in language instruction. At that time, second language acqusition became a field of its own and as Brown (1994, p.59) states, the age of audiolingualism began to wane when the Chomskyan revolution in linguistics turned linguistics and language teachers toward the deep structure of language and when psychologists began to recognize the fundamentally affective and interpersonal nature of all learning. By the help of the shift towards more humanistic education, there became a strong belief that students have a self-actualizing tendency and the creativity was available in every individual and so the learner became more self-directed and independent taking more responsibility in their own learner (Gage & Berliner,1988).

Then more modern approaches such as "Community Languge Learning, The Silent Way, Suggestopedia, Total Physical Response, and The Natural Approach" were developed in the light of the new beliefs on learning.

2.1.4. Community Language Learning

Community Language Learning reflects the work of psychologist Carl Rogers. In this approach the teacher acts as a counselor to his clients who are students. The teacher's responsibility is to turn the dependent and helpless clients into independent and self-assured members of the group. The establishment of relationship and trust between the group members take quite a lot of time. The communication is held in the first language, while the teacher works as a translator and guide to model their responses in the target language. Eventually learners are able to produce their own words and sentences without the help of the teacher.

However, there are some problems with this method. Firstly, it can only be done with small numbers of students, then the students have to share a single mother tongue. The teacher has to be highly proficient in the target language and in the language of the students. And finally, the teacher also has to have enormous reserves of energy, both physical and psychic.

Maley (1989) argues that it is unwise to undertake Community Language Learning as a teacher without some counselling training. He also points that that this is a methodology exclusively suitable for adult learners, not for children. Most descriptions of it focus on only the early stages of learning the new language, never to the further stages.

2.1.5. The Silent Way

The Silent Way reflects trends in cognitive psychology and according to the approach learning takes place through usage of various physical objects in the process of discovery and problem solving. Silent refers to the teacher's role as he or she interferes minimally while students cooperatively solve the problems. There are also reasonable failures of this method. It is often criticized as being a very harsh method as the learner works in isolation and communication is lacking in a Silent Way classroom. Also, with minimum help on the part of the teacher, the Silent Way method may risk the learning process. Finally, the materials, the rods and the charts used in this method will certainly fail to introduce all aspects of language, which means that other materials should always be introduced.

2.1.6. Total Physical Response (TPR)

Total Physical Response is a method developed by James Asher in the 1960s. He combined the theories of child language acquisition and right- left brain learning. For him, "motor activity is a right brain function that should precede left-brain language processing" (Brown, 1994, p.64). The instructor roles as a director of a stage play in which the students are the actors. That is, the teacher gives the students a variety of tasks to perform. However, this method also has failures which Widodo (2005) enumarates as follows;

1.Students might find some moves embarrassing.

2.It is only really suitable for beginner levels.

3.It is clear that it is far more useful at lower levels because the target language lends itself to such activities. In this respect, TPR should be combined with other methods since it necessiates much energy so that, learners do not feel tired of learning language.

3.When the teacher uses TPR in their lesson, they will have trouble teaching abstract vocabulary or expressions.

4.TPR can be ineffective if the teacher uses it for a long period of time without combining it with other activities that help teach the target language.

5.Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptions, and conversational forms of language.

2.1.7. The Natural Approach

The Natural Approach was based on Stephen Krashen's theories on second language acquisition. In this approach there were three stages for learners; pre-production, early production, and extending production. The students are not pushed to participate orally until they feel ready to participate. At the early production stage, teachers focus on meaning not accuracy so they do not correct mistakes. At the extending production stage, students are asked to participate in games, role-playing, discussion or dialogues (Brown, 1994, p.66). At this final stage, the emphasis is on fluency. The teacher again limits error correction. This approach was designed to acquire the functional language.

The weaknesses of the method are, firstly the natural approach ignores many factors essential in second language course design. It simply borrows techniques from other methods. There is nothing concrete about its procedures and techniques. Finally, Krashen in his early work, appeared not to ignore, but to view as irrelevant many factors that had previously been considered vital in second language course design. The techniques recommended by him are often borrowed from other methods and adapted to meet the requirements of the Natural Approach theory.

2.1.8. Communicative Language Teaching (CLT)

Communicative Language Teaching was suggested as English started to become the most widely spoken language all over the world and thus, when communication became the basic goal of the lanuage learners. This approach is said to be the most widely applied method since the Grammar Translation Method. CLT is a broad term which includes a variety of other methods previously discussed. It values communication above all the other skills, and makes learners engage in language learning in the classroom and take their own responsibility for learning. Creativity is the element which makes this approach unique (Densky,1988).

However, Savignon (2002) proposes that the method also has weaknesses as well as advantages. For her, the biggest disadvantage might be its difficulty for the teacher alone to check the language use of every student, especially in a big class. The students are allowed to make mistakes, but they need to be corrected, preferably not while in the middle of a conversation, by the teacher to improve and not to repeat the same mistakes over and over.

Therefore, it is not practical if there is only one teacher for one class. Another point concerning the teacher might be that it depends on the teacher how motivating or boring the lesson will be. The teacher needs to prepare the material at home and to make it as motivating and creative as possible. The students must find the tasks meaningful and motivating, and which supports their eagerness to communicate with each other.

2.2. Multimodal Versus Unimodal Approaches

Different approaches suggested for the teaching of language to second language learners might be considered as uni-modal approaches. As far as the word "unimodal" is concerned, it refers to the single mode of teaching or having a single format of instruction as very commonly used in past times. Snow (1992) suggests that "there was once consensus on the right way to teach foreign languages, many teachers now share the belief that a single right way does not exist. It is certainly true that no comparative study has consistently demonstrated the superiority of one method over another for all teachers, all students and all settings." Thus, unimodal teaching approaches are now considered to be less powerful to cope wth the necessities of modern society and using many modes that are more able to satisfy the educational needs of the modern world individual rather than unimodal methods have proven to be more effective in the learning process. To those approaches which have many disadvantages and weaknesses, literature usage and multimodal usage in language classes may offer alternative learning techniques.

2.3. Literature in Language Class

The world of literature has everything in it, and it refuses to leave anything out. I have read like a man on fire my whole life because the genius of English teachers touched me with the dazzling beauty of language. Because of them I rode with Don Quixote and danced with Anna Karenina at a ball in St. Petersburg and lassoed a steer in "Lonesome Dove" and had nightmares about slavery in "Beloved" and walked the streets of Dublin in "Ulysses" and made up a hundred stories in the Arabian nights and saw my mother killed by a baseball in "A Prayer for Owen Meany." I've been in ten thousand cities and have introduced myself to a hundred thousand strangers in my exuberant reading career, all because I listened to my fabulous English teachers and soaked up every single thing those magnificent men and

women had to give. I cherish and praise them and thank them for finding me when I was a boy and presenting me with the precious gift of the English language.

— Pat Conroy

As Pat Conroy, a NewYork Times bestselling novelist who has written several acclaimed novels and memoirs emphasizes, literature is something that fills meaning to one's life. It is a way to leave all your present life behind and dive into a new life of experiences. He also presents his appreciations and grates to his English teachers for their support and contributions on his career choice imposing more responsibility to the other English teachers.

2.3.1. Definition of the Concept "Literature"

Prior to using literature as a part of English language teaching classrooms the first step to take should be defining the concept of "literature."

The Oxford Wordpower Dictionary gives the definition as "writing that is considered to be a work of art" (Literature, 1998, p.370) or as Longman Dictionary of Contemporary English explains literature as "books, plays, poems etc. that people think are important and good" (Literature, 2003, p.944). The Concise Dictionary of Current English defines literature as "writings whose value lies in beauty of form or emotional effect" (1964, p.710). According to Kaplan's (2006) point of view, popular belief commonly holds that the literature of a nation comprises the collection of texts which make it a whole nation. Therefore, any work of literature has strong ties with language in which it is written. Language in this way evidently becomes the path leading to literature. Sapir (1921) defines language as "the medium of literature as marble or bronze or clay are the materials of the sculptor. Since every language has its distinctive peculiarities, the innate formal limitations and possibilities of one literature are never quite the same as those of another. The literature fashioned out of the form and substance of a language has the color and the texture of its matrix."

It is most clear that through the years defining the term has been a challenging issue. However, most attempted definitions are broad and vague, and they inevitably change over time. One thing is certain that the definition will change continuously as the term carries different representations for each individual, and finding one central definition to fit all circumstances and disciplines is neither possible nor desirable.

2.3.2. The Relationship Between Language and Literature

It is obvious that there is no other way of reaching literature except through the language in which it is composed since the interrelationship between the language and literature is unique; unlike other art forms, the writer (poet, playwright) has no other material except language to transmit his/her messages (Türeli, 1998). While Roger Rollin (1989) defines literature as "words, words, words", he not only states the importance of the words for literature, but also he means too that language and literature are interrelated with each other.

Considering of the nature of literary language and ordinary language, it is difficult to identify the differences between each other which is probably because there is not any specialized literary language which can be seperated or worked on as the language of specific fields like law, medicine or business. For Lazar, it is difficult to understand "a text is a piece of literature or not since one of the hallmarks of litearture is that it feeds creatively on every possible style and register –it has become the one form of discourse in which any use of language is permissible" (1993, p.2). At the same time it should not be ignored that many other linguists mention that literary language includes some features that can seperate it from the ordinary language. These authors do not emphasize that language and literature are elements of a circle rolled up into each other. For them the linguistic features of metaphors, similies, assonance, alliteration etc. which are used to reinforce the message the text tries to convey might be examples for this isolation. Like,Warren and Wellek (1993) point out the difference between literary language and ordinary language as follows:

> It is thus quantitatively that literary language is first of all to be differentiated from the varied uses of everyday. The resources of languages are exploited much more deliberately and systematically. In the work of the subjective poet; we have manifest a "personality" for more coherent and all-pervasive than that of persons as we see them in everyday situations. Certain types of poetry will use paradox, ambiguity, the contextual charge of meaning, even the irrational association of grammatical categories such as gender or tense, quite deliberately. Poetic language organizes, tightens, the resources of everyday language and sometimes even does violence to them in an effort to force us into awareness and attention.

However, the fact that literary language consists of images does not mean that those images are never used in other forms of discouse as well. Lazar (1993, p.11) suggests, literary

language is not completely separate from other forces of language. He means that, it obviously has some implications for the use of literature in the language classroom.

2.3.3. The Reasons for Ignorance of Literature in Language Teaching

It is explicit that using literature as a source while teaching a second language has been a matter of discussion for a while among many researchers. They have been trying to prove that the use of literature is an effective technique for teaching the four basic language skills and other areas such as enhancing vocabulary and encouraging motivation. Literature gradually reestablished its grounds in language teaching from the 1980s through the new evolution of Applied Linguistics and Literary Theory (Thakur, 2003). From then on, it has made its way into language instruction. That is, in the last a few decades the role of literature as a source in the language teaching curriculum has gained momentum after the advantages of literature use in language teaching were long ignored. It would be practical to examine the arguments against the use of literature before writing about its benefits. McKay (1982) states that "it is easy to view any attention to literature as unnecessary" (p.529). She enumerates three of the most common reasons of this ignorance as firstly, literature's structural complexity, and the unique, sometimes nonstandard use of language, prevents the teaching of grammar which is one of the main goals of language teachers. Secondly, literature can not aid anything to English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses where the main focus is satisfying the students' academic and professional aims. And last of all, it is so highly culturally involved that its conceptual difficulty hinders the learning the target language.

As mentioned above, linguistic difficulty has been one of the main arguments against literature. Linguists such as Topping (1968), is one of the people who believe in the structural complexity of literature and he argues that literature should be excluded from the foreign language curriculum because of "its structural complexity, lack of confirmity to standard garmmatical rules, and remote control perspective." In other words, these linguists believe that literature can not be a tool to serve the goals of foreign language student to achieve linguistic proficiency. For him, there has been a general presumption that to study literature, one necessarily needs knowledge of the difficulties of language and an inherent interpretative ability to comprehend the writer's message. Savvidou (2004) implies that "the creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and lexis may be

manipulated to serve orthographic or phonological features of the language." This is the basic reason why language teachers consider literature as inappropriate for language teaching atmosphere. This, for them causes the learners to spend greatest effort to understand and interpret literary texts and this effort often ends in waste and failure. From Widdowson's point of view (1975), "reader's interpretative procedures may become confused and overloaded. Briefly, the meaning attached to this is that the reader has to infer, anticipate and negotiate meaning from within the text to a degree that is not required in non-literary discourse", he also adds that thus, "in our efforts to teach our learners' communicative competence there is a tendency to make use of texts which focus on the transactional and expressive forms of writing with the exclusion or restriction of poetic forms of language literature."

The second argument is that the literature cannot manage to help the students to fulfill their academic and occupational goals. Halliday & Martin (1993, pp.22-23), enumerates the goals of ESP students and comes to the conclusion that firstly, language is a source for meaning and ESP students must predict the meaning of scientific and technical material to to be able to reach the sources of knowledge. Secondly, the basic units to derive meaning from are texts and regarding "the relationship between the semantic organization of scientific texts and the systems of meaning they instantiate, ESP students must deal with scientific and technical texts from different sources to enlarge their specialized knowledge." The third conclusion is that texts are social skills: ESP students must create an integration between the texts and their community by identifying the elements that establish this relationship. Fourth, for Halliday & Martin, language is a system for interpreting meaning, they suggest that "the role of grammar and understanding of reality which characterizes science as discipline. ESP students must come to grips with the way knowledge is built in their disciplinary field by means of more or less conventionalized patterns of linguistic choices." And last of all they point language "as a system for negotiating meanings and in this concept, ESP students have to be aware of the power of language to exchange and negotiate meanings successfully in their disciplinary and interdisciplinary studies."

According to researchers and language teachers who consider the disadvantegeous sides of the use of literature in language teaching as far more above the advantegous sides, various literary texts with their complexity of grammar and structure can offer very little help for the goals mentioned above. Finally, McKay (1982) states that "to the extent that literary texts reflect a particular cultural perspective, they may be difficult for language learning students to read. Clearly, this can be a problem as the writer of the text presumes that the reader shares the common moral values, belief and knowledge of the world, similarly the

reader evaluates the texts with his or her own perception of life, which is conditioned by his own culture." As a result, the language learner who is stranger to the target culture might have troubles while understanding and analyzing texts but the real question is whether or not any benefits can arise from examining the cultural assumptions of a piece of literature.

2.3.4. The Role of Literature in Language Teaching

Although it is inconvenient to ignore that there are studies against the using of literature as a beneficial source in language classes, the point is obvious that literature offers several benefits to language classes. Now, the question to raise is whether the structural and grammatical complexity of a literary text prevents a learner from learning and makes the learning process difficult.

As a start, the linguistic side of language advocates the use of literature in class as it provides the learner with original, authentic samples of language, and also with real samples of a wide range of styles, text types and registers. "It is extremely important for foreign language learners to be trained in a variety of registers, styles and genres and to be able to discern the function of each of them. These different manifestations of language are not only distinctive linguistically, but also socially, they all have a social communicative function" (Sanz and Fernández, 1997).

For McKay (2001), most present day literary texts presume that literature can provide a basis for extending language usage. Many of these texts focus on the particular grammatical points that are remarkable in the text. Furthermore, vocabulary expansion is dealt with by attention to word forms and common expressions. She argues that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax." Kelly (1996, p.11) suggests that in language teaching, literature provides a language model. There is a very close relationship between language and thinking that the ability to think for one's self depends on one's mastery of the language. For Rahayu (2010), literature, however, often constitutes a richer model for language than conversation as author frequently use elaborate sentences and flamboyant words, while speakers tend to use the same few words over and over in daily conversation. It is never uncommon for teachers and parents to hear children use language acquired from their favorite stories or books. Collie and Slater (1987, p.3) advise language teachers to use literary pieces as they offer "a bountiful and extremely varied body of written material which is important in the sense that it addresses fundamental human issues and

which is enduring rather than ephemeral and improve personal involvement in the language learning process."

Learning a language is a discovery process. It is a journey on which the teacher plays the leading role. It is obvious that there are some reasons which cause the leaders of the journey to remain blind to the benefits of using literature in teaching as mentioned earlier, which is first; one of the main goals of the language teachers is to teach the grammar of the language. Literature, due to its structural complexity and its unique use of language, does little to contribute to this goal. Second, the study of literature will contribute nothing to helping our students meet their academic and/or occupational goals. Finally, literature often reflects a particular cultural perspective. In accordance with this content analysis study, the pros of the issue outweigh the cons of it and there is clearly no point in ignoring the benefits of such an important concept in language learning.

2.4. Multimodal Learning

Another vital aspect in language learning is the way the teaching material is presented to the learner. There are a number of theories on how learning takes place. Additionally, a number of different learning styles have been suggested in order to find the most effective learning. The present study also aims at finding the best theory to support effective language learning. Sankey, Birch & Gardiner (2010, p.853) cite Bradwell as they state:

Teachers and lecturers have to deal with a much greater range of information processing styles, cultural backgrounds and styles of learning. As a result, the ideal for teaching in higher education is now recognised to involve much more than lectures as the means of information provision.

This situation becomes clearer when the learning styles of the learners are also taken into consideration. In simple terms:

It is undoubtedly the case that a particular student will sometimes benefit from having a particular kind of course content presented in one way versus another. One suspects that educators attraction to the idea of learning styles partly reflects their (correctly) noticing how often one student may achieve enlightenment from an approach that seems useless to another student (Pashler, McDaniel, Rohrer & Bjork, cited in Sankey, Birch & Gardiner, 2010).

In order to present a solution to these considerations, the increasing use of multimedia in teaching, might be considered as an alternative, as it provides vast opportunities to present

multiple representations of content such as text, video, audio, images, and interactive elements to guarantee more connection to the different learning styles and modal preferences of an increasingly diverse student body (Sankey, 2010). Innovative use of educational technologies can provide valuable opportunities for teaching staff to design more engaging media enhanced learning environments. In fact, multimodality is not an alien concept in the field of foreign language learning and teaching. If the instructional practices used in language teaching are taken into account, it becomes inevitable to notice that the practices have always included a multimodal dimension, although probably not explained as multimodality. Presenting the foreign language, even in its most text-based or uni-modal form, requires the learner to make some sort of visual or aural intervention, whether by highlighting, creating a diagram, or evoking sounds, or a translation. If the language textbook is full of illustrations, the learners, then, would be able to integrate the images and the linguistic code they are learning (Farias, Obilinovic & Orrega, 2011).

Multimodality allows the teaching material to be presented in visual, aural, and written sensory modes which may lead learners to perceive the presented work as easier to learn and focus attention allowing an improve learning performance. Mayer supports the well known philosopher, Confucius with his quotation of "tell me I will forget, show me I will remember" and he (2003) contends that "students learn more deeply from a combination of words and pictures than from words alone; known as the multimedia effect." Further, Sankey cites Shah and Freedman (2003) in their discussion of benefits of using multimedia in language learning. He justifies their point dividing the advantages into three. The first advantage is that visualisations support learning by providing an external representation of the information. Second it allows a deeper processing of information and finally it easily attracts the learner's attention by making the information more interesting and motivating that turns complex information easier to comprehend. Fadel (2008) indicates that "students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes" (p. 13). As another contributer, Picciano (2009), concludes the benefits saying that it allows students to experience learning in ways in which they are most comfortable, while challenging them to experience and learn in other ways as well (p. 13). Hence, the result is that "students may become more self-directed, interacting with the various elements exist in these environments. Depending upon their predominant learning style, students may self-select the learning object, or representation, that best suits their modal preference" (Doolittle, McNeill, Terry & Scheer, 2005). In other words, different methods of instruction will be suitable for different people since these different

methods of presentation "exploit the specific perceptive and cognitive powers of different individuals" (Pashler et al. 2008, p. 109, cited in Sankey, 2010). Also a series of researches conducted on cognitive science suggest;

> Multiple intelligences and mental abilities do not exist as yes-no entities but within a continua which the mind blends into the manner in which it responds to and learns from the external environment and instructional stimuli. Conceptually, this suggests a framework for a multimodal instructional design that relies on a variety of pedagogical techniques, deliveries, and media (Picciano, 2009, p. 11, cited in Sankey, 2010).

2.4.1. What is Multimodal Literature?

After shortly examining the concept of multimodality, another concept to be briefly mentioned should be multimodal literacy or literacies, which might provide the essential help when multimodality principle is intended to be used in language classes as a means to transfer the knowledge via multimedia. According to O'Halloran and Lim (2011), multimodal literacy "explores the design of discourse by investigating the contributions of different semiotic resources are for example, language, gesture, images co-deployed across various modalities (for example, visual, aural, somatic) as well as their interaction and integration in constructing a coherent text." Walsh (2010) further supports the idea giving his own definition: "Multimodal literacy refers to meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts. It may include oral and gestural modes of talking, listening and dramatising as well as writing, designing and producing such texts." He adds that "the processing of modes, such as image, words, sound and movement within texts can occur simultaneously and is often cohesive and synchronous. Sometimes specific modes may dominate. For example, when processing screen-based texts the visual mode may dominate whereas the mode of sound may be dominant in podcasts."

Silverton PS Catalyst Team (2008) divides literacy into five groups, combination of whose, for them, establishes multimodal literacy. The first one is "print literacy" which includes books, newspapers, signs, cards, timetables and labels. The second one is "visual literacy" of images, photographs, illustrations, posters, font sizes, colour combinations, paintings and graphics. Then the third one is called "information literacy", which consists of internet, emailing, web conferencing, social network communication; facebook, twitter, chatrooms, blogs, forums and navigating a webpage. "Media literacy" is suggested as the

fourth one as it includes animation, sound and sound effects, videos, film LCD screen, basic film techniques, advertisements and music. And finally, "graphic literacy" which consists symbols, icons, diagrams, plans, timelines, reading gauges, measuring instruments and maps. They suggest that "multimodal literacy is all the different ways in which meaning can be created and communicated in the world today" (2008).

Multimedia literature includes non-printable materials such as video, sound or 3D scenes. Traditional forms of literature can be used as multimodal literature if necessary multimedia additions are made. The complex process of learning by traditional verbal desciptions can be enhanced by a model or simulation and even no longer readable texts can be turned into clearer texts.There is a huge electronic archive on the internet and in the libraries for the multimedia material, with this and also completely new forms of electronic literature it is possible to make learning process highly interactive and effective.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

A number of articles and MA Theses will be analyzed in to conduct a content analysis based study on revealing the advantages of literature use and multimodality use in language learning and teaching. In this section, a definition of content analysis research technique will be presented and later, the necessary explanations on why this particular method has been chosen in this study will be explained. After discussing the instruments used in this study, the process of data collection and data analysis will be briefly discussed.

3.2. Content Analysis

3.2.1. Definition

The definition of content analysis made by Holsti (1969) is "multi-purpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inferences" (p. 2). He later summarizes other definitions made by different contributors, reaches a conclusion, which is "a content analysis is a systematic, objective, and quantitative description of a given context" (pp.2-3). As another scholar Krippendroff (2004, p.18), defines content analysis as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." Holsti (1969) also looks at the context from a different angle emphasizing that the most important step of content analysis is the coding which can be applied to surface contents and his conclusion on this matter is that content analysis is perceived as an analysis tool for surface content. Krippendroff (2004) proposes that content analysis has three requirements: objectivity, systemacity, and generality. The first requirement, objectivity, means that all the steps are explicitly formulated to minimize the possibility that the findings reflect the researcher's subjective opinion guaranteeing other coders' arriving at the similar conclusions. As the second requirement is systemacity, which means it is systematically based on the research rules and procedures. Finally, it is required for the findings to have theoretical relevance meaning generalized.

The researcher will approach the literary archive through a content-analysis based study as she is willing to exploit the following advantages that "a content analysis" study might offer to the researcher. Busha and Harter (1980, p.91) range the advantages of the content analysis research and determine that the initial advantage is that it looks directly at communication via texts or transcripts, and thus gets at the central aspect of social interaction. It can allow for both quantitative and qualitative studies. It is an unobtrusive means of analyzing interactions as it does not require contact with people, the researcher does not intrude on what is being studied. It can provide valuable historical/cultural insights over time through analysis of various texts. Also, it is a cost effective technique as the materials necessary for conducting content analysis are easily and inexpensively accessible. It provides insight into complex models of human thought and language use.It also provides a means by which to study processes that occur over long periods of time or that may reflect trends of a society. It allows a closeness to text allowing an understanding between specific categories and relationships. It also allows statistical analysis of the coded form of the text if wanted. The next strength is that, it allows the interpretation of the texts with the aims of the development of expert systems. It can help evaluators learn more about the issues and programmes they examine, as it is systematic. Finally, when well done, it is considered as a relatively exact research method based on hard facts.

3.2.2. Categorization and Classification of Data

Classification and categorization is considered as an initial step in content analysis, where the text is turned into numerical data under fewer categories. And these categories for Weber (1990, p. 37) are "a group of words with similar meaning or connotations." The categories later are used while classifying the data into groups. Holsti (1969, p.99) states that categories must be mutually exclusive meaning that each unit of data has to fall into a specific category not in between.

3.2.2.1. Priori and Emergent Classification

There are two kinds of classification: one is designed before the beginning of content analysis and the other is established after an advance examination of the data. In priori classification, categories are established prior to content analysis based on the theoretical framework of the study and previous studies then the coding is applied. In emergent classification, the researcher takes a look at the study data, and then establishes the analysis categories. If necessary, additional revisions and modifications can be applied to the categorization throughout the process of content analysis (Weber, 1990).

The priori classification was used in this study in order to create a framework of various historical archives containing evidence of ongoing research in this area. As formulating categories might be considered at the heart of the process, in order to classify and categorize the data gathered, two major categories which are the advantages of literature use in class and the strengths of multimodality in language classes were assigned to settle the appropriate information and relevant items under, later more sub-categories were determined.

3.3. Instruments

In this study of content analysis as a review of literature concerning methods of language teaching, the advantages of using literature in language teaching and how promoting the multimodality principle may become in language learning and teaching atmosphere, both periodical and textbook literature will be reviewed in order to construct a comprehensive history. All through the study 56 articles, 40 books and 11 MA Theses and 2 Doctoral Theses will be reviewed and analyzed afterwards. The analysis consists of counting and classifying the content, which is conducted on thematic base.

3.4. Procedures

The very first step taken was classifying and coding the data gathered from various articles, books and MA theses with the purpose of reviewing the history of contributions to the area of language teaching to emphasis the effectiveness of literature usage in language teaching classrooms as well as suggesting the most suitable method to serve for langauge teaching. After categories were assigned, the analysis process started. The information and relevant items were delivered under the specific groups systematically and while doing so the most significant features of content analysis, "objectivity, systemacity, and generality" were taken into consideration. Thus, a systematical, qulitative study was conducted with findings which have theoretical relevance with generalised meaning. After having an idea of the method, general procedures and specific codings the analysis was held.

CHAPTER 4

4. FINDINGS

4.1. Introduction

"Literature is one or the most effective, creative, memorable, and complex instances of communication human beings have achieved by the use of verbal language. The writer of a literary work utilizes all the sources available in language, sometimes breaking the norms, and socially-determined rules, in order to evoke certain emotions, impressions, reactions, and to lead the reader to gain a new sight into life and human nature" (Türeli, 1993). In a way, it is a kind of invitation to the reader to the land of imagination in which he or she can forget all his worries and leaves his life behind. Prior to emphasizing the contributions of literature to students it is important to remark that as Collie & Slater put it is not shaped for the specific purpose of teaching a language (1997). They also state that the teacher is the grand initiator of its use and, thus, responsible for making it meaningful to the students. The teacher has the freedom to use it as they see applicable, that is, implementing it in the best way to suit their students. The fact that it provides authentic material to the language learning atmosphere is an important characteristic of literature. Another important characteristic of literature is that no matter how old it is, its meaning does change. The main point is that the students with a wide range of diversity of background knowledge and culture, are able to make different interpretations. ln this way, Collie and Slater suggest that it is true to say that "a literary work can transcend both time and culture to speak directly to a reader in another country or a different period of history" (1990). Similarly, Taylor supports the idea claiming that "as long as the English language survives, people will be reading or listening to Shakespeare –the greatest playwright of all ages" (1999, p.205). In his article, "The Incredible Shrinking Bard," Taylor wonders how long Shakespeare will last:

> Will Shakespeare's plays last longer than the earth? Longer than the sun? Five billion years? Five million? Five thousand? Next to five billion, five thousand may sound trivial, but the works of Homer are not even three thousand years old. Shakespeare, as yet, hasn't even lasted five hundred (1999, p.205).

However, no matter how long ago Shakespeare lived, it is claimed that Hamlet by Shakespeare is the most cited figure after Jesus and also the popularity of his plays is about to reach the popularity of the Bible. Many other researchers have also made claims about the authencity of literary texts such as Maley (1989) who suggests that "literature deals with non-trivial things which are personally relevant to them. Authenticity is a criterion considered

highly essential in the current literature in language learning and teaching which is naturally existent in literary texts." He adds that "it can especially be envisaged in drama and the novel, as in drama we have conversations, expressions of feelings, functional phrases, and contextualized expressions. Similarly, in novels, descriptive writing along with other types of writing adds to the imaginative nature of human beings and hence language is easily etched on our mind."

To put it differently, exposing the learners to different genres allows them to comprehend the message the text tries to convey. It helps the learner easily to understand the expression of emotional responses, as literary pieces describe human emotions and perceptions. The student understands that the piece he or she is reading differs from whatever textbook material with which he has come in contact, so his sense of accomplishment is greatly felt by him once he finishes the task. "It helps students understand cultural aspects, that a textbook may not include. It stimulates language acquisition through the expression of emotions toward a particular theme and gives the student the opportunity to be faced with structures and forms which are different from the norm. And last of all, it broadens the sense of language taking it more than just for practical use" (Dell Castillo Negrete, 2009).

In Maley's (1989, p. 12) point of view, there are many reasons why literature should be beneficial, he rates his titles as Universality, Non-triviality, Personal Relevance, Variety, Interest, Economy and Suggestive Power, and Ambiguity. He justifies his reasons for the convenience of literature with further explanations.

"Universality" means that liteary themes deal with universal ideas common to all cultures such as death, love, separation, belief, and nature. Although the experiences might be treated differently, they happen to all human beings. The second feature of literature is "Non-triviality" which means that literature is never trivialized. Literary pieces are always about things which had importance to the author when he wrote them. It is always a valuable source of authentic material. The third feature he suggests is "Personal Relevance". Literature is filled with ideas, things, sensations and events which are either a part of the reader's experience or which the reader can imaginatively join. They can relate it to their own lives. The fourth one is called "Variety." The ingredients of literature consist of many differents types of topics. Within literature, the reader can find the language of law and mountaineering, medicine and bull-fighting, church sermons, and nursery talk.

"Interest" is the fifth characteristic. Themes and topics literature deal with are interesting, because they are parts of the human experience. The author intentionally selects topics that will attract the readers' attention. He suggests the sixth one as "Economy and

Suggestive Power." For Maley (1989), one of the greatest powers of literature is its suggestive power. In all forms, it is able to invite the reader to go beyond what is said to what is implied. In other words, with the help of literature, it is possible to derive the maximum output from minimum input. The last characteristic offered by Maley is "Ambiguity." It is likely that literature transmits different meanings to different individuals. It is highly suggestive and associative. To infer the same message from one text is quite rare. The advantage in teaching is that when each person's perception is different, it creates an atmosphere for exchanging ideas.

Apart from reasons mentioned above, the role of literature in enhancing the sociolinguistic richness is another reason of concern for using literature in the foreign language class. The use of language changes from one social group to another. As Hişmanoğlu (2005) points, a person speaks differently in different social contexts like school, hospital, police station and theatre (i.e. formal, informal, casual, frozen, intimate styles speech). The languge used by different professions also changes due to the change in terminology. To put it differently, since literature provides students with a wide range of language varieties like sociolects, regional dialects, jargon, and idiolects, it develops their sociolinguistic competence in the target language, which makes is a powerful source in language teaching.

4.2. Contributions of Literature to Language Learning

4.2.1. Contributions Concerning Language Use, Vocabulary Enrichment, and Language Skills

Obviously, literature gives learners a good opportunity for extensive reading. For example, novels are good for extensive reading purposes. Khatib and Rahimi (2012) imply that students can be given a week just to go through a novel without extensive use of dictionary. This practice will double their reading speed and encourage meaning guessing in reading. Afterwards, learners learn how to read a lot in a short period of time. Poetry may present another option for extensive reading, since it is good for close analysis. In this way, students can be assigned to read each line closely "to delve into the text and dig out hidden meaning expressed through literary elements such as metaphor, simile, and allegory can lead the learners to extract deep meanings embedded in texts."

After reviewing the related literature, it is obvious and acceptable to conclude that literature offers a wide range of language structures, which can enhance our understanding of

language usages. "This understanding has a direct impact on the learners' ability to learn and use language not for mechanical responses but for the expression and response of those thoughts and ideas which would have stifled in the brain in the absence of rich language resources" (Hamdoun & Hussain, 2009).

Likewise, Krashen (1993; cited in Gölgeli) indicates that there are many studies on the relationship between reading literary works and the skills in language learning and the findings of the studies reveal that reading liteary texts is a powerful tool for building communicative and linguistic proficiency. Learners who engage themselves in reading activities show satisfactory improvement in other areas, including vocabulary development, writing fluency, and oral language abilities. Literary work becomes a means for language learning. Hamdoun & Hussain (2009) suggest that,

> Both literature and language teaching involve the development of a feeling for language or responses to texts integrate language skills such as listening and reading as receptive skills and speaking and writing as productive skills. The subject matter of literary discourse is authentic and is based on social and palpable realities and not on prescribed, mechanical or standard word pictures. Since the literary text explores the resources of language to its highest capacity, the learner therefore, is inspired through the reading of the literary texts to learn language in real life situations and communicate with fluidity of expressions.

Hişmanoğlu (2005) considers literature-based activities as valuable for language learning since they help to speed up development of the oral skills as they promote students' motivation to achieve a clearer comprehension of a work's plot and a vast understanding and awareness of its characters.

For Widdowson, "literature requires sensitivity, intelligence, precision of response as it takes the reader to an unknown world where familiar signs may be few and where the reader has to be alert to the clues; however as these signs and clues are linguistic, the sensitivity has to be initially to language, and intelligence and precision of response can only be developed if they are first shaped by interpreting the unique language of literary discourse" (1975, p.74).

According to Collie and Slater (1990), reading literary works exposes students to many functions of the written language. They imply the benefits of language enrichment while emphasizing the importance of extensive reading and how it increases a learner's receptive vocabulary. For them, "literature provides a rich context in which individual lexical or syntactical items are made more memorable." Reading a whole text, the learner is able to be acquainted with the formation and functions of sentences, which later allow them to make

interferences from linguistic clues and to comprehend the message the text tries to convey. Apart from contributing to student's awareness of language use, McKay proposes that language is also ideal for developing awareness of language use since it presents "language in discourse in which the parameters of the setting and the role relationship defined" (1986, p.191).

From Fakhrul Aram's (2002) point of view literary texts enhance learner's reading skills and provide varied examples of vocabulary use. Arthur (1968) points that "certain syntactic patterns, including passives, subordinate clauses and syntactic word order inversions, are encountered more frequently in literary texts and adds that, the vocabulary growth brought about by reading literature is attributable to the greater range of vocabulary used in written English and in literary texts." Nasr (2001) sharing the same ideas suggests that literature in language classes has "the latent to reinforce the four language skills: reading, writing, speaking and listening″ and he adds that it requires learners to think out and put into practice special reading strategies to deal with the "idiosyncratic characteristics of verse and prose."

There is a variety of reasearch conducted in the field in order to prove the effectiveness of the use of literature in language classes in terms of language skills, vocabulary gain, and language use. In his article, Korte (2012) examines four experiments held in Asia and to briefly summarize;

In Fiji 500 students in 12 schools, eight research schools and four control schools were monitored for two years. Experimental schools used 250 story books to be read by the students alone for pleasure for 20-30 minutes a day or the teacher leaded reading activities letting the students read aloud in their classes while the control shools followed normal English classes. Two years later, they were tested and the finding was that experimental groups were far more superior in tests of reading, comprehension, writing and grammar. Another experiment was conducted in Singapore among 3000 students. After the students were tested at the end of years, the findings in Fiji was confirmed. For the experiment, the students in the experimental reading classes were not only better at reading, which would have been understandable, or at vocabulary, also logical, but also at oral language, grammar, listening comprehension and writing. And finally, another experiment was held in Singapore, where the government press weak schools to improve their achievements. Among many of those weak schools, one school tested the usefullness of extensive reading. In the school the curriculum was changed to suit the students to let them read silently for 20 minutes a day and they had one extensive reading lesson per week when they exchanged books, discussed them

or only read more books. The schools developed system which allowed lending so that students could easily take the books home. After five years the project was evaluated by checking the English examination grades. It seemed obvious that the students of the weak school got the exam marks above the national average. Linguist Colin Davies (cited in Philip Prowse, 1999) states that after the experiment was over "the pupils developed a wider active and passive vocabulary. They used more varied sentence structure, and were better at spotting and correcting mistakes in writing and speaking. They showed an overall improvement in writing skills and increased confidence and fluency in speaking". Christine Nuttal (cited in Korte, 2012) observed that "students who read a lot will not become fluent overnight, and it may take a year or two before you notice an improvement in their speaking and writing; but then it often comes as a breakthrough. They will progress at increasing speed and far outstrip classmates who have not developed the reading habit." As a result she concluded that there was improvement in other skills of the students after the experiment as well. The final experiment was conducted to prove the effectiveness of vocabulary acquisition, which is emphasized as an important element in language learning. This time not pupils but adults were experimented on. A group of adults was assigned to read the novel The Clockwork Orange by George Orwell. In the novel the main characters speak an language named "Nadsat". In the book, there are more than 240 nadsat words and most of them are repeated at least 10 times. The people who took part in the experiment read the novel and went back to school after a while for a comprehension test and a discussion of the book. However, they were given a multiple choice test on the nadsat vocabury of the novel instead. Philip Prowse's (2000, p.11) comment about the issue is: "The results were stunning, with scores between 50 and 96 per cent, and an average of 76 per cent. Just by reading, these adults had learnt the new words from context without any effort."

To sum up, the experiments show that there is a very strong tie between language learning and extensive reading, which should never be ignored in language classes. Christine Nuttal (cited in Korte, 2012) summarizes her findings as follows: "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it."

4.2.2. Contributions Concerning Student's Personal Development, Creativity and Motivation

Reading of literary texts can be considered as a kind of dialogue between the reader and the text (Grabe, 1998). As cited in Gölgeli, Eisterhold and Carrell (1998) and Steffenson (1984) agree that there is an interactive process between the readers and the text. Also, Dunning (1989) supports the same idea of interaction. For him,

> … readers need to respond to literature emotionally…. We do not approach a text with empty-handed, but bring to it our own emotional baggage. This means that each reader's response is unique…We can become better, more experienced interpreters of texts, however, by reading more and by discussing what we read with the others.

Wasanasomsithi (1998) claims that authentic literary texts should involve learners in the reading process, not simply to obtain information from the text, but to interact with the texts interpretatively, critically and imaginatively. He claims that readers while trying to understand the literary pieces not only appreciate the work but also create an interaction between the text and themselves. Similarly, Widdowson (1975) argues that reading literary texts provide a unique advantage over non-fiction ones. When reading a literary text the reader has to interpret with the reading material in order to understand the text. In other words, comprehension of the literary text heavily depends on readers' interpretations. Through establishing an interaction with the text, understanding of the text more clearly bebomes inevitable (McKay 2000).

Similarly for Lazar (1993, p.11), language can help awaken the imagination of our students, to develop their critical abilities and to increase their emotional awareness. Ladousse-Porter (2001) point out that creativity and imagination take place on the top. He considers that reading a literary texts activates and enhances the reader's emotional intelligence, the components of which are self-awareness, self-regulation, motivation, empathy and social skills. This makes literature particularly fit into the language classroom and all these components contribute to more effective language learning (Bagherkazemi & Alemi, 2010).

Another aspect of using literature in language learning atmosphere is that it may be highly motivating for the language learners and this motivation may lead learners to take an active part in language learning process. Some researchers like Lazar (1996), Ghosn (1998) and McKay (2000; cited in Gölgeli, 2006) strongly imply that literary texts can be considered as rich sources for classroom activities that can be very motivating for learners since authentic

literature provides a motivating atmosphere for language learning settings, so learners can fully participate in language learning process.

4.2.3. Integrating Culture with Literature

There is a wide variety of definitions of culture in literature. While some definitions consider society as a whole, others focus more on the individual. As the integration between linguistics and languge is clear, the definition made by linguists will be taken into consideration in the present study. Since linguists focus mainly on the relation between culture and language, they state that culture is not learned as language is, yet language is not learned until culture is. In other words, for language learning to take place, language and culture must be connected. The two are totally interrelated.

It is also stated in most studies that literature in a way offers cultural and language enlightment. The works of literature is able to present examples to the authentic living environments in a similar way the mass media does. In a way, it is the way to access the target language and culture for the learners who demonstrate their unwillingness or inability to visit the countries where a particular language is in use. In that context, the relationship between literature and culture in language teaching can be seen as the bridge between the target language and its soul. They provide students with a closer interaction with target language speaking countries in the sense that "they both portray the world in a contextualized situation and open the door to the perception that there is a complex and immanent relationship between grammar and a humanistic interactive field that mutates constantly, since it adapts to the needs of its speakers and changes according to their context" (Cruz, 2010).

According to Maley (1989a), literature deals with universal concepts such as love, hatred, death, and nature. These concepts are common to all languages and cultures. The similarities and even differences between cultures and languages can further our understanding of the whole world. Khatip and Rahimi (2012) also interpret the link between language and culture in a different angle. For them, "literature promotes cultural and intercultural awareness especially in the era of globalization where there is a growing concern of universally shared needs and wants rather than individual needs." So for Maley (1989a), since literature deals with universal concepts, "there is an urge to grab on literature as an input source for flourishing language learners' competence. Globalization cries for joining hands not only in economy, politics, and sociology but also in language-related fields such as English Language Teaching."

However, whether culture should be included into the language teaching context or not and what benefits can arise from examining the cultural assumptions of a literary text have been questions for discussions. Kramsch supports the idea of including culture into language teaching and giving the definition of culture as follows (cited in Cruz, 2010);

Culture constitutes itself along three axes: the diachronic axis of time, the synchronic axis of space, and the metaphoric axis of the imagination […]. Teaching culture means therefore teaching not only how things are and have been, but how they could have been or how else they could be. Neither history nor ethnography provide this imaginative leap that will enable learners to imagine cultures different from their own […] culture is arbitrary, which doesn't mean it is gratuitous, only that different events could have been recorded if other people had had the power to record them, different patterns could have been identified, these patterns in turn could have been differently enunciated; which is why culture, in order to be legitimate, has always had to justify itself and cloak its laws in the mantle of what is "right and just" rather than appear in the naked power of its arbitrariness.

He suggests culture be taught with an objective view and the aim must be teaching it free from ideologies. If the messages are accurately and objectively conveyed, the teaching of culture will promote a greater tolerance for cultural differences between the learner and the target language. Here, the main goal is to provide the students with ″confront cultural connotations of words and phrases as they learn that culturally appropriate images which language evokes go beyond definitions found in a dictionary″ (Seelye, 1987).

Many other studies on the field also emphasize the relationship between culture and language. As Blatchford (1973) remarks, "the linguistic interest of culture learning is broader, its approach more scientific and pragmatic, but there is no reason why it should not include in its scope the literary uses of language ."

The content of literary texts are full of linguistic expressions such as stylistics, pragmatics, and semantics. In the study of language and culture, it is very often suggested that blending culture with language teaching is valuable contribution to the development of language skills. What is more, literature consists of some lexical items and expressions, which cannot be found in the linguistic texts. "Literary texts and literature texts contextualized and socialized language items and lead naturally to the use of actual words and expressions in real situations" (Hamdoun and Hussein, 2009). Because of that reason, Norton (1997) suggests including culture into language teaching and adds that "language should be used in socially and culturally appropriate ways." For him, the goal should be to have students,

1. use the appropriate language variety, register and genre according to audience, purpose and setting;
2. use nonverbal communication appropriate to audience, purpose or setting;
3. and finally use appropriate learning strategies to extend their sociolinguistic and sociocultural competence .

A research was conducted by Le Blanc and Dick (2002) to illustrate the effectiveness of teaching a second language through culture. The aim of the research was to prove that when students are engaged in highly interactive, language-rich and enjoyable activities, they become more motivated language learners. For this purpose, researchers used a lot of such activities in English and French language classrooms. In the activities, the students were motivated to act like singers, dancers, storytellers, merchants, genealogists, geographers, writers, actors, historians, archeologists, and ethnologists. Students also aided to use drama techniques for education to be able to reach into their imaginations and compare the truth and possibilities of their past, present, and future lives. During the process the reserchers encouraged the students to interpret the situations. The result was, "they were engaged in highly creative approaches using a wide range of talents to experience new realities, which enabled them to develop an understanding, appreciation and respect for the target culture and, consequently, used the target language in a wide variety of communicative situations" (Le Blanc and Dick, 2002).

All in all, the researchers' contribution was that "in the second-language classroom, with integrated framework, students were encouraged to participate in a variety of interesting and dynamic activities focused on aspects of their own culture and that of the target culture. The enjoyment experienced while participating in these activities resulted in more motivated second-language learners, who used their second language in a much wider, more interesting, and imaginative series of communicative situations" (Le Blanc and Dick, 2002).

4.3. How to Use Literature in Language Classes

Studies in the field suggest that is possible to use literary pieces to fulfill the requirements of language learning classes in various ways. Again many methods concerning how to use literature in language classes have been developed.The following models have been categorized under two groups and briefly explained.

4.3.1. Models Suggested for Language Teaching via Literature

As a framework, in her article, Clandfield cites the three main models which were developed by Carter and Long (1991) that fit the language teaching atmosphere. The first model is called "The Cultural Model," which regards a work of literature as a source of information about the target culture. So this basic approach considers the social, political and historical background to a text, literary movements and genres, excluding any language work. The disadvantage of this approach for her, is its inclination to be quite teacher-centred.

The second model suggest by them is named as "The Language Model." This model focuses on the language work encouraging the learners to give attention to the usage of language. Also the model seems to be more learner-centered. For the developers of the model, "as learners work through a text, they come to grips with the meaning and increase their general awareness of English." For Clandfield (2011), with this second model of teaching literature, the teacher is able to select whether to pinpoint general grammar or vocabulary in the same way it is presented in coursebooks or to use a study of the linguistic features of the text to enable students to make meaningful inferences out of the text. The goal of the method is to help learners to read and study literature more capably.

The last model suggested is "The Personal Growth Model." The model can be evaluated to be more learner-centred. Within the model, the teacher tends to form a kind of interaction between the texts and the reders. The learners are encouraged to benefit from their own opinions, feelings, and personal experiences to create the integration. Clandfield (2011) proposes that with this approach learners are encouraged to build a link between the text and themselves. Additionally, she indicates that, "this model recognises the immense power that literature can have to move people and attempts to use that in the classroom."

4.3.2. Methods Designed to Teach Literature

There are three methods especially designed for literature teaching in language classes. Among the various methods intended to teach literature in language classes, just three methods are summarized in this study in order to form an example to each type .

The first method developed by Mullen is called "Fiction in Three Dimensions." The approach he offers follows the same steps scientists follow while formulating an experiment and arriving a result,

1. The observation of facts

2. The recognition of problems and needs inferred from these facts

3. The search for imaginative and workable solutions.

For Mullen (1984), any literary work can be presented in the same way as scientists formulate their experiments. This explains why he calls it as "Three Dimensional Approach."

The second method is suggested by Goodman and called "Great." He proposes that each letter of this word stands for a particular activity in the process of teaching language via short story:

Getting the meaning of the story

Reviewing the the story elements

Examining vocabulary

Adding words to the passage

Thinking about the story (Goodman, 1998, p.1)

He implements the method in his teaching and says that activities in the first phase (G) are related to the reading skill. In the second phase of (R) a number of questions are asked to check or review short story elements such as plot, characters, setting, and theme. In phase (E) a vocabulary study is proposed. Exercises should include finding the meaning from context. In phase (A) to use a cloze text with a given set of words is suggested. Finally, in the last phase (T), the students are directed towards more creative activities aiming to improve their creative thinking, speaking, and writing.

The final method is contributed by Hartman and Blass (cited in Sapıtmaz, 2005). According to them, every study on literature has to go through three phases: pre-reading phase, reading phase, and post- reading. They assign each phase with a number of activities. While some activities deal with the background of the literary work, others with exploration of literary elements, and with interpretation of literary symbols. For them language activities must include comprehension, speaking, and writing, and also the core of each lesson must be dominated by enjoyment of literature.

In short, using literature in language classes has always been considered as a challenging issue for a teacher as stated in many studies. Students usually have problems in learning literature and remembering what they have learned due to various factors. It is the teacher's responsibility to choose the model with which he/she will present his/her material to his/her students. How the teacher will use a literary text depends on the model he chooses. The key point for the selection of the most appropriate method for language teaching should be integrating all four skills, supporting them with visual images and as Collie and Slater

(1987, p.8) suggest "add fresh momentum into the teaching of literature by stimulating students desire to read and encouraging their response."

It is obvious that education is a life-long experience which affects an individual's life. Learning is said to be the equivalent to change, modification, development, improvement and adjustment. It is not a concept to be confined to classrooms, but it takes place everywhere in the world around the individual. The trend has to be open to changes. The approaches towards teaching and learning have to renew themselves in accordance with the technological advances. Similarly, in line with the studies about multimodality, the responsibility of the teacher is to be able to exploit the working systems of the brain with regard to learning process and the technological advances of today's rapidly changing world.

4.4. Multimodality

In the last two decades, the world has quickly moved to a digital culture. Therefore, it would be reasonable to benefit from the advances of technology in choosing our most suitable method of teaching. There are also theories that encompass several principles in learning with multimedia.

4.4.1. Three Types of Memory

Before introducing the multimodality, it might be useful and efficient to mention about how human brain works and stores information. To explain how the method works, first it is necessary to examine the three memory stores as sensory memory, working memory, and long-term memory.

"In psychology, memory is defined as the process by which information is encoded, stored, and retrieved. Encoding allows information that is from the outside world to reach our senses in the forms of chemical and physical stimuli" (Wikipedia, 2013). And there are three types of memory. Sweller's definitions of memory types are,

> Sensory memory is the cognitive structure that permits us to perceive new information, working memory is the cognitive structure in which we consciously process information, and long-term memory is the cognitive structure that stores our knowledge base (1994).

For Mayer (2005a), "sensory memory has a visual sensor that shortly holds pictures and printed texts as visual images and auditory memory which briefly holds spoken words and sounds as auditory images." Mayer also adds that "working memory selects information

from sensory memory for processing and integration. Sensory memory holds an exact sensory copy of what was presented for less than twenty-five seconds, while working memory holds a processed version of what was presented for generally less than thirty seconds and can process only a few pieces of material at any one time" (Mayer, 2010a). In other words, "sensory memory is a very brief recall of a sensory experience such as what we have just seen and heard. It is the ability to retain impressions of sensory information after the original stimuli have ended. It acts as a kind of buffer for stimuli received through the five senses of sight, hearing, smell, taste and touch, which are retained accurately, but very briefly" (Mayer, 2010a).

Secondly working memory can be defined as the ability of our brains to keep a limited amount of information available long enough to use it. It helps process thoughts and plans, as well as carries out ideas. As the Metiri group (2008) puts it,

It is the place where the thinking activity is processed; it is actually more brain function than location. The working memory is dual coded with a buffer for storage of verbal/textual elements, and a second buffer for visual/spatial elements.It can be an example to one of the severe limitations of human thinking process because short-term memory is limited to simultaneously store approximately four objects in visual/spatial memory and approximately seven objects can be simultaneously stored in verbal short-term memory. If those buffers are full and the person is distracted, then new elements appear in the working memory causing others to disappear from thought/consciousness. Verbal/textual memory and visual/spatial memory work together in working memory. If any buffer is overfilled the result is cognitive overload, which includes buffers of visual/spatial memory traces and verbal (auditory and text) memory traces (2008).

Finally, long-term memory cover memories that range from a few days to decades. In order to insure successful learning, information has to move from the sensory or the short-term memory to the long-term memory. Long-term memories aren't all of equal strength. Stronger memories enable a person to recall anything intentionally while weaker memories often come to mind only through prompting or reminding. These memories are not stable. Through time, memories fade and a person often revises the memory by combining it with another memory or what others tell you about the memory. As a result, because of the fact that memories are not strictly static, they are not always reliable. In Fadel's (2008) review of the long term memory, he comes to the conclusion that,

Long-term memory refers to the continuing storage of information. This information is largely outside of our awareness, but can be called into working memory to be used when needed. Some of this information is fairly easy to remember, while other memories are much more difficult to access. Long-term memory in humans is unlimited estimated to store up to 109 to 1020 bits of information over a lifetime – equivalent to 50,000 times. The brain has two types of long-term memory, episodic and semantic. Episodic is sourced directly from sensory input and is involuntary. Semantic memory stores memory traces from working memory, including ideas, thoughts, schema, and processes that result from the thinking accomplished in working memory. The processing in working memory automatically triggers storage in long-term memory.

4.4.2. The Origins of Multimodal Learning

4.4.2.1. Multiple Intelligence

As cited in Madkour (2009), Gardner's research suggested the concept of multiple intelligence in 1983, 1999, and 2004. In his studies, he combined psychometric, developmental, cognitive, and cultural approaches. He defined human intelligence as "the capability of processing information and creating effective products that are useful for the society." His findings directed him towards three aspects of human intelligence (Gardner, 1999), which are

1. human beings do not possess the same types of minds;
2. humans can develop intelligence through education; and
3. cultural setting is an integral component of intelligence development.

Madkour (2009) regards that "Gardner's approach depends heavily on identifying linguistic and mathematical abilities and also multiple criteria, which is based on brain-research, psychology research and antropology studies." While developing his multiple intelligences theory, Gardner based the theory on using only linguistic and mathematical tests of intelligence to measure the IQ. In that sense, he seperated his theory from single view of intelligence. Although in many studies on human intelligence, "many theorists considered intelligence as a single mental ability, Gardner argued that each individual cognitive profile consists of all the domains of multiple intelligences" (Madkour, 2009). Christion & Kennedy (2004; cited in Madkour, 2009) consider his introduction of multiple intelligences theory as a new route for the researchers to follow. By the help of this brand new theory, many new

methods for improving the teaching, learning, and assessment processes have been proposed. "Those newly designed methods offered the teachers the ability to engage their students in the learning and assessment processes through cognitive skills which enhance numerous talents including all the domains of multiple intelligences in order to improve language acquisition."

The multiple intelligences theory by Gardner promoted the birth of multimedia learning, which is a cognitive theory popularized in the work of Richard E. Mayer and other cognitive researchers. "This cognitive science provided powerful insight into human nature, and, more importantly the potential of humans to develop more efficient methods using instructional technology" (Sorden, 2005).

4.4.2.2. Cone of Experience Theory

During the 1960s, Edgar Dale theorized that learners retain more information by what they "do" as opposed to what is "heard," "read," or "observed." His research led to the development of the Cone of Experience. Thus, his theory also helped the foundation of multi-modal learning theory. According to him,

> Much of what we found to be true of direct and indirect experience, and of concrete and abstract experience, can be summarized in a pictorial device which we call the "Cone of Experience." The cone is not offered as a perfect or mechanically flawless picture to be taken with absolute literalness in its simplified form. It is merely a visual aid in explaining the interrelationships of the various types of audio-visual materials, as well as their individual positions in the learning process…The cone device, then, is a visual metaphor of learning experiences, in which the various types of audio-visual materials are arranged in the order of increasing abstractness as one proceeds from direct experience…Exhibits are nearer to the pinnacle of the cone not because they are more difficult than field trips but only because they provide a more abstract experience (Educational Media, 1969).
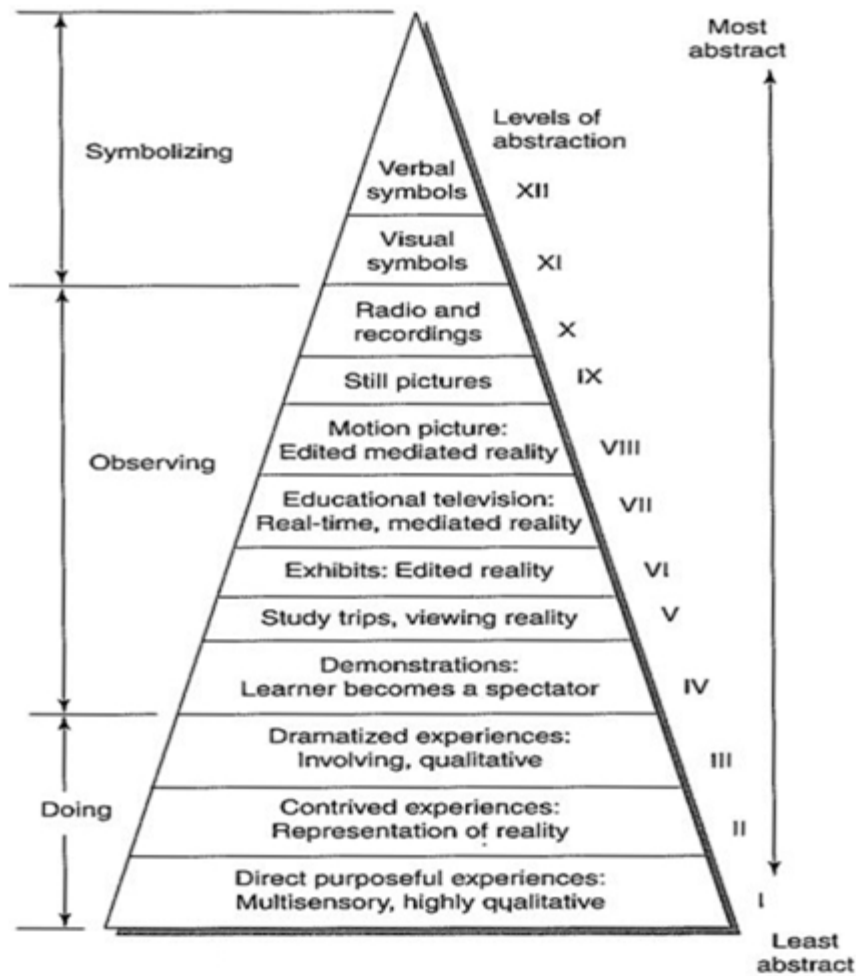
Figure 1. Dale's Cone of Experience

According to Dale's research, the least beneficial method is placed at the top of the cone. It involves learning from information presented through verbal symbols, such as listening to spoken words. The most efficient methods are placed at the bottom of the cone.These methods include "direct, purposeful learning experiences, such as hands-on or field experience. Direct purposeful experiences represent reality or the closest things to real, everyday life" (Anderson, 2008). According to the interpretation of the cone, it charts retention rates related to various teaching methods. When moved from top to the bottom of the cone, the greater learning and information is likely to be retained. The cone also suggests that it is of vital importance to involve students in the process of learning while choosing an instructional method, as this act will clearly promote the retention of knowledge. The chart proposes that, "action-learning techniques result in up to 90% retention, which means people learn best when they use perceptual learning styles. Perceptual learning styles are sensory based. The more sensory channels possible in interacting with a resource, the better chance

that many students can learn from it, so instructors should design instructional activities that build upon more real-life experiences" (Anderson, 2008).

4.4.3. How does Learning Take Place in Multimodal Context?

Mayer (2010a, p.38) argues that meaningful learning from words and pictures happens only if the learner employs five cognitive processes:

1. "selecting relevant words for processing in verbal working memory"

2. "selecting relevant images for processing in visual working memory"

3. "organizing selected words into a verbal model"

4. "organizing selected images into a pictorial model"

5. "integrating the verbal and pictorial representations with each other and with prior knowledge."

He also proposes five forms of representation for words and pictures that occur as information is processed by memory. Each form represents a particular stage of processing in the three memory stores model of multimedia learning. The first form of representation is the words and pictures in the multimedia presentation itself. The second form is the acoustic representation provided by sounds and iconic representation of images in sensory memory. The third form is the sounds and images in working memory. The fourth form of representation is the verbal and pictorial models which are also found in working memory. The fifth form is prior knowledge which are stored in long-term memory (Sorden,2005).

4.4.4. Multimodality and Second Language Learning

Considering the implications made about the advantages of using technology and Gardner's Multiple Intelligences, Dale's Cone of Experience Theory, and the other implications made by many different researchers it is quite reasonable to apply multimodal learning theory in teaching language through literature. Apart from traditional teaching methods, multimodal learning might offer alternative learning experiences to achieve different types of teaching objectives for literature. It also provides an opportunity to measure the impact of multiple representations on learning outcomes, including student learning, performance, and engagement. By the help of this approach, it is observed that access to multimedia provide an opportunity to present multiple representations of various literary texts. It is possible to affect the retention of knowledge gained from literature through using Multimodal Learning approaches.

The research conducted by Farias , Obilinovic, Orrego (2007) aimed at showing the integration between multimodality and second language acquisition.

a.The information delivered by the exposure to more than a single mode contributes to its retention. There is clearly a need to provide several instances of rehearsal in order to attain long-term retention of vocabulary. "The benefit of narration, on-screen text and animation is one way of compensating for the low frequency in the exposure received in a foreign language context."

b. There is a need for transforming expressive knowledge into procedural knowledge. Schnotz & Baadte (2008, p. 27) claim, "multimedia may serve as a vehicle to convey formal rules of the target language such as syntactic, prosody or semantic rules presenting this explicit linguistic knowledge in a visual model with the help of graphics or annotations and in an auditory mode by presenting pronunciation guides or narratives."

c. Language learning necessitates a special type of attention. For this, new techniques arerequired to help us provide enhanced input and address individual differences. In this context, multimedia, Schnotz and Baadte suggest that "multimedia can furnish the situational context in which communication takes place and therefore stimulate the learner to comprehend the semantic content of the messages and contribute to the ongoing (simulated) conversation" (2008, p.27).

The researchers have been trying to prove the effectiveness of multimedia support in the process of language learning. For them, people learn more deeply from words and pictures than from words alone, which is referred to as the multimedia principle (Mayer 2005a). These researchers generally explain multimedia as the integration between text and pictures; and suggest that multimedia learning occurs when people build mental representations from these words and pictures (Mayer, 2005b). The words can both be spoken or written, and the pictures can be any form of images including illustrations, photos, animation, or video.

According to Multimodal Learning Theory, "One of the principle aims of multimedia instruction is to encourage the learner to build a coherent mental representation from the presented material. The learner's job is to make sense of the presented material as an active participant, ultimately constructing new knowledge" (Sorden, 2005). Mayer and Moreno (1998) propose that there are three basis of the theory. First, the dual-channel assumption; second, the limited capacity assumption; and third, the active processing assumption. Sweller (1994, cited in Mayer & Moreno, 2003) claims that "the dual-channel assumption means that working memory has auditory and visual channels based on Baddeley's (1986) theory of working memory and Clark and Paivio's (1991) dual coding theory. Second, the limited

capacity assumption is based on cognitive load theory and he also states that each part of working memory has a limited capacity. The third assumption is the active processing assumption which suggests that people are able to build meaningful information if they pay attention to the material and also link the new information they get with their prior knowledge."

In 1971, Paivio claimed that information in fact is better remembered when accompanied by a visual image. In a series of studies Mayer (2001) applying Paivio's theory to multimedia, stated that students presented multimedia with animation and narration consistently comprehend better than those who studied text-based materials.

In recent years, "multimedia in conjunction with hypermedia have been successfully applied to many learning environments in order to appeal to a wider variety of student learning styles" (Sprague & Dahl 2010, cited in; Sankey, Birch & Gardiner 2010). The impact of multiple representations of literary pieces using multimedia has been taken into consideration for a long time. To assist some learners, it has been observed in previous studies, that "the addition of some multimedia elements into learning materials can be used to develop a more involving technique, appealing to visual, aural and kinesthetic learners" (Birch & Burnett, 2009). To further support the idea recent findings suggest that,

> Multiple intelligences and mental abilities do not exist as yes-no entities but within a continua which the mind blends into the manner in which it responds to and learns from the external environment and instructional stimuli. Conceptually, this suggests a framework for a multimodal instructional design that relies on a variety of pedagogical techniques, deliveries, and media. (Picciano 2009, p.11)

Finally, Fadel (2008, p.13) states that, "students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes." Similarly, Mayer (2003) contends that students learn more deeply from a combination of words and pictures than from only words; known as the multimedia effect. To create the effect it is necessary to use multiple representations of teaching material, which according to Moreno (2002) has long been recognized as a very strong method to promote understanding especially in computer-based learning environments. To illustrate, "when the written word fails to fully communicate a concept, a visual representation can often remedy the communication problem" (Ainsworth & Van Labeke, 2002). Power Point slides enhanced with audio, point-form text or images; interactive diagrams with accompanying transcripts and voiceovers; video presentations, interactive graphs and forms, audio explanations of concepts; and of course images can be regarded as simple examples for multiple

representations. In these examples, the multimedia elements including visual, auditory, and interactive elements act as a kind of additional vehicle to present the information also provided in text-based explanations. "This approach may include a range of different modal preferences and gives the opportunity to provide students with a choice in how they can access key content, and so it may be considered a more inclusive response to the needs non-traditional learners" (Sankey, 2010).

In language teaching the multimodal application has benefits. Moreno and Mayer put it, "multimodal learning environments use different modes to represent content knowledge, for example verbal and non-verbal, where the non-verbal mode is the pictorial mode including both static and dynamic graphics" (2007). The implication is that different modes of presentation are mediators to students' different visual and auditory modalities. In such classes, the material is presented with multiple representations, which further promotes students' learning. Gilakjani points to this fact by adding that "the development of technology enhanced courses may result in a more current and relevant curriculum, innovation and new ideas, enhanced course quality, and diversification of academic programs" (2012). When the principles of multimedia is taken into consideration, the evaluation of the benefits gets clearer. Gilakjani, İsmail and Ahmedi (2001) identify some of the most important principles of multimedia learning:

A. Words and pictures are better than words alone.

Mayer suggests that "people learn better from words and pictures than from words alone" (2005). Words include written and spoken text. Pictures include static graphic images, animation and video. Both Sweller and Mayer agree on the fact that the use of both words and pictures lets the brain process more information in working memory (2005).

B. Multimedia learning is more effective when learner attention is focused, not split.

The application of multimedia is much more effective when the learner's attention is focused rather than split.When the information is presented with a visual image at the same time, the learner's attention gets focused, which creates a more effective learning (Mayer, 2005). When presented seperately, learner's attention is split and the brain has to work harder to integrate the separate sources of information.

C. The presentation of multimedia content should exclude extraneous and redundant information.

Kalyuga, Chandler and Sweller (1999) found that because of the brain's limited information processing resources, when irrelevant information was not included in a multimedia presentation, students learned more effectively.

D. Multimedia learning is more effective when it is interactive and under the control of the learner.

Research proves that multimedia presentations are more effective when the learner is allowed to interact with the presentation, by slowing it down, or by starting and stopping it. That is, when learners are able to control the pace of it they become clearly more successful learners (Mayer, 2003).

E. Multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content.

"Activating knowledge beforehand helps provide a structure from long term memory to understand and organize the new information from working memory and this activation can be accomplished by allowing students to preview the content through demonstrations, discussion, directed recall and written descriptions. These preview activities should be directed at activating prior knowledge" (Kalyuga, 2005).

F. Multimedia instruction that includes animation can improve learning.

Animation appears to be most effective as it helps students to overcome difficulty. For Mayer and Chandler (2001, cited in Gilakjani et al., 2001), it is even more effective when accompanied by narration as it allows students use both of the auditory and visual channels.

G. Multimedia learning is most effective when the learner is engaged with the presentation.

Mayer (2003) suggests that when students are engaged in the lesson actively, their lerning is promoted as it allows "the construction of knowledge and organisation of information into meaningful schema and also presentations that have a more conversational tone tend to be more engaging than those that have a more formal tone."

H. Multimedia learning is most effective when the learner can apply their newly acquired knowledge and receive feedback.

Multimedia is tends to be moreeffec tive when techers provide the students with opportunities to apply what they have learned to their daily lives (Mayer, 2005). That is, providing students with opportunities to integrate what they have learned with their everyday life, streghtens the newly gained information. Feedback is another important part of the learning process, which helps keep students be informed about their progress and helps them keep focused. "Providing feedback can reinforce what has been learned and can also correct any misconceptions"(Gee, 2005).

4.4.5. Models of Multimodal Teaching

In their study, Farias , Obilinovic and Orrego (2007, 2011) review the literature for various models of multimodal teaching and finally describe three models of multimodal learning. Their first claim is that, although those models make no explicit reference to second language acquisition, it is possible to apply them in language learning in the context of pedagogical environments that provide multimodal linguistic input.The first model they mention is Mayer's (2001) multimedia learning, while the second one is Schnotz, Bannert & Seufert's (2002) model of picture and text comprehension which discusses the benefits of using multimodal texts. Then they decide to consider another method which they found to be a good attempt to integrate two fields, which is Plass & Jones' (2005) model of multimedia learning and second language acquisition, and Schnotz & Baadte's (2008) distinction between multimedia domain learning and multimedia second language learning.

4.4.5.1. Mayer's Model

Mayer is a cognitive scientist who describes multimedia from three different perspectives. Delivery media uses a combination of two or more devices like powerpoint representation and the lecturer's voice. Presentation modes include words and pictures as on screen text and animation. Finally, sensory modalities include visual and auditory senses. Mayer's consideration of multimodality is that it is a technique which results in better and more effective learning when compared to the unimodal ones.The theory suggests that knowledge is retained longer when information is presented with words and pictures. He defines the concept indicating that "multimedia designs that are consistent with the way the human mind works are more effective in fostering learning than those that are not" (2001, p.10). He then explains the process.

> […] according to the knowledge construction view, the learner's job is to make sense of the presented material; thus the learner is an active sense maker who experiences a multimedia presentation and tries to organize and integrate the presented material into a coherent mental representation (Mayer, p.13).

His theory of multimodality is also affected by Paivio's dual-channel theory which suggests that human beings have separate channels to process visual and auditory information. Pavio's assumption is that "mental representations refer to internal forms of information used in memory while coding refers to the ways the external world is captured in those internal forms. In the verbal system the information is processed sequentially, whereas in the

nonverbal system information is organized nonsequentially (e.g., spatially)." Pavio's dual-channel theory states that "there is continuity between perception and memory" (Pavio, 1971). Supporting the same point of view, Pavio and Sadoski (2001) strongly imply;

> External experiences are perceived through the simulation of our various sense modalities, including the visual, auditory, haptic, gustatory, and olfactory sense modalities… [...]. In dual-channel theoty, all of our mental representations retain some of the original, concrete qualities of the external experiences from which they derive, so that representational structures and processes are modality-specific rather than amodal. This implies that our mental encodings themselves are concrete rather than abstract although they can easily deal with abstract information and concepts such as language symbols, charts or diagrams.

For the basis of the theory there are to basic units in human beings that represent verbal and nonverbal information,which are called logogens and imagens.While logogens are assigned to be known as verbal representations, verbal encodings, mental language and inner speech, imagens are nonverbal representations usually called mental images, or imagery (external and internal). Both of the concepts aim to display the differences between the underlying neurological representations and their conscious expression in language and imagery (Farias et al., 2011).

4.4.5.2. Schnotz and Bannert & Seufert's Integrated Model of Text and Picture Comprehension

Schnotz and Bannert & Seufert (2002) created an integrated model of text and picture comprehension and it is based on the very important distinction between descriptive and depictive representations of the material. Schnotz (2005) describes the basic forms of representation such as texts and mathematical expressions, in which the descriptions basically consist of symbols.

Schnotz claims that symbols are signs without having similarities with their referents. For instance, the word dog does not resemble the form of a real dog. The meaning is formed on a convention. However, we can also find examples of depictive descriptions that include pictures such as photographs, drawings, paintings, and maps. Schontz (2005, p.52) claims that descriptive ones are more powerful in the expression of abstract concepts. He suggests that "depictive representations consist of icons and icons are signs that are associated with their referents by similarity or by any other structural commonalities."

Schnotz and Bannert's model of text and image comprehension consists of both a descriptive side and a depictive one. The descriptive side includes three levels of representation of the information: an external text; the internal mental representation of the text surface structure; and a propositional level representing the text's semantic content. The depictive side includes the external picture; the internal visual perception of the image or picture; and an internal mental model of the content presented in the picture (Farias et al., 2011).

For the authors the basic assumption to deeply comprehend how text and picture information are represented and understood is that, "the individual creates a visual, mental representation of the picture through perceptual processing, then, he constructs both a mental model through semantic processing and a propositional representation of the subject matter shown in the picture" (Farias et al., 2007).

4.4.5.3. Integrated Model: Plass and Jones' Model

In accordance with the model analysis the authors conducted, they finally concluded that the methods discussed above are never sufficient for a langauge teacher as the process of language learning differs from any other learning experience. They suggest that an integrated approach, which mainly focuses on language learning process, would eventually satistfy the needs of a second language teacher. Before mentioning the integrated model, it is essential to distinguish the learning from language learning. Schnotz & Baadte (2008, p.27) call the learning a form of domain learning and they mention that "multimedia causes domain learning when external representations are used as information sources to construct in working memory. Later, mental representations of the learning content are stored in long-term memory. An example of multimodal domain learning is the use of texts, pictures, graphs, animation, and sound as external representations of content such as biology, geography or physics." In this regard, Schnotz & Baadte (2008, p.23) believe that "there are differences between domain learning and language learning as they argue that in some cases to use language as a tool for domain learning, the individual has at first to learn language." Thus, for them language learning must happen beforehand in order for individuals to use the language as an instrument for learning about other domains.

Noticing the interpretations made by the authors, the integrated model they suggest is justified. Plass and Jones (2005, cited in Farias et al., 2011) formed an integrated model to bring two fields of second language learning and multimodal learning together. Adapting the

second language learning theories and Mayer's multimodal learning theory, these authors organized a model in their study through the concepts of "apperception, comprehension, and intake. Apperception is regarded as the very first stage in the process and defined as the selection of input that learners must make before processing what is presented to them. Thus, when they are exposed verbal information, the selection is mentally represented in a text base. When exposed to pictorial information, the learner's mind places it in a visual image base. After this selection process is over, the material is organized into visual mental representations and verbal mental representations" (2005). The authors indicate the importance of meaningful interraction with the material in the comprehension process as they believe that only with meaningful interaction will meaning comprehension be successful.

CHAPTER 5

5. CONCLUSION

5.1. Summary of the Study

As the language learning and teaching have become a field of science, developments in this area have inevitably become irresistable. For many years, different tecniques to improve the effectiveness of language learning and teaching have been proposed and tested in language clasess. This content analysis study, after reviewing the history of selected methods aimed at highlighting the various defects, failures, and disadvantages of those methods. The study aims to suggest alternative methods and techniques which are able to cope with the requirements of effective learning and with the necessities of the changing educational environment. The methods the study emphasized heavily on are "literature usage in language classes" and "applying multimodality principle to langauge learning." The advantages and benefits of these methods are presented with the support of the research done in the field.

5.2. General Conclusions of the Study

In the light of the review based on the analysis of both periodical and textbook literature, literature and language are inseperable and interrelated as language might be considered as raw material of literature. Türeli (1998) further supports this idea by claiming that in order to trasmit the message correctly and in a memorable way, the creator of the literary text experiments with the language using the most effective kind. She therefore, adds that literature becomes a valuable medium in the course of language teaching, which also offers additional benefits when integrated into language teaching. This study was conducted to find evidence for the effectiveness of literary pieces in language learning and futher to support the idea with an alternative teaching approach called multimodal learning. The content-analysis study showed that the more literature is included in the language learning curriculum and the more technology is inserted in the teaching process, the more effective learning takes place and the longer retention of knowledge is achieved. Accordingly, this thesis suggests that the teachers have a huge choice of materials to use in their language class and also a wide spectrum of choices for the implementation to attain their teaching objectives. Also, the responsibility of the language teacher according to the literary analysis should be to move away from the traditional practises of teaching with one modality for all students in a

lesson. If the teacher is able to recognize that different students have different learning styles, the teacher can use multi modal approaches to transform the information with multiple modalities which is more beneficial because he or she will achieve the objectives of the lesson. At the end of the study, the use of multimodal literature is suggested to the langauge teacher because the studies in the field reveal the positive outcomes of this pedagogy. The study conducted by Walsh clearly demonstrates that teachers can effectively combine students' print-based literacy learning with digital communications technology as digital literacies offer both language teachers and learners various opportunities in learning second language through literature.While Whitin (2005) cautions about the ineffectiveness of the traditional paper-based literature, he mentions that multimodal literacies can enhance learning as the learning process is supported by visual images, sounds, and technology.

This outcome was achieved by teachers recognising the need to adapt classroom communication to digital communication practices that students access outside of school and that will be significant in the future for their students.

5.3. Suggestions for Classroom Implementation

After reviewing the historical archive for multimodality and literature use in second language teaching classes. The findings suggest that teachers adapt their material a multimedia format or use multimodal literary texts in their classes. It has been clearly demonstrated throughout the full of range of contributions to the research literature that multimodal approaches to the teaching of language through literature are more effective from the standpoint of acquisition and retention of knowledge.

In line with the advantages and benefits of both literature and multimodality to second language learning, the concept of multimodal literature may shed a light on the matter of second language learning. Classroom research conducted on the effectiveness of literary texts supported by multimedia suggests that the use of multi-modal literacies has expanded the ways people acquire information and understand concepts. Since illustrated books and texts included visual elements for the purpose of imparting information, it has become easy for people to combine words, images, sound, color, animation, video, and styles of print in learning. As the advanced technology allows learners to gain access immediately to a wide range of information, it also allows technology to become a part of the learning environment.

After highlighting the findings concerning the benefits of using literature and the multimodality principle in language learning, some sample lesson plans will give insight on

how to apply these methods in language classes. The sample lesson plans shown in the appendix part are convenient for different levels of learners and might be adapted in accordance with the needs of the class.

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7. APPENDIX

7.1. Appendix 1: Sample Lesson Plans

The following lesson plans have been taken from different internet sites and the addresses of the sites are given under the headline of each lesson plan.

Lesson 1: Using the internet to support writing and reading acivites (taken from Digital Library contract www.icdlbooks.org/)

Notes for teachers: Computer with an internet connection for per student is necessary. Teacher needs to explore the site beforehand because there are page display options to consider. Classroom teacher must assist students with reading and also drafting their work First students are encouraged to read scanned short stories with illustrations on them in accordance with their level of English on the ICDL website then they are assigned to write answers to the questions related to the topic. Another alternative is to encourage the students to prepare power point presentations on the story they read on the internet.

Students enjoy reading the scanned stories as they find it more appealing, they also appreciate the intensive assistance from the teacher and extra staff. Students maintain interest as long as the topics appeal to them. Each session requires a short focused discussion as a whole group about "the task of the day" before splitting. İt is important to track each student's progress throughout the contract by using a class list and by viewing and marking the work with the student at the completion of each task.

The activities are appropriate for pre-intermediate, intermediate and upper-intermediate levels of students.

Sample Stories for the Activity

1.It takes a village **by Jane Cowan-Fletcher**

Possible writing topics: Write about the people who have been important to you – who has helped to look after you, love you and teach you what is important? If you like, make a digital story with music, photos and words to show us the people who matter to you.

2.The upside down boy **by Juan Felipe Herrera**

Possible writing topics: What big changes have happened in your life? Write about a big change and about the way that you got through it. Was there someone who helped you to believe in yourself? Was there something that you learned from this? Was there some special skill or personal quality you had which got you through?

3.Calling the doves by Juan Felipe Herrera

Possible writing topics: Think back to when you were really little. Write about the special places, things or animals in your childhood. Why did you love them? İf you like, make a digital story with music, words and photos to show us these places, animals or things.

4.Seya's song by Ron Hirschi

Possible writing topics: Create a page from a book which shows us a landscape and has a text in English explaining what some of the words are in YOUR language, just as this story does.

5.My very own room by Amada Irma Perez

Possible writing topics: Tell us how you have found a space of your very own to think, dream and plan. Where is this space? How did you find it? What does it look like? What does it mean to you?

6.Going back home: an artist returns to the south by Michele Wood and Toyomi Igus

Possible writing topics: Michele uses chickens and a house as symbols to express key things about herself. Send us a picture expressing your roots and who you are. Under each symbol in your picture write a little explanation explaining why it symbolises you and your identity.

7.Daniel's ride by Michael Perry

Possible writing topics: Write about a favourite time you have spent with an older brother or sister. What did you do together? What made this time so special? Why do you love this brother or sister? If you like, send us a digital story with words, music and photos.

8.Ciconia Ciconia by Andrea Petrlik Huseinovic

Possible writing topics: War is destructive and peace builds hope again. Write a message about your beliefs and hopes for your life in the 21st Century. Ten things I know are true…

***9.Axle the freeway cat* by Thacher Hurd**

Possible writing topics: Write about a time when someone noticed that you were feeling lonely or sad and reached out to you in friendship. If you like, create a picture where everyone is busy and one character is set apart from it all – at a beach, on a city street, in a shopping centre, at a market…

10.Aesop's fables

Possible writing topics: Aesop wrote stories long ago to pass on wisdom. Write a fable for the 21st century, using animals and expressing a moral for our times.

Lesson 2: Using songs to teach vocabulary (Taken from Multimodal Community Literacy Project)

Notes for teachers: Several songs are selected in accordance with the levels of learners. If the intended age group is children then more active songs should be chosen.The lecturer first shows "You tube" videos of the songs to allow for the learners to hear the song first. Then the teacher models the song while encourages the students to join him/her. The songs are repeated twice after hearing and modelling sessions to provide the learners with the feeling of having mastered the songs. Singing facilitates vocabulary acquisition, aids pronunciation, and enables students in a fun manner to learn discrete phonology (aids phonics). However, not all songs are appropriate for all ages, so song selection must be made carefully. While popular songs might provide useful alternatives for teenagers and adults, the following songs which include more action might be chosen for young learners. The role of the teacher is to prepare the students first by eliciting the vocabulary ,then assessing prior knowledge or schemata, and later the song is sung all together. Big actions, changes in voice, using various funny gestures engages young learners and facilitates language learning. For adult learners following the song scripts and watching the video clip also supported with suitable vocabulary exercises promote language learning.

The activities are appropriate for beginners and elementary levels of students and especially for children.

Sample songs (suitable for children)
Five Little Monkeys
www.youtube.com/watch?v=e1MxtTPm-Ek
Hokey Pokey
www.youtube.com/watch?v=8GMbzZ_ss0s
Five Little Monkeys
http://www.youtube.com/watch?v=ZhODBFQ2-bQ
Clean up song
http://youtu.be/1b4gSs0KhİU
Head and Shoulders
http://youtu.be/d8FwBSİTW-4

Lesson 3: Gruffalo Movie (Taken from www.esl.kids.com)

Teacher's notes: This is another sample activity specifically designed for young learners. The link below shows the movie of the book "The Gruffalo." The teacher can read the book to the children then watch the movie or only watch the movie, asking the kids to listen. Then after reading the book the teacher asks the kids questions they can answer. These types of activities integrate the four skills and can be used for active listening. There are links for game websites that produce wordsearches, crosswords, tic tac toe boards to reinforce and practice the vocabulary and reading.

The activities are appropriate for beginner, elementary or pre-intermediate levels of students (especially for children).

Links to worksheets and activity websites:

http://www.esl-kids.com/worksheets/worksheets.html

This can produce many different activity and game templates such as multiple choice, bingo, board games, rock paper sissors, spelling tests, there are multiple options as well.

http://www.manythings.org/lulu/f2.html

Food vocab and picture online games (there are many topics)

http://www.esl-kids.com/eslgames/eslgames.html

The Gruffalo Movie Link

http://youtu.be/XzMa_dJGpJ4

Lesson 4:War of the Worlds by H.G.Wells

Teacher's Notes: For this lesson, the necessary level is at least pre-intermediate. For this course, the teacher needs the novel War of the worlds by H.G.Wells and optionally the videotape of 1975 tv movie The Night That Panicked America. This project exposes the students to the concept of literature based on literature based on literature. After the students have read either the complete H.G. Wells novel *The War of the Worlds* or enough to be conversant with it, play for them Orson Welles's 1938 radio broadcast of his adaptation of the novel. Lead a discussion in which the students evaluate Welles's version of Wells's work according to standard criteria for literature. You can begin with the following questions:

- Did the radio play hold your attention?
- Which techniques were effective in giving the play verisimilitude?
- Was the outcome satisfying?
- Did you care what happened to any of the characters?

Regardless of the students' reactions to the radio drama, assign at least a few students to search through printed sources (newspapers, magazines) that were published after Welles's broadcast (which was on Halloween 1938) and that tell the effect the program had on listeners who tuned in late. Have the researchers report their findings to the class.

Discussion Questions

- Why would H.G. Wells never give a name to his hero/protagonist in *The War of the Worlds* ? What is the significance of his anonymty?
- Wells attended the Normal School of Science where he became a biologist. His prime passions, however, remained reading and writing. What effect did this combination of interests have on H.G. Wells' style as a writer?
- The character of the curate represents organized religion in *The War of the Worlds* . What is H.G. Wells saying about the role of organized religion in dealing with the Martians and metaphorically, with the real world's political and social problems? Do you agree or disagree with his assessment?
- Criticize or defend H.G. Wells' conclusion to the Martians' invasion. Was the Martians' defeat appropriate or should the novel have ended differently? What does the ending say about the control humans have over life?
- In Well's novel, after the Martians have died, the protagonist reflects upon how similar the Martian's attack was to the destruction that people have wrought upon one another. Discuss some examples from history in which one group of people has attempted to

destroy another group of people. What, if anything, could be done to try to prevent such acts from happening in the future?

- H.G. Wells has been accused by some critics as advocating social engineering, an idea whereby society attempts to hasten the rise of the strong and the demise of the weak. In *The War of the Worlds* , do you think that Wells was agreeing or disagreeing with this idea?

Lesson 5: Collaborating, Writing, Linking: Using Wikis to Tell Stories Online (taken from *www.readwritethink.org*)

Teacher's notes: When students read online, they engage with text differently. Clicking on links and images for more information easily takes them down unexpected paths, links to e-mail addresses allow them to interact with authors, and wikis allow them to make changes to published text. This lesson has students create stories that reflect this kind of reading. Students begin by reading untraditional books that use fragmented storylines, multiple perspectives, and unresolved plots. They apply these same types of strategies to their own writing, which they then publish using wiki technology. In doing so, students practice important literacy skills including searching for information, integrating images into text, and creating storylines that are reflective of the new types of reading found on the Internet. With different on-level literature, this lesson can also be adapted for different level classrooms.The following are the materials and technology that will be useful for the lesson.

- *Voices in the Park* by Anthony Browne (DK Publishing, 2001)
- *Starry Messenger: Galileo Galilei* by Peter Sís (Farrar, Straus, & Giroux, 1996)
- *The Three Pigs* by David Wiesner (Clarion Books, 2001)
- *Black and White* by David Macaulay (Houghton Mifflin, 2005)
- Computers with Internet access

SESSION 1

Introduce students to the four books they will be reading by explaining that the books are probably different than other books they have read in school to this point. Discuss some of those differences (e.g., they have less text and more images, images that tell the stories in ways the texts do not, and no clear beginning, middle, or end) or keep the introduction simple and let students determine what some of the differences are as they read the books in their groups.

Have students get into the groups you have assigned and have each group read a different story. Each group should then discuss what the story was about and present the story to the class. Students should outline the story and what they thought it was about, but they should also discuss the unique ways the author chose to tell the story. Keep two lists on the board, one for plot elements (although students may have different opinions about what happens in the story since it is not clear in every text), the second for the author's stylistic choices (e.g., the use of image and how it furthers the telling of the story in ways that the actual text does not).

By using the written texts to stimulate discussion about the differences between radical change stories and traditional texts, students will begin to think differently about what a story can look like. Once all the groups have presented, have students look at the lists and talk about the shared characteristics found in these stories (e.g., nonlinear/multilinear storylines, importance of images, reader interaction).

SESSION 2

Begin this session in the classroom by referring to the list students generated at the end of Session 1. Remind them that they are going to continue to think about texts differently and explain that they are going to begin writing stories similar to those that they read in their small groups.

This is a good time to introduce the term *wiki* and to describe the basic characteristics of wiki writing: it is Internet based, uses links, allows users to edit each other's work, and does not need to use the typical structure found in stories. Stress the role that links can play in this type of writing. Students should understand that they will work in pairs to write paragraphs for a shared homepage, but will then create links from these paragraphs that will go to their own individual pages where they can write about their characters in more detail.

Have students get into the preassigned pairs, give each student a Brainstorming for Wiki Writing handout, and have them work together to respond to the questions. Working with a partner allows students to have one person to work with in case they run into basic computer problems in the lab.

Note: Although partners brainstorm story ideas together and collaborate to start the stories, as soon as students write the introduction of the story on their initial wiki page, they will create links that allow them to describe and to develop their individual characters on separate pages. Therefore, it is important that they each have a brainstorming handout to work from as they get further into the writing of the story and further from the initial collaboration. The sentence all students use is aimed at helping make sure there are links and connections between their stories. You may choose to use a different sentence or to eliminate this requirement altogether.

Go to the computer lab and have students log in to the homepage of the wiki site you created. Once they are there, each pair needs to create a page for their story; the Wiki Writing Tips handout provides instructions. This sheet also has instructions on how to add italics or bold to the wiki text and how to link to other pages.

Have students use their Brainstorming for Wiki Writing handouts to write their story introductions on their newly created pages. Students should write the introduction of the story together that includes at least one character for each of them to write about further. They can also talk together about what will happen to these characters and how they might collaborate on the ending of the story during the next session.

Note: If you have not created a list of websites that students can use in their stories, you should do so before the start of Session 3.

SESSION 3

This session takes place in the computer lab. Students should sit next to their partners from Session 2, although each student will be working on his or her own story independently.

Have each student link from the page he or she created with a partner during Session 2 to a new page. Students should use this page to write about the character that they brainstormed last session. They should describe and develop the characters and the characters' relationships to the stories being developed.

Refer students to the list of links and images you have created for them to use. Explain to students that links should provide pertinent information about the characters.

Encourage students to collaborate with their partners and come up with ways that they can create and link back to common pages where their characters interact with each other. They might write a conclusion to the story that includes both characters. They can also introduce additional characters or settings and link out from the pages where these characters interact with the original characters.

As students finish their own work, encourage them to go back to the class homepage, find their classmates' stories, and read them. After reading the stories, they can go back into their own stories and add links to the work of their peers. How might their characters fit into the other stories? For example, if a student's character really likes flowers and another student's character is a gardener, this might provide an ideal opportunity for a link. Additionally, if all students use the same statement in their stories, this might also provide a natural place for linking.

SESSION 4

Allow students time to re-read their own stories and to discuss the use of images or links to add new information to the stories with their partners.

Have students read their classmates' stories, editing and changing them. (You might want to assign a certain number, for example, each student might read and edit three stories). This can be quite enjoyable; however, a discussion about honoring the work of others is important. Students may find that it can be interesting to see how others might change the direction of their stories in new and intriguing ways.

After students have had some time to edit each other's stories, ask them to return to their own stories and read them through, making any final changes or edits. Then ask students to think about endings. This can be handled in a variety of ways, and you should keep in mind that there does not need to be a neat and tidy ending to the stories like there is in a traditional text. For instance, one fun way to end the stories might be to have no ending. To accomplish this, have each student conclude by linking to another student's story. Alternatively, students might decide to work in their groups from Session 1 to write four or five endings, on separate pages. Each story could then link to one of the endings.

SESSION 5

Give students time to explore the class story that has been created. Students can make small additions and changes as they go along. Allowing time for students to read and explore will give them the opportunity to really appreciate what they have created as a group.
Once students have had time to explore the story, bring them back together for a class discussion. Questions for them to consider include:

- Do the links in the story provide the reader with additional information about the main characters? The setting? The theme of the story?

- If we had more time, what would we want to elaborate on and why?

- How have we used wiki technology to further our stories in ways that we could not have done if we had written this story on paper?

- Do the images add more information to the stories or do they simply mirror the text?

- How did the use of links affect our planning and writing?

- What would we like to say to someone who is about to read the wiki story?

- Given that a reader of the wiki does not have to follow every link, is there one link in particular that you think the reader should see?

- How might this writing experience using wiki inform the ways that we will read on the internet?