

**STUDENTS' ATTITUDES TOWARDS
THEATRICAL PLAYS USE AND ITS EFFECTS ON
VOCABULARY LEARNING**

(Master's Thesis)

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Master's Thesis

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Kabul ve Onay

Elif KARAKAYA'nın hazırladığı “Students’ Attitudes Towards Theatrical Plays Use and Its Effects on Vocabulary Learning” başlıklı Yüksek Lisans tez çalışması, jüri tarafından lisansüstü yönetmeliğin ilgili maddelerine göre değerlendirilip kabul edilmiştir.

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Yüksek Lisans tezi olarak sunduğum, “Students’ Attitudes Towards Theatrical Plays Use and its Effects on Vocabulary Learning” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım kaynakların kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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ÖZGEÇMİŞ

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ÖZET

ÖĞRENCİLERİN TİYATRO ESERLERİ KULLANIMINA KARŞI TUTUMU VE BUNUN KELİME ÖĞRENİMİNDEKİ ETKİLERİ

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İngilizce eğitimi birçok kitap, makale veya görüş yazılarında dil sınıflarında edebiyat kullanımının nedenlerini açıklayan en önemli konulardan biri olmuştur. Araştırmacılar tarafından doğrulandığı gibi edebiyat kültürel zenginlik ile öğrencilerin dilsel ve kişisel gelişimine yardımcı olan özgün ve motivasyon sağlayan bir materyaldir. Dil öğretmenleri teoride edebiyat kullanmanın faydalarının farkında olmalarına rağmen, edebiyatı “bilinçli olarak” pratikte kullanmazlar. Bu nedenle, Kütahya'da özel bir dil okulunda 2010-2011 öğretim yılında A2 seviyesindeki 14 öğrencinin katılımı ile dil sınıflarında edebiyat kullanılmasını “yeniden vurgulamak” için, bu çalışma yapılmıştır. Araştırmanın veri toplama aşaması tanımlayıcı ve deneysel olmak üzere iki türdür. Tanımlayıcı kısmını dil sınıflarında edebiyat -drama- kullanımına yönelik bir tutum anketi oluşturur. Deneysel kısmı on haftalık bir sürede yapılmıştır ve bir kelime testi öğrencilerin kelime öğrenme düzeylerini araştırmak için kullanılmıştır. Araçlardan elde edilen bulgular, SPSS programı ile analiz edilmiştir. Öğrencilerin edebiyata özellikle tiyatro oyunlarına yönelik tutumlarını öğrenmek için Wilcoxon İşaretli Sıralar Testi yapılmıştır. Farklı kelime öğrenme düzeylerini incelemek için Mann - Whitney Sıralar Testi kullanılmıştır. Tüm tutum anketleri ve kelime testlerinde olumlu ve önemli sonuçlar elde edilmiştir. Genel olarak, öğrencilerin dil sınıflarında edebiyat -tiyatro oyunları- kullanımına yönelik olumlu tutumları vardır ve uygun edebi eserler öğrencilerin kelime yeterlilik düzeylerini artırmak için yardımcı olmuştur.

Anahtar Kelimeler: Edebiyat, Tutum, Tiyatro Oyunları, Kelime Yeterlilik Seviyesi

ABSTRACT**STUDENTS' ATTITUDES TOWARDS THEATRICAL PLAYS USE AND ITS EFFECTS ON VOCABULARY LEARNING****KARAKAYA, Elif****M.A. Thesis, Division of Western Languages and Literature****Thesis Advisor: Assist. Prof. Dr. Ayhan KAHRAMAN****July, 2013, 156 pages**

The subject of teaching English has been one of the important issues in many books, articles or opinion papers explaining the reasons for using literature in language classes. Literature is an authentic and motivational material which helps to the students' linguistic and personal development with cultural enrichment which is asserted by researchers. Although language teachers are aware of the benefits of using literature in theory, they don't use it "consciously" practically. For that reason, to "re-highlight" literature use in language classrooms this study is conducted in 2010-2011 education year, at a private language school in Kütahya, by participation of 14 A2 level students. Data collection of the research is twofold; descriptive and experimental. The descriptive part is made of an attitude questionnaire towards the using of literature, namely drama, in language classrooms. The experimental part is conducted in a ten-week period and a vocabulary test is used for searching students' vocabulary learning levels. The findings which are obtained from the instruments, are analyzed by SPSS programme. To find out the attitudes of students towards literature specially theatrical plays Wilcoxon Signed Rank Test is carried out. To examine the different levels of vocabulary learning levels Mann-Whitney Rank Test is used. In all attitude questionnaires and vocabulary tests positive and significant results are found. Overall, students have positive attitudes towards the usage of literature –theatrical plays- in language classrooms and using appropriate literary works help students to increase their vocabulary proficiency levels.

Key words: Literature, Attitude, Theatrical Plays, Vocabulary Proficiency Level

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CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

Today's global world forces people to learn another language apart from their mother language. The teaching methods, approaches, techniques and tools are also changed in accordance with the time. Previously, teaching a language was teacher - centered, but then it gradually turned to student – centered system which gave importance to learners' own interests, cognitive developments and their own problems in language learning. With this change, many new methods, approaches and techniques have come out. These new reforms are applied in classrooms by many language teachers. Although literature has a lot of benefits in language teaching which asserted by many scholars and researchers, until 1980s it did not take the attention of language teachers. Language teachers have already been aware of the benefits of using literature in classes in theory, but they do not use it “consciously” in their classrooms practically. In this study, the place of literature in foreign language teaching will be “re-highlighted” with supporting ideas and its effects on vocabulary learning levels of the students will be investigated.

In this introductory chapter, the researcher will give general background of the study in 1.1, state the problem of the study in 1.2, mention about the purpose of the study in 1.3, explain the significance of the study in 1.4, compose the research questions of the study in 1.5, indicate the methodology of the study in 1.6, talk about limits of the study in 1.7 and identify the definitions that are used throughout the study in 1.8, and finally the introduction chapter will be concluded in 1.9.

1.2. GENERAL BACKGROUND OF THE STUDY

Language is one of the extraordinary characteristics which sets apart people from other living creatures and it is as old as human history. From the first drawings to the cage walls, human beings have needed to express themselves. It is known by Chomsky's proofs that language is innate. For instance, when Robinson Crusoe comes to the island, he firstly teaches English to Friday in order to communicate. Then it will not be wrong to say that the instinct of communication is natural.

Today, people share the world with over seven billion people who speak more than six thousand languages to communicate with each other. This global world makes

people to learn a foreign language. In addition to this, we may limit ourselves to this global world by speaking just our mother language. People learn a foreign language for many reasons such as; for emigration, studying, research, travel, culture or even spy others etc. Therefore, the importance of teaching a language is getting more and more significant. Educationalists, researchers and teachers have generally looked for new ideas in language teaching ways. Many new methods, approaches and techniques have come out. In addition to these new methods, approaches and techniques, it is required to use as many material as possible. Materials are used to teach and learn a second language. Most people identify language teaching materials only with course books. However magazines, pictures, newspaper articles, videos, DVDs, emails, dictionaries, photocopied exercises, live talks by invited native speakers or discussions by learners could be a teaching material as well. In other words; “anything can be a teaching material as long as it is used to increase the learners’ knowledge and experience of the target language” (Tomlinson, 1998: 2). Among those materials there also exists literature which until 1980s has not taken attention of many language teachers. Using literature as a resource in language class has many benefits which are asserted by many educationalist and researchers, yet some language teachers avoid using it. There are many reasons why language teachers avoid using literature for some reasons. Firstly, preparing worksheets about literature is both tiring and time consuming job for some language teachers. Secondly, some language teachers think that literary works are not written for the sake of language teaching so they are not appropriate for learners. Thirdly, many language teachers consider that students are afraid of literature in general, so there is no need to use it in language classes. This study will try to disapprove those reasons. Moreover, this present research aims at to “re-highlight” the use of literature in language teaching has significant effects and it helps to students to improve component skills. With component skills, here is meant vocabulary skills. In communicative language teaching there are two kinds of skill productive - speaking and writing - and receptive – reading and listening -. There are also component skills such as vocabulary, grammar, pronunciation in addition to productive and receptive skills. In this study, only vocabulary learning levels of the students are investigated through using literature integrated lessons. Namely drama (theatrical plays) – a genre of literature – is chosen to increase the vocabulary proficiency levels of students.

In conclusion, this present study aims at to “re-highlight” the use of literature in language teaching classes and make language teachers who have already been aware of its benefits in theory but not use it practically, use it “consciously” in their classes.

1.3. STATEMENT OF THE PROBLEM

The subject of teaching English as a foreign language or second language has been one of the important issues in many books (eg. Brumfit & Carter, 1986; Collie & Slater, 1987; Lazar, 1993), articles or opinion papers (eg. Hismanoglu, 2005, Turker, 1991; Floris, 2004, Ghoson, 2002; Premawardhena, 2007) explaining the reasons for using literature in language classes. Researchers have stated that literature is motivational, as well as being a valuable authentic material which helps to the students’ linguistic development, personal development and cultural enrichment (Carter & Long, 1991; Collie & Slater, 1987; Lazar, 1993). Literary texts are motivating since they provide meaningful context (Ghoson, 2002). Literature is authentic as it deals with non-trivial things (Maley, 1989). For linguistic development, literature provides a rich context in which individual lexical or syntactical items are made more memorable (Collie & Slater, 1987). For personal involvement, literary texts call readers into imaginatively engaged world which shift the focus of readers’ attention beyond more mechanical aspects of the foreign language system and as a result readers are drawn into literary texts (Collie & Slater, 1987). For cultural enrichment, literature increases the foreign learners’ insight into the country whose language is being learnt (Collie & Slater, 1987). Although literature has such useful benefits, the practice in language classes does not show this usefulness. In most of course books, unfortunately we do not see literary texts and again unfortunately most of language teachers are content with course books. They ask students to read passages or dialogues from the textbooks. However using only course book passages or dialogues are not sufficient for learning a language. On the first page of almost all language textbooks, we face with the question “Is this a pen?” which is not only useless and meaningless but also unnecessary and inappropriate. If you show a pen and ask this question somebody in the streets of London, he would probably take it as provocation or insulting question. On the other hand, Macbeth’s famous line “Is this a dagger which I see before me?” is different from

“Is this a pen?” in terms of feelings. Macbeth asks this question, yet he knows the answer and does not want to believe it (Maley & Duff, 1978). Furthermore, if we look at course book characters like “Mr. Brown” , we can realize that he is different from all humanity, since people in textbooks don’t forget what they want to say, hesitate, make grammatical mistakes, talk nonsense, gossip, make unfunny jokes and fail to understand other people. In other words they cannot be real, as real people from everyday life do all of these things (Crystal & Davy, 1975). This kind of artificial dialogues, characters and situations get students bored and unwilling to learn. Literature works help to use language in a meaningful context and more real life - like situations. Because characters in literary text are from real life, they can sometimes lose their temper, tell long jokes or even swear mildly. Therefore integrating literature into language class can get students attraction and make them motivated and willing to learn. All genres of literature provide bountiful benefits to the students. Especially drama scripts encourage learners to develop self-confidence, to take responsibility, take active attendance in classroom. Moreover, drama scripts help learners to practice receptive (reading and listening), productive (speaking and writing) and component (vocabulary, grammar, pronunciation) skills as well. Charlyn Wessel summarizes the benefits of drama as in the followings:

- The acquisition of meaningful, fluent interaction in the target language
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner
- The fully contextualized acquisition of new vocabulary and structure
- An improved sense of confidence in the student in his or her ability to learn the target language

(Wessel, 1997: 13)

Although drama scripts have many benefits, in this study only vocabulary proficiency levels of the students are researched. Therefore, the study will aim at to “re-highlight” the benefits of literature namely, theatrical plays, and their effects on students’ vocabulary learning levels.

1.4. PURPOSE OF THE STUDY

In Turkey, private language schools show the inadequacy of literature integrated curricula though there are many advantages of literature in language learning. In addition to this inadequacy, while language teachers have already been aware of its benefits in theory, they do not use it “consciously” in their language classes. For those reasons, the focus of this study is to “re-highlight” the importance of literature, specially theatrical plays in English language teaching (ELT). To achieve this, the study proposes five sample lesson plans, which are based on theatrical plays, for English as a Foreign Language (EFL) teachers to add their curricula or syllabi. In these sample lesson plans English teachers may find some techniques or ideas to use in their classrooms. This present research, also tries to figure out whether there is a relation between literature integrated lessons and the students’ vocabulary proficiency levels as well as the views of students towards literature are tried to be figured out with an attitude questionnaire. By this way students’ needs and expectations are found out. With a vocabulary test, students’ vocabulary learning levels are compared. The findings, which are obtained from the attitude questionnaires and vocabulary tests, are analyzed by SPSS programme.

1.5. SIGNIFICANCE OF THE STUDY

These days, there is a strong demand for learning a foreign language apart from mother language. English is the most preferred language as it is the international language of communication. Therefore it is observable some reforms in English teaching like new methods, approaches, techniques and materials. It can be said that using literature as a resource material is not one of new reforms. In the history of language teaching, literature sometimes gained importance as it did in Grammar Translation Method, in time; however, it declined due to the increase of other methods or approaches. Integrating literature in language classes has been discussed in many books, articles or opinion essays. Many researchers in the field of language and literature come to close with the idea of literature has several contributions to learn and teach a foreign language. Including literature into the curriculum helps students to improve the skills of reading, writing, listening and speaking (Moody, 1971). There are

many significant reasons why a language teacher should benefit from literature in the classroom. First of all, literature is an “authentic” material. A piece of literature is not composed for the sake of teaching the language. Many texts of literature are given in real-life context. Secondly, literature is a complement to other materials used to increase the foreign learner’s insight into the country whose language is being learnt (Collie & Slater, 1971). By reading literature pieces a person can understand the culture, traditions and customs of that country where the target language is spoken. Thirdly, literature provides language enrichment with many individual lexical or syntactic items. Literature includes some slangs, proverbs of the target language that learner may not see anywhere else. Texts give the opportunity to the learner to face with these linguistic and language enrichment. Lastly, reading a literary text gives the opportunity to learners to get into the text. S/he “begins to inhabit the text” (Collie & Slater, 1971: 6). Also learners can feel sympathy to the character’s feelings. This is important in whole language learning process as it will probably make a motivated student learn better.

Adding literature in modern classrooms has useful effects in language learning. Although literature is a valuable authentic material in the field of ELT, the practice does not display this reality. As literature has so many benefits in language teaching field, why so many language teachers hesitate to add literature into their syllabi, curricula or even in their daily lesson plan? This present research is conducted to “re-highlight” integrating literary texts to the language classes and to suggest five sample lesson plans which are composed through theatrical plays.

1.6. RESEARCH QUESTIONS OF THE STUDY

Many EFL teachers expect that their students take part in classes actively but sometimes they don’t consider the needs and interests of the students. Teachers usually think that course books are sufficient in language learning. However, students sometimes can back out themselves because of uninteresting passages or exercises in the course books. Because the texts in the course books are not authentic, the students think that they will not use them in the real life situations. For that reason they show reluctance in learning English effectively. Although literary texts offer bountiful, interesting real life contexts, many teachers avoid using them. As it is stated above, the

aim of this research is to “re-highlight” the use of literature in language classrooms especially in vocabulary learning and make teachers use it “consciously” in their language classes. In this study, our assumptions are based on these following research questions which are formulated by the researcher:

1. What are the attitudes of English learners towards literature especially drama - theatrical plays - ?
2. Does literature i.e. the usage of drama scripts have any effects on vocabulary proficiency learning levels of foreign language learners?

In the lights of these questions the study will be conducted.

1.7. METHODOLOGY

As indicated above, to “re-highlight” the use of literature in language classrooms and make teachers use it “consciously” in practice, this research was conducted in 2010-2011 education year, at a private language school in Kütahya, Turkey by participation of 14 A2 level students. Data collection of the research was twofold; descriptive and experimental. The descriptive part was made of an attitude scale towards the using of literature, namely theatrical plays, in language classrooms. The experimental part was conducted in a ten-week period. There were two groups as one experimental group with 7 students and one control group with the same number of participants. 7 of these students had the lessons of the traditional curriculum of the private language school (control group) while the other 7 of them in addition to the traditional curriculum had the literature especially theatrical plays integrated lessons (experimental group). The findings, which are obtained from the attitude questionnaires and vocabulary tests, were analyzed by SPSS programme. First of all, with the help of descriptive statistics means were examined. To find out the attitudes of students towards literature specially theatrical plays Wilcoxon Signed Rank Test was carried out. Furthermore, the existing number and the statements of questionnaire were not appropriate for the *t-test*. For this reason, to examine the different levels of vocabulary learning levels Mann-Whitney Rank Test was used. In all attitude questionnaires and vocabulary tests positive and significant results were found.

1.8. LIMITS OF THE STUDY

Limitations are almost inevitable in any type of second or foreign language researches. There are many variables and conditions which cannot be taken under control by researcher. Although in this study validity and reliability of the instruments are taken into considerations some of uncontrolled variables might interfere to both experimental and control groups.

The primary limitation of this present study may be related to the number of the participants. That is to say, there are 14 students in total: 7 of the students are in the experimental group and 7 of the other are in the control group. The number of the participants may be seen as restricted and it can be less than satisfactory. However, it should be taken into consideration that these students willingly enrolled the private language school in order to learn English.

Moreover, in Turkey there are many private language schools. It is such a hard work for a researcher to search all these private language schools. For this reason, this study is limited to a private language school in Kütahya. It may be difficult to generalize the findings to all private language schools in Turkey and around the world. Nevertheless, the pedagogical implications of this research can be useful for language teachers in general.

1.9. DEFINITION OF TERMS

The following terms are used throughout the study:

Literature: As for the American Heritage Dictionary of English Language, literature is “the body of written works of a language, period, or culture”. According to Moody (1971) “literature is language...literature consists of certain rather specialized forms, selections and collections of language”.

Curriculum: The term defines the set of courses and their contents in the formal education.

Syllabus: The word derives from Latin means the outline or the summary of courses that compose the curriculum.

Script: “the written text of a play, film, or broadcast” is defined by the Oxford Online Dictionary.

Wilcoxon Signed Rank Test: is the nonparametric test equivalent to the dependent t-test. It is used when we wish to compare two sets of scores that come from the same participants.

Mann-Whitney Test: is used to compare differences between two independent groups when the dependent variable is either ordinal or interval but not normally distributed. It is the nonparametric.

Significance Level: is the probability that the test statistic will reject the null hypothesis when the hypothesis is true.

1.10. CONCLUSION

The debates whether to use literature in language classrooms and to add it to the syllabus or curriculum or not, have always been important issues in language teaching. Although ELT scholars and researchers have already stressed the benefits of the use of literature in language classrooms, unfortunately many language teachers, syllabus designers or course book writers do not keep it in their minds. For that reason, this study will once again “re-highlight” the benefits of literature in language teaching and its effects on vocabulary learning.

In this chapter, with the aim of introduction of this study, the researcher gave some general background information about the study in 1.1, stated the problem in 1.2, talked about the purpose of this study in 1.3, explained the significance of the study in 1.4, asserted the research questions of this study in 1.5, mentioned the methodology of this study in 1.6, stated the limits of the study in 1.7 and defined the terms in 1.8.

CHAPTER 2
LITERATURE REVIEW

2.1. INTRODUCTION

The use of literature in language classrooms has always been one of the important issues in many books, articles or opinion papers. Although language teachers are aware of the benefits of using literature in language classrooms in theory, they do not use it “consciously” practically. For this reason, the purpose of the present study is to “re-highlight” the use of literature in language classrooms and make teachers use it “consciously” in classes.

This chapter focuses on the review of what has been done until these days in the usage of literature especially theatrical plays in the language classrooms.

Firstly, the researcher will give a brief history of language teaching as well as the place of literature in language teaching in 2.1, she will explain literature as an authentic material in 2.2. and literature as an enrichment of vocabulary in 2.3. After she will mention about literature and its genres in 2.4, she will continue with the use of literature in ELT classes in 2.5. Then, she will talk about the criteria of selecting suitable literary works in 2.6 and benefits of theatrical plays in ELT classes in 2.7. Finally, as far as she searched, she will talk about some studies conducted in the world and in Turkey about the use of literature in language classes and students’ attitudes towards it by giving both similarities and differences with other studies in 2.8 and conclude the chapter in 2.9.

2.2. A BRIEF HISTORY OF LANGUAGE TEACHING

It has always been significant for human beings to learn another language apart from the mother language, because of many reasons such as travelling, trade, religion, education or even spy others. In the history of language teaching it can be observable some approaches, methods or techniques. First of all, it is important to clarify the terms approach, method and technique. Approach is “a set of correlative assumptions dealing with the nature of language and learning” (Demirel, 2003: 37). On the other hand a method is an overall plan or system that “spells out exactly how to teach a language” (Demirel, 2003: 37). A technique is “a classroom device or activity” that provides the implementation of a method (Demirel, 2003: 37). After clarifying the related terms we can look at the significant approaches and methods in language teaching history.

Until sixteenth century, Latin was the popular language of Europe. It was the language of education, commerce, religion, and government in the western world. Latin was taught in grammar schools through a detailed analysis of grammar rules. The major focus is on reading and writing skills. Vocabulary was taught dictionary memorization and translation was the central technique. However in sixteenth century French, Italian and English gained importance because of the political changes in Europe. When modern languages entered curriculum, the way of studying Latin had become the standard way of learning languages. This standard way of learning foreign language is Grammar Translation Method (GTM). GTM was called the Classical Method because it was used to teach classical languages like Latin or Greek. A basic principle of GTM is that “learning a foreign language begins with parallel statements in native language” (Demirel, 2003: 38). One of the fundamental purposes of GTM is to read literary works in the target language. As it was believed that literary language had developed students’ intellectual abilities. Also by a concentration on literary works assumed that “if the students were continually exposed to the best uses of the English language, it would in some sense “rub off” on their own performance in the language” (Short & Candlin, 2000 : 91). In GTM reading and writing skills are superior than speaking and listening skills. Another significant aim of GTM is to translate from one language into another. When students translate, they are considered as successful learners. Teacher is the authority of the class, students do whatever the teacher tells them and the teacher gives immediately feedback. If a student gives the wrong answer, the teacher immediately corrects. GTM emphasizes on learning grammar rules and grammar is taught deductively. Vocabulary memorization is also important for providing mental exercise. Moreover classes are taught mostly students’ mother language, so students would never use the target language.

Since GTM gives no importance to speaking and oral communication in the mid-late nineteenth century, some individual reformers challenged it. C. Marcel referred to child language learning process as a model. T. Prendergast proposed a structural syllabus and interpreted children utterances. F. Gouin made observations of children’s use of language. He observed child’s need to speaking was superior than reading or writing. Towards the end of nineteenth century, linguists such as H. Sweet, W. Vietor and P. Passy advocated spoken language and phonetics. They avoided translation and

deductive grammar. These reform movements led to Natural Method and development of Direct Method.

Direct Method was developed initially as a reaction to GTM, because GTM was not influential in preparing students to speak the target language communicatively. In Direct Method, there is one fundamental rule: No translation. The native language of the students is never used in classrooms. All instructions should be said in the target language. This method focuses on spoken language and so oral communication is important. Students should be supported to speak as much as possible. Grammar is taught inductively, teachers shouldn't give grammar rules explicitly. Teachers correct an error by asking students to make a choice which facilitates self-correction. In this method, the meaning should be transferred directly in the target language via the usage of visual objects and demonstrations.

With the outbreak of II. World War, Americans needed to learn their enemies' languages so a new method came into being: Audio – Lingual Method (ALM). ALM is based on behaviorism, so patterns of language are taught by drills, drills and drills. It is based on the principle that language learning is a habit formation. So when errors occur, they are immediately corrected by teachers. New vocabulary and structural patterns of language is given through dialogues which provide repetition and imitation of communication. The method depends on mimicry, memorization of set phrases. Like Direct Method, grammar is taught inductively. In ALM, there is a skill sequence: listening, speaking, reading and writing. The oral and aural skills are important as the name of the method reminds us. Moreover, one of the greatest importances is given to native-like pronunciation which is taught from the beginning. Teachers of ALM are like orchestra leaders; they conduct, guide and control the students' behaviors in the class. However most people learnt languages through ALM, students' inability to transfer skills - they had learnt in class - to real communication led to more humanistic approaches came out.

Famous linguist Chomsky argued that people both understand and create utterances they have never heard, thus he advocated language learning was not a habit formation but rule formation. He claimed that language acquisition is a procedure in which people use their own cognition and thinking process (Larsen-Freeman, 2000).

With the importance to human cognition, Cognitive Approach was set up. In this approach, learners were the responsible for their own learning; they had to discover the rules of the target language by themselves. Demirel summarizes the principals of Cognitive Approach as in the followings:

- There is emphasis on communication or communicative competence.
- Language acquisition is seen as rule (not habit) formation.
- Group work and individualized instruction are encouraged.
- The written language skills (reading and writing) and the spoken language skills (listening and speaking) are viewed as being of equal importance.
- The teacher is viewed as a facilitator rather than a figure of absolute authority.

(Demirel, 2003: 41)

Although there exists no language learning approach that developed directly Cognitive Approach, Caleb Gattegno's Silent Way shares some principles with it. Gattegno believed that teaching means to serve the learning process rather than to dominate it, that is teaching should be subordinated to learning (Larsen-Freeman, 2000). In this method learners are seen as intelligent who bring their experience of already learning language. Language learners are responsible for their own production in the target language. As the name of the method recalls, silence of the teacher is a tool. This removes teachers from the centre of attention; therefore teachers closely observe students' behaviors and perceptions. Moreover, with a silent teacher, students work in cooperation with their classmates. Language learning process begins with basic sounds which are presented through a specific sound-color chart. Teachers guide their students to associate the sounds of the language with particular colors. Then, teachers make students' attention on the structures of the language. "The teacher works with the student; the student works with the language" as Gattegno summarizes the Silent Way (Larsen-Freeman, 2000: 65). The methods after the Silent Way are called affective humanistic approaches by Celce-Murcia which give a particular priority to students' feelings. Georgi Lozanov, the originator of Desuggestopedia, shares the same beliefs as does Silent Way's C. Gattegno: "language learning can occur at much faster rate than ordinarily transpires" (Larsen-Freeman, 2000: 73). As Lozanov asserts that students'

psychological situations affect learning and these situations create a sense of failure. The aim of this method is to reduce the psychological barriers to learning and also to remove the sense of failure. This method is performed in a bright and colorful classroom which leads a relaxed environment for learning. Moreover posters that are displaying some grammatical structures of the target language are hung to facilitate students' peripheral learning. Students choose new names and identity to enhance the feeling of security. Teachers are authority in the classes. Students should trust and respect the teacher in order to feel more secure. Vocabulary emphasized with speaking communicatively. Grammar is taught explicitly but minimally. Then we face with Community Language Learning (CLL). This method considers students as "whole-person" which means that teachers should regard not only students' intellect but also their feelings, physical reactions, instinctive reactions and desire to learn. CLL is affected by Counseling-Learning approach which was devised by Charles A. Curran. Curran studied adult learning and discovered that adults often feel threatened by a new learning situation. Adult learners feel threatened because of the fact that they will appear foolish. According to Curran, to solve this fear, teachers should become language counselors who understand them and help them to deal with their negative feelings. Teachers present the procedure of the activity to make students feel secure. This because when the students know what will they do in each activity, they can learn non-defensively. Teachers accept what each students says since every learner is unique. This shows CLL is extremely learner- focused. Language is for communication in CLL. To summarize CLL the learners are considered as clients and the teachers are counselors. As Curran writes "learning is person" meaning that both teachers and students should cooperate in order to build trust, emotion and support in one another (Larsen-Freeman, 2000: 101). In language teaching there are many approaches which share certain features with others. For example Krashen's Natural Approach shares some principles with Direct Method which is explained earlier. Natural Approach shares some common features with James J. Asher's Total Physical Response (TPR) in terms of defending the need for a meaningful exposure of the target language, waiting for oral interaction to emerge its own time and giving importance to make learners as relaxed as possible in the process of language learning. In TPR the target language should be given in chunks, so the teachers gives command because of the fact that commands are the

main structures to transfer the information or communicate with others. The learners are not forced to speak. According to TPR listening comes before speaking. The learners are allowed to speak whenever they are ready. If the learners feel comfortable and confident, they can be successful in understanding and producing utterances in the target language. It can be inferred from the methods or approaches that explained above, main focuses of most of them are to make students communicate in the target language. Therefore, some educators began to question of it. In 1980s a new approach came into being: Communicative Language Teaching (CLT). As its name suggests, CLT concentrates on to develop the capability of learners “to use language in real communication” (Ellis, 2003: 27). That’s why “almost everything is done is done with a communicative intent” (Larsen-Freeman, 2000: 129). CLT focuses on functional language which means “a variety of forms are introduced for each function” (Larsen-Freeman, 2000: 131). For example while learning to make requests; learners exercise with “Would you...?”, “Could you...?”, “I wonder if you mind...?” (Larsen-Freeman, 2000). Another characteristic of CLT is to benefit from authentic materials in the class. CLT advocates that authentic or from real life materials support communicative opportunities for learners. Teachers of CLT “facilitate communication in the classroom” (Larsen-Freeman, 2000: 128). Teachers should build situations to encourage the students for communication each other. Demirel summarizes the principals of Communicative Language Teaching as in the followings:

- Instruction is student-centered and involves much work in small groups.
- Authentic language materials are used for teaching.
- Emphasizes communication that is meaningful to the learner

(Demirel, 2003: 42)

Like CLT, Content-Based instruction and Task-Based language teaching concentrate on communication. In Content-Based instruction (CBI) main goal is teach something in the target language rather than teaching the language. For that reason CBI integrates other academic subjects with language learning. It builds on students’ previous learnings. CBI advocates that “language is learned most effectively when it is used as a medium to convey informational content of interest to the students” (Larsen-Freeman, 2000: 140). Teaching language through tasks is the main aim in Task-Based

Language Teaching. While doing a task learners interact and communicate with each other. It can be said that task is the material that promote language learning.

All of the methods or approaches mentioned above are being practiced today. In some parts of the world, we still face with older language teaching methods, such as Grammar Translation Method or modern language teaching methods, such as Desuggestopedia. Some methods or approaches share certain principles while other strongly reject them. Each method or approach has its strong or weak sides. For that reason, Kumaravadivelu proposes eclecticism. It claims that language teachers should use useful elements of methods and approaches rather than be obsessive with only one method or approach. Teachers should blend strong sides and apply to the needs and interests of the learners. In other words, in language teaching eclectic method comes to mean “synthesizing the other methods and approaches in classroom activities” (Demirel, 2003: 43).

After explaining approaches and methods in the history of language teaching, the place of literature in these methods and approaches will be mentioned in this paragraph. As stated above, in Grammar Translation Method one of the fundamental purposes of GTM was to read literary works in the target language as it was believed that literary, language develops students’ intellectual abilities. In GTM, literary texts are used a lot. Since GTM gave no importance to speaking and oral communication in the late nineteenth century some changes came out in language teaching. Challenges towards GTM led to literature being pushed aside. However, in late 1980s, a rediscovery of literature was seen in language classrooms. Linguists and English Language teaching (ELT) scholars such as Widdowson (1984), Brumfit (1985), Collie & Slater (1987), Maley & Duff (1989), Long & Carter (1991), Lazar (1993) have emphasized the benefits of using literature in language classrooms. These scholars and linguists have tried to put emphasis on literature as being an important part of the language teaching as well. Current studies have reexamined the value of literature and have begun to regain its worth again. Literature is beginning to be viewed as a suitable material for language learning because the focus is on authentic materials now (Ziya, 2009).

2.3. LITERATURE AS AN AUTHENTIC MATERIAL

As it has been stated previously, in 1980s with the help of some ELT scholars and researchers, there was a notable revival of literature in language teaching classes.

Researchers and ELT scholars such as Henry Widdowson (1984), Christopher Brumfit (1985), Joanne Collie and Stephen Slater (1987), Alan Maley and Alan Duff (1989), Michael Long and Ronald Carter (1991), Michael Long (1984), Christopher Brumfit and Ronald Carter (2000) have claimed that literature is authentic material and literary texts provide authentic input for language learning (Ghose, 2002).

Before explaining the benefits of literature as an authentic material, it is important to give the definition of what authentic material is and mention about its benefits to make them clear in the minds of the readers.

There are different definitions for the authentic materials. Nunan gives the definition of authentic materials as “any material which has not been specially produced for the purpose of language teaching” (Nunan, 1989: 54). Wallace defines authentic texts as “... real-life texts, not written for the pedagogic purposes” (Wallace, 1992: 145). Harmer (1991), (cited in Tamo, 2009) explains in a similar way with others: authentic materials are real and are designed for native speakers of the language not for language learners. All these definitions have something in common. That is, authentic materials are real materials and they are not produced for the sake of teaching a language. Authentic materials are an “exposure” for the students to the real language (Widdowson, 1984).

Authentic materials are very helpful in language classrooms. Tamo (2009), asserts some advantages of using authentic materials as in the followings:

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.
- Authentic materials have a positive effect on learner motivation.
- Authentic materials can produce a sense of achievement, e.g., a brochure on England given to students to plan a visit.

- Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
- Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.
- Authentic materials support a more creative approach to teaching.

(Tamo, 2009: 75-76)

After explaining the definition of authentic materials and their advantages, it can be said that literature is an authentic material. Literary works are not written with the aim of teaching a language. Likewise a magazine paper, an article, a recipe or an interview video literature gives real examples of the language. Above defined, literature exposes the target language to the students. As literature provides its own context, it allows to “transcend the artificial classroom situation” (Littlewood, 2000: 179).

2.4. LITERATURE AS AN ENRICHMENT OF VOCABULARY

Literature as an authentic material is also helpful for the enrichment of vocabulary knowledge. Hatch and Brown defines the term vocabulary “as a list or set or words for a particular language or a list or set of words that individual speakers of a language might use” (Hatch & Brown, 1995: 1). Similarly, Penny Ur also explains vocabulary as “the words we teach in the foreign language” (Ur, 1996: 60).

Vocabulary can be divided as “receptive vocabulary” and “productive vocabulary”. Some people would rather devise vocabulary as “passive vocabulary” and “active vocabulary” instead of receptive and productive vocabulary. Haycraft (1978) defines receptive vocabulary as “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly”, and productive vocabulary as “words which the student understands, can produce correctly and use constructively in speaking and writing” (cited in Hatch & Brown, 1995: 370).

Language teachers have always been interested in vocabulary teaching in their language classes. Sometimes teachers give advice to learners about learning vocabulary

or even make assignments for this purpose such as writing down newly encountered words in a notebook. As stated by Hatch and Brown (1995), in vocabulary learning there are five essential steps as; “(a) encountering new words, (b) getting a clear image, either visual or auditory or both, for the forms of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and meanings of the words, and (e) using the words” (Hatch & Brown, 1995: 373). The first essential step for vocabulary learning is encountering new words that is, having a source for words. “Even a single encounter with a word in context” might help increase learners’ knowledge about that word and its meaning (Hatch & Brown, 1995: 375). The second essential step for vocabulary learning is getting a clear image -visual or auditory or both- of the form of the vocabulary item. This step is important when students are asked to give definitions for words. Beginning students particularly make mistakes when relating confusing forms of a word with the forms of other words. When students learn new vocabulary item with an image they automatically remember the form of foreign language words. The third essential step for vocabulary learning is getting the word meaning. This step often associates with the idea of vocabulary learning (Hatch & Brown, 1995). Students must get the meaning (definition) of words. If they do not get meaning of any unknown word, it can never be considered truly learned. The fourth essential step for vocabulary learning is consolidation of form and meaning in memory. Form and meaning connection can be strengthened with flashcards, matching exercise, or crossword puzzles etc. As stated by Hatch and Brown (1995) the more words learners can get through this step, the more words they will know overall. The final step in learning vocabulary is using the words. This step is also essential for the continuum of word knowledge.

Most people consider that knowing words is related with reading. In fact, the relationship between vocabulary knowledge and reading comprehension is established in the reading literature (Dole, Sloan & Trathen, 1995). As is stated by Beck & McKeown & Kucan (2013) words are learned from a context and literary works provides this context in a more enjoyable way than course books. In a study which was conducted by Dole, Sloan & Trathen (1995), demonstrated that students could learn new vocabulary easily within the context of literature. That is, as words in literary texts are given in a context, they are “linked with each other” (Lazar, 1994: 116). It will not

wrong to say that using literary texts to teach students the meanings of words makes sense intuitively (Dole, Sloan & Trathen, 1995).

In brief, as stated by many ELT scholars and researchers, literature is valuable authentic material. It exposes the real usages of the target language for the learners. In addition to this fact, literature is enrichment of vocabulary knowledge. As the words are given in a context, learners are aware of “sequenced and organized” discourse in literary texts (Lazar, 1994: 116).

2.5. LITERATURE AND ITS GENRES

The origin of the word - literature - is derived from Latin “Littera” word and it means anything written. In this situation a manual of car, a chemistry text book can be called literature. Although what the etymology of the word suggests, literature is not simply anything written. A piece of literature work is different from a political, an astronomy or even a historical book, because it does not appeal only one particular part of society and also it yields an aesthetic satisfaction by the manner it handles its theme (Hudson, 2006). The Oxford Online Dictionary gives the following definition “written works, especially those considered of superior or lasting artistic merit”. Artistic merits are related with aestheticism. Aestheticism is something concerned with the beauty and appreciation of the beauty. It is subjective therefore; every person and nation has its own aesthetic value.

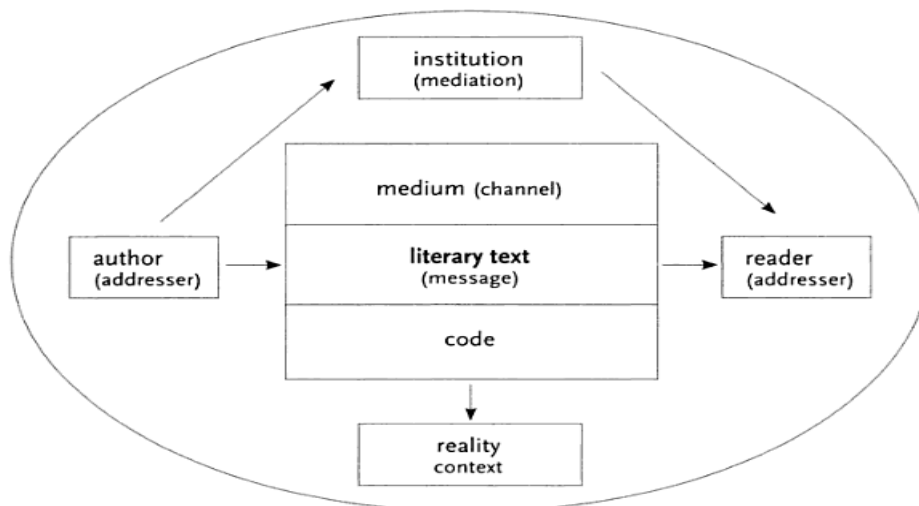
In addition to the definitions that were mentioned above, many authors, critics and linguists have explained the definition of literature in their own perceptions. For that reason, there have been many attempts to define the concept of literature. Moody describes literature as an “umbrella” term which covers a number of different kinds of activity. Certain people in every community try to produce literary works while a great number of others strive to consume literary works. Literature is related with characteristics of a particular nation i.e. Arabic Literature, English Literature, Turkish Literature or West Indian Literature. Literature is also associated with a particular historical period or movement i.e. Renaissance Literature, Romantic Literature or Victorian Literature. In a different way it is related with a particular subject or topic i.e. literature of ship building (everything has ever written about that subject). Roland

Barthes also defined literature as “what gets taught” (Showalter, 2003: 22). What gets taught varies from the classics, sonnets, epics to popular literature including best-sellers. Literature is the specialized forms, selections and collections of language (Moody, 1971: 2). The raw material of literature is language whether spoken or written form. According to Roman Jakobson, a famous Russian Formalist, “literature transforms and intensifies ordinary language, deviates systematically from everyday speech” (Eagleton, 2008: 2). Eagleton indicates the difference between the literary language and ordinary language as in the followings:

“If you approach me at the bus stop and murmur “Thou still unravished bride of quietness” then I am instantly aware that I am in the presence of the literary. I know this is because the texture, rhythm and resonance of your words are in excess of their abstractable meaning...Your language draws attention to itself, flaunts its material being, as statements like “Don’t you know the drivers are on strike ?”, do not” (Eagleton, 2008: 2).

The Russian Formalists dealt with the language of literature as a science. Roman Jakobson put forward the literary communication as in the following figure:

Figure 2.1: Literary Communication by Roman Jakobson



Reference: Jakobson, 1960 : 353

“The addresser sends a message to the addressee. To be operative the message requires a context referred to... a code fully, or at least partially, common to the addresser and addressee... and finally, a contact, a physical channel and psychological connection between the addresser and the addressee, enabling both of them to stay in communication” (Jakobson, 1960 : 353).

As Jakobson (1960) says, literature (message) is in the core of the diagram. In order to reach the reader (addressee), the writer (addresser) uses his language in the literary text. Moreover Warren and Wellek asserted the literary language and ordinary language as in the followings:

“It is thus quantitatively that literary language is first of all to be differentiated from the varied uses of everyday. The resources of languages are exploited much more deliberately and systematically...Poetic language organizes, tightens, the resources of everyday language and sometimes even does violence to them in an effort to force us into awareness and attention” (Warren & Wellek, 1973: 24).

It can be understood that literary language is different from everyday language in some respects. Literary language uses a different lexicon which hardly found in everyday language. Additionally defamiliarization, which was presented by the Russian Formalists, is used to define literary language. Defamiliarization means that making strange literally. For that reason the language in literary works is creatively distorted a familiar word or concept we know in everyday language. It can be said that literary language is defamiliarized from everyday language and which is provided by figures of speech such as metaphor, hyperbole, personification, irony etc.

In brief, to define the term of literature changes from person to person. Defining briefly, literature is a piece of creative and imaginary writing which uses a different language from everyday language. Literary works includes an artistic merit that is related with beauty or appreciation of beauty. The language in literary texts “doesn’t follow the predictable patterns of language textbooks” (Duff & Maley, 2007: 100). Furthermore, literature is subjective, everybody gets whatever he or she understands so an accurate definition of it is quite hard.

When we are talking about literature it should be kept in mind that literature consists of different genres. The most known kinds are short story, novel, poetry and drama (theatrical plays). In the following section these kinds will be given in detail.

2.5.1. Short Story

Short story is a kind of literature which has generally a few characters and the narration often takes place in a short period of time. The use of short stories in language classrooms has some educational benefits. Collie and Slater (1987), summarizes the advantages of using short stories in language classes as follows:

- Their practical length means they can usually be read entirely within one or two class lessons. Slightly longer works can be sectioned in the same way as novels or plays, but still be completed in a few lessons.
- They are less daunting for a foreign reader to tackle or to reread on his or her own, and are more suitable when set as home tasks. Students get that feeling of achievement at having come to end of a whole work, much sooner.
- They offer greater variety than longer texts. A teacher can choose very different short stories, so that there is a greater chance of finding something to appeal to each individual's tastes and interests.
- Short stories are especially valuable for sessional courses, summer courses or the like: or for teachers with shifting classes: evening courses, for example, or continuous-intake adult classes.

(Collie & Slater 1987: 196)

In brief, as stated by Hişmanoğlu (2005), the use of short stories seems to be a very helpful technique in today's foreign or second language classrooms.

2.5.2. Novel

Novels are generally considered as long forms of short stories. In novels, there are many characters and the narration usually takes place in long and sometimes in

different periods of time. As stated by Hişmanoğlu (2005), using novel in a language class has following benefits:

- develops the advanced level readers' knowledge about different cultures and different groups of people,
- increases students' motivation to read owing to being an authentic material,
- offers real life / real life like settings,
- gives students the opportunity to make use of their creativity,
- improves critical thinking skills,
- paves the way for teaching the target language culture,
- enables students to go beyond what is written and dive into what is meant

(Hişmanoğlu, 2005: 63)

In sum, the use of novel is certainly helpful technique in foreign language classrooms. However, many students may find reading a novel written in the target language difficult, boring and un motivating, novel is a really effective way of constructing vocabulary and improving reading comprehension skills (Hişmanoğlu, 2005).

2.5.3. Poetry

As another genre of literature, poems are compositions which is usually written in verse. It can be said that poetry is a re-expression of life via meaning, sound, metaphors and rhythmic language (Özal, 2006). As explained by Saraç (2003), the use of poetry in language classes has many benefits as in the followings:

- provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.
- triggers unmotivated readers since it is so open to explorations and different interpretations,
- evoke feelings and thoughts in heart and in mind,

- makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

(Saraç, 2003: 17-20)

In short, poetry provides a language to evoke special qualities of life for learners. As stated by Hişmanoğlu, poetry is one of “the most effective and powerful transmitters of culture” (Hişmanoğlu, 2005: 61). Because as asserted by Sage (1987), poetry consists of many cultural elements such as allusions, idioms, vocabulary which are not easy to translate from a language to the other (cited in Hişmanoğlu, 2005).

2.5.4. Theatrical Plays (Drama)

As our study is related with the use of literature especially theatrical plays (drama), this genre of literature will be given in more detailed way than other genres.

The question of what the drama is, has been replied by many specialist, educationalist and also playwrights. Basically, drama is a kind of literature which is specially written to be performed on the stage. The term comes from a Greek word “action” which is derived from “to do” or “to act”. The origin of the drama comes from ritual celebration of Gods in Ancient Greece. It can be said that drama is supported by “the most ancient traditions” (Moody, 1971: 62). First principles of drama are given by Aristotle in his book which is called *Poetics*. Aristotle gives the definition as imitation (mimesis) of the action.

According to Holden “drama is an activity which asks the student to potray himself in an imaginary situation or another person in an imaginary situation” (Holden, 1981: 1). That is drama is related with “Let’s pretend world” (Holden, 1981: 1). Likewise Wessel explains it as “doing and being” (Wessels, 1987: 7). Drama is a part of our lives. We may have a bad mood or many problems but when someone asks us how we are, we pretend as if we were okay. We pretend as if nothing was wrong with us. In another word, we put ourselves in the shoes of what we want to be. To continue with the examples when we pour a cup of coffee over a friend’s paper or cloths, we instantly make up an elaborate excuse (Wessels, 1987: 9). Similarly, Shakespeare, an important person in the world of literature, also defines the world as a drama “All the world is a

stage, And all the men and women merely players ”(As You Like It, Act II, Scene VII, Lines 139-140). Another famous Italian playwright Pirandello also claims the following lines “The drama is in us and we are the drama” (Six Characters in Search of an Author, Act 1). Wessels states that “Drama is not, like communicate language teaching, a new theory of language teaching but rather a technique which can be used to develop certain language skills” (Wessels, 1987: 8).

To sum up, drama is about daily life and it also contains the world of “Let’s pretend”. In language teaching, drama scripts may take some forms such as role playing, simulation, language games, performances and so on. Drama is a literary form which has ability to adjust for students of all ages (Moody, 1971).

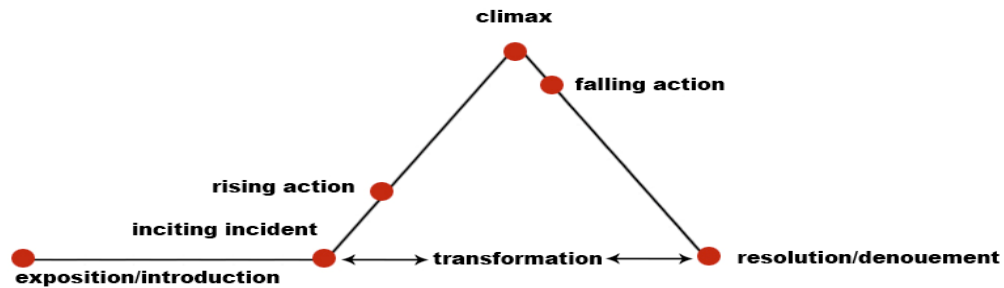
The structure and the elements of theatrical plays (drama) are going to be given in the following section to make clear in the minds of readers.

2.5.4.1. Structure and Elements of Theatrical Plays (Drama)

Although literature has many kinds, perhaps drama is the most involved in the life of communication (Worthen, 2007). As a form of literature drama has many elements. Characters, dialogue and plot are the indispensable elements of drama (Klaus, 1991). The followings are the main elements of the drama.

- **Plot:** Almost every literary type of work presents a series of events. This series of events are presented in sequence which we call plot. Aristotle, one of the main philosophers, describe plot as “the arrangement of the incidents”. According to him plot is the “first principal” feature ant it must be “a whole”. Madden defines plot as “the structure of the play” (Madden, 2007: 91). A German critic Gustav Freytag identifies the parts of plot which he derived from Aristotle’s concept. In his book *Technique of the Drama* (1863), Freytag proposes his well-known “Freytag’s Triangle” or “Freytag’s Pyramid” as in the below:

Figure 2.2: Freytag's Pyramid



Reference: www.narrativestructures.wisc.edu/aristotle, 2013

- **Exposition/Introduction:** In this part the necessary background (setting) information is presented. In this part also the characters and other facts are given. We learn what we need to know about the circumstances, characters, and the potential conflict in this part of the plot (Madden, 2007).
- **Inciting moment:** It is the part that introduction part ends with it. Inciting moment generally formulates the conflict or struggle.
- **Rising Action/Development:** In this part plot starts to be complication. In this part of the plot, an event rises and which builds the conflict. It also covers the events between the inciting moment and climax.
- **Climax:** This is the turning point of the action. The main character is in the moment of truth. After this part the falling action starts.
- **Falling Action:** After climax the falling action starts which often exhibits the events that happened after climax.
- **Resolution:** In this part of the plot, the conflict or struggle is ended. It's not always a happy ending.
- **Denouement/Conclusion:** This part involves the ending. Some explanations, misunderstandings are explained by the author. It's the opposite of exposition.

Needless to say, this structure is not used precisely in every literary work. Some works have no introduction or conclusion parts, but generally these parts accepted when analysing a literary text.

- **Conflict:** Conflict is at the heart of every play. It is a struggle between two opposing forces. According to Madden (2007), if the conflict is important, challenging, believable and coherent, we will be engaged by the action and dialogue, so we will follow with a great desire to its conclusion. Almost every storyline, that is plot, has some kinds of conflict. There are mainly two kinds of conflict: external and internal. In external one the main character is in conflict with an outside force. This outside force may be another character (man vs man), nature (the character struggles with a force of nature), or society (the character is against social expectations). In internal conflict the character fights with himself or herself which takes place in his / her mind. Conflict is very important part of plot. In a literary work one or more forms of conflict can be seen. Madden explains the importance of conflict types as “the best drama contains elements of both types of conflict” (Madden, 2007: 91).
- **Characters:** A character is a person or an animal who has a part in the text. The main character is the most significant character in the literary work. Protagonist is the way to say for main character. Antagonist is one of the major characters who opposes the protagonist. Characters can be dynamic (round) or static (flat). A dynamic/round character changes through the story in an important way. On the other hand a flat/static character remains the same throughout the plot.
- **Setting:** Setting, in a literary text, means the location and time that narration takes place. We experience the setting as the first part of the drama when we are attending a play (Madden, 2007). Emile Zola states the significance of setting in his *Therese Raquin* (1881) as environment determines the characters. Setting is not only important for time and place of the action, it is also important for backgrounds of characters. For example in Ernest Hemingway’s *The Sun Also Rises* and Scott F. Fitzgerald’s *The Great Gatsby* the settings tell about the corruption in America in 1920s.
- **Dialogue:** Dialogues are specialized forms of conversations. Dialogues in a play are much more different than we do in the leisurely course of ordinary conversations. In theatrical plays dialogues should be economic to express characters’ ideas and feelings (Klaus, 1997).

Drama is a type of literature so it shares some similarities with other genres. Drama has some elements such as plot, characters, setting, conflict, climax, theme etc as we can see in novels or short stories. Moreover in drama texts we may see many examples of figurative language (simile, hyperbole, metaphor etc.) as we mostly meet in poetries. Although drama has some similarities with other literary genres it also has some differences the other types of literature can be taken pleasure alone but drama is performed on the stage; so it requires interaction and sociability between audience and performers.

2.6. THE USE OF LITERATURE IN ELT CLASSES

Today's multicultural world, there is a strong demand for English as a language of international communication. In this respect, the subject of teaching English as a foreign language or second language has been one of the important issues in many books (eg. Brumfit & Carter, 1986; Collie & Slater, 1987; Lazar, 1993) articles or opinion papers (eg. Turker, 1991; Hismanoglu, 2005; Floris, 2004) explaining the reasons for using literature in language classes. Researchers have argued that literature as well as being motivational it is also valuable authentic material which helps to the students' linguistic development, personal development and cultural enrichment (Carter & Long, 1991; Collie & Slater, 1987; Lazar, 1993). Probably, if the works of literature were of no use to interpret and deal with the world of reality, there would be no need to spend time on them. However, literary works have a tie with the problems of reality and which makes them significant in education. In recent years integrating literature into curriculum has been gaining momentum. Many teachers think that using literature in language teaching is both time wasting and a hard job which is called by Elaine Showalter as "the anxiety of teaching". She mentions seven types of anxiety (lack of training, isolation, teaching versus research, coverage, performance, grading, evaluation) that explains why some of language teachers are not eager to use literature in the lessons. Selecting appropriate literary texts has important place in maximizing the benefits of using literature in language classes. The criteria of choosing suitable texts depends on not only to students but also to texts. Concerning the students, the literary text should be in accordance with students' interests, cultural backgrounds, language

levels and needs (Collie & Slater, 1987). Concerning the text, it should be taken into consideration length, themes, genre, available of printed versions (Brumfit, 1981; Carter & Long, 1991).

The use of literature in language classrooms as a teaching technique helps students to improve basic language skills and areas. According to many ELT scholars, there exist four main reasons which explain the usefulness of literature. These reasons are being a valuable authentic material, cultural enrichment, language enrichment and personal involvement.

2.6.1. Valuable Authentic Material

To clearize the meaning of authentic material Nunan mentions that “any material which has not been specifically produced for the purpose of language teaching” (Nunan, 1989: 54). Collie and Slater asserts literature as an “authentic” material. Literary works aren’t written for the sake of teaching a language. Likewise a magazine paper, cartoons or newspaper articles, literature gives real examples of the language. In literary works we can find more real-life like narratives than we can find in pseudonym narratives in course books (Lazar, 1993). In literary texts we can find something about “fundamental human issues”. For example in the plays of Shakespeare we can enjoy the seventeen century’s issues in human lives. Therefore we may say that the meaning which is given in the literary works “transcend through centuries” (Collie & Slater, 1990: 3).

2.6.2. Cultural Enrichment

While learning a new language, learning the culture in which the target language has nourished is also important. Because the usages of the language has given their shape through the culture. Also it is advised to many language learners that visiting the country where the language is spoken (Collie & Slater, 1987). Surely we can find the culture of the target language in the works of literature. The setting or the characters’ backgrounds offer the learners a panoramic view about the culture. For example while reading E. Hemingway or F. Scott Fitzgerald’s works we can discover

the decay of American Dream in 1920s. Learners can discover the “customs, possessions, fears, feelings, thoughts” of the people who live in that culture which is beneficial to deepen our perspective. Learners also explore how the native speakers of the target language speak in the literary texts. Overall, as Collie and Slater stated “Literature is perhaps best seen as a complement to other materials used to increase the foreign learners’ insight into the country whose language is being learnt” (Collie & Slater, 1987: 4).

2.6.3. Language Enrichment

As it has been stated before literary works are authentic but they are not written for the sake of learning a new language. Therefore it is sometimes “different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion” (Lazar, 1993: 18). Learners may not find a common daily life language, but what they find is of course right. By reading literature learners expose to the functions of the written language (Collie & Slater, 1987). Learners start to know the function and formulation of the target language.

“... a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens.”

(F. Scott Fitzgerald, *Great Gatsby*, Penguin, 1983, p: 29)

In this example, ashes are presented as growing that is not a common collocation that we can find in the dictionaries. Teachers need learners to be aware of the stylistic features of the literary works. For example in here, the teacher can ask to the students what things usually grow (Lazar, 1993: 18). As it is stated by Lazar using literature with students can help them to become more sensitive to some of the overall features of English. Additionally, literary works help to improve oral skills of the students (Collie & Slater, 1987). By summarizing a chapter or depicting a character, students’ oral skills develop strongly. Moreover, intermediate or advanced learners’ understanding of the language extends deeply. As it is stated before literary works may have elaborate language -figurative language- which helps to appreciate and enjoy the literary works.

2.6.4. Personal Involvement

Literature composes a valuable part in the cultures. If students are accustomed to reading works of literature in their own language, they surely will motivate to read in the target language. As stated by Collie and Slater, “Literature can be helpful in the language learning process because of the personal involvement it fosters in readers” (Collie & Slater, 1987: 5). By reading literary text the student “begins to inhabit the text” (Collie & Slater, 1987: 6). A character, a theme or even the time of the literary work may interest students. He or she is drawn into the book. Comprehending the lexical words or phrases becomes less significant than pursuing the development of the story. The students feel and share some emotions with certain characters. This is useful in whole language learning process since a motivated student via literature feels a relationship with the text and himself or herself.

Besides these benefits Maley (1989), (cited in Hişmanoğlu, 2005) indicates reasons for the use of literature in language classroom as in the followings:

1. Universality
2. Non-Triviality
3. Personal Relevance
4. Variety
5. Interest
6. Suggestive Power
7. Ambiguity

2.6.5. Universality

As we are human beings, we share some common experiences with other people which are almost same in every culture but different the way of treatment. Literature deals with some familiar themes such as: love, death, belief, separation or nature.

2.6.6. Non-Triviality

While many of the more familiar forms of language teaching inputs tend to trivialize the texts or experience, literature does not trivialize or talk down. Literary texts are about the matters or themes which the authors consider as important. As it has been stated above, literature offers “authentic” inputs to language learners.

2.6.7. Personal Relevance

As literature deals with ideas, things, sensations and events which either comprise part of readers’ experiences or which they can enter into imaginatively, they are able to associate it to their lives.

2.6.8. Variety

All possible varieties of a subject include within literature. Actually, it is a battery of topics to use in ELT. In literary texts we can find the language of law or mountaineering, of medicine and bull-fighting, of church sermons or nursery talk.

2.6.9. Interest

Intrinsically interesting themes and topics are covered by literature since it treats them in ways designed to engage the readers’ attention.

2.6.10. Economy and Suggestive Power

Literature has suggestive power. Even in its simplest forms, it calls us to go beyond what is said to what is implied. As literature involves many ideas with few words, it is ideal for generating language discussions. So maximum output of language learning can be derived from minimum input by this way.

2.6.11. Ambiguity

Literature contains many different meanings to different people because of the fact that it is highly suggestive and associative. It is uncommon for two readers to react similarly to any given text. This has two advantages in teaching as; each learner's interpretation has validity within limits and an almost infinite fund of interactive discussion is guaranteed since each person's perception is different. Therefore, no two readers will have a completely convergent interpretation establishes the tension which is necessary for genuine exchange of ideas.

Except from the benefits that are mentioned above, according to Moody (1971) studying literature can be helpful in the following ways:

2.6.12. Skills

As it is stated before that there is a strong relationship between literature and language. Integrating literature into the curriculum helps students in the four language skills (listening, reading, writing and speaking). A student can read a poem, can listen a part from a novel. Besides he / she can speak when he / she acts in a play or can write a view summary of a short story. Literary works supply a lot of interesting opportunities for students to improve their speaking, listening, reading and writing skills.

2.6.13. Knowledge

Surely, literary works do not focus on a specific area of knowledge as History, Mathematics or Biology does. Literature is associated with all aspects of humanity and the universe. When we read Hamlet, one of Shakespeare's best known plays, we learn how a man, without truth, act like or S. Plath's "The Bell Jar" can show us a woman, who always wants the best and doesn't make a choice, how she gets mad. The more students read literature the more they will know about the humanity and universe. Hence it can be said that literature can help to improve students' knowledge.

2.6.14. Development

In education, there is a fact that every teacher must be aware of it: individual differences. Every student is an individual with his / her own abilities, personality and rate of development. As Moody stated “the whole education is a process of development in the individual” (Moody, 1971: 9). The sensory, the intellectual, the feelings (affective) and the social awareness faculties should be developed in a harmony for the whole development. Literature provides appropriate materials for each of these principal faculties.

- **The Senses:** Like all human beings, many writers have tried to express themselves. To extend the variety of perception of all senses (sight, hearing, taste, scent and touch) literature can be integrated in education and language classes. By reading literary works students can be aware of the differences between “yellow and golden” etc.
- **The Intellect:** The intellect is often understood as non - literary subjects such as Mathematics or Science. It should be noticed that, the intellect depends on a complete interpretation a perception of language which can be provided with literature. For this reason literary works should be used in education for the development of the intellect.
- **The Feelings:** Literature puts forward a wide variety of situations which can stimulate our some kind of emotional responses. Literature enables us to explore and develop our feelings in an appropriate humane way.
- **Social Awareness:** A newly born infant has no perception of the world apart from its own needs. In the progression of growing up, human is concerned with recognition of other people. Literature can be used to produce a comprehensive awareness of other people.

2.6.15. Character

A person who reads a lot of literary works cannot be characterized as good or vice versa. Certainly, whether a person ultimately seems to be good or bad is determined by factors in his / her personality. Literature helps a person a better sense of

what is worthwhile and what is not. Literature can also contribute to the development of complex personal qualities.

While learning a language it is important to expose learners both written and spoken activities in the target language and literature supply this exposure because of the fact that in literary works everything has meaningful and contextualized. So, it is easy for learners to acquire the ability of the new language by using literature. Also, the tasks or activities related with literary texts may stimulate learners' acquisition skills. By doing a task or activity alone, learners absorb to the usages of language (Lazar, 1993: 18). Literature is motivating material since it "exposes students to complex themes and fresh, unexpected usages of language" (Lazar, 1993: 15). It is also authentic material because we can find real life situations in literary texts. Literature also develops students' interpretive abilities. As we know that almost every literary text has at least a theme. While learning a new language, learners exposed to interpret or form hypotheses from the texts. Therefore, literary works are bountiful source for improving learners' skills to "infer meaning or make interpretations" (Lazar, 1993: 19).

As explained by many researchers, academicians and educationalist, integrating literature into EFL classes has a lot of benefits. Lastly, Lazar summarizes the reasons why using literature in language classrooms as in the followings:

- Literature is very motivating.
- Literature is authentic material.
- Literature has general educational value.
- Literature is found in many syllabuses.
- Literature helps students to understand another culture.
- Literature is a stimulus for language acquisition.
- Literature develops students' interpretative abilities.
- Literature is highly valued and has a high status.
- Literature expands students' language awareness.
- Literature encourages students to talk about their opinions and feelings.

- Students enjoy literature and it is fun

(Lazar, 1993: 14-15)

When all these reasons are taken into consideration, using literature in language classrooms has many benefits for learners. Therefore, language teachers should consider its benefits and should use in their language classes.

2.7. CRITERIA OF SELECTING LITERARY WORKS

Literary works must be related to students' capacity at any stage. Literature texts can be graded in terms of their simplicity or complexity. According to Moody there should be some considerations upon which the idea of graded selection is based. The followings are the considerations: Language, Psychology, Background.

2.7.1. Language

From the known to the unknown (from the simple to the complex) is one of the essential principles in education. As it is stated before, the literary works should be appropriate for students' capacity. The teacher should look at not only vocabulary and sentence structures but also concepts, themes and situations in the literary text. Consider the two following opening passages from two authors. Which is more comprehensible for elementary students?

“There is, as every schoolboy knows in this scientific age, a very close chemical relation between coal and diamonds. It is the reason, I believe, why some people allude to coal as “black diamonds”. Both these commodities represent wealth; but coal is a much less portable form of property. There is, from that point of view, a deplorable lack of concentration in coal. Now, if a coalmine could be put in one’s waistcoat pocket – but it can’t!...”

From JOSEPH CONCARD, Victory

“At Sea Point, on the coast of the Cape of Good Hope, in 1942, there was everywhere the sight of rejoicing, there was the sound of hilarity, and the sea washed up

each day one or two bodies of servicemen in all kinds of uniform. The waters round the Cape were heavily mined. The people flocked to bring in the survivors...

From MURIEL SPARK, *The Pawnbroker's Wife*

As it can be understood that the second paragraph is much more understandable for elementary students. According to students' capacity, understanding level literary works should be selected in order to make students to carry on enjoying literature.

2.7.2. Psychology

As human beings we have different stages in our psychology. When we are child we are interested in fantastic things like witches, monsters, dragons etc. When we grow up our interest and tastes change into other types. Therefore teachers must be aware of these stages in choosing literary texts. In the followings we can see the basic stages in human psychology:

- **The Autistic Stage (8-9 years of age):** At this stage, children are keenly interested in fantastic things. Children love to read some texts which have fantastic characters and fantastic themes. For that reason, it can be wise act to choose literary texts which are related with fantasy in teaching these years of students.
- **The Romantic Stage (10-12 years of age):** At this stage, children are concerned with heroic and adventurous things. Children at this age, generally interested to read texts which are related with adventure and heroes. Thus, it seems to be smart action to select literary texts about adventure and heroes in these years of students.
- **The Realistic Stage (13-16 years of age):** At this stage, there is a move out of fantasy to the world of reality. As they are growing up, students at this stage are curious about "What is the truth?". Selecting realistic literary texts can be beneficial for the students at this stage.
- **The Generalizing Stage (16 onwards):** This stage develops the previous stage. Students are concerned with abstract things or moral judgments in general. At

this stage students can read in any kind. They understand abstract things or moral subjects. At this stage, students can read literary texts related with abstract or moral things.

According to the stage of psychology, literary works should be selected. Suitable literary texts make students to enjoy literary texts. Teachers should choose appropriate texts for students.

2.7.3. Background

This term is suitable for referring to culture. Students mostly interested in which they can easily notice the known background. Again the principle of from the known to the unknown plays an important role. For example if we choose a text about The Halloween before giving the background information about it, we can have problems with students. As teachers we should firstly explain the cultural background of newly learnt thing and give examples from our circumstances. Literature provides one of the best ways for people to learn something from other parts of the world such as reading a text about The Thanksgiving.

The fundamental criteria for selecting literary texts that we should take into consideration “works must always be related to students’ capacity at any stage” (Moody, 1971: 15). Moody asserts that teachers should be aware of “grading”. Literary works should be graded according to their appropriateness which depends on students’ “needs, interests, cultural background and language level” (Collie & Slater, 2000: 6).

2.8. BENEFITS OF THEATRICAL PLAYS IN ELT CLASSES

As a genre of literature theatrical plays has many benefits in language teaching. These benefits are listed by many researchers in the field of language teaching. According to Lenore (1993), the advantages of using theatrical plays (drama) are in the followings:

- stimulates the imagination and promotes creative thinking,
- develops critical thinking skills,

- promotes language development,
- heightens effective listening skills,
- strengthens comprehension and learning retention by involving the senses as an integral part of the learning process,
- increases empathy and awareness of others,
- fosters peer respect and group cooperation,
- reinforces positive self-concept,
- provides teachers with a fresh perspective on teaching.

(cited in Hişmanoğlu, 2005: 62-63)

In addition to these advantages listed by Lenore (1993), Mengü (2002) also summarizes the benefits of the theatrical plays as follows:

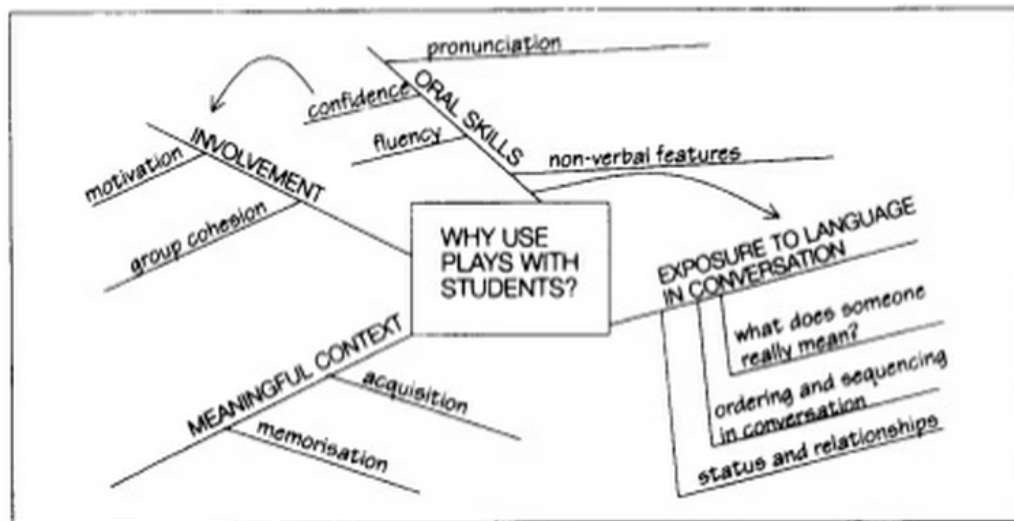
- stimulates the imagination and promotes creative thinking,
- develops critical thinking skills,
- promotes language development,
- heightens effective listening skills,
- strengthens comprehension and learning retention by involving the senses as an integral part of the learning process,
- increases empathy and awareness of others,
- fosters peer respect and group cooperation,
- reinforces positive self-concept,
- provides teachers with a fresh perspective on teaching,
- brings authenticity into the classroom,
- increases creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills.

(Mengü, 2002: 1-4)

From these benefits it can be understood that, theatrical plays are authentic materials like other genres of literature. Theatrical plays are also helpful for language learners to improve their productive (speaking and writing) and receptive (listening and reading) skills. Besides, theatrical plays develop creative and critical thinking abilities while developing new understanding forms of the learners.

Lastly, Lazar (1993) summarizes the benefits of theatrical plays in a figure in the following:

Figure 2.3: Why Use Plays with Students?



Reference: Lazar, 1993: 136

From this figure, it will not wrong to say that theatrical plays develop students' oral skills such as pronunciation, fluency and communication skills. Moreover, the acquisition of the language and memorization of words increase because they give a meaningful context for learners.

In brief, the use of theatrical plays seems to be a very effective way in today's foreign language teaching classrooms. As they are authentic material, they bring motivating, colorful and interesting environments to the language learners. Furthermore, they help students to increase their comprehension of the verbal and nonverbal aspects of the target language. After explaining all benefits of the use of theatrical plays,

teachers who want to make language learning more motivating and involving can use theatrical plays in their classes (Hişmanoğlu, 2005).

2.9. SOME RESEARCH STUDIES ABOUT THE USE OF LITERATURE IN LANGUAGE CLASSES AND STUDENTS' ATTITUDES TOWARDS LITERATURE

It is important to clear the number of studies related to the use of literature in language classes and student' attitudes towards it with the effects of literature on vocabulary learning. As far as we searched, studies and theses conducted in the world and in Turkey will be given in the following section:

In a study conducted by Hirvela and Boyle (1988) it was investigated that how students felt about studying English literature. This study was made in Hong Kong, China with the participation of students who were working adults. As a result of their study it was found that, many students had fears and anxieties about studying literature especially poetry.

In another study carried out by Tung and Chang (2009), students' development of critical thinking through literature was searched. There were 12 private university students in Taiwan. The findings of their research revealed that literature reading helped the weak thinkers to develop their critical thinking abilities.

Similarly, in another study conducted by Ghazali, Setia, Muthusamy and Jusoff (2009), the attitudes of students' towards the literary texts and what kind of texts they prefer to read were investigated in Malaysia. As conclusion of their study, it was found that short story was the most popular type of literary text among students but poem and novel were not popular among students.

Another study which was conducted by Mohammad (2010), it was investigated that English language teachers' attitudes to using literature in classes. Participants were 50 English language teachers who were studying at the department of English, college of Education, university of Basrah. At the end of the study, it was realized by them that, literature had a great impact on their development and students' language skills.

In another study carried out by Tseng (2010), 28 Taiwanese EFL senior high school students' perceptions and attitudes towards literature in general were

investigated. The results of Tseng revealed that students held positive attitudes towards literature and they mostly preferred prose fiction (novel and short story) and plays to poems.

Likewise, in a study conducted by Phat (2013), students' opinions towards literature were searched with participation of 234 at a university in Ho Chi Minh City. It was found that most of the students approved the benefits of literature in speaking skill. 154 (65,81%) students agreed that literature improved their speaking -communication- skills.

In a study conducted by Akyel and Yalçın (1990), the specific contributions of drama, poetry and prose fiction in developing EFL senior high school students' competence in language and literature was researched. The study revealed that students regarded "novel" as the most effective way in developing language skills and cultural awareness, and "drama" as the most effective way of developing oral expressions and self confidence. On the other hand, students cited that poetry was the least contribution to their language skills developments. Additionally, they found short stories boring and irrelevant to their interest.

In another study carried out by Özkeçeci (1994), the relationships between the study of the literature and language teaching in university preparatory classes was investigated. Students' and instructors', who were in literature or other department, attitudes towards literature use in language classes, were investigated. The students and the instructors had an agreement on regarding the use of literature in foreign language teaching, as it increased and contributed the interest for learning and language skills. Besides, language classes had been found as the most suitable place for the use of literature. Findings indicated that students at literature departments and other departments had different ideas about the place of literature in language teaching classes. Most of the students, who were in literature departments, found the use of literature in language classes was sufficient; while most of the students, who were at different departments, found it was inadequate. At the end of the study, a significant difference was found between the opinions of the students and instructors which originated from the difference in their departments they studied.

In a study conducted by Gebenliler (2006), the opinions of university preparatory students on the use of drama techniques and determination of their level of

language use and self confidence were investigated. After the application process, students' level of language use had increased. Most of the students (75%) thought that the use of dramatic scripts stimulated their participation. In addition to these results, after the application process most of the students (79%) believed that dramatic scripts improved their sense of self confidence. In other words, the results pointed that the students' level of language use and self-confidence levels increased positively after the use drama scripts.

Similarly, the views of EFL students towards literature in ELT department were investigated by Gölgeli (2006). It was found that the selection of text had an important role on students' views towards literature. If a literary text is chosen correctly, it can improve students' positive views towards it. Another important conclusion of Gölgeli's study was that a higher reading motivation encouraged the habit of reading more literary text and as a result students developed positive towards literature and literature courses. In brief, the results of the Gölgeli's study revealed that there was a correlation between students' perceived language proficiency levels, personal taste in reading, reading motivations and views about literature classes in English.

Likewise, a study conducted by Doğrul (2007) researched the role of children's literature -especially short stories- on success in vocabulary teaching. The results of the study showed that using stories from children literature had positive effects on developing success in language teaching. It was indicated that in developing vocabulary knowledge of the students stories from children literature should have used in language classrooms.

Another study which was conducted by Demircioğlu (2008) searched private primary school students' attitudes towards learning new vocabulary items through drama. Drama as a teaching technique supported students' communication skills. The results of Demircioğlu's study indicated that young learners' communication skills improved, their long-term retention of vocabulary promoted and they got motivated via drama integrated lesson plans.

Similarly, a study conducted by Ziya (2009), searched the vocabulary competence of 5th grade students by integrating different genres of literature. It was pointed out by Ziya's study that, the integration of literature into language teaching improved the vocabulary competence of young learners by making the process of

learning more enjoyable and authentic for them. Stated in other words, at the end of the study it was found that integration of literature into English courses had a positive effect on the enhancement of vocabulary competence.

Likewise, Köylüoğlu (2010) investigated the use of drama techniques in grammar teaching. Throughout the study, it was researched the teaching of grammar (simple present tense) via drama among high school students. The results of Köylüoğlu's study revealed that drama had a significant role on improving learning skills of students. At the end of the study it was indicated that teaching grammar with drama led to better results than teaching with traditional methods.

In a study conducted by Yılmaz (2012), it was investigated that undergraduates' attitudes toward the study of literature in English. Participants were 105 university students in the department of English. The results of Yılmaz's study indicated that, students' perceived literary and language needs had a positive effect upon students' attitudes towards studying literature.

After reviewing the similar studies in the world and in Turkey now the researcher will talk about her own study. This present study shares some similarities with the researches mentioned above. For example, in this study students' attitudes towards literature especially theatrical plays were investigated. Also in above mentioned studies some researchers also investigated the effects of literature on vocabulary learning levels of the students. On the other hand, this present study differs from above mentioned searches. For instance the participants of this study were 14 students who had A2 level of proficiency in English when the study was conducted. They willingly enrolled a private language school in Kütahya in order to learn English. In above mentioned studies, participants were generally university students, primary school or senior high school students who learn English because the lesson existed in their curriculum or syllabus.

In brief, it will not wrong to say that, this present study has both similarities and differences with other studies in the world and in Turkey. It is similar because students' attitudes to literature especially theatrical plays are investigated. It is different because the participants willingly enrolled to private language school in order to learn English.

2.10. CONCLUSION

In this chapter, the researcher mainly mentioned about the related literature review of the present study.

Firstly, she gave a brief summary of language teaching history and the place of literature in this history. After, she mentioned about literature as an authentic material and enrichment of vocabulary. Then, she explained what literature was and its genres as; short story, novel, poetry and theatrical plays (drama). As this study is related with the use of theatrical plays in language classes, the researcher gave more detail about theatrical plays and talked about the structure and elements of them. Afterwards, she explained the reasons of using literature in ELT classes and what kind of criteria should be taken into account while selecting literary works in language classrooms. Later, she mentioned about the benefits of theatrical plays in language classes. Finally, as far as she searched, she listed some studies conducted in the world and in Turkey about the use of literature in language classrooms and students' attitudes towards it and concluded the chapter.

CHAPTER 3
METHODOLOGY

3.1. INTRODUCTION

As it is stated in previous chapters, this study is conducted to “re-highlight” the use of literature in language classrooms and to make teachers, who have already been aware of its benefits, use literature “consciously” in their language teaching classrooms. Therefore, in 2010 – 2011 education year, at a private language school in Kütahya, this research was conducted with the participation of 14 students who have A2 level proficiency in English. Data collection of the research is twofold; descriptive and experimental. The descriptive part is made to figure out the attitudes of language learners towards the using of literature, namely theatrical plays, in classes. In this part, an attitude questionnaire (See Appendix 1) which is composed of five point Likert Scale is applied to learners in the third and ninth weeks of the research. The experimental part is made of 2 groups as one experimental group with 7 students and one control group with 7 students. A vocabulary test (See Appendix 3) is applied to both groups in the same periods like the attitude questionnaire is carried out. This vocabulary test made of words that are both mentioned in course book of the private language school and in the scripts that the researcher chose. Control group had the lesson of traditional curriculum of private language school with course book while experiment group had literature integrated lessons in addition to the traditional curriculum. This study is conducted in a ten – week period and five different lesson plans based on literature which are prepared by the researcher. The findings which are obtained from the attitude questionnaire and vocabulary tests are analyzed by SPSS programme.

This chapter focuses on, the subjects that are participated the study, the instruments which are used during this research application of lesson plans, and data collection of the study.

3.2. RESEARCH TYPE

It is not possible to investigate learning second or foreign language only one perspective because of its complexity (Seliger & Shohamy, 2001). There are many research methods in language learning area but quantitative and qualitative are the most known ones. McKay (2006) summarizes the features of quantitative and qualitative researches as the following table 3.1.

Table 3.1: Features of Quantitative and Qualitative Research

Features of Quantitative and Qualitative Research		
	Quantitative Research	Qualitative Research
Assumptions about reality	Reality is single; it can be broken down and parts studied.	Reality is multiple; it can only be studied holistically
Role of researcher	The researcher and object of inquiry are separate. The researcher's role is to observe and measure. The researcher exerts control over the variables.	The researcher and what is researched are interdependent. The researcher's role is to become part of what is being studied. The researcher does not intervene.
Purpose of research	The purpose is to generalize, to predict and to posit causal relationships.	The purpose is to contextualize and to interpret.
Research questions	The research question is arrived at deductively. The researcher starts with a hypothesis.	The research question is arrived at inductively. The researcher observes and formulates questions.
Research design	The researcher has a hypothesis and set methodology. The object is to summarize data in numerical indices.	The research design evolves over time. Once the data is gathered, the researcher looks for patterns.
Length of study	The study can involve a fairly short time commitment.	The study can involve a fairly long time commitment.
Typical data	There is a large, random sample. Numerical indices involving tests or responses to surveys are often used.	There is a purposeful, limited number of participants. Field notes, interviews, and written documents can all be used.
Data analysis	There is statistical analysis.	There is an interpretive analysis of the data and categorization of the data.
Research report	Technical language is used.	Descriptive language is used.

Reference: Mckay, 2006: 7

This present study was designed to Mckay's (2006) definition. It was formed according to the quantitative research features, the manner of data collection was

experimental and method of data analysis was statistical. For this reason, in this study the researcher used the SPSS version 11.5 to analyze the data statistically.

3.3. SUBJECTS

This study took place at two classes at a private language school in Kütahya and it was conducted in the academic year of 2010 - 2011. The learners willingly enrolled to private language school in order to learn English. In this private language school students study English eight hours per a week. In this study, 14 students, whose language level is A2, were the subjects. All the students had a speaking interview according to the criteria of Common European Framework in order to determine their language levels in October 2010. They were chosen randomly as the experimental group and the control group. The number of both groups' is equal; 7 for the experimental group and 7 for the control group. In the first part of the attitude questionnaire (See the Appendix 1) there exist some questions about the students' backgrounds. There is a question about whether students attended a preparatory class in high school. It was understood that only 5 students (35,71%) had an English preparatory class while 9 students (64,28%) did not have any English prep class. As described below, table 3.2 presents the English educational background of the students.

Table 3.2: The Distribution of English Education Background of the Students

English Education	Frequency	%
Yes	5	35,71
No	9	64,28
Total	14	100

As it has been said above, in this study 14 A2 level students were the subjects. Of the 14 students 9 were females and 5 were males. Table 3.3 presents the distribution of students' gender.

Table 3.3: The Distribution of Gender of the Students

Gender	Frequency	%
Female	9	64,28
Male	5	35,71
Total	14	100

Also students' ages in this research range from 20 to 24. Students who are 21 compose the majority the total. The age distribution of the students is shown in table 3.4.

Table 3.4: The Age Distribution of the Students

Age	Frequency	%
20	4	28,57
21	5	35,71
23	3	21,42
24	2	14,28
Total	14	100

The subjects are university students who are in different departments of the university. So they graduated from different high schools. 9 students graduated from state high schools (64,28%), 4 students graduated from Anatolian high schools (28,57%) and only one student graduated from a private high school (7,14%). The table 3.5 indicates the distribution of students according to their high school graduation.

Table 3.5: The Distribution of Graduation of the Students

School of Graduation	Frequency	%
State High School	9	64,28
Anatolian High School	4	28,57
Private High School	1	7.14
Total	14	100

14 students, who were in different genders, participated to this study. They were adult learners whose ages range from 20 to 24. They graduated from different high schools, too. Their departments were also different such as, Turkish Language and Literature, Economics, Business Administration, Chemistry, Engineering departments and so on. They have A2 proficiency level in English language. 7 of them are in the control group which continues normal syllabi of the private language school's curriculum and the other 7 of them are in the experiment group whose syllabus is added with literature especially with theatrical plays. As it is said before, this study is conducted in a private language school in Kütahya, the total number of the students is small that is also said in the limitation of the study.

3.4. INSTRUMENTS

As it is mentioned in the introductory part of this chapter, the instruments of this study were an attitude questionnaire (See Appendix 1), a vocabulary test (See Appendix 3) and five different lesson plans (See Appendices 4,5,6,7 and 8). The attitude questionnaire was designed to find out the participants' attitudes towards the usage of literature especially drama scripts in language classrooms. This attitude questionnaire had 2 parts. In the first part of it, there were questions about participants' personal information. These questions provided the researcher information about the participants. A detailed information about the participants constituted from these questions. The second part of the attitude questionnaire was made of expressions concerned with participants' attitudes towards the using literature especially drama scripts in the language classes. There were 10 items. The items about the using literature in the language teaching were developed by the researcher who benefited from other attitude questionnaires under the guidance of the thesis supervisor. The researcher mainly used İ. Murat Gölgeli's (2006) "literature attitude questionnaire". His study was designed to launch a comprehensive investigation the views of EFL students towards literature in English teaching departments. When we talk about literature, it comprises of many kinds such as novel, short story, poetry and drama. As Gölgeli wanted to take the absolute amount of the perceptions of EFL students towards literature, his study was extensive. Despite Gölgeli's study, this present study emphasizes students' attitudes

towards theatrical plays and its effect on vocabulary learning. Therefore, the researcher of this study deleted, omitted and changed some items of the attitude questionnaire according to her research questions. Both parts were subjective but the second part shows self assessment of the participants' attitudes. This attitude questionnaire was applied in both control and experimental groups in the third and ninth weeks of the research. As a final remark, this attitude questionnaire was translated into Turkish in order to make it more explanatory (See Appendix 2).

The second instrument of this research was a vocabulary test. This vocabulary test was made of words that were both mentioned in the course book of the private language school and in the literary texts which the researcher chose. This vocabulary test had different parts such as matching, testing, finding words etc. This test was also designed by the researcher under the control of the thesis supervisor. This vocabulary test aimed to figure out the differences of participants' vocabulary levels before and after the treatment of the five different lesson plans.

The last instruments of this study were five different lesson plans which were used during this research. These lesson plans were literature integrated lesson plans. They were taken from the book of "English Sketches". The materials for these lesson plans were designed by the researcher herself. "The Lost Property Office", "The Superlative Vacuum Cleaner", "Mr. Universe", "Shakespeare's House" and "A Ticket to Birmingham" were the names of the drama scripts. These lesson plans were conducted in different weeks in a lesson hour which is about 40 or 45 minutes. The application of the lesson plans are going to give in detail in the appendices 4,5,6,7, and 8.

3.5. DATA COLLECTION

The present study was designed to "re-highlight" the place of literature in language teaching and to make teachers, who are aware of its benefits in theory, use literature "consciously" in their language teaching classes. This research was conducted in a private language school in 2010-2011 education year, in Kütahya, Turkey. These students had A2 level of English proficiency. Data collection of this research was consisted of two aspects; as descriptive and experimental. The descriptive part was

made of an attitude questionnaire (See Appendix 1) towards the use of literature, namely theatrical plays, in language classrooms. The attitude questionnaire was made of 2 parts. The first part gave information about students' personal information. These questions provided the researcher information about the participants. The second part of the attitude questionnaire was made of 10 items with 5 point Likert Scale. The researcher entered and analysed the data to the computer as the following: "strongly agree: 5 points, agree: 4 points, undecided: 3 points, disagree: 2 points, strongly disagree: 1 point". The attitude questionnaire required students to tick only one box according to their beliefs. In the following there is an example of a statement with its 5 choices:

1. I enjoy reading theatrical plays in English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

The participants' indication levels of agreement were given with these statements. The results of the attitude questionnaire were obtained through SPSS analysis programme.

The experimental part was conducted in a ten-week period. After constituting the research questions of the study, the researcher started her study. In the first week of the study, the attitude questionnaire, the vocabulary test and 5 sample lesson plans are prepared. While preparing them validity and reliability criteria are taken into the consideration as well.

In the second week of the study, to determine the validity of the attitude questionnaire and the vocabulary test the principles of face validity and content validity are carried out. Face validity and content validity sometimes confused with each other. Face validity concerns with overall appearance of the instruments. It is the "selling point for an instrument" (Gliner & Morgan, 2009: 320). Rizai also defines face validity as "judgment by the scientific community that the indicator really measures the construct" (Rizai, 1999: 96). Content validity is related with the objectives which cover

the sampling. According to Rizai, content validity addresses a question: “Is the full content of a definition represented in a measure?” (Rizai, 1999 : 49). In this study in order to determine the face validity and content validity of the instruments, they were presented three experts who were faculty members of foreign language department at Dumlupınar University. These three experts concerned with the items that were asked in the attitude questionnaire and the vocabulary test. Two items of the attitude questionnaire and five items of the vocabulary test were found unnecessary and inappropriate for the aims of the study so they were deleted. So the items in the attitude questionnaire decreased from 12 to 10 and the vocabulary test items decreased from 34 to 29. Then, the instruments of this study were reconstructed by these experts’ feedback, criticism and suggestions. Finally, the latest instruments of this present research were prepared. Having constructed the attitude questionnaire and the vocabulary test, the researcher performed a pilot study with the participation of 20 students who were similar to the students in this present study, in other private language school in Kütahya. The pilot study was useful for the researcher to check the duration of the attitude questionnaire and the vocabulary test and confirming all the items were understood by the participants. It was also helpful for the researcher to make necessary alterations for this present study. To find out the internal consistency of the attitude questionnaire the pilot study was also used. Internal consistency was checked through calculating Cronbach’s Alpha. George and Mallery (2003) showed Cronbach’s Alpha and the internal consistency values in the following table:

Table 3.6: Cronbach’s Alpha and Internal Consistency Values

Cronbach’s Alpha	Internal Consistency
$\alpha < 0.5$	Unacceptable
$0.5 \leq \alpha < 0.6$	Poor
$0.6 \leq \alpha < 0.7$	Questionable
$0.7 \leq \alpha < 0.8$	Acceptable (Surveys)
$0.8 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$\alpha \geq 0.9$	Excellent (High-Stakes testing)

Reference: George and Mallery, 2003

In this present study Cronbach's Alpha was found as (.828) which showed that the attitude questionnaire's internal consistency was good. As it has been stated before, the researcher of this study benefitted from İ. Murat Gölgeli's master's thesis (2006) entitled "The Views of EFL Students' Towards Literature in English Language Teaching Department" while preparing the items of attitude questionnaire. He also made a pilot study to check reliability of his research. The alpha was found (.876) which showed the attitude questionnaire had a high internal reliability. Moreover the pilot study was specified the reliability of the attitude questionnaire and the vocabulary test. Additionally, the principles of inter-rater reliability were performed to the attitude questionnaire and the vocabulary test. Inter-rater reliability refers to qualitative rating by different researchers. To figure out the inter-rater reliability of the instruments, the attitude questionnaire and the vocabulary test were presented to five colleagues. These five colleagues are people who are master students at Dumlupınar University like the researcher of this present study. These five colleagues subjectively judged the adequacy of the attitude questionnaire and the vocabulary test and gave consistent results. After all these treatments it is not wrong to say that all the instruments have reliability and validity for the hypothesis of this study.

In the third week of the study two groups are chosen randomly and labeled as experimental group and control group. The numbers of the both groups were same: as one experimental group with 7 students and one control group with the same number. Then the attitude questionnaire and the vocabulary test are applied to both groups and their results entered to SPSS programme.

In the fourth, fifth, sixth, seventh, and eighth weeks of the study five different sample lesson plans which included theatrical plays were carried out. The researcher continued her regular curriculum with the control and the experimental groups. However, she applied literature integrated lessons to the experimental group. Namely, seven of these students had the lessons of the traditional curriculum of the private language school (the control group) while the other seven of them -plus to the traditional curriculum- had the literature especially theatrical plays integrated lessons (the experimental group).

In the ninth week of the research the researcher once again conducted the attitude questionnaire and the vocabulary test to the experimental group and the control group and entered the results to SPSS programme.

In the last week of the study, all results that were obtained from the attitude questionnaires and vocabulary tests, were analyzed and compared by SPSS programme. Thereafter, the results are going to be compared in the following part.

To find out the attitudes of students towards literature especially theatrical plays Wilcoxon Signed Rank Test was carried out. Furthermore, the existing number and the items of the attitude questionnaire were not appropriate for the t-test. For this reason, to examine the different levels of vocabulary learning levels Mann-Whitney Rank Test was used. In all attitude questionnaires and vocabulary tests positive and significant results were found. Overall, students have positive attitudes towards the usage of literature – theatrical plays - in language classrooms and using appropriate literary works help students to increase their vocabulary proficiency levels.

3.6. CONCLUSION

In this part of the study, the researcher explained the methodology. The researcher also recalled the research questions of this study. She gave information about the participants in a detailed way. Likewise, she talked about the instruments that were used throughout the study. The attitude questionnaire, the vocabulary test and 5 different literature integrated lesson plans were the instruments of this present study and they were introduced in this part of the research. Additionally, the researcher provided the way of the collection of the data. As it has been explained above this study was conducted in a ten-week period. The researcher gave detailed information about every single week. After constituting research questions of the present study, the researcher started her research. In this first week of the study all the instruments that were used in this study, were prepared. In the second week of the study, some principles of validity and reliability were carried out to all the instruments in order to make them valid and reliable. In the third week of the study, 2 groups were chosen randomly and labeled as experimental and control groups. And also again in the third week of the study, the attitude questionnaire and the vocabulary test were applied to the experimental and the

control groups. During the following 5 week the researcher treated 5 different sample lessons to the experimental group and continued her regular curriculum with the control group. In the ninth week of the study, the researcher once again applied the attitude questionnaire and the vocabulary test to the both groups. In the last week of the study, the results that were obtained from the instruments were entered SPSS programme and analysed. The findings of this present study are going to be explained in the following part.

CHAPTER 4

RESULTS

4.1. INTRODUCTION

This chapter presents the findings of the current research, considering the research questions of the study. This study goals at to clear the vocabulary learning levels of the students' and their attitudes towards literature especially using theatrical plays before and after a five – week sample script treatment. The students' attitudes towards literature were defined by an attitude questionnaire (See Appendix 1) that developed by the researcher under the guidance of the supervisor. Furthermore the vocabulary learning levels of the students' defined by a vocabulary test (See Appendix 3) that is also developed by the researcher. The attitude questionnaire and the vocabulary test is applied before the treatment of the literature integrated lesson plans (in the third week of the study) then the same attitude questionnaire and the vocabulary test is applied once again after the treatment of the lesson plans (in the ninth week of the study). In the treatment phase five different sample scripts are used during this study. The results of these attitude questionnaires and the vocabulary tests are analyzed through SPSS programme to display whether there is significance or not.

4.2. RESEARCH QUESTIONS AND HYPOTHESES

As it is stated previously, this current study investigates to “re-highlight” the use of literature in language teaching classrooms and also make teachers use it “consciously” in their classes practically. Additionally, this study takes into considerations of students' attitudes towards the use of literature especially theatrical plays in language classrooms and its effects on their vocabulary treasures. The following major research questions lighted this study:

1. What are the attitudes of learners of English towards the use of literature especially theatrical plays in ELT?
2. Does literature i.e. the usage of drama scripts have any effects on vocabulary learning levels of foreign language learners?

In the lights of these research questions we put forward the following hypotheses:

1. Students demonstrate positive attitudes towards using appropriate literary works especially theatrical plays in language classrooms.
2. There exist a positive relation between the usage of literature in language classrooms and vocabulary learning levels of students.

4.3. DATA ANALYSIS OF THE RQ1

4.3.1. The Wilcoxon Signed Rank Test for the Attitude Questionnaire

The Wilcoxon Signed Ranks Test is the nonparametric equivalent of the t test. It is used to compare the difference between two independent variables in a within-subjects design which means that subjects must serve in both control and experimental groups. It is also used to research whether any change in scores of subjects who are exposed to more than one condition or not. The data does not assume normality in The Wilcoxon Signed Ranks Test.

In this research, there are two groups as one experimental group with 7 students and one control group with the same number of participants. 7 of these students had the lessons of the traditional curriculum of the private language school (the control group) while the other 7 of them -in addition to the traditional curriculum- had the literature especially theatrical plays integrated lessons (the experimental group). In this study, it is investigated whether there is a difference between experimental and control groups in their attitudes towards literature integrated lessons. Due to this reason a 10 items attitude questionnaire with 5 point Likert Scale is given the participants and asked them to rate their views. To investigate the differences in participants' attitudes The Wilcoxon Signed Ranks Test is used. In table 4.1 students' attitudes towards literature integrated lessons are demonstrated.

Table 4.1: The Wilcoxon Signed Rank Test for the Attitude Questionnaire

	N	Mean Rank	Sum of Ranks
post_test - Negative Ranks	12 ^a	7,54	90,50
pre_test Positive Ranks	2 ^b	7,25	14,50
Ties	0 ^c		
Total	14		

a. post test < pre test

b. post test > pre test

c. post test = pre test

In this analysed table, the finding is composed of an attitude questionnaire (See Appendix 1) which has 10 items. This attitude questionnaire is applied both to the control and the experimental groups in the third and ninth weeks of the research. With these 10 items attitude questionnaire students' attitudes towards literature integrated lessons are investigated. It is observed that the degree of participation increased for the answers of items. To put it differently, before the treatment of literature integrated lesson plans into the traditional curriculum some of the students marked "disagree", after the treatment, they marked "agree". According to the values in table, while 12 of the students marked "agree", 2 of the students marked "disagree". There is no student who changed his / her mind before and after the treatment of the literature integrated lessons plans.

Table 4.2: Test Statistics^b For The Wilcoxon Signed Rank Tests

	Post test – pre test
Z	-2,387 ^a
Asymp. Sig. (2-tailed)	,017

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Test statistics table gives us the significance level. According to the table 4.2, the significance level is $p = 0,017 < p = 0,05$. In this case, we can infer from the table 4.2 that, the differences between pre and post treatments of the literature integrated lessons are statistically significant. This result comes to the light through students' subjective attitudes ($p = 0,017 < 0,05$; $z = 2,387$). This conclusion can be interpreted as; learning with traditional curriculum and literature integrated curriculum make a difference in students' attitudes in language teaching especially in ELT.

4.4. DATA ANALYSIS OF THE RQ 2

4.4.1. Descriptive Statistics

In this research, to find out the participants' success -vocabulary learning levels-descriptive frequency ranges are analyzed. Descriptive statistics are usually used for describing datasets quickly and easily. The subjects had scores from the vocabulary test which both conducted pre and post treatments of the literature integrated lessons. With this test students' score means are analyzed.

Table 4.3: Descriptive Statistics for the Vocabulary Test

	N	Minimum	Maximum	Mean	Std. Deviation
voc1 (pre)	14	23	84	44,71	17,340
voc2 (post)	14	31	100	68,36	22,404
Valid N (listwise)	14				

It can be understood from the table 4.3 that, a very important increase in the score mean is seen. Before the treatment of the five different sample scripts, students' score mean was $M = 44,71$, while after the treatment score mean was $M = 68,36$. The arithmetic mean of the experimental group's post test scores are higher than the mean of the control group's post test. Overall, it can be said that students in the experimental

seem to be more successful in vocabulary learning than those in the control group because of literature integrated lesson plans.

4.4.2. Mann - Whitney Test for the Vocabulary Test

Mann - Whitney Test is non parametric equivalents of the t test like Wilcoxon Signed Rank Test. It is used to compare two samples are composed of different subjects or in between-subjects designs. The level of the data is ordinal in Mann-Whitney test.

In this research, the main investigation is to find out whether there is a difference between the control and the experimental groups in their vocabulary learning levels. For that reason a vocabulary test (See Appendix 3) is applied. Students' scores are compared by taking consideration of the control and the experimental groups. To investigate the relation between the findings Mann-Whitney Test is used.

Table 4.4: Mann – Whitney Test for the Vocabulary Test

Group		N	Mean Rank	Sum of Ranks
Pre treatment	Experimental	7	6,71	47,00
	Control	7	8,29	58,00
	Total	14		
Post treatment	Experimental	7	10,29	72,00
	Control	7	4,71	33,00
	Total	14		

This table shows the findings after the analysing. According to the table 7 of 14 participants represent the experimental group and the other 7 represent the control group. We can figure out that before the treatment of literature integrated lessons to the experimental group, the control groups' mean is higher than the experiment group ($M=8,29$). Although, when we look at the second part of the table, which shows the

results after the treatment of literature integrated lesson plans, we can see the mean of the experiment group outperformed the control group ($M=10,29$). Students in the experimental group appear more successful in vocabulary learning proficiencies because of literature integrated lessons. This means that, the treatment of literature integrated lessons to the experiment group seem much more successful than the application of the traditional curriculum to the control group.

Table 4.5: Test Statistics^b for The MannWhitney and Wilcoxon Signed Rank Tests

	voc1(pre)	voc2(post)
Mann-Whitney U	19,000	5,000
Wilcoxon W	47,000	33,000
Z	-,706	-2,505
Asymp. Sig. (2-tailed)	,480	,012
Exact Sig. [2*(1-tailed Sig.)]	,535 ^a	,011 ^a

a. Not corrected for ties.

b. Grouping Variable: group

Test statistics table gives us the significance level. Asymp. Sig. is the significance value and it is stated by “p”. This value’s being lower than $p=0.05$ indicates the relation between 2 variables is significant.

When we examined the table, before the treatment of literature especially theatrical plays integrated lesson plans there was insignificant relation between the vocabulary levels of the students, while after the treatment there is a significant relation between the vocabulary levels of the students (Pre application; $p = 0,480 > 0,05$; $z = 0,706$; Post application; $p = 0,011 < 0,05$; $z = 2,505$). This result is interpreted as; there is a statistically insignificant relation between the pre treatment of literature integrated lesson plans and participants’ exam scores, but there is a statistically significant relation between the post treatment of literature integrated lesson plans and participants’ exam

scores. To investigate this situation in a more detailed way, Wilcoxon Signed Rank Test is used by examining each group's success.

4.4.3. The Wilcoxon Signed Rank Test for the Vocabulary Test of the Experimental Group

This test is used for two reasons: first with the aim of nonparametric findings, second for comparing 2 groups' views. This indicates the findings do not show a normal range or the findings include subjective view. In this research Wilcoxon Signed Rank Test is applied in order to find out the relation between 2 groups. The analysed results below show the students' scores before and after the treatment of literature integrated lesson plans. This method is preferred because the exam scores do not show the normal range.

In table 4.6, the exam scores of the experiment group participants', who had literature integrated lessons, were compared before and after the treatment of literature integrated lesson plans.

Table 4.6: The Wilcoxon Signed Rank Test for the Vocabulary Test of the Experiment Group

	N	Mean Rank	Sum of Ranks
voc2 - voc1 Negative Ranks	0 ^a	,00	,00
Positive Ranks	7 ^b	4,00	28,00
Ties	0 ^c		
Total	7		

a. $\text{voc2} < \text{voc1}$

b. $\text{voc2} > \text{voc1}$

c. $\text{voc2} = \text{voc1}$

It can be inferred from the table 4.6 that, for each student much higher scores are observed after the treatment of sample lesson plans. Therefore it can be said that

each students learning English with the help of literature integrated lesson plans achieved success.

Table 4.7: Test Statistics^b For The Wilcoxon Signed Ranks Test

	voc2 - voc1
Z	-2,375 ^a
Asymp. Sig. (2-tailed)	,018

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

To investigate the significance level, we should look at Test Statistics table. The table 4.6 gives us information whether the differences between variables include a real relation or not. For significance level when we look at “p” value, we will see it is minor than $p=0,05$. It demonstrates the relation between the findings is statistically significant ($p = 0,018 < 0,05$; $z = 2,375$). This result can be interpreted as; literature integrated lesson plans have an effect on the students’ success.

4.5. CONCLUSION

This research is conducted in 2010–2011 education year, at a private language school in Kütahya, Turkey by participation of 14 adult students who have A2 level proficiency in English. Data collection of the research is two types as descriptive and experimental. The descriptive part is made of an attitude questionnaire towards the using of literature, namely theatrical plays, in language classrooms. The experimental part is conducted in a ten–week period. There were two groups as one experimental group with 7 students and one control group with the same number of participants. 7 of these students had the lessons of the traditional curriculum of the private language school (the control group) while the other 7 of them -plus to the traditional curriculum- had the literature especially theatrical plays integrated lessons (the experimental group). The findings, which are obtained from the attitude questionnaires and vocabulary tests,

were analyzed by SPSS programme. First of all, with the help of descriptive statistics means were examined. To find out the attitudes of students towards literature especially theatrical plays Wilcoxon Signed Rank Test was carried out. Furthermore, the existing number and the statements of questionnaire are not appropriate for the *t-test*. For this reason, to examine the different levels of vocabulary learning levels Mann-Whitney Rank Test was used. In all attitude questionnaires and vocabulary tests positive and significant results were found. These results disclose that the students in the experimental group are more successful in learning vocabulary because of literature integrated lesson plans. In other way, students who learnt new vocabulary through literature integrated lesson plans were better than the students who learnt them via traditional way. Moreover, the success of the control group was lower than the experimental group since they just followed the book and did not learn the new vocabulary via literature integrated lessons. This study uncovers that literature integrated lessons are both effective and beneficial way of teaching vocabulary. Overall, students have positive attitudes towards the usage of literature -theatrical plays- in language classrooms and using appropriate literary works help students to increase their vocabulary learning proficiency levels.

CHAPTER 5

DISCUSSION & CONCLUSION

5.1. INTRODUCTION

This chapter is constituted 5 parts. A brief summary of the study is explained in 5.1, the interpretation of the results of the attitude questionnaire and the vocabulary tests are compared and contrasted in discussions in 5.2 and 5.3, general conclusions of the study are given in 5.4, pedagogical studies are explained in 5.5, limitations of the study are mentioned in 5.6, and the last part supplies other researchers with suggestions for further research in 5.7.

5.2. A BRIEF SUMMARY OF THE STUDY

As it is stated previously, the purpose of this study is to “re-highlight” the use of literature among language teachers who are aware of its benefits in theory but do not use it “consciously” in language classrooms and literature’s effects in students’ vocabulary learning treasures. The researcher aims at lightening the following research questions:

1. What are the attitudes of learners of English towards literature especially drama - theatrical plays - ?
2. Does literature i.e. the usage of drama scripts have any effects on vocabulary proficiency learning levels of foreign language learners?

With the purpose of answering these research questions this study is conducted in 2010–2011 education year, at a private language school in Kütahya, Turkey. Participants of this study are 14 students who have A2 level English Proficiency. Data collection of this research is twofold as descriptive and experimental. The descriptive part is made of an attitude questionnaire (See Appendix 1) towards the using of literature, namely theatrical plays, in language classrooms. The attitude questionnaire is made of 2 parts. The first part gives information about students’ personal information. These questions provide the researcher information about the participants. The second part of the attitude questionnaire is made of 10 items with 5 point Likert Scale. The attitude questionnaire requires students to tick only one box according to their beliefs. The participants’ indication levels of agreement are given with these statements. The

experimental part is conducted in a ten – week period. In the first week of the study, the attitude questionnaire, the vocabulary test and 5 sample lesson plans are prepared. While preparing them validity and reliability criteria are taken into the consideration as well. In the second week of the study, to determine the validity of the attitude questionnaire and the vocabulary test the principles of face validity and content validity are carried out. In this study in order to determine the face validity and content validity of the instruments, they are presented three experts and with their criticism and suggestions the latest instruments are prepared. Moreover to specify the reliability of the attitude questionnaire and the vocabulary test the criteria of inter-rater reliability are performed. To figure out the inter-rater reliability of the instruments which are used in this study, five colleagues rated. In the third week of the study two groups are chosen randomly and labeled as experimental group and control group. The numbers of the both groups are same: as one experimental group with 7 students and one control group with the same number of participants. Then the attitude questionnaire and the vocabulary test are applied to both groups and their results entered to SPSS programme. In the fourth, fifth, sixth, seventh and eighth week of the study the sample lesson plans are carried out. The researcher continued her regular curriculum with the control group and the experimental group. However, she applied literature integrated lessons to the experimental group. 5 different lesson plans were carried out. In the ninth week of the research the researcher once again conducted the attitude questionnaire and the vocabulary test to the experimental group and the control group and entered the results to SPSS programme. In the last week of the study, all results that are obtained from the attitude questionnaires and vocabulary tests, are analyzed and compared by SPSS programme. To find out the attitudes of students towards literature especially theatrical plays Wilcoxon Signed Rank Test is carried out. Furthermore, the existing number and the statements of questionnaire aren't appropriate for the t-test. For this reason, to examine the different levels of vocabulary learning levels Mann-Whitney Rank Test is used. In all attitude questionnaires and vocabulary tests positive and significant results are found. All in all, as asserted by many researchers in the field of language teaching students have positive attitudes towards the usage of literature -theatrical plays- in language classrooms and using appropriate literary works help students to increase their vocabulary proficiency levels.

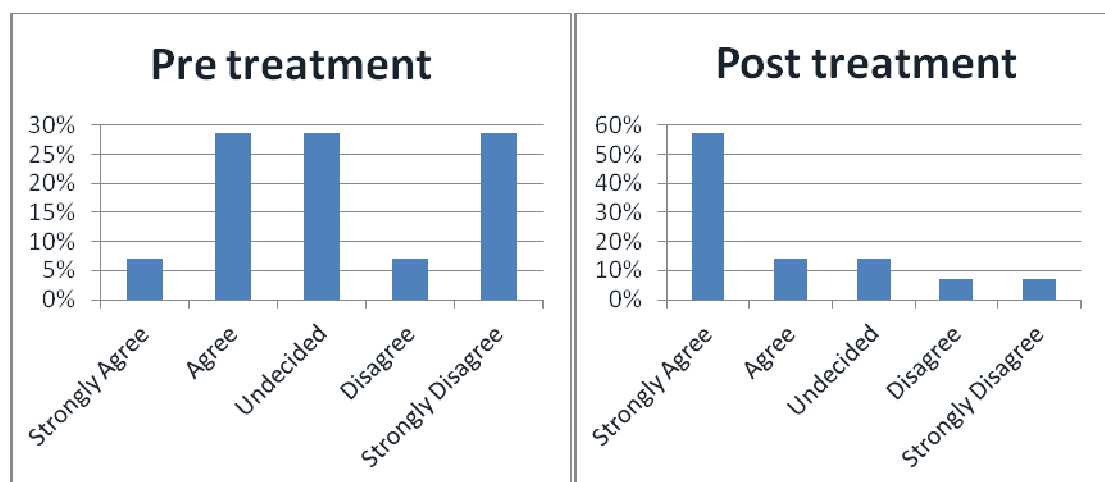
5.3. DISCUSSION OF THE FINDINGS FOR RESEARCH QUESTION 1

The field of language teaching has always been exposed to new methods, approaches and techniques through the time. The subject of using literature in language classes has been one of the important issues in many books (eg. Moody, 1971; Brumfit & Carter, 1986; Collie & Slater, 1987; Lazar, 1993; Duff & Maley, 2007) articles or opinion papers (eg. Hismanoglu, 2005; Turker, 1991; Floris, 2004; Riwes Crus, 2010, Bagherkazemi & Alemi, 2010, Yıldırım, 2012). The use of literature in language classrooms is not a new innovation. Grammar Translation Method (GTM), one of the traditional ways of teaching language methods, uses literature as a primary resource in language classes. But after the decline of GTM literature was pushed back. Fortunately, in 1980s literature regained its proper place in language teaching with the help of some researchers and linguistics such as; Henry Widdowson (1984), Christopher Brumfit (1985), Joanne Collie and Stephen Slater (1987), Alan Maley and Alan Duff (1989), Michael Long and Ronald Carter (1991), Michael Long (1984), Christopher Brumfit and Ronald Carter (2000). Therefore it is also worth to review literature's benefits. Researchers have listed the benefits of literature in language teaching classrooms. Lazar (1993) remarks literature is a motivational material. Collie and Slater (1987) define literature as a source of authentic material with regards that most of literary works are not written for a particular purpose in language teaching. Additionally, literature helps to the students' linguistic developments, personal development and cultural enrichment (Carter & Long, 1991; Collie & Slater, 1987; Lazar, 1993). Linguistically, literary texts present several types of styles, syntactic patterns, textual cohesion and coherence (Duff & Maley, 2007: 5). Culturally, literary texts offer various "opportunities for awareness" of the related culture of the target language with the setting, characterization, situations and assumptions (Duff & Maley, 2007: 6). For personal development, literary text includes emotion and affect which summon the person into its own world. Presumably, if the works of literature were of no use to interpret and deal with the world of reality, there would be no need to spend time on them. Literary works are important in education because of the fact that they have a tie with the problems of reality.

On the other hand, many language teachers have already been aware of the benefits of the use of literature in language teaching classes, unfortunately they do not use literature "consciously" practically in their classes. Sometimes second or foreign

language teachers find difficult to justify the integration of literature in their lesson plans. Sometimes, they find waste of time to prepare new materials according to the literary texts while there are available materials with course books. Showalter (2003) calls this situation as “the anxiety of teaching”. She continues as perhaps language teachers feel unsettling because unlike physicists or economists, teachers are not confident about their authority. Despite this anxiety, using literature in language classrooms offers the best subjects to teach (Showalter, 2003). As a result of these teacher attitudes learners is often remote from literature (Sell, 2005). Perhaps some of language teachers think that students do not enjoy with the work of literature since they fear of it. Although above mentioned language teachers’ anxieties, in a study conducted by Hirvela and Boyle (1988) it was found that students fear of literature because of their insufficient literature background. The students in their study had studied little or no literature previously. With a revised syllabus, the students had gained deeper feelings for literature as a subject and for the language used in literature than their previous feelings. In a similar way, in our study students have positive attitudes towards the usage of literary works especially theatrical plays in language classrooms as a result of the attitude questionnaire. When we look at the first item of the attitude questionnaire - “I enjoy reading theatrical plays in English”- we can see some important differences in the attitudes of students before and after the treatment. In the following table 5.1 the distribution of students about the first item is given as pre treatment and post treatment.

Table 5.1: The Distribution of Students on First Item in the Pre and Post Treatment



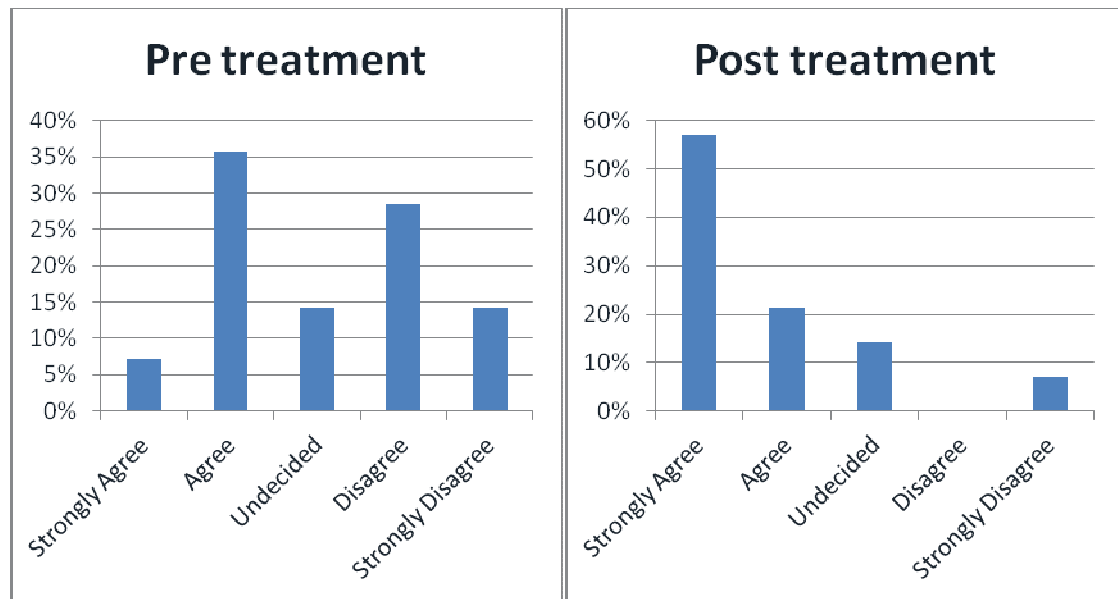
It can be understood from the table that before the treatment of the literature integrated lessons 5 students (35,7%) marked disagree while 5 students (35,5%) marked agree. 4 students (28,5%) remained undecided. After the treatment of literature integrated lesson plans 10 students (71,3%) marked agree. The number of the students who marked disagree decreases. Only 2 students (14,2%) marked disagree after the treatment of the literature integrated lessons. These results show that, students enjoy reading theatrical plays while learning English. Because they were motivated by literature –theatrical plays- they appreciated and enjoyed. These results support the ideas of researchers that are mentioned above.

As another important outcome of this study, most of the students think that studying appropriate theatrical plays improve their speaking (78,5%), reading (71,3%), writing (64,2%), listening (78,5%) skills and grammar knowledge (57%) relating the items in order of 2nd, 3rd, 4th, 5th, and 7th. As stated by Moody (1971) the integration of literature in language teaching curriculum helps students to improve their speaking, reading, writing and listening skills. Students develop listening skills by listening to literary texts aloud by the teacher or on records or tapes. S/he develops speaking and reading skills when s/he acts in a play or when s/he reads poems. Literature also provides a lot of interesting opportunities for writing, too (Moody, 1971). In addition to Moody's ideas, Collie and Slater also clarify the use of literature in language teaching furthers "the learners' mastery in the four basic areas of listening, speaking, reading and writing" (Collie & Slater, 1987: 2). Furthermore, Erkaya (2005), states that integration literature into language teaching curriculum helps students to develop these four skills more effectively due to its literary, cultural, higher-order thinking and motivational benefits. In a study conducted by Phat (2013), students' opinions towards literature were searched with participation of 234 at a university in Ho Chi Minh City. It was found that most of the students approved the benefits of literature in speaking skill. 154 (65,81%) students agreed that literature improved their speaking -communication- skills. As indicated by Khatib, Rezeai and Derakhshan (2011), literature genres such as poetry, short story or drama provide extensive and intensive reading opportunities. They also state that literature is helpful for reading sub skills such as skimming, scanning and finding the main ideas. Similarly, Parkinson and Reid Thomas (2000) argue that literature provides a good model for writing since it is memorable, non-trivial and

challenging. Moreover as Khatib, Rezeai and Derakhshan (2011) remark language learners can be exposed to audio forms of literature in order to improve their listening skills. Likewise, Paesani (2005) states that using literary texts in language classrooms improves grammar knowledge since they represent inductive presentation of new grammatical forms. In a similar way, above mentioned researchers' ideas, in this present study integration of literary texts into language teaching classrooms greatly influenced students' speaking, reading, writing and listening skills as well as their grammatical knowledge.

Students also consider that studying appropriate theatrical plays improve their both critical thinking (71,3%) and creative thinking (64,2%) abilities relating the items respectively 8th and 9th, as well. As it is stated by Duff and Maley students who deal with literature texts "usually learn a lot about reading critically, empathetically and creatively" (Duff & Maley, 2007: 6). What's more, according to Yaesmin, Azad and Ferdoush (2011) literature simultaneously encourages students' imagination and critical thinking. Engaging imaginatively with literature students begins to "inhabit the text". This technique "can have more beneficial effects upon the whole language learning process" (Collie & Slater, 1987: 6). It can be claimed that the attitudes of students towards literature, especially theatrical plays have been affected positively and have increased the impact of the use of literary texts in this present study.

Another outcome of this present study is that after the treatment of literary integrated lesson plans students recognize that appropriate theatrical plays should be included in the course books. In our study, contrary to the mentioned teachers' attitudes towards the use of literature in language classrooms, students agreed that "appropriate theatrical plays should be included in the course books". In the following table 5.2 the distribution of students' attitudes towards the last item of the attitude questionnaire is given. "Appropriate theatrical plays should be in the course books" is the last item of the attitude questionnaire.

Table 5.2: The Distribution of Students on Last Item in Pre and Post Treatment

When the table 5.2 is examined, we see a profound difference about students' attitudes. Before the treatment phase only 1 student (7,1%) marked agree, but when we look at the after treatment of literature integrated lessons 8 (57,1%) students marked agree. Here it can be said that students are not pleased with traditional ways of language learning and they also want to study literary texts, too. To strengthen this idea we should look at the percentages of disagree points. Before the treatment of literary integrated lesson plans 6 students (42,2%) marked disagree while after the treatment of literature especially theatrical plays integrated lesson plans only one student (7,1%) marked disagree. The importance of integration of literature into language teaching classes has been stated by Hişmanoğlu (2005), Sell (2005), Floris (2004), Kim (2004), Ghosn (2002), Belcher and Hirvela (2000), Gilroy and Parkinson (1997), Türker (1991). These researchers have stressed the reasons for using literature in language teaching classrooms. Apart from these, they have also stated the benefits of the use of literary texts in language skills. As an important outcome of this study, most of students want to see literature integrated texts on course books in a similar way above mentioned researchers. As stated by Ghosn (2002), traditional language teaching materials may fail to support adequate language development. It can be said that learning with traditional curriculum and materials, and literature integrated lesson plans make an important difference in students' attitudes in ELT. Following this present research, it can be

claimed that the attitudes of students towards literature especially theatrical play has been affected positively after the treatment of five different lesson plans.

5.4. DISCUSSION OF THE FINDINGS FOR RESEARCH QUESTION 2

Traditionally, in language teaching vocabulary takes less importance than other aspects of the language as a communication system. There is a common idea that grammar should be taught first but in time learners would acquire vocabulary (Chacón-Beltrán, Abelló-Contesse & Torreblanca-López, 2010). Although grammar and vocabulary are complementary language skills as British linguist David Wilkins asserts that “without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (Wilkins, 1972: 111). As it has been explained in previous chapters, this study is also conducted literature’s benefits in vocabulary learning levels of the students. With this aim, in 2010-2011 education year this study is conducted. The participants are 14 A2 level adult learners. 9 of the (64,28%) are female participants and the rest 5 of them (35,71%) are male participants. What is more, they graduated from different high schools. Their departments are also different such as, Turkish Language and Literature, Economics, Business Administration, Chemistry, Engineering departments and so on.

Concerning with the second research question of the study, a vocabulary test is (See Appendix 3) conducted. This vocabulary test is made of words that are both mentioned in the course book of the private language school and in the literary texts which the researcher chose. This vocabulary test has different parts as matching, testing, finding words etc. This test is also designed by the researcher under the control of the thesis supervisor. This vocabulary test aimed to figure out the differences of participants’ vocabulary levels before and after the treatment of the five different lesson plans.

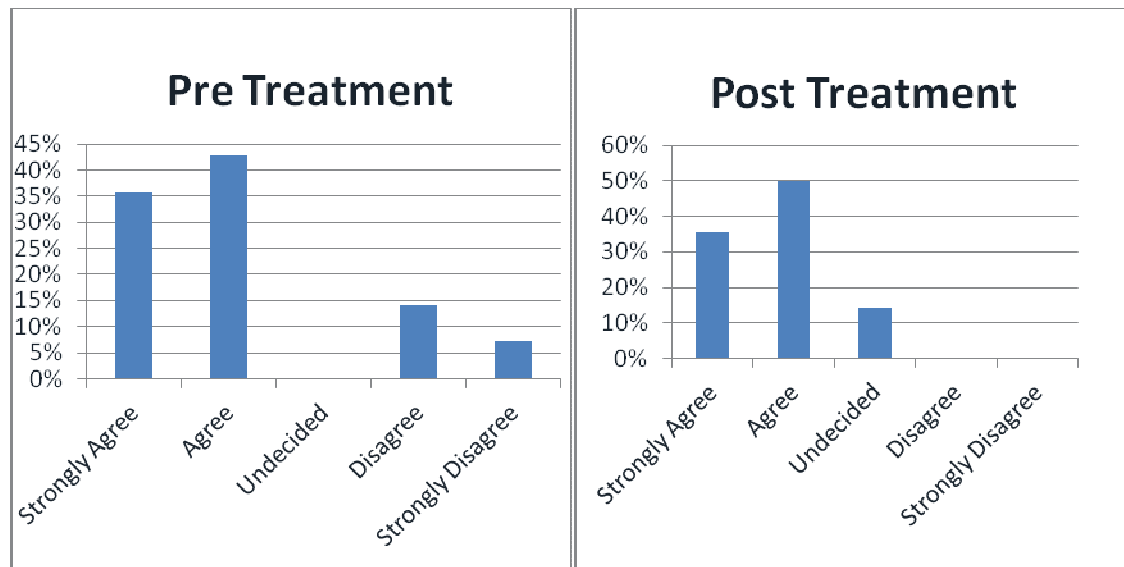
In this research, to find out the participants’ vocabulary learning levels descriptive frequency range is analysed. The subjects had scores from the vocabulary test which both conducted before and after treatments of the literature integrated lessons. With this test students’ score means are analysed. In the following table 5.3 descriptive statistics of the vocabulary test are explained.

Table 5.3: Descriptive Statistics of the Vocabulary Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre treatment	14	23	84	44,71	17,340
Post treatment	14	31	100	68,36	22,404
Valid N (listwise)	14				

It can be understood from the table 5.3 that, a very important increase in the score mean is seen. Before the treatment of the literature integrated lesson plans, students' score mean is $M = 44,71$ while after the treatment of literature integrated especially theatrical plays score mean is $M = 68,36$. Also when we examined the table 5.3 we can see increase in both minimum and maximum scores of the students. After the treatment students who learnt new vocabulary items through literature integrated lesson plans had the maximum scores as 100. It can be understood from the table 5.3 that students who learnt new vocabulary items via theatrical plays are more successful in vocabulary learning than other students who learnt with traditional treatment of language teaching in private language schools.

Also in the attitude questionnaire there is an item about vocabulary knowledge of the students. This item asks students to tick off suitable choice according to their attitudes. "Studying appropriate theatrical plays improve my vocabulary knowledge" is the 6th item of the attitude questionnaire. In the following table 5.4 the distribution of students according to their attitudes are analysed.

Table 5.4: The Distribution of Students on 6th Item in Pre and Post Treatment

According to the table 5.4 before the treatment of literature integrated lesson plans 11 students (78,5%) marked strongly agree and agree. That's why students have already been aware of the benefits of theatrical plays in vocabulary learning levels. In addition to this only 3 students (21,3%) marked disagree and strongly disagree. There is not any students who marked undecided before the treatment of the literature integrated lesson plans. Moreover when we look at the second part of the table 5.4 after the treatment 12 students (85,7%) marked strongly agree and agree choices. There are only 2 students (14,2%) marked undecided while there isn't any students who marked disagree and strongly disagree. This shows that students consider the benefits of literature in language classes especially in vocabulary learning.

Vocabulary is seen as a necessary component of learning a language. Many researchers agreed that "a rich vocabulary supports learning about the world, encountering new ideas and enjoying the beauty of language" (Beck & McKeown & Kucan, 2013: 1). Zimmerman searched a historical survey of vocabulary teaching methods. She notes that vocabulary is central to language and it has a special place in each language teaching methods including Grammar Translation Method, Direct Method, Communicative Language Approaches and Natural Approach. As is stated by Beck & McKeown & Kucan (2013) words are learned from a context and literary works provides this context in a more enjoyable way than course books. Likewise to their

statements, in this present study students' vocabulary learning levels notably affected with the use of literature. The students in the experimental group outperformed the students in the control group in learning vocabulary.

5.5. GENERAL CONCLUSIONS OF THE STUDY

This section is going to submit the general conclusions that are reached in consideration of the results of this present study.

In the first place, the results of this study lead us to the conclusion that students develop positive attitudes towards the usages of literary texts in language classrooms. Usually language teachers think that course books are sufficient for language teaching. However on the first page of almost all language textbooks, we face with the question "Is this a pen?". It is not only useless and meaningless but also unnecessary and inappropriate for a learner. If you show a pen and ask this question somebody in the streets of London, he would probably take it as provocation or insulting question. On the other hand, Macbeth's famous line "Is this a dagger which I see before me?" is different from "Is this a pen?" in terms of feelings. Macbeth asks this question, yet he knows the answer and does not want to believe it (Maley & Duff, 1978). Furthermore, if we look at course book characters like "Mr. Brown", we can realize that he is different from all humanity, since people in textbooks don't forget what they want to say, hesitate, make grammatical mistakes, talk nonsense, gossip, make unfunny jokes and fail to understand other people. In other words they are not real, but real people from everyday life do all of these things (Crystal & Davy, 1975). This kind of artificial dialogues, characters and situations get students bored and unwilling to learn. Literature works help to use language in a meaningful context and more real life - like situations because characters are from real life in literary texts. They can lose their temper, tell long jokes or even swear mildly. Contrary what is believed, integrating literature into language classes can get students attraction and make them motivated and willing to learning.

In the second place, it can be concluded from the present study that theatrical plays –as a genre of literature- have important effects in vocabulary learning levels of

the students. Although in a communication process vocabulary items are always needed, vocabulary is often ignored in language teaching classes. This study points out vocabulary learning through theatrical plays increases students' willingness towards language learning.

Lastly, as a result of this study, the benefits of the use of literature in language classrooms were "re-highlighted". This present research once again revealed the impacts of the use of literature in teaching a language. Students' listening, speaking, reading and writing skills, grammatical knowledge as well as critical and creative thinking abilities improved greatly with the use of literary texts in language classes. What is more important, students' vocabulary learning levels notably developed via the use of literature in language teaching. Contrary to teachers' attitudes towards literature, students have positive attitudes towards the use of literature in their language learning process.

5.6. PEDAGOGICAL IMPLICATIONS

As an important pedagogical implication, with suitably chosen literary texts especially theatrical plays in language classrooms provide numerous benefits that are deeply explained in the literary review part of this study. Based on these findings it is fundamental to use literary texts in ELT as a supplementary resource to course books in private language schools. Researchers have argued that literature as well as being motivational it is also valuable authentic material which helps to the students' linguistic development, personal development and cultural enrichment (Brumfit & Carter, 1986; Collie & Slater, 1987; Carter & Long, 1991; Lazar, 1993). In a sense, as a result of this study appropriate selected literary works in ELT increase language learners' interests towards the efficient use of target language.

Notwithstanding, it is significant to warn the language teachers not to overuse literary texts in classrooms. Too many literary texts can be boring for learners and also can cause students to back out themselves in the process of language learning.

Additionally, the use of literary texts in language classrooms has impact on vocabulary learning levels of the learners. Vocabulary items can be taught efficiently and effectively through specially developed literature especially with drama text.

5.7. LIMITATIONS

Limitations are almost inevitable in any type of second or foreign language researches. There are many variables and conditions which cannot be taken under control by researcher. Although in this study validity and reliability of the instruments are taken into considerations some of uncontrolled variables might interfere to both experimental and control groups. That's to say both groups are in the same building and it is impossible to take these groups different from other classes in the building.

In addition to this, the existing number of participation is limited. As the study is carried out at a private language school generally all classes have 8 or 10 students. In this study there are 14 students. 7 students constitute the experimental group and 7 students constitute the control group. This limitation may be removed in future researches.

This research is conducted in Kütahya, Turkey. For that reason, it is wrong to generalize all the findings and results of this study to other cities in Turkey and around the world. Nonetheless, the pedagogical implications of this research are helpful to English teachers.

5.8. IMPLICATIONS FOR FURTHER RESEARCH

- As it has been explained in 5.4 limitations part, the population of the subjects is small. In a future research a larger population of the subjects can be chosen with the aim of generalizing the findings.
- Additionally, this research is done during 10 week period. Therefore in a future study treatment can be expanded to a whole term or two terms.

- In this study, the researcher only emphasized the vocabulary learning levels of the students through theatrical plays. Researchers in the future can focus on other skills as well.
- In addition to what is mentioned before, in this research the researcher merely treated theatrical plays in vocabulary learning levels of the students. Wherefore in a future research, researchers can concentrate on other literary types such as; novels or short stories in vocabulary learning levels of the students.
- This study is done at a private language school in Kütahya with the participation of university students. A similar study can be regulated for young learners in order to investigate their attitudes towards literature.
- In this research, the attitudes of participants are taken into the consideration. In a future study, the attitudes of language teachers towards literature and especially theatrical plays can be questioned.

APPENDICES

APPENDIX 1

THE QUESTIONNAIRE

Dear Students,

This questionnaire was developed with the purpose of evaluating the beliefs of English learners in private language schools. All your suppose is to put (X) next item which is most close to your opinions. Being sincere in your responses will have great effect in the study.

I kindly thank to all of you for your attendance and for sparing time.

Elif KARAKAYA

English Teacher

1- Age:

2- Sex: €Male: () € Female: ()

3- Class: €1.() €2.() €3.() €4.()

4- From which high school have you gratuated before coming university

€ Anatolian Teacher High School

€ Anatolian High School

€ Private High School

€ Public High School

€ Other

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy reading theatrical plays in English.	☐	☐	☐	☐	☐
2.Studying appropriate theatrical plays improve my speaking skills.	☐	☐	☐	☐	☐
3.Studying appropriate theatrical plays improve my reading skills.	☐	☐	☐	☐	☐
4.Studying appropriate theatrical plays improve my writing skills.	☐	☐	☐	☐	☐
5.Studying appropriate theatrical plays improve my listening skills.	☐	☐	☐	☐	☐
6.Studying appropriate theatrical plays improve my vocabulary knowledge.	☐	☐	☐	☐	☐
7.Studying appropriate theatrical plays improve my grammar knowledge.	☐	☐	☐	☐	☐
8.Studying appropriate theatrical plays improve my critical thinking.	☐	☐	☐	☐	☐
9.Studying appropriate theatrical plays improve my creative thinking.	☐	☐	☐	☐	☐
10. Appropriate theatrical plays should be in the course books.	☐	☐	☐	☐	☐

APPENDIX 2

ANKET

Sevgili öğrenciler;

Bu anket özel yabancı dil okullarında İngilizce öğrenen kişilerin görüşlerini almak için hazırlanmıştır. Tek yapmanız gereken görüşünüze yakın olan boşluğa (X) işareti koymanızdır. Cevaplarınızda dürüst olmanız bu çalışmayı büyük ölçüde etkileyecektir.

Katılımınızdan ve zaman ayırmanızdan dolayı teşekkür ederim.

Elif KARAKAYA

İngilizce Öğretmeni

1- Yaş:

2- Cinsiyet: € Erkek € Kız

3- Sınıf: € 1.Sınıf € 2.Sınıf € 3.Sınıf € 4.Sınıf

4- Üniversite öncesi İngilizce eğitimi hangi okulda aldınız?

€ Anadolu Öğretmen Lisesi

€ Anadolu Lisesi

€ Özel Okul

€ Devlet Okulu

€ Diğer (Belirtiniz).....

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1.Seviyeme uygun İngilizce tiyatro eserleri okumaktan keyif alırım.	☐	☐	☐	☐	☐
2.Seviyeme uygun tiyatro eserleri işlemek konuşma becerilerimi geliştirir.	☐	☐	☐	☐	☐
3.Seviyeme uygun tiyatro eserleri işlemek okuma becerilerimi geliştirir.	☐	☐	☐	☐	☐
4.Seviyeme uygun tiyatro eserleri işlemek yazma becerilerimi geliştirir.	☐	☐	☐	☐	☐
5.Seviyeme uygun tiyatro eserleri işlemek dinleme becerilerimi geliştirir.	☐	☐	☐	☐	☐
6.Seviyeme uygun tiyatro eserleri işlemek kelime bilgimi geliştirir.	☐	☐	☐	☐	☐
7.Seviyeme uygun tiyatro eserleri işlemek gramer bilgimi geliştirir.	☐	☐	☐	☐	☐
8.Seviyeme uygun tiyatro eserleri işlemek yaratıcı düşüncemi geliştirir.	☐	☐	☐	☐	☐
9.Seviyeme uygun tiyatro eserleri işlemek eleştirel düşüncemi geliştirir.	☐	☐	☐	☐	☐
10.Ders kitaplarında seviyeme uygun tiyatro eserlerine yer verilmelidir.	☐	☐	☐	☐	☐

APPENDIX 3

EXAM

STUDENT NAME :

GRADE :

A) Choose the correct words according to the sentences.

- 1) I still keep my mother's of jewelry box.
a) souvenir b) calendar c) recorder d) pretty
- 2) In hotels door, we can see a sign of "Don't
a) irritate b) sleep c) disturb d) talk
- 3) There is a between two football teams.
a) hate b) competition c) exam d) love
- 4) She football (in negative meaning).
a) enjoy b) love c) like d) detest
- 5) I was reading a magazine when the door rang.
a) handle b) way c) bell d) lock

B) Find the mixed words in the below

Sensationalrevolutionaryridiculousprobablyambitionincredibleexactly

C) Choose the correct words that are suitable for definitions

- 1) means that there is no hair.
a) blonde b) bald c) moustache d) beard
- 2) means that you can put your cigarette on it.
a) pipe b) bowl c) pot d) ashtray
- 3) means that a person who is a contest.
a) contestant b) judge c) race d) team
- 4) means that a person who works in a court.
a) law b) judge c) civil d) president

D) Match the words in coloum -A- with coloum -B-

A

B

pick

furniture

fall

money

dust

up

lost property

day

make

asleep

count

decision

lucky

office

E) Match the words with the pictures.

a) Kilt

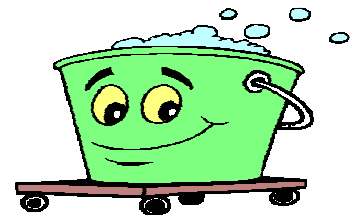
b) Sponge

c) Circus

d) Typewriter

e) Bucket

f) Seat



GOOD LUCK

APPENDIX 4

Script 1

THE LOST PROPERTY OFFICE

The script is called “The Lost Property Office”. The script is performed in 1982. The script involves language usage about describing people or things. The script is taken from the book “English Sketches, Sketches from the English Teaching Theatre Intermediate Book 2”. Doug Case and Ken Wilson are the writers of the book. The book is composed of 32 scripts which are appropriate for English language learners.

Here is the lesson plan:

Class: A2 Level

Topic: Describing people

Date: April 22nd, 2011

Objectives: To have the students learn and use new vocabulary introduced in the lesson.

Materials: Pictures, computer, speakers, CDs, worksheets, handouts.

Activities

Warm-up Activities (5 minutes)

The teacher hangs 5 pictures of famous people and ask the students to think of adjectives and personality characteristics to describe the physical looks and characteristics. Then the students write them down. The teacher asks them to make full sentences using with these words. The expected students’ answers are in the parentheses:

For 1. picture: friendly, blonde, blue eyes, caring, honest...

(She is friendly.) (She has got blue eyes.) (She is blonde.)



Then the teacher hands out a worksheet about adjectives of personality characteristics. The students are asked to find the adjectives from the word search.

MES-English.com

Word Search

Tools for Educators

S	X	K	I	N	D	K	X	A	M	G	O	H	G	D	W	M	S	L	S	S	Y	W	A	D
U	F	R	V	F	H	P	U	N	C	T	U	A	L	Z	C	A	K	U	Y	U	S	Y	H	Y
M	R	O	H	E	Q	K	R	I	W	Y	J	B	V	F	B	Z	Z	H	R	V	N	Y	U	P
Y	F	O	K	U	X	A	C	V	H	L	E	V	I	T	A	V	R	E	S	N	O	C	B	I
W	E	F	M	Z	M	H	X	I	E	D	H	J	A	N	L	Z	N	T	Q	I	G	P	D	W
O	I	M	G	A	L	B	I	I	H	N	Q	K	R	P	G	N	P	L	P	U	N	X	Z	U
G	Z	H	O	S	N	Z	L	V	L	E	P	D	E	R	E	F	G	E	N	T	P	U	L	E
Y	D	L	O	T	N	T	B	E	C	I	D	Q	V	W	N	Q	N	U	W	L	U	A	V	T
M	U	O	X	K	I	R	I	P	P	R	Y	C	E	J	O	N	X	R	N	L	N	A	Y	A
N	A	C	T	Q	Q	O	Z	C	H	F	D	W	L	S	R	Y	R	C	L	O	K	M	A	H
X	S	W	M	A	Q	Z	N	W	E	M	W	J	C	Q	O	W	I	R	I	K	I	U	A	Y
U	H	C	Q	A	E	A	H	A	M	K	E	U	M	S	U	R	F	T	P	E	W	P	A	A
L	J	R	I	S	J	N	S	A	L	D	T	S	Z	X	S	B	A	B	N	B	C	V	N	M
P	A	F	H	F	U	L	C	K	M	D	V	W	S	U	E	R	O	D	X	O	G	Q	O	E
S	P	B	O	S	S	Y	T	S	E	N	O	H	R	Y	T	A	L	K	A	T	I	V	E	T

friendly	punctual	honest	romantic
messy	neat	talkative	clever
kind	bossy	humble	cruel
generous	rational	conservative	emotional

Tools For Educators - Free Worksheets for Educators

Handing-out the scripts

The teacher gives out the script “Sketch 9” from the “English Script” book.

The lost property Office

Scene: A lost property office

Characters: The lost property office clerk, a gangster, a policeman

(The gangster runs into the lost property office. There are police cars passing in the street at high speed.)

Clerk: Can I help you?

Gangster: Where am I?

Clerk: You're in a lost property office.

Gangster: A lost property office?

Clerk: Yes. Have you lost something?

Gangster: Probably.

Clerk: What have you lost?

Gangster: I've lost my...umbrella.

Clerk: Ah, you want the Umbrella Section.

Gangster: The Umbrella Section?

Clerk: Yes. Go out into the street, turn left, and it's on the left.

Gangster: Into the street?

Clerk: Yes. You see, this isn't the Umbrella Section. This is the Animal Section.

Gangster: The Animal Section?

Clerk: Yes.

Gangster: In that case, I've lost my dog.

Clerk: You've lost your dog?

Gangster: Yes.

Clerk: Well, in that case, you want the Small Animal Section.

Gangster: The Small Animal Section?

Clerk: Yes. Go into the street, turn right, and it's on the right.

Gangster: Into the street?

Clerk: Yes. You see, this isn't the Small Animal Section. This is the Large Animal Section.

Gangster: The Large Animal Section?

Clerk: Yes.

Gangster: In that case, I've lost my elephant.

Clerk: You've lost your elephant?

Gangster: Yes.

Clerk: I see. Well, I'll need a few details. Would you like to sit down?

Gangster: I'd love to.

(The gangster sits down.)

Clerk: Now, first of all: Name.

Gangster: Er... Winston.

Clerk: Well. Mr Winston -

Gangster: No, my name isn't Winston. The elephant's name is Winston.

Clerk: I see. And what is your name?

Gangster: Churchill.

Clerk: (*Writing*) Churchill. Address?

Gangster: Er...Churchill's Circus.

Clerk: Oh, I see. It's a circus elephant.

Gangster: Is it?...Yes. Yes, it is!

Clerk: When did you last see him?

Gangster: Who?

Clerk: The elephant.

Gangster: Oh, Winston. Well, we were on a bus yesterday

Clerk: On a bus?!

Gangster: Yes.

Clerk: How did Winston get on a bus?

Gangster: How did Winston get on a bus?

Clerk: Yes

Gangster: That's a very good question. Well...He waited at the bus stop, and when the bus came along, he put out his arm. And when the bus stopped, he got on.

Clerk: I see. And then what happened?

Gangster: Well, we were upstairs on the bus

Clerk: Upstairs?!

Gangster: Yes. Winston wanted to smoke a cigarette.

Clerk: A cigarette?!

Gangster: I know - I tell him every day: 'Winston, smoking is bad for you.'
But he never listens.

Clerk: Hmm. What happened then?

Gangster: Well, I fell asleep.

Clerk: You fell asleep?

Gangster: Yes.

Clerk: I see. And then what happened?

Gangster: I don't know - I was asleep. But then I woke up, and Winston wasn't there.

Clerk: Hmm. Well, I'd better ask you a few questions about him. What kind of elephant is he?

Gangster: Oh, he's very nice - generous, loving...he likes collecting stamps.

Clerk: No - when I say 'What kind of elephant?' I mean: Is he an African elephant?

Gangster: Oh, no.

Clerk: So he's an Indian elephant.

Gangster: No.

Clerk: What kind of elephant is he?

Gangster: Scottish.

Clerk: A Scottish elephant?!

Gangster: Yes. He wears a kilt.

Clerk: I see. What color is he?

Gangster: Color? Well, he's elephant-colored.

Clerk: And what color is that?

Gangster: Blue.

Clerk: Blue?!

Gangster: It was very cold yesterday.

Clerk: Yes, it was. Next question: Color of eyes.

Gangster: Well, you know, like an elephant.

Clerk: What color is that?

Gangster: Red,

Clerk: Red?!

Gangster: Green.

Clerk: Green?!

Gangster: One red, one green.

Clerk: One red, one green?!

Gangster: Yes. We call him 'Traffic Lights'.

Clerk: I see. Color of hair?

Gangster: Hair?

Clerk: Yes

Gangster: He hasn't got any hair.

Clerk: I see. *(Writing)* Bald...So we're looking for a bald, blue, Scottish elephant, wearing a kilt and smoking a cigarette.

Gangster: Yes.

Clerk: Is there anything unusual about him?

Gangster: No, nothing at all.

Clerk: Good. Now, Mr. Churchill, what should we do if we find Winston?

Gangster: Well...Put a banana in your hand, walk up to Winston, and say 'Kootchie-kootchie koo'

Clerk: What will Winston do?

Gangster: Well, if it's Winston, he'll sit down and he'll eat the banana.

Clerk: All right, Mr. Churchill. Just wait a moment, and I'll call the Elephant Section.

Gangster: Fine.

(The clerk picks up the telephone and dials a number.)

Clerk: Hello? George?... It's Brenda...I'm fine, thank you - and you?... Good. George, have you got any elephants?... You haven't? Hold on a moment. *(To the gangster)* He hasn't got any elephants.

Gangster: No elephants? Well, not to worry. Sorry to have troubled you. Thank you for your help. I'll be on my way. Goodbye.

(He gets up. A police car passes in the street. He sits down again.)

Gangster: Er...Ask George to have another look.

Clerk: All right. *(On the phone)* George, can you have another look?

Gangster: Tell him to look under the table.

Clerk: Look under the table...What?... *(To the gangster)* He's got one.

Gangster: A table?

Clerk: No, an elephant.

Gangster: An elephant.

Clerk: Yes. It was under the table.

Gangster: Really?

Clerk: *(On the phone)* Yes, George, I'm listening...Yes...Yes...Yes...Yes...Yes. Hold on.*(To the gangster)* He's got a bald, blue, Scottish elephant, wearing a kilt and smoking a cigarette. It sounds like Winston.

Gangster: What about the banana?

Clerk: Oh, yes. *(On the phone)* George...I want you to put a banana in your hand, and say 'Kootchie-kootchie-koo'...No, not to me - to the elephant. OK?...What?...Oh, no!

Gangster: What's the matter?

Clerk: The elephant sat down.

Gangster: Good.

Clerk: On George.

Gangster: Tell George to give Winston the banana!

Clerk: Right. *(On the phone)* George? George! Get up and give the banana to the elephant...Hello? What? Oh, no!

Gangster: What is it?

Clerk: He's eaten the banana.

Gangster: Who? Winston?

Clerk: No. George.

Gangster: Oh, no!

Clerk: *(On the phone)* George, I think you should bring the elephant down here. The owner is waiting to take him away.. .OK...Bye.

(The clerk puts down the telephone.)

Clerk: Don't worry, Mr Churchill. Your elephant will be here in a moment.

Gangster: Look - before this elephant arrives, there's something you should know -

(They hear the sound of an elephant.)

Clerk: Ah, that must be Winston.

(They hear the sound of someone falling over.)

Clerk: And that's George.

(Someone knocks at the door.)

Clerk: Go on, Mr. Churchill. Open the door.

Gangster: Oh, all right.

(He opens the door.)

Gangster: Hello, Winston. Kootchiekootchie-koo!

Policeman: Mr. Churchill?

Gangster: But...this isn't an elephant. It's a policeman.

Policeman: Very good, sir. Now, if you'd like to follow me...

Clerk: Goodbye, Mr. Churchill. And don't forget: If you lose your elephant again, the Lost

Property Office is here to help you.

Gangster: Oh, good. I'll remember that,

(He leaves with the policeman.)

Listening (10 minutes)

The students listen to the script which is given with the book. It has got an important advantage that the scripts are read by native speakers which will help students to understand the target language in a better way. The script is listened to once.

Comprehension (5 minutes)

The teacher asks some questions about the text in order to control the students whether have understood or not. There are some example questions. The expected answers are in the parentheses.

Where are they ? (They are in the lost property office.)

What is the name of the elephant ? (It's name is Winston.)

What kind of elephant is it ? (A Scottish elephant.)

Discussion (5 minutes)

The teacher asks students some questions to make discussion.

What would they do if they encounter with a gangster like this ?

How was the clerk's behaviors to the gangster ?

Language Work (10 minutes)

The students firstly read the text by themselves. They try to guess the meaning of unknown words. Then the teacher gives out a matching worksheet. The students are required to match the collocations that are mentioned in the script.

Make the collections that are mentioned in the script.

Instructions: Draw a line from each item on the left to a matching item on the right.

animal	office
lost property	elephant
circus	a kilt
get on	for
fall	a moment
collect	about sb
wear	stamps
wait	section
unusual	a bus
look	asleep

Performing the Script (10 minutes)

The students read the script from the handouts and the teacher gives feedback about the wrongly pronounced words.

Cultural Information (5 minutes)

“The lost property (British English), a lost and found (American English) is an office in a large public building or area where visitors can go to retrieve lost articles that may have been found by other visitors. Frequently found at museums, amusement parks and schools, a lost and found will typically be a clearly-marked box or room in a location near the main entrance. Some lost and found offices will try to contact the owners of any lost items if there are any personal identifiers available. Practically all will either sell, give or throw away items after a certain period has passed to clear their storage. The first lost and found office was organized in Paris in 1805. Napoleon ordered his prefect of police to establish it as a central place “to collect all objects found in the streets of Paris” (http://en.wikipedia.org/wiki/Lost_and_found)

APPENDIX 5

Script 2

THE SUPERLATIVE VACUUM CLEANER

The script is called “The Superlative Vacuum Cleaner”. The script is performed in 1974. The script involves language usage about the superlative adjectives. The script is taken from the book “English Sketches, Sketches from the English Teaching Theatre Intermediate Book 2”. Doug Case and Ken Wilson are the writers of the book. The book is composed of 32 scripts which are appropriate for English language learners.

Here is the lesson plan.

Class: A2 Level

Topic: The superlatives with words

Date: April 29th, 2011

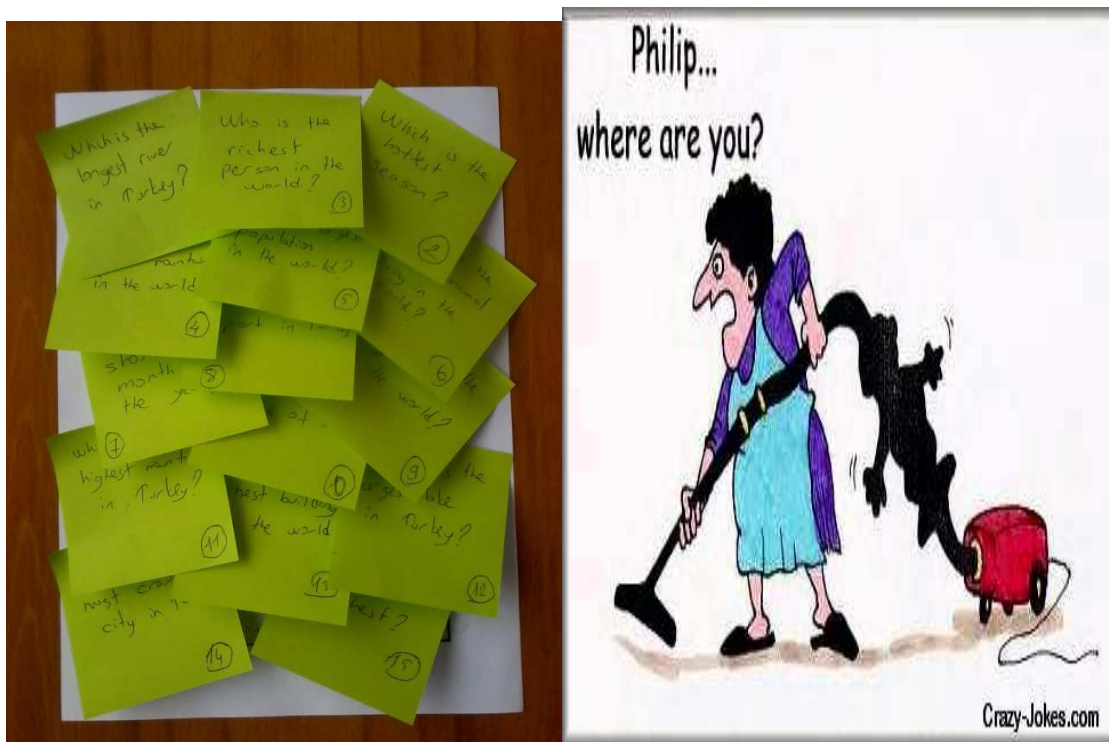
Objectives: To have the students learn and use new vocabulary introduced in the lesson.

Materials: Pictures, computer, speakers, CDs, games, worksheets, handouts.

Activities

Warm-Activities (5 minutes)

The teacher hangs a game to the board and explains the game. The paper is covered by post-it notes and there are 15 questions on it. The questions are about the superlatives. Here is some questions : Which is the longest river in Turkey ? Which country has the largest population in the world ? Which is the highest mountain in the world ? What is the shortest month of the year ? What is the most popular sport in Turkey ? What is the best selling movie of all time ? Who is the richest man in the world ? etc.



The students choose a number and take the same post-it with number and answer the question on it. By doing this the students open the paper and see the picture. The teacher asks her students to comment about the cartoons. The possible questions are in the below :

What do you see in the pictures ?

Have you ever lost something in the vacuum cleaner ?

Handing-out the scripts

The teacher gives out the script “Sketch 7” from the “English Script” book.

The Superlative vacuum cleaner

Scene: The hall of a house

Characters: A vacuum cleaner salesman, a housewife

(The salesman rings the doorbell several times.)

Housewife: Yes, I'm coming.

(She opens the door.)

Housewife: Good morning.

Salesman: Good morning, young lady. Is your mother in?

Housewife: My mother? I'm the mother in this house. What do you want?

Salesman: Dust, madam.

Housewife: Dust?

Salesman: Yes, madam. Dust.

Housewife: I haven't got any dust.

Salesman: Oh yes you have!

(He shakes dust onto the floor from a paper bag.)

Salesman: All over your carpet!

Housewife: Hey! I've just cleaned this carpet! Why are you putting dust all over it?

Salesman: Don't worry, madam. I've got the answer to all your problems here! The Superlative vacuum cleaner!

Housewife: The Superlative vacuum cleaner! Why's it called 'Superlative'?

Salesman: Because, madam, everything about it is superlative. It's the quickest, the cleanest, the cheapest, the smallest, the smartest, the most economical, the most effective, the most beautiful, the most revolutionary vacuum cleaner in the world. And it's only £65.

Housewife: Are you trying to sell me a vacuum cleaner?

Salesman: Yes, madam.

Housewife: Well, go on, then.

Salesman: I've finished, madam.

Housewife: Finished? You haven't said very much. What sort of a vacuum cleaner salesman are you?

Salesman: Not a very good one, I'm afraid.

Housewife: I can see that.

Salesman: No, I'm a very bad vacuum cleaner salesman. In fact, I'm the worst salesman in our company.

Housewife: The worst?

Salesman: The worst, I sometimes think I'm the worst vacuum cleaner salesman in the world.

Housewife: Oh, dear. Do you like your job?

Salesman: Like my job? No, madam, I detest my job. It's the most boring job in the world. Everyday it's the same: 'Good morning, young lady. Is your mother in?...The Superlative vacuum cleaner...The quickest, the cleanest, the cheapest, the smallest...'

Housewife: Well, is it the quickest?

Salesman: No, it's probably the slowest.

Housewife: Is it the cleanest?

Salesman: Cleanest? Don't make me laugh! I don't think there's a dirtier vacuum cleaner on the market. And it certainly isn't the cheapest either.

Housewife: No, no, no. This is no good at all.

Salesman: Pardon?

Housewife: Look, do you want to sell this vacuum cleaner or don't you?

Salesman: I suppose so.

Housewife: Well, your sales technique is all wrong.

Salesman: Is it?

Housewife: Yes. I could sell vacuum cleaners better than you,

Salesman: No, you couldn't.

Housewife: Yes, I could. I'll show you. You come into the house, and I'll ring the bell and sell the vacuum cleaner to you.

Salesman: You'll sell the vacuum cleaner to me?

Housewife: Yes.

Salesman: OK. But it isn't as easy as you think.

Housewife: We'll see. Go inside and shut the door.

Salesman: All right,

(The salesman goes into the house and closes the door. The housewife rings the bell. The salesman opens the door.)

Salesman: Not today, thank you,

(He closes the door. The housewife rings the bell again. The salesman opens the door again, and speaks in a high voice.)

Salesman: Yes?

Housewife: Hello!

Salesman: Hello,

Housewife: My goodness me, what a beautiful house you've got!

Salesman: Ooh, do you like it?

Housewife: Like it? It's the most beautiful house I've seen for a long time.

Salesman: Thank you very much, may I come in?

Salesman: Er ..

Housewife: Thank you, Oh, what a colorful carpet!

Salesman: Yes, it's lovely, isn't it?

Housewife: It's the most colorful carpet I've seen. I should think it was expensive.

Salesman: The most expensive one in the shop.

Housewife: And I suppose you've got a very good vacuum cleaner to look after it.

Salesman: A vacuum cleaner? No, I haven't.

Housewife: You haven't got a vacuum cleaner?

Salesman: No.

Housewife: Well, madam, this is your lucky day, because I have here the best vacuum cleaner that money can buy: the Superlative vacuum cleaner.

Salesman: Is it really good?

Housewife: Good? Good? It's the...the...

Salesman: *(In his own voice)* Quickest

Housewife: ...the quickest, the...

Salesman: Cleanest,

Housewife: ...the cleanest, the cheapest, the smallest, the smartest, the most economical, the most effective, the most beautiful, the most revolutionary vacuum cleaner in the world.

Salesman: (*In a high voice again*) Ooh! How much is it?

Housewife: Just £65 to you, madam

Salesman: I'll buy one.

Housewife: Good

Salesman: (*In his own voice*) Er...where's the money?

Housewife: It's in my handbag on the kitchen table.

Salesman: Oh, right. (*In the high voice*) I'll just go and get some money.

(*He goes to the kitchen to get the Money.*)

Housewife: Good idea, madam. You've made the right decision.

(*The salesman comes back, speaking in his own voice.*)

Salesman: Do you know, you're a fantastic saleswoman.

Housewife: Ooh!

Salesman: You've got a fantastic sales technique.

Housewife: Do you think so?

Salesman: Yes, you've got the best sales technique I've seen all day.

Housewife: Thank you!

Salesman: Thank you, madam.

(*He leaves and closes the door.*)

Salesman: (*Speaking to himself, counting the Money*) Ten, twenty, thirty, forty, fifty, sixty, sixty-five. Now that's the way to sell a vacuum cleaner.

Listening (10 minutes)

The students listen to the script which is given with the book. It has got an important advantage that the scripts are read by native speakers which will help students to understand the target language in a better way. The script is listened to once.

Comprehension (5 minutes)

The teacher hands out a worksheet about the script and asks her students to put the sentences in the correct order.

The Superlative Vacuum Cleaner

Put the sentences in the correct order.

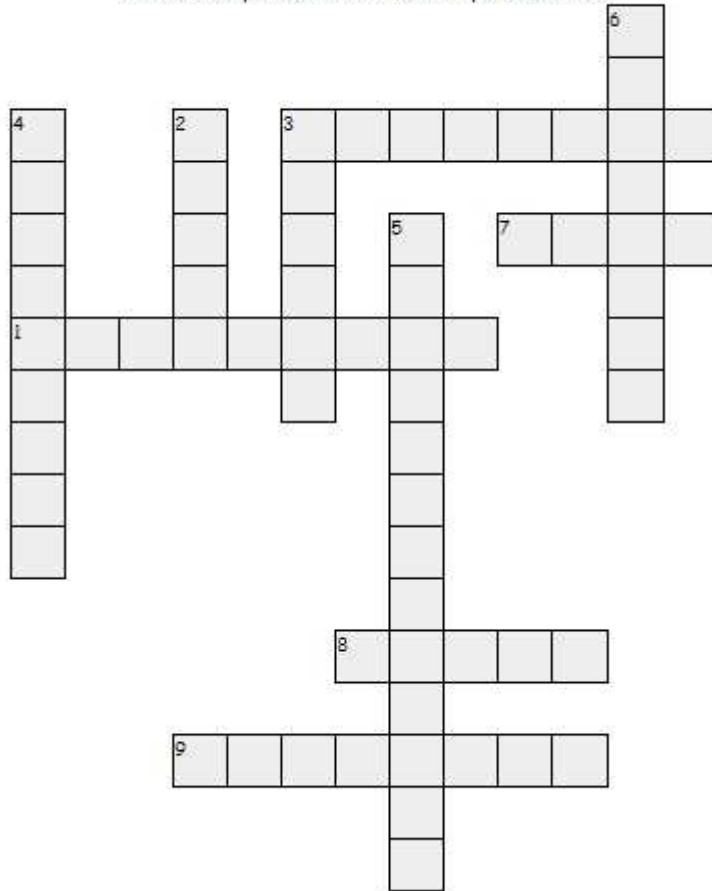
- 1) Housewife says that he should change his techniques.
- 2) He goes to the kitchen and gets the money from the handbag.
- 3) He rings the doorbell and comes into the home.
- 4) The hose wife depicts the vacuum cleaner.
- 5) Salesman shakes dust onto the floor.
- 6) The salesman closes the door, the housewife rings the doorbell.
- 7) He says that he is a bad vacuum cleaner salesman.

Language Work (15 minutes)

The students firstly read the text by themselves. They try to guess the meaning of unknown words. Then the teacher gives out a matching worksheet. The students are required to complete the crossword puzzle.

the superlative vacuum cleaner

Please complete the crossword puzzle below



Across:

1. opposite meaning of cheap
3. hint that someone is in front of our house
7. very small particles of earth or sand
8. saying numbers in an order
9. maybe

Down:

2. rock
3. same meaning with hate
4. the person who cares with the house
5. a total or radical change
6. a person who sales sth

Performing the Script (10 minutes)

The students read the script from the handouts and the teacher gives feedback about the wrongly pronounced words.

APPENDIX 6

Script 3

MR. UNIVERSE

The script is called “Mr. Universe”. The script is performed in 1980. The script involves language usage about making exaggerations and also rude and ironic forms of language. The script is taken from the book “English Sketches, Sketches from the English Teaching Theatre Intermediate Book 2”. Doug Case and Ken Wilson are the writers of the book. The book is composed of 32 scripts which are appropriate for English language learners.

Here is the lesson plan.

Class: A2 Level

Topic: Talking about free time activities, hobbies etc.

Date: May 6th, 2011

Objectives: To have the students learn and use new vocabulary introduced in the lesson.

Materials: Pictures, computer, speakers, CDs, games, worksheets, handouts.

Activities

Warm-up Activities (5 minutes)

As a warm-up activity “The Paper Game” is prepared by the teacher. The subject of hobbies take an important part in the script, so the game is about hobbies. It is a conversational game that is suitable for all levels of learners. It is taken from <http://www.mes-english.com/games/papergame.php>. It is prepared by following the instructions, but some minor changes are done by the teacher.

the Paper game



	no	yes	no	yes	yes
jack					
	yes	no	yes	no	no
rick					
	no	yes	yes	no	no
george					
	yes	yes	no	yes	no
carol					
	no	no	no	yes	yes
sally					
	yes	no	yes	no	yes
cindy					

mes-english.com

Firstly, the teacher hands out the sheet. She asks the students to choose a character from the sheet. Then, they meet with each other in “rock, paper and scissor” game. The winner of this game has got two rights of asking question to his/her friends. The possible conversation between them as in the following :

A : Do you like talking on the phone ?

B : No, I don't.

A : Do you like reading a book ?

B : Yes, I do.

Now, he/she can make a guess. If he/she makes right guess then he/she asks two more question to his/her other friends. If he does a wrong guess, then other students have right to ask question.

Handing-out the scripts

The teacher gives out the script “Sketch 13” from the “English Script” book.

Mr. Universe

Scene: The Mr. Universe Competition

Characters: Gloria Sparkle (presenter) Arnold Higgins, Elvis Smith, Ernest Bottom (the contestants)

(The competition is just beginning.)

Gloria: Yes, ladies and gentlemen, it's time once again for the 'Mr. Universe' competition - the competition to find the most fantastic, the most incredible, the most amazing man in the world. Who will be this year's Mr. Universe? Our three judges will decide. But first let's meet the contestants. Contestant number one - Arnold Higgins!

(Arnold Higgins enters, carrying a bucket and a sponge.)

Gloria: Ladies and gentlemen, this is Arnold Higgins.

Arnold: Hello!

Gloria: *(Reading from a card in her hand)* Arnold is 63 years old.

Arnold: What? No, no, no. 36, not 63.

Gloria: Sorry, Arnold.

Arnold: That's all right.

Gloria: Arnold is 36 years old. Tell me, Arnold - what do you do?

Arnold: I'm a window cleaner.

Gloria: He's a window cleaner, ladies and gentlemen! And tell me, Arnold - how long have you been a window cleaner?

Arnold: Well, Gloria, I'm 36 now, and I started cleaning windows when I was 33. So I've been cleaning Windows for...er...

Gloria: Three years?

Arnold: Yes. How did you know?

Gloria: It's written on this card. Do you like it?

(Arnold looks at the card .)

Arnold: Yes. It's a very nice card.

Gloria: No, no - not the card. Do you like cleaning windows?

Arnold: Do I like cleaning windows?

Gloria: Yes.

Arnold: Do I like cleaning windows?

Gloria: Yes.

Arnold: Do I like cleaning windows?

Gloria: Yes.

Arnold: No! I don't like cleaning windows – I love it!

Gloria: You love it.

Arnold: Yes, I love it. Big windows, small windows, broken windows -

Gloria: Yes, I see.

Arnold: Windows are my life! I've cleaned windows all over the world.

Gloria: Really?

Arnold: Yes. Do you know Buckingham Palace?

Gloria: Yes

Arnold: Do you know the windows of Buckingham Palace?

Gloria: Yes. Arnold, have you cleaned the windows of Buckingham Palace?

Arnold: No - but I'd like to.

Gloria: Ah, so your ambition is to clean the windows of Buckingham Palace.

Arnold: Yes.

Gloria: Thank you, Arnold.

(She wants Arnold to go.)

Arnold: Before I go, I'd like to tell you about my hobby.

Gloria: What's that, Arnold?

Arnold: My hobby is writing poetry. I'd like to read one of my poems.

Gloria: Oh.

Arnold: It's about windows.

Gloria: Ah.

Arnold: *(Reading)* 'Oh, windows! Oh, windows! Oh, windows!'

Gloria: Oh, no!

Arnold: 'Windows, windows, big and small! Windows, windows, I love you all!'

Gloria: Thank you, Arnold.

Arnold: There's a bit more.

Gloria: No, thank you, Arnold - that's quite enough. Ladies and gentlemen, the first contestant: Arnold Higgins!

(Arnold leaves .)

Gloria: Now let's meet the second contestant, who also wants to be this year's Mr. Universe! Elvis Smith enters. He is wearing short trousers and is rather shy.

Elvis: Er...Hello.

Gloria: What is your name?

Elvis: Elvis.

Gloria: Elvis?

Elvis: Yes. Elvis Smith.

Gloria: How old are you, Elvis?

Elvis: 42.

Gloria: And what do you do?

Elvis: Nothing. I'm still at school.

Gloria: Still at school?

Elvis: Yes.

Gloria: What do you want to do when you leave school?

Elvis: Go to university.

Gloria: I see. And what is your hobby, Elvis?

Elvis: My hobby?

Gloria: Yes. What do you like doing in your free time?

Elvis: Oh well, I like meeting people. Hello, Gloria.

Gloria: Hello, Elvis,

Elvis: And I like fishing Gloria

Elvis: And swimming.

Gloria: Thank you, Elvis.

Elvis: And collecting stamps, and playing football, and dancing -

Gloria: Thank you, Elvis.

Elvis: And climbing mountains, and waterskiing, and boxing -

Gloria: Thank you, Elvis! Ladies and gentlemen, Elvis Smith!

(Elvis leaves.)

Gloria: Well, ladies and gentlemen, that was Elvis Smith. Now let's meet the last contestant. From Liverpool: Ernest Bottom!

(Ernest Bottom enters. He is not very friendly.)

Gloria: Well, Ernest, it's wonderful to have you here -

Ernest: All right, get on with it!

Gloria: Oh. Well...Ernest, would you like to answer a few questions?

Ernest: No.

Gloria: Oh, come on, Ernest!

Ernest: All right - just a few.

Gloria: Thank you. Tell me - what do you do?

Ernest: What do I do?

Gloria: Yes.

Ernest: Nothing. I'm unemployed.

Gloria: Oh.

Ernest: I used to be a bus driver.

Gloria: Did you?

Ernest: Yes. But I lost my job.

Gloria: Why?

Ernest: I can't drive.

Gloria: Oh, I see. What do you like doing in your free time?

Ernest: Nothing.

Gloria: Oh, come on, Ernest! Haven't you got any hobbies?

Ernest: Well... I've got one. I like gardening. Shall I tell you about my garden?

Gloria: Yes!

Ernest: Well...it's...

Gloria: Yes

Ernest: It's...

Gloria: Yes?

Ernest: It's green!

(Gloria sighs.)

Gloria: Well, thank you, Ernest. That was fascinating. Ladies and gentlemen, Ernest Bottom.

(Ernest leaves.)

Gloria: Well, now we've met the three contestants, and our judges are ready with their votes. For Arnold Higgins: one vote. For Elvis Smith: one vote. And for Ernest Bottom: one vote. Well, this is sensational, ladies and gentlemen! This year, we have three Mr. Universes! So, congratulations to our three contestants, and thank you to our judges: Mrs. Doris Higgins, Mrs. Brenda Smith and Mrs. Margaret Bottom. From all of us here, good night!

Listening (10 minutes)

The students listen to the script which is given with the book. It has got an important advantage that the scripts are read by native speakers which will help students to understand the target language in a better way. The script is listened to once.

Comprehension (10 minutes)

The teacher asks some questions about the text in order to control the students whether have understood or not. The teacher gives out a worksheet. It is a comprehension text, the students are asked to choose the correct summary of the script.

Read the summaries of the script that called “Mr. Universe” and decide the correct summary:

1) It's a game. There are 3 contestant. Gloria is a presenter. Firstly, she introduces Elvis. He is an unemployed. He loves collecting stamps and writing poetry. Secondly, she introduces Arnold who is a window cleaner. His hobbies are gardening, climbing, swimming. Thirdly Ernest is introduced by Gloria. He is 42 years old and he is still a student. He hasn't got any hobby. At the end 3 men are chosen as Mr. Universes by judge.

2) It's a competition. 3 men compete. Firstly, Gloria, the presenter, introduces Arnold. He is 63 years old, and he is an unemployed. Secondly, Gloria introduces Ernest who is 42 years old and he is still a student. He wants to go to college after school. Thirdly, Elvis is introduced. He is a window cleaner and he loves gardening. At the end of the competition, Arnold is chosen by judge as Mr. Universe.

3) It's a competition. 3 men compete with each other. Firstly, Gloria, the presenter, introduces Arnold. He is a window cleaner and his hobby is writing poetry. Secondly, Gloria introduces Elvis. He is 42 years old and he is still a student. Thirdly, Ernest is introduced by Gloria. He is unemployed. His only hobby is gardening. At the end of the competition all 3 men become Mr. Universes and Gloria congratulates men's wives.

Discussion (5 minutes)

In discussion part, the teacher asks her students to think about the characters and with their imagination how would their life are. She hands out a paper to fill.

CHARACTER FANTASY

Think about the characters in "Mr. Universe". Fill in the blanks in accordance with your imagination.

	Type of car	Favorite colour	Favorite food	Favorite drink	Favorite music	Favorite movie
Gloria Sparkle						
Arnold Higgins						
Elvis Smith						
Ernest Bottom						

Language Work (10 minutes)

The students firstly read the text by themselves. They try to guess the meaning of unknown words. The teacher gives out a matching sheet about the unknown words. The students are asked to match the definitions of the words.

Matching Definitions

Write the letter of the correct match next to each definition.

1.	poetry	a. a situation that 2 or more people try to win
2.	sensational	b. free-time activity
3.	bucket	c. a choice made by a person
4.	unemployed	d. a person in a court of law decides what should be
5.	sponge	e. want very much to achieve or do sth
6.	vote	f. a person who takes part in competition
7.	stamp	g. unbelievable
8.	contestant	h. a kind of container that we usually put water on it
9.	judge	i. a form of literature
10.	ambition	j. a piece of paper that we stick to letters
11.	competition	k. a person who has no job
12.	hobby	l. a soft material that has holes
13.	incredible	m. remarkable, it causes great excitement

Performing the Script (10 minutes)

The students read the script from the handouts and the teacher gives feedback about the wrongly pronounced words.

Cultural Information (5 minutes)

The teacher talks about the actual game of “ Mr. Universe ”. It is actually a body building game.

APPENDIX 7

Script 4

SHAKESPEARE'S HOUSE

The script is called "Shakespeare's house". The script is performed in 1974. The script is taken from the book "English Sketches, Sketches from the English Teaching Theatre Intermediate Book 2". Doug Case and Ken Wilson are the writers of the book. The book is composed of 32 scripts which are appropriate for English language learners.

Here is the lesson plan.

Class: A2 Level

Topic: Talking about famous people

Date: May 10th, 2011

Objectives: To have the students learn and use new vocabulary introduced in the lesson.

Materials: Pictures, computer, speakers, CDs, worksheets, handouts.

Activities

Warm-up Activities (15 minutes)

Firstly, the teacher hangs a portrait of Shakespeare on the board and asks her students to guess the person. Secondly, the teacher hands out a brief biography of Shakespeare.

SHAKESPEARE'S LIFE

- ✓ William Shakespeare was an English poet and playwright.
- ✓ Shakespeare was born in Stratford-upon-Avon, 1564.
- ✓ Shakespeare was the son of John Shakespeare and Mary Arden.
- ✓ At the age of 18, Shakespeare married the 26-year-old Anne Hathaway.
- ✓ They had three children : Susanna, and twins Hamnet and Judith.
- ✓ Susana was born in May 1583,
- ✓ Judith and Hamnet, twins, were born in February 1585.

- ✓ Hamnet died in 1596, at age 11. Shakespeare was devastated by the death of his only son, and it is argued that he wrote *Hamlet*. (To be or not to be, That's the question.)
- ✓ Shakespeare produced most of his known work between 1589 and 1613.
- ✓ He wrote 38 plays, 154 sonnets, two long narrative poems, and several other poems.
- ✓ He died in 1616.

Lastly, the teacher gives out a quiz about Shakespeare's life to figure out that the students understood the text or not.

Shakespeare Quiz

- | | |
|---|---|
| <p>1) When was Shakespeare born ?</p> <p>a) in 1616
b) in 1558
c) in 1564
d) in 1592</p> | <p>4) Who did Shakespeare marry?</p> <p>a) Anne Hathaway
b) Mary Queen of Scots
c) Judith Sadler
d) Susanna Hall</p> |
| <p>2) Shakespeare was born in which city ?</p> <p>a) Oxford
b) Stratford-upon-Avon
c) Snitterfield
d) Sussex</p> | <p>5) How old was Shakespeare when he got married?</p> <p>a) 17
b) 18
c) 19
d) 20</p> |
| <p>3) What were the names of Shakespeare's father and mother ?</p> <p>a) Abraham and Sara
b) William and Anne
c) John and Mary
d) Charles and Elizabeth</p> | <p>6) How many children did Shakespeare have ?</p> <p>a) 1 b) 2
c) 3 d) 4</p> |
| | <p>7) How much did Shakespeare write?</p> <p>a) 1 play, 38 sonnets and 154 epic narrative poems
b) 38 plays, 154 sonnets, and 2 epic narrative poems
c) 54 plays, 38 sonnets and 5 epic narrative poems
d) 54 plays, 5 sonnets, and 38 epic narrative plays</p> |

8) When did Shakespeare write his plays?

- a) 16th and 17th Century
- b) 15th and 16th century
- c) 17th and 18th Century
- d) 14th and 15th Century

9) In what year did Shakespeare die?

- a) 1642 b) 1623 c) 1599 d) 1616

10) How many words did Shakespeare actually 'invent'?

- a) About 3,000
- b) None!
- c) About 1,000
- d) About 13,000

Handing-out the scripts

The teacher gives out the script "Sketch 13" from the "English Script" book.

Shakespeare's house

Scene: The living-room of a house in Stratford-upon-Avon, the town where Shakespeare was born

Characters: Sidney and Ethel (tourists), a man

(Sidney and Ethel come into the room.)

Sidney: Well, Ethel, here we are in Shakespeare's front room. This must be where he wrote all his famous tragedies.

Ethel: I'm not surprised, with furniture like this.

Sidney: What do you mean?

Ethel: Well, look at that armchair. He can't have been comfortable, sitting there.

Sidney: Don't be silly! He probably sat at this table when he was writing tragedies.

Ethel: Oh. yes...Look!

(She shows Sidney a typewriter.)

Ethel: This must be Shakespeare's typewriter.

Sidney: Shakespeare's typewriter?

Ethel: Yes. He must have written all his plays on this.

Sidney: Ethel! That can't be Shakespeare's typewriter.

Ethel: Why not?

Sidney: Because Shakespeare didn't use a typewriter.

Ethel: Didn't he?

Sidney: No, of course he didn't. He was a very busy man. He didn't have time to sit in front of a typewriter all day. He probably used a tape-recorder.

Ethel: A tape-recorder?

Sidney: Yes. I can see him now. He must have sat on this chair, holding his microphone in his hand saying: 'To be, or not to be.'

Ethel: What does that mean?

Sidney: Ah well, that is the question.

Ethel: Sidney, look!

Sidney: What?

Ethel: Over here. This must be Shakespeare's television.

Sidney: Shakespeare's television?

Ethel: Yes. It must be. It looks quite old.

Sidney: Shakespeare didn't have a television.

Ethel: Why not?

Sidney: Why not? Because he went to the theatre every night. He didn't have time to sit at home, watching television.

Ethel: Oh.

(They hear someone snoring.)

Ethel: Sidney, what's that? I can hear something. Oh, look!

Sidney: Where?

Ethel: Over there. There's a man over there, behind the newspaper, I think he's asleep.

Sidney: Oh, yes. He must be one of Shakespeare's family. He's probably Shakespeare's grandson.

Ethel: Ooh!

Sidney: I'll just go and say 'Hello'.

(He goes over to the man and shouts.)

Sidney: Hello!

Man: What? Eh? What's going on?

Sidney: Good morning.

Man: Good mor- Who are you?

Ethel: We're tourists.

Man: Tourists?

Sidney: Yes.

Ethel: It must be very interesting, living here.

Man: Interesting? Living here? What are you talking about?

Sidney: Well, it must be interesting, living in a famous house like this.

Man: Famous house?

Ethel: Yes, there must be hundreds of people who want to visit Shakespeare's house.

Man: Shakespeare's house? Look, there must be some mistake.

Sidney: This is Shakespeare's house, isn't it?

Man: This is Number 34, Railway Avenue...and I live here!

Ethel: Yes. You must be Shakespeare's grandson.

Man: Shakespeare's grandson?

Ethel: Yes.

Sidney: Ethel! Look at this!

Ethel: What is it?

Sidney: Look at it!

(He is holding an ashtray.)

Ethel: Ooh, Shakespeare's ashtray!

Sidney: Yes, William Shakespeare's ashtray! Mr. Shakespeare, I would like to buy this ashtray as a souvenir of our visit to your grandfather's house.

Man: For the last time, my name is not -

Sidney: I'll give you ten pounds for it.

Man: Now listen...Ten pounds?

Sidney: All right then - twenty pounds.

Man: Twenty pounds for that ashtray?

Ethel: Well, it was William Shakespeare's ashtray, wasn't it?

Man: William Shakespeare's...Oh, yes, of course. William Shakespeare's ashtray.

(Sidney gives the man twenty pounds.)

Sidney: Here you are. You're sure twenty pounds is enough...

Man: Well...

Sidney: All right then. Twenty-five pounds.

(He gives the man another five pounds.)

Man: Thank you. And here's the ashtray.

(The man gives Sidney the ashtray.)

Sidney: Thank you very much.

Ethel: I hope we haven't disturbed you too much.

Man: Oh, not at all. I always enjoy meeting people who know such a lot about Shakespeare. Goodbye.

Ethel: Goodbye.

(Ethel and Sidney leave.)

Listening (5 minutes)

The students listen to the script which is given with the book. It has got an important advantage that the scripts are read by native speakers which will help students to understand the target language in a better way. The script is listened to once.

Comprehension (5 minutes)

The teacher asks some questions about the text in order to control the students whether have understood or not. There are some example questions. The expected answers are in the parentheses.

Where are the two people? (They suppose that they are in the Shakespeare's house but actually they are in the wrong house)

Who are Ethel and Sidney? (They are tourists.)

Who makes not true deductions? (Ethel is the one who makes wrong deductions.)

What things did they see at the house? (Armchair, typewriter, television, Shakespeare's grandson, ashtray.)

What did they buy as a souvenir? (The ashtray)

How much money did they buy the astray? (Twenty-five pounds)

Discussion (10 minutes)

The teacher asks students some questions to make discussion.

What do they feel if they are in a famous person's house?

What do they feel if the house is wrong?

Language Work (15 minutes)

The students firstly read the text by themselves. They try to guess the meaning of unknown words. (typewriter, asleep, famous, souvenir, ashtray, disturb) The teacher gives a word search about the unknown words.

Fill in the blanks with the correct words from the list.

disturb / silly / asleep / famous / snore / type-writer / probably / ashtray / furniture /
tragedy / souvenir / grandson

- 1) Van Gogh is the best known painter in the world.
- 2) My four year old daughter was on the sofa.
- 3) You are busy. I hope I don't you.
- 4) Sandra bought a of the summer of 2009.
- 5) The secretary has just typed the letters with the
- 6) My grandfather when he is sleeping.
- 7) is an material that you can put your cigarettes on it.

8) The best..... are made from pine tree.

9) Hamlet is a

10) This is a Question.

11) David's birthday will be on Thursday.

12) Kütahya is for porcelain.

Performing the Script (10 minutes)

The students read the script from the handouts and the teacher gives feedback about the wrongly pronounced words.

Cultural Information (5 minutes)

The teacher talks about the actual house of Shakespeare. She shows some pictures from the house and makes her students to think about the house. Also the teacher gives some examples of new words that are found by Shakespeare.

- My salad days (Anthony and Cleopatra)

(The days of one's youthful in experience)

- In a pickle (The Tempest)

(In a quandary or some other difficult position)

- Fair Play (The Tempest)

(Properly conducted conditions for a game, giving all participants an equal change)

- As cold as stone (Henry V)

(Very cold)

- Et tu, brute ? (Julius Caesar)

(and you, Brutus?)

- Love is blind (The Merchant of Venice)

- The game is up (Cymbeline)

(The game is over, all is lost)

APPENDIX 8

Script 5

A TICKET TO BIRMINGHAM

The script is called “A Ticket to Birmingham”. The script is performed in 1979. The script is taken from the book “English Sketches, Sketches from the English Teaching Theatre Intermediate Book 2”. Doug Case and Ken Wilson are the writers of the book. The book is composed of 32 scripts which are appropriate for English language learners.

Here is the lesson plan.

Class: A2 Level

Topic: Means of transportation

Date: May 13th, 2011

Objectives: To have the students learn and use new vocabulary introduced in the lesson.

Materials: Pictures, listening CDs, games, worksheets, handouts.

Activities

Warm-up Activities (10 minutes)

The teacher gives a map of Turkey which shows airlines, highway routes and rail ways. Then the teacher asks her students to make sentences. An example is in the below:

A : I want to go to Edirne.

B : You can go by train.

C: You can go by plane.

Handing-out the scripts

The teacher gives out the script “Sketch 16” from the “English Script” book.

A ticket to Birmingham

Scene: A Railway Station in Britain

Characters: A traveler, a British Rail employee

(The BR employee is sitting at a table, reading a newspaper. The traveler comes in.)

Traveler: Excuse me.

BR employee: Can I help you?

Traveler: Yes, I want a ticket.

BR employee: A ticket?

Traveler: Yes. I want a ticket to Birmingham.

BR employee: A ticket to Birmingham?

Traveler: Yes.

BR employee: Why?

Traveler: Why what?

BR employee: Why do you want a ticket to Birmingham?

Traveler: Well...

BR employee: Birmingham's a terrible place! It's awful! If I were you, I wouldn't go to Birmingham.

Traveler: I live there.

BR employee: Now, Oxford's a very nice place.

Traveler: I live there.

BR employee: Why don't you go to Oxford?

Traveler: I live there!

BR employee: What? In Oxford?

Traveler: No! In Birmingham!

BR employee: Oh.

Traveler: And I want to go to Birmingham today.

BR employee: Impossible.

Traveler: What?

BR employee: It's impossible. It'll take you three days.

Traveler: Three days?

BR employee: Oh, yes. It'll take you at least three days - walking.

Traveler: Walking?! I don't want to walk to Birmingham!

BR employee: You don't want to walk?

Traveler: No

BR employee: Oh, I understand.

Traveler: Good.

BR employee: You want to run.

Traveler: Run?!

BR employee: You'll get very tired if you run

Traveler: Listen -

BR employee: If I were you, I'd walk.

Traveler: I don't want to walk, and I don't want to run. I want to take the train.

BR employee: The train? Ha! You'll get there much faster if you walk.

Traveler: Now, don't be ridiculous. I want a ticket for the next train to Birmingham.

BR employee: The next train to Birmingham?

Traveler: Yes. When is it?

BR employee: Pardon?

Traveler: What time is it?

BR employee: I don't know. I haven't got a watch.

Traveler: No! I mean: What time is the train? What time does the train leave?

BR employee: Oh, I see. Sorry. I'll check.

(He picks up the telephone and dials a number.)

BR employee: Take a seat.

Traveler: Thank you.

(The traveler sits down.)

BR employee: *(On the phone)* Hello? Bert?.. Who's that? Oh, hello, Charlie... Where's Bert?...Is he? Oh, well, is Eric there?... Hello Eric?...Isn't Bert there?...Oh, dear – very sad. Is Arthur there?...Hello? Arthur?...Who? Oh, hello, Charlie. Is Bert there?

(The traveler is getting impatient.)

Traveler: Look - can you please find out when the next train to Birmingham leaves?

BR employee: Yes, all right. *(On the phone)* Er...Charlie...Who's that? Eric?...Oh, Arthur. Can I speak to Dave?...Yes OK, I'll hold on.

(The traveler is getting more impatient.)

Traveler: Look!

BR employee: It's all right, I'm holding on, *(On the phone)* Dave?...Hello, Dave. This is Sid. Very well, thanks – and you?...Good, Listen, Dave, there's something I must ask you. How's your wife? Did she?

Traveler: The next train to Birmingham!

BR employee: Oh, yes. *(On the phone)* Dave, I've got a young man here. When is the next train to Birmingham? Yes... Yes...Yes... Yes... Yes. Thanks, Dave. Hold on.

Traveler: Well?

BR employee: He doesn't know.

Traveler: He doesn't know?

BR employee: No.

Traveler: Why not?

BR employee: Well, Dave doesn't work at the station.

Traveler: He doesn't work at the station?!

BR employee: No. Dave works at the cafe across the road. You should never ask Dave about trains.

Traveler: I didn't ask him. You asked him!

BR employee: Eric's the one who knows about trains.

Traveler: Well, ask Eric then.

BR employee: Right. (*On the phone*) Er...Dave, can you put Eric back on?...Eric?...Eric, I've got a young man here. It's about trains to Birmingham. When is the next one?... Right...OK...Fine...Super...Smashing...Super... Fine... OK... Right. Thanks, Eric. Bye.

(*He puts down the telephone.*)

Traveler: So, when is the train?

BR employee: The train, yes. Well, there's a small problem.

Traveler: What's that?

BR employee: They can't find it.

Traveler: They can't find what?

BR employee: They can't find the train. It's lost.

Traveler: Lost?!

BR employee: Well, it's not exactly lost. They know where it is.

Traveler: Well, where is it?

BR employee: It's somewhere between here and Birmingham.

Traveler: This is terrible.

BR employee: Yes, but it happens every day. If I were you, I'd start walking.

Traveler: But I'm in a hurry.

BR employee: Well, run then.

Traveler: I don't want to run.

BR employee: Well, take a taxi!

Traveler: I don't want to take a taxi!

(*The telephone rings. The traveler answers it.*)

Traveler: Hello!!!...It's for you.

(*The BR employee takes the telephone.*)

BR employee: Thank you (On the phone)Hello? Sid speaking. Who's that?...Eric! Hello! What is it?...The train to Birmingham?...What?...Marvelous. Where was it? At Platform 2? It was there all the time. Amazing...OK, Eric, I'll tell him. Bye.

(*He puts down the telephone.*)

BR employee: Well, there is a train to Birmingham.

Traveler: Marvelous.

BR employee: It's at Platform 2.

Traveler: Wonderful.

BR employee: And it's leaving any minute now.

Traveler: Oh, good. A second-class single to Birmingham, please.

BR employee: Pardon?

Traveler: Can you give me a second class single to Birmingham?

BR employee: No. I can't.

Traveler: Why not?

BR employee: Well, this isn't the ticket office.

Traveler: What?!

BR employee: The ticket office is next door.

Traveler: Oh, no!

BR employee: What's the matter?

Traveler: I'm going to miss the train!

BR employee: Don't worry. You've got plenty of time.

Traveler: Plenty of time? The train's leaving any minute now.

BR employee: Yes, but there's no hurry.

Traveler: Why not?

BR employee: Because I'm the driver.

Traveler: You're the driver?!

BR employee: Yes. The train can't leave without me, can it?

Traveler: No.

BR employee: Now, you come with me.

Traveler: Platform 2?

BR employee: No. Dave's cafe.

Traveler: Oh, right.

BR employee: We'll have a nice cup of tea and a sandwich before we go.

Traveler: Lovely.

BR employee: And I'll introduce you to Dave and his wife. I think you'll like them...

(They leave, chatting.)

Listening (5 minutes)

The students listen to the script which is given with the book. It has got an important advantage that the scripts are read by native speakers which will help students to understand the target language in a better way. The script is listened to once.

Comprehension (5 minutes)

The teacher gives out a worksheet about the text in order to control the students whether have understood or not. It is an activity that is about the speech of characters in the script. Students put a (X) to the correct item.

Who says this ???

Put a tick into the correct item.

	Traveller	BR Employee
Excuse me.		
Can I help you ?		
Birmingham is a terrible place.		
I don't walk to Birmingham.		
If I were you, I'd walk.		
What time does the train leave?		
Take a seat.		
Don't be ridiculous.		
But I'm in a hurry.		
Well, there is a train to Birmingham.		
What's the matter ?		
The train's leaving any minute now.		

Discussion (10 minutes)

The teacher asks students some questions to make discussion. If the traveler hadn't gone to Birmingham, what would he feel? The teacher hands out the worksheet about this activity which had the question "If you were in the shoes of traveller, what would you feel? Write a letter to traveller's wife which explains your feelings, emotions".

Language Work (15 minutes)

The students firstly read the text by themselves. They try to guess the meaning of unknown words. The teacher gives out a worksheet that requires the students to choose the correct definitions of the unknown words.

Circle the correct definitions of the words below:

1) Ridiculous :

- a) someone or somebody is very stylish.
- b) someone or somebody is very foolish.

2) Seat :

- a) An object that you can sit on it.
- b) An object that you can stand on it.

3) Exactly :

- a)An adjective that emphasizes that is correct, no more, no less.
- b)An adjective that emphasizes that is incorrect, no more, no less.

4) Pick up :

- a) to hang somebody.
- b) to lift something up.

5) Hurry :

- a) to move or act with great haste.
- b) to move or act slowly.

6) Employee :

- a) a person goes out every day.
- b) a person employed for wages or salary.

7) Terrible :

- a) extremely bad or serious.
- b) in a good condition.

8) Ticket :

- a) a piece of paper or card that gives the holder a certain right, esp. to enter a place, travel by public transport, or participate in an event.
- b) a piece of paper that makes you to feel million dollars.

9) Impatient :

- a) to wait
- b) having or showing quick behaviors.

10) Dial :

- a) to call by telephone.
- b) to delay, to postpone.

Performing the Script (10 minutes)

The students read the script from the handouts and the teacher gives feedback about the wrongly pronounced words.

Cultural Information (5 minutes)

The teacher gives some information about the city of Birmingham and shows some picture of the city.

“It is the most populous British city outside London, with a population of 1,028,701 (2009 estimate). People from Birmingham are known as 'Brummies', a term derived from the city's nickname of “Brum”. Bullring is a major commercial area of Birmingham, England. It has been an important feature of Birmingham since the Middle Ages, when its market was first held. It has been developed into a shopping

centre twice; first in the 1960s, and then in 2003. The name Bull Ring referred to the green within Corn Cheaping which was used for bullbaiting. The 'ring' was a hoop of iron in Corn Cheaping to which bulls were tied for baiting before slaughter.
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