THE EFFECT OF CULTURAL COMMODITIES ON LANGUAGE LEARNERS: A CASE STUDY OF ISTANBUL HALIC UNIVERSITY ENGLISH PREPARATORY SCHOOL

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MASTER'S THESIS

Department of Foreign Languages Education
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T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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To my advisor Prof. Aysu Aryel Erden, for her support and understanding.

To Haliç university preparation school English coordination office permitted me to run this study.

To my beloved husband, Ata, who patiently supported me.

Thank you….

and

To my father whose laughter has never failed to brighten my day.

Ziba Salarvand

March, 2022

ÖZ

KÜLTÜREL METALARIN DİL ÖĞRENCİLERİ ÜZERİNDEKİ ETKİSİ: İSTANBUL HALİÇ ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK YÜKSEKOKULU ÖRNEĞİ

Ziba Salarvand
Yüksek Lisans Tezi
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Bu ampirik çalışma, üç farklı kültürel metanın (film, şarkı, hikaye kitabı) İstanbul Haliç Üniversitesi İngilizce hazırlık okulunun dil öğrenenleri üzerindeki etkinliğini araştırmaktadır. Bu amaçla ankete dayalı nicel bir araştırma yapılmıştır. Anket, 2020-2021 eğitim-öğretim yılı bahar döneminde öğrenim gören 62 İngilizce öğrencisine uygulanmıştır. Bu ankete yanıt verenler, farklı not ortalamalarına sahip başlangıç, orta ve orta-üst düzeyde olan çok kültürlü İngilizce öğrcileriler. İngilizce öğrenenler tarafından alınan ve kullanılan metaların her biri, o kültürel metalara harcadıkları saatler, İngilizce öğrenirken bunlardan yararlanma yolları, metalara erişim yolları gibi değişkenler göz önünde bulundurularak incelendi. Kültürel metaların tüketim oranını ve öğrencilerin dil becerilerini öğrenmedeki başarılarılarna biraktığı etki; ayrıca İngilizce öğretmenleri tarafından olası bir şekilde tanıtılan herhangi bir metanın tavsiye edilmesi oranını bu araştırmada incelenmeye çalışıldı. Veriler üzerinde yapılan analiz, öğrencinin nihai not ortalamaları ile kültürel metaların tüketimi arasında bir ilişki olduğunu gösterdi. İngilizce hazırlık okulu öğrencilerinin İngilizce dünyasında üretilen her üç kültürel metayı da yüksek oranda kullandıkları ve not ortalamalarının yüksek veya düşük olmasına bakılmaksızın, bu ilişki yoğunluğunun zayıf olduğu sonucuna varıldı. Sonuçlar, kültürel metaların kullanımının öğrencilerin İngilizce öğreniminin gelişiminde (düşük ve yüksek not ortalamalarıyla) etkili olduğunu göstermiştir. Ayrıca, her iki öğrenci grubunun da (ortalamaları düşük ve ortalamaları yüksek öğrenciler) kültürel metaların kullanmaya yönelik olumlu tutumunu gösterdi. Sonuçlar, İngilizce öğrenenler arasındaki zeka, kişilik, yetenek, akademik başarı, ekonomik durum, aile ve eğitim geçmişi gibi bireysel farklılıklar gibi diğer faktörlerin, öğrenenlerin başarılı ve başarısız olmalarına olası etkisi ile açıklanabilir.

Anahtar Kelimeler: 1. Kültürel Metalar, 2. İngilizce Öğrenenler, 3. Anadili İngilizce Olmayanlar, 4. Dil Bilinci.

ABSTRACT

THE EFFECT OF CULTURAL COMMODITIES ON LANGUAGE LEARNERS: A CASE STUDY OF ISTANBUL HALIC UNIVERSITY ENGLISH PREPARATORY SCHOOL

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This empirical study investigates the effectiveness of three types of cultural commodities (movies, songs, storybooks) on language learners of the English preparatory school of Turkey. For this aim, quantitative research based on a questionnaire was carried out. The questionnaire was conducted among 62 English language learners of the Istanbul Haliç University in the spring semester of the 2020-2021 academic year. Multicultural English learners answered the questionnaire with different grade averages from pre-intermediate, intermediate, upper-intermediate, and advanced proficiency levels. Each of the commodities picked up and used by English learners is being understudied considering the variables such as the hours they spent on those cultural commodities, how they use them towards learning the English language, and how they access the commodities. The research was also targeted to learn the consumption rate of cultural commodities, students' success in learning language skills, and the possible rate of any commodities introduced by their English instructor. The analysis showed a correlation between the learner's final grade point averages and the consumption of cultural commodities. We concluded that English preparatory school students use all three cultural commodities produced in the English language world at an equal rate. Regardless of their high- or low-grade averages, their intensity is weak. The results showed that cultural commodities effectively develop students' English language learning (with low- and high-grade averages). It also showed the positive attitude of both groups of learners (learners with low averages and high averages) toward using the cultural commodities. The results can be explained by the possible effect of other factors such as individual differences among English language learners in terms of intelligence, personality, talent, academic achievement, economic status, family, and educational backgrounds on learners being successful and not prosperous.

Key Words: 1. Cultural Commodities, 2. English Language Learner, 3. Non-Native Learners, 4. Language Awareness,

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CHAPTER 1. INTRODUCTION

1.1 Problem

“Language is the house of being. In its home, human beings dwell. Those who think and those who create with words are the guardians of this home” (Heidegger, 1998). As an English teacher, I have over ten years of experience teaching English as an additional language, both in Iran and Turkey. While teaching English in all levels of education, from 5 years old learners to 30 years old; I found learners who are the user of a language like a “stranger” who should get to know the segments of the “home” or language. In this regard, there are different names for the home’s main parts: grammar, vocabulary, structures, culture, etc. In the case of not being present in the native language environment to communicate with society, the learner can find these factors in movies, pieces of literature, and songs produced in the targeted culture. In this homeland, the target language is happening, and that a language learner needs to get familiar with. In multicultural English classes, the challenge I encountered was the lack of learners’ cultural awareness towards learning English as a second language. Each individual learner gets into the learning environment by consuming cultural commodities. The multicultural learners in an English learning classroom brought something about the target language's culture. Like lyrics of a song or an English story, they watched an English movie that shaped their idea about the English language. Despite these, some of the learners turned out to be high achievers and some other low achievers in English learning. Nonnative learners' existing success and lack of success while they are all following and consuming cultural commodities became one of my concerns. I realized that English language learners sometimes use cultural commodities, but it is also an out-of-class leisure activity. Of course, all of us are confronted with a significant variety of cultural commodities in our daily routines.

Today, while walking on the road, shopping, or encountering advertisements, we encounter cultural commodities, symbols, and messages. Perhaps most of them seem normal to us, or rather mundane, with no cultural content anymore. However, most of these commodities have been formed within a particular social framework and have a social range. Although different mechanisms create these cultural commodities, they carry some political, social, and cultural others. For example, a cultural commodity as a

movie can explain this variety that a cultural commodity can own. For instance, in a recent decision made by Hollywood producers, films produced in this region are obliged to reflect "diversity" even if they are on the pretext of selling. What is meant by diversity is cultural diversity. We can see this issue clearly in the films that have been produced recently. In these films, a Scandinavian, a Chinese, an American can easily be guests in a Muslim's home. Or in a small village of northern England, an Afro-American, a gay, a Russian, and a Korean work in a small factory. Diversity Report, published by Hollywood over the years, very roughly explains the reason for this as "America's increasingly diverse audience prefer diverse film content" (Hunt & Ramon, 2021, p. 3).

Although most people accept this cultural diversity with tolerance, this approach builds a new culture. The critical issue that comes under attention is constructing a new culture through cultural commodities. The fact that Hollywood producers dominate the main portion of the motion picture industry and the availability of what they produce, besides the fact that we can access this cinematic content every day through different means, makes us all feel that some things are no longer the same as before. This shows us the effect of a cultural commodity produced in a particular region when it reaches another culture. The impact on the culture, which we can define as the other cultural product, can be different. While those in the other culture encounter a cultural commodity such as a movie, they also see and sometimes adopt the relationship forms in that culture. One of the issues we can understand from the relationship stated within this cultural commodity is how people interact. Although this relationship has different forms, the most distinctive feature is established through a specific language. In other words, we are faced with a language together with a cultural commodity.

Regardless of the political and social contents, the position of language in these cultural commodities can be an opportunity for any language learner to understand the language better because these commodities show the language in a particular situation. In this way, an English learner, in addition to understanding or learning the grammar or words, could recreate the language of the cultural commodity by identifying and placing himself in that position. In other words, a cultural commodity shows how language is used in a culture and the situations that a sentence is used. In this way, stress that must be put on words, questioning, anger, and feelings hidden in words and sentences are also transmitted to the learner.

In today's world, learners could/can reach different sources to find cultural commodities to enhance their English knowledge. There is a wide variety of software, apps, YouTube channels, and Instagram pages. Nevertheless, three of the most common mediums among the variety of commodities that could produce lingual knowledge to learners are songs, movies, and storybooks. They quote some sentences present some sequence of movies or part of a song to show (for example) how a word can be used in a sentence. Although this recipe in the first place demonstrates practices of a word or structure of a sentence, it also represents a culture, which language reproduces and grows on that.

In this regard, learners of a new language mostly find themselves confronted with a relatively new culture (American culture?). There is this expectation that the learner, as an active participant, should discover and acquire a new language and its culture accordingly. As National Standards for Foreign Language Education Project (1996) mentions, "Students cannot truly master the new language until they have mastered the cultural context in which the new language occurs" (Kuo & Lai, 2006). Especially in our time, it seems that the learner of a language, when the learner deals with language, is deeply involved in a cultural structure that produces it. In this regard, by this thesis, I aim to understand the effectiveness of these three commodities in language learning.

1.2 Aim of this Study

To show the effectiveness of cultural commodities on non-native English learners' English education success rates.

Understand the relationship between cultural commodities and language knowledge.

To understand the popularity of cultural commodities among Istanbul Halic university English preparatory students.

1.3 Importance of this Study

Suppose this research can approve the relation between using cultural commodities and its effectiveness on English learners. In that case, we can take advantage

of that for educational lesson planning of English language teaching and teacher education.

1.4 Assumptions

Students who use cultural commodities in their language learning process are more successful than others who do not use them.

Most prep school students use at least one of the cultural commodities produced in the English language world.

Learners have language awareness in the process of using cultural commodities.

1.5 Research Questions

What is the effectiveness of cultural commodities on the success rate of non-native English language learners?

Do non-native learners use cultural commodities to learn the native language? What is the range of it?

Which cultural commodity, movies, storybooks, or songs, owns more practicality among learners?

What are the ways of accessing cultural commodities for a student?

How often is the use of cultural commodities in the educational process recommended by teachers?

1.6 Limitations

There are some limitations of this study. First of all, the study was conducted in one university preparatory department; thus, the findings may not be generalized to other universities of Turkey. Secondly, since this research was conducted in the spring semester of the 2020-2011 academic year, it was not possible to consider the subsequent changes made at the university and generalize the results for the future. Thirdly, because the questionnaire was based on the participant's free will, not all students at the preparatory school participated in the research. Also, the time that this study took place was the Covid-19 period. Due to this situation, the questionnaire was sent online to their teachers

to forward to students, and a big part of the low number of learners' participation was because of this process.

1.7 Definitions

Cultural commodities, in addition to the characteristics of an economic commodity, have a symbol or signs and symbolic value, which makes this symbol and its value different from the economic commodity.

A **non-native English learner**, in the scope of this dissertation, is a learner that deals with English learning education in preparatory schools, which sometimes in the thesis will be referred to as a "learner."

Language awareness refers to the development in learners of enhanced consciousness and sensitivity to the forms and functions of language.

CHAPTER 2. LITERATURE REVIEW

2.1 Culture, From Forgotten Concept to the Center

The most common idea about the culture is that this word is driven from the Latin word “colere”. Colere means cultivate, maintain, and embellish. The terms like agriculture and horticulture or cult present some aspects of the word “colere”. With the spread of communication since the 16th century and the desire of European countries to understand the regions, they have reached, part of the effort of their intellectual elites was spent on understanding the differences of human societies. These new branches in studying humanities bring up a new interpretation, especially by German philosophers. In the late 18th century, Adelung and Herder interpreted culture to cultivate talents and manners.

The concept of culture, which has become widespread today, is a product of the efforts of philosophers in the Enlightenment (17-18 centuries). Thinkers put forward different views to understand man and nature in this period. In 1782 J.C. Adelung tried to explain scientific and artistic activities in human history in an article called "Essay on the History of the Culture." In the framework of this article, he used the concept of culture to say how different social phenomena are combined (Carhart, 2007, p. 1). This definition of culture is close to other philosophers of the time, such as Herder; the meaning of the culture of this period is much closer to a unitary Enlightenment model of civilization (Denby, 2005). However, it is noticeable that Herder took a step forward and considered culture a way of life (Berger, 1995, p. 15). By this interpretation, the word culture gains a new meaning but not far from civilization. This new meaning of culture spread in a short time in 1871; the book Elementary Culture written by Edward Taylor brings a new dimension to the subject:

> Culture or Civilization, taken in its wide ethnographic sense, is that complex whole that includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society (Tylor, 1871, p. 1).

This definition soon took place in the Merriam-Webster dictionary in the 1920s (Kroeber & Kluckhohn, 1952, p. 147). Since this new interpretation of culture - understanding of culture as a dimension of human life and at the same time the product of this life - finds a place in dictionaries, its usage has expanded. This pervasiveness of

the new interpretation of culture can also be seen in the researchers' attempt to redefine it. Kroeber and Kluckhohn's research show that about thirty years after the new interpretation of the word culture was introduced, more than 160 different definitions of this new concept have been proposed. After over 80 years, Merriam-Webster, one of the world's leading dictionaries, in 2014 announced that their "Word of the Year" will be the word "culture."

Kroeber and Kluckhohn wrote their book that the concept of culture was changing and rising worldwide. The primary definition of culture took place in England after World War II. In 1948 T.S. Eliot published "Notes Towards the Definition of Culture," He describes culture as both artistic achievement (emotional stimulant) and a way of life. However, he also sees a distinction in culture. Eliot believes that culture can be divided into high and low.

In those years, there was another dominant view on culture presented by F.R. Leavis. Leavis's ideas were somehow similar to what Eliot was defending; he also emphasized the importance of high culture. Leavis was against mass culture and popular cultural commodities. Leavis saw contemporary society as a captive to a mass civilization. A civilization has endangered culture by lowering the standard of quality of life and aesthetic taste. He considered one of the most important reasons for these societal changes was mass production and the machine's expansion. Mass production leads to standardization and leveling the realm of material goods and other realms of life. Though he thinks culture is in danger, Leavis believes it is a small group that keeps culture alive: "Upon this minority depends our power of profiting by the finest human experience of the past; they keep alive the subtlest and most perishable parts of tradition" (Leavis, 1930). Nevertheless, we must admit that, except the hatred that is visible in the Leavis writings about mass civilization, there is stress on the pursuits and habits of the "ordinary" or "common" people as an organic, vital, common folk culture (Walton, 2008, p. 34).

One of Leavis's students, Raymond Williams, takes a different approach to explaining the state of culture. According to Williams, the concept of mass is a creature of consciousness of the elites of society. The idea of mass reflects the existence of hierarchy in society. According to Williams, the concept of mass is a new repetition of the market concept. The influence of the masses in society is not through participation in

decision-making but their demands from the market. According to Williams, the masses are the ideological tools of a particular section of society. The part that seeks to monitor the new system and exploit it.

Raymond Williams, who emphasizes his debt to Leavis's ideas, takes another path toward a definition of culture. He disagreed with Eliot significantly when he categorizes culture to high and low; in respect, Williams believes that culture is not in the hands or dominants of elites. In his book Long Revolution, Williams separates three different understandings of culture.

> First, the "ideal," in which culture is a state or process of human perfection, in terms of certain absolute or universal values… second, there is the "documentary," in which culture is the body of intellectual and imaginative work, in which, in a detailed way, human thought and experience are variously recorded… third, there is the "social" definition of culture, in which culture is a description of a particular way of life, which expresses certain meanings and values not only in art and learning but also in institutions and ordinary behavior (Williams R. , 1965, p. 57).

Williams underlines that "There is value in each of these kinds of definition." but he found the first two definitions troubling. According to him, there is no elite group or a perfect community from which people constantly take resources in their daily life. On the contrary, people act based on their own experiences. Here, since Williams raises the issue of experience, he emphasizes that a particular culture can be understood when these three perspectives combine.

However, we have not forgotten that Williams himself does not take notice of "Ideal" and "Documentary" definitions of culture. What he brings up is the ordinariness of culture. In 1958, before he wrote his book *The Long Revolution*, Williams stated in a very famous article called "Culture Is Ordinary" that culture is not actually in the hands of the elites and that it is a daily and ordinary organization by referring to his own life story (Williams R. , 1989). To explain the ordinariness of culture, he was referring to his geographical, familial, educational, and linguistic background. He says every society in every mind in his life comes across two dimensions of culture. On the first hand, a sense of a human being in every community is shaped by the meaning important to that society. In the second dimension, he talks about the practice of these meanings and training. According to Williams, these two features of each culture make it ordinary. Nevertheless, Williams, as a literary critic, especially in the second dimension, during the act, believed

an art or artist could change that ordinary meaning “By the process of discovery and creative effort.”

By highlighting that culture is a common meaning, “The product of a whole people and offered individual meanings, the product of man’s whole committed personal and social experience,” he was trying to avoid the high culture or minority culture understanding. In this context, Williams says that it is possible for some meanings and behaviors of society to originate from the bourgeoisie but emphasizes that the bourgeoisie did not create the existing culture. To point out that he has a different opinion than his teacher, Leavis, he takes this one step further and argues that there is no such thing as a mass.

What can be seen in the comparison of Leavis and Williams is the difference that Leavis believes in the culture of the minority; in his view, what is called culture is high culture or high art. However, Williams wants the elements of culture to be interdependent for an entire society, not a fragmented society divided into classes and has enormous gaps. What has happened from Lewis to Williams is a series in which we see the concept of culture becoming more democratic, the idea of culture becoming something scattered among the immense masses of people.

Raymond Williams has taken a big step in the history of thought in understanding and making sense of culture. He saw a phenomenon called culture not as a structure existing only in the hands of a particular group but as a structure that people jointly built in a particular society. Concurrently, however, other left-wing thinkers in the Frankfurt school considered culture in the age of mass production to be in danger of commodification. However, Williams' point of view made a serious step forward in the importance of culture, especially in England, and understanding it without reducing it to high or low culture. We can see this step in two different dimensions. On the one hand, a center called Cultural Studies was established on an institutional scale. On the other hand, this dimension is more important; the concept of culture has been expanded and used in many fields, so today, we call the ideas about this concept of culture in the 1960s the "Cultural Turn."

What is meant by the Cultural Turn is that culture takes a central position within the humanities. Not only culture but language also. The Cultural Turn sets this idea that

“Meaning is the result not of its natural essence but its discursive character.” This point that Stuart Hall brings up in one of his famous articles, “The Centrality of Culture,” mentions that by the shift that happens on the understanding of meaning, the position of language in social life has been changed. He says that focusing on language and culture in the “Cultural Turn” is a substantive area (Hall, 2021). However, besides this substantiality that happened with “Cultural Turn,” he emphasizes that “Not everything is culture” but “Every social practice has a cultural dimension.”

2.2 Culture and Language: A Strong Association

Along with the expansion and democratization of the concept of culture, different branches of the humanities have also made significant shifts in many common concepts. One of the most significant shifts that arose among this conceptual shift appeared in linguistics and, most importantly, the word language. Language, an old topic in western philosophy, faced new interpretations in the early 20th century. As Charles Taylor, known for his contributions in philosophy of social science, mentioned, in the classic understanding of the language, “Language is understood in terms of certain elements: ideas, signs, and their association, which precede its arising” (Taylor, 2006). On the other hand, these elements indicate that language has a function. For the primary function of language, sometimes the expression of thought, communication, was an answer (Bo, 2015, p. 101). However, even if the function of language is the expression of thought or communication, it shows a way to be intelligible to oneself or others. Here, language should not be perceived as a totality that refers only to a particular sign, meaning, or symbol. On the other hand, language should not be considered a tool that addresses an individual. Language must be understood as a social fact.

It is possible to say that most of the assumptions about language today emerged at the beginning of the 20th century as a continuation of the newly emerging ideas in the field of humanities. Language, like other concepts, has been the subject of severe discussions in this process. In this period, most contemporary philosophers considered the social power of language and its effect on different layers of human life. All the efforts made by thinkers in other parts of the world on language issues can be explained under “Linguistic Turn.”

The idea of "Linguistic Turn" was popularized by Richard Rorty's book *The Linguistic Turn: Essays in Philosophical Method*. Although this book and the articles inside do not describe a clear understanding of what Linguistic Turn is, it clarifies the expands and limits of this term (Rorty, 1992, pp. 1-40). This ambiguous term of those days became clearer by being accepted and disseminated by the other scholars.

> 'The linguistic turn' generally designates in the social sciences a movement away from positivist or historicist accounts of social and historical phenomena toward analyses of the structures of representation that are understood to have helped shape those phenomena… linguistic turn will be defined as beginning when language is no longer understood as an instrument in social practice, but rather as the site or 'ground' for such practice (Fynsk, 2001).

Roughly, within the framework of language, what differs from the classical period is how language defines the relationship between the individual and the world. The concept of "Turn" can be interpreted differently, but it is simply changing the arrow side concerning language, humans, and nature. By this shift, language is perceived as a tool used to describe the world and as a structure that shapes the world. It is the language that is meaning-making for humans, not nature. What emphasizes by this shift is "Construction," as a growing idea of the mid-1900s.

Social construction as a grand theory is a mixture of different ideas. Social construction can be understood from other propositions that describe the relationship between society and the world. Most social constructivists believe that whatever exists in the world (physical or not) makes no requirements about how we talk about it. Still, they underline a strong tendency in society to narrow down the range of what we could call that object. These constructivists mention that a set of relations in society could put a label or name on the specific object; this name or tag can drive by tradition, religion, or a scientific community, but brand or name can change from one community to another. Specific values of that community lead to how they describe a specific object. Vivien Burr mentions that "Our ways for understanding the world do not come from objective reality but other people, both past and present" (Burr, 2003, p. 7). This point of view emphasizes language as a social phenomenon. When people began to speak with each other, the world was constructed. However, this construction cannot be understood separated from action. They believe that even if language is socially constructed, most of what we say in our everyday lives has inevitable practical consequences.

Social construction theory, which led to the emergence of post-modernism, believes that reality, like knowledge, is a social construction. The proposition that social reality is constructed and that social interactions are an essential part of this process. At the heart of such perspectives is the idea that we no longer take meaning for granted, but acknowledge that meanings are social constructs, produced, reproduced, and transformed in particular social contexts (Mysson, Cohen, & S., 2007, p. 48). If language is featured as a social construct, and if culture is one of the most critical elements of the social order, then it is impossible to distinguish between culture and language.

Simultaneously with the rise of social constructivism, some foreign language educators' thinkers emphasized the relationship between language and culture and began to examine these two concurrently. In 1964 Nelson Brooks mentioned that linguistic characteristics should be viewed as cultural elements, and cultural learning requires language (Brooks, 1964, Quoted from Crawford & Lange, 1987). Even in one of the most influential teaching books of those years, Chastain pointed out that

> Getting anyone who has not benefited from a profitable second-language experience to comprehend the limitations of his ethnocentric background and the liberating influence of attaining familiarity with a second language and a second culture constitutes a severe challenge to even the most persuasive (Chastain, 1976, p. 12).

In the 1970s and 1980s, foreign-language educators sought to integrate language and culture. As an example, Crawford and Lange present and 8 stage process to link language and culture. Nevertheless, what they mentioned in this process was teachers' lack of education in teaching a culture (Crawford & Lange, 1987). Nevertheless, our world in 2022 is changed in this sense. They were speaking about the presentation of cultural phenomena in class or a target culture dialogue, but today even in the far corners of the world, “Cultural Phenomena” seem reachable. Most of the research written in recent years does not consider the issues discussed at that time.

Fatiha Guessabi emphasizes the intimate connection between language and culture. He saw this relation as a communicational relation between the man kinds. In his understanding, being on the same cultural background or familiar with one culture could avoid misunderstandings in daily speeches. By underlying the relation of language and culture, he points out that “Language always carries meanings and references beyond

itself: The meanings of a particular language represent the culture of a particular social group." Thus, he put a distinction between every single language (Guessabi, 2020).

He also emphasized that language learning teaches a specific culture due to the interdependency of language and culture. This is not only his point of view, but we can also find this approach in the Bellagio Declaration of the European Cultural Foundation; this declaration is concerned about the decline of language and foreign culture instruction and emphasizes the need for increased international collaboration to reverse this trend, emphasizing the necessity of exchange programs. By this aim, programs underlined that "For effective international cooperation, knowledge of other countries and their cultures is as important as proficiency in their languages and such knowledge is dependent on foreign language teaching" (Byram, 1989, p. 61).

Max S. Kirch, in his article "Relevance in Language and Culture," tries to underline the relation of language and culture in the process of teaching foreign language and its institutional aspects (Kirch, 1970). He brought the institutional elements about new approaches that the Modern Language Association of America started in the early 1950. Along with emphasizing the importance of well-educated teachers.

He emphasizes that learning a foreign language is a chance "To get inside a foreign culture without leaving his shores." He mentioned that for achieving a better response in foreign language teaching, it is better to relate this education with daily life. Still, there is a chance of miss interpretation in this place because of the culture. Cultural differences must be emphasized in the process of learning to mitigate misunderstanding. So the aim of language education must be to provide the element of the target culture. Still, on the other hand, cultural commodities seem to be the only way to present them to students. It appears that one of the essential sources of language learning is teaching culture.

Richard Hudson explains that language and culture must be considered as knowledge: Linguistic knowledge consists of linguistic items (i. e. lexical, phonological, and syntactic items), and cultural knowledge is socially acquired and is shared by a community. Hudson emphasizes memory and inference in this connection because linguistic and cultural knowledge converges in thought through memory and deduction. One can learn cultural concepts from people who are around them through the process of

socialization. These cultural concepts are primarily used in everyday communication, requiring linguistic and cultural knowledge. To construct speech segments, we resort to linguistic items and need pragmatic knowledge derived from cultural knowledge (Hudson, 2011, pp. 81-84).

Hudson's theory descriptively explains the relationship between culture and language, explaining that they get interlinked in a person's thought. However, Michael Agar perceives the scope of this relationship is wider than thoughts. He emphasized the interconnectivity between language and culture by proposing a new concept: "Languaculture." He said he wanted "To remind readers that we are using a language involves all manner of background knowledge and local information in addition to grammar and vocabulary" (Agar, 2005, p. 1). Agar named this "Background Knowledge" a culture, emphasizing culture's relational and partial nature (p. 8).

On the one hand, Agar says that "There is no culture of X, only a culture of X for Y," but on the other hand, he makes this argument that we have to understand culture with "s"; "Never culture. Always cultureS" (p. 9). Agar argues that in our time, "cultures" exist, not "culture," and others define those cultures as "culture." Thus, he asserts that a particular culture is accessible and understandable but assumes translation as the only way to make a culture understandable for the other. As mentioned, he does not mean only linguistic features but "background knowledge" by translation. According to Agar, "Culture is a lens built for LC1 —source languaculture that focuses on problematic meanings in LC2 —target languaculture and the contexts that render them understandable". In Agar's theory, culture enables their translation (p. 6).

2.3 Cultural Commodity as a "Linguistic Interface"

So far, I have explained how culture developed, how it became a dominant concept in the humanities at the end of the 19th century, and how it took its place at the center of the societies with a different understanding in 20 years. The concept of culture had a new meaning by taking the lead from German thinkers, it was expanded in America, and it had a unique distinction in England. Although the concept of upper and lower culture emerged in England, this distinction gained a new dimension with the thoughts of Raymond Williams before it became widespread. He took a further step in cultural studies by saying that culture is an ordinary construct and accessible to everyone. This approach

of Williams caused a new approach to this concept, and by this shift, culture as a term fined a central position in social studies. The central position of culture also severely impacted the most critical thing that formed it, meaning and language.

Culture and language seemed to be two related concepts from the middle of the 20th century. I emphasized the importance of the ideas of "Linguistic Turn" and Social Construction in forming this perception. A similar understanding was found in language learning. Foreign language instructors have also underlined how close these two fields are to each other since the 1960s and that it is not possible to learn a language without referring to culture. Hudson's approach to language and culture is essential in understanding this dual relationship.

On the one hand, he refers to the place of culture in language learning, and on the other hand, he emphasizes that the place where these two structures coincide is the individual's thought. Michael Agar explains this relationship through language learning, and according to him, there is a language student translation process between the source language and the target language. The realization of the translation will be possible by knowing the culture.

How can a student who does not live in the Target Culture understand that culture? As I mentioned, foreign language teachers say that language learning is impossible without establishing a relationship between culture and language. They say that cultural elements in the education process are effective in this context. Since the 1960s, education researchers have emphasized that the elements that will tell the culture are essential in an environment where the target culture is not accessible. The easiest, most accessible, and most effective thing to provide this cultural environment is cultural commodities.

If we use the literature of economics in the field of language learning, The learner must be considered a consumer. He needs commodities such as books to learn the language and consumes them during the training course. There are two different approaches to recognize commodities among some economists, a vertical notion that economically follows the movement of goods from production to consumption. The horizontal notion of consumption concerns social and cultural formations around the commodities (Paterson, 2005, p. 12). Cultural commodities should be considered something whose social and cultural production environment overrides economic factors.

Hence it can be studied from a horizontal notion angle. It should be emphasized that this point is relatively new in economic and social studies. Today, if some consider consumption to be accommodating new cultural forms and symbolic acts, this belief did not exist at the end of the nineteenth century. Karl Marx, who made the issue of commodity an essential subject for economic study, understood consumption more in terms of eating, drinking, and procreation (ibid, 15).

One of the approaches that changed the attitude about consumption and commodity was created by *The Work of Art in the Age of Its Technological Reproducibility* article. In this lengthy article, Walter Benjamin tries to show that the aura (authenticity) of a work of art that existed for many years in the field of art has disappeared in the middle of the twentieth century due to mechanical production. Therefore, art is considered a commodity (Benjamin, 2006). This view, which became the dominant approach of the Frankfurt School, which was formed in Germany before World War II and had new approaches to Marxism, continued with the idea of the culture industry. In a book of the same name, Theodor Adorno and Max Horkheimer tried to explain that works of art are standardized and matched by mass production (Adorno & Max, 1972, p. 122). They tried to show that this was due to the technology and economic system that made mass production possible. They claimed that what existed until years ago as a unique thing in the field of culture has become a commodity in the hands of everyone.

A cultural product cannot be reproduced due to the artist's function. If an artist created a work, such as a painting or music, it is probably impossible to create it again in certain circumstances. Still, if the same work, due to a mechanical process published and reproduced many times, becomes a “Cultural commodity.” Cultural commodities can also be found in a cultural center or a supermarket. Still, a particular segment of society can only provide a cultural product, and special conditions are required for its storage. In addition to the characteristics of an economic commodity (it has weight and is observable), cultural commodities have a symbol or signs and symbolic value, which makes this symbol and its value different from the economic commodity. Thus, the economic commodity is a commodity that is measured by material values (price-income-profit), but both material value and spiritual value measure cultural commodity. Not only

is a cultural commodity available for almost everyone to purchase, but every obtainer of it could use it in their own way due to their way of life.

A cultural commodity contains the values, symbols, and communication style of a particular culture, the ability to understand the world, and the language issue that is important to us. If we leave aside the symbols in the cultural commodity, it establishes a relationship with us through a particular language. Therefore, we can regard the cultural commodity as a linguistic interface. Through this interface, the student can become acquainted with the background culture of that commodity in their thought, as Hudson mentions. Thus, learners may understand the cultural and social structure of a language. This can increase the Lingual awareness, which is one of the critical conditions in the language education process of the student. As Ronald Carter mentioned this well-known concept, “Language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (Carter, 2003, p. 64).

2.4 Towards Movies, Storybooks, and Songs

The subject of language learning has been the target of different academic writings for years. With the importance of the cultural issue in intellectual communities and the spread of various cultural commodities, the effects of these products on language learning have been examined by academics with different dimensions. As we will mention here, most of the researchers in the academic world have only dealt with a single cultural product and its effect on language learning. These studies generally do not examine the impact that different cultural commodities have together on the students. However, language has a structure that progresses by hearing, seeing, and speaking, and studies need to know this difference together.

All and all, using cultural commodities such as movies, songs, and storybooks to deliver the English language to nonnative language learners can be explained by Krashen’s monitor hypothesis. In that hypothesis, self-correction is a probable result of learners editing and monitoring their learning; this happens as soon as learners acquire knowledge of English, they unconsciously start to produce correct English sentences by using the rules and monitoring their speaking like thinking in the English language before they make the English sentence. Here is when the comprehensive input hypothesis gains

importance. By being exposed to a cultural commodity that is considered a means of transferring the English language to a learner, an English language learner is exposed to a comprehensible input that can even be a bit beyond the level of an English language learner. This being exposed makes learners in any level of English language proficiency able to process and be advantageous of the natural order of learning steps. The possibility of all English language learners with any level and knowledge of English can be given a chance by using mentioned cultural commodities as the situation that learners are involved in is a stress-free and joyful one. According to Kashan's effective filter hypothesis, the presence of mental blocks in learning situations causes anxiety and lack of motivation in English language learners' learning process. The importance of optimal state is when learners have a low level of stress, show up with self–steam, and high motivation.

2.4.1 The Role of Movies in English Language Learning

The undeniable fact that multimedia sources have their places among English language learners is not hidden. Following that, the audacity of including social media in teaching English should become a tendency among teachers and learners of English. Valerie Muller (2006) mentions that regardless of how many English language teachers feel comfortable following printed text materials, learners' interests go basically towards multimedia such as films. "Accepting this fact, Shaw asserts that multimedia, especially film, has the potential to be a great educational tool that teachers are obligated to use in teaching students' valuable new analytical skills." (Muller, 2006, p. 33)

The role of English language learners as active ones is one of the subtopics under the immediate attention of this study. By being alerted and interested in the journey that they are taking, English learners of language should constantly be using their critical thinking skills to find a purpose for both their learning and their lives. When it comes to learning English through movies, the learning target should be specified to avoid any confusion for the learners. Of course, this includes the set of information from the facilitator to lead the learner to the purpose of the activity. "As Tafani (2009) suggests, teachers need to understand the media, the messages they pose and their impact upon us, and to know the way to explore this abundant information." (Akcayoglu & Daggol, 2019, p. 425)

Aside from the importance of the role of the teacher, as the target of study in hand is learners and the effect of a cultural commodity such as movies on them highlights a shared idea in the quoted article, which is worthy of mentioning. The article studies learners' perspectives toward using media at preparatory school in a university setting. It discusses how beneficial they found using it in their learning English process. In other words, students' media literacy is studied in that article. The data relating to understanding students' perceptions and taking advantage of the movie they watch was collected in open-ended questions. The study aims to raise awareness and value towards the learner's point of view to take advantage of this tool more effectively in teaching English. The article points out the relationship media has with social and behavioral factors.

Due to the importance of the effects of using movies as a tool of learning the English language, there have been varieties of studies and conclusions on the effectiveness of this cultural commodity tool. For instance, studies that aimed to find out about learners watching habits of English movies and its effect on their listening skills "Watching movies can improve learners' listening skill." (Abdullah, Rahman, & Indan, 2017, p. 105). Role of movies as a tool to enhance learners' intercultural understanding and familiarize them with cultural diversity.

> Using movies with rich content describing different aspects of the culture of different people seems to be a very appropriate tool to enhance the understanding of cultural diversity and get the sense of cultural awareness and the sense of the humanity of other people. (Yalcin, 2013, p. 260)

"English language movies enhance language competence, understand authentic language and culture, affect fluency, improve writing skills and vocabulary." (Akcayoglu & Daggol, 2019, p. 418) Pointing out to movies as a cultural commodity brings the relationship among culture and language to mind as (Shea, 1995, p. 3) believes "It is critical to recognize that language study is not simply about the linguistic facts of English, especially when much of language is not about linguistics anyway, but about culturally situated thoughts, ideas, and feelings which are related to things that might be best defined as the social world." Considering the reliability of the literature related to English used in movies comes from the idea that the English language used in American and British films is the most accurate type of English because English speakers use it. So, by watching these videos, learners can be sure that what they have learned is an up-to-date language

used by English speakers. To also consider English language movies as authentic sources, several researchers discussed the language used in movies as authentic conversations. Tatsuki underlining that “We need to place pragmatics (and the learner) and teacher professionalism at the center of an education.” (Tatsuki, 2006, p. 12) Her work demonstrated data from numerous sources showing similarities between the pragmatic use of language in films and language in “Natural” data.

English films, especially those made in the United States and the United Kingdom, show the native English language; their conversation can be the most reliable type of English. Again, there are beliefs related to the usefulness of taking advantage of this commodity inside our English classrooms. “According to King (2002), movies can be exploited in the English classrooms to enhance the learners’ recognition of pragmatic usage and fluency, whereas Swaffar and Vlatten (1997) state that movies are useful to improve comprehension-based learning.” (Rao Srinivas, 2019, p. 432)

Some factors should be considered while choosing the movies as means of learning English; it can be selecting the suitable genre of movie that lets the learner keep up with the pace of dialogues and comprehend the story's theme quickly. That is why drama and family movies are better choices than other types of movies like War, police, horror movies. The informal language of drama and family movies is also a helpful learning source. The idea of popular movies was also introduced (Shea, 1995, p. 4) to stimulate learners' interests as they enter a small world of happenings inside that movie. Popular movies are worthy due to having their nature of gaining the attention of all types of learners. That is where the authentic conversation takes place, and an ordinary topic inside the course book turns to an existing issue worthy of attention and engagement.

Being aware of different accents (Indians, etc.) and distinguishing them from English accents is another reason English movies are suitable for learning English. Finding out the difference between different accents in English when learners watch the movies helps them notice that not everyone speaks English in the same way but British, Australian, Canadian, and American English, and there are differences in accents. Even in English-speaking countries, like the United States, each region has its dialect. So, watching a movie and learning English through this commodity helps learners become

aware of these differences and creates an excellent way to strengthen their English listening skills.

The verbal skills that learners develop through movies are in a close relationship with the vocabulary supplied by the movies and correct grammar and usage in a correct context. Accordingly, The best way of learning collocations is the most challenging part of English grammar. The best practice to keep them in mind and get used to their usage is by hearing them in English-speaking movies, considering that among all the studies related to the effectiveness of movies on English language learners, Sae Yamada (1995) believes that the interpretation of learners from the movies they are watching is a key that requires understanding and applying the vocabulary that is used (Yamada, 1995). The sympathy shaped towards the characters of the movies can cause the learner to feel closer to the movie's events. To experience the themes "Cross-Cultural" and "Human Relationships" to be able to identify with the characters and events of the movie is also worthy of considering the effectiveness of movies.

The other way that watching movies can help learners, especially with vocabulary and content comprehension, is by watching English movies with subtitles. Especially for the primary learners who have just started to learn the language, using subtitles will help them a lot. Listening to conversations and seeing subtitles simultaneously will make their language stronger. The language of the subtitle should be English, not the mother tongue or another language. Accordingly, a quasi-experimental study was done on students of Electronics by the title of "The Effect of Watching English Movies with Subtitles on ESP Students, Content and Vocabulary Comprehension." This study was conducted at Indonesia's Polytechnic engineering university, and the impact of the subtitle was studied on English learners as "Subtitles allow an accented language become intelligible to any viewer. To understand the content of a movie, subtitle plays an important role in bridging the audience need, such as delivering the word according to the audience native and culture." (Kusumawati, 2018, p. 141)

The case of study in this research is two groups A and B of students, in which the same movie was displayed to both groups, but group A watched the movie with subtitles and the other group, group B, without subtitles. After that, each group of students was asked content and vocabulary comprehension questions. A T-test was done on the

answers, and it showed the effectiveness and positive impact of subtitles on learners' content comprehension. The fact is that learners generally take advantage of subtitles and comprehend the movie better with the help of subtitles.

Another fact that adds to the role of movies in learning the English language is that watching movies is a leisure activity for many learners and can also lead to learning. For this reason, if they watch interesting movies to learn the language and enjoy the movie, learners will get the most out of their learning. They will be encouraged to watch more movies as watching movies is addictive and fun. One of the studies about the effectiveness of movies on language acquisition of language learners is "The Effects of Movies on the Affective Filter and English Acquisition of Low-Achieving English Learners." Considering the habit of watching movies as a hobby, in the long run, will lead to a considerable improvement in learners' language skills, especially on the ones which might have been affected by some inevitable stressful factors related to learning in a group or classroom environment that cause mental blocks, which, as the study believes, should be decreased and controlled so that learners can get to the best level of English acquisition. This study was done on English language learners at an institution in Malaysia and as an out-of-class activity. Data collection of this research was done employing social media and interviews. "The findings of this study reveal that students' Affective Filter level is slightly lowered which allowed them to acquire new language skills namely vocabulary and pronunciation knowledge" (Nath, Maslawati, & Yamat, 2017, p. 1367).

When it comes to the extensive use of English terms, movies are one of the primary sources of learning English idioms that people use daily. In movies, learners see exciting scenes, and at the same time, the characters use memorable terms. These terms will stay in learners' minds and make them more accessible and natural. A study targeted the effectiveness of integrating movies and English Lessons on English learners to develop students' language skills. At an intermediate level, fifty female students are studying their English in their preparatory year Program at King Abdul Aziz University. Semi-structured interviews and questionnaires were the tools for gathering information regarding the students' point of view about using English movies in their English learning classes to develop their English language skills. The finding somehow revealed that both students and teachers had a positive attitude towards using English movies to help learn the English language. Students were exposed to English movies by watching movies for

half an hour in every four-hour English class. Some previewing activities included warm-up activities at the beginning of each session and English worksheets related to the movie they wanted to watch. At the end of the module assignment, students were asked to summarize English movies they watched during their English classes.

> The findings of the study indicated that movies are valuable, authentic materials for improving students speaking skills. The participants also reported that movies are beneficial for enhancing their interactional skills. Students in the present study reported that through films, they were able to learn how native speakers initiate and sustain a conversational exchange negotiate the meaning and nonverbal communication. (Kabooha, 2016, p. 253)

Watching movies introduces learners to the everyday conversations of any language, and since movies are made for people in that language, they usually use authentic discussions. Sometimes historical or fictional films do not accurately reflect the current conversations. However, most contemporary films use the common vernacular. Learners can understand real conversation more and better by listening to authentic conversations.

The differences between the natural world and the world that we read and see in English coursebooks are not hidden to any English teacher and learner. For some English teachers who are alerted about the social and cultural use of the contents they are teaching, the struggle between represented materials and subjects of English books and the real-world concerns is an ongoing challenge. Besides content and topics or contextual matters, being exposed to the natural language of a native speaker of English in movies is effective. The effect of movies on English language learners can increase their motivation. That is a way to get second language learners to know the target language culture while stimulating thoughts and discussing the movie's characters. “Movies, like novels and recorded music, have the power to touch people deeply and stimulate thought about the World we live in and our role in it.” (Baratta, 2088, p. 33).

Watching a movie puts words in the form that learners do not have to rely on the word's meaning to understand what is happening. If they do not understand a word, most of the time, they can guess the meaning of the word by what happens in the movie and visual cues such as the characters' facial expressions. Learners can also evaluate the use of words in different situations, which helps them understand when best to use each word. One study that examined using films in English language learning classrooms by

emphasizing improving communication skills of non-native learners pointed out the importance of employing this audiovisual source in teaching English to l2 learners. The focus of the study is mainly on using movies as an authentic source to raise learners' vocabulary awareness and improve intonation and pronunciation. This study considered movies an enjoyable source of learning that provides natural discourse and local theme while entertaining and lets learners find instances of English that they learn in real situations. The variety and flexibility that English movies can bring to the English learning environment are also mentioned in this study. For instance, the movie can be used to practice speaking skills by conducting activities such as debate or summarizing. The study points out the last and most important factor is how vital learning through the movie is to be well conducted by teachers. The study points out that the most critical pedagogical implications can be the great potential that films hold in the ESL learning context. Accordingly, it is essential to conduct it carefully by English teachers and in consultation with experts. Following that, movies, in general, can be considered versatile and an inexpensive pedagogical commodity to take advantage of while learning English as a second language. Hanley, Herron, and Cole pointed out that it takes "Virtually no time to turn on the video while it [takes] hours for [the instructor] to find appropriate pictures in magazines and to cut out and paste them for class use." (Herron, Hanley, & Cole, 1995, p. 390)

2.4.2 The Role of Storybooks in English Language Learning

By introducing the Common Core Standard, the publishing industries in the United States grew a tendency influenced by their rich national literature towards introducing the topics of No Child Left Behind and Race to the Top. As Malcolm Pritchard (2017) believes, these movements' primary concerns as educational initiatives were worthy until their main concern mixed with political economy. As the author believes, "Whether the direction of the movement is the 'right' one for the future, or the choice of competitors is appropriate as a relevant and responsible benchmark, is perhaps not explored with any clarity or a sense of purpose." (Pritchard, 2017, p. 20) From another angle, while studying the journey of literature and its usage among second language learners, literature was not considered to be used as a communicative medium as in grammar-translation method or functional–notional approach. Literature has been used

as a sample to be read and used as a correct form and follow grammatical structures. However, by the rise of the communicative approach and focusing on communication authentically, literature as a highly reliable source came into the scene of learning the English language.

Guofang Wan (2000), while arguing that literacy learning is bound with the social, cultural, and communicative process, believes in the act of reading and writing as complex sets of activities that happen within the social and cultural contexts. So, the role of cultural factors is decisive in using storybooks as a learning tool for learning the English language. When there is a talk of written text or here as a storybook, considering reading as a cultural activity gives importance to learning cultural values and ways of thinking. He points out that reading storybooks by young learners at home gives teachers an overview of learners' development in literacy and be more prepared to teach learners with different cultural backgrounds. He believes that:

> The demographic shift in today's school requires that teachers be prepared to teach children who are radically, culturally, and linguistically different from themselves. However, when cultural differences are recognized, legitimatized, and bridged, students may develop cross-cultural knowledge and ways of acting, feeling, valuing, and thinking that will allow them to participate in a broad range of reading events. (Wan, 2000, p. 401).

One study that has been done on the application of English literature in developing language skills in a second language is on English learners of Bangladesh university. In this study, the data was collected through a qualitative approach, and the result of the research revealed that second language learners found learning English through literature enjoyable and motivating. One result that was clarified inside this study related to this research is that learners found reading the literature of target language helps understand the inner meanings of respondents and authentically get familiar with the correct norm of language use.

> All the respondents (n=30) agreed that literature could play a significant role in developing language skills. All of them were highly benefitted by practicing literature towards developing their dexterity. They also mentioned that learning English through literature was enjoyable because it did not create any pressure to learn. (Ashrafuzzaman, Ahmed, & Begum, 2021, p. 9)

Focusing on the role of the teacher that can lead to students' familiarity and interest towards storybooks, there is an article about "Teachers role in fostering reading skills: effective and successful reading." The article introduces the importance of the

storybook level and being aware of students' interests while choosing storybooks so that learners can find confidence and later go for choosing their literary texts. The teacher's role is highlighted to get to purposeful reading and encourage learners to read the storybook. "Teachers should make the students cultivate a purposeful reading whenever the reading activity is started. They should know what they are going to read and why they read. This may lead to individualized reading later." (Jose & Raja, 2011, p. 7)

From one of the studies that consider the use of literature as a tool for teaching language skills and reasons to use it in language classrooms, there is a study under "Significance of Literature in Foreign Language Teaching." The fact that the article focuses on the delivery of the English language through literature and its effectiveness is worthy of mentioning, along with providing reasons for using literature in teaching English language classes. "Collie and Slater (1990) observe that four major factors convince a language instructor to decide to use literary texts for teaching language. These factors are genuine material, cultural enhancement, language enhancement, and personal participation." (Babaee & Roselezam, 2014, p. 82) . Considering that literature makes this possibility of criticizing and investigating happen from the learner's side is a shared idea that we can find in this study. However, the fact that is not mentioned by most studies, as well as this one, is the way learners are affected by literature as a cultural commodity and the study of this view from the learners' point of view. Learners' insight about using literature and storybooks gets essential. English learners can see and question the direct effect of using this commodity as they learn by indulging in the storybook's narrative atmosphere, which makes the reader eager to continue reading. The fact that learners become happy and immersed in the story space will also increase their vocabulary and make them more familiar with sentences and grammar commands and culturally makes a way to aware the learner of the language about differences and similarities in languages. The learner, in a way, finds themselves relating to the story theme or character in some parts or finds it relevant to follow and read more while enjoying the act of reading—the most rewarding aspect of reading English storybooks as a cultural commodity for English language learners.

The storybook in the English language provides cultural resemblances, allowing second language learners to experience the target language from an original point of view.

> Galda and Cullinan (2002: 7) claim that through literature, learners learn about people and places on the other side of the world and ones down the street. They can travel back and forth in time to visit familiar places and people, to meet new friends, and to see new worlds. They can explore their feelings, shape their values, and imagine lives beyond the one they live. (Mart, 2012, p. 101)

To have an overview over the literature of story reading, as a related subtopic to the effectiveness of storybooks in learning the English language among language learners the examination of the impact of storybooks on learning English, we need to look at the different aspects of language skills that are enhanced by reading English storybooks. Reading is an important language learning skill and helps learners learn all parts of the English language, such as vocabulary, spelling, grammar, and writing. When learners improve their English reading skills, they improve their English skills.

> Storytelling needs no special equipment beyond the imagination and the power of listening and speaking to create artistic images. As a learning tool, storytelling can encourage students to explore their expressiveness and heighten their ability to communicate thoughts and feelings in an articulate, lucid manner. (Mokhtar & Kamarulzaman, 2011, p. 164).

As learners read more, their brains become more familiar with how the new language works. When they read a story in English, they can strengthen their vocabulary, grammar, and writing skills at the same time.

Storified learning has been used at one study-based teaching within a story. This article targets the use of storybooks and their effect on making school and the learning environment more desirable. The shared idea between this article and the current study in hand is the fact that when it comes to benefiting from literature and storybooks in teaching the English language, the very nostalgic and friendly side of stories gets highlighted, the ones that allow learners to empathize with and following them into the real world. This pedagogical influence comes from literature and influences learners, and involves their sense of experiencing. “Accordingly, storification can be positioned as a strategy to create socially constructivist and interactive education and perhaps develop learning environments into social and open spaces.” (Aura, Hassan, & Hamari, 2021, p. 2)

Following the study of using storybooks on English language learners, there is an experimental study on Turgut Reis secondary school students. The so-called research is on the same path as the current study from the point that the effectiveness and functional role of storybooks on English learners’ success has been under research and approved.

This study was implemented by focusing on two separate groups of learners by 48 students. The students' average scores at the beginning of the study are somehow similar, which means the level of English knowledge of learners is the same. By utilizing two tests instruments, pretest and posttest, the data related to the student's English language acquisition after and before using storybooks have been collected. The study's results, as mentioned, is "The observed students during the research lived different learning lives by way of stories and adapted activities, and these differences motivated them to the courses. As a result, success in the foreign language of the students has been observed." (Karabacak & Erdem, 2015, p. 1032)

Considering short stories as an authentic model of language use and owning the nature of being short and brief can cause interest and motivation among English language learners. The problem with most studies regarding using storybooks is that they mainly considered this commodity an inside class activity to study its results in limited areas, such as vocabulary learning or grammar acquisition. The fact that literature and storybooks can be used as a prosperous source of learning the English language as an out-of-class supplementary tool has been chiefly unseen. Accordingly, in one study that surveys the use of literature among English learners and their attitude towards it, one focuses on Bulent Ecevit University English Language and Literature Department students. This study conducted a questionnaire regarding the benefits of short stories to English language learners. The questionnaire targets students' understanding of the stories and their relation to their personal life, whether they use the lifestyle they read about in the storybook in their daily lives. The purpose of these questions directly relates to the nature of authentically being affected by literature. The one that follows with a better understanding of the English content of the storybook and remembering them more easily.

> This study also supports what Collie and Slater (1991) identified; integrating literature into classes provides an authentic model of language use with its rich potential…. Secondly, rather than focusing on more mechanical aspects of the language, as Collier and Slater (1991) suggest, the students absorb in the short story with a high motivation level, which turns the content to be covered into a meaningful, enjoyable, and unforgettable memory." (Okumus, 2016, p. 314)

Reading a storybook to expand learners' English vocabulary knowledge can result from using related and understandable storybooks for the learners. "The thematic

selection of texts provides students with many opportunities to use and extend new vocabulary and comprehension skills, as well as gain more depth of content knowledge, as each successive book in the theme is read." (Hickman & Vaughn, 2004, p. 725)

Regarding the importance of reading and the target language literature, various studies highlight their pedagogical impact on second language learners. Compared to first language learning, in which the input is rich and available in a generous amount when it comes to second language learning, the amount of input gets limited and the need for commodities, especially in the cultural form, finds importance. "With a little help from the teacher, students then choose books that they are interested in and can understand on their own, talk about what they have read, act out the content of the book." (Renandya, 2007, p. 134)

There are Differences in stories at different levels of language learning as a cultural commodity to fit the needs of learners in any level of proficiency.

As English learners progress through the English language learning levels, they need to be introduced to stories with longer and more complex sentences. These stories cover a wide range of topics, from challenges and opportunities in society to social issues, health, safety, and more. When reading different stories, learners should pay attention to how the words are pronounced correctly. Listening to the storybook audio also increases their ability to pronounce words correctly. Also, they need to try to memorize and review the main ideas when the text of the story is not in front of them; this will be effective for learners' further mastery of English.

2.4.3 The Role of Songs in English Language Learning

Using songs to teach a second language is generally considered a helpful device. As songs can be considered authentic tools to attract learners in learning a new language.

> Songs are often a welcome change from the routine of the classroom activity in learning a language. Pleasure for its own sake is an important part of language learning. An act that is often overlooked by the teacher in his quest for teaching points or by the course designer focusing on presentation or repetition. (Suleiman, 1990, p. 76)

The possibility and percentage of using songs by English language instructors find its very own and debatable place in studies. To narrow it down to the diversity that songs own and can bring to the classrooms, and the use of them by teachers alters from one to another. To what extent English instructors are willing to use this commodity in their

English classes can be one of the concerns of new English education. David E. Kirkland, in his article regarding teacher's adaptability to new ways and tools of teaching, believes that

> As we move forward with new English Education, a construct that privileges the lives and the identities of the present without forsaking the past, it is vital that ELA teachers begin to listen, to reflect on student's lives, and refine literacy to reframe English classrooms for the twenty-first century in a way that gives them new meaning, new massage, and new life." (Kirkland, 2008, p. 73)

The close link between language and song comes from the fact that both arise naturally from culture, and both are means of communication. These two essential similarities between language and music explain the relevance of using songs as a helpful learning tool. The logic behind this idea comes from the belief that "In other words, both language and music are significant components and products of a culture… If you listen to the language and music of any culture, you can infer the character of that culture." (Koo, 2000, p. 124)

Using English songs as one of the out-of-class English learning ways can come under attention. As a result of the focus on communicative skills, social interaction, and learners' engagement with the culture of the target language, the necessity, and importance of using songs as a cultural commodity among the learners of English is highlighted. "Language learners need to capitalize on the particular strengths and affordances of different learning contexts to meet their cognitive, social, affective, identity needs in language learning." (Chun Lai, 2015, p. 279) Considering songs as popular culture and as its simple definition tells, "Popular culture is simply culture which is widely favoured or well-liked by many people." (N. Parker, 2011, p. 144) Studying this subject finds its value. Generally speaking, the learning outcome of using songs among English learners to learn English and its effectiveness is seldom considered from the learner's point of view.

Encountering the world of music and its lyrics, sometimes the poems from famous poets to unknown artists, learners find the mystery of being attracted to the sentences and words. The scaffolding that songs, especially their lyrics, provide for the learner's oral language development is also mentioned and studied in an article titled "Scaffolding Oral Language Development through Poetry for Students Learning English." This article points out the effectiveness of using songs and poetry's meaningful contents and values

and creating the output no matter entirely correct or not, as all it matters is facilitating an atmosphere for learners to grow potentially.

> One means of helping students to feel comfortable in the learning environment is to focus on the language and in the classroom on learning about something else…. for example, fourth-grade teachers in a predominately ESL setting use content related poetry to begin science lessons, engaging students in singing and chanting the poems." (Hadaway, Vardell, & Young, 2001, p. 797)

The problem with this article and almost all the articles related to using the song as a cultural commodity is that the importance of taking advantage of it is not mentioned from the users or, according to this paper, learners' point of view. Many positive sides of using this tool are studied from scientists, experts, and ESL teachers' points of view. Still, as is noticeable in this mentioned article, the lack of knowledge about the learner's perspective can be observed.

At the other article that studies teaching conflicts in music and English, under the title of "Writing Down the Songs: Teaching Conflicts in Music and English," there is a part that believes in the role of English songs in especially pop music style on students learning experience, especially outside the English learning classroom. A powerful tool to attract students with different interest levels to Learn English. It quotes that "For Murray, music operates as a kind of pedagogical drug. It has the power to in testifying the experience which good students have of poetry or for the duller students, at least to communicate its effects." (Horner, 1995, p. 38)

The association of using songs with learning English and the usefulness of it has been approved by many teachers as "Music is highly valued by both students of English and (ESL) teachers in the teaching of speaking, listening, and reading writing." (Li & Brand, 2009, p. 74). Among the studies related to the role of music on English language learners, one has been done on Chinese learners. The fact that using English songs allows learners to enter the world of learning a new language more passionate is mentioned in the article. It also studied the theoretical and psychological reasons for using song teaching second language learners. The fact that how songs lyrics can animate Chinese English learners to the worth of effective intercultural communication is one of the shared thoughts with this study as well, but different in a way that the importance and effectiveness of using songs on learning the English language are studied from Learner's point of view. The study also believes few studies related to music were conducted at

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adult language learning classes. From one of the studies that target the role of music in learning English as a second language, another one has been done on university students of Zanjan, Iran. The group of 105 students with the pre-intermediate level of English has been assigned randomly to three groups; in the first two groups, the music was considered the tool of teaching entirely and half of the time, while in the third group, no music was applied into teaching. The teachers' focus was on evaluating listening, speaking, and pronunciation skills along with grammar improvement among English learners of those three groups separately. The evaluation was done by sets of pretests and post-tests, including 30 sentence completion and multiple-choice options. The results overall revealed the effectiveness of using music on English language learners. “The individuals with most music exposure gained higher scores in the immediate posttest as well as the delayed posttest.” (Piri, 2018, p. 8)

Among all the studies on the topic of the effectiveness of songs as a cultural commodity, there is one study that focuses on the authentic side of songs and their effect on learning vocabulary items and vocabulary acquisition among the English learners of a language institute in Limassol, Cyprus whose native language is Greek. The convenience sampling method has been applied to 130 students of that institute. In two groups, the scores of students have been compared regarding their two group classifications. The first group was a song method English learning class, and the second was according to the non-song method. The first group was introduced new vocabulary items through text (non-song method), the second group’s vocabulary items were delivered by an authentic song (song method). The dissertation believes that “Instruction through authentic songs seemed to urge learners to concentrate on the message of the song rather than the forms of their utterances.

Consequently, learning took place as naturally as possible, resembling “Acquired system,” which resembles the subconscious, rather than “The learned,” which resembles formal instruction.” (Metaxa, 2013, p. 92). It also distinguishes the learning English vocabulary into two formal and informal acquisition ways. Categorizing informal learning the English language targets the out-of-class learning commodities that relate widely to English learners’ fields of interest and cultures. This article argues that popular music is a favourable tool among young learners. This dissertation also aimed at the effectiveness of using the song in learning targeted English vocabulary. As it is apparent

in this study and the majority of the others that study the supplementary tools and their effect on learners, they mainly target one of the commodities, for instance, just songs, or just storybooks or movies, but not study the effect of all together. Also, although the center of the study is English learners, their point of view has not been considered or studied. Rote learning is mentioned relatively in this study to take advantage of songs and the repetition of words and sentences that helps learners find an alternative way of learning the target vocabularies in a meaning associated with complete learning. Accordingly, the rhythmic nature of songs and music helps with the meaningful representation of English language learning in a more relaxed and stress-free situation. As in this study, the effect of authentic songs is under attention. Considering the dissertation finds new ways of engaging learners in learning English vocabulary, authentic songs found their place as instructional material in English learning classes. This study approves of the effectiveness of using authentic songs on English learners and suggests including them actively in the English language teaching curriculum.

> The findings validated that both instructional methods increased the passive, active and overall vocabulary scores. However, the song method had a significant statistical difference from the non-song method in the ability of the second language learners to learn vocabulary and retain it in their memory both actively, passively, and overall, right after instruction and one week later. (Metaxa, 2013, p. 90)

The other study by (Chae, 2018) on the effect of music and songs of English language learners has been done on South Korean students learning English as a foreign language. In this study, musical mnemonic tactics were applied to one group of students, and traditional rote memorization strategies without music and songs were utilized on the second group of learners. Through convenience sampling, pretest, immediate posttest, and a delayed retention posttest have been done to a group of 31 middle school students. This dissertation finds value in contrasting English language learning outcomes among identical learners with different strategies. The one tactic that is somehow linked to the stimulation of the learner's sense of relativity is using songs which as the study believes, according to the findings, the time that the song stuck in my head (SSIMH) happens, the result of learners' scores was higher than the other group that did not feel SSIMH. A relationship can be established between the result of this study and what we wrote; it should be reminded that every person in language learning is looking for a set of similarities between a certain common sense to hold on to it. That can be the high point

of entering a commodity such as a song to ease its goal gaining phase, whether to be a popular song or not the, nature stays more or less the same, learning happens.

CHAPTER 3. METHODOLOGY

This study investigates the effectiveness of consuming cultural commodities on English preparatory school language learners in Haliç University. It assumes that most learners who use cultural commodities besides their study lessons are more successful than those who do not. This assumption stems from the interrelationship between language and culture, in which the cultural commodity is considered a linguistic interface. Cultural commodities such as movies, songs, and storybooks (fiction) can broadly transmit cultural patterns of the target language to learners of a language. When students use these cultural products during their language acquisition, they are faced with some socio-cultural challenges.

3.1 Research Design

We assume that an English preparatory school is where students interact most with language as a general form. Therefore, they need to reach different cultural commodities to enhance their linguistic knowledge to learn the second language. For pursuing this quantitative study, we obtain data to examine our assumption with a survey. Employing a questionnaire, we asked students about their consumption of cultural commodities. Respondents are expected to be sincere in their answers. The researcher reflects the results detachedly.

3.2 Universe and Sample

The study was conducted in the spring semester of the 2020-2021 academic year at Istanbul Haliç University. This foundation university has a preparatory department of three levels (A level, B level, and C level). Providing paid education, general education objectives, and easy accessibility are the main motives for choosing this school. Also, this university has been the presenter of medium solidity ratio in recent years between foundation universities of Turkey.

Haliç University preparatory schools' students by the average ages of 18 to 25 are chosen to participate in this research. There were 350 students in Haliç university preparatory school at the time in all levels from A1 to C.

3.3 Data Collection

The data was collected by the questionnaire, which was sent via mail to teachers of all levels of the Haliç University, English preparatory school. This questionnaire was built in the Google Forms platform. To avoid a high churn rate, we will add remainders. The main aim of email-based questionnaires is to allow the responders to take as much time as they want to complete the survey.

Using this platform allowed students to fill out this questionnaire whenever they wanted. We designed a 4-step questionnaire to collect information. Student data was stored at the end of each step and sent to us. The four stages of the questionnaire were general data, the amount and method of using music, the amount and method of using the film, the amount and method of using the storybook (details of the questionnaire are given in the appendix section). A table was used in the general data section to enter the previous semester's final grades to measure the students' success and effectiveness of cultural commodities in English learning.

3.4 Data Analysis and Interpretation

All data were analyzed using the “Statistical Package for Social Sciences” (SPSS version 18.0). The questionnaire had 24 questions to show the amount and effectiveness of consuming cultural commodities in English language learning in 4 dimensions. Since no previous research has been done to measure different cultural products and their impact on English language learning, a standard questionnaire has not been developed yet. Therefore, based on the research requirements, a questionnaire has been designed. This questionnaire measures these three different commodities in the university's use rate, awareness, and educational program. A Pearson correlation test has been run to analyze the data from this questionnaire to overview all the data. This test makes it possible to find the correlation between the final grade point and the consumption of cultural commodities among learners. Pearson correlation coefficient (PCC) is a measure for linear correlations. We also took the mean, sum, or median from the responses, depending on the question and its value. For the Likert scale questions, we turned them into meaningful parts. Thus, we made the data ready for the process we mentioned above.

CHAPTER 4. FINDINGS AND DISCUSSION

4.1 Findings

The present text is based on the description of research data, and its purpose is to show the complete sample and describe the statistical community answers to the research questions. Accordingly, there are twenty-five tables statistically, and below each, a relatively complete description of the figures and the numbers are provided.

	N	Minimum	Maximum	Mean	Std. Deviation
Final score	62	48	100.00	77.1935	14.21479
Valid N (listwise)	62				

Table 1 - Overall view

According to Table 1, in the analysis of the final score of the respondents, the lowest score among 62 respondents is 48, the highest is 100, and the average final score of the respondents is 77.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	1	1.6	1.6	1.6
	6.00	2	3.2	3.3	4.9
	7.00	8	12.9	13.1	18.0
	8.00	25	40.3	41.0	59.0
	9.00	19	30.6	31.1	90.2
	10.00	6	9.7	9.8	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Table 2 - Final Scores

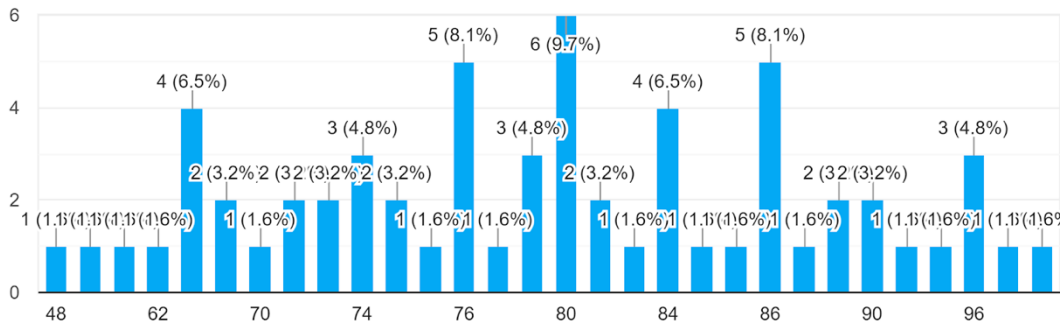

Figure 1 - Final Grade Marks

As shown in Table 2, to facilitate and gain more insight into the research data, the final grade point average of the respondents is divided into ten general categories (first class from 1-10, second class from 11-20). Out of 25 participants (equivalent to 40.3% of the total respondents) have a final score of 71-80 and are located in the eighth category. Meanwhile, none of the respondents had a final score of less than 40 (equivalent to the first four categories), and only one person was in the fifth category.

Finally, 2 people of the respondents (3.2%) are in the sixth category, 8 respondents (12.9%) in the seventh category, 19 of the respondents (30.6%) are in the ninth category, and 6 respondents (9.7%) in the tenth category, which is related to the highest final score.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 3 hours	26	41.9	41.9	41.9
	3 to 5 hours	22	35.5	35.5	77.4
	less than an hour (b	5	8.1	8.1	85.5
	more than 5 hours (5	9	14.5	14.5	100.0
	Total	62	100.0	100.0	

Table 3 - the time that respondents use per week to improve their English

What is obtained from the above table shows that most respondents (41.9%) chose the second option of answers which shows they have chosen between 1 and 3 hours per week. In other words, 26 respondents spend one to three hours a week improving their English. In the second category, there is the option of 3 to 5 hours per week, including 22 respondents (equivalent to 35.5%). This is in a situation where only 14.5% of respondents

spend more than 5 hours of their time per week improving their English language skills. Finally, 8.1% of them also spend less than an hour a week improving their English.

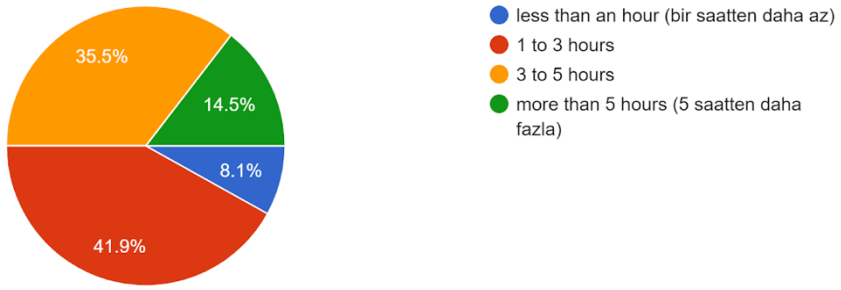

Figure 2 - Learners Commodity Consumption

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	1.6	1.6	1.6
	Yes	61	98.4	98.4	100.0
	Total	62	100.0	100.0	

Table 4 - Do you listen to English songs?

The fourth table in this section addresses whether our 62 sample students listen to English music or not. Of 62 students, 61 (98.4%) listen to English music, and only one person (1.6%) does not listen to English songs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 3 hours	21	33.9	33.9	33.9
	3 to 5 hours	6	9.7	9.7	43.5
	less than an hour (b	13	21.0	21.0	64.5
	more than 5 hours (5	22	35.5	35.5	100.0
	Total	62	100.0	100.0	

Table 5 - How much time do you spend listening to English songs in a week?

As it can be seen from the descriptive table above, most respondents (22 people, equivalent to 35.5%) listen to English songs more than 5 hours a week; on the other hand, 13 students (21%) spend less than an hour.21 students (33.9%) between 1 to 3 hours and finally 6 students (9.7%) also spend 3 to 5 hours a week on listening to English songs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.6	1.6	1.6
	2	20	32.3	32.3	33.9
	3	24	38.7	38.7	72.6
	4	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

Table 6 - Do you try to find the lyrics of these songs?

The answer to the question of whether learners are looking for the lyrics of the English songs they have listened to depends on a four-dimensional spectrum. Option 1 means that the respondent never intended to do so, option 2 is very low, option 3 shows the concept of sometimes, finally, option 4 reveals always. Accordingly, among the respondents, only one person never had a desire to find the lyrics. Twenty students (32.3%) have very little preference for finding the meaning of the English songs they listened to, 24 people (38.7%) most of the time searched for the lyrics, and finally, 17 people (27.4%) have always addressed this issue.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	6.5	6.5	6.5
	2	25	40.3	40.3	46.8
	3	19	30.6	30.6	77.4
	4	14	22.6	22.6	100.0
	Total	62	100.0	100.0	

Table 7 - Do you look up the meanings of the words you do not know in a song?

Table number seven, which deals with the question of whether they search for the meaning of the words of English songs that learners do not know, depends on a four-dimensional spectrum. Option 1 means that the respondent never intended to do so; the concept of option 2 is very little, option 3 is sometimes. Finally, option 4 brings the concept of always to mind.

Among these, 4 respondents (6.5%) chose the first option, meaning never, the majority of respondents (25 people equals 40.3) chose The second option means sometimes, 19(30.6%) chose the option of most of the time and finally, 14 people (22.6%) Have chosen option four which means always.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4.8	5.0	5.0
	2	18	29.0	30.0	35.0
	3	22	35.5	36.7	71.7
	4	17	27.4	28.3	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Table 8 - Do you repeat the new sentences you heard in songs with yourself?

The answer to whether or not learners review the new sentences that they heard in the songs depends on a four-dimensional range. Option 1 means that the respondent never intended to do so and, option 2 means very little, option 3 sometimes, finally, option 4 means always. Statistics show that only 3 respondents (4.8%) never reviewed new sentences in the songs with themselves. Eighteen students (29%) are very few, 22 students (35.5%) sometimes, and the rest 17 students (27.4%) have chosen always.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	32	51.6	51.6	51.6
	Yes	30	48.4	48.4	100.0
	Total	62	100.0	100.0	

Table 9 - Do you use apps/pages which use songs to learn English?

What emerges from the table above is that 32 respondents chose the no option. In other words, 51.6% of the participants do not use programs or sites that teach the English language through songs to learn the language, and on the other hand, 30 people (equivalent to 48.4%) use such software and tools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	39	62.9	62.9	62.9
	Yes	23	37.1	37.1	100.0
	Total	62	100.0	100.0	

Table 10 - Do your English teachers use songs as material in their teaching?

Table 10 shows the relatively low use of songs from teachers' sides in teaching English. 62.9% of the respondents (39 people) claimed that their teachers do not benefit from such a commodity, and in contrast, 37.1% (23 people) also chose the yes answer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	3.2	3.2	3.2
	Yes	60	96.8	96.8	100.0
	Total	62	100.0	100.0	

Table 11 - Do you watch movies produced in English-speaking countries?

Table 11 shows that most respondents watch movies produced in countries with English as their mother tongue. Accordingly, 96.8% of respondents answered yes, and only 3.2% said they chose no to whether they watch such movies or not.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday (her gün)	18	29.0	29.0	29.0
	I don't watch (hiç i	1	1.6	1.6	30.6
	Rarely (çok az)	7	11.3	11.3	41.9
	Sometimes (bazen)	36	58.1	58.1	100.0
	Total	62	100.0	100.0	

Table 12 - How often do you watch English movies in a week?

When the respondents are faced with the question in Table 12 (how many times a week do you watch movies in English?), only one of them said they would never do that. The majority of respondents, 36 (equivalent to 58.1%), chose the sometimes option, which means that these people sometimes watch English movies in a week. Eighteen people (29%) watch it every day, 7 people (equivalent to 11.3%) rarely spend their time watching English movies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	45.2	45.2	45.2
	Yes	34	54.8	54.8	100.0
	Total	62	100.0	100.0	

Table 13 - Do you watch English movies with English subtitles?

Table 13 shows that 34 respondents (equivalent to 54.8%) watch English films with the English subtitle, and other respondents (28 people equal to 45.2%) do not use subtitles.

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	No	3	4.8	4.8	4.8
	Yes	59	95.2	95.2	100.0
	Total	62	100.0	100.0	

Table 14 - Do you watch English movies with their original audios?

Answers to the question of whether or not learners see English films with their original sound (without dubbing) are positive for the majority of respondents. Fifty-nine people (equivalent to 95.2%) of respondents watch English films with their original voice. Only 3 people (equivalent to 4.8 per cent) have chosen the no option that they watch the movies with a sound other than the original sound.

		Frequency	Percent	Valid Percent	Cumulative Percent
Vvalid	1	5	8.1	8.1	8.1
	2	21	33.9	33.9	41.9
	3	26	41.9	41.9	83.9
	4	10	16.1	16.1	100.0
	Total	62	100.0	100.0	

Table 15 - Do you repeat the new sentences you heard in the movies with yourself?

In Table 15, we have a four-dimensional spectrum. At the beginning of the spectrum, option 1 never means and then option 2 means sometimes, option 3 means most of the time, and option 4 means always. Accordingly, 5 respondents (8.1%) never reviewed the new sentences of the movies, 21 participants (33.9%) sometimes,26 of the 41.9%, which is most of the time, and at the end, 10 people (16.1%) have always reviewed the new sentence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	9.7	9.8	9.8
	2	20	32.3	32.8	42.6
	3	27	43.5	44.3	86.9
	4	8	12.9	13.1	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Table 16 - Do you look up the meaning of the words you don't know?

The data from Table 16 show that most respondents (43.5%) preferred to select the third option of the spectrum. In other words, 27 respondents declared that they often search for the meanings of new words inside movies. Vs. Only 6 people (9.7%) chose option 1, which means never, 20 people (32.3%) chose option 2, which means sometimes,

and 8 people (12.9%) chose option 4 By the meaning of always and accordingly search for words that they did not know the meaning of.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	40	64.5	64.5	64.5
	Yes	22	35.5	35.5	100.0
	Total	62	100.0	100.0	

Table 17 - Do you watch movies more than once to understand them better?

Table number seventeen under the heading of do learners watch movies more than once to understand them better? This shows that the negative answer of the respondents to this question is more. 64.5% of respondents (40 people) chose the No option, and in contrast, 35.5% (22 people) admitted that they do not watch the film more than once to clear up their linguistic ambiguities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	25	40.3	40.3	40.3
	Yes	37	59.7	59.7	100.0
	Total	62	100.0	100.0	

Table 18 - Are you using apps/pages which provide movies as English learning material?

Table 18 shows that 59.7% of respondents (equivalent to 37 people) take advantage of programs/sites where films are considered a means of teaching English, and in contrast, 40.3 Percent (equivalent to 25 people) do not use this program/sites.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	33	53.2	53.2	53.2
	Yes	29	46.8	46.8	100.0
	Total	62	100.0	100.0	

Table 19 - Does your English teacher use movies as material in their teaching?

The above data remind us that English teachers make relatively moderate use of videos in teaching the English language. In other words, 53.2 percent (33 people) of respondents acknowledged that their English teacher did not use such a method. In contrast to 46.8% (29 people) of the respondents, the Yes option chosen by students means that their teachers have chosen to use the films as a teaching commodity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	30.6	30.6	30.6
	Yes	43	69.4	69.4	100.0
	Total	62	100.0	100.0	

Table 20 - Do you read English storybooks?

As shown in Table 20, the number of students who read a fiction book (novel) in English is a little more than twice as much as people who do not address this issue. This statistic is based on 69.4% of positive answers (43 students) and 30.6% of negative responses (19 students).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 to 3 hours	10	16.1	16.1	17.7
3 to 5 hours	1	1.6	1.6	19.4
less than an hour (b	49	79.0	79.0	98.4
more than 5 hours (5	1	1.6	1.6	100.0
Total	62	100.0	100.0	

Table 21 - How often do you read English storybooks?

Based on the above figures, the majority of respondents (49 students equivalent to 79%) dedicated less than one hour to study English novels per week. Ten people (equivalent to 16.1%) of the respondents between 1-3 hours, one person in between 3-5 hours, and finally one person spends more than 5 hours a week reading an English novel.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	24.2	24.2	24.2
	2	10	16.1	16.1	40.3
	3	18	29.0	29.0	69.4
	4	19	30.6	30.6	100.0
	Total	62	100.0	100.0	

Table 22 - Do you look up the meaning of the words you don't know in the storybook?

Table 22 addresses the question of whether they search for the meaning of novel words in English, which they do not know the meaning of depending on a four-dimensional spectrum. Option 1 means that the respondent never intended to do so; option 2 has the concept of very little; option 3 is Sometimes, option 4 always. Accordingly, respectively 15 students of the respondents chose the first option, 10 people chose the

second option, 18 people chose the third option, and 19 people chose the fourth option. This means that the majority of respondents (about 60%), most of the time or always while reading English novels, searched for new words that did not know their meaning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	33.9	33.9	33.9
	2	16	25.8	25.8	59.7
	3	13	21.0	21.0	80.6
	4	12	19.4	19.4	100.0
	Total	62	100.0	100.0	

Table 23 - Do you check for spelling the words you don't know in the storybook?

What follows from the table above is that the majority of respondents fall into our first two spectrums. In other words, 37 of them (equivalent to about 60%) never or only occasionally check the spelling of the new words that they have encountered in the storybook. Most of the time, the remaining 25 people are or have always done so and are in the third and fourth range.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	61.3	61.3	61.3
	Yes	24	38.7	38.7	100.0
	Total	62	100.0	100.0	

Table 24 - Do you use apps/pages which provide storybooks quotes as English learning material?

Table 24 shows our respondents take less advantage of programs that quote novels to learn English. Thirty-eight respondents (61.3%) do not use these programs, and only 24 (38.7 per cent) use them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	43.5	43.5	43.5
	Yes	35	56.5	56.5	100.0
	Total	62	100.0	100.0	

Table 25 - Do your English teachers ask you to read English storybooks?

Based on the above statistics, it seems that English teachers give relatively high importance to reading English novels. This is inferred from the fact that 56.6% of the respondents admitted that their English asked them to read English novels, and another 43.5% did not get such a request.

4.1.1 Analyzing the Results and Testing the Hypotheses

In general, the central hypothesis of the present study is that the use of cultural commodities is effective in the development of students' English language learning. To test this hypothesis, first, the operational definition of the concepts of cultural commodities and language learning progress was presented. Cultural commodities were divided into three variables: English songs, movies, and storybooks.

A questionnaire was conducted to measure each of these variables' effectiveness. First, the variable related to the students' language development regarding their final grade point average was examined to measure the impact of cultural commodities consumption on English language learning progress. As before in (Table 2) was analyzed, the final grade point average of students was first divided from 0 to 100 and then into ten general categories for ease of analysis.

The final product was divided into three general categories. In other words, (due to the lack of a grade point average lower than 48) the first class includes a grade point average of 46-64 which means a low-grade point average, the second category includes a grade point average of 64-82 that means the median average, and finally, the third class including the grade point average of 82-100 was classified as the high-grade point average.

On the other hand, variables related to measuring the consumption of cultural commodities are equivalent. The final operation was performed using a computer command in SPSS software. Finally, the scores obtained from this index are divided into three general categories. The first one contains grades 38-49 and means "low," the second category contains grades 50-61, which means "middle," and the third class includes grades 62-73 and means "high." To test the hypothesis firstly, linear regression was obtained through SPSS software, the results of which are as follows:

		Consumption of cultural commodity	Final average
Consumption of cultural commodity	Pearson Correlation Sig. (2-tailed) N	1 62	.214 .095 62
Final average	Pearson Correlation Sig. (2-tailed) N	.214 .095 62	1 62

Table 26 - Correlation

Data in the correlation table can be interpreted more understandably, as shown in figure number 3. This figure shows the consumption rate of all three cultural commodities according to the learners' grade marks. By looking at the vertical lines, the numbers of 1 (very low), 2 (law), 3 (high) 4 (very high) indicate the usage rate of commodities by learners. As it is shown, according to the diversion of marks, the number of learners who use cultural commodities with high and very high-grade marks and low and very low-grade marks are equal.

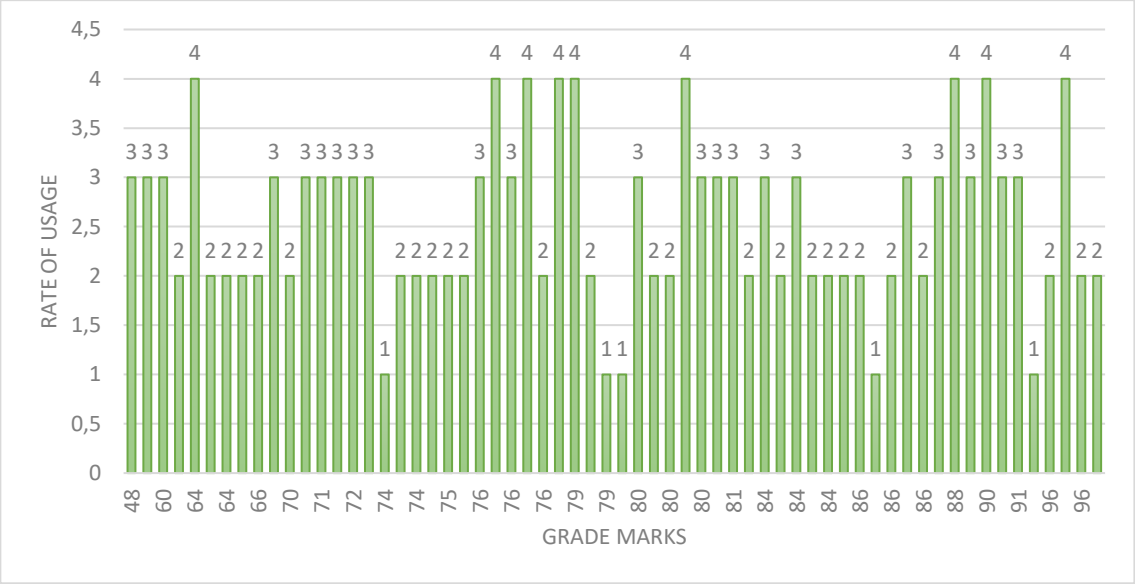

Figure 3 - Cultural Commodities consumption based on learners grade marks

Pearson correlation test showed a correlation between the final grade point average and the consumption of cultural commodities. The direction of the relationship between the two is positive, but the intensity of the correlation obtained is very weak. In other words, the above results indicate that our hypothesis is confirmed at a very weak level.

4.2 Discussion

The present study was guided by seven research questions for three parts related to the effectiveness of cultural commodities such as songs, movies, and storybooks on English language learners; underlying the variables such as the range of the usage of these commodities among both learners with high-grade averages and low-grade averages. Each of the commodities that are hypothetically picked up and used by the English learners is being understudied considering the variables such as the hours they spent on those cultural commodities, the ways that they took advantage of them towards learning the English language, the ways of accessing the commodities, to learn the rate of consumption of cultural commodities and students' success in learning language skills and the possible rate of any of commodities being introduced by their English instructor. As a brief explanation regarding the questionnaire result, the Pearson correlation test showed a correlation between the final grade point averages and the consumption of cultural commodities. The direction of the relationship between the two is positive, but the intensity of the correlation obtained is very weak. In other words, the results indicate that our hypothesis is confirmed at a very weak level.

This is interesting that the intensity of the correlation between the learners' final grade point average and taking advantage of cultural commodities is weak. Interestingly, being a successful learner did not significantly affect the consumption of those cultural commodities or vice versa. One can wonder whether students with higher grade averages might have more adequate learning potentials than those with lower grade marks. As the current study's finding shows, both successful and less successful learners use cultural commodities at an equal rate. The majority of respondents (41.9%) have chosen between 1 and 3 hours (low) of using cultural commodities per week. At the same time, the percentage of using these commodities 3 to 5 (high) hours per week is equivalent to 35.5%. The subject that comes under consideration here is the positive attitude of both groups (students with low averages and high averages) toward using cultural commodities. Results indicate that our hypothesis is confirmed at a very weak level. The hypothesis is a positive relationship between successful English language learners and cultural commodities.

It is possible that the learners with lower and medium grade averages in this study were from a very selected few English language learners who tend to be motivated and owned a positive attitude towards using cultural commodities. Moreover, the ones with higher grade averages did not adequately work on their potential to reach the higher level of using cultural commodities while learning English. Since no information is available about the respondents' preferences in choosing supplementary materials for learning the English language and their level of motivation and interest to use the commodities that are asked, these questions cannot be answered certainly. Maybe the answer to the above questions lies in the popularity of using cultural commodities among all types of English language learners, regardless of whether they are learners with a high-grade average or those who do not own it. It is possible that both groups equally, in this study, take advantage of cultural commodities while they are free to choose their own way of learning the English language.

Another possible way to explain these results is to consider that each English language learner is an individual with different thoughts, feelings, and goals from another learner. This can also be explained by Krashen's monitor hypothesis considering the variability of learners' desires and ways of learning regardless of their English proficiency level and the fact that cultural commodities are successful tools to minimize the unpleasant encounters that happen while learning Krashen name it affective filter hypothesis.

By knowing that the average time that learners of English language spend on learning the English language outside the classroom has been asked from learners and the majority of learners chose between one to three hours on weekly bases; it is beneficial to stay focused on the main ideas of this thesis that was questioned from learners. The core assumption here is that non–native English learners use cultural commodities to learn the English language. At this point, the study's findings show that most learners take advantage of cultural commodities; there is no division between the learners with high average marks and the ones with the low average mark. One way to explain this result is by knowing that learning a new language is happening through a developmental process. First within one being, then moves toward plurality and social functioning; as in Vygotsky's sociocultural theory, the role of the learner is interacting with the environment, the emphasis of the idea also is on the fact of being cognitively active and

being able to process the target culture mentally, target culture or the one native culture can be named, which the learner is actively exposed to. In the path of comprehending a native culture presented by the different commodities and materials such as the textbooks, movies, songs, and even English teachers; non-native learners should take advantage of something more than language skills (which are writing, reading, listening, speaking) and gets to know cultural traits. “Culture might also be defined as the ideas, customs, skills, arts, and tools that characterize a given group of people, in a given period of time.” (Brown, 2000)

4.2.1 The Role of Songs in English Language Learning

The assumption that listening to English songs as one of the cultural commodities is effective on learners’ English learning finds its place among 98.4 percent of English language learners. This shows that the majority of the English learners in this research take advantage of English songs more than 5 hours a week. Learners' sensibility and awareness towards learning the English language from English songs after being evaluated by asking about whether or not they look up the lyrics of the English songs that they listened, finds a suitable place which interestingly indicated only one learner never had the desire to look up the lyrics of the English songs.

Here the results can be explained by the idea that by listening to English songs as an out of class activity, learners find themselves engaging with English songs as it is like they are identifying a new way of learning the English language while they are learning communicative skills along with entering the world of songs; somehow they are following their desire towards enjoying this cultural commodity. As Chun Lai (2015) believes, “Language learners need to capitalize on the particular strengths and affordances of different learning contexts to meet their cognitive, social, affective, identity needs in language learning.” (Chun Lai, 2015, p. 279)

By considering that, learning happens by looking up the sentences of lyrics and by looking up the meanings of the words that learners do not know in the songs. The idea that the majority of learners most of the time take advantage of the meaning of the words that they find in the lyrics of the songs that they listen to and sometimes repeat them to themselves also finds its place in findings. These results might suggest that English learners, by encountering the world of music and their lyrics, sometimes the poems from

famous poets to unknown artists, find the mystery of being attracted to the sentences and words in a song. Accordingly, based on the finding of a similar study, the scaffolding that songs, especially their lyrics, provide for the learner's oral language development is one key factor. As Nancy L.Hadway, in her study on "Scaffolding Oral Language Development through Poetry for Students Learning English," mentions, the content of songs and their lyrics are the sources that facilitate an atmosphere for learners to learn to grow their potential learning skills. However, the difference between this finding and one of those articles is learners' role in expressing their ideas. Their point of view was not considered in the mentioned article, even though the results are relatively being same. However, the shared idea stays the same as the effectiveness of using songs and poetry's meaningful contents is valued, and following that, creating the output in the English language is essential.

To recognize the ways of accessing a song as a cultural commodity to learn the English language, the majority of learners claimed that they do not use any specific application or websites to listen to English songs. This unexpected result opens the door to some alternative sources of representing songs as a tool for learning the English language, which in other words explains the weak role of designed applications and software in learning the English process. The idea that learners of the English language use song as an authentic tool of learning and unconsciously enter the world of learning by choosing to listen to that language's song supports the theory of Krashen (1982) that believes learning consequently happens as naturally as possible while the subconscious is involved and away from any kind of formal instruction. Considering songs as popular culture and as its simple definition tells, "Popular culture is simply culture which is widely favoured or well-liked by many people." (N. Parker, 2011, p. 144). This practicality of using songs as a cultural commodity by English language learners can be a great tool to be considered to take advantage of in lesson plan curriculums.

The idea that songs can authentically relate to the learner's world of knowledge has been asked in the form of the frequency of learners' repetition of the sentences they hear in songs, targeting how timid or eager learners find themselves encountering English songs. Following the research results, the majority of learners sometimes tend to repeat the new sentences that they hear in the songs. The results in this part can tell us that using

songs as an out-of-class learning tool is a relatively reliable idea that learners can generate and follow without being instructed or asked.

When asked about the frequency of using the cultural commodities in the educational process recommended by teachers, most learners claimed that their English teacher does not benefit from such commodities. This significance can be explained by considering the idea that David E. Kirkland believes in his article "The Rose That Grew from Concrete." In which he points out to teacher's adaptability to new ways and tools of teaching and believes that primarily due to following the old techniques and their reluctance to new English education, it is probable that teachers of English language fail to step out of their traditional methods or in another word their comfort zone to use songs as a twenty-first-century teaching tool. This result also raises the importance of making fundamental changes in the English teaching curriculum to be on the same path with the new generation changes. As one that can be obtained from previous results, a relatively equal number of learners with high-grade marks and low-grade marks equally favour listening to English songs and voluntarily following its lyrics, and looking up the meaning of new vocabularies to learn the English language.

4.2.2 The Role of Movies in English Language Learning

Regarding the literature on the effectiveness of movies on English language learners, the idea that movies stimulate learners' enthusiasm towards learning the English language and the role of the instructor to direct this interest correctly was discussed by Tafani (2009). This can apply to the situation that the process of learning is happening as an inside the classroom activity and while it is under direct observation. However, how about the time that this cultural commodity is used by learners as an out-of-class tool while there is no direct instruction and clarification? Learners were asked about this situation.

In line with the hypothesis that the effectiveness of using movies as a cultural commodity is when English language learners take advantage of the movies that are produced in English speaking countries, the majority of learners, 96.8% of participants, agreed and claimed that they watch movies in its native language which is English. This analysis is in line with the study done by Duygu Ispinar Akcayoglu (2019). The article studied learners' perspectives toward using media at preparatory school in a university

setting. The shared idea is how beneficial learners of that study found using movies in their learning English process. The purpose of the study also aims to raise awareness and value towards the learners' point of view to take advantage of this tool more effectively in teaching English. The result of the article also points out the relationship that media, such as movies, has with social and behavioral factors discussed by every single English learners' preferences. At the same time, it comes to learning the English language utilizing English movies and English audio along with English subtitles. Here in the current study's findings, the abundance of English language learners' interest in watching English movies every week with original audio is at a high rate. Most of the learners prefer to watch English movies with English subtitles.

This data gains value when highlighting the effectiveness of using English movies in its most effective (so-called) way by supporting the idea mentioned while studying the literature related to the effect of watching English movies with native speakers on English language learners. Considering the reliability of the literature related to English used in movies comes from the idea that the English language used in American and British films can be the correct type of English because English speakers use it.

All in all, the data gathered about watching English movies to take advantage of this cultural commodity is equally considered and used by learners. Accordingly, the idea approved previously by the general result showed the correlation between the final grade point averages and the consumption of cultural commodities. The direction of the relationship between the two is positive. Still, the intensity of the correlation obtained is very weak. These results somehow indicate that successful or unsuccessful learners, regardless of the external commands and instructions, could sink into the world of unconscious learning employing learning through culture and its incentives. The results here can be possibly explained by the other linguists who favoured using movies in English language learning. Some examples of them also were mentioned in the literature part of the current study. "Movie as a tool to boost learner's motivation to learn the target language, teach cultural transference, enhance language competence, understand authentic language and culture, affect fluency, improve writing skills and vocabulary, and promote speaking skill." (Akcayoglu & Daggol, 2019, p. 418)

Learner's eagerness and frequency of using this cultural commodity among English language learners weekly shows that the majority of respondents, 36 (equivalent to 58.1%), always watch English movies during a week. Considering the thesis question about the willingness of English learners to use movies, this result shows a high interest on behalf of learners. Following that, most learners take advantage of English subtitles, equivalent to 95.2% of respondents watching English films with their original voice. This result can be explained by the idea of popular movies also introduced by Shea (1995) to stimulate learners' interests as they enter a small world of happenings inside that movie. By considering the fact that watching and being exposed to the English language and using them is also valued in this research. As it was asked from learners whether or not they repeat the vocabularies that they learned in movies majority of English learners answered most of the time. This result can also be in line with Sae Yamada (1995). He believes the interpretation of learners from the movies that he/she is watching is a key that needs understanding and applying the vocabularies that are used. The result shows that most of the time, the majority of respondents (43.5%) look up the meaning of the vocabularies, and they do not know their meaning. Still, when it comes to watching a movie more than once, the majority of respondents' answers are negative. This shows that according to the current hypothesis, learners are interested in watching English movies and may or may not use the gained knowledge in their learning process. Still, due to movies' fun and entertaining nature, they do not prefer to watch it for the second time as they may get bored or lose interest in this commodity. As in the literature related to watching movies was mentioned, another fact that adds up to the role of movies in learning the English language is that watching movies is a leisure activity for many learners that may also lead to learning.

For this reason, if they watch an exciting movie to learn the language and enjoy the movie, learners will get the most out of their learning. They will be encouraged to watch more movies as watching movies is addictive and fun. The new technology and its usefulness in getting access to English movies in this research find a high place among learners. Almost 59.7% of respondents take advantage of the applications and online pages.

The last but not least essential data gained from these results shows that English language teachers in a high percentage (53.2 percent) do not use English movies as material in their teaching. This result can be explained by Tafani's idea that:

Teachers' awareness is crucial to direct students in using media because, as Tafani (2009) suggests, teachers need to understand the media, the messages they pose, their impact upon us, and know how to explore this much information. (Akcayoglu & Daggol, 2019, p. 425)

4.2.3 The Role of Storybooks in English Language Learning

To find out the popularity of English storybook, at first place, among English language learners who use the English storybook as a cultural commodity to learn English language and in line with one of this research questions, Learners interest, towards reading English storybook was one of the first questions of this research. The answer to this question was positive in a high abundance, almost twice as many as learners who did not address this issue. This finding supports the literature of the storybooks that learners' insight about using literature and storybooks gets importance as the direct effect of using this commodity can be seen and questioned from English learners as they get involved in the process of learning by being indulged in storybook's narrative atmosphere, that makes them eager to continue reading.

Besides this finding, an interesting result came after learners' positive answers towards their willingness to read the storybook. The evaluation of finding for learners using storybooks to learn the English language shows that most learners spend less than an hour per week reading storybooks. The probable explanation here can be bound with accessing this cultural commodity. Whether or not English learners take advantage of apps/pages which provide storybook quotes as English learning sources. The answer of learners to this question is 61.3% negative. This can explain why learners do not spend more than one hour weekly reading storybooks despite their willingness to do so. The idea that young learners are in favour of online application usage in today's world may be one possible reason. This can be explained by the possibility of the lack of popularity of applications and pages that provide English storybooks for learners, or it might be not only learners' lack of awareness about such applications but also English teachers. Although the role of software and applications that provide learners with storybooks are

weak among English language learners, the role of English teachers is relatively high in recommending learners to read storybooks as English teacher's awareness toward using printed storybooks and asking learners to do so is also asked by the question of whether or not their English teachers ask learners to read English storybooks. This analysis support G. Rexlin Jose, B. William Dharma Raja's article (2011) that emphasized the role of English teachers as the guides and the ones that introduce storybooks regarding students' interests and level of knowledge. The idea is that later might cause the identical learners to find their way in selecting and reading storybooks that most match with their field of interests. This result that the importance of reading storybook is mentioned and delivered by teachers still does not provide a strong need in students to take advantage of it strictly can be explained by the idea that whether to be a learner of English with the high-average mark or not the important factor here can be hidden inside the preferences of this young generation of learners, the unknown preferences of this study's learners, which as one possible answer can be towards movies and songs more than storybooks when it comes to learning English. As in the literature of storybooks, the majority of research about the effectiveness of storybooks was done during the class hour, which means the task was given to learners. The results were conducted under the direct observation of their instructors as it was done for example, by the focus of the use of literature among English learners and their attitude towards it, on the students of Bulent Ecevit university English language and literature department; the result also shows the success of the learners and the approval of the matter that:

> This study also supports what Collie and Slater (1991) identified; integrating literature into classes provides an authentic model of language use with its rich potential…. Secondly, rather than focusing on more mechanical aspects of the language, as Collier and Slater (1991) suggest, the students absorb in the short story with a high motivation level, which turns the content to be covered into a meaningful, enjoyable, and unforgettable memory. (Okumus, 2016, p. 314)

The contradiction that appears here in these results of the current study and the other studies that mainly focused on the effectiveness of storybooks on English language learners is evident that the effectiveness of reading storybooks on English learning should be asked more under the out of class and free of domain of instructors to gain the more divers result and many variable perspectives.

In the case of facing new vocabulary, most learners always look up the meaning of new vocabularies, which shows the possibility of learning from reading an English storybook. Unexpectedly learners are reluctant to learn the correct spelling of the new words in storybooks. The result might suggest that storybooks are not the best source of learning the spelling and improving learners' written skills; however, based on the finding of a similar study on English learners of Bangladesh university all of the English learners were highly benefitted by practicing literature towards developing their dexterity (Md. Ashrafuzzaman, 2021) . Here, the more plausible explanation can be that the way learners learn while choosing storybooks as an outside-of-the-classroom activity is different from one another. As it is probable, from the learners' point of view, taking advantage of learning new vocabularies and actively looking up for their meaning of them is not necessarily bound with learning the written form of the word.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 Introduction

In learning the English language, learners mostly confront a relatively new culture (American culture?). There is this expectation that the learner, as an active participant, should discover and acquire a new language and its culture accordingly. As National Standards for Foreign Language Education Project (1996) mentions, “Students cannot truly master the new language until they have mastered the cultural context in which the new language occurs” (Kuo & Lai, 2006). Especially in our time, it seems that learners of a language, at the same time, deal with language deeply involved in a cultural structure that produces it. In this regard, this thesis it is aimed to understand the effect of these three commodities in the process of language learning. In English preparatory classes, some multicultural learners bring something about the target language's culture. That can be the lyrics of a song or an English story, or they watched an English movie that shaped their idea of the English language. Despite these, some of the learners turned out to be high achievers and some other low achievers in English learning.

5.2 The Summary of the Research

Finding a reason for such problematic, this research aimed to identify the effectiveness of using cultural commodities such as movies, songs, and storybooks in the English language on the English learners of the preparatory school program. Regarding the literature on using cultural commodities, the current studies were not under the title of cultural commodities. Research mainly focused on each particular commodity, such as just movies, songs, or storybooks. The questionnaire was conducted to study the effectiveness of cultural commodities on English language learners, and Haliç University prep schools’ students are chosen to participate in this research. The data was collected by the questionnaire sent via mail to different English preparation students. The gathered data were analyzed using the SPSS program. To evaluate students' success rate in their language learning process using cultural commodities, a comparison between their scores with their questionnaire answers; therefore, there was a regression test. In this regard, the independent (using the cultural commodities) and dependent variables (score) were measured separately.

5.3 The Conclusions of the Study

Based on a quantitative analysis of the questionnaire's answers regarding the evaluation of learners' answers towards using cultural commodities, it can be concluded that there is a correlation between the final grade point averages and the consumption of cultural commodities among learners of the English language. Still, the intensity of the correlation obtained is very weak. The results indicate that regardless of the grade averages of the learners, all of them take advantage of cultural commodities at an equal rate.

5.4 Pedagogical Implications of the Study

If considering that the students using cultural commodities in their language learning process are more successful than others who do not use them, the results indicate that the mentioned assumption has been approved weekly. While both types of high-grade and low-grade English language learners take advantage of cultural commodities at an equal rate, the hypothesis that stands on the idea that the ones who take advantage of the cultural commodity are successful is approved with a low percentage. One way to interpret this finding by considering the literature on the effectiveness of cultural commodity on English language learners can be that while both learner groups with high-grade and low-grade averages are equally taking advantage of cultural commodity, the effect of cultural commodities might not exactly be possible to be estimated by considering learners grade averages. One possible reason for such a finding can be hidden in the relationship between the grade marks and the assessments that lead to such grades. As there is no data based on the assessment criteria that learners are exposed to, there is the possibility of not including the cultural commodities in learners' English final exams. This means that learners do not take advantage of them while their English knowledge is tested in the university exam. As the literature review of using cultural commodities inside the classroom by English teachers revealed, most studies are controlled and inside class ones. The instructors test the knowledge that the learner gains by using the cultural commodity as a controlled study. Precisely the opposite of the current study. There is undoubtedly the need for more research on using cultural commodities as an out-of-class activity and studying their effectiveness on larger groups of learners, and employing qualitative research.

The other probable explanation of this result can be explained by the fact that there are individual differences among English language learners in terms of intelligence, personality, talent, academic achievement, economic status, and family and education backgrounds, all in one it can be learner's individual differences. The differences mentioned in the framework of this study as differences between learners' linguistic interface caused by the cultural commodity is also one of the most critical issues that should be considered while considering the results of this research. Through this interface, the student can become acquainted with the background culture of that commodity in their thought, as Hudson mentions. Thus, learners may understand the cultural and social structure of a language. This can increase the Lingual awareness, which is one of the critical conditions in the language education process of the student. Here the question arose: To what extent are the language development process and learners' lingual awareness the results of using cultural commodities tested in university English language exams?

Also, this study aims to understand the relationship between cultural commodities and language knowledge as Hudson's approach to language and culture says it is essential in understanding this dual relationship; because, on the one hand, he refers to the place of culture in language learning, and on the other hand, emphasizes that the place where these two structures coincide is the individual's thought. This idea is in line with the findings that at the time that culture and language as cultural commodities are represented to learners due to the nature of commodities, it finds its place equally in the thoughts of all types of learners of the same language.

According to the research hypothesis, more or less, English prep school students are using at least one of the cultural commodities produced in the English language world. Due to the findings, most of the selected English language learners take more advantage of songs and movies rather than storybooks as cultural commodities. Flowingly, to examine the hypothesis that learners have language awareness in the process of using cultural commodities, the results from different types of questions regarding the ways and the hours that learners dedicate to cultural commodities and the follow-up activities such as looking up the meaning of the vocabularies or the lyrics show an equal percentage of interest on behalf of both groups of learners.

Consequently, as this research shows there is a relation between using cultural commodities and its positive effect on both groups of English learners, it opens a path so that we can take advantage of that for educational lesson planning of English language teaching and teacher education. To the answer of the other one of the main questions, whether the learners of the English language, regardless of their level of success, use cultural commodities or not; The results revealed that the majority of English learners take advantage of cultural commodities in an equal rate and the popularity of using songs by the percentage of 98.4 is more than other two commodities among learners. Accordingly, the way of accessing these commodities except storybooks (songs and movies) are more available for learners to reach online.

By analyzing the learners' answers toward their positive attitude in taking advantage of cultural commodities in learning English, this thesis has shown that despite the claim of some other researches that bind the success of English learners with using movies, songs, and storybooks, this research showed both learners with high-grades and low-grade averages almost equally take advantage of these commodities. However, there is still the matter of being a high-grade learner and low-grade learner differences. This can be because of two different reasons, different criteria or variables should be researched that can be a subject of further research, or as it was mentioned in the framework of this study, cultural commodities are used as a purpose other than learning (leisure) so that is possible that learners while using these commodities are aware of different elements rather than learning the language, or in the other word they consumed it for the sake of pleasure. As the recent literature mentions, that seems the usage of cultural commodities as out-of-class tools maybe because of the lack of teacher's force. The leisure side of using commodities is more highlighted for learners. This might be the answer to previous studies that mentioned they did not do similar research on the usage of cultural commodities. Its advantage on English learners was not done as an out-of-class activity.

This research clearly illustrated the effectiveness of cultural commodities equally on all learners. Still, it also raises the question of identifying other effective factors in learning English in a Turkish university preparatory school program. While considering this lack of knowledge regarding the effective factors on learners learning process limits the generalizability of the results, this approach provides new insight to the idea of

reconsidering the possible and current hypothesis of learners' success in English language learning.

5.5 Suggestions for Further Studies

After examining the findings, the first recommendation to the future researchers is to implement the type of hypotheses like changing the perspective of studies based on the fact that the reason for being a successful student is benefiting from commodities and supplementary tools or vice-versa. In other words, there is a need for further studies about recognizing the other factors affecting the average grade number of a learner, which shows them a successful or not successful learner. This can happen by considering the learners' differences and the way that testing learners' English knowledge happens, whether or not there is a better or more beneficial way of evaluation that can enable all types of learners with individual differences to express the knowledge that they gained by using cultural commodities; or even going further and collecting some data about the teaching methods and techniques that affect the understudy learner's performance and examine their reasons that cause an English learner to be unsuccessful. However, they spend the same amount of time taking advantage of cultural commodities.

The other research topic that arose from this finding is studying how conscious learners are toward using cultural commodities in line with their learning? Here, future researchers can focus on studying more case studies and interviewing more English language learners. The last research suggestion is to consider how the evaluation system is performing at university preparation schools and more address learners' ability and skills detection rather than a solid written or speaking test out of English coursebooks. All in all, the mentioned possibilities can be the issue of further research in English language teaching programs.

APPENDİX

Questionnaire

4. Other than taking English lessons, how much time do you spend improving your English in a week? (İngilizce derslerinizin dışında, İngilizcenizi geliştirmek için haftada ne kadar zaman ayırıyorsunuz?)

   Mark only one oval.

   - ◯ less than an hour (bir saatten daha az)
   - ◯ 1 to 3 hours
   - ◯ 3 to 5 hours
   - ◯ more than 5 hours (5 saatten daha fazla)

Songs

5. Do you listen to the English songs? (İngilizce müzik dınlıyor musunuz?) *

   Mark only one oval.

   - ◯ Yes
   - ◯ No

6. How much time do you spend for English songs in a week? (bir haftada kaç saat İngilizce müzik dinliyorsunuz?)

   Mark only one oval.

   - ◯ less than an hour (bir saatten daha az)
   - ◯ 1 to 3 hours
   - ◯ 3 to 5 hours
   - ◯ more than 5 hours (5 saatten daha fazla)

7. Do you try to find the lyrics of these songs? (Dinlediğiniz İngilizce şarkıların sözlerini bulmaya çalışıyor musunuz?

Mark only one oval.

	1	2	3	4	
never (hiçbir zaman)	◯	◯	◯	◯	always (her zaman)

8. Do you look up the meanings of the words that you don't know in the songs? (Şarkılarda bilmediğiniz kelimelerin anlamlarına bakar mısınız?)

Mark only one oval.

	1	2	3	4	
Never (hiçbir zaman)	◯	◯	◯	◯	Always (her zaman)

9. Do you repeat with yourself the new sentences that you heard in the songs? (Şarkılarda duyduğunuz yeni cümleleri kendinizle tekrar ediyor musunuz?)

Mark only one oval.

	1	2	3	4	
Never (hiçbir zaman)	◯	◯	◯	◯	Always (her zaman)

10. Do you use apps/pages which use songs to learn English? (İngilizce öğrenmek için müzik kullanan uygulamaları/sayfaları kullanıyor musunuz?)

Mark only one oval.

- ◯ Yes
- ◯ No

11. Do your English teachers use songs as material in their teaching? (İngilizce öğretmenleriniz, verdikleri eğitimde müziği materyal olarak kullanıyorlar mı?) *

Mark only one oval.

- ◯ Yes
- ◯ No

Movies

12. Do you watch movies produced in English-speaking countries? (İngilizce konuşulan ülkelerde üretilmiş filmleri izliyor musunuz?) *

Mark only one oval.

- ◯ Yes
- ◯ No

13. How often do you watch English movies in a week? (Haftada ne sıklıkla İngilizce film izliyorsun?)

Mark only one oval.

- ◯ I don't watch (hiç izlemiyorum)
- ◯ Rarely (çok az)
- ◯ Sometimes (bazen)
- ◯ Everyday (her gün)

14. Do you watch English movies with English subtitle? (İngilizce filmleri İngilizce altyazılı izliyor musunuz?)

Mark only one oval.

- ◯ Yes
- ◯ No

15. Do you watch English movies with their original audios? (İngilizce filmleri orijinal sesleriyle izliyor musunuz?)

Mark only one oval.

- Yes
- No

16. Do you repeat with yourself the new sentences that you heard in the movies? (Filmlerde duyduğunuz yeni cümleleri kendinizle tekrar ediyor musunuz?)

Mark only one oval.

	1	2	3	4	
Never (hiçbir zaman)					Always (her zaman)

17. Do you look up the meaning of the words that you don't know in the movies? (Filmlerde bilmediğiniz kelimelerin anlamlarına bakar mısınız?)

Mark only one oval.

	1	2	3	4	
Never (hiçbir zaman)					Always (her zaman)

18. Do you watch movies more than once to understand them better? (Filmleri daha iyi anlamak için onları bir kereden fazla izliyor musunuz?)

Mark only one oval.

- Yes
- No

19. Are you using apps/pages which provide movies as English learning material? (İngilizce öğrenimi için filmleri materyal olarak sunan uygulamaları/sayfaları kullanıyor musunuz?)

Mark only one oval.

- ◯ Yes
- ◯ No

20. Does your English teachers use movies as a material in their teaching? (İngilizce öğretmenleriniz, verdikleri eğitimde filimleri materyal olarak kullanıyorlar mı?) *

Mark only one oval.

- ◯ Yes
- ◯ No

Storybooks

21. Do you read English storybooks? (İngilizce hikaye kitapları okuyor musunuz?) *

Mark only one oval.

- ◯ Yes
- ◯ No

22. How often do you read English storybooks weekly? (haftalık olarak İngilizce hikaye kitaplarını ne sıklıkla okuyorsunuz?)

Mark only one oval.

- ◯ less than an hour (bir saatten daha az)
- ◯ 1 to 3 hours
- ◯ 3 to 5 hours
- ◯ more than 5 hours (5 saatten daha fazla)

23. Do you look up the meaning of the words that you don't know in the storybook? (Hikaye kitabında bilmediğiniz kelimelerin anlamlarına bakıyor musunuz?)

Mark only one oval.

	1	2	3	4	
Never (hiçbir zaman)	◯	◯	◯	◯	Always (her zaman)

24. Do you check for the spelling of the words that you don't know in the storybook? (Hikaye kitabında bilmediğiniz kelimelerin hecelemelerini kontrol ediyor musunuz?)

Mark only one oval.

	1	2	3	4	
Never (hiçbir zaman)	◯	◯	◯	◯	Always (her zaman)

25. Do you use apps/pages which provide story books quotes as English learning material? (İngilizce öğrenme materyali olarak hikaye kitaplarından alıntılar sağlayan uygulamaları/sayfaları kullanıyor musunuz?)

Mark only one oval.

- ◯ Yes
- ◯ No

26. Do your English teachers ask you to read English story books? (İngilizce öğretmenleriniz sizden İngilizce hikaye kitapları okumanızı istiyor mu?) *

Mark only one oval.

- ◯ Yes
- ◯ No

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