

The Novel as Textbook: Using Literature as a Teaching Material to Teach Greek as a Foreign Language to Adults

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List of Abbreviations & Acronyms

- CALL:** Computer-Assisted Language Learning
CEFR: Common European Framework of Reference for Languages
CGL: Centre for the Greek Language
CLT: Communicative Language Teaching
CPH: Critical Period Hypothesis
DIY: Do It Yourself
FL: Foreign Language
FLT: Foreign Language Teaching
GFL: Greek as a Foreign Language
GSL: Greek as a Second Language
L1: First Language (native language)
L2: Second Language (second or foreign language)
S: Student
SL: Second Language
SLA: Second Language Acquisition
SMG: Standard Modern Greek
YAL: Young Adult Literature

ABSTRACT

Much research in the field of Foreign Language Teaching (FLT) demonstrates that using literature as a teaching material in the FL classroom can contribute significantly to learning the target language. In particular, in the field of teaching Greek as a Foreign Language (GFL), the importance of using literature as a supplementary teaching material in the Greek language classroom and the practical considerations involved have been the focus of a number of papers in the last few years. Nevertheless, there has not yet been an investigation on the use of an unabridged literary work, a novel in particular, as the core, not supplementary, material of instruction.

The present study, drawing on the field of Language Teaching Research, was an attempt to examine one aspect of this topic by investigating whether adult GFL learners would find an unabridged Greek novel appropriate for the development of their language skills in Greek. In particular, this study attempted to investigate the feasibility and effectiveness of using a ‘novel-textbook’ as the main teaching material in the GFL classroom based on the learners’ opinions.

In this context, the term ‘novel-textbook’ refers to the selected Greek novel together with its accompanying materials prepared by the teacher/researcher and used as the alternative *textbook package* of the course.

The study was carried out in a classroom at the Dutch Association in Athens, Greece.

Data was obtained from twelve (n=12) adult students of various nationalities who participated voluntarily.

A quantitative approach was used for collecting and analysing data. A quasi-experimental one group pretest-posttest design that allowed the researcher to make inferences on the effect of the intervention was found to be particularly suitable for this project. In the present study, the intervention took the form of a Greek language course employing a ‘novel-textbook’ in order to teach Greek as a foreign language to adults.

Quantitative data was gathered from the following sources: a) a numerical rating scale questionnaire on the participants' opinions (pre-intervention and post-intervention) about using a 'novel-textbook' as the main teaching material to learn Greek, and b) a Likert scale course materials evaluation questionnaire.

The findings revealed that the majority of the adult GFL learners in this study found that a 'novel-textbook' was appropriate for the development of their language skills in Greek. Moreover, the majority of the participants considered literature an essential part of learning Greek as a foreign language and stated that they would, thus, attend a Greek language course where a 'novel-textbook' was the main teaching material. Last but not least, the findings also revealed some issues relating to the preparation of the accompanying materials.

The insights from this study confirm the feasibility and effectiveness of using a novel as the core material of instruction in the adult GFL classroom and provide empirical evidence for the recommendations concerning the implementation of the 'novel-textbook' in GFL teaching. Thus, the present study suggests that, although traditional GFL textbooks are invaluable resources for teaching Greek, they are not the only choice for a given course.

Declaration

'I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.'

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CHAPTER 1

Introduction to the Study

1.1 Introduction

This chapter offers an introduction to the present study. To this end, it has been divided into four parts in order to include the main aspects involved. In particular, Part A outlines: a) the background of the study, b) the statement of the problem, c) the study's aim and the research questions, d) the research methodology employed, e) its significance and contribution, and f) the structure of the thesis. Part B presents the context of Greek as a Foreign Language (GFL) in Greece and abroad. Part C discusses some of the main issues involved in FL teaching and learning relevant to this study, and, finally, Part D focuses on FL teaching materials, their importance and development, and introduces the materials employed for the purposes of the present research.

PART A: *The Research Project*

1.2 Background of the Study

Recently, there has been a growing interest in learning Greek not only by repatriated Greeks or Greeks in the diaspora, but also by foreigners. There are people who want to learn Greek because they wish to work, study or live in Greece, or because they want to get to know Greece and Greeks better (Antonopoulou, Tsangalidis & Moumtzi, 2002). Thus, the teaching of Greek as a foreign language (GFL) is a topic of great interest to scholars and educators in both Greece and Cyprus, where Greek is an official language (Pavlou & Christodoulou, 2001).

In the case of Greece, there is a long tradition of GFL teaching. Courses of GFL are offered by all Greek universities and also by many state and private institutions in various parts of Greece. Such programs are also attended by Greek teachers from abroad who wish to improve their knowledge of Greek as well as to get informed on or trained in

modern methods of teaching Greek as a foreign language and on new teaching materials (Antonopoulou, Tsangalidis & Moutzi 2002). The primary aim of these courses is to equip learners with the skills necessary to adequately understand and produce Greek in order to communicate effectively in everyday situations.

To this end, a large number of GFL teaching materials has been produced with the GFL textbook forming the central focus of instruction. Also, in the field of GFL research a number of papers regarding materials have been published in the last few years. In some of these, the important role of literature as a teaching material in the Greek language classroom is significantly emphasized.

Nevertheless, the number of texts of Modern Greek literature appearing in GFL textbooks for adult learners is very limited (Kokkinidou, 2011). One of the main reasons may be the misconception that texts referring to specific communicative situations are more suitable for a FL course which sets communicative competence as its primary goal. Thus, the form, frequency and extent to which literature is employed in the GFL classroom depends mainly on the teachers, many of which, given the important role of literature in FL teaching and learning, choose to use either complete literary works or extracts to supplement textbooks.

In this context, the idea for the present research originated from the interest and enthusiasm my adult students exhibited every time we used Modern Greek literature, especially short stories, as a supplementary material in the classroom. These literary texts, all of which were intended for native speakers of Greek, were accompanied by a number of teacher-prepared materials which helped students to explore the texts further. The students' active engagement with these texts prompted the inquiry relevant to this research project which was an attempt to investigate whether adult upper-intermediate/B2¹ GFL learners would find a 'novel-textbook', used as the course's core material of instruction, appropriate for the development of their language skills in Greek.

¹ It corresponds to level B2 of the official levels of the Common European Framework of Reference for Languages (CEFR).

In doing so, the importance of traditional GFL textbooks was by no means undermined; however, it is suggested that they are not the only choice for a given course. Thus, in the context of the present study, the term ‘novel-textbook’ has been used to refer to the selected novel together with its accompanying materials prepared by the teacher/researcher and used as the alternative *textbook package* of the particular GFL course.

1.3 Statement of the Problem

Much research in the field of FLT demonstrates that using literature as a teaching material in the FL classroom can contribute significantly to learning the target language. As McRae states, “[t]he language/literature interface is probably the richest vein of learning potential for learners at all levels of language...” (1996, p.23). In the relevant literature some of the most common arguments in favour of employing literary texts in the FL classroom are: a) literature provides valuable authentic input for language learning (Collie & Slater, 1987), b) it creates authentic conditions for the learners to learn and practice the target language (Ghosn, 2002), c) it assists learners in the development of all language skills as it allows for extensive reading, writing, listening (e.g., books on tape) and speaking (e.g., oral presentations, discussions, role-plays) (Gareis, Allard & Saindon, 2009; Lazar, 1993; Povey, 1972), d) it increases learners’ motivation and stimulates their imagination by providing narrative, “plot, character development, the context of settings, suspense, conflict, and resolution...” (Gareis, Allard & Saindon, 2009, p.145), e) it fosters personal involvement as learners participate emotionally in the process of learning the target language and relate what they read to the real world (Collie & Slater, 1987; Duff & Maley, 1990), providing a more involving source for pedagogic activities (Lazar, 1993), f) it “actively promotes a process of interpretation ... and negotiation of its meanings” (Carter & McRae, 1996, p.12) assisting learners to develop particular sense-making procedures for interpreting language use in any discourse context (Widdowson, 1984), g) it bridges the cultural gap as it increases the learners’ insight into the society of the target language (Collie & Slater, 1987; Gareis, Allard & Saindon, 2009).

In the field of GFL teaching, the importance of using literature as a supplementary teaching material in the GFL/GSL classroom and the practical considerations involved have been the focus of some papers in the last few years (see Sapiridou & Fotiadou, 2000; Apostolidou, Paschalidis & Hondolidou, 2002; Natsina, 2006; Lukashvili, 2009; Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011; Agathos, Tsotsorou, Giannakou, Dimopoulou, Roubis & Montzoli, 2011; Kokkinidou, 2011; Agathos, Giannakou, Dimopoulou, Montzoli, Roubis & Tsotsorou, 2012; Kokkinidou, 2012; Villar Lecumberri, 2012, 2013; Roubis, 2015).

Nevertheless, there has not yet been an investigation on the use of an unabridged literary work, an unabridged novel in particular, as the core, not supplementary, material of instruction. The present study is an attempt to investigate exactly this area.

However, it should be pointed out that this is by no means an exhaustive investigation on the particular topic as the areas of enquiry and the theoretical and practical considerations involved are undoubtedly numerous. Thus, this study intends to offer an introduction to the topic and serve as a starting point for further extensive research.

1.4 Aim of the Study & Research Questions

The main aim of the present study is to answer some questions related to GFL pedagogy in order to gain a better understanding of the practice of language teaching and its contribution to language learning. In particular, the study attempts to investigate the feasibility and effectiveness of using a *novel-textbook* as the core teaching material in the GFL classroom based on the learners' opinions.

With this aim in mind, the researcher attempted to answer the following research questions:

Overarching Research Question:

Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their language skills in Greek?

Research sub-questions:

1a. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their grammar skills in Greek?

1b. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their vocabulary skills in Greek?

1c. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their reading skills in Greek?

1d. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their writing skills in Greek?

1e. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their listening skills in Greek?

1f. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their speaking skills in Greek?

1.5 Methodology

The study was carried out in a classroom at the Dutch Association in Athens, Greece. Data was obtained from twelve (n=12) adult students of various nationalities who participated voluntarily. The participants were both male and female, with ages ranging from early twenties to early sixties. Although all of them had attended GFL courses before, either at the Dutch Association or elsewhere, none of these courses had employed a novel or literature in general as its core material.

The study was conducted within the theoretical framework of post-positivism and a quantitative approach was used for collecting and analysing data. In alignment with the aim of this research, a quasi-experimental one group pretest-posttest design that allowed the researcher to make inferences on the effect of the intervention was found to be particularly suitable for this project. In the particular study, the intervention took the form

of a Greek language course employing a ‘novel-textbook’ in order to teach Greek as a foreign language to adults.

Questionnaires were used to gather data. This method of data collection is very common in the field of foreign language teaching as it can be used

to gather information about the effectiveness of a unit or an entire course – information such as students’ general impressions of the course or unit and its various components (content, organization, materials or equipment, and activities), and their satisfaction with their achievements in the language as a result of the course or unit. (Genesee & Upshur, 1996, pp.128-129)

In particular, quantitative data was gathered from the following sources: a) a numerical rating scale questionnaire on the participants’ opinions (pre-intervention and post-intervention) about using a novel as the main teaching material to learn Greek, and b) a Likert scale course materials evaluation questionnaire. The data collected from the evaluation questionnaire played a supplementary role in helping to enhance confidence in findings.

For the analysis of the data collected from the pre-post intervention questionnaire, a Wilcoxon Signed-Rank Test was performed using SPSS statistics. The data collected from the course materials evaluation questionnaire was entered in SPSS to yield the distribution of students’ responses for each questionnaire item in the form of percentages.

1.6 The Significance & Contribution of the Study

The significance of the present study lies in the fact that although it recognises that traditional GFL textbooks are invaluable resources for teaching Greek, it suggests that they are not the only choice for a given course. Thus, it investigates and proposes the use of alternative teaching materials, namely the ‘novel-textbook’, as the central focus of instruction, which seems to facilitate GFL teaching and learning. The study suggests that the benefits of using literature in the GFL classroom can be fully exploited and extended when a ‘novel-textbook’ is used as the main teaching material. In particular, it is

proposed that employing a ‘novel-textbook’ can provide teachers with the opportunity to use the material in a number of creative ways in order to enhance their learners’ language skills and create a stimulating learning environment.

Although some research has been conducted on the use of literature as a supplementary material in the GFL/GSL classroom, the possibility of using it as the central teaching material of a course has not yet been investigated. Thus, the present study wishes to contribute to FL pedagogy by providing an investigation of the learners’ opinions on the use of an unabridged novel as the main material of instruction which seems to have a lot to offer to GFL teaching and learning.

1.7 The Structure of the Thesis

The present thesis consists of six chapters.

Chapter 1, the present chapter, offers an introduction to the research project including its aims and research questions, and a discussion of the main issues involved.

Chapter 2 presents the literature review regarding the use of literary texts in the FL classroom in general and the GFL classroom in particular, identifies the gap in the current literature on the use of literary texts in the GFL classroom and presents the theoretical framework on which the present study was based.

Chapter 3 presents an analysis of the study’s intervention, i.e. the use of the ‘novel-textbook’ as the central teaching material of a GFL course for adult B2 learners, its design, content and delivery.

Chapter 4 discusses the methodology employed in the present study. It presents the research design, the data collection and analysis instruments and procedures, the participants and the research site. It also addresses some ethical considerations.

Chapter 5 presents the research findings according to each data collection instrument, and offers a discussion of these findings in order to answer the research questions of the study.

Finally, Chapter 6 presents the conclusions drawn from the study, its limitations and pedagogical implications, and makes some recommendations for further research.

PART B:

The Context of Greek as a Foreign Language (GFL) in Greece and Abroad

1.8 The Greek Language

Greek is the official language of Greece with approximately 12,000,000 speakers and one of the two official languages of Cyprus with approximately 700,000 speakers. It is also spoken around the world by a significant number of Greeks of the diaspora.

The Greek language has been uninterruptedly used since antiquity by the same people and has, together with Latin, contributed to the formation of the Western thought by providing basic concepts and key-words² (Babinotis, 2016).

In his article “*English as a Classical Language*”, the widely known professor of Linguistics David Crystal characterizes the English language as a ‘classical language’, meaning that over two-thirds of its vocabulary derives from the two classical languages, Greek and Latin. As he points out:

² Such as *theory* (θεωρία) and *empirical* (εμπειρική) or *practical* (πρακτική), *system* (σύστημα) and *method* (μέθοδος), *logic* (λογική) and *organisation* (οργάνωση), *hypothesis* (υπόθεση), *criteria* (κριτήρια), *hierarchy* (ιεραρχία), *category* (κατηγορία) and *taxonomy* (ταξινόμηση), *analysis* (ανάλυση) and *synthesis* (σύνθεση), *ideas* (ιδέες), *theses* (θέσεις) and *themes* (θέματα), *crisis* (κρίση) and *problems* (προβλήματα), *technology* (τεχνολογία) and *machine* (μηχανή), *type* (τύπος) and *analogy* (αναλογία), *phase* (φάση) and *programme* (πρόγραμμα), *sphere* (σφαίρα) and *atmosphere* (ατμόσφαιρα), *diagnosis* (διάγνωση), *symptoms* (συμπτώματα) and *therapy* (θεραπεία) and *clinical* (κλινικός), *enthusiasm* (ενθουσιασμός), *mystery* (μυστήριο) and *magic* (μαγεία), *symmetry* (συμμετρία), *rhythm* (ρυθμός) and *style* (στιλ) (style<lat.stylus< gr.στύλος), *period* (περίοδος) and *epoch* (εποχή), *tone* (τόνος), and *melody* (μελωδία), *politics* (πολιτική), *democracy* (δημοκρατία), *dialogue* (διάλογος) and *monologue* (μονόλογος), *energy* (ενέργεια), *poetry* (ποίηση), *theatre* (θέατρο) and *drama* (δράμα), *philosophy* (φιλοσοφία), *physics* (φυσική), *economy* (οικονομία), *biology* (βιολογία), *mathematics* (μαθηματικά) and *arithmetic* (αριθμητική), *symphony* (συμφωνία), *music* (μουσική) and *orchestra* (ορχήστρα), *school* (σχολείο), *academy* (ακαδημία), *athletics* (αθλητισμός), *myth* (μύθος) and *history* (ιστορία), *grammar* (γραμματική), *syntax* (σύνταξη), *lexical* (λεξικός), *phrase* (φράση), *syllable* (συλλαβή), *paragraph* (παράγραφος), *alphabet* (αλφάβητο) and *semantics* (σημασιολογία), *automatic* (αυτόματοι), *electronic* (ηλεκτρονικοί), *atomic* (ατομικοί), *mechanisms* (μηχανισμοί), *fantastic* (φανταστικός) and *idiosyncratic* (ιδιοσυγκρασιακός), *dogmatic* (δογματικός), *strategy* (στρατηγική) and *skeptical* (σκεπτικιστικός), *Christ* (Χριστός), *catholic* (καθολικός), *cathedral* (καθεδρικός), etc (Babinotis, 2016).

... in many ways more important than the historical perspective is to follow the living history of the language change today, and to see the Classical languages continuing to be used as a dynamic source of new words, of lexical creation. And not just in academic domains... What is so fascinating is to see how we still rely on Latin and Greek to talk about entities and events which are at the heart of modern life. (2001, p.21)

Although the Greek language has been evolving for several thousand years, most Greeks today could read literature written in the 6th century B.C. and understand some of its meaning. The fact that so little has changed in such a long period of time is really noteworthy. As professor of Greek, Roderick Saxey (n.d., para.15) mentions:

I remember my exultation while standing on the Mediterranean shore at learning from my pocket dictionary that the modern word for "wave" is *to kuma*, the same as in Homer; my delight in seeing little children able to make puns on the ancient inscription at the Oracle at Delphi; and the awe and wonder at studying Linear B and finding the same words I had heard so often on the bus or at the vegetable market.

Today, the *Standard Modern Greek (SMG)* variety (dialect) operates as the official language of Greece. It developed from the spoken *Demotic*³ while keeping a number of more formal and archaic characteristics found in *Katharevousa*. In the written form of the language, a number of styles and elements that stem from more than one varieties are used (Horrocks, 1997).

The term *Greek Language* encompasses all the numerous Greek dialects, including Pontic, Cretan, SMG and the Cypriot dialect (Horrocks, 1997). Among all these linguistic

³ The creation of the Independent Greek State in 1830 required an agreed form of the language used in administration and education. On the one hand were the 'purifiers' - the most renowned of which was Adamantios Korais (1748-1833), a Greek humanist scholar - who wanted to 'purify' and 'rectify' the language according to the rules of Ancient Greek ('*Katharevousa*', i.e. purified language), and on the other the 'demoticists' supporting the language of the 'demos' (lay people), called '*Demotic*' (Dragoumis, 2006). In 1888, Yannis Psycharis (1854-1929), a Greek linguist teaching in Paris, published his demoticist manifesto, *To taxidi mou (My journey)* where he argued that linguistic purism acted as a distraction from Greece's mission to become a modern nation rooted in contemporary reality (Dragoumis, 2006). After a very long period of controversy with Greek intellectuals being divided in hostile camps, in 1976 the '*Demotic*' was officially recognized as the language of government and education (Mackridge, 2009).

varieties (dialects), one, namely the SMG, has been selected to operate as the standard norm. However, it should be pointed out that the selection of a dialect as a country's standard language is based upon economic, social, geographic, political and historical circumstances, and not on aesthetic or other subjective criteria (Pavlou & Christodoulou, 2001).

1.9 Greek as a Foreign Language (GFL)

Up to 1960 Greek was only taught occasionally and the number of foreign learners of Greek in Greece was extremely limited. It was in 1962 when the first program of GFL was organised at the Aristotle University of Thessaloniki. It responded to the need of an increased number of foreign students to learn Greek before they proceeded to attending their University courses (Antonopoulou, Tsangalidis & Moutzi, 2002). At the same time, a similar program was starting at the Student Mensa of the National and Kapodistrian University of Athens. The first established courses were offered by the *School of Modern Greek Language* at the University of Thessaloniki and the *Modern Greek Language Teaching Centre* at the University of Athens in 1970 and 1975 respectively (Antonopoulou, Tsangalidis & Moutzi, 2002). The aims of these programs have been the following:

1. The teaching of Modern Greek as a second/foreign language;
2. The certification of the level of knowledge of Modern Greek as second/foreign language;
3. The exposure of foreigners to various facets and themes of Greek culture;
4. Hands-on practical training of students of the Master's Degree Programme for the Teaching of Modern Greek as a second/foreign language.

(“Modern Greek Language Teaching Centre”, 2011, para.3)

Today, courses of GFL are offered by all Greek universities and also by many state and private institutions in various parts of Greece.

The teaching of GFL outside of Greece began around the end of the 19th century (Tsotsorou, n.d.). Today, although the number of students at University departments of Greek, either Classical or Modern Greek, has fallen considerably, there are many programs organised outside universities by Greek communities, language centres and people's universities which involve greater numbers of students of both Greek and non-Greek descent (Antonopoulou, Tsangalidis & Mouttzi, 2002).

1.9.1 The Centre for the Greek Language (CGL)

In 1994 the Centre for the Greek Language (CGL), a non-profit organization supervised by the Greek Ministry of Education, Lifelong Learning and Religious Affairs, was established in Thessaloniki. It has been designated as a national point where information on all matters concerning the Greek language and its teaching as a second or foreign language is collected and disseminated (Antonopoulou, Tsangalidis & Mouttzi, 2002). Among the aims of the Centre are:

1. The overall support and promotion of the Greek language in Greece and abroad.
2. The subsequent reinforcement of Greek national identity in the Greeks of the diaspora.
3. The organisation of the teaching of Greek to foreigners in Greece and abroad.
4. The support to teachers of the Greek language in Greece and abroad.
5. The production of all relevant materials that may contribute to the promotion and spread of the Greek language.

(Antonopoulou, Tsangalidis & Mouttzi, 2002, p.6)

Moreover, in 1998 the Centre for the Greek Language was assigned the exclusive and overall responsibility for the examination procedure through which the *Certificate of Attainment in Greek* may be awarded (“Centre for the Greek Language Examinations”, 2015). The establishment of the *Certificate of Attainment in Greek* in 1998 responded to a

persisting request of all learners of Greek in Greece and abroad for an officially recognized state certificate of attainment in Greek.

Up to 1998 the certificates issued by the University of Thessaloniki and the University of Athens were the only certificates of attainment in Greek which were recognised by the Greek state (Antonopoulou, Tsangalidis & Moutzi, 2002). However, no provision was made for anyone living abroad since the examinations for the certificates issued by the two Universities are only held in Greece (Antonopoulou, Tsangalidis & Moutzi, 2002).

Since 1999, when the Centre for the Greek Language began conducting the examinations, the interest in the Greek language has been reinforced and has led to an increase in the number of Greek language classes for adults in many countries (Tsotsorou, n.d.) (see Table 1.1). Additionally, some countries have established their own examinations of Greek language proficiency (Tsotsorou, n.d.).

The examinations for the *Certificate of Attainment in Greek* are held every May. A certificate is issued for successful candidates at the following six levels of attainment in Greek: A1 (A1 for children 8-12 years old, and A1 for adolescents and adults), A2, B1, B2, Γ1 and Γ2. The levels are linked to the corresponding levels of the Common European Framework (CEFR). The examination covers all four language skills, i.e. Listening, Reading, Writing and Speaking (Antonopoulou, Tsangalidis & Moutzi, 2002).

Table 1.1 *Certificate of Attainment in Greek: Number of Examination Centres and Candidates Worldwide from 1999 to 2016 (source: The Centre for the Greek Language)*

Year	Number of Examination Centres	Number of Candidates
1999	13	565
2000	24	1,004
2001	31	1,326
2002	46	1,940

2003	48	2,081
2004	61	2,263
2005	68	2,504
2006	70	2,760
2007	79	2,768
2008	98	3,031
2009	111	3,438
2010	117	3,678
2011	117	4,018
2012	116	3,949
2013	100	3,802
2014	108	3,935
2015	119	3,850
2016	120	4,150

1.9.2 ‘Παιδεία Ομογενών’: The Greek Diaspora Education Project

Apart from the Centre for the Greek Language, the Centre of Intercultural and Migration Studies of the University of Crete is responsible for the realization of the project ‘Παιδεία Ομογενών’ (‘Education of the Greek Diaspora’). This project, which began in 1997, aims at the development and promotion of the Greek language and culture to students of the Greek diaspora, as well as non-Greek students who wish to learn Greek as a foreign language (“Greek Education Abroad”, 2016). According to the information that can be

found on the project's webpage, the following three actions have been organised ("Greek Education Abroad", 2016):

Action I: ATHENA

The first objective of this action is to produce studies in the following areas:

- The conditions in which the teaching of Greek in educational institutions abroad takes place.
- The social areas in which Greek language is used abroad.
- The organizations responsible for the teaching of the Greek language.
- The sociocultural and linguistic pre-conditions (levels of language learning) of students.
- The abilities and strategies to promote the teaching of Greek as a foreign language to non-Greek speaking people abroad.
- The ability and the method of establishing bilingual educational programs in schools of the reception countries.

The second objective is the production of teaching materials either in text or electronic form, for the teaching of Greek to students of both Greek and non-Greek origin.

Action II: PROMETHEUS

The objective of this action is the in-service training of Greek teachers who have been sent overseas, and the continuing in-service training of immigrant teachers, who will act as multipliers at the regions where they teach.

Action III: HERMES

Finally, the objectives of the HERMES action are: i) the creation of multimedia applications for the teaching of Greek language to students of Greek and non-Greek background, ii) the creation of databases in which statistical data will be included, iii) the production of book lists and resource material for the teaching of the Greek language and

culture, and iv) the creation of an online communication network in which people and organizations involved in the teaching of the Greek language and culture in Greece and abroad will be able to participate.

PART C:

Foreign Language Teaching and Learning

1.10 Foreign Language Teaching & Learning

Since the second half of the 20th century there has been a remarkable increase in foreign language learning (Graddol, 2000). The European Union has identified proficiency in foreign languages as “vital for a lifetime of successful participation in society” (EURYDICE, 2002, p.3). In fact, it cites several benefits which learning a foreign language can provide:

Competence in **foreign languages** has long been recognised as an indispensable economic and social resource within a culturally and linguistically diverse Europe and beyond. Competence in foreign languages is not limited to technical skill in a particular language but also includes openness to different cultures and respect for others and their competence and achievements. Learning other languages promotes an extended sense of identity, making people feel part of more than one linguistic and cultural community. It also increases people’s employment, education and leisure options, which in turn may generate a whole range of personal, social and workplace competencies. (EURYDICE, 2002, p.17)

A distinction is often made between ‘second’ (SL) and ‘foreign’ (FL) language teaching and learning. The former implies that the learner resides in an environment where that language is spoken, whereas the latter refers to the teaching and learning of a non-native language largely inside a classroom and outside of the environment where it is commonly

spoken (Moeller & Catalano, 2015). Nowadays both SL and FL teaching set as their primary goal helping learners achieve *communicative competence*⁴.

In the area of research, the term Second Language Acquisition (SLA) is a general term that includes both SL and FL teaching and learning (Kramsch, 2000). It is concerned with how people learn a language other than their first in any context and focuses on both the processes and the products of this learning (Van Patten, 1999). It draws on the disciplines of linguistics, psychology, education, language pedagogy, sociology, anthropology, and neurobiology (Moeller & Catalano, 2015).

1.10.1 FLT & Teaching Methods: An Overview

The history of language teaching in at least the last one hundred years has been characterized by a search for more effective FL teaching methods. This search has reflected the recognition of changes in the kind of proficiency learners need (Richards & Rodgers, 2001).

... [A] method comprises both ‘principles’ and ‘techniques’. The principles involve five aspects of second- or foreign-language teaching: the teacher, the learner, the teaching process, the learning process, and the target language/culture. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioural manifestation of the principles – in other words, the classroom activities and procedures derived from an application of the principles. (Larsen-Freeman, 1986, p.xi)

Since the 20th century, when language teaching came into its own as a profession (Richards & Rodgers, 2001), FL teaching and learning have undergone a number of paradigm shifts as a result of SLA research, language theories, and experiences which have expanded the scientific and theoretical knowledge on how students learn a FL. This, in turn, has led to the development of a number of different teaching methods. “Common to each method is the belief that the teaching practices it supports provide a more

⁴ See section 1.11 below.

effective and theoretically sound basis for teaching than the methods that preceded it” (Richards & Rodgers, 2001, p.1).

Although methods are now used flexibly and creatively based on the teacher’s individual judgment, beliefs, values, principles, and experiences (Richards & Rodgers, 2001), becoming familiar with the techniques and principles of a specific method will always be essential for FL teachers in order to make informed choices.

What follows is a brief overview of eight well-known methods which have significantly influenced FLT. Based on Larsen-Freeman’s (1986) discussion of language-teaching methods, each method is presented according to its principles regarding: a) the purpose of FL learning, b) the areas of language and skills emphasized, and c) the characteristics of the teaching/learning process.

1. The Grammar-Translation Method

- a) i) Read literature written in the FL.
 - ii) Intellectual development through the mental exercise of FL learning.
- b) Grammar, vocabulary, reading and writing.
- c) The FL is approached through detailed analysis of its grammar rules first; grammar is taught deductively; translation into and out of the FL; memorization of grammar rules and grammatical paradigms; vocabulary is taught through bilingual word lists, dictionary study and memorization; accuracy is emphasized.

2. The Direct Method

- a) Learn to think in the FL in order to be able to communicate in the FL.
- b) Vocabulary and speaking.
- c) No translation; grammar is taught inductively; meaning and the FL are associated

directly through the use of realia⁵, pictures, or pantomime; the syllabus is based upon situations or topics.

3. The Audio-Lingual Method

- a) Use the FL automatically without stopping to think in order to communicate.
- b) The patterns of the language and the oral/aural skills.
- c) Vocabulary and structure are presented through dialogues; grammar is taught inductively; learning takes place through imitation, repetition, and drills (such as substitution, transformation, question-and-answer); correct responses are positively reinforced; reading and written work of students is based upon the oral work earlier done.

4. The Silent Way

- a) Use the FL for self-expression.
- b) Pronunciation and the structures of the language.
- c) The study of the language begins through its sounds which are introduced through a sound-colour chart; pronunciation, reading and spelling are learned through color-coded charts; situations set up by the teacher focus student attention on a language structure; with very little spoken cues, students are guided to produce the structure; the teacher works with them, focusing on pronunciation; by making choices and exploring the language, students gain autonomy in the language.

5. Suggestopedia

- a) Use the FL for everyday communication.

⁵ Real objects, including classroom items.

- b) Vocabulary and speaking.
- c) The classroom environment should be as comfortable and relaxing as possible; students choose a new identity; students work with handouts containing lengthy dialogues in the FL, a translation and some grammar and vocabulary notes; learning takes place in two phases, the receptive phase and the activation phase; the activities include question-and-answer exercises, games, singing, dancing, and dramatizations.

6. Community Language Learning

- a) Use the FL communicatively.
- b) Understanding and speaking the language.
- c) The teacher helps students express what they want to say by giving them the FL translation in chunks which are then recorded; following this stage, a conversation transcript is made and the native language equivalents are written beneath the FL words; the students work with the transcription text and explore the language they generated further through various activities; throughout the lesson, students are invited to say how they feel.

7. The Total Physical Response Method

- a) Learn to communicate in the FL.
- b) Grammar, vocabulary and understanding the spoken word.
- c) The lesson is conducted in two phases; in the first phase, the teacher issues commands to a few students and then performs the actions with them; in the second phase, the same students perform the actions alone demonstrating in this way that they can understand the commands; the commands are often humorous; after learning to respond to these oral commands, the students learn to read and

write them; students speak when they are ready and become the ones who issue the commands.

8. The Communicative Approach

- a) Communicative competence.
- b) Language functions, discourse level of language, cohesion, coherence, reading, writing, speaking, listening.
- c) Students use the FL a lot through communicative activities such as games, problem-solving and information-sharing tasks, and role plays; focus on communicative activities which involve interaction and negotiation of meaning; use of authentic materials.

Among the methods outlined above, *Communicative Language Teaching (CLT)* is the one most commonly employed in GFL teaching today (Kokkinidou, 2011) and the courses conducted set as their primary goal the development of *communicative competence*. As Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou (2011) mention, “Developments in teaching methods led Greek language course books to substantially renewed forms, since they have followed communicative method techniques and models as practiced in major European languages” (p.830).

In the particular study, the GFL course employing the ‘novel-textbook’ as the main teaching material, which constitutes the intervention part of the study, was also conducted within the framework of *Communicative Language Teaching*. The principles and techniques of CLT are discussed in more detail in the section that follows.

1.11 Communicative Language Teaching (CLT)

Most of the methods discussed above set as their primary goal enabling learners to communicate using the target language. Additionally, many of these same methods

consider the acquisition of grammatical competence to be adequate for communication. Richards (2006, pp.2-3) defines grammatical competence as follows:

Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page.

However, in the 1970s the centrality of grammar in FL teaching and learning began to be questioned. It was argued that although grammatical competence was important in FL teaching and learning, being able to use the target language communicatively involved something more than that (Richards, 2006). This is when the broader concept of *communicative competence* was developed within the sub-discipline of sociolinguistics and led to the development of *Communicative Language Teaching (CLT)* or the *Communicative Approach*. The concept of communicative competence includes both *knowledge* of language and *ability* for use. CLT, which has been widely implemented since the 1990s, starts from a theory of language as communication and sets communicative competence as the goal of FL teaching and learning (Richards & Rodgers, 2001).

Since the 1970s a number of models of communicative competence have been proposed. The most commonly referred model has been that of Canale & Swain (1980), further elaborated by Canale (1983), developed to serve both instructional and assessment purposes. It includes the following components:

1. Grammatical competence - the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).
2. Sociolinguistic competence - the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).

3. Discourse competence - the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).
4. Strategic competence - the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

(Celce-Murcia, Dörnyei & Thurrell, 1995, p.7)

The model proposed by Canale & Swain (1980) and Canale (1983) clearly indicates that learning a foreign language involves much more than knowing its structure and vocabulary. As Peterwagner (2005, p.13) points out, “[c]ompetence is ... more than knowledge in the abstract... [I]t also includes the **ability** to make use of this knowledge according to convention”.

1.11.1 The Core Characteristics of Current CLT Practices

What differentiates CLT from other methods or approaches is the absence of any single model that is universally accepted as authoritative. It is often considered not to be a method per se as it draws on a number of different educational paradigms and traditions (Richards, 2006). It “refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures” (Richards & Rodgers, 2001, p.172), depending on a given learning context. Describing typical CLT classroom procedures is not feasible as communicative principles can be employed for the teaching of all skills, at all levels, and because the literature on CLT discusses a great variety of classroom activities and exercise types (Richards & Rodgers, 2001).

However, despite the lack of a universally accepted CLT model, there seems to be some degree of consensus regarding the core characteristics exhibited in current CLT practices. Wesche & Skehan (cited in Brandl, 2008, p.7) describe these characteristics as follows:

- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.
- Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels.
- Approaches that are learner-centred in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

The characteristics presented above reflect in fact some of the methodological principles that underlie current CLT practices and, being derived from SLA research, are considered to facilitate second language acquisition. These methodological principles refer to: a) the classroom activities, b) the materials, and c) the role of the teacher and the learner. Let us briefly discuss each one separately.

Classroom activities

The range of classroom activities compatible with a communicative approach is unlimited. Effective activities include communicative tasks which engage learners in communication, interaction and negotiation of meaning, such as information sharing, problem solving, and role play, using several language skills. While input plays a very important role in FL learning and, thus, needs to be as rich as possible, meaningful and comprehensible, learners must be active conversational participants who negotiate the input received (Brandl, 2008).

True communication is meaningful and meaningfulness supports the learning process. Since language is a tool for communication, the activities should also parallel the ‘real world’ as much as possible. As SLA research has shown, “new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities” (Doughty & Long, 2003, p.58). For this reason, *communicative tasks* are considered to play a pivotal role in language learning. According to Norris, Brown, Hudson, & Yoshioka (1998, p.31),

the best way to learn and teach a language is through social interactions... [They] allow students to work toward a clear goal, share information and opinions, negotiate meaning, get the interlocutor's help in comprehending input, and receive feedback on their language production. In the process, learners not only use their interlanguage⁶, but also modify it, which in turn promotes acquisition.

Long (1985) says that “by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between” (p. 89) and Skehan (1998) summarizes the parameters for a task activity in the FL classroom as follows:

(a) meaning is primary, (b) learners are not given other people's meanings to regurgitate, (c) there is some sort of relationship to comparable real-world activities, (d) task completion has a priority, and (e) the assessment of tasks are done in terms of outcome. (p. 147)

Furthermore, because learners have many pedagogical needs which call for a variety of tasks, there is a distinction made between *real-world tasks* and *pedagogical tasks* (Nunan, 1993). Real-world tasks *simulate* authentic task behaviour emphasizing the skills the learners will need in order to communicate effectively in the real world and focusing primarily on the achievement of an outcome (Brandl, 2008) (e.g., filling out a form, making a hotel reservation, buying a pair of shoes, inviting someone to a party, etc.). On the other hand, pedagogical tasks *prepare* learners for real-life usage by focusing on skills both in isolation and in combination, within a narrow context, taking into account the learners' skill level and developmental stage, the teacher's pedagogical goal, and the social context in which FL teaching and learning take place (Brandl, 2008). For example, a task directing the learners' attention to particular vocabulary and verb forms in isolation can *prepare* them for a subsequent real-world task. Thus, pedagogical tasks normally precede real-world tasks.

⁶ Introduced by the American linguist Larry Selinker (1972), the term 'interlanguage' (IR) refers to the linguistic system used by SL and FL learners who are in the process of learning a target language. This system is neither the system of the learners' native language nor the system of the target language, but falls between these two systems.

Moreover, the activities should link the grammatical development to the ability to communicate. Thus, grammar arises out of a communicative task which creates the need for specific items of grammar. These items are taught through activities that involve both inductive and deductive learning. Long (1991) called this approach to grammar teaching '*focus on form*' as opposed to '*focus on formS*'. The latter represents a traditional approach to grammar teaching where students work on isolated linguistic structures, while the former teaches grammar within context and through communicative tasks with a strong emphasis on the connection between form and meaning.

Finally, although activities aim at developing both fluency and accuracy, errors are viewed as a normal product of the learning process which is gradual and involves creative use of language.

Materials

For CLT, materials play a very important role and they can influence the quality of classroom interaction and language use (Richards & Rodgers, 2001). Effective materials are considered those that promote 'real-world' communication. With this aim in mind, adherents of CLT advocate the extensive integration of authentic materials in the FL classroom.

The term 'authentic materials' refers to materials produced by and intended for native speakers for non-pedagogical purposes (Bacon & Finnemann, 1990), but in order to fulfil some social purposes in the specific language community (Peacock, 1997). Such materials include, for example, newspapers, magazines, literature, restaurant menus, train tickets, videos, songs, TV, radio, photographs, the internet, etc.

The concept of authenticity is central to CLT and authentic materials are considered to facilitate the development of communicative competence for the following reasons:

- They contain authentic language, and can thus bridge the gap between the classroom and the real world (Kelly, Kelly, Offner & Vorland, 2002).
- They relate more closely to learners' needs, and thus provide a link between the classroom and learners' needs in the real world (Brandl, 2008; Richards, 2006).

- They provide the opportunity for a more creative approach to FL teaching as their content, when appropriately selected, can be purposeful, interesting, engaging, and relevant (Richards, 2006).
- They “can be motivating because they are proof that the language is used for real-life purposes by real people” (Nuttall, 1996, p.172). They also give learners self-satisfaction (Thanajaro, 2000) and a sense of achievement as they handle materials intended for native speakers of the target language.
- They provide exposure to the culture of the target language (Richards, 2006) and help learners overcome the cultural and social barriers encountered when learning a foreign language (Kim, 2000).

The role of the teacher and the learner

CLT defines the role of the teacher as that of facilitator/guide and agent of change in a learner/learning-centred environment (Moeller & Catalano, 2015). The teacher should create a classroom environment which will facilitate language learning and will provide learners with plenty opportunities to use – or negotiate with – the language (Brumfit, 1985), and to reflect both on language use and language learning (Richards, 2006). The teacher will also be the resource, initiator and organizer of the activities (Brumfit, 1985), a guide within the classroom activities and procedures, a “researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities” (Breen & Candlin, cited in Richards & Rodgers, 2001, p.167), and a co-communicator, although he/she will not always interact with the learners. More often the teacher will establish situations that promote communication between and among the learners (Larsen-Freeman, 1986).

Moreover, in order for the classroom environment to facilitate language learning, the teacher should recognize and respect the affective factors of learning. With communicative competence being the goal of CLT, anxiety has often been noticed among many language learners (Brandl, 2008). As Krashen (1982, p.127) contended in his Affective Filter Hypothesis, “[l]anguage learning must take place in an environment where learners are ‘off the defensive’ and the affective filter (anxiety) is low in order for

the input to be noticed and gain access to the learners' thinking". Thus, teachers should try to keep anxiety at a minimal level.

Regarding the learners, they have the central role in the FL classroom and the lessons are built around their backgrounds, interests, language needs, and goals. They are considered to "develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning" (Richards, 2006, p.23).

Their role within CLT is, above all, that of communicators (Larsen-Freeman, 1986). They learn to communicate by communicating. They are also seen as negotiators of the input received and of the learning process as a whole, and as responsible managers of their own learning.

CLT also places particular emphasis on *learner autonomy* (Littlewood, 1996; Nunan, 1996, 2000). Little (1990, 1991) points out that learner autonomy is not a teaching method, but rather an educational goal. Moreover, it does not refer to self-instruction nor to an abdication of responsibility on the part of the teacher (Little, 1990, 1991). According to Holec (1981, cited in Carter & MacRae, 1996, p.140), learner autonomy "is about *potential* learner behaviour, i.e. the *capacity* or *ability* to learn independently".

The core characteristics of current CLT practices briefly presented above mark a paradigm shift in FL teaching. Some of the key components of this shift include the following:

[1.] ... [T]he centre of attention shifts from the teacher to the student. This shift is generally known as the move from teacher-centred instruction to learner-centred instruction.

[2.] Focusing greater attention on the learning process rather than the products that learners produce. This shift is known as the move from product-oriented to process-oriented instruction.

[3.] Helping students to understand the purpose of learning and develop their own purpose.

[4.] An emphasis on the importance of meaning rather than drills and other forms of rote learning.

[5.] A view of learning as a lifelong process rather than something done to prepare students for an exam.

(Jacobs & Farrell, 2003, cited in Richards, 2006, pp.24-25)

In designing and delivering the GFL course of the present study, the core characteristics of current CLT practices presented above have served as a guide.

Moreover, since the study's intervention addresses adult GFL learners, some issues concerning adult FLT have also been taken into consideration in designing and delivering the course. These issues are discussed in the following section.

1.12 FLT & Adults

Every year numerous adults attend foreign language classes for several reasons: a) to advance their studies, b) to be able to help their children with homework, c) to have better career opportunities, d) for pleasure, etc. Although no language learner, whether younger or older, is the same and every teaching context is unique, both research findings and experience demonstrate that there are certain differences between children or younger learners and adult foreign language learners which the FL teacher should consider when teaching adults.

First of all, the context and situation for adult language learners are very different from those for younger learners or children (Nunan, 2011). The most obvious situation is that adult learners find themselves in a classroom usually after some years away from teachers and textbooks. Although their desire to learn may be intense, "the natural fear of attacking something new, as well [their] inhibitions of expressing [themselves], have increased with the years" (Zack, 1954, p.467). Moreover, Post (n.d.) proposes a number of issues to be considered. Most of these issues have been based on Malcolm Knowles's

theory of ‘andragogy’ which was introduced in 1967 and refers to the art and science of facilitating adult learning (as opposed to ‘pedagogy’, the teaching of children) (Knowles, 1990), a theory which still influences to a large degree the discussion about how adults should be most effectively taught. These issues include the following:

- Adult learners usually have work and family commitments.
- They usually have limited time to study due to their many responsibilities.
- They decide for themselves what is important to be learned.
- They need to validate the information based on their beliefs and experience.
- They expect what they are learning to be immediately useful.
- They have much experience upon which to draw.
- They may have fixed viewpoints.
- They have significant ability to serve as a knowledgeable resource to the teacher and their fellow learners.

Additionally, any discussion of the age factor in SLA gives major consideration to the existence of a critical period for the acquisition of the target language.

The Critical Period Hypothesis (CPH), first proposed by Penfield & Roberts (1959) and further developed by Lenneberg (1967), maintains that there are time constraints for first language acquisition beyond which full mastery cannot be achieved. In particular,

... children have a special capacity for language development that is supported by an innate language-learning mechanism. The critical period ends around puberty, after which time the innate mechanism is no longer available and language development is virtually halted. This phenomenon is ascribed to the loss of neural plasticity of the brain and the establishment of hemispheric lateralization. (Andrew, 2012, p.4)

The CPH has been extended to a critical period for SLA maintaining that after the onset of puberty the acquisition of native-like competence in the target language will be almost impossible (Andrew, 2012). In recent years, the *multiple CPH* proposed by Seliger

(1978) and Long (1990) has been adopted by some researchers in light of the complexity of the issue (Andrew, 2012). This theory maintains that there are different critical periods for the development of each language domain (e.g., phonology, lexicon, etc.).

Other researchers argue for the existence of a *sensitive* rather than critical period. According to this view, “early childhood represents an ideal, but not the only, time when a language can be acquired with native-like accuracy” (Baker, Trofimovich, Flege, Mack & Halter, 2008).

However, the abundance of conflicting evidence has led many researchers to question the existence of a critical or sensitive period for learning a foreign language. Although the belief that younger FL learners are generally more successful than older ones has a certain limited acceptance, age is not a stand-alone factor influencing foreign language learning (Bellingham, 2000). According to Andrew (2012, p.15), “[m]aturational constraints operate in conjunction with a number of other affective, psychological and social factors”. Thus, invoking biological explanations to account for limitations that appear in older foreign language learners can be really misleading (Bialystok & Hakuta, 1999). As Marinova-Todd, Marshall & Snow (2000, pp.27-28) point out,

Most adult learners of an L2 do, in fact, end up with lower-than-nativelike levels of proficiency. But most adult learners fail to engage in the task with sufficient motivation, commitment of time or energy, and support from the environments in which they find themselves to expect high levels of success. Thus, researchers and laypersons alike have been misled by a misemphasis on the average attainment of the adult learner. This misemphasis has distracted researchers from focusing on the truly informative cases: successful adults who invest sufficient time and attention in SLA and who benefit from high motivation and from supportive, informative L2 environments.

Moreover, although SLA research with FL learners in adult education contexts is limited, research findings reveal certain characteristics that adult language learners seem to possess:

- Adult language learners are goal oriented. They usually have a clear sense of why they are learning a foreign language and are, thus, more motivated to work consciously and actively on the development of their language proficiency (Johnstone, 2002; Nikolov, 2000).
- They have “greater cognitive and linguistic capabilities and conceptual complexity ... (e.g., attention span, information processing of a rich and complex range of input, memory storage capacity)” (Smith & Strong, 2009, p.2).
- They seem to have acquired a wider range of learning strategies (Johnstone, 2002), and are able to discuss their learning strategies and styles (Cohen, 1998).
- “They may be able to plot their new language on to concepts about the world which they already possess from their first language. This can help greatly in vocabulary acquisition ... and in making inferences as to meaning” (Johnstone, 2002, p.13).
- They need an accepting, secure, relaxed, and supportive learning environment that enables cooperation and collaboration, and increases motivation, confidence and self-esteem (Smith & Strong, 2009).

Finally, SLA research findings also seem to support that certain practices currently employed in the field of FLT are particularly beneficial to adult language learners. These practices are consistent with CLT principles and include the following:

- *Conversational interaction*: it "facilitates [FL] acquisition because it connects input; internal learner capacities, particularly selective attention; and output in productive ways" (Long, 1996, pp. 451-452).

- *Task-based teaching*: it encourages meaningful communication and authentic language use through learner-to-learner interaction (Moss & Ross-Feldman, 2003).
- *Focus-on-form approach*: grammar is taught in the context of meaningful activities and the teacher focuses on forms which learners find difficult to comprehend or produce (Long, 2000).
- *Vocabulary building through extensive reading and active meaning negotiation*: extensive reading and the use of new vocabulary in tasks (e.g., problem-solving tasks, information gap tasks) have a positive effect on vocabulary acquisition (Moss & Ross-Feldman, 2003).

In designing and delivering the adult GFL course conducted for the purposes of the present study, the factors and issues discussed in this section were thoroughly considered. In the following section, the teaching materials employed in the course are outlined and some issues regarding FL teaching materials, their importance and development, and their role in the study are discussed.

PART D:

FLT and Teaching Materials

1.13 Materials: An Essential Component of FL Teaching & Learning

During the last fifteen years there has been a considerable increase in the number and variety of GFL materials available to GFL teachers and learners. Materials are considered to play a very important role in the FL classroom. As Richards (2001, p.251) notes:

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally-prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the

language input learners receive and the language practice that occurs in the classroom.

Tomlinson (2001, p.66), defines ‘materials’ as “anything that can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on a cassette, CD-ROM, DVD, or the internet.”

Additionally, Ellis & Johnson (1994) emphasise the importance of materials by pointing out that the choice of materials: a) determines what kind of language the learners will learn, b) affects the way by which the learners will learn, and c) affects the factors of relevance and motivation in the FL classroom.

McGrath (2002) differentiates between four categories of materials: a) materials specifically designed for FL teaching and learning, b) authentic materials, c) teacher-prepared materials, and d) learner-generated materials. Moreover, Tomlinson (2001) makes a distinction between: a) instructional materials, which inform learners about the language, b) experiential materials, which expose the learner to the language in use, c) elicitive materials, which encourage the learner to use the language, and d) exploratory materials, which help the learner to make discoveries about the language.

The most commonly used material in FLT is considered to be the *FL textbook*. As Hutchinson & Torres (1994, p.315) note, “[t]he textbook is an almost universal element of teaching. No teaching-learning situation, it seems, is complete until it has its relevant textbook.” Tomlinson (1998, p.ix) defines a textbook as a book “which provides the core materials for a course”. Textbooks also help teachers to achieve the aims of the course as they provide them with a framework and a guide for conducting the lessons (Abdel Wahab, 2013). Thus, textbooks influence to a large extent what teachers will teach and what learners will learn. This type of material is produced by a commercial publisher, a Ministry of Education or a large institution (McGrath, 2013) and is normally accompanied by teacher’s notes, a student workbook, audio, video and computer-based material, and tests, forming what is known as the *textbook package*.

Additionally, in many cases, materials employed in the FL classroom also include teacher-prepared materials, either devised or selected by the teacher, such as authentic print materials, authentic recordings, tests, worksheets, activities, exercises, games, realia, photos, drawings, etc. (McGrath, 2013). Reference and practice materials which are commercially produced, but not part of the textbook package such as grammar books, dictionaries, skills books, readers, etc. are also employed (McGrath, 2013).

1.13.1 Materials, the Teacher & the Learner

The type of materials and the way they are used in the FL classroom demonstrate the kind of the relationship that exists between the teacher and the materials, the learners and the materials, and the teacher, the learner and the materials. Bolitho (in McGrath, 2013) outlined four ways of representing symbolically this relationship.

In the first representation (Figure 1.1), the teacher is the mediator between the materials and the learners. The materials cannot be accessed directly without the teacher's mediation (McGrath, 2013).

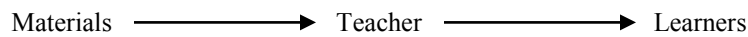


Figure 1.1 *The Relationship between the Teacher, the Learner & the Materials: A*

In the second representation (Figure 1.2), the teacher and the materials have equal status and are both seen as superordinate (McGrath, 2013).

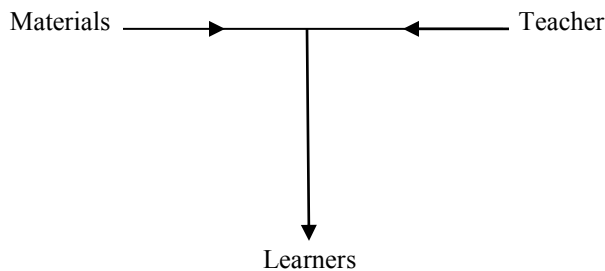


Figure 1.2 *The Relationship between the Teacher, the Learner & the Materials: B*

In the third representation (Figure 1.3), the learners are able to access the materials both directly and through the mediation of the teacher (McGrath, 2013). Moreover, the source of these materials is not shown as an external one; thus, materials might include commercially-created materials, teacher-prepared materials and learner-supplied materials (McGrath, 2013). Also, the circular representation shows that teachers and learners do not have to treat the materials in a serial fashion (McGrath, 2013).

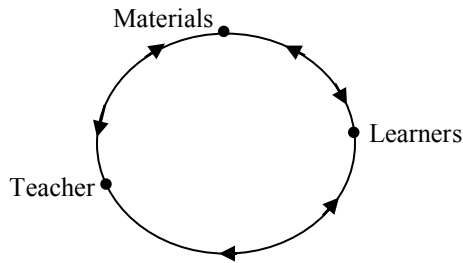


Figure 1.3 *The Relationship between the Teacher, the Learner & the Materials: C*

Finally, the fourth representation (Figure 1.4) seems to imply the same kind of relationship as Figure 1.3 above. However, in this representation materials are depicted as dominant. Moreover, since not all triangles are equilateral, if the base is shorter than the sides, a distance between the materials and both the teacher and learners may be implied either because they are too difficult to use or because they are not used a lot (McGrath, 2013). On the other hand, if the side between the materials and the teacher is shorter, it might imply that the teacher has a very close relationship with the materials (McGrath, 2013).

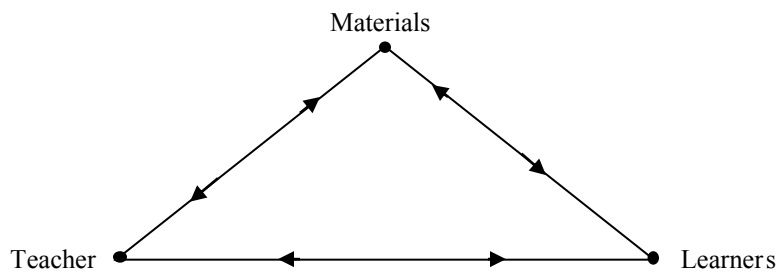


Figure 1.4 *The Relationship between the Teacher, the Learner & the Materials: D*

1.13.2 Materials Development & SLA Research

Tomlinson (2011, p.2) defines materials development as “anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output.” Materials development came into its own as a field of academic study in the mid-1990s. Until then, it was considered as something done by practitioners or as a subsection of methodology, in which materials mirrored the principles and procedures of methods (Tomlinson, 2012). Today materials development has progressed dramatically and is both a practical activity, which “involves the production, evaluation and adaptation of materials” and an academic field, which “investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of materials” (Tomlinson, 2012, p.144).

In developing effective materials for FL teaching and learning, the writer should consider a number of factors. Richards (2005) mentions *teacher factors* (i.e. language proficiency, training and experience, cultural background, teaching style), *learner factors* (i.e. language learning needs, interests, motivations, learning style), and *contextual factors* (i.e. school culture, classroom conditions, class size, availability of teaching resources). Apart from these factors, he stresses that the theory of language and language use reflected in the materials, and the theory of language learning on which the materials are based are of fundamental importance since these factors “will determine how the syllabus is implemented in the form of exercises, tasks, activities and learning experiences” (Richards, 2005, p.3). Thus, the development of materials should not rely on “intuitive feel for activities which are likely to work” (Tomlinson, 2013, p.95), but should be a principled application of theories of language acquisition.

Although there is not a consensus about which one theory of language acquisition would be more effective than the others in facilitating FL learning, materials development can undoubtedly benefit from SLA research input. In other words, SLA-derived principles can be employed in the development of materials in order for these materials to be, as Ellis (1997a, p.78) puts it, “in harmony with how learners learn”.

In a discussion relating materials to aspects of learning theory, Tomlinson (1998, pp.7-21) proposes sixteen generally accepted principles derived from SLA research which can be applied both to the development and selection of materials for the FL classroom.

Below is a summary of these principles:

1. *Materials should achieve impact*

Impact is achieved when the curiosity, interest, and attention of the learners are attracted. When this happens, language learning is facilitated. Materials can achieve impact through novelty, variety, attractive presentation, appealing content and achievable challenge. Since one thing might have impact on some learners, but not on others, offering choice to the learners maximises the likelihood of achieving impact.

2. *Materials should help learners to feel at ease*

Language learning is hindered when learners feel anxious, uncomfortable or tense. Most learners feel comfortable and relaxed with materials that, for example, do not have lots of different activities crammed on one page, contain texts and illustrations which are culturally familiar, are not testing them all the time, but try to help them learn, encourage personal participation, do not threaten their self-esteem, etc.

3. *Materials should help learners to develop confidence*

Self-confidence facilitates language learning. It can be built through activities which ‘push’ the learners a bit beyond their current level of competence, engage their minds and utilise their existing skills.

4. *What is being taught should be perceived by learners as relevant and useful*

Items that are of personal significance to the learner have a positive effect on language learning. This perception of relevance and utility can be achieved, for example, by using materials which learners are interested in, by relating what is taught to interesting and challenging classroom tasks, by helping learners to

achieve the task outcomes they desire, by giving them the opportunity to choose a topic or task, etc.

5. *Materials should require and facilitate learner self-investment*

Effective materials enable the learners to make discoveries for themselves, invest interest, effort and attention. This can be achieved through materials that provide the learners with choice of topic, focus and activity, involve them in mini-projects, ask them to find supplementary materials, etc.

6. *Learners must be ready to acquire the points being taught*

Learners must be mentally ready in order to acquire certain structures. Premature instruction can be harmful. Learner readiness can be achieved through materials which, for example, require the use of new variational features (i.e. features that can be learned at any point in the learner's development, e.g. vocabulary, some grammatical morphemes, etc.), contain roughly-tuned input so that some of the features are slightly above the learners' current level of competence, etc.

7. *Materials should expose the learners to language in authentic use*

Exposing learners to authentic use of the target language is necessary for language learning, but not sufficient. Learners also need to notice how the language is used and use it themselves for communicative purposes. Learners can be exposed to authentic input through the instructions materials give for activities, the activities they suggest such as following instructions that elicit physical responses, listening to songs, filling in forms, interviewing the teacher, etc. The input should be rich, varied, and understandable enough so that the learners are able to respond to it.

8. *The learners' attention should be drawn to linguistic features of the input*

Paying attention, either consciously or subconsciously, to linguistic features of authentic input can facilitate language learning. Noticing the gap between output (i.e. how learners currently understand or use a feature) and input (i.e. the equivalent feature in the target language) can act as an 'acquisition facilitator'.

Materials can include activities that invite the learners to read a transcript of a conversation with native speakers and compare their use of a particular linguistic feature with the way a native speaker uses it.

9. *Materials should provide learners with opportunities to use the target language to achieve communicative purposes*

Learners should not practice the language only in situations controlled by the teacher and the materials. There should be sufficient communicative interaction in order for language learning to be facilitated. Materials can achieve interaction through activities which require learners to communicate with each other and/or with the teacher in order, for example, to find out the other person's opinion or acquire information, require learners to write a story or a book or film review, improvise a drama, give formal instructions in the target language, etc.

10. *Materials should take into account that the positive effects of instruction are usually delayed*

Language learning is a gradual process and learners cannot be expected to learn a new feature and be able to use it instantly. Thus, learners should not be forced into premature production. Materials should recycle instruction and provide frequent opportunities for communicative use of the items taught.

11. *Materials should take into account that learners differ in learning styles*

Since different learners prefer different ways of learning, activities should be variable, catering for all styles of learning (such as visual, auditory, kinaesthetic, studial, experiential, analytic, global, dependent, and independent).

12. *Materials should take into account that learners differ in affective attitudes*

Everything presented in the language classroom is filtered through the motives, emotions and attitudes of the learners. Although no materials can cater for all these affective variables, the attitudinal differences of the learners should be taken

into consideration when developing materials. One way of dealing with these differences is to provide choice and variety.

13. Materials should permit a silent period at the beginning of instruction

Forcing premature speaking in the target language can have a negative impact on learners, especially on the reluctant ones. Learners are usually ready to speak after they have received sufficient exposure to the target language and have gained sufficient confidence. Thus, materials should not force premature speaking; however, they should not force silence either.

14. Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities

Too many mechanical drills, rule learning and similar activities require very little cognitive processing and usually result in shallow and ephemeral learning. Deeper and more durable learning can be achieved through a series of activities that are not trivial, stimulate thoughts and feelings in the learners, and require them to make use of past experience and their brains.

15. Materials should not rely too much on controlled practice

Most researchers agree that controlled practice has little effect on accuracy and fluency. Materials should give many more opportunities for communicative language use rather than for controlled practice.

16. Materials should provide opportunities for outcome feedback

Learners are more likely to benefit from feedback on the effectiveness rather than on the accuracy of their use of the target language. Apart from just practicing the language, activities should have other intended outcomes as well.

1.14 The Teaching Materials of the Study

In the GFL classroom, the textbook usually forms the core material around which most of the teaching and learning take place. In some cases, a *textbook package* is employed including, apart from the textbook, notes for teachers, a student workbook, audio, video and computer-based material, and tests. Additionally, teacher-prepared, reference and practice materials are often used.

As mentioned earlier in this Chapter, the particular study wishes to investigate the opinions of adult upper-intermediate GFL learners regarding the feasibility and effectiveness of using an unabridged novel, written for native speakers, as the main teaching material in the GFL classroom, i.e. as a textbook. For this reason, the ‘novel-textbook’ is employed as an alternative teaching material in the place of the traditional published textbook/textbook package. This alternative textbook has been called ‘novel-textbook’ in order to indicate that the selected novel is the core teaching material of the GFL course, as the traditional commercial textbook would be, around which all the accompanying materials have been selected and/or devised. Thus, the term ‘novel-textbook’ refers to the selected novel together with its accompanying materials prepared by the teacher/researcher and used as the alternative *textbook package* of the particular GFL course.

Alternative teaching materials are defined as any kind of materials used in the FL classroom excluding the commercial textbook/textbook package. They usually include *authentic* and *teacher-prepared* materials.

As far as *authentic* materials are concerned, Little, Devitt & Singleton (1995, p.45) give the following definition:

An authentic text is a text that was created to fulfil some social purpose in the language community in which it was produced. Thus novels, poems, newspaper and magazine articles, handbooks and manuals, recipes and telephone directories are all examples of authentic texts; and so too are radio and television broadcasts and computer programmes.

Teacher-prepared materials are materials selected or devised by the teachers themselves. They may include authentic materials and teacher-made materials such as texts, worksheets, pictures, games, exercises, etc.

As shown in Figure 1.5 below, *the novel-textbook* of this study consists of: a) an authentic text, the Greek novel ‘*Η Μοναξιά των Συνόρων*’ (‘The Loneliness of the Borders’) by Glykeria Grekou (2013), written for native speakers, and b) a number of teacher-prepared materials selected and/or devised by the teacher to accompany the novel.

In the section that follows, the components of the ‘novel-textbook’ are introduced. A detailed presentation of these components is made in Chapter 3, ‘The ‘Novel-Textbook’: From Theory to Practice’.

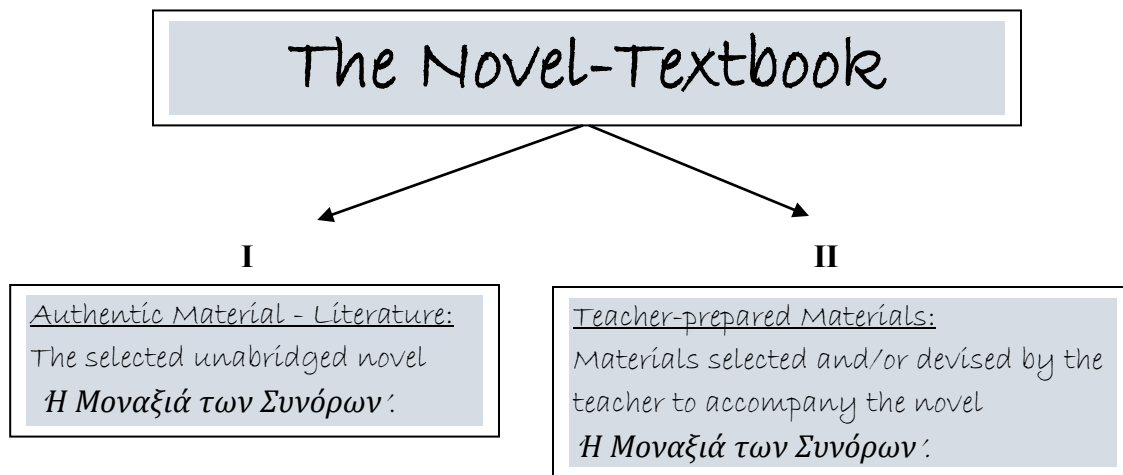


Figure 1.5 *The ‘Novel-Textbook’*

1.14.1 Materials I: The Novel as a Teaching Material

FL teaching materials should provide teachers with the appropriate exploitation opportunities through which they will be able to help their learners develop communicative competence. We should never lose sight of the fact that the learners’

primary reason for being in the FL classroom is to improve their skills in the target language.

In the case of literature, much research in the field of FLT has demonstrated that using the literary text as a teaching material in the FL classroom can contribute significantly to learning the target language. At first, a novel may not seem appropriate to form the central focus of instruction in the FL classroom as it does not include any grammar charts, vocabulary and grammar exercises, writing, listening or speaking activities. Moreover, it does not cater to specific proficiency levels and offers a reduced predictability of language structures (Gareis, Allard & Saindon, 2009). However, these ‘disadvantages’ are counterbalanced by a number of benefits offered by a carefully selected unabridged novel. Such a novel can be used as an effective teaching material in the FL classroom, helping both teachers and learners achieve their goal.

For example, Gareis, Allard & Saindon (2009) and Lazar (1990) suggest that the novel: a) provides authentic exposure to the target language, b) allows for extensive reading, which in turn facilitates general proficiency, c) by providing a compelling plot, characters, and an often rich cultural content, it “lends itself to the integration of reading education with the development of the other language skills including writing and cultural awareness, as well as listening (e.g., books on tape) and speaking (e.g., role-plays and discussions, Lazar 1993)” (Gareis, Allard & Saindon, 2009, p.137), d) supports the teaching of grammar and vocabulary as it provides an authentic built-in context where words, forms and structures are continually recycled, e) automatically recycles language and reinforces language acquisition naturally and continually by representing coherent characters, settings and a particular time, f) increases learners’ motivation and stimulates their imagination by providing narrative, “plot, character development, the context of settings, suspense, conflict, and resolution...” (Gareis, Allard & Saindon, 2009, p.145). Thus, it contributes to the engagement of the learner, providing a more involving source for pedagogic activities, g) encourages learners “to make predictions, draw inferences, and test out their hypotheses as they read” (Lazar 1990, p.205). In this way, their capacity for ‘making meanings’ in the target language is extended (Widdowson, 1984 in Lazar 1990), and h) as a fictional construct, it does not refer in any direct way to the ‘real

world'. For this reason, making any interpretation of the text requires negotiation or processing.

After a particular novel has been carefully selected, the teacher needs to prepare the materials that will accompany the literary work. This is very important in order for the benefits of using a novel in the FL classroom to be fully exploited, especially when the selected novel will form the central focus of instruction. These teacher-prepared materials are devised and/or selected by the teacher in order to help learners overcome any difficulties they might encounter and to take advantage of all the educational and linguistic opportunities provided by the novel.

1.14.2 Materials II: Teacher-Prepared Materials

As mentioned earlier in this chapter, the published textbook package usually forms the central focus around which most of the teaching and learning take place in the FL classroom. However, there are many cases where teachers, as creative and reflective practitioners, choose to prepare their own teaching materials for a number of reasons. Block (1991) calls those materials 'Do-It-Yourself' (DIY) and believes that teachers should replace, for at least part of the time, the commercial textbook with materials of their own.

The term 'teacher-prepared materials' refers to materials selected or devised by the teacher and can include the following:

- Authentic print materials (e.g. newspaper and magazine articles, literary extracts, advertisements, menus, diagrams and other print materials downloaded from the internet which were not designed for language teaching).
- Authentic recordings (e.g. songs, off-air recordings, recordings of academic lectures; Internet sources such as YouTube).
- Worksheets, quizzes and tests downloaded from the internet or photocopied from other sources.

- Teacher-developed materials (e.g. oral or written activities developed to accompany authentic or textbook materials, self-standing tasks and exercises, tests, overhead projector transparencies, PowerPoint presentations, CALL materials).
- Games (board games, Bingo, etc.).
- Realia (real objects, including classroom items) and representations (photos, drawings, including drawing on the board).

(McGrath, 2013, p.15)

Among the reasons of why teachers may wish to prepare their own materials are the following four given by Howard & Major (2004):

1. Contextualization: teacher-prepared materials can achieve a better ‘fit’ between the teaching context and the materials than commercial textbooks.
2. Timeliness: teacher-prepared materials contain up-to-date topics, responding to local and international events.
3. Individual needs: teacher-prepared materials can take into account the learners’ L1, their culture, learning needs and experiences, and use the appropriate organizational principle which can be changed during the course if necessary.
4. Personalization: teacher-prepared materials can take into account the learners’ interests and preferred learning styles.

Conversely, a list of disadvantages of teacher-prepared materials usually includes criticism concerning organization, quality and time. Unlike commercial textbooks, DIY materials may lack coherence, a clear direction and a clear progression. This can frustrate and confuse the learners as they are not provided with a “coherent body of work to remember and revise from” (Harmer, 2001, p.7). Additionally, teacher-prepared materials may be poorly constructed, containing errors, poorly selected texts and tasks, unclear instructions, and may lack clarity in print. Finally, it is not usually viable for teachers to prepare their own materials due to lack of time.

However, if teachers who wish to embark upon the task of developing their own materials, do not rely solely on intuition, but take into consideration a number of factors and follow a set of principles (see section 1.13.2), then teacher-prepared materials can be of great value in the FL classroom. As Block (1991, p.216) points out,

Materials development is simply one more element within the larger concept of teachers taking responsibility of what happens in their classes. If we are to be reflective practitioners in the field of [FLT], we need to consider all aspects of our teaching. I believe that preparing our own materials is one of those aspects.

1.15 Chapter Summary

This chapter offered an introduction to the present study which attempts to investigate the opinions of adult upper-intermediate GFL learners regarding the feasibility and effectiveness of using an unabridged novel, written for native speakers, as the core teaching material in the GFL classroom.

In particular, the context in which the present study was conducted and the problem which prompted the inquiry relevant to this study were discussed. The aim and the research questions of the study were then presented along with the research design employed to answer these questions. Following that, a reference was made to the significance and contribution of the particular study.

Additionally, in order to facilitate the understanding of the present study, this chapter also presented the context of Greek as a foreign language in Greece and abroad and discussed some of the main issues relevant to the study concerning FLT and the development of FL teaching materials. Moreover, it briefly introduced the teaching materials employed for the purposes of the study, namely the ‘novel-textbook’.

The chapter that follows reviews the place of literature in the GFL context and the benefits of employing literary texts for FLT purposes, and discusses a number of relevant issues. Moreover, the theoretical framework on which the present study was based is presented and discussed. Finally, the gap in the current literature on the use of literary

texts in the GFL classroom is identified and the place of the present study in the particular research area is discussed.

CHAPTER 2

The Literary Text in the FL Classroom: Literature Review & Theoretical Framework

2.1 Introduction

As discussed in Chapter 1, teaching materials play an important role in FL teaching and learning as they can provide (or not) teachers with the appropriate exploitation opportunities through which they will be able to help learners develop their language skills.

In the particular study, an unabridged literary text, the Greek novel ‘Η Μοναξιά των Συνόρων’ (‘The Loneliness of the Borders’) by Glykeria Grekou (2013), formed the central focus of instruction. Thus, the selected novel together with its accompanying materials prepared by the teacher/researcher was called the ‘novel-textbook’ and was used as the *textbook package* of the GFL course.

In employing a literary text as a teaching material in the language classroom, a number of issues are raised. For this reason, the particular chapter attempts to address some of the main issues involved. First of all, the meaning of the term ‘literature’ in this study is defined because a number of different definitions can be found in the relevant literature. Then, the place of literature in the GFL context and the benefits of using it for FLT purposes are reviewed, and a number of other considerations that accompany such a choice are discussed. Moreover, the different ways in which literature can be viewed and, thus, treated in the FL classroom are presented and the approach of the particular study is outlined. Finally, the previous research on the use of literary texts in the GFL classroom is reviewed and the place of the present study in this research area is discussed.

2.2 What is Literature?

*We need always remember that literary works are
by humans, about humans, and for humans.*

(Daniel R. Schwarz, 2008, p.17)

The question “What is Literature?” has given rise to a continuing controversy among literary theorists, critics, authors and linguists. Traditionally, *literature* has been thought of as “the ‘best’ writing produced in a given language or society, and this collection of ‘approved’ works has constituted the literary canon deemed by authority to be fit to study” (Maley, 2001, pp.180-181). In the post-modern age, however, there has been an attack against canonicity and *literature* has been widened to include works previously thought of as unworthy of study, such as much contemporary literature, writing by women, the genres of detective fiction and horror, and writing from different ethnic groups (Carter & McRae, 1996; Maley, 2001).

In general, literature is thought to be an imagined representation of human life and behaviour (Schwarz, 2008) which contributes in a sustained, complex and sophisticated way to our understanding of the human condition (Brumfit, 1989). In Schwarz’s (2008) words, “non-fiction helps us know; imaginative literature – fiction, poetry, and drama – helps us understand both ourselves and the world beyond ourselves” (p.38).

In this context of discussion, McRae (1996) goes further and makes a distinction between literature with a capital ‘L’, which refers to the classical texts, and literature with a small ‘l’ for any language which “does not simply **refer** to activities, entities and events in the external world, [but] it displays and creatively patterns its discourse in such a way as to invite readers to interpret how it **represents** that world” (McRae, 1996, pp.7-8). Thus, literature with a small ‘l’ can include popular fiction, fables, song lyrics, advertisements, newspaper headlines, articles, jingles, jokes, puns, etc.

Moreover, Brumfit & Carter (1986), Lazar (1993), and Short & Candlin (1986) reject the traditional notion that there is a separate *literary language*. In particular, Brumfit & Carter (1986) talk of ‘*literariness*’ in language with some uses of language being more or less ‘literary’ than others. Lazar (1993) points out that it is often quite difficult to identify

which texts are literary and which are not because “there is no specialised literary language which can be isolated and analysed in the same way as the language of specific fields, such as law; or specific media, such as newspapers” (p.6). Short & Candlin (1986) state that there are no linguistic features which can be found in literature but not in other kinds of texts. Linguistic features such as metaphor, simile, alliteration (repetition of consonants), assonance (repetition of vowel sounds), poeticisms (poetic lexis), structural ambiguity, and semantic density, which are believed to be the distinguishing marks of literature, can in fact be found in everyday colloquial speech, the world of discussion and debate, proverbs, children’s songs and games, advertisements, jokes, etc. They also point out that the difference between the occurrence of certain linguistic features in ‘literary’ texts as opposed to ‘non-literary’ texts is only a quantitative and not a qualitative one (Short & Candlin, 1986).

From this extension of the term ‘literature’ and the view that there is not a separate literary language but rather degrees of *literariness*, a need arises to specifically determine what differentiates literary works of fiction, poetry and drama from other forms of discourse.

First of all, according to Brumfit & Carter (1986), the ‘layering’ of linguistic features in order to produce a highly unified and consistent effect, and reinforce the message conveyed is much more pervasive in fiction, poetry and drama. In the same line, Littlewood (1986) believes that whereas literary works as instances of language structures in use are not qualitatively different from any other forms of linguistic performance, when stylistic variety is considered, then the differences begin to appear. As he puts it, “literature can draw on all available styles, from the most elevated to the most informal, in order to gain its effect or give its representation of life” (Littlewood, 1986, p.178).

Moreover, Carter & Walker (1989, p.6) suggest that “[a] basic element in [the] literary experience could be said to be the way in which literary texts do not so much *refer* to experiences as *represent* them”. The *representational* language of literary works is highly connotative, as opposed to *referential* language which is purely informational, and in

order for readers to decode meaning, they must engage their imagination (McRae, 1991), hypothesise, predict and interpret. Through this ‘creative response channel’ (Long, 1986), readers reconstruct meaning and personalise the text as they respond to it in terms of their personal experiences, background knowledge, opinions and beliefs. Thus, the interpretation of a literary work demands the active involvement of the reader in its unstated implications and assumptions (Lazar, 1993).

Furthermore, the language of literary works which is, as we saw, highly representational and characterised by a more pervasive ‘layering’ of linguistic features and stylistic variety, creates a context of events through the episodes, situations, and characters of the literary work (Littlewood, 1986) which, in their turn, give shape to human life and behaviour, the subject matter of literature. In such a context, “[t]he actual situation of the reader becomes immaterial as he or she takes on what D. W. Harding calls ‘the role of the onlooker’, looking on at events created by language” (Littlewood, 1986, p.179). In this process, the reader “begins to ‘inhabit’ the text” (Collie & Slater, 1987, p.6), achieving “the fullest possible awareness of human relevance” (Daiches, 1970, cited in Boyle, 1986, p.207) and making sense of his or her own life. In the same line, Schwartz (2008) believes that narratives teach as they organize human experience

... into a necessary, probable, and meaningful plot about human actions; we respond to a plot as a process, as a structure of affects, that continually proposes, qualifies, undermines, questions, and reformulates patterns of meaning – patterns which are, of course, conveyed by language but which move beyond discrete words to form mimetic units. (p.39)

According to Blau (2014, p.43), this plot about human actions “gives readers a safe opportunity to test for themselves values, ways of being, and desires that through such trials assist in the development of one’s aspirations, personality, and identity”.

It is exactly this combination of a) representational language, b) attention to meaning and form, c) the context of events, and c) the subject matter that, in my opinion, may be said to differentiate literary works from other kinds of texts. Thus, in the context of the present study, the term ‘literature’ refers to the literary works of fiction, poetry and

drama, within and beyond the literary canon, where human experience is manifested through a rich and multi-layered use of language.

2.3 Literature in the FL Classroom: Past & Present

Literature was a fundamental part of FLT in European education up to the middle of the 20th century. The teaching of the classics in Greek and Latin was the predominant practice and the study of a foreign language was generally associated with the close study of the canonical literature in that language (Kramersch & Kramersch, 2000). Within this ‘classical humanist’ paradigm, “an understanding of the high culture and thought expressed through literature took precedence over mere competence in using the language” (Maley, 2001, p.180). The literary text was considered to provide examples of good writing and illustrations of grammar and syntax (Duff, 1990) which were the focus of instruction. In such a context, the Grammar-Translation Method, which involved the memorization of vocabulary and grammar rules along with their exceptions and the application and practice of these rules through translation from L1 to L2 and vice versa (Das, 2014), was dominant. Also, the mental exercise of FL learning was considered to promote the intellectual development of the students (Larsen-Freeman, 1986).

However, in the middle of the 20th century, there was a tendency to eliminate literature from FL classes as students were finding the texts of the literary canon difficult, and the methodology that had been employed up to that point was rather inconsistent and seemed inefficient for the teaching of modern languages (Bobkina & Dominguez, 2014). Langer (1987, cited in Das, 2014, p.11) mentions that this situation “brought about an unexpected effect: an enthusiastic teacher-orator and passive, bored students unable to respond to the text”. Literature, due to its structural complexity and non-conformity, was considered to be irrelevant (Hall, 2005), to lack a communicative function (Llach, 2007) and did not seem to contribute to the development of linguistic proficiency (Topping, 1968). Thus, in the period from 1960 to 1980 there was a consistent rejection to the use of literary texts in the FL classroom.

In the GFL context of this period, the use of literature cannot be accurately investigated as no GFL textbooks had been published up to the 1960s and the use of literature in the GFL classroom depended on the teachers' initiative (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011). However, when a literary text was employed, it was not usually approached in a consistent way nor was it selected with particular pedagogic goals in mind (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011). When the first GFL textbooks were published in the 1970s they did not contain any literary texts and focused only on grammar and syntax without taking any other dimension of language into consideration (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011).

During this period, a reaction to traditional language teaching approaches began and the focus of FLT shifted from *grammatical competence* to *communicative competence* (Richards, 2006). The view of language as communication led to the development of Communicative Language Teaching (CLT) which saw in literature a valuable source of authentic texts which could facilitate the development of communicative language skills. As Hall (2005, p.51) points out, "this movement led to an important revival of the fortunes for literature in progressive classrooms from the 1980s".

Since then an increasing number of papers concerning the communicative use of literature in the FL classroom have been published. In today's FLT context, which is mainly based on principles derived from CLT and which sets communicative competence as its primary goal, literature is generally viewed as a valuable material which, when carefully selected and appropriately used, can play an important role in the development of the target language.

Along this line, during the 1980s a number of literary texts appeared in GFL textbooks. However, these texts were still approached with a focus mainly on grammar and vocabulary (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011). In the 1990s, due to the growing emphasis on the development of language awareness, the literary texts that appeared in GFL textbooks were accompanied by activities that also focused on text interpretation (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011). From the beginning of the 21st century to the present, there has been a more conscious

incorporation of literature in the GFL textbooks. The selection criteria are mainly based on the texts' readability, exploitability and suitability of content (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011). The activities that accompany the text aim not only to the development of vocabulary, grammar, reading, writing, speaking and listening skills, but also to the development of intercultural competence (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011) which is viewed as an important part of communicative competence.

2.3.1 The Literary Text as a Teaching Material in the FL Classroom

In the present study a novel formed the core material of instruction in a GFL course. The term *novel* refers to “an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting” (Burgess, 2016, para.1). The novel belongs to the genre of *fiction* which is “the art or craft of contriving, through the written word, representations of human life that instruct or divert or both” (Burgess, 2016, para.2).

In order for such a text to be used for FLT purposes, it should provide teachers with the appropriate exploitation opportunities through which they will be able to help learners improve their target language skills. For this reason, what follows is a review of the relevant literature on the benefits of employing a literary text and a novel, in particular, in the FL classroom.

Representational Material

Literary texts, and thus the novel, are representational and not referential. As Carter & Walker (1989, p.6) suggest, “[a] basic element in [the] literary experience could be said to be the way in which literary texts do not so much *refer* to experiences as *represent* them”. According to McRae (1996) this ‘non-referentiality’ of literature is “the key concept in the application of literary materials to language teaching” (p.17).

Traditional FL teaching materials are usually referential as they contain language which is purely informational, “one word has one meaning, one grammatical construction is right and another wrong, the words mean what they say, no more and no less” (McRae (1996, p.17). However, their importance should by no means be undermined. They are fundamental to language learners in order for them to acquire the system of the target language and understand the way it operates. “But as soon as degrees of referentiality come into play there is a move towards interpretative space” (McRae, 1996 p.20).

On the other hand, in representational language the rules are questioned and played around with (McRae, 1996). Representational materials are highly connotative and in order for readers to decode meaning, they must engage their imagination (McRae, 1991), hypothesise, predict and interpret. In this highly stimulating and motivating process, readers reconstruct meaning and personalise the text as they respond to it in terms of their personal experiences, background knowledge, opinions and beliefs (Huang, 2012). This ‘potential for meaning’ that literary texts have can be realised only through the interaction between the text and the reader (Wallace, 1992), for as Rodger (1983, p.46) puts it, “the words on the paper remain mere words on paper until a reader actively engages with them as intellectually and as sensitively as his knowledge of life and his command of the language will allow”. Thus, the interpretation of a literary text demands the active involvement of the reader in its unstated implications and assumptions (Brumfit & Carter, 1986; Lazar, 1993) with a constant reference back to the text in order to justify this interpretation (McRae, 1991).

Littlewood (1976, cited in Brumfit & Carter, 1986) and Widdowson (1983, cited in Brumfit & Carter, 1986) believe that these ‘procedures for making sense’ are much more in evidence in literary texts than in any other type of text. This deciphering of the literary text, which is often rich in multiple levels of meaning, is a crucial factor in the development of the students’ interpretative and language learning abilities (Brumfit & Carter, 1986; Lazar, 1993; Widdowson, 1983, cited in Brumfit & Carter, 1986).

For McRae (1996) this

controlled open response to language and the issues language raises is far and away the most fruitful teaching/learning resource available... In this context language learning is moving beyond the traditional four skills of listening, speaking, reading, and writing to the deployment of the indispensable but often ignored or taken-for-granted fifth skill, thinking. This involves going beyond the mechanisms of grammar practice, into areas of individual reaction and response which are firmly grounded in the language of the lesson and the level at which teacher and learner are working. At the same time the learner is invited to stretch beyond the limitations of level, to expand lexical and structural competence, to experiment with the target language in affective and practical ways. (pp.22-23)

For Long (1986, p.59) it is this “creative response channel which seems to be the strongest justification for the teaching of literature”. He also believes that through group and interaction activities, the language of literature enables learners to develop ‘a feeling for language’, what Carter & Nash (1990) call ‘seeing through language’, necessary for communicating effectively in the target language. In the same line, Brumfit & Carter (1986) maintain that this fluidity of representation found in literary texts can extend the students’ language into more abstract domains which are associated with advanced language competence. McRae (1991) calls such a process ‘dynamic learning’ and concludes that this “language/literature interface is probably the richest vein of learning potential for learners at all levels of language...” (McRae, 1996, p.23)

Authentic Material

Authentic materials are considered a valuable source for learning the target language (Agathos, Tsotsorou, Giannakou, Dimopoulou, Roubis & Montzoli, 2011) mainly because they expose learners to real language as it is used in the real world for real communication purposes. Most literary works are authentic texts, written by and for native speakers and not fashioned for pedagogical purposes (Collie & Slater, 1987).

Authentic materials are considered to facilitate the development of communicative competence mainly for the following reasons:

- They contain authentic language, and can thus bridge the gap between the classroom and the real world (Kelly, Kelly, Offner & Vorland, 2002).
- They relate more closely to learners' needs, and thus provide a link between the classroom and learners' needs in the real world (Brandl, 2008; Richards, 2001).
- They provide the opportunity for a more creative approach to FL teaching as their content, when appropriately selected, can be purposeful, interesting, engaging, and relevant (Richards, 2001).
- They "can be motivating because they are proof that the language is used for real-life purposes by real people." (Nuttall 1996, p.172). They also give learners a sense of self-satisfaction (Thanajaro, 2000) and achievement as they handle materials intended for native speakers of the target language (Berardo, 2006).
- They provide exposure to the culture of the target language (Richards, 2001) and help learners overcome the cultural and social barriers encountered when learning a foreign language (Kim, 2000).

Daskalovska & Dimova (2012) believe that authentic literary texts accompanied by tasks that resemble real-life approaches: i) motivate students ii) offer opportunities for discussions and enjoyment beyond the information level, iii) give students the satisfaction of reading literature in its original form, iv) help them build their reading confidence, and v) give them assurance in their ability to use the language.

According to Widdowson (1979), who examined the concept of authentic text in 1979, authenticity does not lie in the text, but "has to do with appropriate response" (p.166). In particular, he points out that,

[i]t is probably better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver. Authenticity in this view is a function of the interaction between the

reader/hearer and the text which incorporates the intentions of the writer/speaker. (Widdowson, 1979, p.166).

For example, a Greek novel is an authentic text not because it is written in Greek by a Greek writer for Greek readers, but because the Greek reader will normally respond to it appropriately. “A response is appropriate if it realises the intentions of the writer or speaker by reference to a set of shared conventions” (MacDonald, Badger & Dasli, 2006, p.252). If this novel is used in the GFL classroom to practice the endings of nouns or the conjugation of certain verbs, then it is not used in the way the writer had intended, nor is it used in the way the native reader would have used it. In short, the novel has been used ‘inappropriately’ and has thus lost its authenticity. As Wallace (1992, p.79) puts it “[a]s soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity”.

However, Kramersch (1993) believes that defining authenticity in such a way raises a number of questions as learners can know the conventions and either choose to simulate native-speaker behaviour abiding by native-speaker conventions, or choose to act as what they really are, i.e. as learners and foreigners. For example, the non-native reader of the Greek novel can be aware of the conventions and still be interested in the way Greek nouns are declined. Both types of behaviour can be considered authentic as “the learner will re-define any text against his own priorities, precisely because he is a *learner*” (Breen, 1985, p.62), both an *insider* and an *outsider* to the speech community whose language he/she is learning. Thus, although ‘appropriate’ responses should be encouraged, learners cannot respond ‘appropriately’ without help (Kramersch, 1993). In other words, an authentic reading of a text by non-native readers would need explicit clarification both of linguistic points and cultural connotations. In the case of literature, this can be more effectively achieved as it combines attention to meaning with attention to form (Hanauer, 1997) within a context of events created by language (Littlewood, 1986).

Personal Involvement

According to Collie & Slater (1987), the personal involvement that the literary work fosters in readers is probably the main reason for employing literature in the FL classroom. They believe that in the process of reading a work of literature over a period of time,

[the reader] is drawn into the book. Pinpointing what individual words or phrases may mean becomes less important than pursuing the development of the story. The reader is eager to find out what happens as events unfold; he or she feels less close to certain characters and shares their emotional responses. The language becomes ‘transparent’ – the fiction summons the whole person into its own world. (p.6)

In the same line, Maley (1989) refers to the advantages of *universality*, *non-triviality* and *personal relevance* that literature enjoys. As he points out, literature themes are common to all cultures as they part of the human experience. Literature is a manifestation of that experience. In dealing with its themes, the literary work does not trivialize experience because the author wrote about things that really concerned him or her. This connects with the concept of personal relevance as the readers can enter into this non-trivialized experience imaginatively and relate it to their own lives or recognise instances of their own lives in it (Maley, 1989).

Schwarz (2008) comments that the reader of literature is mainly interested in how the characters behave. Their morality and psychology are understood as if they were real people; “for understanding others like ourselves helps us to understand ourselves” (Schwarz, p.17).

Lazar (1993, p.15) also believes that the reading of literature gives learners the feeling that “what they do in the classroom is relevant and meaningful to their own lives”.

Duff & Maley (1990) believe that this ‘genuine feel’ of literary texts derived from non-triviality, and the personal response learners can bring to these non-trivial themes can be powerful motivators in the FL classroom.

Language Development & Awareness

As we have seen, literature fosters the active involvement of learners in interpreting the text. Such a process has been shown to promote the development of language skills.

According to Schmitt (2000, p.121), “the more one manipulates, thinks about, and uses mental information, the more likely is that one will retain that information”.

This intellectual, emotional and linguistic engagement can provide the basis for a number of motivating classroom activities (Agathos, Tsotsorou, Giannakou, Dimopoulou, Roubis & Montzoli, 2011; Lazar, 1993). In the same line, Brumfit & Carter (1986) believe that literature

offers a context in which exploration and discussion of *content* ... leads on naturally to examination of language. What is said is bound up very closely with how it is said, and students come to understand and appreciate this. Literary texts provide examples of language resources being used to the full, and the reader is placed in an *active* interactional role in working with and making sense of this language. (p.15)

In this process learners do not only develop their linguistic skills in the target language, but they also become more sensitive to some of its overall features (Agathos, Giannakou, Dimopoulou, Montzoli, Roubis & Tsotsorou, 2012; Lazar, 1993), discovering, in this way, what they can do with that language (Bassnett & Grundy, 1993), and thus developing an awareness of language use (McKay, 1982).

In the meaningful and memorable context provided by literature, language learning is significantly facilitated. According to Littlewood (1986), creating an authentic situation for language learning in the classroom constitutes a major problem as the FL classroom is usually “isolated from the context of events and situations which produce natural language” (p.179). To compensate for the absence of ‘authentic’ events and situations, the teacher and the learners can talk or ‘gossip’ about them, can use role-play or ‘make-believe’ to simulate them, and reading material or ‘literature’ to represent them (Littlewood, 1986). In particular, he points out, that

[i]n the case of literature, language creates its own context. The actual situation of the reader becomes immaterial as he or she takes on what D.W. Harding calls ‘the role of the onlooker’, looking on at the events created by language. These events create, in their turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation. (p.179)

Such a context provides the opportunity for authentic tasks as it “involves learners in authentic communication and in genuine experiences which have value, importance, or significance for them” (Stern, 1992, p.302). Long (1986) characterizes these tasks as “genuine language activities, not ones contrived around a fabricated text” (p.58). Thus, it provides a more involving source for pedagogic activities (Long, 1986), promoting the development and practice of all language skills.

According to Gareis, Allard & Saindon (2009), the novel, due to its length and content, is excellent for supporting the teaching of discrete skills as well as the integration of skills. The fact that the novel allows for extensive reading which involves the learners’ engagement in its narrative and plot facilitates the development of reading comprehension (Wu, 2005) and the acquisition of other reading skills (Gareis, Allard & Saindon, 2009), giving them at the same time the opportunity to “gain additional familiarity with many different linguistic uses, forms, and conventions of the written mode” (Collie & Slater, 1987, p.4). Its content can provide the basis for a number of motivating writing activities, including an exploration of the rhetorical modes of discourse (e.g., narrative, descriptive, expository, persuasive) (Gareis, Allard & Saindon, 2009). Vocabulary development is also facilitated as the novel is ideal for in-depth exploration of vocabulary in context (Gareis, Allard & Saindon, 2009; Lukashvili, 2009; Pellicer-Sánchez & Schmitt, 2010). Additionally, the development of grammar skills is greatly supported by the novel as it offers “an authentic built-in context and continual recycling of forms and structures” (Gareis, Allard & Saindon, 2009, p.143). Moreover, its compelling content can provide the basis for discussions, oral presentations, role-plays and debates, promoting in this way the development of speaking skills (Gareis, Allard & Saindon, 2009; Lazar, 1993; Povey, 1972). Also, the listening skills can be practised and

developed through books on tape, the reading aloud of the text by teachers or students, or through film adaptations (Gareis, Allard & Saindon, 2009).

Finally, the illustration of different dialects or registers of the target language within a social context provided by the literary text can sensitise FL learners to linguistic variation and the values associated with it (Short & Candlin, 1986; McKay, 1982).

Extensive Reading

Novels allow for extensive reading which, in turn, facilitates general language proficiency (Day & Bamford, 1998; Gareis, Allard & Saindon, 2009; Roubis, 2015). As Nuttall (1982) points out, “the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (p.168).

SLA research has demonstrated that through extensive reading FL learners can build vocabulary (Brown, Waring & Donkaewbua, 2008; Horst, 2005; Waring & Takaki, 2003), improve their reading (comprehension, speed and fluency) (Day & Bamford, 1998), grammar (Pigada & Schmitt, 2006), writing (Elley & Mangubhai, 1983), speaking (MacGowan-Gilhooly, 1991) and listening comprehension (Grabe & Stoller, 1997).

Moreover, according to Collie & Slater (1987, p.4), extensive reading “facilitates transfer to a more active form of knowledge”. They also point out that the extensive reading required when dealing with a novel, enables the development of the learners’ inferential skills and their ability to infer meaning from context, two useful tools in reading many other types of texts.

Finally, apart from the linguistic gains, extensive reading has been shown to increase confidence, positive attitude and motivation towards learning the target language (Daskalovska & Dimova, 2012; Day & Bamford, 1998; Hedge, 2000) and to promote learner autonomy and the development of cultural awareness (Hedge, 2000).

The Foreign World

According to Goodenough (cited in Wardhaugh, 1992), “a society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any of themselves” (p.216).

In this regard, Littlewood (1986, p.180) points out that literature also assimilates knowledge of “the view of reality which its native speakers take for granted when communicating with each other” providing thus “access to the foreign culture in the widest sense”.

Kramsch (1998) believes that literature and culture are inseparable as language itself expresses, embodies and symbolizes cultural reality. Through the literary work students are given access to a vivid imagined world where characters from many social backgrounds are depicted (Collie & Slater, 1987). The attitudes, values, collective imaginings and historical frames of reference mirrored in this world constitute the memory of a given speech community (Kramsch, 1993). In this way, the reader can discover and understand the codes and preoccupations that structure a particular society (Collie & Slater, 1987), understanding, at the same time, the potential meanings and uses that language has in that society. Thus, as Kokkinidou (2011) points out, literature can transform the language lesson “into a complete cultural experience” (p.237).

However, FL learners should not be expected to suspend their own identity. On the contrary, they should make the foreign culture their own “by adopting and adapting it to their own needs and interests” (Kramsch, 1998, p.81). Their encounter with the foreign world should be treated critically (Kramsch, 1998; Lazar, 1993; Sell, 2000, cited in Bredella, 2003) and aim to develop their cultural and intercultural understanding (Kokkinidou, 2012; Van, 2009; Villar Lecumberri, 2012), and, thus, promote a greater tolerance for cultural differences (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011; Apostolidou, Paschalidis & Hondolidou, 2002; McKay, 1982). As Frye (1964) puts it:

So you may ask what is the use of studying the world of imagination where anything is possible and anything can be assumed, where there are no rights and

wrongs and all arguments are equally good. One of the most obvious uses, I think, is its encouragement of tolerance. (p.77)

Personal Development

Language learning involves much more than simply learning a language. As Shanahan (1997) stresses, “our fundamental goal as language professionals is to expand and enrich the lives of our students and the society in which they live” (p.171). In the same line, Bredella (2000) and Lazar (1993) believe that the use of literature in the FL classroom can also have a wider educational function. Indeed, there has lately been a shift towards more holistic approaches in which literature is also viewed as a means for developing the whole person.

As Chenfeld (1978) remarks:

Through literature we learn about ourselves, other people, other places, and other times. We dip into the wisdom of accumulated human knowledge; we gain insights into human situations and social and historical events. Through literature we discover what is possible in human experience and imagination, and our own lives grow in richness and depth. (p.211)

In this regard, “narratives teach” (Schwartz, 2008, p.39). In particular, they sharpen the learners’ perceptions and deepen their insights about themselves (Agathos, Tsotsorou, Giannakou, Dimopoulou, Roubis & Montzoli, 2011; Schwartz, 2008). They can stimulate their imagination, develop their critical abilities and enable them to become more aware of their emotions (Agathos, Giannakou, Dimopoulou, Montzoli, Roubis & Tsotsorou, 2012; Lazar, 1993). Gareis, Allard & Saindon (2009) believe that the in-depth exploration of issues raised by the novel’s subject matter can sharpen their analytical and critical thinking skills. Zafeiriadou (n.d.) talks about the linguistic, psychological and educational benefits of reading and exploring literary texts. Asking students to respond personally to the literary text can also increase their confidence about expressing “their own ideas and emotions” in the target language (Zafeiriadou, n.d., p.19). Additionally, the ability “to grapple with the text and its language”, and to relate it to their own lives

will make them feel empowered (Zafeiriadou, n.d., p.19). Also, literature can promote their cultural and intercultural awareness and tolerance (Frye, 1964; Van, 2009).

Finally, literature enables learners to find their own voice in the foreign world. In Kramersch's words (1993, p.131):

Foreign language learners have to be exposed to different types of texts, from the most conventional to the most particular, but if they are eventually to find their own voice in the foreign language and culture, literary texts can offer them models of particularity and opportunities for the dialogic negotiation of meaning.

Communicative Language Teaching & Communicative Competence

As we saw in Chapter 1, the generally accepted goal in FLT is the development of *communicative competence* which includes both *knowledge* of language and *ability* for effective and appropriate use. To this end, since the 1970s FLT methods and approaches have mainly been based on principles derived from *Communicative Language Teaching (CLT)* which views language as communication and, thus, places an emphasis on communicative activities.

As the learners' primary reason for being in the FL classroom is to improve their skills in the target language, it follows that for literature to be used as a teaching material in the FL classroom it should facilitate, at least to some degree, the development of communicative competence.

First of all, literary texts are authentic texts and as such they have "the capacity to draw language learners into the communicative world of the target language community" (Little, 1997, p.225). This kind of texts are highly valued by CLT as they are considered to promote communicative competence (Kelly, Kelly, Offner & Vorland, 2002; Nuttall, 1996; Kim, 2000).

Moreover, the very nature of reading a literary text is *a communicative act*. According to Carter & Long (1991, p.16), reading involves us in:

1. Sharing in the world the writer has created. This occurs as a result of the imaginative leaps we make in order to fit the created world with the world we know.
2. Relating the experience of the text to experiences we ourselves have undergone or can imagine ourselves undergoing. This occurs as a result of an active shuttling back and forth between the 'fictional' world and the 'real' world.
3. Interpreting what the texts might mean. The literary representation of experience is not a direct one; it is frequently indirect. This forces the reader to make connections, to read between the lines, to seek for explanations and meanings. In literary texts such meanings are rarely stated directly.

In a discussion about the general principles of CLT, Brumfit (1985, p.5) stresses that “we have to learn the process of negotiation if we are to be able to communicate effectively”. In a similar discussion, Larsen-Freeman (1986, p.128) points out that “being able to figure out the speaker’s or writer’s intention is part of being communicatively competent”. Thus, we see that the negotiation of meaning lies at the heart of CLT and is considered to promote communicative competence. Literary texts are ideal for developing interpretative abilities since they are inherently more dialogic (Kramsch, 1993) and require the active involvement of the learner in deciphering their meaning.

Additionally, in the process of this “dialogic negotiation of meaning” (Kramsch, 1993, p.131), learners are provided with many opportunities for communicative interaction through group activities, which are highly favoured by CLT. The ambiguities and indeterminacies of literary texts (Carter & Walker, 1989) provide many opportunities for genuine interaction (Duff & Maley, 1990). “Prediction, creating a scenario, debating topics on or around a text ... all seem to develop naturally out of a literature text...” (Long, cited in Alam, 2007, p.377). Also, its non-triviality and personal relevance (Maley, 1989) provide an even stronger motivator for the students’ engagement in communicative interaction.

Moreover, the context of events created by the literary text provides learners with contextualized communicative situations which enable them “to transcend the artificial classroom situation” (Littlewood, 1986, p.179) and develop their language skills through meaningful language use for real communication purposes. This is consistent with CLT principles which state that true communication is meaningful and that “the grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors” (Larsen-Freeman, 1986, p.128).

Furthermore, a literary text and in particular the novel may exemplify degrees of formality, different levels of diction and illustrate a number of different dialects or registers of the target language in context providing learners with sociolinguistic and pragmatic information (McKay, 2001). Sociolinguistic and pragmatic competence are part of communicative competence (McKay, 2001) and develop in learners the ability to interpret and use the language appropriately. The development of such an ability is an important part of communicative competence (Larsen-Freeman, 1986).

As we saw in Chapter 1, another important concept within CLT is learner autonomy. According to Brumfit (1986) “reading is the most autonomous and individualizable ability in language work, and literature is a rich and widely appealing source of material for reading” (p.185). Sinclair (1996) also believes that literature provides an ideal context for the development of learner autonomy since it “implies a focus on the individual reader by demanding that reader’s response and personal interaction with the text” (p.141).

Candlin (1996, p.xiv) believes that cultural competence is an important part of ‘communicative capacity’. In Halliday’s words (cited in Carter & McRae, 1996, p.xiv), “every act is not only linguistic; a use of the potential of the language system, but it is also social and cultural, an expression of who we are and what we give value to”. In this cultural exploration we need “the mediating power of imaginative texts” (Candlin, 1996, p.xiv). Literary texts can transform a FL lesson into a complete cultural experience as they embody culture, identities and ideologies (Kokkinidou, 2011). Additionally, through personal response, learners are enabled to use the target language for their own purposes

and not to adopt the native speakers' ideologies and philosophies (Brumfit, 1985). Finding one's own voice in the foreign world is highly valued by CLT (Brumfit, 1985). Furthermore, with communicative competence being the goal of FL learning, anxiety has often been noticed among many language learners (Brandl, 2008). The potential of the novel to engage learners in co-operative learning through discussion and self-expression in a learner-centred environment where the emphasis is on the enjoyment of reading and exploring a literary text (Zafeiriadou, n.d.) can keep anxiety levels low. Additionally, such processes can provide the basis for more learner-centred and process-based pedagogical approaches which are highly valued by CLT (Jacobs & Farrell, 2003, cited in Richards, 2006). In such a context, the development of communicative language skills can be significantly facilitated.

2.4 Employing Literature in the FL Classroom: Two Issues to Consider

Although the benefits of using literature as a teaching material in the FL classroom do not, in my opinion, leave much room for doubt, there is a number of arguments against the use of literary texts for language teaching purposes. The most common ones (Donato & Brooks, 2004; Edmondson, 1997; Scott & Tucker, 2002) have to do with: a) the structural complexity of literature, b) its unique use of language which often deviates from conventions and rules, c) its use of highly connotative language which requires decoding, and d) its cultural remoteness. These factors are believed to be detrimental to the process of language learning, a view that runs counter to what the present study wishes to suggest.

However, these arguments do bring a number of issues on the surface that need to be addressed in order for a literary text to be effectively used as a teaching material in the FL classroom. In this section, I focus on two of these issues which I consider particularly significant. The one refers to the criteria of text selection and the other to the concept of literary competence.

Selecting the Literary Text

As McKay (1982, p.531) points out, “[t]he key to success in using literature in the [FL] class seems to me to rest in the literary works selected.” Indeed, in order for a literary text to be used effectively for language teaching purposes, it should, above all, be carefully selected.

A review of the literature regarding the selection criteria for literary texts to be used in the FL classroom (Gareis, Allard & Saindon, 2009; Nation, 2001; Brumfit, 1986; Lazar, 1993; Carter, 1986; Collie & Slater, 1987; Kramsch, 1993; Lukashvili, 2009; Maley, 2001; Carter & Long, 1991; Carter & McRae, 1996; Duff & Maley, 1990; McRae, 1991; Roubis, 2015; Villar Lecumberri, 2012) can be summarised into the following questions/groups of questions:

- Will the text be a complete work or an extract?
- Is the text appropriate for the course objectives?
- Will its length be satisfactorily handled in the classroom time allocated?
- Is the content of the text interesting to the class and able to stimulate personal involvement? Will the students identify with its theme? Will they find it enjoyable to read this text?
- Is the text appropriate for the students’ age and their cognitive and emotional level?
- Is the text appropriate for the students’ proficiency level? Is its difficulty level slightly above their current level of proficiency? Does it contain language which is marked for period, region or social class? How much of its language will they be able to infer?
- Does the text have any problematic content (e.g., offensive language, sexual innuendo, etc.)?
- How much and what kind of background information will students need in order for the text to be intelligible?

- Does the text require much cultural background knowledge? Will the students be able to make the cultural assumptions necessary in order to make sense of the literary work? Does it contain clear or unclear cultural allusions? Does the target language culture reflected in text correspond to reality or is it part of the writer's artistic distortion?
- What are the specific literary qualities of the text? Do the students have any previous literary/aesthetic experience? Will they be able to respond to the literariness of the text and make sense of the literary meanings behind the text? Does their native language have similar conventions to those in the target language for reading and interpreting literature?
- Can the text be exploited for language learning purposes? What kinds of tasks and activities can be devised for the particular text? Are there resources available that would help with the exploitation of the text (e.g., a recording of a play or poem, a film of a novel, etc.)?

In selecting the novel to be used for the purposes of the present study, the criteria presented above were thoroughly considered (see Chapter 3).

Literary Competence in the FL Classroom

In the discussion above, we saw that one of the questions that should be addressed when selecting a literary work to be used for FLT purposes refers to the literary qualities of the text and the students' ability to respond to the literariness of the text. This raises the issue of the place of *literary competence* in the FL classroom.

As discussed earlier in this Chapter, understanding a literary work involves much more than simply understanding the meanings of the utterances in it. It is a process of meaning-creation which involves the reader's engagement and response. Throughout this process the reader draws implicitly on certain conventions about how a particular literary text is to be read and understood (Lazar, 1993). This ability "to perform adequately in response to 'literature'" (Brumfit, 1989, p.26) has been called *literary competence* (Culler, 1975).

It involves skills such as being able to recognise literary genres and forms, follow the plot, recognise certain themes and the narrator's particular point of view, recognise and decode figures of speech, produce a personal response to the text, use literary terminology to analyse and interpret the text, and so on. Thus, as Brumfit (1989, p.27) points out:

Literary competence, then, involves a recognition that language can be used in a deliberately irresponsible way to create metaphorical meanings that illuminate our self-awareness. It involves a reasonably sophisticated knowledge of the particular kind of language employed in a given text, and an awareness of particular literary styles and conventions.

Of course a certain level of language competence is required before a text is read. As Brumfit & Carter (1986, p.29) emphasise, “[t]here is a level of linguistic ... competence below which it is pointless trying to respond to works of literature”. Thus, language competence and literary competence depend on each other (Agathos, Giannakou, Dimopoulou, Montzoli, Roubis & Tsotsorou, 2012) and, to some extent, they cannot be easily separated.

Although itemising the skills that make up literary competence per se is no easy task, it is important for teachers to identify at least some of them in order to be able to have clearer goals when planning a particular course, its materials, and the procedures and techniques that will be used by the students for dealing with the literary work (Lazar, 1993).

In the FL classroom, literary competence may include anything from recognising and appreciating different literary genres to simply being able to follow the plot of a short story. The students' ability to respond to the literariness of the text depends, to a large extent, on the degree of exposure to L1 literature. The teaching of literary competence in the language classroom depends on the purpose for which literature is used (Lazar, 1993). If the primary aim of the course is the *study of literature* (Maley, 1989), then developing the literary competence of the students is crucial. On the other hand, if literature is used as a *resource* for the development of language skills (Maley, 1989), teaching literary competence will not be the primary aim of the course. Even in such cases, however, the

development of, at least, a minimum degree of literary competence will be necessary for text comprehension as some conventions may not be directly accessible to the learner (Brumfit & Carter, 1986). Students should not be expected to develop literary competence without giving them the appropriate activities which will help them do so (Lazar, 1993).

According to Carter & Long (1991), whatever the purpose for which literature is used, the most important ability of the reader of literature is to be able to access it on an experiential level, i.e. “to be able to identify and identify *with* the experiences, thoughts and situations which are depicted in the text” (pp.5-6). In the FL classroom, this kind of literary competence can be fostered by literary texts which are motivating and develop in the reader “a desire to read, to read on, to read more and to read more into (i.e. interpret) the particular text” (Carter & Long, 1991, p.6).

2.5 The Two Primary Purposes for Literature Teaching

In the context of the discussion that will follow, there has to be a distinction between the two primary purposes for literature teaching: a) the *study of literature*, and b) the *use of literature as a resource for language development* (Maley, 1989).

The *study of literature* normally takes place within an academic, institutionalised setting, and involves the reading of literary texts as aesthetically patterned cultural artefacts in order for students to obtain qualifications in literary studies (Carter & Long, 1991). The study of literary texts can also involve analysing texts and acquiring information regarding the specific literary, historical, social, and ideological contexts to which a literary text belongs, thus fostering an understanding of literature as a body of texts (Lazar, 1993). Such study requires considerable knowledge of metalanguage, literary conventions and critical concepts (Carter & McRae, 1996).

The pedagogies associated with the *study of literature* are teacher-centred and product-based. Literature is viewed as a body of knowledge that has to be transmitted to the students in the form of information to be remembered when the situation requires it (e.g.

examinations) (Carter & McRae, 1996). The object of study is the literary text which is viewed as an intact and even sacrosanct product whose meaning is pre-given. Thus, students learn to rely on external authorities such as the teacher and literary critics, and not to make their own meanings (Carter & McRae, 1996). Moreover, there is no concern about the development of linguistic skills as the integration of literature and language study is usually not supported. As a matter of fact, such approaches run counter to current language teaching theory and practice which views the text as something that can be manipulated and is more concerned with the process rather than the product (Carter & McRae, 1996). Also, they run counter to recent developments in literary theory which view the text as a non-fixed, non-stable entity (Carter & McRae, 1996).

On the other hand, *literature as a resource for language development* involves the teacher coming down from the lectern and treating literature as one of the many sources available for the promotion of language learning rather than an object for study (Maley, 1989). Such an approach entails “a classroom treatment of literature which does not view literature as a sacrosanct object for reverential product-centred study” (Carter, Walker & Brumfit, 1989, p.5).

The pedagogies associated with the *use of literature as a resource for language development* are learner-centred and process-based (Carter & Long, 1991).

Methodologically, this means that literary texts are not treated much differently from any other kind of text in the FL classroom (Maley, 1989). Thus, texts can be freely exploited and manipulated for language learning purposes. To this end, a whole range of FLT language learning activities can be applied to the teaching of literary texts, aiming primarily at involving students with the text, developing their perceptions of it, and activating their responses (Carter & McRae, 1996). Additionally, the orientation is away from an exclusively one-way channel of communication between the teacher and the student towards group and pair work (Carter & Long, 1991; Carter & McRae, 1996). Thus, the development of learner autonomy is greatly encouraged (Carter & McRae, 1996).

Finally, it should be pointed out that although the division between *literature for study* and *literature as resource* does form two different frameworks of literature teaching, the teaching of literature and the teaching of literature as language should not necessarily be viewed as disconnected pedagogic practices (Carter & McRae, 1996).

2.5.1 Models of Literature Teaching

The two primary purposes for literature teaching discussed in the previous section, namely, the *study of literature* and the *use of literature as a resource for language development*, form the basis of the three main models of literature teaching. According to Carter & Long (1991), these are: a) the Cultural Model, b) the Language Model, and c) the Personal Growth Model. Although these models should not be considered as mutually exclusive, each does represent different methodologies and classroom practices (Carter & Long, 1991).

The Cultural Model

This is the traditional model by which literature is studied. It views literature as a body of accumulated human wisdom within a culture able to express the most significant thoughts and ideas which are of universal value (Carter & Long, 1991). Students are encouraged to understand and appreciate different cultures and ideologies, and to perceive *the tradition* within the heritage endowed in the literature of such cultures (Carter & Long, 1991).

Thus, literature teaching within this model concentrates on the social, political, historical and literary context of a text (Lazar, 1993) without much attention being given to individual works. Learning occurs through reading set texts which are treated as products about which students obtain information from the teacher (Carter & Long, 1991). This model therefore represents a more teacher-centred, transmissive pedagogic orientation.

The Language Model

In this model literature teaching is viewed as the opportunity for students to come into contact with the creative uses of the language which, in the case of literature, are more subtle and varied (Carter & Long, 1991). Language is viewed as the *literary medium* which students are encouraged to investigate in a methodical and systematic way in order to be able to interpret the relations between linguistic forms and literary meaning (Carter & Long, 1991). Such an orientation is normally associated with language-based pedagogic approaches which are learner-centred and employ activities used in language teaching.

The Personal Growth Model

This model views literature teaching as a means for promoting the students' personal development. For this reason, it encourages them to engage with the reading of literary texts by motivating them to relate the themes and issues depicted in the texts to their own personal experiences, feelings and opinions (Carter & Long, 1991). Personal growth is achieved as students learn to appreciate and evaluate literary texts as complex cultural artefacts through which they gain a better understanding of themselves within their society and culture as well as of the people around them (Carter & Long, 1991). To this end, the teacher aims to impart an enjoyment and love for literature that goes beyond the classroom by choosing material which is appropriate to students' interests and stimulates personal involvement (Lazar, 1993), and by making "the reading of literature a memorable, individual and collective experience..." (Carter & Long, 1991, p.3). This model is thus associated with approaches which foster individual responses to texts, using learner-centred and process-based methodologies.

2.5.2 Pedagogical Approaches to Literature Teaching

A number of pedagogical approaches to literature teaching have been developed based on the three main models of literature teaching presented above. According to Moody (1983, p.23), approaches "provide a framework, or sequence of operations to be used when we come to actualities". Thus, different pedagogical approaches represent different ways of

treating literature in the classroom. These approaches include: a) the information-based approach, b) the paraphrastic approach, c) the language-based approach, d) the moral-philosophical approach e) the personal-response approach, f) the reader-response approach, and g) the stylistics approach.

The Information-Based Approach

This approach is considered more teacher-centred and transmissive as it demands a large input from the teacher who imparts knowledge *about* literature (Carter, 1988) normally in the form of lectures. Such knowledge is expressed in terms of the accumulation of facts about the social, political, historical and literary context of a text (Lazar, 1993) usually for examination purposes (Carter & McRae, 1996). Thus, this approach also requires sufficient knowledge of metalanguage, literary conventions and critical concepts which students are expected to use when they talk or write about literature (Carter & Long, 1991). Activities employed within the information-based approach include exercises focusing on comprehension questions, reading notes from workbook/handouts (Krishnasamy, 2015), etc.

The Paraphrastic Approach

This approach is mainly concerned with the surface meaning of the text (Hwang & Embi, 2007). Teaching literature within the paraphrastic approach normally involves the teacher paraphrasing the text using simpler words and sentence structures, translating it into L1 (Rosli, 1995), and the students reading paraphrased notes in the workbook/handouts and re-telling the story to the class (Krishnasamy, 2015). It is usually argued that this approach is more suitable for beginning FL learners as it prepares the ground for more advanced work with the literary text (Krishnasamy, 2015).

The Language-Based Approach

The language-based approach aims to integrate language and literature study, and is learner-centred, process- and activity-based. Within this approach literature is viewed as “a resource for personal and linguistic development” (Carter & Long, 1991, p.10) and thus, focuses more on the process of reading as a relevant and meaningful experience rather than the literary text as a product. A basic principle of this approach is that there

should not be a hard dividing line between what is considered ‘literary’ and ‘non-literary’. The implication of this view is that a whole range of language learning activities generally employed in FLT can be suitably modified, when necessary, and applied to the teaching of literature in the foreign language classroom. These activities can include cloze and prediction exercises, role play, debate, discussions, group work, jigsaw puzzle, drama, poetry recital, and others (Krishnasamy, 2015). Moreover, a direct contact with the text is encouraged in order for students to develop their “interpretative and inferencing skills, particularly interpretation of the relations between forms and meanings” (Carter & MacRae, 1996, p.3).

The Moral-Philosophical Approach

The teaching of literature within this approach enables students to discover, through reading, the moral values expressed in a particular literary text (Hwang & Embi, 2007). The moral and philosophical considerations behind one’s reading are considered of great importance (Rosli, 2005) and, thus, students are encouraged to search for, reflect on and evaluate the moral values underlying a literary work (Wang, 2003). It involves activities such as reflective sessions and discussions on moral dilemmas (Krishnasamy, 2015). Finally, this approach is considered to facilitate the understanding of themes in future readings (Hwang & Embi, 2007).

The Personal-Response Approach

This approach focuses on the student’s response to the literary text. The text itself is primary and its meaning is considered to be inherent in it (Hirvela, 1996). Thus, students are encouraged to discover and respond to the author’s intentions and the meaning which is rooted in the text (Løvstuhagen, 2012). In doing so, they can be engaged in a wide variety of activities, usually interpretative in nature, which tend to be related to the content and the form of the literary text (Hirvela, 1996; Karolides, 1992), such as journal writing, small group sessions, brainstorming sessions (Krishnasamy, 2015), and others. These activities are also intended to provide students with as many opportunities as possible to express themselves in the target language (Løvstuhagen, 2012). The main emphasis is on the one correct reading of the text, a fact which makes this approach more

teacher-centred as the teacher "... becomes the one who holds the answers and who is to lead the pupils to the correct understanding of each text" (Løvstuhagen, 2012, p.12).

The Reader-Response Approach

Within this approach, the teaching of literature involves *a transaction* between the reader and the text (Rosenblatt, 1938/1995). This means that during the reading process the reader constructs the meaning of the literary text based on his or her aesthetic experience of it (Garzón & Castañeda-Peña, 2015). In this process, the reader brings to the text his or her unique personality, experiences and background. Meaning is considered to be the outcome of this transaction between the reader and the text, involving "the to-and-fro, spiralling, nonlinear, continuously reciprocal influence of reader and text in the making of meaning" (Rosenblatt, 1938/1995, p. xvi). Thus, there cannot be an objective examination of the text. Classroom activities do not involve a search for 'correct' answers, but rather encourage students to explore, share and discuss multiple interpretations of the text, making links between a literary text and their personal experiences (Christenbury, 1992). Exercises requiring a relative long response from each student, project work, journal writing, small group or whole class discussions of the students' responses, role play and dramatization are common activities within this approach (Løvstuhagen, 2012). Finally, the reader-response approach is considered to be student-centred as it emphasises the individual students' responses to literature with the teacher being "a fellow reader and questioner" (Christenbury, 1992, p.33) who encourages students to create the meanings themselves and explore the multiple interpretations of a text.

The Stylistics Approach

This is a linguistic approach to literature which combines language and literary study (Short & Candlin, 1986). It views literature as an aesthetic artefact and aims to engage students actively in the exploration and interpretation of the literary text (Widdowson, 1975) and to expand their language knowledge and awareness (Lazar, 1993). Thus, students are enabled to connect specific linguistic features of the text with its meaning in order "to reach an aesthetic appreciation of [it]" (Lazar, 1993, p.31). Activities may include identifying linguistic features in a text, discussing different meanings of a text,

extracting examples from a text that describe a setting, identifying adjectives that describe a character (Krishnasamy, 2015), etc.

2.5.3 Efferent & Aesthetic Modes of Reading

Each approach presented above views the relationship between the reader and the text in a different way. According to Rosenblatt (1978/1994), a reader's experience with a text can also be influenced by the kind of reading that he/she employs. She makes a critical distinction between *efferent* and *aesthetic* reading based on "the difference in the reader's focus of attention during the reading-event" (Rosenblatt, 1978/1994, p. 23). To exemplify the difference between the two modes, Rosenblatt (1978/1994) says that the former focuses on the outcome of the journey, whereas the latter on the journey itself.

In *efferent* reading the reader focuses on acquiring information, thus, being concerned with the outcome of the reading event or, as McKay (1986, p.194) puts it, "with what [he/she] will carry away". In *aesthetic* reading, on the other hand, the reader is primarily concerned with the experiences emerging during the reading event. In other words, "the reader's attention is centred directly on what [he/she] is living through during [his/her] relationship with that particular text" (Rosenblatt, 1978/1994, p. 25). In this process, the reader relates his or her own experiences to the text and "often fantasizes as to what he or she would do in a similar situation" (McKay, 1986, p.197).

Moreover, although the nature of a text may influence the mode of reading adopted, the same text can be read and experienced in many ways depending on the focus of the reader's attention (Rosenblatt, 1978/1994). Thus, Rosenblatt (1978/1994) specifies that these two modes should be regarded as the two ends of a continuum with most reading falling near the middle of it.

In the case of a literary text, McKay (1986) believes that aesthetic reading should be the primary focus of the reading event in the FL classroom because "literary experiences outside of a classroom proceed in this manner" (p.195). Literature is above all the enjoyment one attains by interacting with the text. Thus, she suggests that discussion of linguistic rules should occur only when the language used "impedes or highlights that

experience” (McKay, 1986, p.195). Widdowson (1978, p.80) makes a similar point when he says that to require students to read literature in order to “learn something about the language being used” and not “to learn something interesting and relevant about the world ... is to misrepresent language use to some degree”.

2.6 The Approach to Literature Teaching of the Study

We read on, caught up in the discourse, involved in creating a world with language, and learning language at the same time as we use it in the realization of another reality.

Far from being diminished, human experience is extended.

(Henry Widdowson, 1982, p.213)

As was discussed in Chapter 1, the GFL course of the particular study was conducted within the general framework of *Communicative Language Teaching (CLT)*. In section 2.3.1 above, the link between the use of literary texts in the FL classroom and the development of communicative competence was discussed, suggesting that literary texts, *when carefully selected*, can promote the development of communicative language skills.

Apart from selecting the appropriate literary text, another key factor for the successful implementation of literature in the FL classroom is the actual approach to the teaching of literature that will be employed. As we saw earlier in this Chapter, the three main models for literature teaching, namely, the Cultural Model, the Language Model and the Personal Growth model, proposed by Carter & Long (1991), led to the development of a number of pedagogical approaches to the teaching of literature. Each of these approaches represents different ways of treating literature in the classroom without, however, being mutually exclusive.

In the last few years, a great number of scholars point out that the implementation of independent approaches to the teaching of literature in the FL classroom does not seem to be beneficial to students (Lima, 2005; Van, 2009). Thus, there has been a considerable move towards combining different approaches to the teaching of literature within the FLT

context. In particular, there has been “a clear shift from the solely linguistic analysis to a deeper concern with fostering inter-cultural awareness, appreciating learners’ interpretations and responses to texts, and developing the ability to see ‘with different eyes’ (Oster, 1989: 85)” (Bobkina & Dominguez, 2014, p.255).

Such an approach to the use of literature in the FL classroom has been called the *Integrated Approach* as it attempts to integrate elements from ‘cultural’, ‘linguistic’ and ‘personal growth’ approaches in order to enhance the effectiveness of literature as a tool for the development of communicative competence. Moreover, the use of literary texts in such an integrated way can make the learning experience much more enjoyable, stimulating and motivating (Lazar, 1993; Savvidou, 2004).

An integrated approach does not constitute a fixed model of instruction as different elements can be integrated in different ways depending on a given teaching/learning context. For example, Timucin’s integrative approach (2001) combines language-based and stylistic approaches, Savvidou (2004) integrates linguistic description and textual analysis, Divsar & Tahriri (2009) form a pedagogical framework based on linguistic, cultural and communicative considerations, Dhanapal (2010) combines elements from the Reader Response Approach and the Stylistic Analysis, and the Tasmanian Integrative Model (Tasmanian Curriculum: Rationale, 2012) approaches literary texts from a linguistic, social, cultural, and literary perspective.

In the present study, an Integrated Approach to the teaching of literature in the FL classroom was employed within the general framework of Communicative Language Teaching. This means that, although the primary pedagogic goal of employing a novel in the GFL course was the teaching of language, not literature, the literary text was not treated just like any text. The particular study views the reading of literature as primarily an *experience* and thus “any use of literature in any kind of teaching must presuppose some elements of literary response on the part of the reader” (Brumfit, 1989, p.24); otherwise, the text will not be literary to the learner and much of the purpose in employing literature in the FL classroom will be lost. With this view in mind, the present approach attempted to integrate the focus on language with a focus on the students’

experience. In other words, within the general framework of CLT, the literary text was approached as a cultural artefact (the Cultural Model), it was used as a focus for the development of language skills (the Language Model), and it was also used as a means for promoting personal growth (the Personal Growth Model).

Thus, the materials, procedures and activities employed in the particular GFL course (see Chapter 3) aimed at developing the students' communicative competence in the Greek language within the context of the selected novel by:

- Enabling students to derive the benefits of communicative and other activities designed around the literary text for language development.
- Maintaining students' interest and involvement by using a variety of student-centred activities and seeking to develop responses to the text.
- Encouraging students to interact with the text.
- Encouraging students to interact with their fellow-students and the teacher about the text.
- Encouraging a more aesthetic rather than efferent approach to the reading of the text.
- Allowing the exploration of the text by the students and encouraging them to develop their own responses to it.
- Encouraging the reading of literature as a source of pleasure and a stimulus for personal development.
- Encouraging the reading of literature as a means for the development of cultural and intercultural competence.
- Providing, when necessary, the historical, cultural or literary background in order to facilitate the students' understanding of the text and make its reading more 'complete'.

In such a context, the orientation of the particular pedagogic approach is more process-based, student-centred and transformative, rather than transmissive, as students are encouraged to work collaboratively and to “integrate new knowledge so that it becomes a part of themselves allowing them to make connections and use the new knowledge to deepen their understanding of themselves and their world” (Gini-Newman, 2010, pp.1-2). However, since pedagogic approaches are not considered to be mutually exclusive, a mixing of approaches is employed to a certain degree when it is thought to facilitate the learning process.

2.7 Previous Research on the Use of Literature in the GFL Classroom

In the context of GFL teaching and learning there have been a few papers which focus on the use of Modern Greek literature in the GFL classroom. These papers are reviewed in this section.

To begin with, Sapiridou & Fotiadou (2000) attempt to show that literature can have an important place in the GFL classroom and propose a four-phase approach based on Reception Theory which emphasises the reader’s reception of the literary text.

Apostolidou, Paschalidis & Hondolidou (2002) investigate the use of literature as a means of cultural and intercultural development with Gymnasium students of the Muslim minority of Thrace. They also present their methodological approach to the teaching of literature in the particular context which places an emphasis on the students’ personal responses and the development of their own voice, and discuss the practical issues involved.

Natsina (2006) investigates the teaching of Modern Greek literature to advanced GFL learners. She discusses the linguistic and cultural purposes that a wider incorporation of literary texts in the Greek language curricula would serve and addresses some major methodological considerations. Finally, she proposes a number of linguistic and creative exercises to be used with the literary texts.

Lukashvili (2009) investigates the role of literature in the teaching of GFL to advanced learners, identifies some of the theoretical and practical issues involved and proposes a three-phase approach to the teaching of literature in the GFL classroom which is consistent with the principles of Communicative Language Teaching.

Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou (2011) investigate the use of literature in the GFL classroom by reviewing the Modern Greek literature texts found in GFL textbooks and the way these texts have been treated from the 1960s to the present day. In a similar investigation, Kokkinidou (2011) reviews 39 GFL textbooks and discusses the importance of using literature as a supplementary material in the GFL classroom. In the same line, Agathos, Giannakou, Dimopoulou, Montzoli, Roubis & Tsotsorou (2012) review the literary texts contained in GFL textbooks and discuss a number of issues concerning the approaches employed.

The use of the cultural elements of literature for the development of language skills is investigated by Agathos, Tsotsorou, Giannakou, Dimopoulou, Roubis & Montzoli (2011). They also discuss the importance of intercultural competence as part of communicative competence.

Kokkinidou (2012) discusses the intercultural dimension of literature and its use as a means for developing language skills through an intercultural dialogue in multicultural classes of adult GFL students. To this end, she also makes a number of suggestions concerning the choice of texts and their use.

Villar Lecumberri (2012) discusses the use of Modern Greek poetry as a starting point for the teaching of Greek as a foreign language and as a means for students to discover more aspects of the Greek culture and mentality. She also proposes a teaching approach for the employment of poetry in the GFL classroom both for beginners and for more advanced learners. Also, Villar Lecumberri (2013) investigates GFL teaching through the titles of books by Greek writers. She also discusses the use of such titles for the development of cultural competence.

Finally, Roubis (2015) investigates the place of literature in GFL teaching, refers to some methodological and practical issues involved and makes a number of suggestions concerning the actual use of literary texts in the GFL classroom.

2.7.1 The Place of the Present Study in the Particular Research Area

From the above review of the research concerning the use of Modern Greek literature in the GFL classroom, it is evident that in the last fifteen years there has been a growing interest in investigating this topic from a number of perspectives. The issues discussed and the approaches proposed in these papers have played an important role in the employment of literary texts in the teaching of Greek as a foreign language.

Nevertheless, in the research conducted so far, the literary text, either complete or extract, is treated mainly as a supplementary material in the GFL classroom. Moreover, the opinions of adult GFL learners about the use of an unabridged literary work as the core, not supplementary, material of instruction, which could provide both researchers and teachers with important insights, have not yet been investigated. The present study is an attempt to investigate exactly this area. In particular, it attempts to investigate the opinions of adult upper-intermediate GFL learners regarding the feasibility and effectiveness of using an unabridged Greek novel as the main teaching material in the GFL classroom. Throughout this process, all previous research has served as an invaluable guide.

In conclusion, it should be pointed out that the present research does by no means constitute an exhaustive investigation on the particular topic as the areas of enquiry and the theoretical and practical considerations involved are undoubtedly numerous. What this study intends to do is offer an introduction to the particular topic and serve as a starting point for further extensive research.

2.8 Chapter Summary

This chapter discussed some of the main issues involved in employing literature as a teaching material in the FL classroom.

In particular, it discussed the meaning of the term ‘literature’, reviewed the existing literature regarding the use of literary texts in the GFL classroom and the benefits of using literature for FLT purposes, and offered a discussion about the main approaches to literature teaching which also formed the theoretical framework on which the study’s approach to the teaching of literature was based. The previous research on the use of literature in the GFL classroom, which is the topic in question for the present study, was also reviewed and discussed.

In this study, the term ‘literature’ refers to the literary works of fiction, poetry and drama, within and beyond the literary canon, where human experience is manifested through a rich and multi-layered use of language.

A review of the relevant literature suggests that the literary text and, in particular, the novel can be a powerful pedagogic tool in the FL classroom. However, the number of Modern Greek literature texts appearing in GFL textbooks for adult learners is still very limited (Kokkinidou, 2011) and their benefits are not fully exploited (Agathos, Giannakou, Dimopoulou, Roubis & Tsotsorou, 2011). Thus, the form, frequency and extent to which literature is employed in the GFL classroom depends mainly on the teachers, some of which, given the important role of literature in FL teaching and learning, choose to use either complete literary works or extracts to supplement textbooks.

In employing the literary text for FLT purposes a number of issues need to be addressed such as appropriate text selection and use. Moreover, the way literature is viewed affects the way it is used in the FL classroom. In the last few years, a great number of scholars point out that the implementation of independent approaches to the teaching of literature in the FL classroom does not seem to be beneficial to students (Lima, 2005; Van, 2009). Thus, there has been a considerable move towards combining different approaches to the teaching of literature in the FLT context. In the present study, an Integrated Approach to

the teaching of literature in the FL classroom was employed within the general framework of Communicative Language Teaching. This means that the literary text was approached as a cultural artefact (the Cultural Model), it was used as a focus for the development of language skills (the Language Model), and it was also used as a means for promoting personal growth (the Personal Growth Model) with the primary goal of this integration being the development of communicative competence.

Finally, the review of the existing literature on the use of literary texts in the GFL classroom revealed that there has lately been a growing interest in investigating this topic from a number of perspectives. However, it also revealed that there has not yet been an investigation on the opinions of adult GFL learners about the use of an unabridged literary work as the core, not supplementary, material of instruction. Thus, the present study is an attempt to investigate the opinions of adult upper-intermediate GFL learners regarding the feasibility and effectiveness of using an unabridged Greek novel, namely the ‘novel-textbook’, as the main teaching material in the GFL classroom.

CHAPTER 3

The ‘Novel-Textbook’: From Theory to Practice

3.1 Introduction

Employing a novel as the main teaching material in the GFL course of the present study involved a number of steps. In particular, an appropriate Greek novel had to be selected according to the criteria presented in Chapter 2. Then, a timeline had to be created in order to cope with the length of the selected unabridged novel. Following this step, the accompanying materials had to be prepared by the teacher, the course syllabus had to be developed, and finally, the ‘novel-textbook’ had to be *used* in the classroom. These steps are presented and discussed in the sections that follow.

3.2 The Selected Novel: ‘*Η Μοναξιά των Συνόρων*’

The Greek unabridged novel selected to form the central focus of instruction in the particular GFL course was ‘*Η Μοναξιά των Συνόρων*’ (‘The Loneliness of the Borders’) by Glykeria Grekou. It belongs to the genre of Young Adult Literature (YAL) and was published in 2013 (Figure 3.1).



Figure 3.1 *The Selected Novel*

The story is set in a degraded neighbourhood of Athens, Greece in 2012. An old Greek teacher, Mrs Charoula, who comes from a family of Greek refugees from

Pontus, Asia Minor, lives alone and feels like a stranger in the very place she was born, grew up, worked and raised her family. She is afraid to live a normal life and avoids going out due to the large number of immigrants and refugees that have ‘taken over’ her neighbourhood. A young refugee girl from Afghanistan, Hamidaina, lives in a basement flat on the opposite side of the street with her older brother. She also lives in a state of fear and isolation. When loneliness becomes unbearable, the old lady feels that life is meaningless unless you share it with other people. Thus, she comes up with a trick in order to meet the young girl. When they get to know each other, a humane relationship develops between them. Mrs Charoula finds a meaning in her life again as she begins looking after Hamidaina and teaching her Greek. The old lady reminds Hamidaina of her grandmother and finds in her house the love, warmth and security she had not felt for a very long time. Moreover, through the lessons with Mrs Charoula, she begins to make sense of the foreign world she lives in. As the story unfolds, their worlds do not seem so far apart anymore.

The themes this novel focuses on are: the state of being a refugee (Greek: ‘προσφυγιά’), the foreign land/the state of living in a foreign land (Greek: ‘ξενιτεία’), loneliness, isolation, xenophobia, diversity, love, solidarity and intercultural tolerance. Here, it should be noted that the Greek words ‘προσφυγιά’ and ‘ξενιτεία’ also denote the psychological state of being a refugee/immigrant and convey feelings of sadness and nostalgia as the person is forced to leave his/her family behind and go to another country in order to survive (Karra, 2006). Additionally, they are also associated with the hardships people go through when they are in such a state (Karra, 2006).

3.3. Why ‘*Η Μοναξιά των Συνόρων*’?

In Chapter 2, after the relevant literature was reviewed, a number of selection criteria were proposed in the form of questions. It was suggested that these questions were to be addressed when selecting a literary text for FLT purposes. For as McKay (1982) points out, “[t]he key to success in using literature in the [FL] class seems to me to rest in the literary works selected” (p.531). Thus, in selecting ‘*Η Μοναξιά των Συνόρων*’ to be used as the core instructional material in the GFL course of the study, all of these questions were addressed.

1. *Will the text be a complete work or an extract?*

An *extract* “may be regarded as a part of a text, artificially separated for purposes of quotation or study from other sentences, with which, to a greater or lesser extent, it coheres” (Cook, 1986, p.152). Literary extracts do provide a practical solution for the FL teacher as they are usually restricted to two or three pages, and produce more variety in the classroom. However, for the purposes of the present study, the selected literary text is an unabridged, i.e. complete, novel.

Looking at the issue from a pedagogic point of view, the main reason for selecting a complete work instead of a number of extracts is my belief that working with an unabridged literary text and, in particular, with an unabridged novel is much more interesting, motivating and beneficial to the FL learner. In other words, I believe that the novel, especially when it is intended to form the central focus of instruction in the FL classroom, has to be read and explored as a whole in order for its pedagogic benefits to be fully exploited.

First of all, the very nature of the novel requires that it be treated as a whole. As Abrams (1981, p.119) remarks:

As an extended narrative, the novel is distinguished from the *short story* and from the work of middle length called the *novelette*; its magnitude permits a greater variety of characters, greater complication of plot or plots, ampler development of milieu, and more sustained and subtle exploration of characters than do the shorter, more concentrated modes.

These features cannot be adequately illustrated by an extract as they imply a much more gradual creation of the literary message through the constant development of the plot, the characters and the theme. Treating the extract as a text¹ can create a *false texture* (Cook, 1986) which may result in the misinterpretation of the literary message.

Moreover, reading a literary work is an active process in which the readers are personally involved by decoding and reconstructing meaning, and personalising the text as they respond to it in terms of their personal experiences, background

¹ According to Cook (1986), a *text* is defined as “a number of sentences bound together by cohesive ties, and giving meaning to each other” (p.152).

knowledge, opinions and beliefs. According to Walton (1990), such a reading experience involves readers in an active way from both the cognitive and the affective point of view. It is exactly through this *experience* with the literary text that the linguistic, literary and cultural enrichment, and the personal development of the readers can be achieved. "It is rather doubtful that an extract from a literary work could establish such a relationship or have a substantial pedagogical influence on them" (Zafeiriadou, n.d., p.8).

Thus, since a novel is not intended to be perceived as a series of isolated, discrete incidents, presenting students with a series of extracts would not allow them to understand the point of devoting their time to reading literature, to appreciate the work, enjoy it and benefit from it in a number of ways. In other words, a novel extract does not fulfil "the intentions of the writer and the needs of the reader" (Zafeiriadou n.d., p.8).

2. Is the text appropriate for the course objectives?

Before choosing a novel to be used in a FL course, the learning objectives of the course should be clear in order to select an appropriate text and prepare appropriate exercises and activities. As McRae (1996) points out,

Above all, it is important that the teacher know what is being learned with the materials used: there is no point in taking a piece of text into class just because you like it. The bottom line always has to be the learning achieved. So the question must be asked, 'What will my students get from this text?' The answer can be at many levels: a few minutes' enjoyment might be the minimum answer; whatever the case, some learning has to be achieved... (p.24)

As was discussed in Chapter 2, the primary goal of the particular GFL course was to improve the students' communicative competence in Greek. Thus, the novel was mainly used as a focus for the development of language skills. To this end, a syllabus² was developed which described the learning objectives of the particular upper-

² "At its simplest level a syllabus can be described as a statement of what is to be learnt. Syllabus refers to the content or subject matter of an individual subject" (Karavas, 2014, p.12).

intermediate/B2 GFL course in relation to language learning (see section 3.5). This syllabus was generally based on: i) the B2 communicative *can-do* statements of the Common European Framework of Reference for Languages (CEFR) which provide teachers with orientation points, and ii) some of the grammar and vocabulary items most frequently included in upper-intermediate GFL textbooks.

However, since this study views the reading of literature as an *experience*, the objectives of the course also focused on the students’ experience with the text (see section 3.5)

The selected novel, due to its linguistic content, its plot, characters and themes, offers many opportunities in order for the objectives of the course to be achieved.

3. Will its length be satisfactorily handled in the classroom time allocated?

The selected novel will not be used as a supplementary material, but it will form the central focus of instruction in the particular GFL course as it will be the textbook of the course. Moreover, ‘*Η Μοναξιά των Συνόρων*’ consists of 145 pages. If the amount of the accompanying materials is also considered, the length of the ‘novel-textbook’ can be satisfactorily handled in the classroom time allocated.

4. Is the content of the text interesting to the class and able to stimulate personal involvement? Will the students identify with its theme? Will they find it enjoyable to read this text?

The selected novel deals with the highly topical issue of refugees, immigrants and multiculturalism. Most students participating in the course come from countries which are currently faced with this situation, and some of them are immigrants themselves.

With the European refugee/migrant crisis being at its peak, this issue concerns a large number of adults especially, but not exclusively, in Europe. In such a context, the issues of xenophobia, intercultural interaction, diversity and tolerance have also been raised. These issues are dealt with in ‘*Η Μοναξιά των Συνόρων*’.

Moreover, Hamidaina, one of the two main characters, finds herself in a foreign country and struggles with a language and culture with which she is unfamiliar. This is a situation many SL/FL learners can identify with.

Thus, I believe that the content of the selected novel will be interesting to the students and able to stimulate their personal involvement as its themes concern issues they can identify with. Also, the way the story unfolds, its dramatic and humorous scenes, its characters and their actions, and the fact that it transfers the reader in different times and places make the particular novel very enjoyable to read.

5. Is the text appropriate for the students' proficiency level? Is its difficulty level slightly above their current level of proficiency? Does it contain language which is marked for period, region or social class? How much of its language will students be able to infer?

The particular novel belongs to the genre of Young Adult Literature (YAL). According to Nilsen & Donelson (1993), YAL is “anything that readers between the approximate ages of twelve and twenty choose to read” (p. 6), tends to be relatively short, frequently deals with the problem of personal growth and development and the central character is usually a young adult. Probst (1988) defines young adult literature as literary works which evoke responses and stimulate young adults to think, to feel, and to talk.

The reasons for selecting YAL for an adult upper-intermediate GFL class include the following: a) the content of much YAL is meaningful and interesting also for adult readers as it often addresses itself to complex issues and dilemmas, b) “all the traditional elements of typical classical literature are present in quality YAL” (Herz & Gallo, 2005, p.11), c) it is characterized by linguistic, stylistic and literary simplicity (Bagherkazemi & Alemi, 2010; McKay, 1982), and thus, students will not feel intimidated by a text they cannot handle, d) its length and difficulty level is well suited for upper-intermediate FL learners (Wu, 2008), e) it mainly uses everyday language (Wu, 2008) which is what most FL students desire to learn, and f) its language can still be challenging, without being overwhelming (Ellsworth, 2011).

In particular, the selected novel is slightly above the students' current level of proficiency³. Also, it does not contain any language which is marked for period, region or social class. Finally, although it does contain some challenging language, due to its general linguistic, stylistic and literary simplicity, students will be able to infer most of it.

6. Is the text appropriate for the students' age and their cognitive and emotional level?

As was discussed earlier in this Chapter, the selected novel deals with the highly topical issue of refugees, immigrants and multiculturalism which concerns a large number of adults. Moreover, the language of the text is slightly above the students' current level of proficiency, containing challenging but not overwhelming elements. Thus, regarding the content and language of the selected novel, it can be concluded that the text is appropriate for the students' age and their cognitive and emotional level.

7. Does the text have any problematic content (e.g., offensive language, sexual innuendo, etc.)?

The particular text does not contain any problematic content that could make students feel uncomfortable.

8. What are the specific literary qualities of the text? Do the students have any previous literary/aesthetic experience? Will they be able to respond to the literariness of the text and make sense of the literary meanings behind the text? Does their native language have similar conventions to those in the target language for reading and interpreting literature?

The main literary elements of the selected text, as of any novel, include *plot, setting, characters, point of view* and *themes*. The novel 'Η Μοναξιά των Συνόρων' makes

³ See Krashen (1989), 'i+1 input hypothesis'.

use of the following literary devices⁴: *allusion* (a reference to a well-known person, place, event, literary work, or work of art to enrich the reading experience by adding meaning), *flashback* (interruption of the chronological order to present something that occurred before the beginning of the story), *figurative language* (language that has meaning beyond the literal meaning), *foreshadowing* (important hints that an author drops to prepare the reader for what is to come and help the reader anticipate the outcome), *irony* (a technique that involves surprising, interesting, or amusing contradictions or contrasts), *imagery* (words or phrases that appeal to the reader's senses), *humour*, *suspense* and *symbol* (person, place, or thing that represents something beyond itself).

Regarding literary competence, in the particular GFL course, students will be mainly required to follow the plot, recognise certain themes, recognise the narrator's particular point of view and produce a personal response to the text.

The students participating in the GFL course of the study will be able to respond to the literariness of the text as they come from cultures with well-developed literary traditions with which they are more or less familiar and their native languages (Albanian, Dutch, English, Spanish and Ukrainian) have similar conventions to those in Greek for reading and interpreting literature.

9. How much and what kind of background information will students need in order for the text to be intelligible?

In general, the particular novel does not require much background information in order to be intelligible. In most cases, everything is explained and clarified through the story. However, there are some cases in which certain background information will be needed. For example, students will certainly need some historical background information about the Greeks of Asia Minor and their coming to Greece as refugees in 1922.

⁴ Literary devices are "narrative techniques that add texture, energy, and excitement to the narrative, grip the reader's imagination, and convey information" ("Literary Devices: Definition & Examples", para.2, 2016).

10. Does the text require much cultural background knowledge? Will the students be able to make the cultural assumptions necessary in order to make sense of the literary work? Does it contain clear or unclear cultural allusions? Does the target language culture reflected in the text correspond to reality or is it part of the writer's artistic distortion?

Most cultural allusions found in the text are clear; however, in certain cases, the text does require some cultural background knowledge. For example, when Mrs Charoula refers to the lines of the poem 'Romiosini' ('Ρωμιούσβνη') by Yiannis Ritsos, information about the poet, the meaning of the title and the content of the poem, which is of great importance to the Greek people, should be provided to students.

Finally, the Greek culture reflected in the text does correspond to reality. As a matter of fact, the particular novel mirrors a part of the Greek society of today.

11. Can the text be exploited for language learning purposes? What kinds of tasks and activities can be devised for the particular text? Are there resources available that would help with the exploitation of the text (e.g., a recording of a play or poem, a film of a novel, etc.)?

The selected text can be exploited for language learning purposes as it contains high frequency vocabulary and grammar, and its content provides many opportunities for writing and speaking practice. Moreover, the fact that it also contains a number of excerpts, especially from Greek poetry, provides opportunities for the development of the students' cultural competence.

Pre-reading, while-reading and post-reading tasks and activities can be devised for the particular text, focusing mainly on the development of vocabulary, grammar, reading, writing, speaking and listening skills.

The resources that would help with the exploitation of the text include a recording of the novel prepared by the teacher, recordings of the songs that are mentioned in the story, background information handouts, a number of articles and many pictures relevant to the content of the novel.

3.4. Course Plan: Coping with the Length of the Novel

The length of a novel can often seem daunting, especially when it is to be used with non-native speakers in a FL classroom. Thus, it is important to choose a novel that can be comfortably integrated in the amount of time available per week.

The GFL class of the study met once per week for three hours over a period of seventeen weeks. In order for the selected 145-page novel to be satisfactorily handled in the classroom time allocated, it was divided into manageable pedagogic units. In particular, the novel was divided into twelve chapters and every week students were assigned the reading of one chapter for homework. In this way, the load of vocabulary was satisfactorily dealt with and class time was spent on activities devised around that particular chapter.

Thus, as Table 3.1 below shows, the seventeen-week GFL course was planned in the following way:

Table 3.1 *The GFL Course Plan*

Week	Classwork
1	Introductions. Discussion about the procedures, structure and content of the course. Answering any questions the students might have. An introduction to the novel. The title, the cover and the synopsis. First impressions. Discussion.
2	Novel Chapter 1
3	Novel Chapter 2
4	Novel Chapter 3
5	Novel Chapter 4
6	Revision of Novel Chapters 1-4
7	Novel Chapter 5
8	Novel Chapter 6
9	Novel Chapter 7
10	Novel Chapter 8
11	Revision of Novel Chapters 5-8
12	Novel Chapter 9
13	Novel Chapter 10
14	Novel Chapter 11
15	Novel Chapter 12
16	Revision of Novel Chapters 9-12
17	Oral Presentations on the themes of the novel

3.5 The ‘Novel-Textbook’: Components, Syllabus & Lesson Structure

Components:

As was stated in Chapter 1, the ‘novel-textbook’ of this study consists of: a) an authentic text, the Greek unabridged novel ‘Η Μοναξιά των Συνόρων’ (‘The Loneliness of the Borders’) by Glykeria Grekou (2013), and b) a number of teacher-prepared materials selected or devised by the teacher/researcher to accompany the novel. In particular, the following types of materials were employed:

1. A recording of the novel (devised by the teacher).
2. Grammar handouts containing theory and practice exercises (devised by the teacher).
3. Exercises and Activities on grammar, vocabulary, reading, writing, speaking and listening (devised by the teacher).
4. Revision exercises (devised by the teacher).
5. On-line, newspaper and magazine articles related to the story and used as writing/speaking prompts.
6. Handouts containing information about the Greek poets and writers mentioned in the story (devised by the teacher).
7. Audios with the songs mentioned in the story.
8. Pictures related to the story and used as speaking prompts.
9. You Tube videos related to the content of the story.

Syllabus:

As discussed in Chapter 2, in the particular GFL course, the novel was mainly used as a focus for the development of language skills. However, since the reading of literature was primarily viewed as an *experience*, the course syllabus included both linguistic objectives and objectives which focused on the students’ experience with the text.

In particular, in relation to the four language skills, the following B2 communicative *can-do* statements of the Common European Framework of Reference for Languages (CEFR), which provide teachers with orientation points, formed the basis for the preparation of the course exercises and activities:

Listening: I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

Reading: I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Spoken interaction: I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken production: I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing: I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

(Council of Europe, 2001, p.27)

In selecting the specific grammatical forms and vocabulary to be taught in the GFL course of the study, the teacher/researcher examined the content of a number of upper-intermediate GFL textbooks and chose some of the most frequently taught items. However, most of the vocabulary included in the syllabus was selected in relation to the novel's themes and content. Moreover, the syllabus also included objectives which focused on the students' experience with the text. Tables 3.2, 3.3 and 3.4 below outline the objectives of the course regarding grammar, vocabulary and the literary experience.

Table 3.2 *Learning Objectives: Grammar*

GRAMMAR
Revision of the Aorist – verbs A, B1, B2, Γ1, irregular
Revision of the Imperfect and its use with the Aorist – verbs A, B1, B2, Γ1, irregular
Verbs Γ2 – Present, Future, Aorist, Imperfect, Perfect, Pluperfect
Verbs Γ3 and Γ4 – Present, Future, Aorist, Imperfect, Perfect, Pluperfect
Singular and plural genitive of nouns – masculine in -ος, -ας, -ης, feminine in -α, -η, neuter in -ι, -ο, -μα
Feminine nouns in -η, plural in -εις
Feminine and neuter nouns in -ος
Personal pronouns – direct and indirect object
Adjectives in -ων, -ουσα, -ον, -ύς, -ιά, -ύ, -ης, -ης, -εσ

Table 3.3 *Learning Objectives: Vocabulary*

VOCABULARY
Being a refugee/immigrant (<i>προσφυγιά, ξενιτειά</i>)
Xenophobia, intercultural interaction, diversity and tolerance
Personal feelings, opinions and experiences
Memories from one’s home country
Memories from one’s childhood
Loneliness and isolation
Degraded neighbourhoods
Society
Citizenship
Old age and youth
Family relationships
Health
Education
House and home
Hobbies and leisure
Food and drink
Work

Table 3.4 *Learning Objectives: Students’ Experience with the Text*

STUDENTS’ EXPERIENCE WITH THE TEXT
Allow the exploration of the text by the students and encourage them to develop their own responses to it.
Encourage the reading of literature as a source of pleasure and a stimulus for personal development.
Encourage the reading of literature as a means for the development of cultural competence and intercultural tolerance.

Lesson Structure:

Each lesson was mainly structured in the following way:

1. Homework check, focusing on vocabulary and reading comprehension.
2. Discussion of plot, encouraging personal response.
3. Focus on a particular grammar item through the text.
4. Group and pair work practising the specific grammar item through speaking or writing.
5. Activities encouraging the deployment of the fifth skill, *thinking* (McRae, 1996), focusing on aesthetic reading and practising target grammar and/or vocabulary through speaking or writing.
6. Discussion of students' questions and/or problems.
7. Assignment of next week's homework.
8. Class dismissed.

3.6 The 'Novel-Textbook' in the Classroom: Two Sample Lessons

As was discussed in Chapter 2, in using the 'novel-textbook' in the GFL class of the study, an Integrated Approach to the teaching of literature was employed within the general framework of Communicative Language Teaching. Thus, the primary pedagogic goal of employing literature in the particular GFL course was the development of the students' communicative competence. However, because of its distinct qualities, the literary text was not treated just like any text. The present approach attempted to integrate the focus on language with a focus on the students' experience, combining elements from the Cultural Model, the Language Model and the Personal Growth Model (see Chapter 2, section 2.6).

The two sample lessons presented below attempt to exemplify the way the 'novel-textbook' was used in the GFL course of the study:

SAMPLE LESSON 1

Classwork: Week 5 – Novel Chapter 4

For week 5, students had been assigned the reading of the following pages from the novel for homework along with some exercises on reading comprehension and vocabulary in order to prepare the ground for classwork.

Novel Chapter 4, pp.39-48*

Εκείνη

Κάθε Παρασκευή πρωί περιμένω πώς και πώς τη Ρόζα. Έχω μαγειρέψει το φαγητό που της αρέσει: σουτζουκάκια σμυρναίικα με πατάτες. Η Ρόζα κατάγεται από την Αλβανία. Τα τελευταία δέκα χρόνια, μία φορά την εβδομάδα, καθαρίζει το σπίτι μου. Πριν από εκείνη με βοηθούσε μια Ελληνίδα. Μου τη σύστησε όμως η νύφη μου, που ήταν πολύ ευχαριστημένη από τη δουλειά της, άσε που έπαιρνε και τα μισά λεφτά από τις δικές μας. Ζήτησα να έρχεται Παρασκευή, γιατί κάποια Σαββατοκύριακα πήγαινα στο γιο μου.

Τα τελευταία χρόνια περιμένω καλοδιάθετη την Παρασκευή. Ξυπνάω με ένα σκοπό: να ντυθώ, να μαγειρέψω, να ανοίξω το σπίτι μου σε κάποιον. Η Ρόζα ανοίγει την τηλεόραση, φλυαρεί, ρωτάει, καθώς κάνει τις δουλειές. Ανοίγει τα παράθυρα, τινάζει, κινείται σαν σβούρα, μου λέει για το γιο της που βρίσκεται στον Καναδά, και σαν μεσημεριάζει, στρώνω τραπέζι για δύο, πίνουμε και λίγο κρασάκι.

Μου το είπε η Αλίκη, η κοπέλα που έρχεται στο σπίτι και περιποιείται τα γκριζα μαλλιά μου.

Μα και ο δρόμος, όταν νυχτώνει, ένας οίκος ανοχής δε γίνεται; Είναι τώρα περίπου δυο χρόνια που γεμίζει κορίτσια από τη Μαύρη Ήπειρο. Κόβουν βόλτες πέρα δώθε, μαλώνουν μεταξύ τους για τα αυτοκίνητα που θα σταματήσουν μπροστά τους. Γονείς δεν έχουν; σκέφτομαι.

Δε θέλω να πω πως η γειτονιά μου ήταν η γειτονιά των αγγέλων. Είχε από πάντα φτωχούς και πλούσιους, κακίες, τσακωμούς, καβγάδες, αλλά είχε και πολλές καλημέρες και καληνύχτες. Δε μας φταίνε ετούτοι που κουβαλήθηκαν από όλα τα μέρη της γης, που τα ωραία νεοκλασικά με τις ψηλές ξύλινες πόρτες, τα ακροκέραμα και τα μπαλκόνια με τις περίτεχνες σιδεριές ασφυκτιούν γερασμένα, ετοιμόρροπα ανάμεσα σε εξάωροφα κτίρια. Άλλοι είναι οι φταίχτες.

Στη δεκαετία του '60 η πλατεία του Αγίου Παντελεήμονα δεν ήταν ένα τετράγωνο πολιορκημένο από μπेतόν. Στην αριστερή γωνιά, πίσω από την εκκλησία, βρισκόταν μια πισίνα. Εκεί τα παιδιά της γειτονιάς έβρισκαν τη χαρά τους το καλοκαίρι. Ένα χαρούμενο σμήνος, πουλιά που τιτίβιζαν, μάνες που φώναζαν: «Πρόσεχε!» ή «Νύχτωσε, άντε να φύγουμε». Άνθρωποι στα παγκάκια, στα πεζούλια, έπιναν αναψυκτικά, μασούλαγαν πασατέμπο, τα παιδιά εκλιπαρούσαν για ένα παγωτό. Οι άντρες λίγο παραπέρα, στην οδό Πιπίνου, έπαιζαν τάβλι στο θρυλικό καφενείο του Βυζούρη.

Κάπου κοντά στη δεκαετία του '80 ένα κενό. Καμία ανάμνηση. Το 1990 εγκαθίστανται οι πρώτοι μετανάστες.

Μετά τον καφέ μας και νωρίς το απόγευμα με αποχαιρετάει βιαστικά. Άλλο νοικοκυριό περιμένει τα προκομμένα χέρια της. Το δικό μου πάλι, μοσχοβολιστό από τα απορρυπαντικά, βυθίζεται στη σωπή. Εγώ συμμαζεύω το τραπέζι και περιμένω την επόμενη Παρασκευή να ανοίξω την πόρτα μου σε κάποιον, να ανοίξω το στόμα μου σε κάποιον.

Πάνω τον καναπέ μου, ανοίγω την τηλεόραση, κλείνω την τηλεόραση, μιλάω με το παιδί μου στο τηλέφωνο, μόλις πάω να παραπονεθώ, μου απαντάει: «Μάνα, λες και δεν ξέρεις, ούτε τα παιδιά μου δε βλέπω καλά καλά, εξάλλου πόσες φορές σου το έχω πει, έλα να μείνεις μαζί μας». Όσο για τα εγγόνια μου, ούτε κουβέντα να με επισκεφτούν. «Δεν είναι γειτονιά για παιδιά, δε βλέπεις, δεν ακούς τι γίνεται κάθε μέρα;» Έχει δίκιο, τι να του απαντήσω;

Θυμάμαι, όταν ήμουν εγώ παιδί, μα και πολύ αργότερα, πως τα παιδιά έπαιζαν πετροπόλεμο. Σήμερα παίζουν με αληθινά όπλα. Το άλλοτε αγαπημένο παιχνίδι, «Κλέφτες κι αστυνόμοι», πήρε σάρκα και οστά. Νομίζαμε πως τελειώσαμε με δαύτον, τον πόλεμο εννοώ, μα τώρα μας παρουσιάστηκε με άλλο πρόσωπο. Οι σειρήνες της αστυνομίας ηχούν έξω από το σπίτι κάθε τρεις και λίγο. Σχεδόν κάθε νύχτα ξεσπούν επεισόδια.

Στην απέναντι γωνία του δρόμου, το παλιό αρχοντικό με τα ψηλά ταβάνια και τα μεγάλα παράθυρα, το αρχοντικό όπου η Φίνος Φιλμ το είχε χρησιμοποιήσει σε πολλές ταινίες για σκηνικό, έγινε οίκος ανοχής. Τέσσερις χιλιάδες ευρώ το μήνα το νοίκιασε ο ιδιοκτήτης.

Λες και κοιμηθήκαμε για μια δεκαετία και ξυπνήσαμε σε μια άλλη γειτονιά. Από και και μετά όλα άλλαξαν.

Σήμερα η γειτονιά μου δεν είναι γειτονιά μου. Είπαμε, ποτέ στη γειτονιά δεν κατοικούσαν άγγελοι. Αλλά ήταν γειτονιά. Τώρα είναι η Βαβέλ της πόλης. Τώρα συγχροούνται διάφορες φυλές μεταξύ τους. Πολύχρωμες στα πρόσωπα και στα ρούχα. Μικρή φοβόμουν τα σκούρα χρώματα. Σήμερα, σαν κοιτάζω απέναντι η κάτω και βλέπω τους πολύχρωμους ανθρώπους μαζεμένους στα πεζοδρόμια, ακυρώνω την έξοδό μου. Ποιος να το φανταζόταν πως η πολυχρωμία θα με τρώμαζε τόσο πολύ! Τις περισσότερες φορές ακυρώνω λοιπόν την έξοδό μου. Μόνο για τα τελείως απαραίτητα θα βγω.

Είμαι πολύ θυμωμένη με όλους αυτούς! Αλλά δεν το έχω σκοπό να φύγω από το σπίτι μου! Μπορεί να έχει δίκιο το παιδί μου, τι να πω; Εγώ όμως δε θα φύγω από τη γειτονιά μου!

Πριν από λίγο καιρό που με επισκέφτηκαν, έκανε εκατό γύρους να παρκάρει, μα το χειρότερο δεν ήταν αυτό. Όταν έφυγαν, βοήγαν το αυτοκίνητό τους χτυπημένο στο πλάι. Κάθε φορά λοιπόν η ίδια ερώτηση: «Μάνα, δε βλέπεις, δεν ακούς τι γίνεται κάθε μέρα;»

Η αλήθεια είναι πως όλο και περισσότερα παιδιά που γεννήθηκαν και μεγάλωσαν εδώ εγκατέλειψαν τη γειτονιά, άφησαν πίσω τους ηλικιωμένους γονείς και αναζήτησαν στέγη στα προάστια. Μα είναι νέοι, έχουν τη ζωή μπροστά τους. Εγώ είμαι μεγάλη πια να ξεριζωθώ. Δε θέλω και δεν μπορώ να ξενιτευτώ σ' αυτή την ηλικία.

«Δε βλέπεις, δεν ακούς τι γίνεται κάθε μέρα;»

*Reprinted with permission of the author.

Και βλέπω, παιδί μου, και ακούω, μα προπάντων θυμάμαι, και δε θέλω να ξεχάσω όλα όσα έζησα σ' αυτή τη γειτονιά...

Η Χαμιντάνα κάνει την προσευχή της, μαζεύει το χαλάκι και περιμένει. Ο αδελφός της δεν έχει ωράριο. Βαριέται, έχει να μιλήσει σε κάποιον από το πρωί. Πλησιάζει στο παράθυρο του δρόμου, το ανοίγει, το δροσερό αεράκι χαϊδεύει το πρόσωπό της.

Ένα αυτοκίνητο προσπαθεί να χωρέσει απέναντι. Μπρος πίσω, μπρος πίσω. Το αεράκι γεμίζει μυρωδιές και ήχο από την εξάτμιση. Το προτιμάει από τον γεμάτο θειάφι αέρα του πολέμου.

Θέλει να βγει, να περπατήσει, να σηκώσει το κεφάλι της και να δει ουρανό. Της αρέσει ο ουρανός της Αθήνας. Ρίχνει τη ματιά της αριστερά: δρόμος. Δεξιά: δρόμος. Υψώνει το βλέμμα της. Ψηλά, απέναντι, «εκείνη» προσπαθεί να κλείσει το παράθυρο, δεν αντέχει το θόρυβο και το καυσαέριο. Χαμηλώνει το βλέμμα της, κολλάει το πρόσωπο στο τζάμι. Πάει να τραβήξει την κουρτίνα. Η μικρή της χαμογελά.

Εκείνη στέκεται αμήχανη, αφήνει το ύφασμα από το χέρι της, κάνει ένα βήμα πίσω και της ανταποδίδει το χαμόγελο. Μετανιώνει γι' αυτό. Κοιτάζει, για άλλη μια φορά, το δρόμο. Παριστάνει την αδιάφορη. Ρίχνει το βλέμμα στη γωνία. Το ανθοπωλείο της Κατερίνας έχει μαραζώσει. Πού είναι οι παλιές καλές εποχές; Το θυμάται τουλάχιστον πενήντα χρόνια. Ένας κήπος στο κέ-

Του γείτονα ποιητή. Το είχε συνήθεια εκείνος και τα βράδια, ψηλός και αγέρωχος, περπατούσε μόνος του αργά. Και σαν τύχαινε να τον συναντήσουν στη βόλτα με τον άντρα της, δεν παρέλειπε το χαιρετισμό: «Καληνύχτα, κύριε Ρίτσο!» Κι εκείνος, βγαίνοντας από τους ρεμβασμούς του, με την ξεχωριστή φωνή του ανταπέδιδε: «Καλή σας νύχτα!»

Η άλλη

Χαμογέλασε! Το είδα καθαρά! Εκείνη –αλήθεια, πώς να τη φωνάζουν;– με κοίταξε και μου χαμογέλασε! Πόσο γλυκά είναι τα μάτια της! Σαν της γιαγιάς μου όταν μου έλεγε παραμύθια.

Νιώθω περίεργα. Από τη μέρα του μεγάλου ταξιδιού κανένas δε χαμογελάει σαν μας βλέπει. Μόνο η Ελένη, η γιατρός του καταυλισμού, μου χαμογελούσε, κρατώντας το χέρι μου όταν τρία μερόνυχτα ψηνόμουν στον πυρετό. Σαν σε όνειρο άκουγα τη φωνή της να εξηγεί στον Μουσάφ τι ώρα να μου δώσουν τα φάρμακα. Ήταν στιγμές που μπέρδευα τη μορφή της με αυτή της μητέρας μου. Της υποσχέθηκα να γεμίσω το χοντρό τετράδιο που μου χάρισε με ιστορίες και ζωγραφιές.

Βγάζει από τη μαύρη τσάντα το τετράδιο και τα χρώματα που της χάρισε η Ελένη, η γιατρός που την επισκεπτόταν στον καταυλισμό, στην Πάτρα, όταν την κατέ-

ντρο της πόλης. Από το πρωί ίσαμε το βράδυ ανοιχτό. Εκεί έβρισκες τα πιο σπάνια λουλούδια στην Αθήνα. Τώρα είναι έτοιμο να βάλει λουκέτο. Οι κάτοικοι της περιοχής παλεύουν για τον επιούσιο. Οι ξένοι άφησαν τα λουλούδια στην πατρίδα τους, για να ζήσουν σε αποθήκες και υπόγεια.

Ποιος είναι ο ξένος; αναρωτιέται ξανά και ξανά. Πλησιάζει πάλι το τζάμι. Η μικρή εκεί, με τα μάτια ψηλά. Από πού είναι αυτό το παιδί; Πώς περνάει όλη μέρα ένα μικρό κορίτσι σε ένα άθλιο ημιυπόγειο;

Η δασκάλα ξύπνησε μέσα της απρόσμενα! Καιρό είχε να νιώσει έτσι. Η σκέψη της, καιρό τώρα, στάσιμη. Κατακάθι του καφέ, που κανένas δεν ανάδευε. Κι εκείνης δεν της άρεσε το νεροζούμι που έπινε! Η ίδια έβλεπε το φλιτζανάκι μπροστά της και δεν έβρισκε κανένα λόγο να το πάρει στα χέρια της.

Της χαμογελά ξανά. Η μικρή σηκώνει το χέρι, τη χαιρετά διστακτικά. Αφήνει την κουρτίνα ανοιχτή. Ένα χαμόγελο, ένα βότσαλο στα λιμνάζοντα νερά της ζωής της, σήκωσε ένα ελαφρύ, καλοδεχούμενο κυματάκι. Ταράχτηκε! Έκανε πίσω.

Έφτιαξε ένα καφεδάκι, πλησίασε πάλι το παράθυρο, κοίταξε με λαχτάρα κάτω. Το παράθυρο είχε κλείσει. Η αρχή όμως είχε γίνει. Πήρε μολύβι, άνοιξε το μπλοκάκι της, φόρεσε τα γυαλιά της. Χωρίς δεύτερη σκέψη, έγραψε τους στίχους του ποιητή:

Όταν χαμογελάνε, ένα μικρό χελιδόνι φεύγει μέσ' απ' τ' άγρια γένια τους

βασαν μισοπεθαμένη από το καράβι. Τη θυμάται σαν άγγελο, σαν τη Σεχραζάντ του παραμυθιού, πάνω από το ράντζο καθώς εκείνη έβηξε και ψηνόταν στον πυρετό.

«Δε θα ξεχάσω ποτέ την Ελένη!» έγραψε στην πρώτη σειρά της σελίδας με μεγάλα γράμματα. Πήρε μιαμπογιά και άρχισε να τη σχεδιάζει. Αυτή δεν ήταν η πρώτη σελίδα του τετραδίου. Για την ακρίβεια, αυτή ήταν η πιο φωτεινή! Η πρώτη ήταν του αποχαιρετισμού στην πατρίδα. Σκοτεινιά! Ποιος αποχαιρετισμός από τους αγαπημένους σου είναι χαρούμενος; Οι σελίδες που ακολούθησαν ήταν φορτωμένες πίκρα, ελπίδα, αγωνία, πόνο, και πάλι ελπίδα, πορείες ατέλειωτες πάνω σε βουνά, σε καρτότσες, χιόνι, βροχές, ήλιο, ο φόβος πάντα συνοδοιπόρος, αλμύρα από τη θάλασσα και τα δάκρυα, φωνές που ζητούσαν βοήθεια, λιμάνι, κι άλλο λιμάνι, απώλειες και η ελπίδα για ένα καλύτερο αύριο να αναβροσβήνει συνεχώς.

Η ελπίδα! Θέλει να τη ζωγραφίσει μα δυσκολεύεται. Τι χρώμα, τι μορφή να της δώσει; Γράφει για την Ελένη. Ζωγραφίζει την Ελένη καθώς της κρατάει το χεράκι της.

Δεν ξεχνάει τη ζεστασιά του χεριού της, το κουράγιο που έπαιρνε, καθώς ένιωθε πως δεν είναι εντελώς μόνη σ' αυτή την απελπισία, σ' αυτό το αδιέξοδο. Το μαύρο υποχωρούσε, καθώς η άσπρη μπλούζα της Ελένης έσκυβε πάνω της. Δίπλα στο πρόσωπό της τραβάει μια λεπτή γραμμή, πάνω στη γραμμή γράφει με πορτοκαλί χρώμα: «Ελπίδα».

Όταν σφίγγουν το χέρι, ο ήλιος είναι βέβαιος για τον κόσμο.

A. Objectives:

- 1) Check understanding of vocabulary and plot.
- 2) Revise the Imperfect Tense.
- 3) Focus on vocabulary related to someone's memories of: i) how their neighbourhood/city/country used to be in the past, and ii) how their life used to be there.
- 4) Encourage an aesthetic reading of the text and the students' personal response to it.
- 5) Say a few basic things about the poet Yiannis Ritsos and his poem 'Romiosini'.

B. Activities:

Activities 1 and 2 are based on the exercises that students had been assigned for homework (see below).

Activity 1

Objective: Check understanding of vocabulary

Main skill: Vocabulary

Focus: Guessing vocabulary from context

Duration: 25 minutes

This activity is based on homework exercises A and B which were the following:

A. Below there are some parts from Chapter 4. Read Chapter 4 twice and then underline the unknown words in these parts. Try to guess the meaning of your underlined words from context. (Objective: Help students with difficult vocabulary)

1. Κάθε Παρασκευή πρωί περιμένω πώς και πώς τη Ρόζα. Η Ρόζα κατάγεται από την Αλβανία. Μου τη σύστησε η νύφη μου.
2. Ξυπνάω με ένα σκοπό.
3. Η Ρόζα ανοίγει την τηλεόραση, φλυαρεί, ρωτάει, καθώς κάνει τις δουλειές. Ανοίγει τα παράθυρα, τινάζει, κινείται σαν σβούρα. Νωρίς το απόγευμα με αποχαιρετάει βιαστικά. Άλλο νοικοκυριό περιμένει τα προκομμένα χέρια της.
4. Το άλλοτε αγαπημένο παιχνίδι, «Κλέφτες κι αστυνόμοι», πήρε σάρκα και οστά.
5. Οι σειρήνες της αστυνομίας ηχούν έξω από το σπίτι κάθε τρεις και λίγο. Σχεδόν κάθε νύχτα ξεσπούν επεισόδια.
6. Δε μας φταίνε ετούτοι που κουβαλήθηκαν από όλα τα μέρη της γης... Άλλοι είναι οι φταίχτες.
7. Ετοιμόρροπα κτίρια.

8. Εκεί τα παιδιά της γειτονιάς έβρισκαν τη χαρά τους το καλοκαίρι. Ένα χαρούμενο σμήνος, πουλιά που τιτίβιζαν... Άνθρωποι στα παγκάκια, στα πεζούλια, έπιναν αναψυκτικά, μασούλαγαν πασατέμπο, τα παιδιά εκλιπαρούσαν για ένα παγωτό. Οι άντρες λίγο παραπέρα, έπαιζαν τάβλι στο θρυλικό καφενείο του Βυζούρη.
9. Το 1990 εγκαθίστανται οι πρώτοι μετανάστες που παλεύουν για τον επιούσιο.
10. Τώρα συγκρούονται διάφορες φυλές μεταξύ τους. Τις περισσότερες φορές ακυρώνω την έξοδό μου. Μόνο για τα τελείως απαραίτητα θα βγω. Πού είναι οι παλιές καλές εποχές;
11. Κάνω εκατό γύρους για να παρκάρω.
12. Ο αδελφός της δεν έχει ωράριο.
13. Της ανταποδίδει το χαμόγελο. Το μετανιώνει. Παριστάνει την αδιάφορη.
14. Το ανθοπωλείο στη γωνία έχει μαραζώσει. Είναι έτοιμο να βάλει λουκέτο.
15. Μόνο η Ελένη, η γιατρός του καταυλισμού, μου χαμογελούσε, κρατώντας το χέρι μου όταν τρία μερόνυχτα ψηνόμουν στον πυρετό πάνω σ' ένα ράντζο. Ήταν η μόνη ελπίδα μέσα στο αδιέξοδο.

B. Read the above parts again. Look up only the vocabulary which you feel is crucial for the understanding of these parts. (Objective: Help students with difficult vocabulary)

The teacher chooses one student for every part of the text (homework exercise A). The student reads the particular part and explains its meaning either by paraphrasing in Greek or translating in English. If the answer is wrong, the rest of the students are asked to help their classmate by explaining the meaning to him/her.

The teacher monitors the process and helps when necessary. At the end, she asks students if they have any questions concerning the vocabulary of the Chapter.

Activity 2

Group work: Information gathering, opinion sharing

Objective: Check understanding of plot, encourage personal response

Main skill: Reading comprehension

Focus: Interaction

Duration: 40 minutes

This activity is based on homework exercise C which was the following:

C. Answer the following questions. You should justify your answers by referring to the text. (Objective: Help students to understand the plot, encourage personal response):

1. Γιατί η κυρία Χαρούλα περιμένει τις Παρασκευές πώς και πώς; Πώς νιώθει και τι κάνει τα απογεύματα της Παρασκευής; Γιατί;

2. Έχει καιρό να δει τον γιο της και τα εγγόνια της; Γιατί ο γιος της τής λέει «Δεν είναι γειτονιά για παιδιά, δε βλέπεις, δεν ακούς τι γίνεται κάθε μέρα;»
3. Πώς ήταν η γειτονιά της την δεκαετία του '60 και πώς από την δεκαετία του '90 και μετά;
4. Ποιοι έχουν εγκαταλείψει τη γειτονιά; Γιατί; Ποιους άφησαν πίσω; Η κυρία Χαρούλα σκέφτεται να φύγει από τη γειτονιά; Γιατί;
5. Τι γίνεται όταν το βλέμμα της Χαμιντάινα συναντάει το βλέμμα της κυρίας Χαρούλας; Πώς νιώθουν γι' αυτό; Τι σημαίνει 'Η σκέψη της, καιρό τώρα, στάσιμη. Κατακάθι του καφέ, που κανένας δεν ανάδευε. Κι εκείνης δεν της άρεσε το νεροζούμι που έπινε! ... Ένα χαμόγελο, ένα βότσало στα λιμνάζοντα νερά της ζωής της, σήκωσε ένα ελαφρύ, καλοδεχούμενο κυματάκι';
6. Ποια είναι η Ελένη; Γιατί η Χαμιντάινα λέει ότι δεν θα την ξεχάσει ποτέ;

In turns, students ask one another the above questions. When a student answers, then the rest of the students add anything they consider important and/or ask their classmate clarification questions, if necessary. Students should justify their answers by referring to the text.

The teacher monitors the process and helps when necessary.

Students have a 15-minute break

Activity 3

Group work: Opinion sharing, information gathering

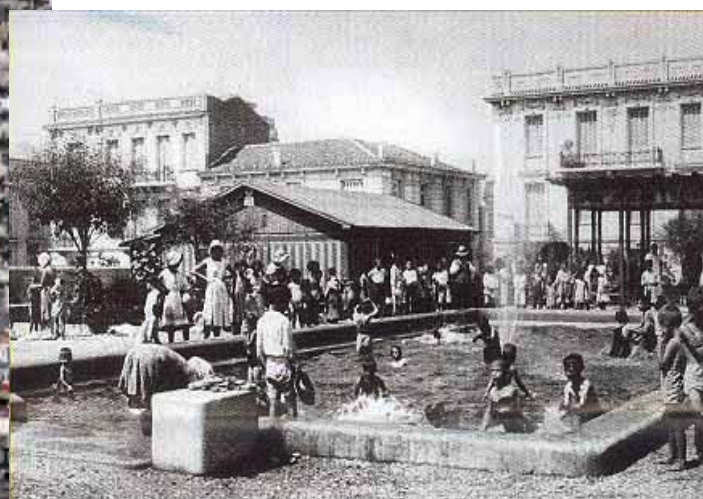
Objective: Revision of the Imperfect Tense (Παρατατικός) use to talk about past conditions that no longer exist, and past actions that no longer happen

Main skill: Grammar

Focus: Interaction

Duration: 35 minutes

The teacher, using the overhead projector, shows students the following pictures:



First, the students discuss where exactly in the text they could put these pictures if they wanted to illustrate Chapter 4 and why.

Then, they read the part of the text where they all agree that these two pictures could be put (p.41):

Στη δεκαετία του '60 η πλατεία του Αγίου Παντελεήμονα δεν ήταν ένα τετράγωνο πολιορκημένο από μπετόν. Στην αριστερή γωνιά, πίσω από την εκκλησία, βρισκόταν μια πισίνα. Εκεί τα παιδιά της γειτονιάς έβρισκαν τη χαρά τους το καλοκαίρι. Ένα χαρούμενο σμήνος, πουλιά που τιτίβιζαν, μάνες που φώναζαν: «Πρόσεχε!» ή «Νύχτωσε, άντε να φύγουμε». Άνθρωποι στα παγκάκια, στα πεζούλια, έπιναν αναψυκτικά, μασούλαγαν πασατέμπο, τα παιδιά εκλιπαρούσαν για ένα παγωτό. Οι άντρες λίγο παραπέρα, στην οδό Πιπίνου, έπαιζαν τάβλι στο θρυλικό καφενείο του Βυζούρη.

Finally, students, in turn, ask one another to describe how *their* neighbourhood /city/country used to be in the past and how it is now, and what they used/didn't use to do in the past and cannot/can do there now. The teacher writes some useful vocabulary on the board, monitors the process and

helps when necessary.

While the students are talking, the teacher notes the Imperfect verbs they are using on the board. When the task finishes, she asks students to put the verbs on the board in categories depending on the way they form the Imperfect. She helps them when necessary and summarises their answers by drawing tables on the board.

Activity 4

Group work: Opinion sharing

Objective: The deployment of the fifth skill, *thinking* (McRae, 1996), personal response

Main skill: Integration of skills

Focus: Aesthetic reading

Duration: 30 minutes

The teacher asks students to read the following parts from Chapter 4, p.44 and 48:

Έφτιαξε ένα καφεδάκι, πλησίασε πάλι το παράθυρο, κοίταξε με λαχτάρα κάτω. Το παράθυρο είχε κλείσει. Η αορχή όμως είχε γίνει. Πήρε μολύβι, άνοιξε το μπλοκάκι της, φόρεσε τα γυαλιά της. Χωρίς δεύτερη σκέψη, έγραψε τους στίχους του ποιητή:

Όταν χαμογελάνε, ένα μικρό χελιδόκι φεύγει μέσ' απ' τ' άγρια γένια τους

Η ελπίδα! Θέλει να τη ζωγραφίσει μα δυσκολεύεται. Τι χρώμα, τι μορφή να της δώσει; Γράφει για την Ελένη. Ζωγραφίζει την Ελένη καθώς της κρατάει το χεράκι της.

Δεν ξεχνάει τη ζεστασιά του χεριού της, το κουράγιο που έπαιρνε, καθώς ένιωθε πως δεν είναι εντελώς μόνη σ' αυτή την απελπισία, σ' αυτό το αδιέξοδο. Το μαύρο υποχωρούσε, καθώς η άσπρη μπλουζά της Ελένης έσκυβε πάνω της. Δίπλα στο πρόσωπό της τραβάει μια λεπτή γραμμή, πάνω στη γραμμή γράφει με πορτοκαλί χρώμα: «Ελπίδα».

Όταν σφίγγουν το χέρι, ο ήλιος είναι βέβαιος για τον κόσμο.

First, she asks students to discuss i) what they think the poet's lines on p.44 mean, and ii) why they think Mrs Charoula chose to write down the particular lines.

Then, she asks them to discuss i) who they think might have written the poem lines on p.48, ii) what they think these lines mean, and ii) why the writer of the novel chose to put the particular lines there.

Students discuss with one another and with the teacher, who also monitors the process and helps when necessary.

Activity 5

Group work: Opinion sharing

Objective: The deployment of the fifth skill, *thinking* (McRae, 1996), personal response

Main skill: Integration of skills

Focus: Inferring

Duration: 20 minutes

The teacher asks students to read the following part from Chapter 4, p.45:

Του γείτονα ποιητή. Το είχε συνήθεια εκείνος και τα βράδια, ψηλός και αγέρωχος, περπατούσε μόνος του αργά. Και σαν τύχαινε να τον συναντήσουν στη βόλτα με τον άντρα της, δεν παρέλειπε το χαιρετισμό: «Καληνύχτα, κύριε Ρίτσο!» Κι εκείνος, βγαίνοντας από τους ρεμβασμούς του, με την ξεχωριστή φωνή του ανταπέδιδε: «Καλή σας νύχτα!»

Then, she asks them to discuss: i) how often Mrs Charoula met her poet neighbour, and ii) what we could infer about his personality.

Students discuss with one another and with the teacher, who also monitors the process and helps when necessary.

At the end of this activity, the teacher distributes the following handout in order for students to get some general information about the poet Yiannis Ritsos and his poem 'Romiosini', and to see where the lines they read on p.44 and 48 come from:

Greek Language Course 2015

Novel: 'Η Μοναξιά των Συνόρων'



Γιάννης Ρίτσος (1909-1990)

Ο ποιητής της Ρωμιοσύνης

Ο Γιάννης Ρίτσος θεωρείται ένας από τους σπουδαιότερους έλληνες ποιητές με διεθνή φήμη και παγκόσμια ακτινοβολία. Το έργο του είναι τεράστιο σε ποσότητα και πολύ σημαντικό σε ποιότητα.

ΡΩΜΙΟΣΥΝΗ

Η *Ρωμιοσύνη* είναι μια μεγάλη ποιητική σύνθεση που χωρίζεται σε 7 μέρη/ενότητες. Γράφτηκε το 1945-1947, την τραγική περίοδο ανάμεσα στη γερμανική κατοχή και τον ελληνικό εμφύλιο πόλεμο.

Στη σύνθεση αυτή ο Ρίτσος μάς δίνει ανάγλυφη τη μορφή της Ελλάδας και του ελληνικού λαού στον αδιάκοπο αγώνα του για ελευθερία, δικαιοσύνη και ανθρωπιά.

Μέρος/Ενότητα Ι

Αυτά τα δέντρα δε βολεύονται με λιγότερο ουρανό,
αυτές οι πέτρες δε βολεύονται κάτω απ' τα ξένα βήματα,
αυτά τα πρόσωπα δε βολεύονται παρά μόνο στον ήλιο,
αυτές οι καρδιές δε βολεύονται παρά μόνο στο δίκιο.

Ετούτο το τοπίο είναι σκληρό σαν τη σιωπή,
σφίγγει στον κόρφο του τα πυρωμένα λιθάρια,
σφίγγει στο φως τις ορφανές ελιές του και τ' αμπέλια του,
σφίγγει τα δόντια. Δεν υπάρχει νερό. Μονάχα φως.
Ο δρόμος χάνεται στο φως κι ο ίσκιος της μάντρας είναι σίδερο.

Μαρμάρωσαν τα δέντρα, τα ποτάμια κι οι φωνές μες στον ασβέστη
του ήλιου.

Η ρίζα σκοντάφτει στο μάρμαρο. Τα σκονισμένα σκίονα.
Το μουλάρι κι ο βράχος. Λαχανιάζουν. Δεν υπάρχει νερό.
Όλοι διψάνε. Χρόνια τώρα. Όλοι μασάνε μια μπουκιά ουρανό
πάνου απ’ την πίκρα τους.
Τα μάτια τους είναι κόκκινα απ’ την αγρύπνια,
μια βαθιά χαρακιά σφηνωμένη ανάμεσα στα φρύδια τους
σαν ένα κυπαρίσσι ανάμεσα σε δυο βουνά στο λιόγεμα.

Το χέρι τους είναι κολημένο στο ντουφέκι
το ντουφέκι είναι συνέχεια του χεριού τους
το χέρι τους είναι συνέχεια της ψυχής τους –
έχουν στα χεῖλια τους απάνου το θυμό
κι έχουνε τον καημό βαθιά στα μάτια τους
σαν ένα αστέρι σε μια γούβα αλάτι.

**Όταν σφίγγουν το χέρι, ο ήλιος είναι βέβαιος για τον κόσμο
όταν χαμογελάνε, ένα μικρό χελιδόκι φεύγει μές’ απ’ τα άγρια γένια τους.**
όταν κοιμούνται, δώδεκα άστρα πέφτουν απ’ τις άδειες τσέπες τους
όταν σκοτώνονται, η ζωή τραβάει την ανηφόρα με σημαίες και με ταμπούρλα.
Τόσα χρόνια όλοι πεινάνε, όλοι διψάνε, όλοι σκοτώνονται
πολιορκημένοι από στεριά και θάλασσα,
έφαγε η κάμα τα χωράφια τους κι η αρμύρα πότισε τα σπῖτια τους
ο αγέρας έριξε τις πόρτες τους και τις λίγες πασχαλιές της πλατειάς
από τις τρύπες του πανωφοριού τους μπανοβγαίνει ο θάνατος
η γλώσσα τους είναι στυφή σαν το κυπαρισσόμηλο
πέθαναν τα σκυλιά τους τυλιγμένα στον ίσκιο τους
η βροχή χτυπάει στα κόκαλά τους.

Πάνου στα καρπούλια πετρωμένοι καπνίζουν τη σβουνιά και τη νύχτα
βιγλίζουντας το μανιασμένο πέλαγο που βούλιαξε
το σπασμένο κατόρτι του φεγγαριού.

Το ψωμί σώθηκε, τα βόλια σώθηκαν,
γεμίζουν τώρα τα κανόνια τους μόνο με την καρδιά τους.

Τόσα χρόνια πολιορκημένοι από στεριά και θάλασσα
όλοι πεινάνε, όλοι σκοτώνονται και κανένας δεν πέθανε –
πάνου στα καρπούλια λάμπουνε τα μάτια τους
μια μεγάλη σημαία, μια μεγάλη φωτιά κατακόκκινη
και κάθε αυγή χιλιάδες περιστέρια φεύγουν απ’ τα χέρια τους
για τις τέσσερις πόρτες του ορίζοντα.

Students read the information on the first page of the handout and the teacher helps with difficult vocabulary. Then, she explains in simple words the meaning of the term ‘Ρωμοσύνη’, the content of the poem and its importance to the Greek people.

In the last minutes of the lesson the teacher answers any questions the students might have. Then she assigns next week's homework which is the revision of the 'novel-textbook' Chapters 1-4. In particular, she gives students the following exercises to prepare at home:

Greek Language Course 2015

Novel: 'Η Μοναξιά των Συνόρων'

REVISION OF CHAPTERS 1 – 4

A. Write a summary of chapters 1, 2, 3 and 4 (max 350 words).

B. Imagine that you visit your old neighbourhood after many years. Write a letter to a friend about the memories you have from your life there and the changes you saw (max 250 words).

C. Describe and talk about the following pictures. If you wanted to illustrate Novel Chapters 1-4, where exactly would you put them and why?



D. Rewrite the following phrases, putting the words in bold in the plural:

1. Τα καθαρά νερά της λίμνης. _____
2. Ο αρχηγός της θάλασσας. _____
3. Οι δυσκολίες της δουλειάς. _____
4. Η κορνίζα της φωτογραφίας. _____
5. Τα προβλήματα της οικογένειας. _____
6. Τα τσιμέντα της οικοδομής. _____
7. Το νερό της βρύσης. _____
8. Τα παιδιά της φίλης της. _____
9. Η θυσία της μητέρας. _____
10. Ο ήχος της σειρήνας. _____
11. Η δύναμη της εικόνας. _____
12. Η καλοσύνη της γιατρίνας. _____
13. Το γραφείο της δασκάλας. _____
14. Τα λάθη της σελίδας. _____
15. Η ανάμνηση της χαμένης πατρίδας. _____
16. Το σπίτι της φιλενάδας της. _____
17. Οι μέρες της εβδομάδας. _____
18. Τα στοιχεία της ταυτότητας. _____
19. Οι ερωτήσεις της ενότητας. _____

E. Rewrite the following phrases/sentences, correcting the stress of the nouns in bold:

1. Η ζωή του **άνθρωπου**/των **άνθρωπων**.
2. Τα δεινά του **πόλεμου**/των **πόλεμων**.
3. Χρειάζομαι και τους τρεις **όροφους**.
4. Το γραφείο του **πρόεδρου**/των **πρόεδρων**.
5. Με το πέρασμα των **μήνων**.
6. Η δίκη των **εγκληματιών**.
7. Τα κέρδη των **επιχειρηματιών**.
8. Η ανακάλυψη των **επιστήμονων**.
9. Η δουλειά των **φύλακων** είναι επικίνδυνη.
10. Η ζωή των **πρόσφυγων** είναι πολύ δύσκολη.
11. Η ιστορία των **Έλλληνων**.
12. Η ζωή των **καλλιτεχνων**.
13. Το ντύσιμο των **επισκέπτων**.
14. Τα προβλήματα των **μετανάστων**.
15. Ο έλεγχος των **επιβάτων**.
16. Τα έπιπλα του **σαλονιου**/των **σαλονιων**.
17. Το χρώμα του **λουλούδιου**/των **λουλούδιων**.
18. Το παράθυρο του **δωματιου**/των **δωματιων**.
19. Το κτήριο του **αεροδρομιου**/των **αεροδρομιων**.
20. Οι παραστάσεις του **θεατρου**/των **θεατρων**.
21. Η αίθουσα του **μάθηματος**/των **μαθηματων**.
22. Το ωράριο του **κατάστηματος**/των **καταστήματων**.

F. Put the words in the right order and form to create sentences:

1. Είναι, Άννα, γυναίκα, αδελφός μου.

2. Πού, βάζω-εσύ, τούρτα; Είμαι, τούρτα, ψυγείο.

3. Υπάρχω, φούρνος, εδώ γύρω; Ναι, έχω, φούρνος, γωνία.

4. Βλέπω-εσείς, αυτός, σπάνιοι δίσκοι; Υπάρχω, κι άλλος, ντουλάπα.

5. Αυτή, ζακέτα, θέλω-εσύ, αγοράσω-εσύ; Αυτή, ζακέτα, είμαι, ιταλικός.

6. Πόσος, καλεσμένος, έχω-εσείς, πάρτι; Περίπου, δεκατέσσερα, αλλά, υπάρχω, κάποιος, δεν έρχομαι.

G. Rewrite the sentences below, substituting the phrases in bold with words/phrases that have the same meaning. The numbers in parentheses indicate the number of words that you should use. (Expr.) means that you should use an expression.

1. Η κυρία Χαρούλα μπορεί να είναι **μια γυναίκα μεγάλης ηλικίας (1)**, αλλά **δεν χρειάζεται πολλή βοήθεια (3)**.

2. Η γιαγιά μου με κοιτούσε με **περηφάνια (1)** όταν της έλεγα τις πρωτεύουσες των χωρών.

3. **Δεν μπορώ άλλο (2)** τόση σιωπή!

4. Μπήκε στο σπίτι σιγά και κανέννας **δεν τον κατάλαβε (expr.)**.

5. Τα μάτια του **γέμισαν δάκρυα (1)**.

6. «**Η ξένη χώρα (2)** είναι πικρή», σκέφτηκε. Έβαλε **στη θέση του (1)** το χαλάκι κάτω από το **σιδερένιο, χαμηλό, στενό κρεβάτι της που είχε χαλάσει από την υγρασία (2)**.

7. Σ' αυτές τις πολυκατοικίες **δεν μένει κανείς πια**, κι έτσι **βρίσκουν εκεί στέγη και ασφάλεια άνθρωποι από άλλες χώρες (3)**. Κάποιες απ' αυτές τις πολυκατοικίες είναι

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έτοιμες να πέσουν.

8. Η Χαμιντάινα προσέχει το τετράδιό της **σαν κάτι πολύτιμο (expr.)**.
9. Η γιαγιά της **γελούσε πάρα πολύ (1)** με τα αστεία της. Όταν όμως φορούσε τη μαντίλα, **άλλαζε τελείως (1)**.
10. Βλέπει θλιμμένα μάτια **και όταν κοιμάται και όταν δεν κοιμάται (expr.)**.
11. Το σπίτι της κυρίας Χαρούλας της θύμιζε μικρό παλατάκι που το είχαν **αφήσει οι ιδιοκτήτες του (4)**.
12. Έχει θυμό για **την τόσο κακή κατάσταση (1)** της γειτονιάς της.
13. Ο Νασίμ και **οι άλλοι που είναι από το ίδιο μέρος (3)** είναι όλη μέρα έξω μήπως βρουν **κάποια δουλειά και πάρουν χρήματα (2)**.
14. Κάθε μέρα **πήγαινε με τα πόδια (2)** χιλιόμετρα για να φέρει νερό από το πηγάδι.
15. Τα λεφτά που πήραμε μαζί μας ήταν **όλα τα λεφτά που είχε βάλει στην άκρη ο πατέρας μου (6)**.
16. Οι ντόπιοι είναι **πολύ θυμωμένοι και δεν αντέχουν άλλο (1)**.
17. Είναι δυνατόν μέσα σ' ένα σπίτι να **υπάρχουν μαζί άνθρωποι που πιστεύουν σε διαφορετικές θρησκείες (3)**.
18. Η Ρόζα **έχει καταγωγή (1)** από την Αλβανία. Η νύφη μου **μού είπε να την πάρω γιατί είναι πολύ καλή στη δουλειά της και εργάζεται με ζήλο (6)**.
19. Το άλλοτε αγαπημένο παιχνίδι των παιδιών, «Κλέφτες κι αστυνόμοι», τώρα **έγινε πραγματικότητα (expr.)**. Οι σειρήνες της αστυνομίας **ακούγονται (1)** έξω από το σπίτι **πάρα πολύ συχνά (expr.)**. Σχεδόν κάθε νύχτα **συμβαίνουν ξαφνικά βίαια γεγονότα (2)**.
20. Ο Νασίμ δεν έχει **συγκεκριμένη ώρα που αρχίζει και τελειώνει τη δουλειά (1)**.
21. Το 1990 **έρχονται εδώ για να μείνουν (1)** οι πρώτοι μετανάστες που παλεύουν **για να έχουν τα απαραίτητα χρήματα για να ζήσουν (3)**. Οι περισσότεροι είναι άνθρωποι που **έχουν περάσει πολύ μεγάλες δυσκολίες (1)**.
22. Τις πρώτες μέρες στην Ελλάδα η Χαμιντάινα τις πέρασε **σ' ένα μέρος με πρόχειρες σκηνές για τους πρόσφυγες (3)**. Κοιμόταν **σ' ένα κρεβάτι κατασκήνωσης (1)**.
23. Γιατί **ήρθαν απρόσκλητοι και ανεπιθύμητοι (1)** από τα μέρη τους; Μήπως εδώ ζούνε καλύτερα;
24. Το ανθοπωλείο στη γωνία **δεν έχει πια ζωή (1)**. Είναι έτοιμο **να κλείσει για πάντα (expr.)**.

SAMPLE LESSON 2

Classwork: Week 10 – Novel Chapter 8

For week 10, students had been assigned the reading of the following pages from the novel for homework along with some exercises on reading comprehension and vocabulary in order to prepare the ground for classwork.

Novel Chapter 8, pp.89-100*

Η άλλη

Νιώθω περιέργια... Δεν ξέρω τι ακριβώς νιώθω, είμαι τόσο μπερδεμένη. Πάντως από όλα αυτά τα συναισθήματα λείπει ο φόβος. Σαν όνειρο μου φαίνονται αυτά που έζησα πριν από λίγο. Το μαγικό μαξιλάρι! Που με πήρε στην αγκαλιά του και σαν ιπτάμενο χαλί με ανέβασε στο σπίτι της. Και με κέρασε γλυκό χυμό, με τάισε κουλουράκια μα, πάνω από όλα, με χόρτασε τρυφερότητα, με κανάκεψε χωρίς φόβο, δεν πρόσεξε καν τα κουρέλια που φορούσα, δέχτηκε μια άγνωστη στην αγκαλιά της χωρίς φόβο! Δεν υπάρχει πιο γλυκό συναίσθημα για έναν πρόσφυγα: να μην τον φοβούνται!

Όλα ξεκίνησαν όταν το άσπρο μαξιλάρι της πέταξε σαν πουλί και στρογγυλοκάθισε στο κόκκινο αμάξι. Και σαν ακούμπησα το κεφάλι μου πάνω του συνέβησαν μαγικά πράγματα! Όλα έγιναν γλυκά, τρυφερά, ένιωσα το χάδι της μητέρας μου στα μαλλιά, άκουσα τη γιαγιά μου να μου λέει παραμύθια, τον Αλί να μου χαμογελάει, τον πατέρα μου να με προστατεύει. Μαλάκωσε η καρδιά μου.

*Μεσάνυχτα και ταξιδεύεις δίχως πλευρικά!
Σκιάζεσαι μήπως στο γιαλό τα φώτα σε προδίνουν...*

ΝΙΚΟΣ ΚΑΒΒΑΔΙΑΣ, «Ο λύχνος του Αλλαδίνου», Πούσι



Σελίδες από το ημερολόγιο της Χαμιντάινα

Χώμα και πέτρα παντού! Στους δρόμους, στους πλίνθινους τοίχους των σπιτιών, στη χωμάτινη αλάνα όπου έπαιζαν ποδόσφαιρο τα αγόρια του χωριού μου, παιδιά με ακρωτηριασμένα πόδια και χέρια.

«Θα φύγετε, εσείς θα φύγετε από δω να σωθείτε!»

Ένα βράδυ, την ώρα που η μάνα μάζεψε ό,τι είχε απομείνει από το φαΐ, κι εγώ πρόσφερα το τσάι στον πατέρα, εκείνο το βράδυ, με το φως να τρεμοπαίζει στους χωμάτινους τοίχους, η φωνή του ακούστηκε τελεσίδικη.

90

ΓΛΥΚΕΡΙΑ ΓΚΡΕΚΟΥ

Γιατί ο πόλεμος δεν καταστρέφει μόνο τα σπίτια, τα σχολεία, τη γη. Ο πόλεμος κάνει πέτρες τις καρδιές, τυφλώνει τα μάτια. Παντού βλέπεις τον εχθρό, όλοι θέλουν να σου κάνουν κακό, έρχεται κι αγριεύει η ματιά των ανθρώπων.

Μα δε βλέπω τον Νασίμ; Ώρες ώρες δεν αναγνωρίζω το βλέμμα του! Όταν επιστρέφει άπραγος, γιατί δε βρήκε ένα μεροκάματο, όταν μιλάει με τους πατριώτες, όταν γυρίζει απλήρωτος, γιατί κάποιος τον ξεγέλασε, το βλέμμα του είναι σκοτεινιασμένο. Τα βλέμματα όλων είναι καπνισμένα καιρό τώρα. Η σκοτεινιά ξεκίνησε χρόνια πριν στο Γκαζνί, και όσο περνάει ο καιρός το σκοτάδι βαθαίνει.

92

ΓΛΥΚΕΡΙΑ ΓΚΡΕΚΟΥ

«Κανονίστηκαν όλα, ο Εμάλ έχει έτοιμα τα χαρτιά σας. Τα λεφτά είναι εδώ», είπε και έβγαλε από το γιλέκο του ένα πακέτο τυλιγμένο με ένα σκονισμένο άσπρο μαντίλι.

Όλα στη χώρα μου τα τύλιγε η σκόνη τα σπίτια, τους ανθρώπους, τα όνειρα.

«Τα λεφτά είναι δολάρια και ρουπίες. Νασίμ, τα μάτια σου στα λεφτά και στην αδελφή σου. Ξέρεις με πόσο κόπο τα μάζεψα. Αν τα χάσεις, χαθήκατε! Αύριο βράδυ, λίγο μετά τα μεσάνυχτα, θα φύγετε. Είναι όλα κανονισμένα».

Η μάνα έκλεισε με την παλάμη το στόμα της, παρ' όλα αυτά, η κραυγή της τρόμαξε τον μικρό μου αδελφό, που αμέριμνος έπαιζε με τη σκιά των χεριών του κάνοντας το λύκο στον τοίχο.

Δεν ήταν κάτι αναπάντεχο, μήνες το συζητούσαν οι άντρες της οικογένειάς μου. Επιτέλους, το όνειρο της φυγής ξεκινούσε! Κι όμως... Όσο κι αν επιθυμούσαμε όλοι αυτό το φευγικό, κάθε φευγικό το συνοδεύει απίστευτος πόνος.

Ήπιαμε το τσάι αμίλητοι και πέσαμε για ύπνο. Η επόμενη μέρα θα ήταν η τελευταία στο χωριό. Έπρεπε να ετοιμάσουμε τα λιγοστά πράγματά μας. Η μάνα είπε στον πατέρα να σφάξει ένα αρνί για να μαγειρέψει το αγαπημένο μας φαγητό.

Το τελευταίο βράδυ στην πατρίδα μου δεν έκλεισα μάτι. Ένοιωθα απέραντη στενοχώρια που θα αποχωριζόμουν τους αγαπημένους μου. Τους συγγενείς μου πρώτα πρώτα και ύστερα τις φίλες μου, το σπίτι μου, τον Αλί, το γείτονά μου· όταν μεγαλώσω αντόν θα παντρευτώ,

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έλεγα στις φιλενάδες μου και γελούσαμε με τα μυστικά μας. Όλα αυτά εγώ τα λέω πατρίδα. Και είναι η έλλειψη τους τόσο έντονη! Μου λείπει τόσο πολύ η πατρίδα!

Θυμάμαι εκείνο το βράδυ τη μάνα μου να κλαίει στο σκοτάδι, τον πατέρα που την παρηγορούσε λέγοντας πως εμείς θα ζήσουμε μια καλύτερη ζωή, χωρίς τον πόλεμο και τη φτώχεια. «Πού ξέρεις, μπορεί να τα καταφέρουν και να πάρουν κι εμάς κοντά τους».

Και φύγαμε. Χαράματα, μέσα σε αγκαλιές και κλάματα, και με την ευχή «Ο Αλλάχ να σας ευλογεί!» αποχαιρέτησαμε το χωριό στην καρδιά ενός παλιού φορτηγού.

Ο Αλί, αγουροξυτηνημένος, με ξεπροβόδιζε χαριζοτάς μου ένα σιλό. «Να μου γράφεις, να μάθω πού βρίσκεσαι. Κάποια μέρα, όταν μαζέψω λεφτά, θα φύγω κι εγώ, θα 'ρθω να σε βρω!» είπε και τα δάκρυα στέκονταν με κόπο στην άκρη των ματιών του.

Και φύγαμε πιστεύοντας πως θα ζήσουμε καλύτερα σε μια άλλη χώρα. Δε θυμάμαι πόσες ώρες ταξιδεύαμε, κρατάω όμως ολοζώντανες εικόνες από εκείνο το ταξίδι. Ατέλειωτα χιλιόμετρα σε χωματόδρομους, βουνά, πέτρες που έπεφταν ξαφνικά μπροστά μας. Κατέβαιναν οι άντρες και με την ψυχή στο στόμα καθάριζαν το δρόμο, κι αμέσως συνεχίζαμε αφήνοντας πίσω ή στο πλάι μας χωριά μικρά, οικισμούς, καμήλες, κάρα που τα έσερναν άνθρωποι. Και ποτάμια καφετιά, νερά γεμάτα χώματα, και πάλι βουνά. Και η σκόνη είχε κολλήσει πάνω μας και μέσα μας. Την έβλεπες σύννεφο καθώς οι ρόδες έτρωγαν τα χιλιόμετρα, την άκουγες καθώς έτριζες τα δόντια σου, τη γεύσουν ανάμεικτη με το πικρό σά-

ξυπνούσα, ώσπου το πρωινό φως αχνοφάνηκε καθώς έσβηναν τ' άστρα.

Η πρώτη πρωινή εικόνα ήταν μια σειρά από πανύψηλα βουνά με χιονισμένες τις κορυφές στο βάθος του ορίζοντα. Εμείς αλλάξαμε πορεία, βγήκαμε από τον ασφαλτόδρομο, βρεθήκαμε πάλι ανάμεσα σε βουνά και χώμα. Αφήναμε τις καμήλες να βαδίζουν σε άνδρους και αμμόδεις λόφους και πέτρες, πολλές πέτρες που φύτρωναν στο χώμα.

Οι άντρες μιλούσαν πού και πού, εμείς οι γυναίκες όμως είχαμε χάσει το κουράγιο μας. Μονάχα το μωρό έκλαιγε, αλλά και γελούσε στην αγκαλιά της μάνας του. Τότε χαμογελούσαμε κι εμείς με τα καμώματά του.

Σταματήσαμε, θυμάμαι, δυο τρεις φορές για να φάμε κάτι. Ένας από τους άντρες κατέβαζε ένα μεγάλο πλαστικό μπετόνι με νερό, ρίχναμε λίγο στο πρόσωπό μας, πίναμε να καθαρίσει το στόμα μας από την πίκρα και το χώμα και τρώγαμε τις ξερές πίτες που είχαμε αγοράσει στην Κονετά.

Τη δεύτερη νύχτα μείναμε στο σπίτι του Χαμάν Αλί. Ήταν ο μεσάζοντας, αυτός που το επόμενο πρωινό θα μας έφερε σε επαφή με τον ξενοδόχο, δε θυμάμαι το όνομά του. Ο ξενοδόχος –μήπως τον έλεγαν Τζαμάλ; Δεν είμαι σίγουρη– θα μας βοηθούσε, με το αζημίωτο φουσκά, για να περάσουμε στο Ιράν.

Λίγα πράγματα έχω κρατήσει στη μνήμη μου από εκείνο το βράδυ. Κούραση! Απίστευτη κούραση και αγωνία για το αύριο! Έκλεισα τα μάτια μου κι έβλεπα χιλιόμετρα δρόμου να περνούν από μπροστά μου. Και άκουγα κά-

λιο. Την ένιωθες στα μάτια σου, τη μύριζες στα ρούχα που είχαν πάρει το χρώμα της.

Όσπου φτάσαμε στα σύνορα. Εκεί ο αδελφός μου, όπως και οι άλλοι που ακολουθούσαν την ίδια πορεία, έδωσε τα πρώτα λεφτά στον οδηγό του φορτηγού, τον αποχαιρέτησε και, αφού περπατήσαμε στην ασφαλτοπια, λίγα χιλιόμετρα παρακάτω μας περίμενε ένα λεωφορείο μισογεμάτο. Ανεβήκαμε και δείξαμε τα χαρτιά μας, τα ψεύτικα χαρτιά μας. «Είσαι η γυναίκα μου στα χαρτιά, να το θυμάσαι!» είπε χαμηλόφωνα ο Νασίμ.

Περάσαμε τα σύνορα. Ήμαστε από τους τυχερούς: πολλοί φτάνουν ως εκεί και τους γυρίζουν πίσω, και άντε πάλι απ' την αρχή.

Κατεβήκαμε στην Κονετά, στο Πακιστάν. Ο αδελφός μου από ένα δημόσιο τηλεφωνείο μίλησε με τον πατέρα. Ήθελα να μιλήσω κι εγώ, να του πω πως θέλω να γυρίσω πίσω, αλλά ο Νασίμ δε με άφησε.

Το πρώτο βράδυ κοιμηθήκαμε σε ένα άθλιο δωμάτιο, στο πάτωμα. Εγώ, θυμάμαι, έβγαλα το Κοράνι και προσευχθήκα, κι έτσι πήρα λίγο κουράγιο. Ένα μωρό δίπλα μου έκλαιγε και έβηχε όλο το βράδυ. Υπήρχε και μια γκαζόλαμπα αναμμένη στον τοίχο· ακόμα θυμάμαι τη μυρωδιά της ανακατεμένη με το χνότο, τον ιδρώτα, τη στενοχώρια μας.

Από την Κονετά φύγαμε νύχτα με ένα αγροτικό αυτοκίνητο. Έκανε κρύο, ο οδηγός μάς έδωσε μια κουβέρτα. Θυμάμαι τον ξάστερο ουρανό, τα αστέρια που λαμποκοπούσαν, και αναρωτιόμουν πώς θα ήταν ο καινούργιος ουρανός στη χώρα που θα πήγαίνα. Κοιμόμουν και

ποιον να ψιθυρίζει τη βραδινή προσευχή. Α! Και τη μυρωδιά των προβάτων που αναπαύονταν κι αυτά παραδίπλα.

Στο ξενοδοχείο, την άλλη μέρα, τα πράγματα ήταν καλύτερα. Πήραμε ένα δωμάτιο. Είχε κρεβάτι και δυο πλαστικές άσπρες καρέκλες. Εκεί ο ξενοδόχος, που έκανε κι άλλες δουλειές, είπε πως πρέπει να αλλάξουμε ρούχα για να μην καταλάβουν από πού ερχόμαστε –στην Τεχεράνη έπρεπε να φαινόμαστε Ιρανοί– και ανέλαβε να αλλάξει τα λεφτά μας, τις ρουπίες να τις κάνει ριάλ, το νόμισμα του Ιράν.

Θυμάμαι την αγωνία του αδελφού μου, πώς έτρεμαν τα χέρια του, καθώς του μετρούσε τα λεφτά. Εκείνος, ο ξενοδόχος, έβαλε μερικά στην τσέπη του, τα υπόλοιπα είπε θα τα έδινε σε κάποιον άλλο για να βγάλει γρήγορα τη βίζα.

Στην Τεχεράνη μείναμε αρκετές μέρες. Για να μην ξοδεύουμε πολλά λεφτά, μείναμε σε ένα άθλιο δωμάτιο, και πληρώναμε δέκα χιλιάδες ριάλ τη μέρα. Τα έπιπλα ήταν σαπισμένα, εγώ καθόμουν όλη μέρα σε ένα παράθυρο χωρίς κουρτίνα, έκλαιγα και σκεφτόμουν πως δεν έπρεπε να φύγω από το χωριό.

Ο Νασίμ δούλενε ώρες πολλές, από το χάραμα ως το βράδυ, σε ένα εργοστάσιο που έφτιαχνε τούβλα, κι έπαιρνε ένα δολάριο τη μέρα. Ένα βράδυ μού είπε πως, την επομένη, θα φεύγαμε επιτέλους!

Στο λεωφορείο, πάλι έλεγχος, πάλι αγωνία μήπως μας στείλουν πίσω. Σταθήκαμε τυχεροί. Στον έλεγχο που μας έγινε μερικούς τους κατέβασαν. Γνώριζα, είχα μάθει πια, πως αρκετοί έκαναν πολλές προσπάθειες για να τα κατα-

φέρουν. Φαίνεται πως ο ξενοδόχος είχε κάνει καλή δουλειά με τα διαβατήριά μας και τα λεφτά μας.

Με το λεωφορείο φτάσαμε ως τα σύνορα Ιράν-Τουρκίας. Εκεί μας αποχαιρέτησε ο οδηγός, μας ευχήθηκε «καλή τύχη», ήξερε εκείνος πως όλα ήταν θέμα τύχης. Στα σύνορα μας περίμενε ένας Τούρκος. Αυτός θα ήταν ο οδηγός μας από δω και στο εξής. Πληρώθηκε για εννιά κεφάλια, τόσο ήμασταν οι τυχεροί, που είχαμε καταφέρει να φτάσουμε ως εκεί.

Δε θέλω να θυμάμαι εκείνες τις ώρες. Τα σύνορα Ιράν-Τουρκίας τα περάσαμε με τα πόδια από τα βουνά. Τριάντα ώρες ποδαρόδρομο. Οι άντρες άντεχαν, εμείς όμως οι τρεις γυναίκες –στα δεκατρία θεωρείσαι γυναίκα στην πατρίδα μου–, τρεις γυναίκες λοιπόν και ένα μωρό, δυσκολευόμαστε σαν διαβαίναμε τα στενά, απότομα περάσματα στα βουνά.

Διανυκτερεύσαμε σε ένα χωριουδάκι, κοντά στην πόλη Βαν. Εκεί ένιωσα κάπως καλύτερα. Η γυναίκα του σπιτιού μάς έφτιαξε τσάι, ζεστάθηκε η ψυχή μας, άρμεξε τις κατσίκες και, λίγο πριν κοιμηθούμε σε στρωσίδια στο πάτωμα, ήπιαμε μια μεγάλη κούπα γάλα με μπόλικο ψωμί μέσα.

Το χάραμα μας βρήκε σε βαθύ ύπνο. Όλη η κούραση των προηγούμενων ωρών δεν έλεγε να φύγει από πάνω μας. Τα πόδια μου είχαν γεμίσει φουσκάλες από το περπάτημα. Τα στρώματά στα παπούτσια μου. Πονούσα πολύ, αλλά ευτυχώς δε θα περπατούσαμε πολύ, γιατί μας περίμενε ένα φορτηγό· είχε πληρωθεί ο Τούρκος και φρόντισε να είναι εκεί πρωί πρωί.

με σε λίγες ώρες. Και μετά, επιτέλους, ελευθεροί! Azadi Azadi!» φώναξε δυνατά και τα μάτια του άστραψαν από προσμονή!

Πού να 'ξερε εκείνος, μα κι εμείς, πως η «ελευθερία» θα ήταν για μας ένα όνειρο, ένα κοπιαστικό ταξίδι που θα κρατούσε χρόνια, ίσως για πάντα!

Μεσάνυχτα, ο δουλέμπορος μας έβαλε σε μια μικρή βάρκα για να ταξιδέψουμε στην Ελλάδα. Γνωρίζαμε πια πως αυτό που κάναμε ήταν πολύ επικίνδυνο. Κανένας μας δεν ήξερε να κολυμπά. Οι άντρες κωπηλατούσαν έχοντας προσορισμό τα φώτα απέναντι. Έβλεπα τα μαύρα νερά του πελάγου και σκιαζόμουν!

Τα φώτα όλο και πλησιάζαν. Δε θυμάμαι πολλά. Ήμουν σαν υπνωτισμένη. Πλησιάσαμε στη στεριά. Κατεβήκαμε βρεγμένοι από το αλμυρό νερό αλλά ζωντανοί! Σκαρφλώσαμε στις πλαγιές ενός βουνού· ήμασταν συνηθισμένοι σ' αυτό. Περπατήσαμε πάλι για ώρες.

Χάραζε, θυμάμαι, όταν είδαμε μπροστά μας ένα χωριό. Ο πρώτος σταθμός στην Ευρώπη! Μάλλον ήταν κάτι καθημερινό αυτό που συνέβαινε εκεί. Κάποιοι αστυνόμοι μάς πήγαν σε ένα κέντρο για τους πρόσφυγες. Πουλιά σε φυλακή. Κι έξω από τα κάγκελα ένας πανέμορφος, δυνατός ήλιος, ένα φως αλλιώτικο από αυτό που είχα ζήσει ως τότε.

Εκεί, στο στρατόπεδο της Παγανής, συναντήσαμε κι άλλους συμπατριώτες. Πήραμε λίγο κονράγιο. Δεν ήμασταν μόνοι. Ήμασταν και τυχεροί, μας είπαν. Πριν από λίγες μέρες κάποιοι πρόσφυγες πνίγηκαν στα νερά του Αιγαίου. «Τους έπνιξαν για να σωθούν οι δουλέμποροι»,

Είναι κουραστικό και να το περιγράψω, μόνο αν το ζήσει κανείς μπορεί να καταλάβει τι βάσανο είναι να ανεβοκατεβαίνεις σε φορτηγά, να αλλάζεις χώρες, να διαβαίνεις σύνορα, με το φόβο μη σε πιάσουν και σε στείλουν πίσω. Και όλα αυτά μέσα σε κρύο ή ζέστη, σε βροχή και αέρηδες. Και πείνα, και απλυσιά, και στενοχώρια που έχεις αφήσει την πατρίδα σου, μην μπορώντας να ζήσεις σαν άνθρωπος εκεί. Και μέσα σε όλα αυτά, μια τεράστια αγωνία για το πού πηγαίνεις, τι σε περιμένει εκεί στο άγνωστο!

Ατέλειωτες ώρες από την πόλη Βαν ως την Πόλη. Εκεί μας περίμενε ένας άλλος που έπρεπε να πληρωθεί για να μας βοηθήσει. Ο Νασίμ τον έλεγε δουλέμπορο. Τις επόμενες μέρες κατάλαβα τι πάει να πει αυτή η λέξη!

Τα λεφτά κόντεναν να τελειώσουν. Εμείς πλησιάζαμε στην Ευρώπη. Άλλο φορτηγό, πάλι ταξίδι. Και μετά περπάτημά ως το πιο όμορφο μέρος που είχα δει στη ζωή μου· τη Σμύρνη! Στα παράλια της Τουρκίας, κρυμμένοι σε ένα ύψωμα, ώσπου να σκοτεινιάσει, είδα για πρώτη φορά τέτοια ομορφιά! Πράσινο και γαλάζιο μαζί! Δέντρα, όμορφα σπίτια, γαλάζια νερά. Ήταν η πρώτη φορά, μα και η τελευταία θαρρώ, που ένιωσα χαρούμενη. Εδώ θα ήθελα να ζήσω, σκέφτηκα, ακόμα το θυμάμαι.

«Κάποτε αυτά τα χωριά ανήκαν στους Έλληνες», είπε ο Ντιλάγκ, ένας από την ομάδα μας. Ο Ντιλάγκ ήταν από την Καμπούλ, είχε σπουδάσει αγγλικά και υπολογιστές, γνώριζε πολλά. «Αυτή η θάλασσα είναι το Αιγαίο, και οι ακτές που βλέπετε απέναντι είναι η Ελλάδα». Το χέρι του μας έδειξε τη Μυτιλήνη. «Εκεί θα ταξιδέψου-

είτε μες στα αναφιλητά ένας Πακιστανός που είχε ζήσει όλη την τραγωδία.

Από το νησί, πάλι σε καράβι, και δε θυμάμαι πια πώς έφτασα στον καταυλισμό στην Πάτρα. Ο Νασίμ λέει πως ψηνόμουν μέρες στον πυρετό, κόντεψα να πεθάνω, αλλά με έσωσε η Ελένη, η γιατρός του καταυλισμού. Αυτή μου χάρισε και τα μολύβια, τα χρώματα, το τετράδιο που γράφω τώρα. Γιατί τα γράφω όλα αυτά; Γιατί δε θέλω να ξεχάσω, θέλω να ξεχαστώ, έστω για λίγο...

A. Objectives:

- i) Check understanding of vocabulary and plot.
- ii) Revise the Aorist Tense.
- iii) Focus on vocabulary related to a refugee's journey from his/her home country to a foreign land.
- iv) Encourage an aesthetic reading of the text and the students' personal response to it.
- v) Say a few basic things about the poet Nikos Kavvadias and the content of its poetry.

B. Activities:

Activities 1 and 2 are based on the exercises that students had been assigned for homework (see below).

Activity 1

Objective: Check understanding of vocabulary

Main skill: Vocabulary

Focus: Guessing vocabulary from context

Duration: 25 minutes

This activity is based on homework exercises A and B which were the following:

A. Read Chapter 8 once to get the main idea. Then, try to guess the meaning of the following highlighted words/phrases/expressions from context (Objective: Help students with difficult vocabulary).

1. ... δεν πρόσεξε καν **τα κουρέλια** που φορούσα.

A. καινούργια ρούχα B. λερωμένα ρούχα Γ. παλιά, σχισμένα ρούχα

2. **Ωρες ώρες** δεν αναγνωρίζω το βλέμμα του! Όταν επιστρέφει **άπραγος**, γιατί δε βρήκε **ένα μεροκάματο**, ... όταν γυρίζει απλήρωτος, γιατί κάποιος τον **ξεγέλασε**, το βλέμμα του είναι σκοτεινιασμένο.

A. Κάποιες φορές B. Ποτέ Γ. Όλες τις ώρες

A. κατάφερε να κάνει κάτι B. δεν κατάφερε να κάνει τίποτα Γ. λυπημένος

A. δουλειά και αμοιβή για την συγκεκριμένη μέρα B. ευκαιρία Γ. μόνιμη δουλειά

A. τον έκανε να γελάσει B. τον κορόιδεψε, του είπε ψέματα Γ. του μίλησε άσχημα

3. ... στη χωμάτινη **αλάνα** όπου έπαιζαν ποδόσφαιρο τα αγόρια του χωριού μου ...

A. ελεύθερος, ανοιχτός χώρος σε κατοικημένη περιοχή B. πλατεία Γ. γήπεδο

4. Ένα βράδυ ... η φωνή του ακούστηκε **τελεσίδικη**.

A. αυστηρή B. αποφασισμένη Γ. φοβισμένη

5. *Νασίμ, τα μάτια σου στα λεφτά και στην αδελφή σου. Ξέρεις με πόσο **κόπο** τα μάζεψα. Αν τα χάσεις, χαθήκατε!*
A. μεγάλη προσπάθεια και κόυραση B. πόνο Γ. ευκολία
6. *Δεν ήταν κάτι **αναπάντεχο**, μήνες το συζητούσαν οι άντρες της οικογένειάς μου.*
A. κάτι που το περιμένεις B. κάτι που δεν το περιμένεις Γ. σπουδαίο
7. *Ο Αλί, **αγουροξυπνημένος**, με **ξεπροβόδισε** χαρίζοντάς μου ένα στιλό.*
A. λίγο πριν ξυπνήσει B. δεν ήθελε να ξυπνήσει Γ. μόλις είχε ξυπνήσει
A. με συνόδευσε για λίγο μέχρι να φύγω B. με χαιρέτησε Γ. με έδωξε
8. *Κατέβαιναν οι άντρες και **με την ψυχή στο στόμα** καθάριζαν το δρόμο... μιλούσαν **πού και πού**, εμείς οι γυναίκες όμως είχαμε χάσει το κουράγιο μας. Μονάχα το μωρό έκλαιγε, αλλά και γελούσε στην αγκαλιά της μάνας του. Τότε χαμογελούσαμε κι εμείς **με τα καμώματά** του...*
A. βιαστικά B. φοβισμένα Γ. με μεγάλο άγχος για να προλάβω κάτι
A. συνέχεια B. κάποιες φορές Γ. χαμηλόφωνα
A. αυτά που κάνει κάποιος για να τραβήξει την προσοχή και το ενδιαφέρον B. τα κλάματα Γ. τα γέλια
9. *Ήταν **ο μεσάζοντας**, αυτός που το επόμενο πρωινό θα μας έφερνε σε επαφή με τον ξενοδόχο... Ο ξενοδόχος ... θα μας βοηθούσε, **με το αζημίωτο** φυσικά, για να περάσουμε στο Ιράν.*
A. αυτός που βοηθάει την επικοινωνία μεταξύ δύο πλευρών B. αυτός που νοικιάζει δωμάτια Γ. αυτός που μεταφράζει από μία γλώσσα σε μία άλλη
A. χωρίς κάποιο αντάλλαγμα B. με κάποιο αντάλλαγμα Γ. χωρίς να γίνει ζημιά
10. ***Διανυκτερεύσαμε** σε ένα χωριουδάκι, κοντά στην πόλη Βαν...*
A. Δεν κοιμηθήκαμε όλη νύχτα B. Όταν φτάσαμε ήταν νύχτα Γ. Πέρασαμε τη νύχτα
11. *Οι άντρες **κωπηλατούσαν** έχοντας προορισμό τα φώτα απέναντι.*
A. έκαναν κουπί B. οδηγούσαν Γ. κρατούσαν το τιμόνι
12. *Πριν από λίγες μέρες κάποιοι πρόσφυγες πνίγηκαν στα νερά του Αιγαίου. «Τους έπνιξαν για να σωθούν **οι δουλέμποροι**», είπε **μες στα αναφιλητά** ένας Πακιστανός που είχε ζήσει όλη την τραγωδία.*
A. αυτοί που μεταφέρουν παράνομα οικονομικούς μετανάστες σε άλλες χώρες
B. αυτοί που μεταφέρουν παράνομα προϊόντα Γ. αυτοί που κάνουν εμπόριο
A. κλαίγοντας B. φωνάζοντας Γ. μη μπορώντας να αναπνεύσει κανονικά από το πολύ κλάμα
13. *Ο Νασίμ λέει πως **ψηνόμουν** μέρες στον πυρετό, **κόντεψα να πεθάνω**...*
A. το σώμα μου είχε πολύ υψηλή θερμοκρασία B. ζεσταινόμουν πάρα πολύ Γ. ήμουν άρρωστη

A. νόμιζα ότι θα πεθάνω B. φοβήθηκα ότι θα πεθάνω Γ. έφτασα πολύ κοντά στον θάνατο

B. Read Chapter 8 a second time and note only the vocabulary which you feel is crucial for the basic understanding of the story. Look the words up in a dictionary (Objective: Help students with difficult vocabulary).

The teacher chooses one student for every question of homework exercise A. The student should justify the chosen meaning of the word by referring to text clues. If the answer is wrong, the rest of the students are asked to help their classmate by explaining the meaning to him/her.

The teacher monitors the process and helps when necessary. Finally, the teacher asks students if they have any questions concerning the vocabulary of the Chapter.

Activity 2

Group work: Information gathering, opinion sharing

Objective: Check understanding of plot, encourage personal response

Main skill: Reading comprehension

Focus: Interaction

Duration: 35 minutes

This activity is based on homework exercise C which was the following:

C. Answer the following questions. You should justify your answers by referring to the text (Objective: Help students to understand the plot, encourage personal response).

- 1. Πώς νιώθει η Χαμιντάινα μετά τη γνωριμία της με την κυρία Χαρούλα; Πώς ήταν αυτή η εμπειρία για τη Χαμιντάινα; Γιατί;*
- 2. Τι κάνει ο πόλεμος στους ανθρώπους;*
- 3. Πότε, γιατί και από ποιον αποφασίστηκε να φύγουν από το χωριό τους η Χαμιντάινα και ο Νασίμ; Ήταν κάτι αναπάντεχο; Πώς ένιωθαν που το όνειρο της φυγής ξεκινούσε; Πώς ήταν το τελευταίο βράδυ στην πατρίδα για τη Χαμιντάινα και τη μητέρα της;*
- 4. Ποιες εικόνες από το ταξίδι είναι ολοζώντανες ακόμα στο μυαλό της;*
- 5. Διηγηθείτε περιληπτικά το ταξίδι του Νασίμ και της Χαμιντάινα από το Γκαζνί μέχρι τον καταυλισμό στην Πάτρα. (διηγούμαι: to narrate, περιληπτικά: in a few words)*

In turns, students ask one another the above questions. When a student answers, then the rest of the students add anything they consider important and/or ask their

classmate clarification questions, if necessary. Students should justify their answers by referring to the text.

The teacher monitors the process and helps when necessary.

Activity 3

Group work: Information gathering

Objective: Revision of the Aorist Tense

Main skill: Grammar

Focus: Interaction

Duration: 25 minutes

The teacher divides the class into three groups of four. The students of each group ask one another questions about Hamidaina's journey from Afghanistan to Greece, using the Aorist. The teacher monitors the process and helps when necessary.

Students have a 15-minute break

Activity 4

Group work: Role play

Objective: Revision of the Aorist Tense

Main skill: Grammar

Focus: Interaction

Duration: 30 minutes

One student is assigned the role of Hamidaina and another the role of Nasheem, Hamidaina's brother. The rest of the class are assigned the roles of journalists and interview 'Hamidaina' and 'Nasheem' about their journey from Afghanistan to Greece. Students have their books in front of them in case they need to have a look. The teacher monitors the process and helps when necessary.

While the students are talking, the teacher notes the simple past verbs they are using on the board. When the task finishes, she asks students to put the verbs on the board in categories depending on the way they form the Aorist. She helps them when necessary and summarises their answers by drawing tables on the board.

Activity 5

Objective: The deployment of the fifth skill, *thinking* (McRae, 1996)

Main skill: Integration of skills

Focus: Aesthetic reading

Duration: 20 minutes

The teacher asks students to open their books on page 91 of Chapter 8. On top of that page there is an excerpt of a poem by Nikos Kavvadias:

*Μεσάνυχτα και ταξιδεύεις δίχως πλεντοικά!
Σκιαζεσαι μίπως στο γιάλο τα φώτα σε προδίνουν...*

ΝΙΚΟΣ ΚΑΒΒΑΔΙΑΣ, «Ο λύχνος του Αλλαδίνου», Πούσι



Σελίδες από το ημερολόγιο της Χαμιντάινα

Χώμα και πέτρα παντού! Στους δρόμους, στους πλίθι-
νους τοίχους των σπιτιών, στη χωμάτινη αλάνα όπου
έπαιζαν ποδόσφαιρο τα αγόρια του χωριού μου, παιδιά
με ακρωτηριασμένα πόδια και χέρια.

«Θα φύγετε, εσείς θα φύγετε από δω να σωθείτε!»

Ένα βράδυ, την ώρα που η μάνα μάζεβε ό,τι είχε απο-
μείνει από το φαΐ, κι εγώ πρόσφερα το τσάι στον πατέ-
ρα, εκείνο το βράδυ, με το φως να τρεμοπαίζει στους
χωμάτινους τοίχους, η φωνή του ακούστηκε τελεσίδικη.

One of the students reads the two lines and the teacher asks the class to tell her a word that comes to their mind after reading these lines.

Then the teacher helps students with the meaning of difficult words and asks them to describe a picture that comes to their mind after reading these lines.

The teacher helps them with the meaning of the poem's title, «Ο λύχνος του Αλλαδίνου» ('The lamp of Aladdin'), and asks them how they

think the title relates to the meaning of the excerpt.

Throughout this activity the students ask for the teacher's help whenever they do not understand something or do not know how to say a particular word in Greek.

At the end of this activity, the teacher says a few things about the poet, Nikos Kavvadias, and distributes the following handout in order for students to get some general information about the person who wrote the particular poem:

Novel: 'Η Μοναξιά των Συνόρων'



Νίκος Καββαδίας (1910-1975)

Ο ποιητής των θαλασσών

Ο Νίκος Καββαδίας είναι ίσως ο μόνος που αξίζει τον χαρακτηρισμό του απόλυτα βιωματικού στην ποίησή του. Μιλάει πάντα για τα καράβια που έζησε, τους ναυτικούς που γνώρισε, τους έρωτες, τους καβγάδες και τους θανάτους στα λιμάνια, με την γλώσσα των караβιών, αλλά και κάποιους ιδιωτισμούς της Κεφαλλονιάς, να μπλέκονται στα γνήσια λαϊκά ελληνικά του.

Ο έρωτάς του για τα ταξίδια και τη θάλασσα, πάθος τρομερό, σχέση αγάπης και μίσους, ο ίδιος έρωτας που τον οδήγησε να μπαρκάρει μικρός, μόλις 19 ετών, αφήνοντας την ασφαλή δουλειά του ναυτικού γραφείου, είναι ορατός σε κάθε στίχο του, και τόσο δυνατός που διαπερνά τον αναγνώστη, τον κάνει να ξεχάσει τις άγνωστες λέξεις και τους ναυτικούς όρους, και να συνεπαρθεί απόλυτα από την αλήθεια του λόγου του ποιητή.

Από παιδί ένιωσε ακατανίκητη έλξη για τη θάλασσα γι' αυτό και έγινε ναυτικός. Τα ποιήματά του έχουν πλαίσιο τη θάλασσα και θέμα τη σκληρή ζωή των ναυτικών. Ωστόσο για τον Καββαδία, που είναι ιδανικός εραστής «των μακρυσμένων θαλασσών και των γαλάζιων πόντων», η θάλασσα είναι ένας μαγικός κόσμος. Από αυτή αντλεί δύναμη και αγάπη για τον άνθρωπο.

(Πηγή: http://users.uoa.gr/~nektar/arts/tributes/nikos_kabbadias/)

Students go through the text about his life and poetry and the teacher explains only the vocabulary which is necessary for the basic understanding of the text.

The second page contains the complete poem and shows students where the lines they read in Chapter 8 come from:

Ο Λύχνος του Αλλαδίνου

Το ποίημα αυτό ανήκει στην ποιητική συλλογή 'Πούσι'(1947).

Την ανεξήγητη γραφή να λύσω πολεμώ
που σου χαράξαν πειρατές Κινέζοι στις λαγόνες.
Γυμνοί με ξύλινους φαλλούς τριγύρω απ' το λαϊμό
μας σπρώχναν προς την θάλασσα με τόξα οι Παταγόνες.

Κόκαλο ρίξε στο σκυλί το μαύρο που αλυχτά
και στείλε την "φιγούρα" μας στον πειρατή ρεγάλο
Πες μου, που βρέθηκε η στεριά στου πέλαου τ' ανοιχτά
και το δεντρί με το πουλί που κρώζει το μεγάλο;

Για το άστρο της ανατολής κινήσαμε μικροί.
Πουλί, πουλάκι στεριανό, θάλασσα δε σου πρέπει!
Και σε που σε φυτέψαμε, παιδί στο Κονακρί,
με γράμμα συμβουλευτικό της μάνας σου στην τσέπη.

Του ναύτη δώσ' του στην στεριά κρεβάτι και να πιει.
όλο τον κόσμο γύρισες, μα τίποτα δεν είδες...
Μες το μεταξύ κρύβονταν της Ίντιας οι σκορπιοί
κι έφερνε ο αγέρας της νοτιάς στην πλώρη άμμο κι ακρίδες.

Σημάδι μαύρο απόμεινε κι ας έσπασε ο χαλκάς.
στην αγορά του Αλιτζεριού δεμένη να σε σύρω
Και πήδηξ' ο μικρός θεός μια νύχτα, των Ινκάς,
στου Αιγαίου τα γαλανά νερά, δυο μίλια όξω απ' την Σκύρο

Μεσάνυχτα και ταξιδεύεις δίχως πλευρικά!
Σκιάζεσαι μήπως στο γυαλό τα φώτα σε προδίνουν,
μα πρύμα πλώρα μόνη εσύ πατάς στοχαστικά,
κρατώντας στα χεράκια σου τον λύχνο του Αλλαδίνου.

However, because this is a very difficult poem and its reading at this stage would confuse students, the teacher says a few basic things about its content and then gives students the following handout containing an English translation of the poem:

'The Lamp of Aladdin' by Nikos Kavvadias

I am fighting to solve the unexplainable script
which was engraved on your pelvis' sides by Chinese pirates.
The naked Patagonians, with hanging wooden phalluses on their necks,
were shoving us towards the sea using bows

Throw a bone to the black baying dog
and send our figure to the Pirate as a gift,
Tell me, how the hell did land appear in the offing
and the tree with the big crowing bird?

We budged to the star of the East when we were young
Bird, little bird of the land; the sea is not for you,
and you kid, whom we slew in Conakry
as you had a consulting letter from your mother in your pocket

Provide to the sailor a bed and something to drink.
You travelled around the world and you didn't see anything
under the silk the Indian scorpions were hiding
and sand and locusts were brought on the ship's bow by the southwind.

A black spot is left, even if the grommet is broken.
I will bind you and drag you through the Algerian market.
The little God of Incas jumped one night
inside the azure waters of the Aegean Sea, two miles away from Skyros

It's midnight and you are traveling without sidelights
you are fearfully considering, if you are betrayed by the seashore lights
but from the one side of the ship to the other, you are stepping stochastically
holding on your hands the oil lamb of Aladdin.

(source: http://www.stixoi.info/stixoi.php?info=Translations&act=details&t_id=24438)

She tells them that when they have some time at home, they can read the English text first and then read the poem in Greek, paying attention to the imagery created by Kavvadias's choice of words.

Moreover, she

gives students a You Tube link (<https://www.youtube.com/watch?v=C2g91VHpwEI>) where they can listen to the poem set to music by the Greek composer Thanos Mikroutsikos with the objective of stimulating their imagination. This will, in turn, help them to better understand the meaning of the words and their associations.

Activity 6

Group work: Opinion sharing

Objective: The deployment of the fifth skill, *thinking* (McRae, 1996), personal response

Main skill: Integration of skills

Focus: Interaction

Duration: 10 minutes

The teacher asks students to discuss how the excerpt of the poem relates to the story of Hamidaina. Students discuss with one another and the teacher, who also monitors the process and helps when necessary.

Activity 7

Objective: The deployment of the fifth skill, *thinking* (McRae, 1996), personal response

Main skill: Integration of skills

Focus: Aesthetic reading

Duration: 15 minutes

D. Click on the following icon, listen to the audio twice and try to answer the questions below:



Listening exercise
D..mp3

1. Τι κάνει η κυρία Χαρούλα από τη στιγμή που έφυγε η Χαμιντάινα; Γιατί;
2. Τι ψάχνει;
3. Για ποιους πρόσφυγες μαθαίνουμε;
4. Πώς ήταν τα πράγματα γι' αυτούς όταν έφτασαν στην Ελλάδα;

E. Choose the correct noun and write it in the appropriate form:

η οδός, το έδαφος, το κόστος, η παράγραφος, το κέρδος(2), το πέλαιος, η διάλεκτος, το δάσος(2), το μέρος, η είσοδος(2), η έξοδος(2), το μέγεθος(2)

Example:

1. Δεν είναι όλα _____ κατάλληλα γι' αυτό το φυτό.

Δεν είναι όλα τα εδάφη κατάλληλα γι' αυτό το φυτό.

2. Αυτό το κατάσταση έχει ρούχα όλων _____. Η υπάλληλος μπορεί να σας βοηθήσει στην επιλογή του σωστού _____.

3. Το _____ είναι μεγαλύτερο από το _____.

4. Το Ιόνιο και το Αιγαίο είναι τα πιο γνωστά _____ της Ελλάδας.

5. Η προστασία των _____ είναι πολύ σημαντική, γιατί τα _____ δίνουν ζωή στον πλανήτη μας.

6. Αυτή είναι η περίληψη των τεσσάρων πρώτων _____.

7. Το κυνήγι του _____ δεν είναι πάντα καλό.

8. Το όνομα αυτής _____ δεν μου λέει τίποτα.

9. Αυτό το κτήριο έχει δύο _____. Η μία _____ είναι αριστερά και η άλλη δεξιά.

10. Οι λέξεις αυτής _____ είναι δύσκολες.

11. Όλες _____ ήταν κλειδωμένες και δεν μπόρεσαν να βγουν. Επίσης είχαν βάλει σε όλες _____ αστυνομικούς να τις φυλάνε.

12. Δεν πρόλαβα να διαβάσω τις τρεις τελευταίες _____.

F. Rewrite the following sentences, substituting the underlined words with the right personal pronoun(s):

Example:

1. Ζήτησα από την Άννα να μου πει την αλήθεια.

Της ζήτησα να μου πει την αλήθεια.

2. Φωνάζεις τη μητέρα σου;

3. Να πάρεις τηλέφωνο τον αδελφό σου!

4. Τι θα πάρετε για τον Νίκο;

5. Ξέχασα το πορτοφόλι στο σπίτι!

6. Πρέπει να μιλήσεις στο παιδί.

7. Τηλεφώνησες στους γονείς σου;

8. Βλέπεις τον Μάκη και τον Άρη που είναι στη γωνία;

9. Θα δουν την Ελένη και την Κάτια απόψε.

10. Έδωσαν τα λεφτά στην Αλεξάνδρα και τη Φαίη.

11. Είδατε τα παιδιά;

12. Πότε θα πείτε την αλήθεια στα παιδιά σας;

13. Είπαν ψέματα σε μένα.

14. Βλέπεις εμένα δίπλα στο δέντρο;

15. Δεν ξέρω εσένα.

16. Πήραν αυτό το δώρο για σένα.

17. Τι ζητάτε από μας;

18. Εμάς φωνάζουν;

19. Σε σας θα πούνε σίγουρα την αλήθεια.

20. Εσάς κάλεσαν στο γάμο;

21. Έφεραν τον λογαριασμό στον Άλη.

22. Τελικά, φτιάξατε την ομελέτα για τα παιδιά;

23. Είπε στην Κατερίνα όλα τα νέα.

24. Να αγοράσετε τις πετσέτες για την Κλαίρη και τη Βίβιαν.

25. Δώσατε το βιβλίο στο παιδί;

G. Fill in the gaps, using either the imperfect(παρατατικός) or the simple past(αόριστος):

Πέρσι το καλοκαίρι _____ (περνάω) πολύ ωραία στο νησί.

Το πρωί _____ (πάω) για μπάνιο και _____ (κολυμπάω)

μέχρι το μεσημέρι. Μετά _____ (τρώω) κάτι ελαφρύ και

_____ (γυρίζω) στο δωμάτιό μας κατά τις δύο. _____ (κάνω) ντουζ και _____ (παίρνω) έναν υπνάκο. Κατά τις πέντε _____ (πίνω) το καφεδάκι μας και γραμμή πάλι για τη θάλασσα. _____ (μένω) στην παραλία μέχρι τις οχτώ και μετά _____ (επιστρέφω) στον ξενώνα. _____ (πλένομαι), _____ (ντύνομαι) και _____ (βγαίνω) για φαγητό. Συνήθως _____ (τρώω) σε ένα κοντινό ταβερνάκι γιατί είχε κάθε μέρα φρέσκο ψάρι. _____ (πίνω) και λίγο κρασάκι. Μετά _____ (πηγαίνω) για ποτό και _____ (κοιμάμαι) γύρω στις τρεις το πρωί.

Ένα βράδυ, καθώς _____ (πηγαίνω) στο ταβερνάκι, _____ (συναντάω) την Πηνελόπη με τον Κώστα. Απίστευτο! Τόσες μέρες στο ίδιο νησί και δεν τους είχαμε δει! _____ (λέω) τα νέα και _____ (πάω) όλοι μαζί για φαγητό σε ένα μέρος που _____ (γνωρίζω) τα παιδιά. _____ (περνάω) τέλεια εκείνο το βράδυ. _____ (τρώω), _____ (πίνω), _____ (γελάω), _____ (τραγουδάω), _____ (χορεύω)!

Δυστυχώς, τα παιδιά _____ (φεύγω) την επόμενη μέρα γιατί έπρεπε να γυρίσουν στη δουλειά τους. Εμείς _____ (μένω) άλλες τέσσερις μέρες στο νησί. _____ (πάω) και μία φανταστική εκδρομή σε κάτι καταρράκτες. Το τοπίο ήταν πανέμορφο! Τα λουλούδια _____ (μυρίζω) υπέροχα, τα πουλιά _____ (τιτιβίζω) ανέμελα κι εμείς _____ (χαλαρώνω) μέσα στη φύση.

Όταν ήμουν πιο μικρή, δεν _____ (καταλαβαίνω) την αξία της φύσης. Όταν _____ (πηγαίνω) στο εξωτερικό για σπουδές, ποτέ δεν _____ (ακολουθώ) την παρέα μου στις εκδρομές στην εξοχή. Οι βόλτες μου ήταν πάντα στο κέντρο της πόλης όπου _____ (πίνω) καφέ, _____ (χαζεύω) τις βιτρίνες και _____ (κάνω) ψώνια. Τώρα συνειδητοποιώ τι _____ (χάνω)!

Δυστυχώς, οι μέρες _____ (περνάω) γρήγορα και _____ (φτάνω) η ώρα της επιστροφής. Την ώρα που _____ (ανεβαίνω) στο πλοίο, _____ (πιάνω) μια βροχή! Ακόμα και ο καιρός μάς _____ (λέω) με τον τρόπο του ότι οι καλοκαιρινές διακοπές είχαν τελειώσει!

H. Rewrite the sentences below, substituting the phrases in bold with words/phrases that have the same meaning. The numbers in parentheses indicate the number of words that you should use. (Expr.) means that you should use an expression.

Example:

1. Η κυρία Χαρούλα προτιμά να μην **σκέφτεται και να αναλύει ξανά και ξανά (1)** τα παλιά.

Η κυρία Χαρούλα προτιμά να μην σκαλίζει τα παλιά.

2. Στο δελτίο προχθές άκουσε για κάποια ηλικιωμένη που της έκλειψαν τη τσάντα **τραβώντας και ριχνοντάς (1)** την στο δρόμο. Τι θα κάνει; Θα ζει **κλεισμένη σαν σε**

φυλακή (1) μέχρι να πεθάνει;

3. **Πήγαν (1)** προς το μέρος των συμπατριωτών τους. Της Χαμιντάινα της είχε λείψει να **μιλάει πολύ για διάφορα μη σημαντικά πράγματα (1)**, να γελάει με τα αστεία από την πατρίδα της.

4. **<<Τα χρήματα ξοδεύονται με τα πολύ φτηνά πράγματα>>(expr.)** έλεγε η μητέρα της κυρίας Χαρούλας.

5. Η μυρωδιά φρεσκοψημένου ψωμιού την **τραβάει σαν υπνωτισμένη (1)** στον φούρνο.

6. Στην **πρώτη σελίδα (1)** της εφημερίδας **το κεντρικό θέμα είναι (1)** η οικονομική κρίση. Στο πλάι η ματιά της πέφτει στον **τίτλο κάτω από τον κύριο τίτλο (1)**: Άγιος Παντελεήμονας ώρα μηδέν. Γκέτο με φόνους και **βίαιους τσακωμούς (1)** στο κέντρο της Αθήνας.

7. Τι καλά ήταν τα λόγια και οι υποσχέσεις όταν βρισκόμασταν στο Γκαζνί! Ότι, **υποτίθεται (1)**, εκεί που θα πάμε θα ζούμε καλά...

8. Η πόλη ξύπνησε **μόλις άρχισε να βγαίνει ο ήλιος (1)**. Το αγριοκάτσικο του Γκαζνί, φυλακισμένο σε ένα ημιυπόγειο ενός δρόμου **που έχει συνήθως πολύ κόσμο (1)**, σέρνει τα πόδια του ως το κουζινάκι. Νιώθει **μία πίεση (2)** στο στήθος της.

9. **Θέλει τόσο πολύ να δει (1)** τον ουρανό του χωριού της, τους γονείς, τις φίλες της... Τη βομβαρδίζουν ερωτήσεις **χωρίς απαντήσεις (1)**. **Θα βγει κάτι καλό από (expr.)** αυτό το ταξίδι;

10. Πόσες μέρες ταξίδευαν με κείνο το **πολύ παλιό και σε πολύ κακή κατάσταση καράβι (1)**; Πόσοι κατάφεραν να σωθούν από το **ναυτικό ατύχημα (1)**;

11. Η Άννα **κάθισε αναπαυτικά και για πολλή ώρα (1)** μπροστά την τηλεόραση και δεν σηκωνόταν με τίποτα.

12. Καλά, εσύ αυτό το ονομάζεις πάρκο; Δεν υπάρχει καθόλου πράσινο και είναι γεμάτο σκουπίδια! **Μόνο με τη βοήθεια του Θεού θα μπορούσε να γίνει πάρκο! (expr.)**

13. Η κυρία Χαρούλα, σαν μικρό παιδί, έκανε την αταξία (1) και κρύφτηκε.
14. Το ξέρει ότι δεν είναι σωστό (1) για μια γυναίκα στην ηλικία της να κρυφοκοιτάζει, αλλά γεννήθηκε με (2) την περιέργεια για τις ζωές των άλλων.
15. Η μικρή δεν έπαιξε τίμια το παιχνίδι με την κυρία Χαρούλα (2). Δε θα το πει πουθενά. Θα κατεβάσει ένα μαξιλάρι από το ντουλάπι και θα είναι σαν να μην έγινε ποτέ τίποτα (εχργ.).
16. Ακούστηκε ένας πάρα πολύ δυνατός (1) θόρυβος.
17. Η κυρία Χαρούλα δεν ανοίγει σε κανέναν. Μόνο αφού έχουν μιλήσει και το έχουν κανονίσει (2). Πρέπει να έχει γίνει πρώτα (1) τηλεφώνημα από τον γιο της, την κομμώτρια ή τη Ρόζα.
18. Το κορίτσι κρατούσε το μαξιλάρι σαν κάτι που μπορούσε εύκολα να σπάσει (1) και που ήταν μεγάλης αξίας/πολύ σημαντικό (1).
19. <<Αυτό το παιδί πρέπει να δυσκολεύεται να βλέπει καθαρά (2)>>.
20. Αυτό που έκανε ήταν ένα ρίσκο. Έβαλε μια ξένη στο σπίτι της που δεν ξέρει ούτε την καταγωγή της ούτε τίποτε άλλο γι' αυτήν (εχργ.).
21. Όταν δούλεψε για πρώτη φορά ως (2) δασκάλα, είχε βρει ποιος είναι ο εχθρός (3). Κι όσα χρόνια κι αν πέρασαν από τότε, αυτός επιμένει (εχργ.)! Η φτώχεια! Από εκεί έρχονται όλα τα κακά (εχργ.)!
22. Δεν πρόσεξε καν τα πολύ παλιά και σκισμένα ρούχα (1) που φορούσα.
23. Όταν ο Νασίμ επιστρέφει χωρίς να έχει καταφέρει τίποτα (1) ή χωρίς να έχει πληρωθεί για την δουλειά που έκανε (1), το βλέμμα του είναι σκοτεινιασμένο.
24. Ο Αλί, που μόλις είχε ξυπνήσει (1), την συνόδευσε μέχρι να φύγει (1) χαρίζοντάς της ένα στιλό.
25. Ο ξενοδόχος θα τους βοηθούσε, με κάποιο χρηματικό ή άλλο αντάλλαγμα (εχργ.) φυσικά, για να περάσουν στο Ιράν. Πέρασαν τη νύχτα (1) σε ένα χωριουδάκι, κοντά στην πόλη Βαν.

The class is dismissed.

3.7 The Novel as GFL Textbook: An Overview

As the two sample lessons above illustrated, the ‘novel-textbook’ was employed as the main teaching material in the adult upper-intermediate/B2 GFL course of the study. This means that it was used as an alternative to the traditional GFL textbook in order to help students develop their language skills in Greek.

To this end, the Greek novel ‘Η Μοναξιά των Συνόρων’ by Glykeria Grekou was selected to form the central focus of instruction. The particular novel was chosen as it met a number of selection criteria (see section 3.3) which rendered it appropriate for the course.

However, in order for the benefits of the selected novel to be exploited for language teaching/learning purposes, a number of accompanying materials were prepared by the teacher (see section 3.5). Thus, the selected novel together with its accompanying teacher-prepared materials formed the ‘novel-textbook’ which was used as the alternative *textbook package* of the particular GFL course. The type and content of these materials were determined by the learning objectives of the course (see section 3.5).

Although the primary pedagogic goal of employing a novel in the GFL classroom was the teaching of language, not literature, the literary text was not treated just like any text. As in this study the reading of literature was primarily viewed as an experience, the course syllabus included both language learning objectives and objectives which focused on the students’ experience with the text.

In this context, an Integrated Approach to the teaching of literature in the FL classroom was employed within the general framework of Communicative Language Teaching (see Chapter 2, section 2.6). In particular, the objective of the specific approach was mainly to use the selected novel as a focus for the development of language skills, but also to: i) allow the exploration of the text by the students and encourage them to develop their own responses to it, b) encourage the reading of literature as a source of pleasure and a stimulus for personal development, and c) encourage the reading of literature as a means for the development of cultural competence and intercultural tolerance. This Integrated Approach, having a holistic orientation, considered the combination of the above elements essential for the development of students’ communicative competence.

Thus, the particular GFL course aimed at developing the students’ communicative competence in the Greek language by integrating the focus on *language* with a focus on the students’ *experience* with the literary text, ‘Η Μοναξιά των Συνορών’. To illustrate this approach, let us consider the types of activities employed in the two sample lessons presented in section 3.6.

Types of activities employed in Sample Lessons 1 & 2:

TYPE 1

Objective: Check understanding of vocabulary

Main skill: Vocabulary

TYPE 2

Group work: Information gathering/Opinion sharing

Objective: Check understanding of plot, encourage personal response

Main skill: Reading comprehension

TYPE 3

Group work/Pair work: Opinion sharing/Information gathering/Role Play

Objective: The teaching or revision of a specific grammar item

Main skill: Grammar

TYPE 4

Group work/Pair work: Opinion sharing/Information gathering

Objective: The deployment of the fifth skill, *thinking* (McRae, 1996), personal response

Main skill: Integration of skills

Activity types 1 and 3 put the emphasis on explaining and/or practising specific vocabulary and grammar items found in the text. Thus, the focus is primarily placed on language. On the other hand, types 2 and 4 (type 4 was often accompanied by audio-visual materials such as songs and/or pictures) place the main focus on students’ experience with the text as they encourage the expression of their personal response to it and the deployment of the fifth skill, *thinking* (McRae, 1996). Moreover, most of the activities, drawing on CLT, focused on meaningful communication, mainly through group and pair work, and on the “dialogic negotiation of meaning”⁵ (Kramsch, 1993, p.131) which provided learners with many opportunities for communicative interaction.

Thus, in the context of the present study, the ‘novel-textbook’ was an alternative ‘instructional artefact’ (Ellis, 2012) whose development was mainly based on

⁵ See Chapter 2, section 2.3.1, ‘Communicative Language Teaching & Communicative Competence’.

McRae’s view that “[t]he language/literature interface is probably the richest vein of learning potential for learners at all levels of language...” (1996, p.23).

3.8 Chapter Summary

This chapter presented the selected Greek novel, ‘Η Μοναξιά των Συνόρων’ by Glykeria Grekou, and discussed the steps involved in employing the ‘novel-textbook’ as the main teaching material in the GFL course of the study.

In particular, the criteria according to which the novel was selected were discussed. Then, the course plan was presented followed by the components of the ‘novel-textbook’, the syllabus of the course and the structure of the lessons. In order to illustrate the use of the ‘novel-textbook’ in the GFL classroom, two sample lessons were presented, and finally, the chapter concluded with an overview of the novel as an alternative to the traditional GFL textbook.

CHAPTER 4

Research Methodology

4.1 Introduction

In this chapter the research methodology of the study is presented and discussed. In particular, the chapter begins with a discussion about the field of *Language Teaching Research* within which the present study was conducted and continues with the research questions and the objective of the study. Following that, an analysis of the research design employed is presented including a discussion about: a) the theoretical framework, b) the research approach, c) the study design, d) the data collection and analysis methods, e) the rationale for selecting the particular research design, f) the research site and participants, and g) the research procedures. Lastly, some ethical considerations are addressed.

4.2 Language Teaching Research

Over the years there has been an enormous amount of research that has investigated various aspects of language teaching. Within the field of Applied Linguistics, *Language Teaching Research* refers to research centred on the FL/SL classroom and focuses on the inputs to the classroom (e.g., the teaching materials, the syllabus, etc.) (Allwright, 1983). In contrast to language *learning* research, language *teaching* research entails the systematic study of some instructional artefact (e.g., teaching materials, tasks) or some instructional procedure (e.g., small group work) and the documentation of what happens when the specific artefact or procedure is used or what the link is between what is taught and what is learned (Ellis, 2012).

4.2.1 Formal FL/SL Classroom Research

Formal FL/SL Classroom Research involves an external researcher who, drawing on one or more of the established research traditions, conducts a systematic investigation of a

research question or problem by collecting, analysing and interpreting relevant data (Ellis, 2012). Finally, it also involves the publication of the findings (Ellis, 2012).

Most of this research has been designed to answer questions related to FL/SL pedagogy. In other words, it is conducted in order to gain a better understanding of the practice of language teaching and its contribution to language learning.

Ellis (2012, p.25) notes that formal FL/SL classroom research has the following characteristics:

1. The phenomenon investigated is determined by the researcher.
2. The researcher ‘borrows’ a classroom in order to carry out the study.
3. The researcher may also solicit the help of a classroom teacher to conduct the research.
4. The research is either theoretically driven (as in experimental research) or carried out with a view to developing theory (as in descriptive research).
5. The results of the research are written up in accordance with the requirements of academic articles and with a view to publishing them in academic journals.
6. In many cases the research is intended to contribute to research-based language pedagogy.

However, the *technical knowledge* (i.e. generalized knowledge based on empirical study) gained from formal research cannot be directly applied to classroom situations, which require *practical knowledge* (i.e. knowledge of how to evaluate students’ needs and what activities to use in order to address those needs) (Pinto, 1999). Thus, the question that arises is: *How can language teaching research inform language pedagogy?*

Language teaching research can help teachers develop reasonable expectations about what they can achieve in their teaching, but it cannot tell them how to teach (Lightbown, 1985, 2000). Therefore, language teaching research can serve as a resource in order for

teachers to question their existing conceptions of how to teach, and, thereby, develop reflective practice (Lightbown, 1985, 2000).

The present study, conducted to a large degree within the framework of formal FL/SL classroom research, intends to answer some questions related to FL pedagogy focusing on the use of alternative teaching materials, namely the ‘novel-textbook’¹, and to document what happens when the particular materials are used with regard to the opinions of the learners. To this end, these aims have formed the basis for the research questions of this study which are presented in the section that follows.

4.3 The Research Questions of the Study

The particular study attempts to answer the following research questions:

Overarching Research Question:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their language skills in Greek?

Research sub-questions:

1a. Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their grammar skills in Greek?

1b. Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their vocabulary skills in Greek?

1c. Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their reading skills in Greek?

1d. Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their writing skills in Greek?

¹ As explained in Chapter 1, in the context of the present study, the term ‘novel-textbook’ has been used to refer to the selected novel together with its accompanying materials prepared by the teacher/researcher and used as the *textbook package* of the particular GFL course.

1e. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their listening skills in Greek?

1f. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their speaking skills in Greek?

4.3.1 Research Objective

Conducted to a large degree within the framework of Formal FL/SL Classroom Research, the present study aims to inform GFL pedagogy by examining the use of an alternative 'instructional artefact' (Ellis, 2012), the 'novel-textbook'. In particular, as the research questions presented above suggest, the present study attempts to investigate the feasibility and effectiveness of using a 'novel-textbook' as the core teaching material in the GFL classroom based on the learners' opinions.

To this end, a specific research design was employed a discussion of which can be found in the sections that follow.

4.4 Research Design

Many research methods texts confuse the term 'research design' with the term 'research method'. However, research methods are the *tools, techniques* or *processes* that we use in our research, such as interviews, surveys, observations, etc. A research method is one of the components of a research design.

A research design indicates the kind and nature of the steps and procedures which researchers will follow from the moment they form their research questions until the moment they answer them, ensuring that the right type of evidence is obtained. As Creswell (2009) points out:

Research designs are the plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. ... Research design ... involves the intersection of philosophy, strategies

of inquiry, and specific methods. To reiterate, in planning a study, researchers need to think through the philosophical worldview assumptions that they bring to the study, the strategy of inquiry that is related to this world view, and the specific methods or procedures of research that translate the approach into practice. (pp.3-5)

In short, a research design has three components: a) the research paradigm, b) the strategies of inquiry, and c) the research methods.

4.4.1 Research Paradigm

As was mentioned above, one of the three components of a study's research design consists of the worldview assumptions the researcher brings to the study. By the term 'worldview' we refer to "a basic set of beliefs that guide action" (Guba, 1990, p.17).

In many research texts the worldview assumptions underlying a study are often referred to as 'paradigms' (Lincoln & Guba, 2000; Mertens, 1998). Khun (1962) defines paradigms as the prevailing patterns of thought within a science or discipline. A paradigm consists of the following components: *ontology*, *epistemology*, *methodology*, and *methods* (Scotland, 2012).

Ontology is the study of being (Crotty, 1998). Ontological assumptions are concerned with the nature of reality and how things really work. Epistemology is "a way of understanding and explaining how we know what we know" (Crotty, 2003, p.3). It focuses on the forms and nature of knowledge. Epistemological assumptions are concerned with "providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate" (Maynard, 1994, p.10). Every paradigm is based upon its own ontological and epistemological assumptions about reality and knowledge, and these differing assumptions are reflected in their methodology and methods.

McGregor and Murname (2010, p.2) write:

The word methodology comprises two nouns: method and ology, which means a branch of knowledge; hence, methodology is a branch of knowledge that deals with

the general principles or axioms of the generation of new knowledge. It refers to the rationale and the philosophical assumptions that underlie any natural, social or human science study, whether articulated or not. Simply put, methodology refers to how each of logic, reality, values and what counts as knowledge inform research.

On the other hand, methods are the techniques, tools and processes of scientific investigation, i.e. data collection and analysis. The choice of particular research methods is informed by the methodology, which in turn is shaped by the epistemological and ontological positions a researcher holds.

The particular study has been conducted within the philosophical paradigm of *post-positivism*.

4.4.1.1 Post-Positivism

During the 20th century *post-positivism* emerged from *positivism*, sometimes referred to as ‘science method’ or ‘science research’ (Creswell, 2009). The ontological position of positivism is one of realism. Realism is the view that objects have an existence independent of the knower (Cohen, Manion & Morrison, 2007). Thus, an objective reality exists independently of the researcher (Pring, 2000).

Positivists attempt to identify causes which influence outcomes. They maintain that social science inquiry should be objective. That is, time- and context-free generalizations are desirable and possible, and real causes of social scientific outcomes can be determined reliably and validly (Nagel, 1986). “According to this school of thought, educational researchers should eliminate their biases, remain emotionally detached and uninvolved with the objects of the study, and test or empirically justify their stated hypotheses” (Johnson & Onwuegbuzie, 2004, p.14).

Post-positivism represents the thinking after positivism, challenging the traditional notion of the absolute truth of knowledge (Phillips & Burbules, 2000). However, it does not reject any notion of realism. Post-positivists do believe that it is possible for an objective reality to exist, but accept that observation of the world cannot be totally objective since

human beings are a part of this world and not disinterested outsiders (Phillips & Burbules, 2000).

Although post-positivism is based on similar ontological and epistemological assumptions as positivism, it differs in several ways and these differences are reflected in the way research is conducted. Creswell (2009, p.7) summarizes the key assumptions of post-positivist research as follows:

1. Knowledge is conjectural (and antifoundational) – absolute truth can never be found. Thus, evidence established in research is always imperfect and fallible. It is for this reason that researchers state that they do not prove a hypothesis; instead, they indicate a failure to reject the hypothesis.
2. Research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted. Most quantitative research, for example, starts with the test of a theory.
3. Data, evidence, and rational considerations shape knowledge. In practice, the researcher collects information on instruments based on measures completed by the participants or by observations recorded by the researcher.
4. Research seeks to develop relevant, true statements, ones that can serve to explain the situation of concern or that describe the causal relationships of interest. In quantitative studies, researchers advance the relationship among variables and pose this in terms of questions or hypotheses.
5. Being objective is an essential aspect of competent inquiry; researchers must examine methods and conclusions for bias. For example, standard of validity and reliability are important in quantitative research.

4.4.2 Research Approach & Strategies of Inquiry

There are two main approaches to research: *quantitative* and *qualitative*. Also, a third approach, *mixed-methods*, emerges from the incorporation of quantitative and qualitative elements.

Each approach to research has its own accompanying strategies of inquiry. These are “types of qualitative, quantitative and mixed methods designs or models that provide specific direction for procedures in a research design” (Creswell, 2009, p.11).

The difference between quantitative and qualitative research (Table 4.1) is often seen as quite fundamental, leading people to talk about ‘paradigm wars’ (*realism vs subjectivism*) (Muijs, 2011).

Table 4.1 The Main Differences Between Quantitative & Qualitative Research
(Reprinted from Keele, 2012, p. 36)

<i>Quantitative Research</i>	<i>Qualitative Research</i>
Considered a hard science	Considered a soft science
Objective	Subjective
Deductive reasoning used to synthesize data	Inductive reasoning used to synthesize data
Focus – concise and narrow	Focus – complex and broad
Tests theory	Develops theory
Basis of knowing – cause and effect relationships	Basis of knowing – meaning, discovery
Basic element of analysis – numbers and statistical analyses	Basic element of analysis – words, narrative
Single reality that can be measured and generalised	Multiple realities that are continually changing with individual interpretation

Regardless of paradigmatic orientation, all researchers in social sciences attempt to provide warranted assertions about human beings and the environment in which they live and evolve (Biesta & Burbules, 2003). Additionally, Sechrest & Sidani (1995, p.78) point out that both methodologies “describe their data, construct explanatory arguments from their data, and speculate about why the outcomes they observed happened as they did.” It is not uncommon for researchers to decide on the methodology or methodologies they will employ in their study solely on the basis of what Richards & Morse (2007) call ‘methodological purposiveness’, i.e. their research purposes and questions.

According to Trochim (2006), there is little difference between quantitative and qualitative data as all qualitative data can be coded quantitatively. Moreover, Donald Campbell (cited in Miles & Huberman, 1994, p. 40) points out that, “All research ultimately has a qualitative grounding”.

Thus, quantitative and qualitative approaches should not be viewed as polar opposites, but as different ends on a continuum, with mixed methods research residing somewhere in the middle (Newman & Benz, 1998).

The present study has adopted a quantitative approach which is discussed in the section that follows.

4.4.2.1 Quantitative Research

The history of quantitative research dates back to at least the 1930s and has produced strong professional norms that impact research activities, such as decisions about the kinds of studies and results likely to be published (Bozarth & Roberts, 1972; Leech, Morgan, Wang, & Gliner, 2010).

Quantitative research is a means for testing theories deductively by examining the relationship among variables (Creswell, 2009). Independent variables (IV) are the presumed cause of another variable, and dependent variables (DV) are the presumed effect or outcome. Dependent variables are influenced by one or more independent variables. These variables are measured on instruments and the numerical data collected is analysed using statistical procedures (Creswell, 2009).

Harwell (2011, p.149) says that quantitative studies

attempt to maximize objectivity, replicability, and generalizability of findings, and are typically interested in prediction. Integral to this approach is the expectation that a researcher will set aside his or her experiences, perceptions, and biases to ensure objectivity in the conduct of the study and the conclusions that are drawn. Key features of many quantitative studies are the use of instruments such as tests or

surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions of interest. Quantitative methods are frequently described as deductive in nature, in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population.

However, there are many phenomena we would like to investigate which do not seem to produce any quantitative data, i.e. data in numerical form. Especially in education, relatively few phenomena occur in the form of ‘naturally’ quantitative data.

Luckily, many data that do not naturally appear in quantitative form, such as attitudes and beliefs, can be collected and analysed in a quantitative way by designing research instruments that convert these phenomena into quantitative data, which can be analysed statistically (Muijs, 2011). For example, a questionnaire using the Likert scale asks participants to rate a number of statements on a scale from 1 (‘strongly disagree’) to 4 (‘strongly agree’). In this way, we can have quantitative data on attitudes and beliefs.

4.4.2.2 The Experimental Design

In experimental research, the effect of a particular, independent variable (IV) on another, dependent variable (DV) is investigated (Fraenkel & Wallen 2000).

The key difference between experimental and non-experimental designs lies in the extent to which the environment is controlled and manipulated by the researcher (Belli, 2009).

In experimental research, the researcher sets up the environment and controls the variables whereas non-experimental research involves variables that are not manipulated by the researcher and instead are studied as they exist in a real-life setting (Belli, 2009).

In educational research there are primarily three types of experiments: a) true experiments, b) quasi-experiments, and c) a single-case experiment (Best & Kahn, 2003; Gall, Gall, & Borg, 2005; Gay & Airasian, 2003). In the current study, a quasi-experimental pretest-posttest design was employed.

Quasi-experimental studies take on many forms, but may best be defined as lacking key components of a true experiment. While a true experiment includes (1) pre-post test design, (2) a treatment group and a control group, and (3) random assignment of study participants, quasi-experimental studies lack one or more of these design elements. (“Quasi-Experimental Design”, para.1, 2014)

Quasi-experiments aim to determine whether a program or intervention has the intended effect on a study’s participants. Although this type of experiment cannot fully control confounding variables (i.e. extraneous variables that correlate with both the dependent variable and the independent variable) because it does not fully control assignment of the subjects to a treatment (Ary, Jacobs & Razavieh, 2002; Johnson & Christensen, 2004), it is commonly employed in the evaluation of educational programs when random assignment is not possible or practical (Gribbons & Herman, 1997).

The quasi-experimental pretest-posttest design allows us to collect data on the participants’ scores *before* the intervention (pre-test) and *after* the intervention (post-test). Comparing participants’ post-test results to their pre-test results enables us to make inferences on the effect of the intervention.

An intervention is any manipulation that can be imposed on a subject. As Aussems, Boomsma & Snijders (2011, p.23) explain, interventions “can be time-intensive treatments, like following a therapy or a teaching program, but also very short treatments that do not have a permanent impact on a subject, like the wording of a survey question or watching different versions of a commercial.”

As Figure 4.1 below illustrates, the particular design is typically represented as follows:

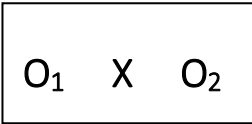


Figure 4.1 *The Quasi-Experimental Pretest – Posttest Design*

O_1 represents the pre-test, X represents the intervention and O_2 represents the post-test. The dependent variable (O) is measured or observed *before* and *after* the introduction of the independent variable (X).

The Dependent Variable (DV) of the Study:

The participants' opinions (pre- and post-intervention) about using the 'novel-textbook' as the main teaching material to learn Greek as a foreign language.

The Independent Variable (IV) of the Study:

In a pretest-posttest design, the *intervention* is the independent variable. In the particular study, the intervention took the form of a Greek language course employing a novel as textbook, namely the 'novel-textbook', in order to teach Greek as a foreign language to adults.

Comparing participants' post-test results to their pre-test results allowed for inferences to be made about the effect of the particular intervention.

4.4.3 Data Collection Methods

The term 'methods' in a research design refers to the *instruments, techniques* and *processes* employed by the researcher in order to collect data.

The particular study employed two different questionnaires for collecting quantitative data: a) one close-ended questionnaire on the participants' opinions (pre-intervention and post-intervention) about using a novel as the main teaching material to learn Greek, and b) a course materials evaluation questionnaire consisting of close-ended questions. The data collected from the evaluation questionnaire played a supplementary role in helping to enhance confidence in findings.

The use of questionnaires enables researchers to convert into data the information they receive directly from people (the research subjects). Brown (2001, p.6) defines questionnaires as "any written instruments that present respondents with a series of

questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”

Questionnaires are one of the most common methods of data collection in educational research. Especially in the field of foreign language teaching, questionnaires can be used

to gather information about the effectiveness of a unit or an entire course – information such as students’ general impressions of the course or unit and its various components (content, organization, materials or equipment, and activities), and their satisfaction with their achievements in the language as a result of the course or unit. (Genesee & Upshur, 1996, p.128-129)

Broadly speaking, questionnaires are designed to collect information about *behaviour* (i.e. what people do), information about *attitudes* (i.e. beliefs or opinions people hold), and information that is used for *classification* purposes (i.e. age, gender, marital and socioeconomic status, occupation, level of education, etc.) (Taylor-Powell, 1998).

As Dörnyei (2003) explains, in L2 studies *behavioural questions* are mainly used in language learning strategy inventories that ask about the frequency one has used a particular strategy in the past; *attitudinal questions* collect information about learners’ attitudes, opinions, beliefs, interests and values concerning L2 proficiency, achievement, processes, materials, activities, teaching methods, teachers etc.; *classification questions* can collect data about the learners' language learning history, amount of time spent in an L2 environment, level of parents' L2 proficiency, or the L2 textbook used.

4.4.3.1 Constructing a Questionnaire

In order for a questionnaire to be used as an analysis and evaluation instrument in measuring participants’ attitudes, opinions and beliefs, it has to meet a high degree of applicability, accountability, and technical quality (McBean & Al-Nassri, 1982).

A well-made questionnaire has several attributes. A review of the discussion on effective questionnaire construction offered by Diem (2004), Dixon (1990), Dörnyei (2003), Lee

(2006), Neuman (1997), Psacharopoulos (1980), and Tuckman (1999) can be summarized into the following guidelines:

- 1. Match the questionnaire items to the research objectives.** The questions asked on a questionnaire should reflect the information the researcher is trying to find, i.e. the research questions. For this reason, the first step in constructing a questionnaire is to specify the research variables by name as they designate what the researcher is trying to measure and tell him/her where to begin.
- 2. Ask only the required information.** All the questions asked should yield answers that are going to actually be used in data analysis. ‘Interesting’ and ‘nice to know’ questions should be avoided.
- 3. Consider the length and layout.** Long questionnaires can become counterproductive. Although there is not an optimal length, most researchers agree that a questionnaire that is more than six pages long and requires over thirty minutes to complete can be too much of an imposition. Additionally, the appearance and arrangement of the questionnaire have an important impact on the responses. A good questionnaire layout improves accuracy, gets a higher response rate, and facilitates data analysis.
- 4. Consider the audience.** In constructing a questionnaire, the age, education level, familiarity with questionnaires, and cultural bias/language barrier of respondents should be taken into consideration.
- 5. Use appropriate language.** Jargon, slang, technical terms, and abbreviations should be avoided unless the questionnaire is designed for a specialized group of respondents. It would also not be suggested to use sophisticated or uncommon words.
- 6. Ask clear, specific, precise, and relatively short questions.** Confusion, ambiguity, and vagueness bother respondents. Neuman (1997, p.233) suggests to “avoid confusion and keep the respondent’s perspective in mind.” For this reason, ambiguous words such as ‘frequently’, ‘most’, ‘sometimes’, or ‘regularly’ should be avoided as they have no specific meaning and may be interpreted differently by each respondent. “The longer the

question, the more difficult is the task of answering...The more general the question, the wider will be the range of interpretations” (Lee, 2006, p.766).

7. Ask only one question at a time. Items that try to combine two (or more) questions into one (‘double-barreled’ questions) confuse both the respondents, as they don’t know how to answer, and the researcher, as he/she cannot know which part of the question the answer concerned. Breaking double-barreled questions up and listing each part as separate items would prevent confusion.

8. Group and order items in an appropriate way. The grouping and ordering of the questions bring logic and flow to the questionnaire, facilitating respondents’ work. Questions should be grouped according to content. Furthermore, it is generally suggested to leave both classification questions and open-ended questions at the end of the questionnaire. Classification questions tend to be very off-putting and can have a sensitive nature. Open-ended questions often require substantial and creative writing. The required work can put some respondents off and affect their responses to the following items.

9. Use multi-item scales. They are the key components to scientific questionnaire design. With classification questions (e.g. questions about age, gender, marital status, etc.) researchers can get a reliable response using a single item. However, with non-classification questions (e.g. questions about attitudes, beliefs, opinions, interests, values, and other personal variables) “it is not unusual to find that responses given by the same people to two virtually identical items differ by as much as 20% or more” (Dörnyei, 2003, p.33). This inconsistency can be dealt with using multi-item scales. These scales refer to a cluster of several items that are differently worded and focus on the same target (Dörnyei, 2003) (e.g. four items targeting attitudes toward the use of a particular teaching method). The scores for each item of the cluster are summed, resulting in a total score. In this way, “no individual item carries an excessive load, and an inconsistent response to one item would cause limited damage” (Skehan, 1989, p. 11).

10. Avoid biased or loaded questions. The inclusion of certain terms in a question and the way in which a question is worded may influence people to respond in a way that

does not accurately reflect their positions. It should always be remembered that “[w]ords have implicit connotative as well as explicit denotative meanings” (Lee, 2006, p.767).

11. Take care with sensitive topics. In dealing with questions about a person’s salary, occupation, race, ethnicity, and so on, special care should be taken. People vary in the amount and type of information they are willing to disclose about these facts. As Moser & Kalton (1971, p. 316) explain:

Classification questions ... need a special introduction. After all, a respondent who agrees to answer questions about his leisure pursuits or to give his opinion about television may legitimately wonder why he should supply details about his family, his age, his education, his occupation, and even his income.

12. Avoid negative constructions or double negatives. What does a negative answer to a negative item mean? Negative constructions (i.e. including ‘no’ or ‘not’) and double negatives are confusing and difficult to answer leading to misinterpretation. It is better to restate a negative item in a positive way.

4.4.3.2 Rating Scales

There are two types of questions found in questionnaires: *open-ended* and *close-ended*. Open-ended (or free-response) questions allow respondents to provide answers to questions using their own words (Dörnyei, 2003). Examples of open-ended questions include fill-in items, sentence completion items, short answer items, and essay items. On the other hand, close-ended (or fixed-response) questions list answers and the respondents are asked to select their answer (Dörnyei, 2003). Examples of close-ended questions include true or false and yes or no items, multiple choice items, rating scales, rank order items, numeric items and checklists.

Among these items, the *rating scales* are the most popular in research questionnaires, as very often, respondents are asked to make an evaluative judgement by marking the most appropriate point on a scale.

The various points on the continuum of the scale indicate different degrees of a certain category; this can be of a diverse nature, ranging from various attributes (e.g., frequency or quality) to intensity (e.g., very much → not at all) and opinion (e.g., strongly agree → strongly disagree). (Dörnyei, 2003, p.36)

Two of the most commonly used rating scales are the *Likert Scale* and the *Numerical Rating Scale*.

The Likert Scale

Named after its inventor, Rensis Likert, the Likert scale has been employed by the majority of researchers for more than seventy years. It is widely used in questionnaires because it is simple, versatile, and reliable (Dörnyei, 2003).

On this scale, respondents are asked to indicate their level of agreement with a given statement related to a particular target by choosing the most appropriate point on an ordinal scale (Bertram, n.d.). The five-point ‘strongly agree’ to ‘strongly disagree’ format is used. Lee (2006, p.769) points out that the items on the rating scale “must allow for expression of a broad range of feelings, from strongly favourable through neutral to strongly unfavourable.”

For example:

<i>Storytelling has helped me improve my oral skills in Greek.</i>				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Some researchers use an odd number of response options as it allows the respondent to select a middle or neutral position (e.g., ‘neither agree nor disagree,’ ‘not sure,’ or ‘neutral’). Others prefer using an even number of response options as it ‘forces’ the respondent to take sides. In this way, researchers know in what direction the people in the middle are leaning (Taylor-Powell, 1998).

Moreover, modifications of the standard set of responses (i.e. strongly agree → strongly disagree) used by the Likert scale can be easily made by replacing them with other descriptive terms that are relevant to the target (Dörnyei, 2003). For example, categories

ranging from ‘always’ to ‘never’, ‘very important’ to ‘not important’, ‘definitely yes’ to ‘definitely not’, etc., can also be used (Brown, 2010).

The Numerical Rating Scale

A numerical rating scale involves ‘giving so many marks out of so many’ with 5, 7 and 10 being the most popular choices (where the large number is best and 1 is worst) (Hague, 1998). The two endpoints are labelled with a written descriptor.

For example:

In the following section we would like you to answer the questions by simply giving marks from 1 to 7. Please write one (and only one) whole number in front of each question.

1	2	3	4	5	6	7
Not at all						Very much

___ Do the vocabulary exercises we do in class help you understand vocabulary usage?

The descriptors (e.g., ‘not at all’ and ‘very much’) used in the scale provide reference points that participants will use to direct the expression of their opinions. For this reason, Johnson & Christensen (2004) point out that the reference points should be clear, balanced and spaced at equal distances, otherwise the researcher will get an inaccurate measure of the participants’ opinions.

Moreover, it is recommended that the researcher use an odd number of points for this type of numerical scale. If an even number is used, a respondent might misinterpret one of the two centremost numbers as representing the neutral point (Dillman, 2007).

4.4.3.3 The Questionnaires of the Study

The particular study made use of two different questionnaires. The one was used on the basis of the pretest – posttest design to investigate the participants’ opinions about using a novel as textbook to learn Greek, and the other was a course materials evaluation

questionnaire used to collect supplementary data in order to enhance confidence in findings.

i) QUESTIONNAIRE 1: The Pretest – Posttest Questionnaire

The aim of the particular questionnaire was to investigate the participants' opinions about using a novel as textbook to learn Greek, *before* the intervention (i.e. before attending a course which employed the 'novel-textbook') and *after* the intervention (i.e. after attending a course which employed the 'novel-textbook').

In constructing the questionnaire items, a numerical rating scale was used consisting of twelve attitudinal and two behavioural questions. Each item provided the respondents with seven choices. The lowest possible mark (i.e. 1) was labelled 'Definitely not' and the highest possible mark (i.e. 7) was labelled 'Definitely yes' (Figure 4.2).

The pre- and post-intervention questionnaires contained exactly the same items. Here, developing variations of the pre-test items for the post-test in order to avoid the *testing effect*² was not considered necessary. The particular questionnaire investigated participants' opinions, and not factual knowledge or current skills. As Grinnell & Unrau (2011, p.266) point out, "[q]uestions that deal with factual matters, such as knowledge levels, may have a larger testing effect because they tend to be more easily recalled."

² The *testing effect* usually occurs in research designs that involve a pre-test and a post-test. Taking a pre-test can influence the scores in the post-test. Thus, the differences in scores on the dependent variable may not be due to the independent variable, but rather due to the participant's experience with the pre-test ("Testing Effects and Internal Validity", 2012).

Research Project:

The Novel as Textbook: Using Literature as a Teaching Material to Teach Greek as a Foreign Language to Adults.

PRE-INTERVENTION QUESTIONNAIRE

In the following section we would like you to answer the questions by simply giving marks from 1 to 7. Please write one (and only one) whole number in front of each question.

Note: The term 'novel-textbook' refers to the selected novel together with its accompanying materials prepared by the teacher and used as the *textbook package* of this course.

- | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------|---|---|---|---|---|----------------|
| Definitely not | | | | | | Definitely yes |
| 1. _____ | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
1. _____ Is literature an essential part of learning Greek as a foreign language?
2. _____ Can literature play an important role in the Greek language classroom?
3. _____ Can a 'novel-textbook' be used as a teaching material in the Greek language classroom?
4. _____ Can a 'novel-textbook' be used as the *main* teaching material in the Greek language classroom?
5. _____ Can a 'novel-textbook' be *effectively* used as the *main* teaching material in the Greek language classroom?

Figure 4.2.1 *The Pre-Post Intervention Questionnaire of the Study (p.1)*

6. _____ Can a 'novel-textbook' be used to teach language skills effectively?
7. _____ Can a 'novel-textbook' be used to teach grammar effectively?
8. _____ Can a 'novel-textbook' be used to teach vocabulary effectively?
9. _____ Can a 'novel-textbook' be used to teach reading effectively?
10. _____ Can a 'novel-textbook' be used to teach writing effectively?
11. _____ Can a 'novel-textbook' be used to teach speaking effectively?
12. _____ Can a 'novel-textbook' be used to teach listening effectively?
13. _____ Would you attend a Greek language course where a 'novel-textbook' was the main teaching material?
14. _____ Would you recommend a Greek language course which employed a 'novel-textbook' as the main teaching material to a friend?

THANK YOU VERY MUCH FOR YOUR TIME!!!!!!!

Figure 4.2.2 *The Pre-Post Intervention Questionnaire of the Study (p.2)*

ii) QUESTIONNAIRE 2: The Course Materials Evaluation Questionnaire

This questionnaire asked participants to evaluate the ‘novel-textbook’ of the course. In particular, the participants were asked to evaluate the materials retrospectively, i.e. after they used them. Ellis (1997b, p.37) mentions that such an evaluation provides “information which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective for future use.”

In developing the items for the Course Materials Evaluation Questionnaire, Miekley’s (2005) Textbook Evaluation Checklist (see Appendix 1) was used as a guide. This checklist is based on recent research in second language (L2) instruction and twenty-two previously developed textbook evaluation checklists. However, since there is no list of criteria that can be applied to all educational contexts without much modification, Miekley’s checklist was adapted appropriately.

For the purposes of the present study, the questionnaire included ten categories which asked for students’ opinion about: (1) *content*, (2) *exercises and activities*, (3) *the use of audio-visual materials*, (4) *grammar*, (5) *vocabulary*, (6) *reading*, (7) *writing*, (8) *speaking*, (9) *listening* and (10) *the ‘novel-textbook’ as a whole*.

In constructing the thirty-seven items of the questionnaire, the Likert scaling technique was used. The participants were asked to indicate the extent to which they agree or disagree with these items by ticking one of the six responses ranging from ‘strongly disagree’ to ‘strongly agree’. The ‘undecided’ category was omitted and an even number of responses was used because the researcher wanted to know in what direction the participants in the ‘undecided’ category were leaning (Taylor-Powell, 1998) (Figure 4.3).

CHAPTER 4 Research Methodology

Research Project: The Novel as Textbook: Using Literature as a Teaching Material to Teach Greek as a Foreign Language to Adults. COURSE MATERIALS EVALUATION QUESTIONNAIRE							
Following are a number of statements about the 'novel-textbook'*. We would like you to indicate your opinion after each statement by putting an 'X' in the box that best indicates the extent to which you agree or disagree with the statement. * The term 'novel-textbook' refers to the selected novel together with its accompanying materials prepared by the teacher and used as the <i>textbook package</i> of this course.		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Partly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
CONTENT	1.	The subject matter was presented in a logical, organized manner.					
	2.	The content of the 'novel-textbook' served as a window into learning about the Greek culture.					
	3.	The texts were authentic pieces of language.					
	4.	The 'novel-textbook' contained real-life issues that challenged me to think critically about my worldview.					
	5.	The content was interesting.					
	6.	The content was suitable for my age.					
	7.	The content was suitable for my needs.					
	8.	The content was free of material that might be offensive.					
EXERCISES & ACTIVITIES	9.	The 'novel-textbook' provided an appropriate balance of the four language skills (i.e. reading, writing, speaking, listening).					
	10.	The 'novel-textbook' contained a sufficient number of revision exercises.					
	11.	The 'novel-textbook' contained a sufficient number of exercises and activities.					
	12.	The exercises and activities were learner friendly.					
	13.	The exercises and activities helped me improve my language skills.					
	14.	The activities encouraged sufficient communicative and meaningful practice.					
	15.	Activities were balanced between individual response, pair and group work.					
	16.	The examples and explanations were sufficient.					
	17.	The examples and explanations were understandable.					
AV MATERIALS	18.	The 'novel-textbook' was supported adequately by audio-visual materials.					
GRAMMAR	19.	Grammar was introduced explicitly.					
	20.	The 'novel-textbook' provided adequate grammar practice.					
	21.	Grammar was contextualized.					
VOCABULARY	22.	The 'novel-textbook' helped me improve my grammar skills.					
	23.	New vocabulary was presented at an appropriate rate so that the text was understandable.					
	24.	New vocabulary was presented at an appropriate rate so that I was able to retain it.					
	25.	The 'novel-textbook' provided adequate vocabulary practice.					
	26.	New vocabulary was contextualized.					
	27.	The 'novel-textbook' helped me improve my vocabulary skills.					
READING	28.	The instructions in the textbook told me to read for comprehension.					
	29.	The 'novel-textbook' provided adequate reading practice.					
WRITING	30.	The 'novel-textbook' helped me improve my reading skills.					
	31.	The 'novel-textbook' provided adequate writing practice.					
SPEAKING	32.	The 'novel-textbook' helped me improve my writing skills.					
	33.	The 'novel-textbook' provided adequate speaking practice.					
LISTENING	34.	The 'novel-textbook' helped me improve my speaking skills.					
	35.	The 'novel-textbook' provided adequate listening practice.					
OVERALL OPINION	36.	The 'novel-textbook' helped me improve my listening skills.					
	37.	Overall, I believe that the 'novel-textbook' helped me improve my language skills.					

Thank you very much for your time !!!!

Figure 4.3 The Course Materials Evaluation Questionnaire of the Study

4.5 Criteria for Selecting the Particular Research Design

Selecting a particular research design depends on how the research questions are formulated (Kroll & Neri, 2009). In this study, the overarching research question was the following:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their language skills in Greek?

According to Dickoff & James (1968), research questions of this type are called *situation-relating* and belong to the first level of questions that examines causality. They are usually expressed in the form “Will an X intervention have a particular effect?” This type of questions is best answered through quasi-experimental designs where the researcher is evaluating some intervention (Dickoff & James, 1968).

In this study the researcher attempted to investigate the participants’ opinions on the feasibility and effectiveness of using a ‘novel-textbook’ in the GFL classroom. In particular, the researcher wanted to measure the dependent variables (i.e. the participants’ opinions) before and after the introduction of the intervention (i.e. a GFL course employing a ‘novel-textbook’ as its main material of instruction) in order to make inferences about the effect of the particular intervention. For this reason, *a quasi-experimental one group pretest-posttest design* was found to be particularly suitable for this research project.

Moreover, although true experimental designs are usually preferred to quasi-experimental designs lacking both a control group and randomisation, in some situations in educational research it is not possible to employ a true experimental design due to practical reasons (Johnson & Christensen, 2004). In this study, the researcher got permission to use one small classroom for a limited period of time. Thus, assignment of participants to two different groups (i.e. an experimental group and a control group) was not possible.

4.6 Research Site & Participants

Research Site

The present research was conducted in one of the classrooms of the Dutch Association in Athens, Greece. The Dutch Association in Athens was founded in 1974 and, since then, has been organising various educational courses for people of all nationalities. This fact rendered it an appropriate place for the purposes of this research.

Participants

The participants of the present study were twelve (n=12) adult volunteers of various nationalities. In particular, eight females and four males participated in the study. Some of them live in Greece permanently while others were there for a limited period of time and would eventually return to their home countries. All of them had attended Greek language courses before, with the last one being an intermediate Greek course, either at the Dutch Association or elsewhere. Table 4.2 below presents the features of the students who participated in the course/research project.

Table 4.2 *Students' Features*

STUDENTS	GENDER	AGE	NATIONALITY	NATIVE LANGUAGE
S1	Male	25	Spanish	Spanish
S2	Female	26	British	English
S3	Female	29	Albanian	Albanian
S4	Female	33	Dutch	Dutch
S5	Female	35	Dutch	Dutch
S6	Male	37	Dutch	Dutch
S7	Female	40	American	English
S8	Male	40	Dutch	Dutch
S9	Male	41	Ukrainian	Ukrainian
S10	Female	43	American	English
S11	Female	55	Dutch	Dutch
S12	Female	62	American	English

Participants Recruitment

In order to gather the participants for the present study, a call for volunteers was advertised at the Dutch Association and on three Athens expat blogs (*Internations*, *Xpat Athens* and *Expatriate Blog Athens*). Participation to the course required that all participants a) be over eighteen years old, b) have an intermediate knowledge of Greek, since it was an upper-intermediate/B2 Greek language course, and c) have at least an upper-intermediate knowledge of English, since all the information about the course/research project was presented in English. Additionally, a limit was placed to the number of volunteers that could participate in the course/research project as the classroom at the Dutch Association could seat a maximum of fifteen students.

On the first class meeting, seventeen potential participants came at the Dutch Association. However, after the teacher/researcher explained the details and the level of the course, five of them decided not to participate as they thought that it would be too difficult for them. Consequently, a total of twelve volunteers took part in the study.

4.7 Research Procedure

After all the information about the course/project was presented to the volunteers and the number of participants was finalised, the research was conducted over four main stages in order to collect data:

Stage 1: Pre-Test

At this stage the Pre-Intervention Questionnaire on the participants' opinions about using a 'novel-textbook' to learn Greek was administered.

Stage 2: Intervention

Following the pre-test, fifty-one hours of instruction were offered to the participants. The class met once per week for three hours. Instruction was based on the 'novel-textbook'³ which formed the central focus of instruction in the particular GFL course.

³ The 'novel-textbook' is discussed in Chapter 3, *The 'Novel-Textbook': From Theory to Practice*.

Stage 3: Post-Test

After the fifty-one hours of instruction, the Post-Intervention Questionnaire on the participants' opinions about using a 'novel-textbook' to learn Greek was administered.

Stage 4: Course Materials Evaluation Questionnaire

Finally, the Course Materials Evaluation Questionnaire was distributed to the participants in order to collect supplementary data concerning their opinions on the effectiveness of the 'novel-textbook'. This data helped to enhance confidence in findings.

4.8 Methods for Data Analysis

A. Analysing the Pre-Post Intervention Questionnaire Data:

In analysing the data obtained from the pre-post intervention questionnaire, a Wilcoxon Signed-Rank Test was performed using SPSS statistics.

The Wilcoxon Signed-Rank Test, which was introduced by Frank Wilcoxon in 1945 in the context of treatment comparisons (Bellera, Julien & Hanley, 2010), is a non-parametric test equivalent of the paired t test.

It is used to compare two sets of scores that come from the same participants. This can occur when we wish to investigate any change in scores from one time point to another, or when individuals are subjected to more than one condition. ("Wilcoxon Signed-Rank Test using SPSS Statistics", para.1, 2013)

Although in such cases the use of the parametric paired-sample t -test is very common, when "the data appear to arise from non-normal distributions, or where sample sizes are so small that we cannot check whether they do" (Bellera, Julien & Hanley, p.1, 2010), the use of the non-parametric Wilcoxon Signed-Rank Test is considered to be one of the best alternatives (Imam, Usman & Chiawa, 2014).

Whereas the parametric procedures are mainly focused on population *means*, non-parametric procedures are mainly focused on population *medians* (Imam, Usman & Chiawa, 2014). Thus, the Wilcoxon Signed-Rank Test is used to test the null hypothesis

that the *median* of the differences between pairs is equal to zero (“The Wilcoxon Sign Test in SPSS”, 2016).

In the case of the pre-post intervention questionnaire data of the study, a Shapiro-Wilk normality test was first performed to assess its normality (“Testing for Normality using SPSS Statistics”, 2013) (see Appendix 2). As data appeared to deviate from a normal distribution, the most appropriate statistical test to use was the Wilcoxon-Signed Rank Test. Thus, in analysing data, the Wilcoxon Signed-Rank Test was applied for testing the following hypotheses:

- Null Hypothesis (H_0): There will be no difference between the students’ pre-intervention and post-intervention responses.
- Alternative Hypothesis (H_A): There will be a significant difference between the students’ pre-intervention and post-intervention responses.

The students’ pre-intervention and post-intervention ratings (quantitative data) were entered in SPSS and after the Wilcoxon Signed-Rank Test was applied, the results were displayed in the following tables:

- i) *Descriptive Statistics Table*: The median of the differences between pre-intervention and post-intervention responses.
- ii) *Ranks Table*: The rank totals for each time point, i.e. pre-intervention and post-intervention. The Ranks tables provided some interesting data on the comparison of the students’ answers before and after the intervention.
- iii) *The Test of Significance Statistics Table*: The ‘Asymp. Sig. (2-tailed)’ value which is the p-value for the test. If the p-value is < 0.05 , this means that we can reject the null hypothesis and accept the alternative hypothesis. On the other hand, if the p-value is > 0.05 , we can accept the null hypothesis and reject the alternative hypothesis. Thus, we can discover whether the difference between the students’ pre- and post-intervention responses is statistically significant, i.e. it has not occurred by chance but due to the intervention (i.e.,

attending a GFL course which employed the ‘novel-textbook’ as the main teaching material).

B. Analysing the Course Materials Evaluation Questionnaire Data:

In analysing the quantitative data obtained from the course materials evaluation questionnaire, a descriptive analysis was performed (Creswell & Plano Clark, 2011). In particular, data was entered in SPSS to yield the distribution of students’ responses for each questionnaire item in the form of percentages. In this way, the researcher could examine the percentages of students who agreed or disagreed with the statements concerning the ‘novel-textbook’ used in the GFL course of the study.

4.9 Ethical Considerations

This study was reviewed and granted approval⁴ by Flinders University Social and Behavioural Research Ethics Committee for research involving human subjects.

Participation in this study was entirely voluntary and involved adult participants only.

All participants were provided with an Information Sheet and a Letter of Introduction explaining the purposes and procedures of the study in detail. Their willingness to participate was expressed by signing a Consent Form. Moreover, they were able to withdraw at any stage of the research without the risk of any harms or consequences.

The privacy of all participants was ensured, respected and treated with care in order to avoid discomfort and to build mutual trust during the process of data collection. As the questionnaires were anonymous, the names of participants did not appear on any data collection instruments. Any personal information disclosed by participants remained confidential and numbers (e.g., S1, S2, S3, etc.) were used for all participants in place of their real names in data analysis and discussion.

⁴ Approval number: 6962. Social and Behavioural Research Ethics Committee (SBREC), email address: human.researchethics@flinders.edu.au.

Moreover, the questionnaires were administered and collected by a person other than the teacher/researcher in order for the participants to feel no kind of obligation or pressure to respond in a particular way.

All data collected from the study were analysed after the course ended.

Finally, the confidentiality of the data is guaranteed as the original data will be kept secure by the researcher, and a copy will also be securely stored on the Flinders University computer server for a period of at least five years.

4.10 Chapter Summary

This chapter presented the research methodology of the study.

In particular, the present study, drawing on the field of Language Teaching Research, was conducted in an attempt to answer a set of specific research questions. Its objective was to investigate whether adult upper-intermediate/B2 GFL learners would find a ‘novel-textbook’ appropriate for the development of their language skills in Greek.

The study was conducted within the theoretical framework of post-positivism and a quantitative approach was used for collecting and analysing data.

In alignment with the objective of this research, a quasi-experimental one group pretest-posttest design that allowed the researcher to make inferences on the effect of the intervention (i.e. a GFL course employing the ‘novel-textbook’) was found to be particularly suitable for this project.

In collecting data, the following instruments were employed: a) a numerical rating scale questionnaire on the participants’ opinions (pre-intervention and post-intervention) about using a novel as the main teaching material to learn Greek, and b) a Likert scale course materials evaluation questionnaire. The data collected from the evaluation questionnaire played a supplementary role in helping to enhance confidence in findings.

For the analysis of the data collected from the pre-post intervention questionnaire, a Wilcoxon Signed-Rank Test was performed using SPSS statistics. The data collected

from the course materials evaluation questionnaire was entered in SPSS to yield the distribution of students' responses for each questionnaire item in the form of percentages.

The study was carried out in a classroom at the Dutch Association in Athens, Greece and twelve adult volunteers participated.

In the next chapter, the data collected is reported and the results are discussed.

CHAPTER 5

Data Presentation & Discussion of Results

5.1 Introduction

The data for the present study was gathered from the following two sources: a) two close-ended questionnaires (one pre-intervention and one post-intervention) on the participants' opinions about the feasibility and effectiveness of using a 'novel-textbook' as the core material of instruction in a GFL course, and b) a course materials evaluation questionnaire where learners were asked to evaluate the 'novel-textbook'. The results obtained are presented and discussed in this chapter.

5.2 Data from the Pre-Intervention/Post-Intervention Questionnaire

This section contains the data gathered from the Pre-Post Intervention Questionnaire concerning the use of the 'novel-textbook' (see Appendix 3). The aim of the particular questionnaire was to investigate the participants' opinions regarding the feasibility and effectiveness of using a 'novel-textbook' as the main teaching material in the GFL classroom, before the intervention (i.e. before attending a course which employed the 'novel-textbook') and after the intervention (i.e. after attending a course which employed the 'novel-textbook'). To this end, the pre- and post-intervention questionnaires contained the same fourteen questions. Each item provided the respondents with seven choices on a numerical rating scale: the lowest possible mark (i.e. 1) was labelled 'Definitely not' and the highest possible mark (i.e. 7) was labelled 'Definitely yes' (see Chapter 4, Figure 4.2).

In analysing the data obtained from the pre-post questionnaire, a Wilcoxon Signed Rank Test (see Chapter 4) was applied for testing the following hypotheses:

- Null Hypothesis (H₀): There will be no difference between the students' pre-intervention and post-intervention responses.

- Alternative Hypothesis (H_A): There will be a significant difference between the students' pre-intervention and post-intervention responses.

In reporting the data, three tables (in SPSS output) are presented for every question of the questionnaire:

The first table reports the median pre-intervention and post-intervention rating for every questionnaire item (descriptive statistics).

In the second table, the difference is ranked in order to produce two rank totals, one for each condition, i.e. pre-intervention response and post-intervention response. The Ranks tables provide some interesting data on the comparison of the students' answers before and after the intervention.

Finally, in the third table, which contains the test of significance statistics, we can discover whether the difference in the students' responses pre- and post-intervention is statistically significant, i.e. it has not occurred by chance. Here, we are looking for the 'Asymp. Sig. (2-tailed)' value which is the p-value for the test. If the p-value is < 0.05, this means that we can reject the null hypothesis and accept the alternative hypothesis. On the other hand, if the p-value is > 0.05, it means that the we can accept the null hypothesis and reject the alternative hypothesis. In particular, by examining the final test statistics table, we can discover whether these changes in the students' ratings due to the intervention (i.e., attending a GFL course which employed the 'novel-textbook' as the main teaching material) led overall to a statistically significant difference in students' opinions regarding the feasibility and effectiveness of using an unabridged novel as the core material of instruction in the GFL classroom.

Question 1:

Is literature an essential part of learning Greek as a foreign language?

Table 5.1 *The Median of the students' answers for q1pre & q1post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q1post	12	5.92	.900	5	7	5.00	6.00	7.00
q1pre	12	4.25	1.288	2	7	4.00	4.00	4.75

Table 5.1.1 *Ranked differences for q1pre-q1post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q1pre - q1post	Negative Ranks	11 ^a	6.00	66.00
	Positive Ranks	0 ^b	.00	.00
	Ties	1 ^c		
	Total	12		

a. q1pre < q1post

b. q1pre > q1post

c. q1pre = q1post

For question 1 we can see that 11 students out of 12 gave a higher post-intervention mark (N=11 → q1pre < q1post), no student gave a lower post-intervention mark (N=0 → q1pre > q1post), and only one student gave the same mark in the post-intervention questionnaire (N=1 → q1pre = q1post) (Table 5.1.1)

Table 5.1.2 *The test of significance statistics for q1pre-q1post*

Test Statistics ^a	
	q1pre - q1post
Z	-2.976 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether *literature is an essential part of learning Greek as a foreign language*. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 4.00) and post-intervention marks (Median = 6.00), Z= -2.976, p = 0.003 < 0.05 (Tables 5.1 and 5.1.2).

Question 2:

Can literature play an important role in the Greek language classroom?

Table 5.2 *The Median of the students' answers for q2pre & q2post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q2post	12	6.08	.669	5	7	6.00	6.00	6.75
q2pre	12	4.08	1.443	2	7	3.25	4.00	4.75

Table 5.2.1 *Ranked differences for q2pre-q2post*

Ranks				
		N	Mean Rank	Sum of Ranks
q2pre-q2post	Negative Ranks	11 ^d	6.00	66.00
	Positive Ranks	0 ^e	.00	.00
	Ties	1 ^f		
	Total	12		

d. q2pre < q2post

e. q2pre > q2post

f. q2pre = q2post

For question 2 we can see that 11 students out of 12 gave a higher post-intervention mark (N=11 → q2pre < q2post), no student gave a lower post-intervention mark (N=0 → q2pre > q2post), and only one student gave the same mark in the post-intervention questionnaire (N=1 → q2pre = q2post) (Table 5.2.1).

Table 5.2.2 *The test of significance statistics for q2pre-q2post*

Test Statistics ^a	
	q2pre – q2post
Z	-2.961 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether *literature can play an important role in the Greek language classroom*. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 4.00) and post-intervention marks (Median = 6.00), $Z = -2.961$, $sig. = 0.003 < 0.05$ (Tables 5.2 and 5.2.2).

Question 3:

Can a ‘novel-textbook’ be used as a teaching material in the Greek language classroom?

Table 5.3 *The Median of the students’ answers for q3pre & q3post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q3post	12	5.92	.669	5	7	5.25	6.00	6.00
q3pre	12	3.17	1.115	2	5	2.00	3.00	4.00

Table 5.3.1 *Ranked differences for q3pre-q3post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q3pre-q3post	Negative Ranks	12 ^g	6.50	78.00
	Positive Ranks	0 ^h	.00	.00
	Ties	0 ⁱ		
	Total	12		

g. $q3pre < q3post$

h. $q3pre > q3post$

i. $q3pre = q3post$

For question 3 we see that all students gave a higher post-intervention mark ($N=12 \rightarrow q3pre < q3post$), no student gave a lower post-intervention mark ($N=0 \rightarrow q3pre > q3post$), and no student gave the same mark in the post-intervention questionnaire ($N=0 \rightarrow q3pre = q3post$) (Table 5.3.1).

Table 5.3.2 *The test of significance statistics for q3pre-q3post*

Test Statistics ^a	
	q3pre – q3post
Z	-3.088 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used as a teaching material in the Greek language classroom. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 3.00) and post-intervention marks (Median = 6.00), $Z = -3.088$, $\text{sig.} = 0.002 < 0.05$ (Tables 5.3 and 5.3.2).

Question 4:

Can a ‘novel-textbook’ be used as the main teaching material in the Greek language classroom?

Table 5.4 *The Median of the students’ answers for q4pre & q4post*

Descriptive Statistics									
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles			
						25th	50th (Median)	75th	
q4post	12	6.00	.603	5	7	6.00	6.00	6.00	
q4pre	12	2.75	.965	2	5	2.00	2.50	3.00	

Table 5.4.1 *Ranked differences for q4pre-q4post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q4pre-q4post	Negative Ranks	12 ^j	6.50	78.00
	Positive Ranks	0 ^k	.00	.00
	Ties	0 ^l		
	Total	12		

j. q4pre < q4post

k. q4pre > q4post

l. q4pre = q4post

For question 4 we see that all students gave a higher post-intervention mark (N=12 →q4pre < q4post), no student gave a lower post-intervention mark (N=0 →q4pre > q4post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q4pre = q4post) (Table 5.4.1).

Table 5.4.2 *The test of significance statistics for q4pre-q4post*

Test Statistics ^a	
	q4pre – q4post
Z	-3.111 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used as the main teaching material in the Greek language classroom. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 2.50) and post-intervention marks (Median = 6.00), Z= -3.111, sig.= 0.002 < 0.05 (Tables 5.4 and 5.4.2).

Question 5:

Can a ‘novel-textbook’ be effectively used as the main teaching material in the Greek language classroom?

Table 5.5 *The Median of the students’ answers for q5pre & q5post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q5post	12	6.17	.577	5	7	6.00	6.00	6.75
q5pre	12	2.92	.996	2	5	2.00	3.00	3.75

Table 5.5.1 *Ranked differences for q5pre-q5post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q5pre-q5post	Negative Ranks	12 ^m	6.50	78.00
	Positive Ranks	0 ⁿ	.00	.00
	Ties	0 ^o		
	Total	12		

m. q5pre < q5post

n. q5pre > q5post

o. q5pre = q5post

For question 5 we see that all students gave a higher post-intervention mark (N=12 →q5pre < q5post), no student gave a lower post-intervention mark (N=0 →q5pre > q5post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q5pre = q5post) (Table 5.5.1).

Table 5.5.2 *The test of significance statistics for q5pre-q5post*

Test Statistics ^a	
	q5pre – q5post
Z	-3.111 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be effectively used as the main teaching material in the Greek language classroom. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 3.00) and post-intervention marks (Median = 6.00), Z= -3.111, sig.= 0.002 < 0.05 (Tables 5.5 and 5.5.2).

Question 6:

Can a ‘novel-textbook’ be used to teach language skills effectively?

Table 5.6 *The Median of the students’ answers for q6pre & q6post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q6post	12	5.92	.669	5	7	5.25	6.00	6.00
q6pre	12	3.00	.953	2	5	2.00	3.00	3.75

Table 5.6.1 *Ranked differences for q6pre-q6post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q6pre-q6post	Negative Ranks	12 ^p	6.50	78.00
	Positive Ranks	0 ^q	.00	.00
	Ties	0 ^r		
	Total	12		

p. q6pre < q6post

q. q6pre > q6post

r. q6pre = q6post

For question 6 we see that all students gave a higher post-intervention mark (N=12 →q6pre < q6post), no student gave a lower post-intervention mark (N=0 →q6pre > q6post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q6pre = q6post) (Table 5.6.1).

Table 5.6.2 *The test of significance statistics for q6pre-q6post*

Test Statistics ^a	
	q6pre – q6post
Z	-3.100 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach language skills effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 3.00) and post-intervention marks (Median = 6.00), $Z = -3.100$, $p = 0.002 < 0.05$ (Tables 5.6 and 5.6.2).

Question 7:

Can a ‘novel-textbook’ be used to teach grammar effectively?

Table 5.7 *The Median of the students’ answers for q7pre & q7post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q7post	12	5.83	.577	5	7	5.25	6.00	6.00
q7pre	12	3.00	.853	2	4	2.00	3.00	4.00

Table 5.7.1 *Ranked differences for q7pre-q7post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q7pre-q7post	Negative Ranks	12 ^s	6.50	78.00
	Positive Ranks	0 ^t	.00	.00
	Ties	0 ^u		
	Total	12		

s. $q7pre < q7post$

t. $q7pre > q7post$

u. $q7pre = q7post$

For question 7 we see that all students gave a higher post-intervention mark (N=12 → $q7pre < q7post$), no student gave a lower post-intervention mark (N=0 → $q7pre > q7post$), and no student gave the same mark in the post-intervention questionnaire (N=0 → $q7pre = q7post$) (Table 5.7.1).

Table 5.7.2 *The test of significance statistics for q7pre-q7post*

Test Statistics ^a	
	q7pre – q7post
Z	-3.100 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach grammar effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 3.00) and post-intervention marks (Median = 6.00), $Z = -3.100$, $p = 0.002 < 0.05$ (Tables 5.7 and 5.7.2).

Question 8:

Can a ‘novel-textbook’ be used to teach vocabulary effectively?

Table 5.8 *The Median of the students’ answers for q8pre & q8post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q8post	12	6.42	.515	6	7	6.00	6.00	7.00
q8pre	12	3.83	.718	3	5	3.00	4.00	4.00

Table 5.8.1 *Ranked differences for q8pre-q8post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q8pre-q8post	Negative Ranks	12 ^v	6.50	78.00
	Positive Ranks	0 ^w	.00	.00
	Ties	0 ^x		
	Total	12		

v. q8pre < q8post
 w. q8pre > q8post
 x. q8pre = q8post

For question 8 we see that all students gave a higher post-intervention mark (N=12 →q8pre < q8post), no student gave a lower post-intervention mark (N=0 →q8pre > q8post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q8pre = q8post) (Table 5.8.1).

Table 5.8.2 *The test of significance statistics for q8pre-q8post*

Test Statistics ^a	
	q8pre – q8post
Z	-3.153 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach vocabulary effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 4.00) and post-intervention marks (Median = 6.00), Z= -3.153, p = 0.002 < 0.05 (Tables 5.8 and 5.8.2).

Question 9:

Can a ‘novel-textbook’ be used to teach reading effectively?

Table 5.9 *The Median of the students’ answers for q9pre & q9post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q9post	12	6.58	.515	6	7	6.00	7.00	7.00
q9pre	12	4.83	.577	4	6	4.25	5.00	5.00

Table 5.9.1 *Ranked differences for q9pre-q9post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q9pre-q9post	Negative Ranks	12 ^y	6.50	78.00
	Positive Ranks	0 ^z	.00	.00
	Ties	0 ^{aa}		
	Total	12		

- y. q9pre < q9post
- z. q9pre > q9post
- aa. q9pre = q9post

For question 9 we see that all students gave a higher post-intervention mark (N=12 →q9pre < q9post), no student gave a lower post-intervention mark (N=0 →q9pre > q9post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q9pre = q9post) (Table 5.9.1).

Table 5.9.2 *The test of significance statistics for q9pre-q9post*

Test Statistics ^a	
	q9pre – q9post
Z	-3.140 ^b
Asymp. Sig. (2-tailed)	.002

- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach reading effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 5.00) and post-intervention marks (Median = 7.00), Z= -3.140, p = 0.002 < 0.05 (Tables 5.9 and 5.9.2).

Question 10:

Can a ‘novel-textbook’ be used to teach writing effectively?

Table 5.10 *The Median of the students’ answers for q10pre & q10post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q10post	12	6.08	.669	5	7	6.00	6.00	6.75
q10pre	12	3.50	.674	2	4	3.00	4.00	4.00

Table 5.10.1 *Ranked differences for q10pre-q10post*

Ranks				
		N	Mean Rank	Sum of Ranks
q10pre-q10post	Negative Ranks	12 ^{ab}	6.50	78.00
	Positive Ranks	0 ^{ac}	.00	.00
	Ties	0 ^{ad}		
	Total	12		

ab. q10pre < q10post

ac. q10pre > q10post

ad. q10pre = q10post

For question 10 we see that all students gave a higher post-intervention mark (N=12 →q10pre < q10post), no student gave a lower post-intervention mark (N=0 →q10pre > q10post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q10pre = q10post) (Table 5.10.1).

Table 5.10.2 *The test of significance statistics for q10pre-q10post*

Test Statistics ^a	
	q10pre – q10post
Z	-3.126 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach writing effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 4.00) and post-intervention marks (Median = 6.00), $Z = -3.126$, $p = 0.002 < 0.05$ (Tables 5.10 and 5.10.2)

Question 11:

Can a ‘novel-textbook’ be used to teach speaking effectively?

Table 5.11 *The Median of the students’ answers for q11pre & q11post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q11post	12	6.33	.651	5	7	6.00	6.00	7.00
q11pre	12	3.33	.778	2	4	3.00	3.50	4.00

Table 5.11.1 *Ranked differences for q11pre-q11post*

Ranks				
		N	Mean Rank	Sum of Ranks
q11pre-q11post	Negative Ranks	12 ^{ae}	6.50	78.00
	Positive Ranks	0 ^{af}	.00	.00
	Ties	0 ^{ag}		
	Total	12		

- ae. q11pre < q11post
- af. q11pre > q11post
- ag. q11pre = q11post

For question 11 we see that all students gave a higher post-intervention mark (N=12 → q11pre < q11post), no student gave a lower post-intervention mark (N=0 → q11pre > q11post), and no student gave the same mark in the post-intervention questionnaire (N=0 → q11pre = q11post) (Table 5.11.1).

Table 5.11.2 *The test of significance statistics for q11pre-q11post*

Test Statistics ^a	
	q11pre – q11post
Z	-3.274 ^b
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach speaking effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 3.50) and post-intervention marks (Median = 6.00), $Z = -3.274$, $p = 0.001 < 0.05$ (Tables 5.11 and 5.11.2).

Question 12:

Can a ‘novel-textbook’ be used to teach listening effectively?

Table 5.12 *The Median of the students’ answers for q12pre & q12post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q12post	12	5.67	.651	5	7	5.00	6.00	6.00
q12pre	12	2.58	.515	2	3	2.00	3.00	3.00

Table 5.12.1 *Ranked differences for q12pre-q12post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q12pre-q12post	Negative Ranks	12 ^{ah}	6.50	78.00
	Positive Ranks	0 ^{ai}	.00	.00
	Ties	0 ^{aj}		
	Total	12		

ah. q12pre < q12post
 ai. q12pre > q12post
 aj. q12pre = q12post

For question 12 we see that all students gave a higher post-intervention mark (N=12 → q12pre < q12post), no student gave a lower post-intervention mark (N=0 → q12pre > q12post), and no student gave the same mark in the post-intervention questionnaire (N=0 → q12pre = q12post) (Table 5.12.1).

Table 5.12.2 *The test of significance statistics for q12pre-q12post*

Test Statistics ^a	
	q12pre – q12post
Z	-3.134 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach listening effectively. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 3.00) and post-intervention marks (Median = 6.00), Z= -3.134, p = 0.002 < 0.05 (Tables 5.12 and 5.12.2).

Question 13:

Would you attend a Greek language course where a ‘novel-textbook’ was the main teaching material?

Table 5.13 *The Median of the students’ answers for q13pre & q13post*

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q13post	12	6.50	.522	6	7	6.00	6.50	7.00
q13pre	12	3.83	.718	3	5	3.00	4.00	4.00

Table 5.13.1 *Ranked differences for q13pre-q13post*

		Ranks		
		N	Mean Rank	Sum of Ranks
q13pre-q13post	Negative Ranks	12 ^{ak}	6.50	78.00
	Positive Ranks	0 ^{al}	.00	.00
	Ties	0 ^{am}		
	Total	12		

ak. q13pre < q13post

al. q13pre > q13post

am. q13pre = q13post

For question 13 we see that all students gave a higher post-intervention mark (N=12 →q13pre < q13post), no student gave a lower post-intervention mark (N=0 →q13pre > q13post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q13pre = q13post) (Table 5.13.1).

Table 5.13.2 *The test of significance statistics for q13pre-q13post*

Test Statistics ^a	
	q13pre – q13post
Z	-3.097 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether *they would attend a Greek language course where a ‘novel-textbook’ was the main teaching material*. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 4.00) and post-intervention marks (Median = 6.50), Z= -3.097, p = 0.002 < 0.05 (Tables 5.13 and 5.13.2).

Question 14:

Would you recommend a Greek language course which employed a ‘novel-textbook’ as the main teaching material to a friend?

Table 5.14 *The Median of the students’ answers for q14pre & q14post*

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
q14post	12	6.50	.522	6	7	6.00	6.50	7.00
q14pre	12	3.75	.622	3	5	3.00	4.00	4.00

Table 5.14.1 *Ranked differences for q14pre-q14post*

		N	Mean Rank	Sum of Ranks
q14pre-q14post	Negative Ranks	12 ^{an}	6.50	78.00
	Positive Ranks	0 ^{ao}	.00	.00
	Ties	0 ^{ap}		
	Total	12		

an. q14pre < q14post

ao. q14pre > q14post

ap. q14pre = q14post

For question 14 we see that all students gave a higher post-intervention mark (N=12 →q14pre < q14post), no student gave a lower post-intervention mark (N=0 →q14pre > q14post), and no student gave the same mark in the post-intervention questionnaire (N=0 →q14pre = q14post) (Table 5.14.1).

Table 5.14.2 *The test of significance statistics for q14pre-q14post*

	q14pre – q14post
Z	-3.111 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks

A Wilcoxon signed-rank test indicated that attending a GFL course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether *they would recommend a Greek language course which employed a ‘novel-textbook’ as the main teaching material to a friend*. In particular, there was a significant difference between the students’ pre-intervention marks (Median = 4.00) and post-intervention marks (Median = 6.50), $Z = -3.111$, $p = 0.002 < 0.05$ (Tables 5.14 and 5.14.2).

5.2.1 Summary of Results from the Pre-Intervention/Post-Intervention Questionnaire

The Wilcoxon signed-rank test indicated that the observed difference between the students’ pre-intervention and post-intervention responses is significant (p values < 0.05). Therefore, we can reject the null hypothesis and accept the alternative hypothesis.

These results indicate that attending a GFL course which employed a ‘novel-textbook’ as its main material of instruction caused a significant difference between the students’ pre-intervention and post-intervention responses. In particular, the median of the students’ post-intervention ratings was higher than the median of their pre-intervention ratings (see Figure 5.1).

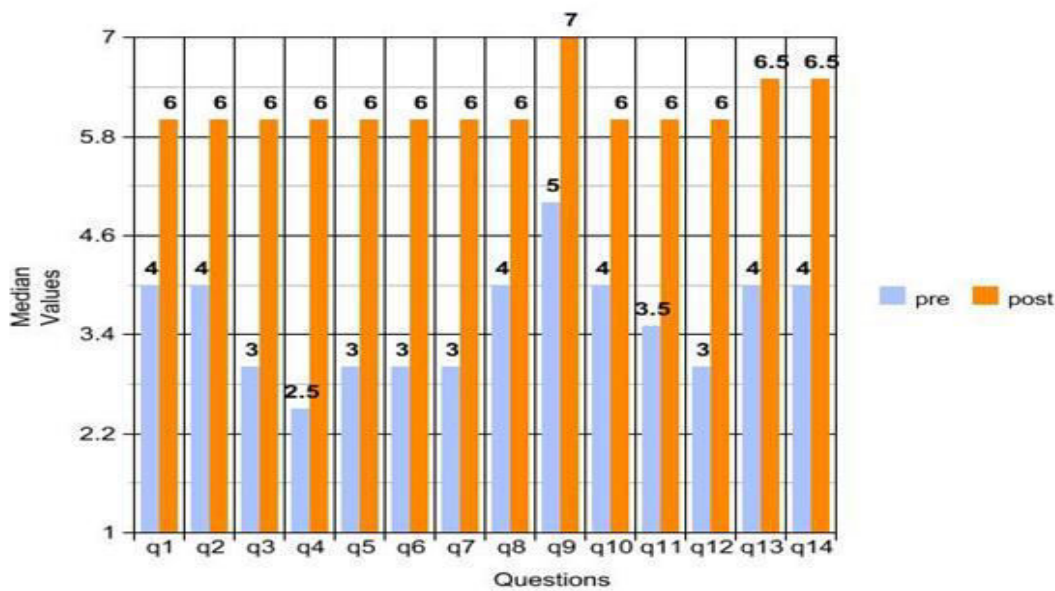


Figure 5.1 Pre- & Post-Intervention Median of the Students’ Ratings for Questions 1-14

5.3 Data from the Course Materials Evaluation Questionnaire

This section reports the data gathered from the thirty-seven statements made in the Course Materials Evaluation Questionnaire concerning the ‘novel-textbook’ (see Appendix 4). These statements were grouped into ten categories based on their area of focus. In particular, these categories are: (1) content, (2) exercises and activities, (3) audio-visual materials, (4) grammar, (5) vocabulary, (6) reading, (7) writing, (8) speaking, (9) listening, and (10) overall opinion.

In constructing the questionnaire items, the Likert scaling technique was used. The participants were asked to indicate the extent to which they agree or disagree with these items by circling one of the six responses ranging from ‘strongly disagree’ to ‘strongly agree’ (see Chapter 4, Figure 4.3). The ‘undecided’ category was omitted and an even number of responses was used because the researcher wanted to know in what direction the participants in the ‘undecided’ category were leaning (Taylor-Powell, 1998).

The development of the items was based on Miekley’s (2005) Textbook Evaluation Checklist; however, since there is no list of criteria that can be applied to all educational contexts without much modification, Miekley’s checklist was adapted appropriately.

The data gathered was entered and calculated with SPSS to yield the distribution of students’ responses in the form of percentages (descriptive analysis).

Category 1: Content

This section contains the data relating to statements asking students for their opinions about the content of the ‘novel-textbook’. This data refers to statements 1, 2, 3, 4, 5, 6, 7 and 8 of the questionnaire and is reported in Tables C1.1 to C1.8 below.

Statement 1:

The subject matter was presented in a logical, organized manner

Table C1.1 Data from Statement 1

No response		Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0		0	0	0	0	1	8.33	3	25	4	33.33	4	33.33	12	100

Table C1.1 shows that the majority of the students agreed with the statement ‘The subject matter was presented in a logical, organized manner’. ‘Agree’ was chosen by 33.33% of the students and ‘Strongly agree’ by another 33.33%. The two combined made up 66.66% of the respondents. There were 25% who partly agreed, while only 8.33% (1 student) slightly disagreed with the statement. No student chose ‘Disagree’ or ‘Strongly disagree’.

Statement 2:

The content of the ‘novel-textbook’ served as a window into learning about the Greek culture

Table C1.2 Data from Statement 2

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	2	16.67	4	33.33	6	50	12	100

The majority of students, 83.33%, agreed with the statement ‘The content of the textbook served as a window into learning about the Greek culture’ as Table C1.2 shows. ‘Agree’ was chosen by 33.33% of the students and ‘Strongly agree’ by 50%. There were 16.67% who partly agreed, while no student disagreed with the statement in any way.

Statement 3:

The texts were authentic pieces of language

Table C1.3 Data from Statement 3

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	1	8.33	1	8.33	10	83.33	12	100

Table C1.3 shows that the majority of the students agreed with the statement ‘The texts were authentic pieces of language’. ‘Agree’ was chosen by 8.33% of the students and ‘Strongly agree’ by 83.33%. The two combined made up 91.66% of the respondents. There were 8.33% who partly agreed, but 0% who disagreed with the statement in any way.

Statement 4:

The ‘novel-textbook’ contained real-life issues that challenged me to think critically about my worldview

Table C1.4 Data from Statement 4

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	1	8.33	2	16.67	9	75	12	100

When asked about their opinion concerning the statement ‘The textbook contained real-life issues that challenged me to think critically about my worldview’, 16.67% chose ‘Agree’ and 75% chose ‘Strongly agree’, a total of 91.67% (Table C1.4). There was 1 student who partly agreed with the statement, but no student disagreed with the particular statement in any way.

Statement 5:

The content was interesting

Table C1.5 Data from Statement 5

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	1	8.33	2	16.67	9	75	12	100

As Table C1.5 shows, most students found the content of the ‘novel-textbook’ interesting. In particular, ‘Agree’ was chosen by 16.67% of the students and ‘Strongly agree’ by 75%. The two combined made up 91.67% of the respondents. ‘Partly agree’ was chosen by 8.33%, while no student chose ‘Slightly disagree’, ‘Disagree’ or ‘Strongly disagree’.

Statement 6:

The content was suitable for my age

Table C1.6 Data from Statement 6

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	1	8.33	3	25	3	25	5	41.67	12	100

The majority of students agreed with the statement ‘The content was suitable for my age’. Table C1.6 shows that 25% chose ‘Agree’ and 41.67% chose ‘Strongly agree’, a total of 66.67%. ‘Partly agree’ was chosen by 25% and ‘Slightly disagree’ by 8.33%. ‘Disagree’ and ‘Strongly disagree’ were not chosen by any student.

Statement 7:

The content was suitable for my needs

Table C1.7 Data from Statement 7

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	1	8.33	3	25	6	50	12	100

When asked about their opinion concerning the statement ‘The content was suitable for my needs’, a total of 75% agreed as 25% chose ‘Agree’ and 50% chose ‘Strongly agree’ (Table C1.7). One student (8.33%) partly agreed with the statement, while two students (16.67%) slightly disagreed. However, no student chose ‘Disagree’ or ‘Strongly disagree’.

Statement 8:

The content was free of material that might be offensive

Table C1.8 Data from Statement 8

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	0	0	2	16.67	10	83.33	12	100

As shown in Table C1.8, no student disagreed with the statement ‘The content was free of material that might be offensive’ in any way. Also, no student partly agreed. On the contrary, a total of 100% of the students agreed with the statement as 16.67% chose ‘Agree’ and 83.33% chose ‘Strongly agree’.

In summary, in the section regarding the content of the ‘novel-textbook’, the majority of students gave a positive evaluation as most of them chose ‘Agree’ and ‘Strongly agree’

for all the statements in this section. Thus, it could be inferred that the content of the ‘novel-textbook’ was found appropriate by most students.

Category 2: Exercises & Activities

This section contains the data relating to statements asking students for their opinion about the exercises and activities of the ‘novel-textbook’. This data refers to statements 9, 10, 11, 12, 13, 14, 15, 16 and 17 of the questionnaire and is reported in Tables C2.9 to C2.17 below.

Statement 9:

The ‘novel-textbook’ provided an appropriate balance of the four language skills (i.e. reading, writing, speaking, listening)

Table C2.9 Data from Statement 9

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	1	8.33	2	16.67	4	33.33	4	33.33	12	100

Table C2.9 shows students’ opinions towards the statement ‘The textbook provided an appropriate balance of the four language skills (i.e. reading, writing, speaking, listening)’. Whereas ‘Strongly disagree’ was chosen by 0% of the students, ‘Disagree’ was chosen by 8.33% and ‘Slightly disagree’ by another 8.33%. However, most students thought in the opposite way as 16.67% partly agreed, 33.33% agreed and another 33.33% strongly agreed. The ‘Agree’ plus the ‘Strongly agree’ responses make up 66.66% of the respondents.

Statement 10:

The ‘novel-textbook’ contained a sufficient number of revision exercises

Table C2.10 Data from Statement 10

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	3	25	2	16.67	4	33.33	3	25	12	100

When asked about their opinion concerning the statement ‘It contained a sufficient number of revision exercises’, a total of 58.33% agreed as 33.33% chose ‘Agree’ and 25% chose ‘Strongly agree’ (Table C2.10). Whereas no student disagreed or strongly disagreed with the statement, 25% slightly disagreed and 16.67% partly agreed.

Statement 11:

The ‘novel-textbook’ contained a sufficient number of exercises and activities

Table C2.11 Data from Statement 11

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	1	8.33	2	16.67	3	25	5	41.67	12	100

A total of 66.67% of the students agreed with the statement ‘It contained a sufficient number of exercises and activities’ as 25% chose ‘Agree’ and 41.67% chose ‘Strongly agree’ (Table C2.11). ‘Partly agree’ was chosen by 16.67%, while only 8.33% slightly disagreed and another 8.33% disagreed with the particular statement. ‘Strongly disagree’ was chosen by 0% of the students.

Statement 12:

The exercises and activities were learner friendly

Table C2.12 Data from Statement 12

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	2	16.67	4	33.33	6	50	12	100

The majority of students agreed with the statement ‘The exercises and activities were learner friendly’. Table C2.12 shows that 33.33% chose ‘Agree’ and 50% chose ‘Strongly agree’, a total of 83.33% of the respondents. Only 16.67% partly agreed, while no student disagreed with the statement in any way.

Statement 13:***The exercises and activities helped me improve my language skills*****Table C2.13** Data from Statement 13

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	1	8.33	2	16.67	4	33.33	4	33.33	12	100

Table C2.13 shows students' opinions towards the statement 'The exercises and activities helped me improve my language skills'. A total of 66.66% agreed with the particular statement as 33.33% chose 'Agree' and another 33.33% chose 'Strongly agree'. 'Partly agree' was chosen by 16.67% of the students, 'Slightly disagree' by 8.33% and 'Disagree' by another 8.33%. No student chose 'Strongly disagree'.

Statement 14:***The activities encouraged sufficient communicative and meaningful practice*****Table C2.14** Data from Statement 14

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	3	25	3	25	6	50	12	100

As shown in Table C2.14, no student disagreed with the statement 'The activities encouraged sufficient communicative and meaningful practice' in any way. Whereas 25% of the students partly agreed, a total of 75% agreed with this statement as 25% chose 'Agree' and 50% chose 'Strongly agree'.

Statement 15:***Activities were balanced between individual response, pair and group work*****Table C2.15** Data from Statement 15

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	3	25	4	33.33	3	25	12	100

The majority of students thought that the ‘Activities were balanced between individual response, pair and group work’ as 33.33% chose ‘Agree’ and 25% chose ‘Strongly agree’, a total of 58.33% (Table C2.15). ‘Partly agree’ was chosen by 25% of the students and ‘Slightly disagree’ by 16.67%. No student chose ‘Disagree’ or ‘Strongly disagree’.

Statement 16:

The examples and explanations were sufficient

Table C2.16 Data from Statement 16

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	2	16.67	3	25	3	25	3	25	12	100

As Table C2.16 shows, 50% of the students clearly agreed with the statement ‘The examples and explanations were sufficient’ as 25% chose ‘Agree’ and 25% chose ‘Strongly agree’. Also 25% of the students chose ‘Partly agree’ while ‘Slightly disagree’ was chosen by 16.67%, ‘Disagree’ by only 8.33% and ‘Strongly disagree’ by 0%.

Statement 17:

The examples and explanations were understandable

Table C2.17 Data from Statement 17

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	1	8.33	2	16.67	5	41.67	4	33.33	12	100

The majority of students found that ‘The examples and explanations were understandable’ (Table C2.17). ‘Agree’ was chosen by 41.67% of the students and ‘Strongly agree’ by 33.33%, a total of 75%. A percentage of 16.67% partly agreed with the statement and only 8.33% slightly disagreed. No student disagreed or strongly disagreed.

In summary, in the section about the exercises and activities of the ‘novel-textbook’, the majority of the students gave a positive evaluation. Most of them chose ‘Agree’ and ‘Strongly agree’ for all statements apart from statement 16 (‘The examples and explanations were sufficient’) with which 50% of the students clearly agreed, 25% agreed partly, 16.67% slightly disagreed and 8.33% disagreed.

Category 3: Audio-Visual Materials

This section contains the data relating to statement 18 of the questionnaire which was asking students for their opinion about whether the ‘novel-textbook’ was adequately supported by audio-visual materials. This data is reported in Table C3.18 below.

Statement 18:

The ‘novel-textbook’ was supported adequately by audio-visual materials

Table C3.18 Data from Statement 18

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	1	8.33	1	8.33	4	33.33	6	50	12	100

When asked about their opinion concerning the statement ‘The textbook was supported adequately by audio-visual materials’, the majority of students agreed (Table C3.18). ‘Agree’ was chosen by 33.33% and ‘Strongly agree’ by 50%, a total of 83.33% of the respondents. Only 8.33% partly agreed and another 8.33% slightly disagreed with the statement, while no student disagreed or strongly disagreed.

Thus, regarding the audio-visual materials that accompanied the ‘novel-textbook’, the majority of students (83.33%) thought that ‘The textbook was supported adequately by audio-visual materials’.

Category 4: Grammar

This section contains the data relating to statements asking students for their opinion about the teaching of grammar provided by the ‘novel-textbook’. This data refers to

statements 19, 20, 21 and 22 of the questionnaire and is reported in Tables C4.19 to C4.22 below.

Statement 19:

Grammar was introduced explicitly

Table C4.19 Data from Statement 19

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	2	16.67	4	33.33	4	33.33	12	100

As Table C4.19 shows, most students clearly agreed with the statement ‘Grammar was introduced explicitly’. ‘Agree’ was chosen by 33.33% and ‘Strongly agree’ by another 33.33%, a total of 66.66% of the respondents. The students who partly agreed were 16.67%, those who slightly disagreed 16.67%, while no student chose ‘Disagree’ or ‘Strongly disagree’.

Statement 20:

The ‘novel-textbook’ provided adequate grammar practice

Table C4.20 Data from Statement 20

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	2	16.67	2	16.67	4	33.33	3	25	12	100

Table C4.20 shows students’ opinion towards the statement ‘The textbook provided adequate grammar practice’. A total of 58.33% agreed with the particular statement as 33.33% chose ‘Agree’ and 25% chose ‘Strongly agree’. Whereas 16.67% partly agreed and another 16.67% partly disagreed, only 8.33% disagreed and 0% strongly disagreed.

Statement 21:

Grammar was contextualized

Table C4.21 Data from Statement 21

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	1	8.33	2	16.67	6	50	3	25	12	100

The majority of students agreed with the statement ‘Grammar was contextualized’ (Table C4.21). In particular, 50% chose ‘Agree’ and 25% chose ‘Strongly agree’, a total of 75%. Also, ‘Partly agree’ was chosen by 16.67%, while ‘Slightly disagree’ by only 8.33%. No student chose ‘Disagree’ or ‘Strongly disagree’.

Statement 22:

The ‘novel-textbook’ helped me improve my grammar skills

Table C4.22 Data from Statement 22

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	3	25	3	25	4	33.33	2	16.67	12	100

When asked about their opinion concerning the statement ‘The ‘novel-textbook’ helped me improve my grammar skills’, 50% of the students clearly agreed as 33.33% chose ‘Agree’ and 16.67% chose ‘Strongly agree’ (Table C4.22). Although 25% slightly disagreed with the statement, another 25% partly agreed, whereas no student disagreed or strongly disagreed.

To sum up, as is evident from the data about the teaching of grammar skills provided by the ‘novel-textbook’, the majority of students gave a positive evaluation as most of them chose ‘Agree’ and ‘Strongly agree’ for almost all statements in this section. However, for statement 22 (‘The ‘novel-textbook’ helped me improve my grammar skills’), 50% of the students clearly agreed, 25% partly agreed and 25% slightly disagreed.

Category 5: Vocabulary

This section contains the data relating to statements asking students for their opinions about the teaching of vocabulary provided by the ‘novel-textbook’. This data refers to statements 23, 24, 25, 26 and 27 of the questionnaire and is reported in Tables C5.23 to C5.27 below.

Statement 23:

New vocabulary was presented at an appropriate rate so that the text was understandable

Table C5.23 Data from Statement 23

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	1	8.33	3	25	4	33.33	3	25	12	100

The majority of students thought the ‘New vocabulary was presented at an appropriate rate so that the text was understandable’ as 33.33% chose ‘Agree’ and 25% chose ‘Strongly agree’, a total of 58.33% of the respondents (Table C5.23). Also, 25% chose ‘Partly agree’. ‘Slightly disagree’ was chosen by only 8.33% and ‘Disagree’ by another 8.33% with no student choosing ‘Strongly disagree’.

Statement 24:

New vocabulary was presented at an appropriate rate so that I was able to retain it

Table C5.24 Data from Statement 24

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	2	16.67	5	41.67	3	25	12	100

As Table C5.24 shows, most students clearly agreed with the statement ‘New vocabulary was presented at an appropriate rate so that I was able to retain it’ as ‘Agree’ was chosen by 41.67% and ‘Strongly agree’ by 25%. The two combined made up 66.67% of the respondents. There were 16.67% who partly agreed and 16.67% who slightly disagreed, while no student chose ‘Disagree’ or ‘Strongly disagree’.

Statement 25:

The ‘novel-textbook’ provided adequate vocabulary practice

Table C5.25 Data from Statement 25

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	1	8.33	3	25	4	33.33	3	25	12	100

When asked about their opinion towards the statement ‘The ‘novel-textbook’ provided adequate vocabulary practice’, 33.33% agreed and 25% strongly agreed, a total of 58.33% (Table C5.25). Also, 25% of the students partly agreed with the statement. Only 8.33% chose ‘Slightly disagree’ and another 8.33% ‘Disagree’. No student disagreed strongly.

Statement 26:

New vocabulary was contextualized

Table C5.26 Data from Statement 26

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	2	16.67	5	41.67	5	41.67	12	100

A total of 83.34% clearly agreed with the statement ‘New vocabulary was contextualized’, as 41.67% chose ‘Agree’ and 41.67% chose ‘Strongly agree’ (Table C5.26). Whereas 16.67% of the students chose ‘Partly agree’, no student disagreed with this statement in any way.

Statement 27:

The ‘novel-textbook’ helped me improve my vocabulary skills

Table C5.27 Data from Statement 27

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	2	16.67	5	41.67	3	25	12	100

Table C5.27 shows that the majority of students agreed with the statement ‘The ‘novel-textbook’ helped me improve my vocabulary skills’. In particular, 41.67% agreed and 25% strongly agreed. The two combined make up 66.67% of the respondents. Although 16.67% slightly disagreed with the statement, another 16.67% partly agreed, while no student disagreed or strongly disagreed.

All in all, in the section concerning vocabulary teaching, the ‘novel-textbook’ received a positive evaluation by the majority of students. ‘Agree’ and ‘Strongly agree’ was chosen by most students for all statements in this section.

Category 6: Reading

This section contains the data relating to statements asking students for their opinion about the teaching of reading provided by the ‘novel-textbook’. This data refers to statements 28, 29 and 30 of the questionnaire and is reported in Tables C6.28 to C6.30 below.

Statement 28:

The instructions in the ‘novel-textbook’ told me to read for comprehension

Table C6.28 Data from Statement 28

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	3	25	4	33.33	5	41.67	12	100

When asked about their opinion concerning the statement ‘The instructions in the ‘novel-textbook’ told me to read for comprehension’, a total of 75% clearly agreed (33.33% agreed and 41.67% strongly agreed) and 25% partly agreed (Table C6.28). For this statement, no student chose ‘Slightly disagree’, ‘Disagree’ or ‘Strongly disagree’.

Statement 29:

The ‘novel-textbook’ provided adequate reading practice

Table C6.29 Data from Statement 29

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	1	8.33	5	41.67	6	50	12	100

Table C6.29 shows that the majority of students thought that ‘The ‘novel-textbook’ provided adequate reading practice’ as ‘Agree’ was chosen by 41.67% of the students and ‘Strongly agree’ by 50%, a total of 91.67%. Only 8.33% agreed partly with the statement, while no student disagreed in any way.

Statement 30:

The ‘novel-textbook’ helped me improve my reading skills

Table C6.30 Data from Statement 30

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	2	16.67	5	41.67	3	25	12	100

Although 16.67% slightly disagreed and another 16.67% partly agreed with the statement ‘The ‘novel-textbook’ helped me improve my reading skills’, the majority of students clearly agreed as 41.67% chose ‘Agree’ and 25% ‘Strongly agree’. The two combined make up 66.67% of the respondents. Also, 0% disagreed or strongly disagreed.

In summary, in the section about the teaching of reading skills, the ‘novel-textbook’ received a positive evaluation by the majority of students as most of them chose ‘Agree’ and ‘Strongly agree’ for all the statements of the particular section.

Category 7: Writing

This section contains the data relating to statements asking students for their opinion about the teaching of writing provided by the ‘novel-textbook’. This data refers to statements 31 and 32 of the questionnaire and is reported in Tables C7.31 to C7.32 below.

Statement 31:

The ‘novel-textbook’ provided adequate writing practice

Table C7.31 Data from Statement 31

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	2	16.67	3	25	3	25	3	25	12	100

Table C7.31 shows that 50% of the students thought that ‘The ‘novel-textbook’ provided adequate writing practice’ as 25% chose ‘Agree’ and 25% chose ‘Strongly agree’. Also, 25% of the students agreed partly with the statement, 16.67% slightly disagreed, while only 8.33% disagreed and 0% disagreed strongly.

Statement 32:

The ‘novel-textbook’ helped me improve my writing skills

Table C7.32 Data from Statement 32

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	1	8.33	3	25	5	41.67	2	16.67	12	100

Most students agreed with the statement ‘The ‘novel-textbook’ helped me improve my writing skills’ (Table C7.32). In particular, 41.67% chose ‘Agree’ and 16.67% chose ‘Strongly agree’, a total of 58.34%. There were 25% who partly agreed, whereas only 8.33% slightly disagreed and 8.33% disagreed with the statement. No student disagreed strongly.

Thus, the teaching of writing skills provided by the ‘novel-textbook’ received overall a positive evaluation. However, although for statement 32 (‘The ‘novel-textbook’ helped me improve my writing skills’), the majority of students chose ‘Agree’ and ‘Strongly agree’, half of the students clearly agreed with statement 31 (‘The ‘novel-textbook’ provided adequate writing practice’). Nevertheless, 25% of the students were leaning towards a more positive rather than negative evaluation as they chose ‘Partly agree’.

Category 8: Speaking

This section contains the data relating to statements asking students for their opinion about the teaching of speaking skills provided by the ‘novel-textbook’. This data refers to statements 33 and 34 of the questionnaire and are reported in Tables C8.33 to C8.34 below.

Statement 33:***The ‘novel-textbook’ provided adequate speaking practice*****Table C8.33** Data from Statement 33

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	1	8.33	3	25	4	33.33	4	33.33	12	100

A total of 66.66% thought that ‘The ‘novel-textbook’ provided adequate speaking practice’ as ‘Agree’ was chosen by 33.33% and ‘Strongly agree’ by another 33.33% (Table C8.33). Also, 25% chose ‘Partly agree’, whereas only 8.33% chose ‘Slightly disagree’ and 0% chose ‘Disagree’ and ‘Strongly disagree’.

Statement 34:***The ‘novel-textbook’ helped me improve my speaking skills*****Table C8.34** Data from Statement 34

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	2	16.67	2	16.67	5	41.67	3	25	12	100

When asked about their opinion towards the statement ‘The ‘novel-textbook’ helped me improve my speaking skills’, 41.67% chose ‘Agree’ and 25% ‘Strongly agree’, a total of 66.67% of the respondents (Table C8.34). Although 16.67% disagreed slightly, another 16.67% partly agreed and no student chose ‘Disagree’ or ‘Strongly disagree’.

Thus, regarding the teaching of speaking skills, the ‘novel-textbook’ received a positive evaluation by the majority of students as ‘Agree’ and ‘Strongly agree’ were chosen by most students for both statements in this section.

Category 9: Listening

This section contains the data relating to statements asking students for their opinion about the teaching of listening skills provided by the ‘novel-textbook’. This data refers to

statements 35 and 36 of the questionnaire and is reported in Tables C9.35 to C9.36 below.

Statement 35:

The ‘novel-textbook’ provided adequate listening practice

Table C9.35 Data from Statement 35

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	2	16.67	2	16.67	2	16.67	3	25	3	25	12	100

Table C9.35 shows that 50% of the students clearly agreed with the statement ‘The ‘novel-textbook’ provided adequate listening practice’ as 25% chose ‘Agree’ and another 25% chose ‘Strongly agree’. There were 16.67% who partly agreed, while another 16.67% slightly disagreed and yet another 16.67% disagreed. No student disagreed strongly.

Statement 36:

The ‘novel-textbook’ helped me improve my listening skills

Table C9.36 Data from Statement 36

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	1	8.33	2	16.67	4	33.33	3	25	2	16.67	12	100

When asked about their opinion concerning the statement ‘The ‘novel-textbook’ helped me improve my listening skills’, 41.67% of the students clearly agreed as 25% chose ‘Agree’ and 16.67% chose ‘Strongly agree’ (Table C9.36). Also, 33.33% agreed partly with the statement, while 16.67% slightly disagreed and only 8.33% disagreed. No student chose ‘Strongly disagree’.

In summary, in the section about the teaching of listening skills, the ‘novel-textbook’ received a positive evaluation overall. Although ‘Agree’ and ‘Strongly agree’ was not chosen by the majority of students for statements 35 (‘The ‘novel-textbook’ provided adequate listening practice’) and 36 (‘The ‘novel-textbook’ helped me improve my

listening skills'), most of them were generally leaning towards a positive evaluation as 16.67% chose 'Partly agree', 25% 'Agree' and another 25% 'Strongly agree' for statement 35, and for statement 36, 33% chose 'Partly agree', 25% 'Agree' and 16.67% 'Strongly agree'.

Category 10: Overall Opinion

This section contains the data relating to statement 37 of the questionnaire which was asking students for their overall opinion about the effectiveness of the 'novel-textbook' as a teaching material. This data is reported in Table C10.37 below.

Statement 37:

Overall, I believe that the 'novel-textbook' helped me improve my language skills

Table C10.37 Data from Statement 37

No response	Strongly disagree		Disagree		Slightly disagree		Partly agree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	0	0	3	25	5	41.67	4	33.33	12	100

As Table C10.37 shows, the majority of students clearly agreed with the statement 'Overall, I believe that the 'novel-textbook' helped me improve my language skills'. In particular, no student disagreed with this statement in any way, while 41.67% chose 'Agree' and 33.33% chose 'Strongly agree', a total of 75% of the respondents. Also, the remaining 25% agreed partly.

Thus, the majority of students thought that the 'novel-textbook' did help them improve their language skills overall as 75% clearly agreed with the particular statement and the remaining 25% were leaning towards a positive evaluation as they chose 'Partly agree'.

5.3.1 Summary of Results from the Course Materials Evaluation Questionnaire

The data from the Course Materials Evaluation Questionnaire presented above indicate that, overall, the ‘novel-textbook’ received a positive evaluation by the majority of students (see Figure 5.2). In particular, most students chose ‘Agree’ and ‘Strongly agree’ for all statements concerning the content of the ‘novel-textbook’, its use of audio-visual materials, and the teaching of vocabulary, reading and speaking skills that it provided. For very few statements in categories ‘Exercises & Activities’, ‘Grammar’, ‘Writing’ and ‘Listening’, the majority of students did not choose ‘Agree’ and/or ‘Strongly agree’. However, even in those statements, the students were leaning towards a positive evaluation as the majority of their responses were divided among ‘Partly agree’, ‘Agree’ and ‘Strongly agree’ with 50% of the students choosing ‘Agree’ and ‘Strongly agree’ for most of those statements. Finally, in the last category concerning their overall opinion about the ‘novel-textbook’, 75% of the students clearly agreed with the statement ‘Overall, I believe that the ‘novel-textbook’ helped me improve my language skills’, with no student disagreeing in any way.

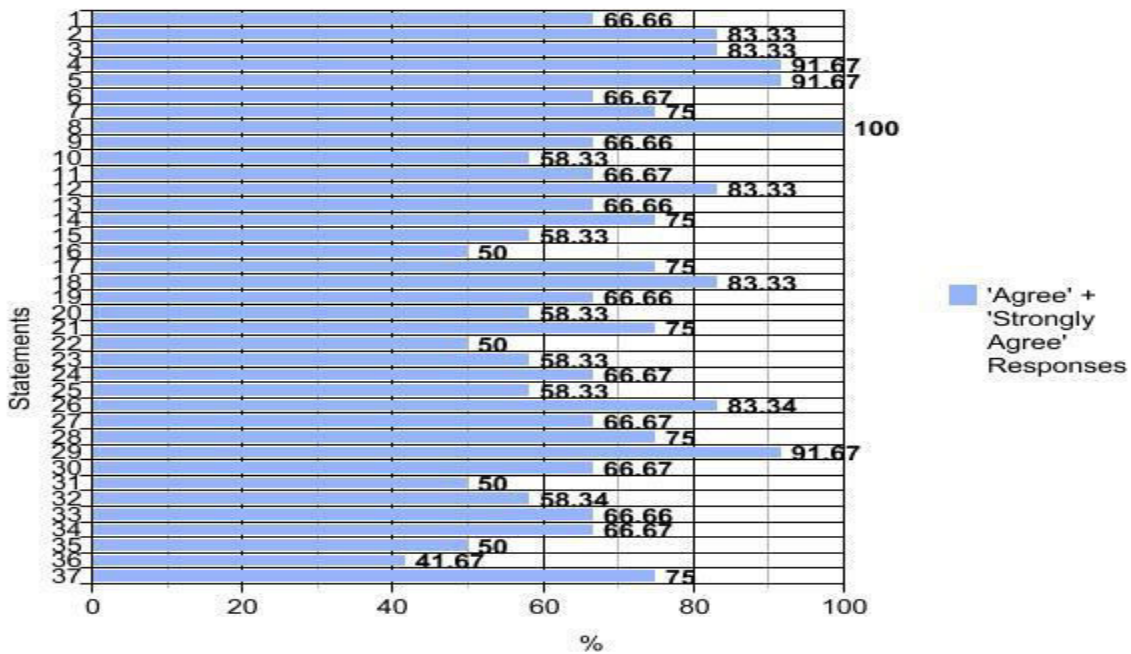


Figure 5.2 The Combined Percentages of ‘Agree’ & ‘Strongly Agree’ Students’ Responses for Statements 1-37

5.4 Discussion of Results: Answering the Research Questions

This section provides a discussion of the results organised around the research questions of the study. The answers to the research questions are derived from both the Pre-Post Intervention Questionnaire results and the Course Materials Evaluation Questionnaire results.

First, the research sub-questions are answered and, then, the answer to the overarching research question is arrived at through an examination of the answers to the research sub-questions and the results from the items addressing the particular research question.

Research sub-question 1:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their grammar skills in Greek?

The items that addressed this research question were:

A) Pre-Post Intervention Questionnaire

Question 7: ‘Can a ‘novel-textbook’ be used to teach grammar effectively?’

B) Course Materials Evaluation Questionnaire

Statement 19: ‘Grammar was introduced explicitly’

Statement 20: ‘The ‘novel-textbook’ provided adequate grammar practice’

Statement 21: ‘Grammar was contextualized’

Statement 22: ‘The ‘novel-textbook’ helped me improve my grammar skills’

The results from the above items indicate that, for the particular GFL course, the ‘novel-textbook’ was found appropriate by GFL learners for the development of their grammar skills in Greek.

In particular, the results from the pre-post intervention questionnaire indicate that attending a course which employed a ‘novel-textbook’ shifted the students’ opinion

towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach grammar effectively (pre-intervention median = 3.00, post-intervention median = 6.00) (see Table 5.7).

Additionally, the results from the Course Materials Evaluation Questionnaire also indicate that the teaching of grammar skills provided by the ‘novel-textbook’ received a positive evaluation by the majority of students (see Tables C4.19-C4.22). However, a special note should be made about statement 22 (i.e. ‘The ‘novel-textbook’ helped me improve my grammar skills’). For the particular statement, 50% of the students clearly agreed as 33.33% chose ‘Agree’ and 16.67% chose ‘Strongly agree’ (see Table C4.22). Although most students were leaning towards a positive evaluation, as their responses were divided among ‘Partly agree’ (25%), ‘Agree’ (33.33%) and ‘Strongly agree’ (16.67%), the fact that 25% partly agreed and 25% slightly disagreed probably suggests that more attention should be paid to the way grammar is taught through the ‘novel-textbook’.

Research sub-question 2:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their vocabulary skills in Greek?

The items that addressed this research question were:

A) Pre-Post Intervention Questionnaire

Question 8: ‘Can a ‘novel-textbook’ be used to teach vocabulary effectively?’

B) Course Materials Evaluation Questionnaire

Statement 23: ‘New vocabulary was presented at an appropriate rate so that the text was understandable’

Statement 24: ‘New vocabulary was presented at an appropriate rate so that I was able to retain it’

Statement 25: ‘The ‘novel-textbook’ provided adequate vocabulary practice’

Statement 26: ‘New vocabulary was contextualised’

Statement 27: ‘The ‘novel-textbook’ helped me improve my vocabulary skills’

The results from the above items indicate that, for the particular GFL course, the ‘novel-textbook’ was found appropriate by GFL learners for the development of their vocabulary skills in Greek.

In particular, the results from the pre-post intervention questionnaire indicate that attending a course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach vocabulary effectively (pre-intervention median = 4.00, post-intervention median = 6.00) (see Table 5.8).

Moreover, the results from the Course Materials Evaluation Questionnaire also indicate that the teaching of vocabulary provided by the ‘novel-textbook’ received a positive evaluation by the majority of students (see Tables C5.23-C5.27).

Research sub-question 3:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their reading skills in Greek?

The items that addressed this research question were:

A) Pre-Post Intervention Questionnaire

Question 9: ‘Can a ‘novel-textbook’ be used to teach reading effectively?’

B) Course Materials Evaluation Questionnaire

Statement 28: ‘The instructions in the ‘novel-textbook’ told me to read for comprehension’

Statement 29: ‘The ‘novel-textbook’ provided adequate reading practice’

Statement 30: ‘The ‘novel-textbook’ helped me improve my reading skills’

The results from the above items indicate that, for the particular GFL course, the ‘novel-textbook’ was found appropriate by GFL learners for the development of their reading skills in Greek.

In particular, the results from the pre-post intervention questionnaire indicate that attending a course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach reading effectively (pre-intervention median = 5.00, post-intervention median = 7.00) (see Table 5.9).

Additionally, the results from the Course Materials Evaluation Questionnaire also indicate that the teaching of reading provided by the ‘novel-textbook’ received a positive evaluation by the majority of students (see Tables C6.28-C6.30).

Research sub-question 4:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their writing skills in Greek?

The items that addressed this research question were:

A) Pre-Post Intervention Questionnaire

Question 10: ‘Can a ‘novel-textbook’ be used to teach writing effectively?’

B) Course Materials Evaluation Questionnaire

Statement 31: ‘The ‘novel-textbook’ provided adequate writing practice’

Statement 32: ‘The ‘novel-textbook’ helped me improve my writing skills’

The results from the above items indicate that, for the particular GFL course, the ‘novel-textbook’ was found appropriate by GFL learners for the development of their writing skills in Greek.

In particular, the results from the pre-post intervention questionnaire indicate that attending a course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach

writing effectively (pre-intervention median = 4.00, post-intervention median = 6.00) (see Table 5.10).

Moreover, the results from the Course Materials Evaluation Questionnaire indicate that, in general, the teaching of writing provided by the ‘novel-textbook’ received a positive evaluation by the majority of students (see Tables C7.31-C7.32). However, here we see that although most students thought that the ‘novel-textbook’ helped them improve their writing skills (statement 32), 50% of the students thought that it provided adequate writing practice (statement 31). Another 25% of the students were leaning towards a more positive rather than negative evaluation as they chose ‘Partly agree’. Nevertheless, the results from these two statements seem rather contradictory and probably indicate that students believe there would have been more room for improvement of their writing skills if more writing practice had been included in the ‘novel-textbook’.

Research sub-question 5:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their listening skills in Greek?

The items that addressed this research question were:

A) Pre-Post Intervention Questionnaire

Question 12: ‘Can a ‘novel-textbook’ be used to teach listening effectively?’

B) Course Materials Evaluation Questionnaire

Statement 35: ‘The ‘novel-textbook’ provided adequate listening practice’

Statement 36: ‘The ‘novel-textbook’ helped me improve my listening skills’

The results from the above items indicate that, for the particular GFL course, the ‘novel-textbook’ was found appropriate by GFL learners for the development of their listening skills in Greek.

In particular, the results from the pre-post intervention questionnaire indicate that attending a course which employed a ‘novel-textbook’ shifted the students’ opinion

towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach listening effectively (pre-intervention median = 3.00, post-intervention median = 6.00) (see Table 5.12).

The results from the Course Materials Evaluation Questionnaire indicate that, in general, the ‘novel-textbook’ received a positive evaluation regarding the teaching of listening. Although ‘Agree’ and ‘Strongly agree’ was not chosen by the majority of students for statements 35 and 36 (see Tables C9.35-C9.36), most of them were generally leaning towards a positive evaluation as 16.67% chose ‘Partly agree’, 25% ‘Agree’ and another 25% ‘Strongly agree’ for statement 35, and for statement 36, 33% chose ‘Partly agree’, 25% ‘Agree’ and 16.67% ‘Strongly agree’. However, these results may suggest that more emphasis should be put on the teaching of listening skills through the ‘novel-textbook’.

Research sub-question 6:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their speaking skills in Greek?

The items that addressed this research question were:

A) Pre-Post Intervention Questionnaire

Question 11: ‘Can a ‘novel-textbook’ be used to teach speaking effectively?’

B) Course Materials Evaluation Questionnaire

Statement 33: ‘The ‘novel-textbook’ provided adequate speaking practice’

Statement 34: ‘The ‘novel-textbook’ helped me improve my speaking skills’

The results from the above items indicate that, for the particular GFL course, the ‘novel-textbook’ was found appropriate by GFL learners for the development of their speaking skills in Greek.

In particular, the results from the pre-post intervention questionnaire indicate that attending a course which employed a ‘novel-textbook’ shifted the students’ opinion towards ‘Definitely yes’ on the matter of whether a ‘novel-textbook’ can be used to teach

speaking effectively (pre-intervention median = 3.50, post-intervention median = 6.00) (see Table 5.11).

Additionally, the results from the Course Materials Evaluation Questionnaire also indicate that the teaching of speaking provided by the ‘novel-textbook’ received a positive evaluation by the majority of students (see Tables C8.33-C8.34).

Overarching Research Question:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their language skills in Greek?

This is the overarching research question of the study and refers to the students’ overall opinion about the ‘novel-textbook’. In order to answer it, the answers to the research sub-questions discussed above were taken into consideration. Additionally, the results from the following items were examined:

A) Pre-Post Intervention Questionnaire

Question 1: ‘Is literature an essential part of learning Greek as a foreign language?’

Question 2: ‘Can literature play an important role in the Greek language classroom?’

Question 3: ‘Can a ‘novel-textbook’ be used as a teaching material in the Greek language classroom?’

Question 4: ‘Can a ‘novel-textbook’ be used as the *main* teaching material in the Greek language classroom?’

Question 5: ‘Can a ‘novel-textbook’ be *effectively* used as the *main* teaching material in the Greek language classroom?’

Question 6: ‘Can a ‘novel-textbook’ be used to teach language skills effectively?’

Question 13: ‘Would you attend a Greek language course where a ‘novel-textbook’ was the main teaching material?’

Question 14: ‘Would you recommend a Greek language course which employed a ‘novel-textbook’ as the main teaching material to a friend?’

The results from the pre-post intervention questionnaire indicate that attending a course which employed a 'novel-textbook' shifted the students' opinion towards 'Definitely yes' on the matters addressed by questions 1 (pre-intervention median = 4.00, post-intervention median = 6.00), 2 (pre-intervention median = 4.00, post-intervention median = 6.00), 3 (pre-intervention median = 3.00, post-intervention median = 6.00), 4 (pre-intervention median = 2.50, post-intervention median = 6.00), 5 (pre-intervention median = 3.00, post-intervention median = 6.00), 6 (pre-intervention median = 3.00, post-intervention median = 6.00), 13 (pre-intervention median = 4.00, post-intervention median = 6.50), and 14 (pre-intervention median = 4.00, post-intervention median = 6.50) (see Tables 5.1-5.5 and 5.13-5.14).

B) Course Materials Evaluation Questionnaire

Statement 1: 'The subject matter was presented in a logical, organized manner'

Statement 2: 'The content of the 'novel-textbook' served as a window into learning about the Greek culture'

Statement 3: 'The texts were authentic pieces of language'

Statement 4: 'The 'novel-textbook' contained real-life issues that challenged me to think critically about my worldview'

Statement 5: 'The content was interesting'

Statement 6: 'The content was suitable for my age'

Statement 7: 'The content was suitable for my needs'

Statement 8: 'The content was free of material that might be offensive'

Statement 9: 'The 'novel-textbook' provided an appropriate balance of the four language skills (i.e. reading, writing, speaking, listening)'

Statement 10: 'The 'novel-textbook' contained a sufficient number of revision exercises'

Statement 11: 'The 'novel-textbook' contained a sufficient number of exercises and activities'

Statement 12: ‘The exercises and activities were learner friendly’

Statement 13: ‘The exercises and activities helped me improve my language skills’

Statement 14: ‘The activities encouraged sufficient communicative and meaningful practice’

Statement 15: ‘The activities were balanced between individual response, pair and group work’

Statement 16: ‘The examples and explanations were sufficient’

Statement 17: ‘The examples and explanations were understandable’

Statement 18: ‘The ‘novel-textbook’ was supported adequately by audio-visual materials’

Statement 37: ‘Overall, I believe that the ‘novel-textbook’ helped me improve my language skills’

The majority of students chose ‘Agree’ and ‘Strongly agree’ for all the above statements apart from statement 16 (i.e. ‘The examples and explanations were sufficient’) (see Tables C1.1-C3.18 and C10.37). However, although for this statement 50% clearly agreed, most students were leaning towards a positive evaluation as the majority of their responses were divided among ‘Partly agree’ (25%), ‘Agree’ (25%) and ‘Strongly agree’ (25%) (see Table C2.16).

Taking the results from the above items and the answers to the research sub-questions into consideration, we see that, overall, the majority of the adult GFL learners who participated in the upper-intermediate/B2 GFL course of the study believe that the ‘novel-textbook’ was appropriate for effective language teaching in terms of : i) its content (statements 1-8), ii) its exercises and activities (statements 9-17), iii) its audio-visual materials (statement 18), iv) the teaching of grammar and vocabulary (questions 7-8, statements 19-22 and 23-27), and v) the teaching of the four language skills (i.e. reading, writing, speaking, listening) (questions 6, 9-12, statements 28-36). Moreover, these results are strengthened by the fact that the majority of students stated that overall, the ‘novel-textbook’ helped them improve their language skills (statement 37), that they

would attend a Greek language course where a ‘novel-textbook’ was the main teaching material (question 13) and that they would also recommend such a course to a friend (question 14). Finally, through their responses, the majority of students indicated that literature is an essential part of learning Greek as a foreign language (questions 1-2) and that, when accompanied by the appropriate materials, it can effectively form the central focus of instruction in the Greek language classroom (questions 3-5).

In conclusion, for the particular GFL course, the ‘novel-textbook’ was found appropriate by adult GFL learners for the development of their language skills in Greek.

5.5 Chapter Summary

In this chapter, the data obtained from the Pre-Post Intervention Questionnaire and the Course Materials Evaluation Questionnaire were presented followed by a discussion of the results. The discussion of the results was organised around the research questions of the study.

In particular, an examination of the data gathered for the purposes of the present study revealed that the ‘novel-textbook’ was found appropriate by adult GFL learners for the development of their language skills in Greek in terms of the teaching of grammar, vocabulary, reading, writing, speaking and listening that it provided.

Moreover, although the ‘novel-textbook’ received a positive evaluation overall, the results also suggested that in the future more attention should be paid to certain areas such as the activities regarding the teaching of grammar, listening and writing.

CHAPTER 6

Conclusion

6.1 Introduction

As this is the concluding chapter of the thesis, it firstly offers an overview of the present study and summarises its findings with a focus on the overarching research question, “Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their language skills in Greek?” Secondly, the pedagogical implications drawn from this research are discussed. Thirdly, the limitations of this study are acknowledged, and, finally, recommendations are made as to the direction of future research.

6.2 An Overview of the Research Project

As the literature review has shown, although the importance of using literature as a supplementary teaching material in the GFL/GSL classroom and the practical considerations involved have been the focus of a number of papers in the last few years, there has not yet been an investigation on the use of an unabridged literary work, an unabridged novel in particular, as the core, not supplementary, material of instruction.

The present study, drawing on the field of Language Teaching Research, was an attempt to examine one aspect of this topic by investigating whether adult GFL learners would find a novel appropriate for the development of their language skills in Greek. In particular, this study attempted to investigate the feasibility and effectiveness of using a ‘novel-textbook’ as the main teaching material in the GFL classroom based on the learners’ opinions.

With the above aim in mind, the following research questions were formed:

Overarching Research Question:

Will a ‘novel-textbook’ be found appropriate by adult GFL learners for the development of their language skills in Greek?

Research sub-questions:

1a. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their grammar skills in Greek?

1b. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their vocabulary skills in Greek?

1c. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their reading skills in Greek?

1d. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their writing skills in Greek?

1e. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their listening skills in Greek?

1f. Will a 'novel-textbook' be found appropriate by adult GFL learners for the development of their speaking skills in Greek?

To seek answers to these questions, a quantitative research design was employed. In particular, a quasi-experimental one group pretest-posttest design that allowed the researcher to make inferences on the effect of the intervention was found to be particularly suitable for this project. In this case, the intervention took the form of an upper-intermediate/B2 GFL course employing a 'novel-textbook' as its main material of instruction.

Data was obtained from: a) a numerical rating scale questionnaire on the participants' opinions (pre-intervention and post-intervention) about using a 'novel-textbook' as the main teaching material to learn Greek, and b) a Likert scale course materials evaluation questionnaire. The data collected from the evaluation questionnaire played a supplementary role in helping to enhance confidence in findings.

The twelve adult volunteers who took part in the study received fifty-one hours of instruction at the Dutch Association in Athens, Greece.

6.3 A Summary of the Results

The answer to the overarching research question was arrived at through an examination of the answers to the research sub-questions and the results from the items addressing that particular question (see Chapter 5, section 5.4). The examination revealed that, overall, the adult GFL learners who participated in the study found that a ‘novel-textbook’ was appropriate for the development of their language skills in Greek. In particular, as the data presented in Chapter 5 (sections 5.2-5.3.1) indicated, the majority of students gave the ‘novel-textbook’ a high rating in terms of: i) its content, ii) its exercises and activities, iii) its audio-visual materials, iv) the teaching of grammar and vocabulary, v) the teaching of the four language skills (i.e. reading, writing, speaking, listening), and vi) its overall effectiveness as the main teaching material of the GFL course. Moreover, these results were strengthened by the fact that the majority of students stated that they would attend a Greek language course where a ‘novel-textbook’ was the main teaching material and that they would also recommend such a course to a friend. Additionally, through their responses, the majority of students also indicated that literature is an essential part of learning Greek as a foreign language and that, when accompanied by the appropriate materials, it can effectively form the central focus of instruction in the Greek language classroom. Finally, an analysis of the results also suggested that more attention should be paid to the preparation of the accompanying materials for the teaching of grammar, listening and writing.

6.4 Implications for GFL Pedagogy

As was discussed in Chapter 4, the present study, drawing on the field of Language Teaching Research, attempted to answer some questions related to GFL pedagogy in order to gain a better understanding of the practice of language teaching and its contribution to language learning. In particular, it attempted to investigate the effectiveness of an alternative ‘instructional artefact’ (Ellis, 2012), the ‘novel-textbook’, based on the learners’ opinions.

Language teaching research can inform FL pedagogy by serving as a resource in order for teachers to question their existing conceptions of how to teach, and, thereby,

develop reflective practice (Lightbown, 1985, 2000). Thus, a number of implications for GFL pedagogy can be drawn from the present study:

- Although traditional GFL textbooks are invaluable resources for teaching Greek, they are not the only choice for a given course.
- Literature should be more often employed as a teaching material in adult GFL classes.
- Literature should be more often employed as the *core* teaching material in adult GFL classes.
- Literature should be employed in the GFL classroom with a clear pedagogic goal in mind in order for its benefits to be fully exploited.
- Selecting the appropriate literary text is of significant importance. Thus, a number of criteria should be applied before the final selection is made.
- When accompanied by the appropriate materials, a novel can form the central focus of instruction in adult GFL courses.
- Using an unabridged novel rather than a series of extracts, especially when the novel is intended to form the central focus of instruction in the GFL classroom, seems to be more interesting, motivating and, thus, beneficial to adult GFL learners both in terms of language learning and the students' experience with literature.
- Particular attention should be paid to the preparation of the materials that will accompany the novel, especially in relation to the teaching of grammar, listening and writing.
- The implementation of an Integrated Approach to the teaching of literature within the general framework of CLT seems to be beneficial to adult GFL learners. In particular, the integration of elements from 'cultural', 'linguistic' and 'personal growth' approaches seems to enhance the effectiveness of literature as a tool for the development of communicative competence as it combines a focus on language with a focus on the students' experience with the literary text.
- In order for teachers to be able to fully exploit the benefits of literature in the GFL classroom, teacher training workshops focusing on the use of the literary text as the main teaching material and the preparation of appropriate accompanying materials would be extremely helpful.

6.5 Limitations of the Present Study

The present study has some limitations which can question its suitability for generalisation.

First of all, this was a small-scale research in which twelve participants took part (n=12). Moreover, the selection of these participants was not a random one, but was based on a voluntary factor due to practical reasons. Therefore, the specific findings cannot be generalised to all GFL contexts.

Secondly, the native languages of the participants (Albanian, Dutch, English, Spanish and Ukrainian) had similar conventions to those in Greek for reading and interpreting literature. Thus, the findings of this study cannot probably be generalised to GFL contexts where learners' native languages have different conventions regarding the reading and interpretation of literary texts. Additionally, all participants already had some exposure to L1 literature with which they were more or less familiar. A GFL context where learners do not have previous exposure to L1 literature might yield different results.

Finally, the present study investigated the effectiveness and feasibility of using a 'novel-textbook' as the main teaching material of instruction in the adult GFL class from a very specific perspective: the learners' opinions. Exploring the topic from different angles, such as the teachers' perceptions or the learning outcome, may result in different findings.

6.6 Recommendations for Future Research

The present study intended to offer an introduction to the topic and serve as a starting point for further extensive research. Thus, a better understanding of the use of an unabridged Greek novel as the main GFL teaching material and the issues involved could be gained through research that would:

- Include a large number of participants that will have been randomly selected.
- Collect both quantitative and qualitative data on GFL learners' opinions about using a 'novel-textbook' as the core material of instruction.
- Collect both quantitative and qualitative data on GFL teachers' opinions about using a 'novel-textbook' as the core material of instruction.

- Investigate the effectiveness of such a course through the administration of pre- and post-tests targeting specific language items/areas.
- Include both an experimental and a control group where participants will have been randomly assigned. Such a design would give important insight into the practical issues involved in employing a ‘novel-textbook’ as an alternative to the traditional GFL textbook.
- Investigate the preparation of appropriate accompanying materials and the issues involved.
- Investigate the effectiveness of different pedagogical approaches to the use of the ‘novel-textbook’ in the GFL classroom.
- Investigate the use of the ‘novel-textbook’ with beginner, intermediate and advanced adult GFL classes.
- Investigate the use of the ‘novel-textbook’ both in GFL and GSL contexts.

6.7 A Final Note

Asserting the feasibility and effectiveness of using a literary text as the core material of instruction by providing empirical evidence based on the learners’ opinions, the present study affirms the important role of literature in GFL teaching and learning. Moreover, it suggests that the benefits of using literature in the GFL classroom can be fully exploited and extended when a ‘novel-textbook’ is used as the main teaching material. Finally, it proposes that employing a ‘novel-textbook’ can provide teachers with the opportunity to use instructional materials in a number of creative ways in order to enhance their learners’ language skills and create a stimulating learning environment. In this way, language learning becomes the exciting and inspiring experience that it should always be.

APPENDIX 1:

Miekley's Textbook Evaluation Checklist

(source: http://www.readingmatrix.com/reading_projects/miekley/project.pdf.)

Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook									
A. Content									
	i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱⁱ	4	3	2	1	0	M	O	N
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)	4	3	2	1	0	M	O	N
	iii. Are the reading selections authentic pieces of language? (5,10)	4	3	2	1	0	M	O	N
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)	4	3	2	1	0	M	O	N
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)	4	3	2	1	0	M	O	N
B. Vocabulary and Grammar									
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)	4	3	2	1	0	M	O	N
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)	4	3	2	1	0	M	O	N
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)	4	3	2	1	0	M	O	N
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)	4	3	2	1	0	M	O	N
	v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)	4	3	2	1	0	M	O	N
C. Exercises and Activities									
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)	4	3	2	1	0	M	O	N
	ii. Do instructions in the textbook tell students to read for comprehension? (6)	4	3	2	1	0	M	O	N
	iii. Are top-down and bottom-up reading strategies used? (17)	4	3	2	1	0	M	O	N
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)	4	3	2	1	0	M	O	N
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)	4	3	2	1	0	M	O	N
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)	4	3	2	1	0	M	O	N
	vii. Do the exercises promote critical thinking of the text? (2)	4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up									
	i. Is the cover of the book appealing? (1,2,3)	4	3	2	1	0	M	O	N
	ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)	4	3	2	1	0	M	O	N
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	4	3	2	1	0	M	O	N
	iv. Is the text interesting enough that students will enjoy reading it? (15)	4	3	2	1	0	M	O	N

II Teacher's Manual										
A. General Features										
	i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	N
B. Background Information										
	i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	N
	ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
C. Methodological Guidance										
	i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	N
	ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	N
	iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials										
	i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	N
	ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
	iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	N
III. Context										
A. Is the textbook appropriate for the curriculum? (1,2,19,20)										
	i. Does the text coincide with the course goals? (1,2,3,19,20)		4	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)										
	i. Is the text free of material that might be offensive? (1,6,16)		4	3	2	1	0	M	O	N
	ii. Are the examples and explanations understandable? (1)		4	3	2	1	0	M	O	N
	iii. Will students enjoy reading the text selections? (1,2,3,15)		4	3	2	1	0	M	O	N
	iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)		4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)										
	i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	N

APPENDIX 2: The Shapiro-Wilk Normality Test for the Pre-Post Intervention Questionnaire Data

TESTS OF NORMALITY

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
dif1**	.251	12	.036	.877	12	.080
dif2	.167	12	.200 [*]	.947	12	.598
dif3	.198	12	.200 [*]	.894	12	.134
dif4	.307	12	.003	.764	12	.004
dif5	.307	12	.003	.764	12	.004
dif6	.209	12	.153	.824	12	.018
dif7	.258	12	.027	.802	12	.010
dif8	.374	12	.000	.640	12	.000
dif9	.323	12	.001	.780	12	.006
dif10	.309	12	.002	.768	12	.004
dif11	.417	12	.000	.599	12	.000
dif12	.300	12	.004	.809	12	.012
dif13	.230	12	.080	.900	12	.160
dif14	.307	12	.003	.764	12	.004

* This is a lower bound of the true significance.

** For data description and analysis purposes, a new variable was created which was the difference (dif) between each pair (i.e., post-intervention score minus pre-intervention score).

a. Lilliefors Significance Correction

APPENDIX 3:
Data from the Pre- & Post-Intervention Questionnaire

STUDENTS' MARKS																								
Q	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10		S11		S12	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1	3	5	4	5	6	7	2	5	4	6	4	7	5	6	3	5	4	7	7	7	2	5	4	6
2	3	5	4	6	6	7	3	6	4	6	4	7	5	6	2	5	3	6	7	7	2	6	4	6
3	2	5	3	6	5	6	2	6	3	5	3	6	4	6	2	5	2	6	5	7	2	6	4	7
4	2	5	2	6	4	6	2	6	3	5	3	6	3	6	2	6	2	6	5	7	2	6	3	7
5	2	6	2	6	4	6	2	6	3	5	3	7	3	6	2	6	2	6	5	7	3	6	4	7
6	2	6	2	6	4	6	2	5	3	5	3	6	3	6	3	6	2	6	5	7	3	5	4	7
7	2	5	3	5	4	6	3	6	4	6	3	5	2	6	2	6	2	6	4	6	3	6	4	7
8	3	6	4	6	4	7	3	6	5	7	4	6	4	6	3	6	3	6	5	7	4	7	4	7
9	4	6	5	6	5	7	5	6	6	7	5	7	5	6	4	6	5	7	5	7	5	7	4	7
10	2	6	3	6	4	6	3	5	4	6	4	7	4	6	3	6	4	6	4	7	3	5	4	7
11	3	6	2	5	4	7	3	6	4	7	4	7	4	6	3	6	3	6	4	7	2	6	3	7
12	2	5	2	5	3	6	3	5	3	6	3	7	2	5	2	6	3	5	3	6	2	6	3	6
13	3	6	4	6	5	7	3	6	4	6	4	7	5	6	3	7	4	7	4	6	3	7	4	7
14	3	6	4	6	5	7	4	6	4	6	3	7	4	6	3	7	4	7	4	6	3	7	4	7

Q = Question
 S = Student

APPENDIX 4:**Data from the Course Materials Evaluation Questionnaire**

<i>Statement</i>	<i>No Response</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Partly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	0	0	0	1	3	4	4
2	0	0	0	0	2	4	6
3	0	0	0	0	1	1	10
4	0	0	0	0	1	2	9
5	0	0	0	0	1	2	9
6	0	0	0	1	3	3	5
7	0	0	0	2	1	3	6
8	0	0	0	0	0	2	10
9	0	0	1	1	2	4	4
10	0	0	0	3	2	4	3
11	0	0	1	1	2	3	5
12	0	0	0	0	2	4	6
13	0	0	1	1	2	4	4
14	0	0	0	0	3	3	6
15	0	0	0	2	3	4	3
16	0	0	1	2	3	3	3
17	0	0	0	1	2	5	4
18	0	0	0	1	1	4	6
19	0	0	0	2	2	4	4
20	0	0	1	2	2	4	3
21	0	0	0	1	2	6	3
22	0	0	0	3	3	4	2
23	0	0	1	1	3	4	3
24	0	0	0	2	2	5	3
25	0	0	1	1	3	4	3
26	0	0	0	0	2	5	5
27	0	0	0	2	2	5	3
28	0	0	0	0	3	4	5
29	0	0	0	0	1	5	6
30	0	0	0	2	2	5	3
31	0	0	1	2	3	3	3
32	0	0	1	1	3	5	2
33	0	0	0	1	3	4	4
34	0	0	0	2	2	5	3
35	0	0	2	2	2	3	3
36	0	0	1	2	4	3	2
37	0	0	0	0	3	5	4

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