

# **Introducing the Techniques of Using L1 Reading Literature for Making Motivation toward Learning L2 Materials to the Advanced M.A students of Ayatollah Amoli and Qaemshahr Universities**

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## **ABSTRACT**

*Literature learning was the process of gaining cultural knowledge and skills for impressive communication and interaction with individuals. Also, it was an ongoing process by which learners were engaged in learning mentally. Literature was considered as carrier of culture. It was imagined as a tool of communication. Literature was related to culture. Learners thought about passionate aspect of literary texts by reading them. Literature increased cultural knowledge of learners. Learners should have motivation for learning culture and L2 materials. Motivation meant the beliefs and values of them. It was defined as a process of encouraging learners toward activities. Learners who would be motivated towards learning L2 materials would be successful in target language. Teachers must develop motivation of learners for learning L2 materials by using L1 culture. And, several techniques were necessary for making this motivation in learners. The purpose of this study was introducing the techniques of using L1 culture reading literature for making motivation toward leaning L2 materials. In order to achieve this goal, researcher investigated research questions and found answers for them.*

**KEYWORDS:** techniques; L1 Culture Reading Literature; Motivation; Learning L2 materials

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## **INTRODUCTION**

Hall (2005) expressed that literature was considered as an effective source for language development in the last decades of the twentieth century. Literature consisted of the Latin word “*littera*” that meant letter and “*litteratura*” that meant the knowledge of reading and writing. Literature was an umbrella term which gave information on every action for example; literature for language learning and literature for communication (Moody, 1971, p. 1). Literature was presented as the source of texts for encouraging learners’ learning English. Literature learning was the process of gaining cultural knowledge and skills for impressive communication and interaction with individuals. Literature was defined as the culture of people that were using that language. It was reading of cultural forms such as newspapers, posters and etc. Based on Long’s view (2005), literature was related to the written records of the race that included history, sciences, poems and novels. It acted as an interpreter of learners’ culture, identity and language.

Literature engaged learners in lesson when they were performing interactive activities like reading poetry, short stories or drama, stating their opinions in discussions or texts by referring to their culture and experiencing the new things. Literature was comprehended as a significant manifestation of imagination, innovation and creativity. Literature increased cultural knowledge of learners. Hadaway, Vardell and Young (2002) announced that literature had three advantages. The first advantage of literature was the contextualization of language. Through literature, learners became familiar with the application of language. The second advantage of literature was related to social factors which existed in different genres of literature. It was the meaningful and natural application of language. This referred to the third advantage of literature. L1 literature was supposed as a useful source for growing inner speech. It created a source for internalizing verbal practices. Studying literature was able to promote reading skills (Brumfit, 1986, p. 277).

Thoughtful learning was encouraged by L1 literature. L1 literature developed group-building and collaboration between learners. Literature helped learners to deal with cultural, social and racial problems or other problems that learners encountered in the real world. Literature was noticed as an affective source of learners’ motivation. Literature developed self-belief, self-reliance, independence, autonomy, self-confidence, self-expression, self-esteem, and self-access learning in learners. Literature had been effective tool for learners’ cognitive growth and personality growth. Literature increased learners’ understanding of their cultural identity. Learners could achieve

grammar implicitly through reading literature. Literature could be considered as grammar that was put into practice. Literature constructed language acquisition use-focused that made learners to focus on the form of language. As Cruz's belief (2010), literature provided authority in language learning. Hedge (1985) stated that using literature made the strategies transfer from the mother tongue to the second language.

Learners should have motivation for learning literature and L2 materials. The roots of motivation word referred to the Latin word of "movere" that meant "to move". Meanwhile, this word derived from the Latin root that meant stimulate. Motivation was defined as a process of encouraging learners toward activities. It referred to the interests, beliefs and values of learners. Motivation was a process that directs behaviour as a result of needs. Based on Harmer's idea (2001), motivation was comprehended as a kind of internal stimulus that prepared learners in order to reaching things. Motivation was supposed as an internal state by which learners were encouraged for fulfilling actions. There were two kinds of motivation: Intrinsic and extrinsic. Motivation was imagined as an essential factor in acquiring reading skill. Motivation promoted the independence of learners.

Motivation developed concepts such as teacher-learner interaction and learner-learner interaction, peer practices, culture, attitudes and the environment of learning. Teachers must develop motivation of learners for learning L2 materials by using L1 culture. And, several techniques were necessary for making this motivation in learners. The purpose of this study was introducing the techniques of using L1 culture for making motivation in leaning L2 materials.

### **RESEARCH QUESTIONS**

1. Did the techniques of using L1 culture reading literature increase motivation of the advanced M.A students toward learning L2 materials?
2. Was there any relationship between the techniques of using L1 culture reading literature and the advanced M.A students' motivation?

### **METHODOLOGY**

#### **PARTICIPANTS**

The goal of this study was introducing the techniques of using L1 culture reading literature for making motivation toward learning L2 materials in the advanced M.A students of Qaemshahr and Ayatollah Amoli universities. Participants consisted of 150 M.A students of Qaemshahr and Ayatollah Amoli universities. But, only 120 of them had necessary skill after the taken language proficiency test i.e. TOFEL. They aged 25 to 29 (25-27: 77 and 27-29: 43). They were randomly divided into two groups: control group (60 persons) and experimental group (60 persons). The first group included 37 male and 23 female. And, the second group consisted of 42 male and 18 female.

#### **INSTRUMENTATIONS**

A language proficiency test i.e. TOFEL was used for homogenizing participants. Next, a motivation questionnaire was given to them. Then, a pretest was conducted to participants. After that, the experimental group received cultural treatment. And, two groups took a posttest.

#### **DATA COLLECTION PROCEDURE**

For homogenizing participants, a language proficiency test i.e. TOFEL was conducted. Then, a motivation questionnaire was given to participants. Next, a pretest was conducted to them. After that, the experimental group received cultural treatment. It included adopted cultural materials and techniques. And, two groups took a posttest. In this study, descriptive statistics and inferential statistics were used for gaining a better understanding of the data and generalizing findings. For analyzing data, SPSS (statistical package for social science) and quantitative approach were used. Frequency (F), percentages (P) and mean (M) were calculated for two groups. Then, two independent sample t-tests (pretest and posttest) were used for answering the first research question. And, the Pearson correlation test was applied for determining whether any relationship existed between the techniques of using L1 culture reading literature and the advanced M.A students' motivation. It referred to the second research question.

### **RESULTS AND DISCUSSIONS**

The results of the statistical analysis conducted on the dependent variable (the techniques of L1 culture reading literature) and the independent variable (motivation toward learning L2 materials). The descriptive statistics were

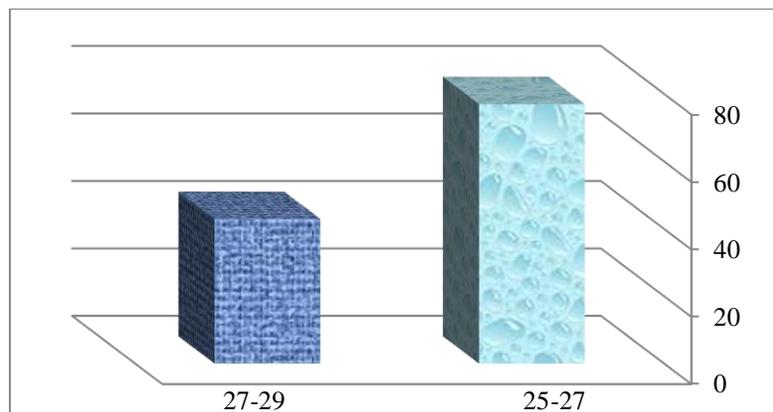
presented in this chapter. Then, the inferential statistics were used for the first question. And, a Pearson correlation test was applied for the second question.

### DESCRIPTIVE STATISTICS

Age frequency of participants was presented in below table and figure 1.

**Table 1.** Age Distribution of Respondents

AGES	FREQUENCY	FREQUENCY PERCENTAGE
25-27	77	<b>%64.1</b>
27-29	43	<b>%35.9</b>
TOTAL	120	<b>%100</b>



*Figure 1.* Frequency of Respondents' age

Table and Figure 1 are showing that 64.1% of respondents are in range of 25-27 and 35.9% of them are in range of 27-29 years old.

### DESCRIPTIVE STATISTICS

Gender frequency of participants was displayed in below table and figure 2.

**Table 2.** Gender Frequency of Respondents

GENDER		FREQUENCY	FREQUENCY PERCENTAGE
FIRST GROUP	MALE	37	<b>%61.6</b>
	FEMALE	23	<b>%38.4</b>
SECOND GROUP	MALE	42	<b>%70</b>
	FEMALE	18	<b>%30</b>
	TOTAL	120	<b>%100</b>

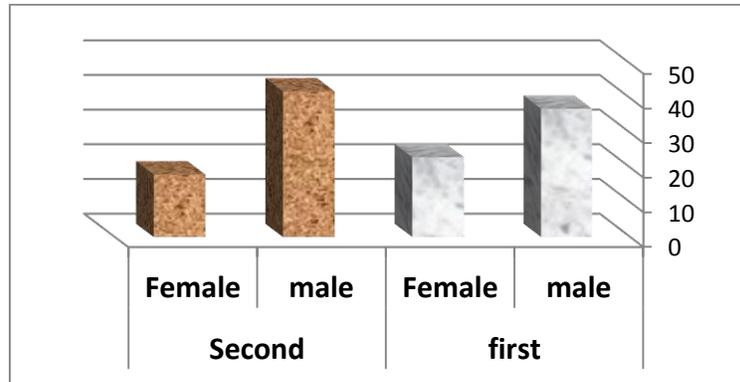


Figure 2. Display of Respondents' Gender Distribution

The first group included 37 male and 23 female. And, the second group consisted of 42 male and 18 female. In other words, table and figure 4-2 were showing that in first group 61.6 % of males and 38.4% of females and in second group 70% of males and 30% of females were presented.

### DESCRIPTIVE STATISTICS OF TWO GROUPS

Table 3. Descriptive Statistics of Two Groups

		Kurtosis	Skewness	Variance	Mean
Pretest	FIRST GROUP	-1.045	0.203	1.453	<b>2.765</b>
	SECOND GROUP	-0.936	0.090	1.096	<b>2.7976</b>

Table 3 was showing that the amount of Kurtosis (-1.045, -0.936) and Skewness (0.203, 0.090) in the pretest of two groups was between 3 and -3. Therefore, this community was considered normal and the parametric test such as T-test is used. The mean (M) of the first group was 2.765. And, the second group's mean (M) was 2.7976.

### THE INVESTIGATION OF THE FIRST RESEARCH HYPOTHESIS

Q1: Did the techniques of using L1 culture reading literature increase motivation of the advanced M.A students toward learning L2 materials?

H1: the techniques of using L1 culture reading literature increased motivation of the advanced M.A students toward learning L2 materials.

### INDEPENDENT SAMPLE T-TEST (PRETEST)

In following test (pretest), the researcher was going to investigate the difference or lack of it between the amounts of motivation for learning of two groups. There were two hypotheses:

H0: there was no important difference between the means of two groups, provided sig <0.05

H1: there was an important difference between the means of two groups, provided sig ≥0.05

Table 4. Binominal T-Test for the Means of Two Groups

Binominal T-Test for The Means of Two Groups			
Sig	t	Lower	Upper
0.008	1.287	0.66016	<b>2.91016</b>

Regarding the amount of Sig (0.008), there was no reason for rejecting H0 and it was true. Therefore, there were no meaningful differences among the means of two samples and this matter showed that the amount of motivation for learning L2 materials before training of two groups was equal.

### DESCRIPTIVE STATISTICS OF TWO GROUPS

**Table 5.** *Descriptive Statistics of Two Groups*

		<b>Kurtosis</b>	<b>Skewness</b>	<b>Variance</b>	<b>Mean</b>
Posttest	FIRST GROUP	-0.853	0.363	1.562	<b>2.741</b>
	SECOND GROUP	-0.184	-0.154	0.799	<b>3.546</b>

In table 5, the amount of Kurtosis (-0.853, -0.184) and Skewness (0.363, -0.154) in posttest were between 3 and -3. Therefore, this community was considered as normal. The Parametric test such as T-test was used.

#### INDEPENDENT SAMPLE T-TEST (POSTTEST)

In following test, researcher was going to investigate the difference or lack of difference in motivation for learning L2 materials between two groups. There were two hypotheses:

H0: there was an important difference between the means of two groups, provided  $\text{sig} < 0.05$

H1: there was no important difference between the means of two groups, provided  $\text{sig} \geq 0.05$

**Table 6.** *Binominal T-Test for the Means of Two Groups*

<b>Binominal T-Test for The Means of Two Groups</b>			
sig	t	Lower	Upper
0.003	-3.262	-3.45558	<b>-0.79442</b>

Regarding the amount of Sig (0.003), there was no reason for rejecting H0 and it is true. Therefore, there were meaningful differences among the means of two samples and this matter showed that the amount of motivation for learning L2 materials after training of two groups was different.

### THE INVESTIGATION OF TWO GROUPS' MEANS IN PRETEST AND POSTTEST

**Table 7.** *The Investigation of Motivation Amount for Learning L2 Materials*

		<b>Mean</b>
FIRST GROUP	pretest	<b>2.765</b>
	posttest	<b>2.7976</b>
SECOND GROUP	pretest	<b>2.741</b>
	posttest	<b>3.546</b>

There were no important differences for motivation of learning for the first group. But, for the second group under training, there was an important difference for mean.

In fact, for the second group (experimental group), the growing of motivation mean by training was 2.741(pretest) to 3.546 (posttest). Therefore, L1 culture reading literature could have effect on increasing motivation for L2 materials. So, this reality would result in approving H1.

#### DISCUSSION OF THE FIRST RESEARCH QUESTION

For determining the techniques of using L1 culture reading literature increased motivation of the advanced M.A students, an Independent sample t-test was used. The results of the Independent sample t-test revealed that there was an important difference between two groups' means. And, the amount of motivation for learning L2 materials after training of two groups was different. The investigation of two groups' means showed that the techniques of using L1 culture reading literature increased motivation of the advanced M.A students toward learning L2 materials.

### THE INVESTIGATION OF THE SECOND RESEARCH HYPOTHESIS

Q2: was there any relationship between the techniques of using L1 culture reading literature and the advanced M.A students' motivation?

H2: there was a positive relationship between the techniques of using L1 culture reading literature and the advanced M.A students' motivation.

For investigating this research hypothesis, Spearman Correlation Test was used.

**Table 8.** *The Results of Spearman Correlation Test for H2*

Variables	Techniques of Using L1 Culture	
	amounts	index
Advanced M.A Students' Motivation	0/628**	relationship
	0/001	(sig)
	60	(n)

The results of table 8 was showing that a meaningful level for the test of relationship between techniques of using L1 culture reading literature and the advanced M.A students' motivation was calculated as Sig<0.05 (Sig 0/001). Therefore, H0 was rejected and the second research hypothesis was approved. Also, regarding the amount of Pearson Test (0.628), this relationship was positive and direct.

### DISCUSSION OF THE SECOND RESEARCH QUESTION

The Spearman Correlation Test was used for examining the relationship between the techniques of using L1 culture reading literature and the advanced M.A students' motivation. The results of this test showed that the amount of Pearson Test was positive. Also, it approved that there was a positive and direct relationship between the techniques of using L1 culture reading literature and the advanced M.A students' motivation.

### CONCLUSION

S0, we conclude that culture learning is the process of gaining cultural knowledge and skills for impressive communication and interaction with individuals. Also, it is an ongoing process by which learners are engaged in learning mentally. Literature is considered as carrier of culture. Literature is related to culture. Learners think about passionate aspect of literary texts by reading them. Learners should have motivation for learning culture and L2 materials. Motivation refers to the interests, beliefs and values of learners. It can be influential in learning L2 materials. Culture will be a motivating aspect in language learning. Learners who will be motivated towards learning L2 materials will be successful in target language. Teachers must develop motivation of learners for learning L2 materials by using L1 culture reading literature.

Conflict of interest

The authors declare no conflict of interest.

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