

# SCENARISATION OF 9th GRADE TURKISH LITERATURE COURSE CONTENTS TO USE ON MOBILE LEARNING<sup>1</sup>

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**Abstract :** Mobile learning, which is not dependent on a particular device, refers to a learning condition determined by the individual independently of space and time. This condition speaks of a cultural change reconstructing the standard approach that is decomposed as study-fun, work- leisure, and private-common. The new generation uses mobile devices any time and anywhere. Inevitably, this situation is of particular concern to the education environment and it directs us to the pursuit of new learning environments appropriate for new learning conditions that are somehow made obligatory by technological innovations. As a result of such pursuit in Turkey, tablet computers began to be used in classes. This study brings forward a proposal about how to approach the 9th grade Turkish Literature course contents within the context of mobile learning and how to adjust them to mobile devices.

**Keywords:** Scenarisation, Mobile Learning, Turkish Literature,

## 1. INTRODUCTION

The technological and social changes we face today necessitate pondering how children get ready for the Information Age and whether schools can give compatible reaction to these changes and breaks. To the modern-day youngsters and children, whom Prensky (2001) calls “Digital Natives”, new technologies are the natural aspect of life rather than being extraordinary or “new”. Indeed, technology is so dull to these age groups that they do not even realize how it changes their lives. When Friedrich (2012) suggests that the use of technological devices among youngsters and children reached 100% with a rapid increase, he gives the JIM study done in 2011 (Southwest Media Pedagogy Research Association: JIM Study 2011) as an example. Alan Kay, a famous expert on informatics elaborates on this situation by saying: “*Technology is only technology to those born before technology.*” However this fact does not necessarily mean that the youngsters and children who do not know of a world without computer, communication tools and internet are naturally and sufficiently equipped with skills that the digital world requires. The use of technology and social media necessitates a definite level of critical approach. At this point, the essential thing is an understanding of education that does not abstain from using the advantages of new technologies properly and one that does not these issues in a protectionist and conservative manner.

After the concept of eLearning (electronic learning), M-learning (mobile learning) took an important place in the discussions of education environment too. Mobile learning can be defined as eLearning that is achieved via

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portable operative devices. In other words, mobile learning is the easy access to education materials and learning through wireless media and by means of mobile devices. Georgieva (2005) suggests that mobile learning is a new form of eLearning and distant learning rather than a new concept within these practices. Laptops, tablet computers, personal digital assistants, portable media players, mp3 players and smart phones are basic mobile information technologies devices. However, when mobile devices in mobile learning are concerned, we should be thinking of devices that are small enough to fit in pockets, devices that can operate without a power supply or a connection to a place because mobile devices are independent of time and space and this a characteristic of them which is also called AAAL, “Anyone, Anywhere, Anytime Learning”.

When the notion of mobile learning is investigated, it could be seen that it is used in different contexts and in various forms. Its literal meaning however refers to mobile, that is to say moving and portable learning although different scopes are required in scenario studies (Schuseil: 2014). A lesson done at a garden for a biology course is beside that point. A book borrowed from a library to study at home is also not within the scope of mobile learning (Krauss-Hoffman et al: 2007). Today mobile learning means the use of digital devices like smart phones or tablet computers in class. There is not an overall definition to identify the common view on mobile learning. To summarize the most suitable definition within the scope of this study; mobile learning is a learning environment that enables students have to have access to visuals, videos, voice recordings and texts with the help of mobile devices and with the supervision of the teacher. Ally defines this viewpoint towards mobile learning as follows:

*“The concept of mobile learning is often defined as learning that takes place with the help of mobile devices to access course materials.”* (Ally et al: 2005).

As it can be seen in this definition, the used of mobile devices in lessons is not reduced to its innovative aspect. Indeed mobile learning has a greater role than just being a supportive technology. An activity done on a tablet becomes a learning activity in its true sense on condition that it is situated in an educative frame and integrated into the course subject by a teacher, by a course book or by the learner (Göth et al: 2007).

We can summarize the benefits of mobile learning applied at schools as follows:

1. Mobile learning devices are widely and intensely used.
2. Mobile learning lets the learner be independent in terms of time and space.
3. Certain features of mobile learning devices offer many-sided and wider opportunities.
4. Applications are known devices due to special use and they are used widely outside of learning activities.
5. Applications are easy to get access to.
6. Mobile learning makes the arrangement of subjects and course units easier.
7. Certain features of smart phones and tablets make the intuitive use of digital learning easier.
8. Easy storage and portability.
9. Ready for use at all times.
10. Learning without realizing.
11. Lifelong learning. (Kossen:2001)

It should not be ignored that there might be some faults along with the benefits of mobile learning. The reasons for these faults are:

1. Limited memory and storage
2. Small screens which are not suitable for detailed applications
3. Connection cuts
4. Limited battery
5. Small keyboard
6. Not being able to function within more than one operating system
7. Difficulty in publishing in different browsers and platforms
8. Security problems

## 2. SCOPE AND OBJECTIVES

The integration of different opportunities and conveniences offered by information and communication technologies (ICT) into learning and teaching activities has been the subject matter of several studies in recent years. Within this context, many countries conducted studies to integrate ICT into their education systems through projects on a large scale (Pamuk et al: 2013). One of these studies was the FATIH project (Movement of Enhancing Opportunities and Improving Technology) whose pilot scheme was launched for 5<sup>th</sup> and 9<sup>th</sup> grades of 4 primary and 48 secondary schools across Turkey in 2012. The FATIH project is supported by related governmental bodies like TUBI-TAK (Scientific and Technological Research Council), Ministry of Science Industry and Technology and Ministry of Transport, Maritime Affairs and Communications. The project is carried out by MEB (Ministry of National Education) and is to be completed in five years. The fundamental objectives of FATIH project are;

- 1- *To ensure equity in education and learning regardless of geographical differences,*
- 2- *To develop and improve the technology used in schools.*
- 3- *To support students' learning by placing ICT devices at the center of learning environment.*

In accordance with the aforementioned objectives, the target is to supply the e-content needs by providing 700.000 teachers and 17.000.000 (MEB: 2012a) students with tablet computers and by providing 570.000 classrooms with LCD interactive boards, internet network substructure, multi-functional printers and document cameras (MEB: 2012b). According to the MEB data; the pilot scheme started in the second half of 2011-2012 school year at 52 schools in 17 cities. Tablet computers were distributed to 2259 teachers and 9435 students in total. At the same time the classrooms of 5<sup>th</sup> and 9<sup>th</sup> grades were equipped with interactive boards (MEB: 2012b).

Within the scope of project study “Content Creation For Turkish Literature Courses Within The Scope Of Mobile Learning” which started in 2014 with the support of Scientific Research Projects center of Istanbul University, this study aims to exemplify – the example being the first three subjects of the first unit of the 9<sup>th</sup> grade literature course- how it is possible to adapt the literature course contents, to tablet computers in order to build up an approach to the use of tablet computers at schools.

### 3. METHOD

For one part of the study, on the basis of qualitative research method and in accordance with general scanning model, document and book scans are the main resource to gain information and the data. A situation assessment is and proposals are made. In the practical part of the study, the attainment targets of the first three subjects in 9<sup>th</sup> grade literature course are examined and on the bases of these attainment targets, the contents are scenarised. These subjects are under the title of I. Unit, which is ‘Literature and Fine Arts’ and they are: (1) The Place of Fine Arts in Literature, (2) Literature’s Relation to Sciences, (3) The Place And Importance of Language in the Lives of Humans and in Society. Along with the attainments and contents, the characteristics of age groups are taken into consideration while preparing the scenarios. The types of the students and the dialogues are constructed in compliance with these characteristics (Logie et al: 2014). The subjects of the talks are integrated with the daily language used by students and attention has been paid on the shortness, clarity and clearness in the way the talks, organized as dialogues, convey their content.

### 4. SCENARIO

The scenarios that are prepared as comics involve a number of visual shots enough to convey the subject contents and the dialogues are placed in these shots as speech bubbles. In this study, the scenarios prepared for the first three subjects (1) The Place of Fine Arts in Literature, (2) Literature’s Relation to Sciences, (3) The Place And Importance of Language in the Lives of Humans and in Society under the title of I. Unit which is ‘Literature and Fine Arts’ in 9<sup>th</sup> grade literature course, are discussed.



Figure 1: Sample of scene shot



Figure 2: Sample of scene shot



Figure 3: Sample of scene shot



Figure 4: Sample of scene shot

As is known, the aim of teaching literature is to yield skills to interpret the texts that are read and to sense the artistic values in them. The program is prepared to ensure that students analyse the texts in terms of mentality and structure and of theme, language, expression and meaning and that later they interpret them.

The Turkish Literature Teaching Programme is aimed at helping students;

1. *Comprehend that literature is a fine art practice coming into life through language and is inspired by what is cultural and historical.*
  2. *Perceive that literary works and texts represent the periods in which they are created through structure, theme, language and expression peculiar to the sensitivity of fine arts.*
  3. *Associate literary works with the mentality of their period in terms of structure, theme, language and expression.*
  4. *Comprehend how national and universal values survive by getting richer in literary texts, which are also works of art.*
  5. *Understand how Turkish got richer and became a language of literature within the civilizational circles in the course of history.*
  6. *Identify how social life and any kind of individual value are reflected in literary texts.*
  7. *Embrace the fact that Turkish is the identity of the Turkish nation.*
  8. *Develop their skills in creating new ideas.*
  9. *Develop their reading habits and tastes.*
  10. *Develop their skills in research, debate, understanding, evaluation and interpretation.*
  11. *Develop their understanding of arts and artistic taste.*
  12. *Gain enough knowledge and taste to understand works of art that are created with language.*
  13. *Comprehend the relation between language and literature.*
  14. *Comprehend the relation between literature and other fields of work and other sciences.*
  15. *Evaluate Turkish life style, thought, language taste and developments regarding the cultural life- from the very past to the present- in accordance with the literary texts and in parallel with the flow of time.*
  16. *Comprehend that Turkish cultural life, history, and literature are inseparable by drawing upon literary texts.*
  17. *Comprehend that literary texts get richer through changes that are brought by time.*
  18. *Comprehend the development process of Turkish people's culture, understanding and taste around the literary texts.*
  19. *Understand, evaluate and interpret any kind of written or oral text through method and attention that they gain.*
  20. *Identify the elements of national and universal culture, thought and taste in every text - especially in artistic ones- and comprehend the relations among them.*
  21. *Comprehend that every kind of human practice is depicted in literary works with sensitivity peculiar to arts.*
  22. *Reach to a level where they can evaluate and interpret the civilizational circles in which the Turkish nation has lived and the periods of Turkish literature through attention paid on past and present.*
- (MEB: 2011)

The subjects discussed at the 9<sup>th</sup> grade are in four units. As mentioned before the first three subjects of I. Unit are chosen for this study. These objectives are aimed at helping students comprehend the place of art in human life, the importance and place of literature in fine arts, the differences between literary texts and others. What is more, literature's relation to culture, history and reality is discussed; it is implied that language and literature cannot be separated and literature's relation to other fields of work and scientific activities is argued. Instead of giving theoretical knowledge on aforementioned subjects, the target is to make students acquire skills to think critically and creatively, to solve problems, to search and to question individually or in groups if needed with the help of written texts. Through the skills mentioned in this unit, attainments, which are qualified enough and sufficient in number to give students the opportunity to analyse and evaluate the texts, are provided, activities are suggested and explanations are made.

#### **Unit I / Subject I : “ The Place of Literature in Fine Arts”**

There are 36 attainment targets in Unit I. and 9 of them meet the attainment targets of the subject “The Place of Literature in Fine Arts” and these are;

Attainments	Sample Activities	Explanatory Notes
<b>1- Identifies the difference between science and fine arts.</b>		
<b>2- Identifies the place of fine arts in human activities.</b>		A student is asked to tell what a painting, a song or a sculpture makes him think. The student is assisted during his expression.
<b>3- Identifies the norms according to which fine arts are classified.</b>	<p>-Students discuss whether the analyzed text could be conveyed through communication tools such as animation, painting, pantomime, cinema...etc. They express their thoughts orally or on paper.</p> <p>- Students bring poems, sculptures, paintings, movies or theatre pieces to the classroom. In groups, they talk about the material of these works. They show which ones are made with sound, words, strokes, colours, stone, wood or similar substances. It is implicated that works of fine arts are classified according to the material.</p>	
<b>4- Defines the characteristics of fine arts.</b>		
<b>5- Identifies the role and importance of fine arts in human life.</b>	<p>-In groups, students discuss on the question “what do we miss when there is no music, art or poem in our lives?” They are asked if “there is anybody living without imagining” among them. Students are encouraged to answer the question: “how imagination is represented in scientific works?”</p> <p>- The teacher asks the students to think if there are activities and situations like recognising values, being together, faith and working in every place and time that involves human beings. The results are discussed and common points are identified.</p>	
<b>6- Defines the relation between the artist and the arts</b>		
<b>7- Distinguishes between works of art through works useful and educational at every level</b>	- Students are asked to bring texts of history, physics, philosophy and daily life together with poems, novels, and stories to the classroom. These texts are compared with each other and differences are listed.	
<b>8- Defines the place of fine arts in literature</b>	Students bring a chart, a poem, a piece of music, a scientific text and a historical text. In groups they compare them with each other. They share the results. Orally or on paper, they express how literary texts differ from music, paintings and statues.	
<b>9- Explains how literature is a fine art practice that is formed through language.</b>		

Table 1: Attainment targets for 9<sup>th</sup> Grade Turkish Literature Course Unit I Subject I, MEB, Head Council of Education and Morality

The scenario given below involves 15 shots and it is prepared in accordance with the above-mentioned attainments.

**1. SHOT****INT. LOCATION: SCHOOL CORRIDOR****CHARACTERS: Zeynep, Teoman and Merve****Dialogue:**

Zeynep: *Teo, did you already know that cinema is the seventh art?*

Teoman: *(holding a toast) Of course I did. The last of all fine arts! You didn't?*

Zeynep: *How would I know? I've always thought that art was about paintings or statues. Cinema is a form of entertainment after all...*

Merve: *Of course entertainment is a part of art but it is not the main aim.*

**2. SHOT****INT. LOCATION: SCHOOL CORRIDOR****CHARACTERS: Zeynep, Teoman and Merve****Dialogue:**

Zeynep: *Is the aim to make money? Because the artists make a lot if it.*

Merve: *No, not that either. People sometimes want to share their emotions and thoughts with other people so they have developed different methods to express themselves and art is one of them. The most effective one indeed.*

Zeynep: *What do you mean by method?*

Merve: *Some used strokes and colours to express themselves while some used forms, sounds and rhythm to shape their emotions in images. Interesting, isn't it?*

**3. SHOT****INT. LOCATION: SCHOOL CORRIDOR****CHARACTERS: Zeynep, Teoman and Merve****Dialogue:**

Teoman: *Guys, if you ask me the cafeteria guy is also a real artist. His toasts are great!*

Merve: *It's not the same thing Teo! Something being done well doesn't make it any artistic.*

Teoman: *Then where the art comes along? How do we tell if something is art or not?*

Merve: *The fundamental question here is whether the upcoming product possesses qualities of creativity, free expression and uniqueness or not.*

**4. SHOT****INT: SCHOOL CORRIDOR****CHARACTERS: Zeynep, Teoman and Merve****Dialogue:**

Teoman: *Is what a carpenter does art or not? What do you think?*

Zeynep: *Being a carpenter requires skills and mastership but not like being a sculptor.*

Teoman: *What is the difference between them?*

Zeynep: *I think what they aim for is the same. For instance, a sculptor can shape a tree, so can a carpenter. But their ways of expressing themselves in giving the tree a form are different. The sculptor does this in an extraordinary, new and unique way. The carpenter forms the tree in a usual, ordinary and repetitive way. They work on the same material and form it but only the sculptor is the artist ending up producing a work of art. The carpenter, however, is a craftsman just like a painter or a blacksmith.*

**5. SHOT****INT: SCHOOL CORRIDOR****CHARACTERS: Teoman, Merve and Can****Dialogue:**

Merve: *What I mean dear Teo is that the emotions evoked in you by a toast and by a beautiful song are different, interesting right?*

Teoman: *(to Can who has just joined them) Come on, where have you been? We are late. Ezgi and Emre are waiting for us at the garden.*

Can: *Okay here I am. What have you been talking about?*

**6. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Ezgi and Emre sitting on the bench, Emre standing****Dialogue:**Ezgi: *Where are they? We need to go to the theatre to get the tickets.*Emre: *Why theatre now?*Ezgi: *Aren't we going to do a research on an art form for our fine arts assignment?*Emre: *Yes but why theatre?*Ezgi: *Because theatre is one of the oldest art forms. Besides, we have never been to a theatre together before. All we do is going to the cinema...*Emre: *I see but drawings or sculptures are much older than theatre. We should visit a museum...***7. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Ezgi (close-up)****Dialogue:**Ezgi: *(a bit offended and snob) Then let's ask what others think and then decide. We need to choose one out of seven art forms anyway.*Emre: *(just his voice) Okay, let's... Here they come!***8. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Merve, Can and Emre****Dialogue:**Can: *As we all gathered here there must be something important to talk about.*Emre: *Yes, we will do a small voting. We will choose a form of art according to the result.*Merve: *I thought we would go to the theatre.*Emre: *Is it only theatre or cinema that comes to your mind when we say art?***8. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Zeynep and Can (close-up) talking****Dialogue:**Zeynep: *By the way, somebody tell me why cinema is the seventh art. What are the other six? Music, ballet and painting are the first to come to my mind.*Can: *Actually what is meant by this is fine arts. There are more than seven art forms. These seven ones are more like head titles.*Zeynep: *Then what do these seven arts involve? We had better make our minds clear about it before we vote.***9. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Emre (close-up)****Dialogue:**Emre: *Okay. Let's make a start then. (From now on, as the names of arts are uttered, related visuals are seen. It is only Emre's voice that is heard)**The First art: Painting and sculpture are the oldest art forms that are known.**The Second art: Music. The art of expressing emotions and thoughts through harmonious sounds in accordance with certain rules. Reading and playing works that consist of sounds arranged in this way.**The Third art: Theatre. It derives from the Greek word "Theatron" meaning stage, a place that is seen and looked at.**Words like drama, dramatic are also used instead of theatre. In Greek drama means a theatre event taken from life.**The Fourth art: Dance. It doesn't have a specific description but considering it as a whole of movements that could be made in the space is what I prefer.**The Fifth art: Literature. The art of forming – oral or written- imagination, emotions, thoughts and events through language.**The Sixth art: Architecture. Any kind of architectural work that is made for shelter or for other purposes. Although its definition does not remind one of art, there are a great number of beautiful structures that have artistic features.**Seventh Art: Cinema. The art of creating and producing movies that could fit as an example of fine art. The silver screen.*



**11. SHOT****EXT. LOCATION: SCHOOL GARDEN****CHARACTERS: Merve, Ezgi, teoman****Dialogue:**

Merve: *I didn't know that architecture was considered as an art form too. I have always thought it was more like something technical. How interesting, isn't it?*

Ezgi: *There is more to it actually... but I am very cold. Let's go into a café and continue there. We can also do the voting.*

Teoman: *I wouldn't say no to that. It is necessary to see the beautiful examples of pastry art.*

**12. SHOT****INT. LOCATION: CAFÉ/PASTRY SHOP****CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre are sitting around a table with beverages in front of them. A piece of cake in front of Teoman.****Dialogue:**

Can: *So, where were we Ezgi?*

Ezgi: *The order of appearance is important in fine arts. But the material that is used is also an important classification element.*

Teoman: *Do you mean that art forms are classified within themselves?*

Ezgi: *Exactly dear Teo. Let me explain...*

**13. SHOT****INT. LOCATION: CAFÉ/PASTRY SHOP****CHARACTERS: Ezgi (close-up)****Dialogue:**

Ezgi: *For example, there are art forms that shape substances, **PLASTIC ARTS** or **VISUAL ARTS** and these are painting, architecture, sculpture, relief, calligraphy, illuminated manuscript... etc. There are also art forms that shape sounds and words. We call them **PHONETIC** or **AUDIO ARTS**. For example, literature and music. Last of all, art forms that shape movements are called **RHYTHMIC ARTS** or **DRAMATIC ARTS** such as theatre, ballet, dance, opera or cinema.*

**14. SHOT****INT. LOCATION: CAFÉ/PASTRY SHOP****CHARACTERS: Ezgi and Merve next to each other (close-up) later Zeynep joins.****Dialogue:**

Merve: *So where do we place literature? A literary work can shape words or sounds and it can be performed as a piece of theatre, which means it shapes the movement. In that case, is literature a phonetic art or a rhythmic art?*

Ezgi: *Yes you are right... rhythmic art mostly involve phonetic elements. That is why they are also called "combined arts".*

Zeynep: *But still it seems that literature is an indispensable basis for many art forms.*

**15. SHOT****INT. LOCATION: CAFÉ/PASTRY SHOP****CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre sitting around a table with beverages in front of them. A piece of cake in front of Teoman.****Dialogue:**

Emre: *I think considering literature as a phonetic art is better as its material is language, a communication tool consisting of sounds.*

Teoman: *Then what is the aim of a literary text?*

Ezgi: *We understand better what literature is when we compare novels or stories with texts of history, physics and philosophy. The main aim of the latter is to clarify a subject and to inform on it but the former aims to express a message using the opportunities offered by language effectively and beautifully, not to explain the unknown.*

Emre: *My suggestion is this then: Let's watch a theatre play adapted from a literary work and compare them... so that we can make a research on both art forms at the same time. What do you say?*

All: *Great! Accepted unanimously!*

Unit I / Subject II: 1 of 36 attainment targets in Unit I meet the attainment target of the subject “Literature’s Relation to Sciences:

Attainments	Sample Activities	Explanatory Notes
<b>1. Identifies literature’s relation to other sciences that concern humans</b>	Students investigate the relation of the literary text they read to daily life, sociology and psychology. They share their arguments with their friends either on paper or orally. Students choose parts on scientific inventions, innovations, and philosophical thoughts from the stories, theatre plays and novels. They discuss if these parts are written to tell about these innovations, inventions and scientific discoveries or to philosophise things and whether the theme could be covered by other sciences.	Identifies literature’s relation to sociology, psychology, philosophy and to science and technology. Indicates that any kind of human activity, natural being and form can be benefited from in literary works. The necessity of looking for distinctive features in viewpoints towards fine arts and in evaluation styles is emphasised. How literature benefits from other sciences is discussed.

Table 2: Attainment targets for 9<sup>th</sup> Grade Turkish Literature Course Unit I Subject II, MEB, Head Council of Education and Morality

The scenario given below involves 10 shots and it is prepared in accordance with the above-mentioned attainments.

**1. SHOT**

**INT. LOCATION: SCHOOL CORRIDOR**

**CHARACTERS: Zeynep, Teoman and Merve**

**Dialogue:**

Zeynep: *Literature is not just literature!*

Teoman: *Zeynep, are you alright?*

Zeynep: *Don’t we get knowledgeable about history, psychology and sociology when we read a novel?*

Merve: *Yes, you could say that.*

Zeynep: *Then this means that literature has connections with other sciences!*

**2. SHOT**

**INT: SCHOOL CORRIDOR**

**CHARACTERS: Zeynep and Merve (close-up)**

**Dialogue:**

Teoman: *Yes but the aim of literature is not to inform. Its priority is to instill sensitivity and reading taste.*

Merve: *That’s right but since its subject is any kind of human activity, science gets involved.*

Zeynep: *But what you mean is history, geography, psychology, philosophy and sociology, right?*

Merve: *Exactly... but of course science and technology too.*

**3. SHOT**

**INT: SCHOOL CORRIDOR**

**CHARACTERS: Teoman and Merve (close-up)**

**Dialogue:**

Teoman: *I am confused now, how come literature benefits from science?*

Merve: *Alright, let me explain to you with examples. For instance, think of “Miserables” by Victor Hugo, you read it right?*

Teoman: *Yes I did.*

Merve: *For example, the antagonist in that novel comes to a deadlock when he loses all the morals he has believed in.*

Zeynep: *Right, he even decides to commit suicide.*

Merve: *Which means that when fictionalising a case, the author makes psychoanalysis.*

**4. SHOT****INT: SCHOOL CORRIDOR****CHARACTERS: Teoman and Zeynep (close-up)****Dialogue:**

Teoman: *There is the same thing in Dostoyevski's Crime and Punishment then!*

Zeynep: *Yes, the dark sides of a man are revealed through Raskolnikov in that work.*

Merve: *Actually there is more to it in that novel.*

Zeynep: *Hmmm, you're right. In general there is a deep analysis of existence and man's questioning his own existence.*

Merve: *And we call that 'philosophy', dear Teo.*

**5. SHOT****INT: SCHOOL CORRIDOR****CHARACTERS: Zeynep, Merve, teoman and Can (gets in the shot later)****Dialogue:**

Merve: *There comes Can. Come on Can tell us the first novel that comes to your mind when we say literature and sociology!*

Can: *I say "Kuyucaklı Yusuf" by Sabahattin Ali. There is information on social structure in nearly all works by Sabahattin Ali.*

Zeynep: *Oh! I just remembered "Araba Sevdası" by Rezaizade Mahmut Ekrem. We worked on it in one of recent courses. He was introducing a dandy who misunderstands Westernisation in that work.*

Teoman: *This means that literary works benefit from the science of sociology.*

Merve: *Yes Teo, you are learning. Let's go to the garden and not waste our time here.*

**6. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Ezgi and Merve, Ezgi sitting on the bench, Emre standing (holding a book), later Zeynep comes****Dialogue:**

Ezgi: *What are you reading?*

Emre: *"A floating City" by Jules Verne*

Ezgi: *I really don't like science-fiction novels.*

Emre: *You just stick to romances.*

(joins in) Zeynep: *We were just talking about literature's relation to science, what a coincidence!*

Emre: *Yes, science fiction is a type of novel in which literature meets science and technology.*

**7. SHOT****EXT. LOCATION: SCHOOL GARDEN****CHARACTERS: Ezgi and Emre (close-up)****Dialogue: I never understand why there has to be science and technology in novels.**

Emre: *Very simple, because human life constantly changes and these changes are reflected on literature.*

Ezgi: *Do you mean the developments in science and technology has affected the development of literature?*

Emre: *Yes, you can actually make suggestions about the level of science and technology of a society by looking at its literary works.*

**8. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Merve, Teoman, Zeynep, Can, Ezgi and Emre (Ezgi sitting on the bench, others standing, Teoman holding a beverage, all have schools bags)****Dialogue:**

Can: *Of course Jules Verne is a special example because his creativity was very far-sighted.*

Merve: *I have always thought his novels were more like travel novels.*

Emre: *That's not wrong. But when you say 'travel-novel', the first figure I think of is the "Seyahatname" by Evliya Çelebi.*

Can: *In that work we can see literature's connection to geography and history. By the way, it is also a very significant work in terms of history and geography.*

**9. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Merve, Teoman, Zeynep, Can, Ezgi and Emre (Ezgi sitting on the bench, others standing, Teoman holding a beverage, all have schools bags)****Dialogue:**

Zeynep: How come?

Can: The events in a novel emerge in a space, right? The traces of that space are reflected on the novel and give us information at the background.

Emre: The same thing goes for history. The author created a fictional universe using the data he gets from the science of history.

Merve: For instance, in Kemal Tahir's novel "Devlet Ana" there are fractions telling us what happened behind the events.

**10. SHOT****EXT: SCHOOL GARDEN****CHARACTERS: Emre (close-up)****Dialogue:**Emre: *But there is this thing, the fact that a literary work benefiting from different sciences doesn't give it any scientific quality.*Zeynep: *Sure, this is because the literary works also involve the interpretations of both the author and the reader.*Merve: *Yes but we wouldn't be wrong by saying "literature isn't just literature".***(THEY LAUGH)**

**Unit I Subject III: 7 of 36 attainment targets detected in Unit I meet the attainment targets of the subject: The Importance of Language in the Lives of Humans and in Society":**

Attainments	Sample Activities	Explanatory Notes
<b>1- Explains how people convey their backgrounds of any kind to later generations.</b>	Students have a discussion on the question "how social life would be formed if language did not exist". The results are written on board separately. The student groups investigate how – and through which tools- social and historical events are passed on generations. They share the results with their friends.	
<b>2- Gives examples explaining how people speaking the same language share common cultural values.</b>		
<b>3- Identifies the role of language as a transporter of culture.</b>	In groups students have a discussion about the value and the important role of language as a culture transporter. The spokesman of each group presents the results to the whole class. A poster is made with common points and is stacked to the wall.	
<b>4- Explains the role and importance of language in the formation of the cultural zone.</b>		It is identified that cultural zone is formed with language, according to language and with its advantages. It is emphasized that language forms the identity of the individual and identifies it.

<b>5- Identifies the features that language gains during individual use.</b>		The distinction between langue-parole in Saussure's argument is mentioned. It should be emphasized that language is a system and the parts of that system are used by people individually according to their wills and aims
<b>6- Explains the differences between the use of language in science, philosophy, literature and in daily life with examples.</b>	Students talk about how they talk to their close friends, families, teachers and to the head teacher. Sample dialogues are made and the differences are discussed.	It is emphasized that daily language is different and that there are terms in science, notions in philosophy and images in art.
<b>Makes comparisons among texts in which language is used differently.</b>	Students read a historical text and a literary one on the same subject. The similarities and differences are discussed. At the end of the discussion, students write down what they think.	

Table 3: Attainment targets for 9<sup>th</sup> Grade Turkish Literature Course Unit I Subject III, MEB, Head Council of Education and Morality

The scenario given below involves 10 shots and it is prepared in accordance with the above-mentioned attainments.

#### **1. SHOT**

**EXT: SULTANAHMET SQUARE**

**CHARACTERS: Ezgi, Emre, Can**

**Dialogue:**

Can: *Now I do want to be a tourist and travel.*

Ezgi: *First you must work on your language skills, how are you going to communicate with people in the countries you visit?*

Can: *I have my English.*

Ezgi: *What if people there don't speak English? In a country whose language is unknown to us we feel alienated even if there are millions of people socialising around us.*

Emre: *It's very strange isn't it? Everyone speaking different languages.*

#### **2. SHOT**

**EXT. LOCATION: SULTANAHMET SQUARE**

**CHARACTERS: Ezgi, Emre, Can**

**Dialogue:**

Can: *I think what really strange is that people need language. I wonder who invented it.*

Ezgi: *If it wasn't the case we wouldn't be any different from other living beings. What differs humans from them is their ability to think and to share their thoughts with others.*

Emre: *In other words, to communicate with other people through language.*

Can: *Yes but what I ask is where this need of communicating comes from. What if we never spoke to each other?*

**3. SHOT****EXT: SULTANAHMET SQUARE****CHARACTERS: Ezgi, Emre, Can****Dialogue:**

Ezgi: *It is impossible for people to socialise and to build up a common world with others without language. The emergence of language is directly related to the result of people living in a body. Just like tradition and customs, language is a consequence of living together. Language is the most beneficial and compulsory tool that living together requires. It is the sole key to teaching and learning and the sole supplier for generating background and for passing it on. Human beings get to know the world and life with the help of their language.*

Emre: *Since language is a tool conveying the emotion and the thought, it rescues human communities from becoming a stack or a mass and turns them into a society having a “union of thought and emotion”, in other words, a “nation”.*

Can: *Let’s go and see what our “nation” thinks on this?*

**4. SHOT****INT: CAFÉ/ PASTRY SHOP****CHARACTERS: Ezgi and Merve next to each other (close-up) Later Zeynep****Dialogue:**

Merve: *I think language not only provides communities with a union of thought and emotion but also sets the ground for science, art and culture.*

Ezgi: *Yes, the fact that people transfer their background to later generations has an important role in that too. They can pass their knowledge and background on to later generations in many ways and similarly they can communicate to other people through several tools and methods. The reason why language is chosen for these purposes is that it is the most effective tool for transmission and communication.*

Zeynep: *Traditions, customs, manners and culture of a society is formed by language. It is the language that passing these elements on to later generations. For example, proverbs, idioms, tales... these is our wealth...*

**5. SHOT****INT. LOCATION: CAFÉ/ PASTRY SHOP****CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre sitting around a table with beverages in front of them. A piece of cake in front of Teoman.****Dialogue:**

Emre: *So we could say that language is a culture bearer as this transmission happens through language. And people speaking the same language share the same values and the same culture.*

Ezgi: *Living creatures who doesn’t have a language cannot improve their reasoning. Human beings form their inner worlds with what their mother tongue offer because they use words when they love, when they hate and when they think. They think and feel with the possibilities given by words. They also appreciate the outside world with the opportunities offered by language.*

Teoman: *Yes, if it wasn’t for the language, how could I have ordered that delicious cake?*

Emre: *Language tends towards simple, easy and understandable expressions in daily use while it advances in situations requiring more complicated narrations – in works of science, philosophy and literature- in parallel with human development and accumulation of knowledge.*

**6. SHOT****INT: CAFÉ/ PASTRY SHOP****CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre sitting around a table with beverages in front of them. A piece of cake in front of Teoman.****Dialogue:**

Zeynep: *Language differs according to the cultural level of the person who speaks it but the language used in markets, at shopping or in streets is not the same as the language used in formal situations. The language we use at markets, while shopping or among acquaintances is called colloquial language. In this kind of language feelings and thoughts are expressed with shorter sentences and the narrations involve inverted sentences. Punctuation is not often complied with in short sentences. Stress and intonation are paid attention instead.*

**7. SHOT****INT: CAFÉ/ PASTRY SHOP****CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre sitting around a table with beverages in front of them. A piece of cake in front of Teoman.****Dialogue:**

Teoman: *Imagine me saying, “ What’s up head teacher?” to the head teacher!*

**(THEY LAUGH)**

Zeynep: *This means that when we use language we choose a discourse according to the situation and person we*

talk to.

Ezgi: Of course, we cannot talk to our teacher like we do to our friends...

Zeynep: The language we speak also differs from the one we write just like it differs according to the people we speak. In other words, we don't write like we speak.

#### 8. SHOT

INT: CAFÉ/ PASTRY SHOP

CHARACTERS: Can (close-up)

Dialogue:

Can: Ferdinand Saussure, the founder of linguistics, suggests that language is based a language competence that is common among people. Languages like Turkish or English are sub-systems based on this general competence. People communicate using these general systems. However, everybody expresses an event, a situation or an emotion in different ways. They form individual discourses benefitting from the general system of the language in their own ways. These discourses are used for once and they are personal. In short, the general system of language is common while discourses and utterances are individual. In other words, language is general and common while speech is personal and individual.

#### 9. SHOT

INT: CAFÉ/ PASTRY SHOP

CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre sitting around a table with beverages in front of them. A piece of cake in front of Teoman.

Dialogue:

Emre: Okay, we use daily language in our daily life... But there is also something called the scientific language.

Zeynep: It is the scientific language that is used in science like physics, chemistry, mathematics, medicine and geography. It is more plain, accurate, objective, instructive and explanatory compared to daily language. It is a language based on terms.

Emre: True but the language of philosophy also possesses features of the scientific language but notions gain more importance in philosophy.

Zeynep: In fact, literary language is different from the daily language from as well as the scientific and philosophical one. Words are usually used in metaphorical sense.

#### 10. SHOT

INT: CAFÉ/ PASTRY SHOP

CHARACTERS: Merve, Ezgi, Teoman, Can, Zeynep and Emre sitting around a table with beverages in front of them. A piece of cake in front of Teoman.

Dialogue:

Teoman: I think this much of communication is enough. Let's have some cake. You know what they say: the more sweet you eat, the sweeter you talk.

### 5. FORESIGHT AND OUTCOMES

Technological developments are gradually gaining a determinant role in education and teaching at the same level as they achieve significance in the daily lives of societies. However, technological devices do not have any interesting aspects of their own. The interesting and important thing is that they enable people to do things that they have not had the possibility to do before and that cultural changes emerge as a consequence of this. To illustrate, we can communicate with other people from any corner of the world at any time. We can get information, share our opinions with the public and benefit from numerous movie and music resources. Briefly, computerisation of the world in 80's foreshadowed the shift from an analog world to a digital one and the replacement of industrial times by the Information Age. The impacts of technology spreading into every bit of our living spaces through computer are the same social impacts identifying our perception, our ways of thinking and our relationship to other people. Just like Marshall McLuhan suggests, our world got smaller because of computers and Internet and turned in to a global village (McLuhan&Powers: 1995). The Information Age challenges humanity with its two aspects: While it confronts humanity with a pile of information, it quickens the pace of life. The consequence of this is a large amount of mobility. Drucken argues that the knowledge society is a mobile one: "People no longer stay where they were born, either in terms of geography or in terms of social

position and status. By definition, a knowledge society is a society of mobility.” (Drucker: 1994). The most important question to ask is in what ways schools are going to prepare the young and the children for this new world. Prof. Dr. Linda Darling-Hammond suggests that we do not know much about the new world: *Thus we are currently preparing students for jobs that do not yet exist, to use Technologies that have not been invented, and to solve problems that we don't even know are problems yet.*” (Darling-Hammond: 2008).

Discussing about a paradigm change in education, in other words; a drift towards digital resources from the central position of books as resources of knowledge, is the subject matter of another discussion. However, the behavior and attitude of the young and of children towards the media tools raises the question of whether the wonders of mobile phones or tablet computers can be used in class and in pedagogical situations appropriately for the objectives.

In this study, being a part of the project titled as “Content Creation For Turkish Literature Courses Within The Scope Of Mobile Learning”, the didactic aspect of mobile learning is approached as a respond to the needs caused by technological and socio-cultural changes of today. The study is aimed at putting forward an example illustrating the possible use of tablet computers as a teaching tool by sticking to the attainments indicated in the curriculum and with the instructions of the teacher. With the same aim, the construction of teaching is based on situated learning that provides students with fact and problem-based activities by benefitting from the advantages of tablet computers under the supervision of the teacher. This fundamental structure acknowledges the approach to learning at schools today. The aim is not to change the overall structure of the course but to give students the possibility to use tablet computers, which students already use in their daily lives as a communication tool, in the actual learning environment. The project is going to be completed after presenting the course subjects, which constitute the content of the scenario studies introduced in this study, to students through tablet computers; in other words, after putting the data gained through theoretical studies into practice.

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