

## The Use of Literary Texts as Authentic Materials in Language Teaching Classes: Othello by Shakespeare (\*)

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**Abstract:** In many universities in Turkey, Literature and Language Teaching is included in the curriculum. Since literature is authentic, any piece of literature (poems, plays, short stories, and novels) could be used in such classes and turned into a source of teaching material. This paper aims to determine what the ELT teacher candidates consider useful, attainable and relevant for their students and whether they will use plays by drama activities in their classes or not. An action research has been carried out to obtain information from 2nd year ELT teacher candidates at Nevşehir Hacı Bektaş Veli University, Faculty of Education. They have been given a questionnaire with 6 open-ended questions. At the end of the study, findings and results have been discussed and analyzed.

**Keywords:** Literary Texts, Language Teaching, Authentic Materials, English Language Teaching, Othello

### Dil Öğretim Sınıflarında Edebî Metinlerin Özgün Materyaller Olarak Kullanımı: Shakespeare'in Othello'su

**Öz:** Türkiye'de birçok üniversitede, Edebiyat ve Dil Öğretimi müfredatta yer almaktadır. Edebiyat otantik olduğu için, herhangi bir edebiyat parçası (şiiir, oyun, kısa öykü ve romanlar) bu tür sınıflarda kullanılabilir ve bir öğretim materyali kaynağı haline getirilebilir. Bu makale, ELT öğretmen adaylarının kendi öğrencileri için kullanışlı, erişilebilir ve uygun olduklarını ve kendi sınıflarında drama etkinlikleri ile tiyatro eserleri kullanıp kullanmayacaklarını belirlemeyi amaçlamaktadır. Nevşehir Hacı Bektaş Veli Üniversitesi, Eğitim Fakültesi 2. sınıf öğretmen adaylarından bilgi edinmek için bir eylem araştırması yapılmıştır. Onlara 6 açık uçlu soru ile bir anket verilmiştir. Çalışmanın sonunda, bulgular ve sonuçlar tartışılmış ve analiz edilmiştir.

**Anahtar Kelimeler:** Edebî Metinler, Dil Öğretimi, Özgün Materyaller, İngilizce Öğretimi, Othello

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## I. Introduction

The use of physical activities in the classroom is helpful; however these activities do not always employ the students. Therefore, a good way to include physical activities in classes is to use the drama technique. Although literature teaching does not sound attractive both for teachers and language learners, however; it could be easy to make it attractive. This study aims to show that everybody may be interested in literature as long as it is very well organized and included in the curriculum. In reality, it is not the literature that we are dealing with but it is the language itself.

It is believed that literature is a great source for English language teaching. Thus, literature can be used in any class of English according to the tastes, the language levels, the cultural backgrounds and the interests of the learners. Some pieces of literature may be hard to understand, or hard to bring into classrooms, but by making them simple, understandable, and attractive, the obstacles may easily be overcome together with the students. If they are chosen carefully and wisely, there will be much progress in all four skills.

The inclusion of English literature into the class truly contributes to language learning, more precisely contributes “to the development of the student as an individual and to his or her command of the language” (Hill, 1986: 12). Literature sharpens linguistic and cognitive skills and enhances students’ understanding of the human condition (Lazar 1993: 19). Literature and language are very much related to one another. Thus, Brumfit and Carter (1986: 1) already highlighted the role of literature as “an ally of language”. The teacher’s purpose of using literature in the classroom may vary. However, understandable and enjoyable literary texts will always arouse students’ interests.

Introducing Shakespearean works to ELL students are always better for them because they are examples of literary work which means Shakespeare is usually studied and analyzed in academic areas. Studying Shakespeare not only will provide linguistic benefits for the students it will also prepare them for further studies. Another thing about teaching Shakespeare is that there are many versions of his works. Although the original text could be used, there are also adapted and modified versions that could be more suitable for any classes. Unlimited number of online sources and activities will help teachers if they want to focus on their students’ speaking and listening skills. For this study, the play Othello has been chosen and some role-playing has been done before the final performance. The students who performed were 3<sup>rd</sup> year ELT teacher candidates. The final performance took place in front of the 2<sup>nd</sup> year ELT teacher candidates.

ESL students need to learn the target language and the target culture as well. Thus, there is more than language instruction here; there is somehow culture within language. Since students are not familiar with this culture, it is the role of the teachers to bring it into class. The best way to do this is through literature (Sage, 1987: 14). It is very much understood that literature is one of the most valuable ways of attaining some knowledge of the targeted culture.

## **II. Using Literary Texts in ELT Classes**

Since literature is constituted by language, thus it is frequently used while teaching the language. Duff and Maley (1990) consider that literature is used for three reasons. First of all there is the linguistic reason, the second one is the methodological reason, and the final reason is the motivational reason. For the linguistic reason they state that literature offers the students some samples of the target language. For the methodological reason they argue that literary texts can have a large number of interpretations by the readers, and finally for the motivational reason they think that literary texts represent the authentic feelings of their authors and writers, because of this, learners feel motivated.

Collie and Slater (1990: 3) observe that there are four reasons for using literature as a good resource for language teaching. These reasons are genuine material, cultural enhancement, language enhancement and personal participation. Maley (1989: 12) for instance, talks about seven reasons for using literature as a powerful resource in the language classrooms. He thinks literature has universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity.

The use of drama, on the other hand, can raise the learners' awareness about the target language. Alan Maley and Alan Duff argue that the value of dramatic activities lies "not in what they lead up to but in what they are, in what they bring out right now" (Maley and Duff 1984: 6). According to Paul Davies "students do their 'acting' for language and imaginative activity and not for exhibition" (Davies, 1990: 87). Besides; Lenore (1993) lists the advantages of teaching drama as follows:

- (1) Stimulating the imagination and promoting creative thinking.
- (2) Developing critical thinking ability.
- (3) Heightening influential listening skills.
- (4) Increasing the learners' empathy and awareness.
- (5) Reinforcing positive self-concept.
- (6) Providing the instructors with a fresh perspective on teaching.
- (7) Developing creativity, originality, sensitivity, flexibility, cooperation, and communication skills.
- (8) Helping the learners develop their level of competence with respect to their receptive and productive skills.
- (9) Helping the learners develop new opinions and thoughts.

Using the drama technique will not only allow students to use the target language, but will also give them the necessary comfort to share their thoughts as they can express themselves comfortably. The teacher will take the main role in doing this activity. Because it is the role of the teacher to put all the students in a speaking environment and again the teacher should comfort them about the target language they use.

### III. Shakespeare and His Play Othello in ELT Classes

William Shakespeare is the most widely known author in English Literature. Apart from being a playwright, he was also a poet and a player himself. Now, “[Shakespeare] is the subject of innumerable books, written in all the languages of the world. He has been studied exhaustively. Every line of every one of his plays has been analysed, re-analysed, edited, and re-edited... [T]he world has judged him and found him the greatest playwright, perhaps the greatest writer, of all time” ( Burgess, 1974: 73).

As the records tell us, William Shakespeare was born in Stratford-upon Avon on April 26, 1564 and buried there on April 25, 1616. During Shakespeare's time Stratford-upon-Avon was a market town. There were six children in the family and William was the third child of John Shakespeare, a merchant, and Mary Arden, the daughter of a rich farmer. His father was a glove maker and they were rather wealthy family. William married Anne Hathaway on November 28, 1582. When they got married, William was 18 and Anne was 26. Their first child Susanna was born in 1583 and in 1585, twins Hamnet and Judith were born (Aksoy, 1996).

After the birth of the twins, Shakespeare went missing for about seven years. This period is called the "lost years". Since there are no records of these years, there are some speculations on what he was doing during this time. One of the rumours is that “he rebelled at the prospect of being a glove merchant in Stratford for the rest of his life and ran away to London; he became a sailor, a soldier; a lawyer; a medical student; he joined a group of travelling players who had visited Stratford” (Aksoy, 1996: 3). It is estimated that he might have worked in the theatre industry.

His plays are full of themes which are universal. With this play Othello the main aim was to remind both the teachers and the students of some of these themes. Therefore; the main objectives of this study are:

- to assess the usability of reading classical literature like Othello by Shakespeare,
- to increase students' motivation to achieve self-confidence,
- to enhance oral language skills, and improve vocabulary and pronunciation,
- to retain confidence in cooperative learning,
- to encourage ELT teacher candidates through a student-centred drama activity.
- to increase students' awareness of the themes which focused in the study

One of the tragedies of Shakespeare, Othello is full of many different forms of jealousy. Truth and lies, faith and betrayal, love and hatred are important themes in the play. Because of the colour of Othello's skin, they called him names such as the Moor” (I.i.57), “the thick-lips” (I.i.66), and “a Barbary horse” (I.i.113).

### IV. Aim

This study was prepared in order to show the effectiveness of teaching literature through activities in the "Literature and Language Teaching" course of 2017 at Nevsehir Hacı Bektas Veli University.

## **V. Method**

This study was planned with the "action research" which is frequently used in qualitative research. Although it is difficult to make a definition of qualitative research accepted by everyone, it is possible to define it as a research in which qualitative data collection methods such as observation, interview and document analysis are used. In other words, qualitative research is an approach that investigates social phenomena in the environment to which they are attached (Yıldırım, 1999: 9-10). According to Mason (2002: 7) "[q]ualitative research should produce explanations or arguments, rather than claiming". Action research, however, can be used to fill the gap between theory and practice (Johnson, 2012).

To fill this gap the 2nd year ELT teacher candidates have been chosen. The number of the participants was twenty seven. The participants were not aware of the play, Othello. This activity took place without any notification beforehand. Therefore; it was the first time that all the students had the chance to eagerly see their friends' performance. Both the performers and the onlookers were highly excited about this activity and the outcome of the performance. The text used in the play was the original text.

Twenty seven teacher candidates were ready in class and participated in our action research. From the very start of the performance all the students were eagerly followed the scenes and were even ready to join the performers. At the end of the presentation they all took part in our discussion section and answered the questionnaire willingly.

## **VI. Preparing the Drama Activity**

Main characters and their roles in the play have been selected. Main events and short quotes of each act have been determined. The selected students have rehearsed some important quotes of the scenes two or three times before the final performance took place. The stage was not an actual stage it was performed in the class. There was no lighting but the performers did wear some costumes such as a military cap for Othello, a dress for Desdemona, another military cap for Iago, another military cap for Cassio, a robe for Brabantio and carried some accessories such as a pillow, a bottle of wine, a dagger to make the play more understandable.

The students who performed the play were the 3<sup>rd</sup> year ELT teacher candidates. They have been chosen intentionally because they have read the play and have had enough information about it. The main aim behind this was to attract the attention of the students who do not have any knowledge about the play. In a class of approximately fifty minutes the following steps have been conducted;

Introduction (5 minutes) Some basic information about the play is provided orally by the instructor.

Performance (15 minutes) Some scenes from the play were performed by the third year students in front of the 2<sup>nd</sup> year students who are teacher candidates and are unfamiliar with the play.

Discussion (20 minutes): Universal themes are common ideas regardless of culture, race or location. Therefore these themes can be adjusted to any time and to any culture.

Since universal themes are to do with human relations and Shakespeare mainly focused on the relations of human beings, some twenty minutes have been spared to talk about the themes such as betrayal, racism, jealousy, loyalty and love. Although these universal themes exist in every society, the interpretation of them might differ from society to society.

Questionnaire (10 minutes)

In this study, a written questionnaire consisting of 6 open-ended questions were used to determine the opinions of the 2nd year ELT teacher candidates who studied in 2016-2017 academic year. The questionnaire has been finalized in the direction of two expert opinions.

Below are the questions in the questionnaire:

1. Write down the positive aspects of this lesson.
2. Write down the negative aspects of this lesson.
3. Write down the impacts of this lesson on your learning experience.
4. How will you use this technique in your professional life?
5. In which of your undergraduate courses can this drama technique / activity be used?
6. What will your suggestions be for the development of this lesson?

#### **VII. Data Collection**

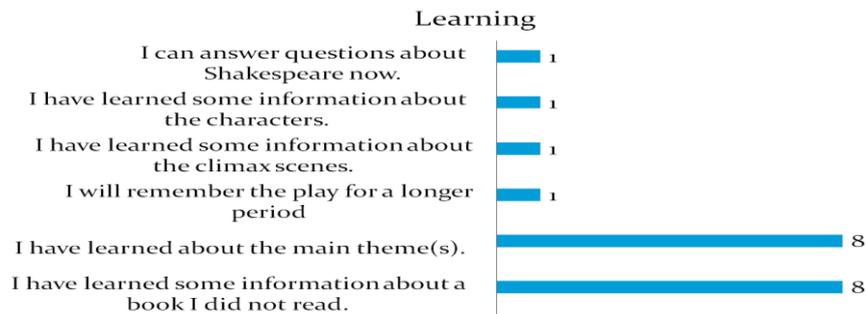
After drama activities and the discussion about the themes the instructor gave a questionnaire to get the students' opinions. Students were asked six questions and it took about ten minutes for the students to write their responses.

#### **VIII. Findings and Results**

As seen above six open-ended questions have been asked. For each question certain themes have been determined and sub-themes have been categorized. Each theme and sub-themes have been analyzed under each question. Almost every question has two themes and several sub-themes. Therefore; the analysis has been written just below each theme.

##### **A.Question 1: Write down the positive aspects of this lesson.**

There have been two main themes with several sub-themes for the first question. The first theme is "Learning", and the second theme is "Motivation".



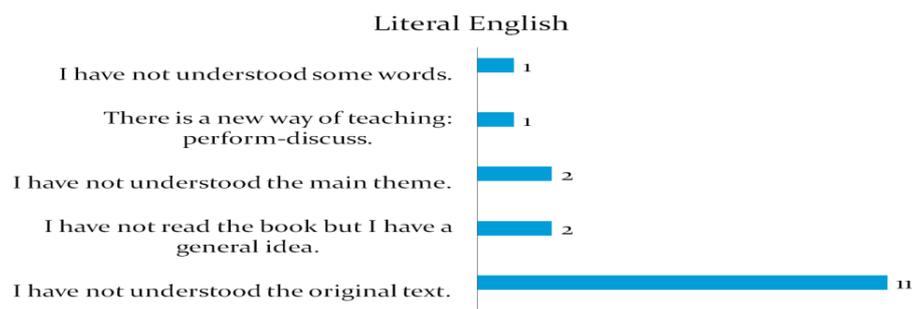
Given the answers to the “Learning” theme set for the first question, it appears that the most preferred answers belong to the expressions “I learned about the main theme (s).” (8) and “I got some information about a book I did not read.” (8). In addition, under the “Learning” theme one student from the group each preferred four sub-themes such as “I will remember the play for a longer period”, “I learned about the climax scenes”, “I learned some information about the characters”, “I can answer questions about Shakespeare now”. One of the most preferred sub-themes “I learned about the main theme (s).” (8) may be due to the fact that students visualize important parts of each selected scene better. Moreover, the fact that students prefer “I got some information about a book I did not read.” (8) may result from the fact that students hear just the important lines in each scene.



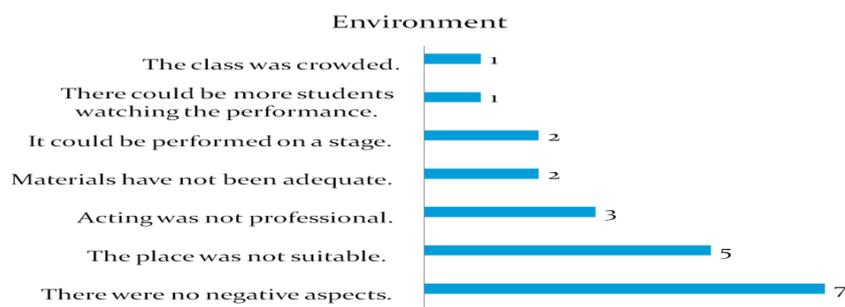
When the theme motivation is taken into consideration, the sub-theme “It was enjoyable” (14) seems clearly ahead of the other sub-themes. The sub-theme “It was effective and instructive.” (6) was selected by six students and took second place in terms of motivation. The sub-theme “Staging was good and effective” (4) ranks third with four people. The next sub-theme “The play aroused our enthusiasm” (3) was chosen by three students. The sub-theme “It was good for the performers” (2) was said by two students. Finally, one person in the group used “It was efficient.” (1). The sub-theme “It was enjoyable” (14), which is expressed by fourteen people, may result from the fact that it was exhibited unannounced. Another reason why the game is enjoyable might closely be related to the use of some costumes and makeup. Additionally, the use of some expressions such as enjoyable, effective and instructive by about half of the group may be due to the fact that everything visual and auditory in the training increases motivation.

**B. Question 2. Write down the negative aspects of this lesson.**

Two themes have been selected for the second question. The first theme is “Literal English”, and the second theme is “Environment”.



When the “Literal English” theme is considered, it appears that the sub-theme “I did not understand the original text.” (11) is having the lead. The sub-theme “I could not understand the main theme.” (2) is the next prominent category. Then “I did not read the book but I had a general idea.” (2) sub-theme comes with the same number of students. “There is a new way of teaching: perform-discuss.” (1) and “I did not understand some words.” (1) are supported by one student each. Why the subcategory “I did not understand the original text.” (11) is so high may result from the language used by Shakespeare. Since Shakespeare used a difficult language with all the expressions and certain words, the difficulty of understanding the language may be from those words and phrases that Shakespeare chose. The answers for this question are always expected to be negative, but it is understood from the given answers that a negative sentence includes a positive section as well as in “I did not read the book but I had a general idea.”



When the sub-categories determined for the “Environment” theme are examined, it is seen that one sub-theme “There were no negative aspects.” (7) is at the top. When the other sub-themes are examined, “The place was not suitable.” (5), “Acting was not professional.” (3), “Materials were not adequate.” (2), “It could be performed on a stage.” (2), “The number of audience could be more.” (1), “The class was crowded.” (1), it appears that the students were affected by this method. Students who say there is no problem to this question may have chosen these answers because such activities are not

always used in the classroom environment. Since this activity is done in the classroom environment, it may have produced the answer “The place was not suitable.” (5). Three students in the group said “Acting was not professional.” (3). It may result from the fact that students who performed did not have such a theatrical performance before.

**C.Question 3. Write down the impacts of this lesson on your learning experience.**

There exist two themes for the third question; one is “General Knowledge” and the other is “Motivation”.



When the "General Knowledge" theme is taken into consideration, it shows that the sub-category “I have some general information about the play now.” (9) is having the lead with nine students. The sub-theme “It was good for my basic general knowledge.” (5) is the next top category. Then “I will remember this activity in the future.” (1), “I have learned my lesson of the play.” (1), “It will be good for my learning experience.” (1) sub-themes follow with the same number of students being one for each. The sub-theme “I have some general information about the play now.” (9) may have resulted from the selected scenes of the play. Only famous scenes of the play have been performed, and a great many of the students liked the performance while getting some basic information of the play. The other sub-theme “It was good for my basic general knowledge.” (5) may highly be related to the selected scenes again.



The “Motivation” theme for the third question shows that the sub-themes “I have been motivated.” (4) and “I will read the book to get more information.” (2) are said by few students the number of which is just six. Then “I have found some sections of my life in the play.” (1) “I am more curious now.” (1), “I will use it in my classes.” (1), and

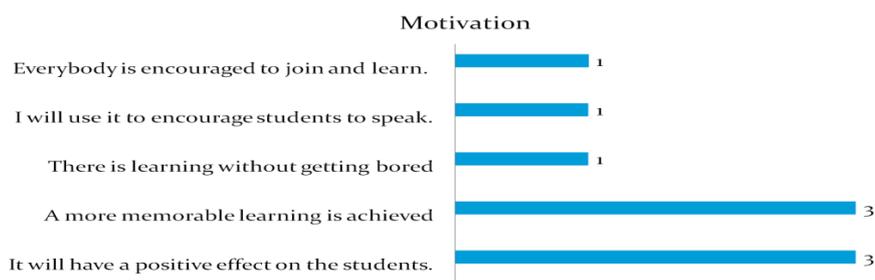
“No impacts at all.” (1) follow each other with only one student each. The reason why just four students wrote “I have been motivated. (4)” in their replies may be the cause of the other similar questions. Some students may want to learn more information about anything including such plays just to be more knowledgeable. “I will read the book to get more information.” (2) could have been the outcome of this thought.

#### D.Question 4. How will you use this technique in your professional life?

The fourth question includes two themes. “Teaching Tool” is the first theme and then there follows the “Motivation” theme.



The “Teaching Tool” theme for the fourth question illustrates that the sub-theme “I may / will use this technique.” (19) is the leading answer when all the questions are taken into account. Only three students used the sub-theme “I could teach small dialogues like this.” (3) The other sub-themes “I may bring in the film or acting version of it.” (1), “Literature could be taught by drama activities.” (1), “Seven weeks out of 14 could be like this.” (1), “I could use different plays for this activity.” (1) are said by one student each. “I may / will use this technique.” (19) is said by a great number of students. This outcome may have been the result of the performance, may have been the result of concentration, may have been the result of the selected play Othello, may have resulted from the selected scenes, may have resulted from the atmosphere of the class, may have resulted from the energy of the lecture, or may have been the result of the activity itself.

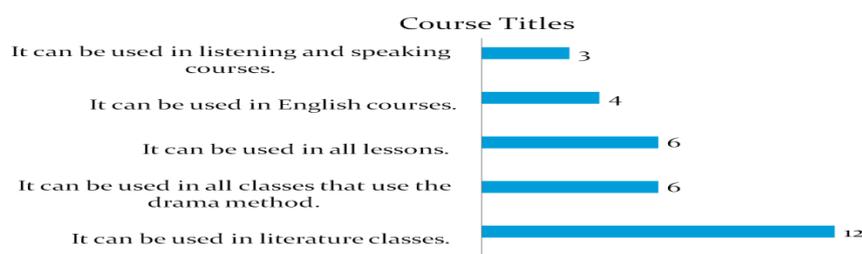


The second theme “Motivation” shows that many students are eagerly motivated and six of them share two leading sub-themes “It will have a positive effect on the students.” (3), “A more memorable learning is achieved.” (3). The other sub-themes “There is learning without getting bored.” (1), “I will use it to encourage students to speak.” (1), “Everybody is encouraged to join and learn.” (1) have one student each. The positive

effect of the lecture may have produced such sub-themes “It will have a positive effect on the students.” (3), “A more memorable learning is achieved.” (3).

**E. Question 5. In which of your undergraduate courses can this drama technique / activity be used?**

This question has only one theme, “Course Titles”.



Question number five looks for specific course names. Everybody in class has shown their willingness to use this drama technique in some courses. Therefore twelve students have said: “It can be used in literature classes.” (12). Six students have stated that, “It can be used in all classes that use the drama method.”(6). Another six students have declared that “It can be used in all lessons.” (6). Although there is not much difference with their writings, some prefer to use different sentences. Therefore we may say twelve students would like to use this technique in drama courses. Other suggestions follow like this: “It can be used in English courses.” (4) and “It can be used in listening and speaking courses.” (3) Since they were in English Literature course, they may have chosen literature intentionally. Since Othello is a play in which there are senators, generals and soldiers, they may have decided on literature unconsciously.

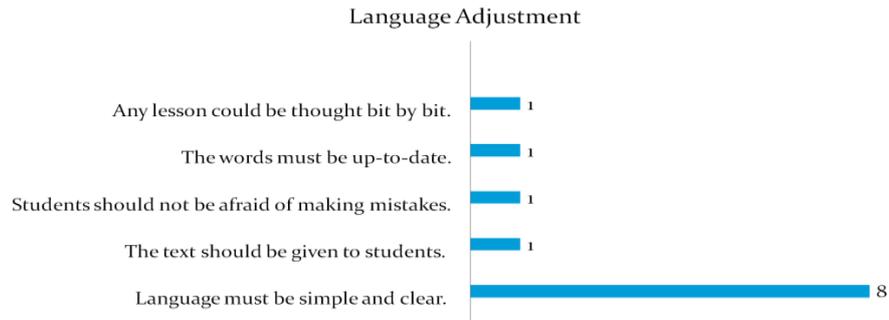
**F.Question 6. What will your suggestions be for the development of this technique?**

The last question also has two main themes and quite a few sub-themes. “Professional Staging” is the first theme and “Language Adjustment” is the second theme.



When the answers to the last question are taken into account, it is estimated that “More students can be activated.” (5) and “A lot of visual materials should be used.” (4) have been used by one third of the students. Other suggestions “They could rehearse more and perform better.” (1), “More student groups could be formed.” (1), “There must be more drama activities.” (1) have been used by one student each. Some students are

more extrovert and ready to act; so they may be interested in such activities. Therefore, they may have written the sentence “More students can be activated.” (5).



The last theme “Language Adjustment” has five sub-themes. Eight students used “Language must be simple and clear.” (8). The other sub-themes “The text should be given to students.” (1), “Students should not be afraid of making mistakes.” (1), “The words must be up-to-date.” (1), “Any lesson could be thought bit by bit.” (1) are said by one student each. Since Shakespeare is hard to understand, eight students may have chosen “Language must be simple and clear.” (8).

#### IX. Conclusions and Recommendations

It is clear from the answers given to the questions that this drama activity, which is practiced under the name of *Literature and Language Teaching* course, has generally produced positive results. In this context, nineteen students stated that they would use this technique. Fourteen students expressed that this course was enjoyable. Some eight students clearly expressed that they understood the general theme, and another eight students stated that they received some information about a book they did not read. The motivation of the students has moved deeply; therefore, they emphasized that this technique can be applied to almost any subject, especially to literature. Consequently; this study has produced many positive consequences.

The original language, the language of Shakespeare, is not a language for everyone to understand. This incomprehensibility of the language of Shakespeare has led some students to use pessimistic words in their phrases. In this study, the original language has been deliberately chosen and used. Because; the class, in which this activity has been performed, is full of 2<sup>nd</sup> grade teacher candidates. Moreover, this course is called ‘Literature and Language Teaching’. Therefore, the original language of the text was the primary intention, but the main purpose lies in the motivation of the students. Even though the language can be a barrier, the themes and ideas presented in Shakespeare’s plays can still be relevant to students, making it worthwhile for them to study (Marshall, 1979).

This original text may be too challenging for 2<sup>nd</sup> year teacher candidates, yet the excerpts of the play have provided the necessary atmosphere to improve their imagination and understanding. Moreover if anybody wants to use modified or simplified

versions of some original texts, 'No Fear Shakespeare', created by Sparknotes, offers a modern English version of Shakespearean plays. It is available online and it is free. For this activity third year students have been selected as the performers of the play intentionally, because they already studied the play before. But for other classes there are quite a number online sources and activities for language teachers to use.

If there are visual images and some activities while teaching it is understood that students feel more motivated, and interested. The results demonstrated that most of the students felt comfortable, enjoyed themselves and were away from anxiety. They have been interested in the play very much, especially during the discussion section while talking about universal themes. The goal behind this was to arouse some awareness. The usage of drama in class both promotes cooperation, teamwork, self-discipline, and encourages confidence, fluency, and communicative competence. To investigate the sustainability of this study it will be crucial to continue to observe the effectiveness of such activities.

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## Appendix

### OTHELLO by William Shakespeare Main Characters

- Othello - The play's protagonist and hero. A Moor and general of the armies of Venice.
- Desdemona - The daughter of the Venetian senator Brabantio. Desdemona and Othello are secretly married before the play begins.
- Iago – He is the villain of the play.
- Michael Cassio - Othello's lieutenant. An inexperienced soldier.
- Emilia - Iago's wife and Desdemona's helper.
- Brabantio – One of the senators and father of Desdemona.

#### Act I, Scene III

**The scene in front of the senators, in which Othello tells how he loves Desdemona, and she declares she loves him freely.**

BRABANTIO

She is abused, stol'n from me, and corrupted  
By spells and medicines...

OTHELLO

Most potent, grave, and reverend signiors,  
My very noble and approved good masters,  
That I have ta'en away this old man's daughter,  
It is most true. True, I have married her.

DESDEMONA

My noble father,

I do perceive here a divided duty.  
I am hitherto your daughter. But here's my husband.

BRABANTIO

Look to her, Moor, if thou hast eyes to see.  
She has deceived her father, and may thee.

*Left alone, Iago declares his hatred of Othello.*

IAGO

I hate the Moor,

### **Act II, Scene III**

**The scene, in which Cassio is drawn by Iago, first into drinking then fighting.  
Othello relieves Cassio of his duties.**

OTHELLO

Good Michael, look you to the guard tonight.

CASSIO

Iago hath direction what to do,

OTHELLO

Iago is most honest.

IAGO

Come, lieutenant, I have a stoup of wine

CASSIO

Not tonight, good Iago. I have very poor and unhappy brains for  
drinking.

IAGO

If I can fasten but one cup upon him,  
With that which he hath drunk tonight already,  
He'll be as full of quarrel and offense  
As my young mistress' dog.

OTHELLO

Honest Iago, that looks dead with grieving,  
Speak, who began this [fight]?

IAGO

I do not know.

OTHELLO

I know, Iago,

Thy honesty and love doth mince this matter,  
Making it light to Cassio. Cassio, I love thee  
But never more be officer of mine.

CASSIO

Reputation, reputation, reputation! Oh, I have lost my reputation!

IAGO

You or any man living may be drunk at a time....

I tell you what you shall do.

Our general's wife is now the general.

### **Act III, Scene III**

**The scene in which Iago begins to poison Othello's view of Desdemona.**

EMILIA

Madam, here comes my lord.

CASSIO

Madam, I'll take my leave.

DESDEMONA

Why, stay and hear me speak.

IAGO

Ha! I like not that.

OTHELLO

What dost thou say?

IAGO

Oh, beware, my lord, of jealousy!

OTHELLO

Why, why is this?

Think'st thou I'd make a life of jealousy,

EMILIA

I am glad I have found this napkin,

IAGO

How now! What do you here alone?

EMILIA

Do not you chide. I have a thing for you.

IAGO

A good wench, give it me.

I will in Cassio's lodging lose this napkin  
And let him find it.

**Act IV, Scene I**

**The scene in which Othello is hidden, and Cassio is talking to Iago about Bianca, but Othello thinks he is talking about Desdemona.**

IAGO

Now will I question Cassio of Bianca,  
As he shall smile, Othello shall go mad.

IAGO

She gives it out that you shall marry her.  
Do you intend it?

CASSIO

I think indeed she loves me.

Ha, ha, ha!

OTHELLO

Do ye triumph, Roman? Do you triumph?

**Act IV, Scene III**

**The scene between Emilia and Desdemona, in which the two women discuss about marriage vows.**

DESDEMONA

I called my love false love but what said he then?

Sing willow, willow, willow.

If I court more women you'll couch with more men—

Tell me, Emilia—That there be women do abuse their husbands

In such gross kind?

EMILIA

There be some such, no question.

DESDEMONA

Wouldst thou do such a deed for all the world?

EMILIA

Why, would not you?

DESDEMONA

No, by this heavenly light!

EMILIA

Nor I neither, by this heavenly light.  
I might do `t as well i' th' dark.

**Act V, Scene II**

**The scene in which Othello murders Desdemona.**

OTHELLO

That handkerchief  
Which I so loved and gave thee, thou gav'st to Cassio.

DESDEMONA

No, by my life and soul!  
Send for the man and ask him.

OTHELLO

By heaven, I saw my handkerchief in 's hand.

DESDEMONA

Oh, banish me, my lord, but kill me not!

OTHELLO

Being done, there is no pause.

DESDEMONA

But while I say one prayer!

OTHELLO

It is too late.

EMILIA

(within) My lord , my lord! What, ho! My lord, my lord!

EMILIA

Oh, who hath done this deed?

DESDEMONA

Nobody. I myself. Farewell.

EMILIA

You told a lie, an odious, damnèd lie.

EMILIA

O thou dull Moor! That handkerchief thou speak'st of  
I found by fortune and did give my husband.

IAGO

Filth, thou liest!

OTHELLO

If that thou be'st a devil, I cannot kill thee.

OTHELLO (to DESDEMONA)

I kissed thee ere I killed thee. No way but this,  
Killing myself, to die upon a kiss.