Dahrendorf Model in Language and Literature Teaching: Text Sample "Leş'' (Carrion)

Melda ORYAŞIN *, Selahattin DİLİDÜZGÜN**

Abstract

The most general aim is to educate individuals who have advanced comprehension and expression skills, and there are many studies on how language and literature teaching has various problems in achieving this goal. One of these problems is the analysis of the literary texts, which are the main tools of the process, and the organization of teaching and learning activities in accordance with these analyzes. The aim of this study is to introduce the Dahrendorf model in order to present a different approach and suggestion and to prepare activities by exemplifying the related model. This paper is a descriptive review study. In this context, a theoretical framework for the model has been established. This theoretical framework is exemplified by the story "Leş" (Carrion) by Ferit Edgü in the context of the "short story of the post-1960 period" in the second unit of the 12th-grade Turkish language and literature course curriculum. Prepared activities are structured in such a way as to leave the student with responsibility for sensation and thinking by taking into consideration mother tongue teaching principles, text type characteristics and age level characteristics. It is thought that this study will be helpful for teachers and different studies.

Keywords: Dahrendorf model, language and literature teaching, short story.

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Edebiyat Öğretiminde Dahrendorf Modeli: "Leş" Metni Örneği

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Öz

En genel amacı, anlama ve anlatma becerileri gelişmiş bireyler yetiştirmek olan dil ve edebiyat öğretiminin bu amaca ulaşmada çeşitli sorunlar yaşadığına ilişkin pek çok çalışma bulunmaktadır. Bu sorunlardan biri, sürecin temel gereci olan edebiyat metinlerinin çözümlenmesi ve bu çözümlemelere uygun öğrenme-öğretme etkinliklerinin düzenlenmesi ile ilgilidir. Buradan yola çıkarak çalışmada, farklı bir yaklaşım ve öneri sunmak adına Dahrendorf modelinin tanıtılması ve ilgili modelin örneklendirilerek etkinlikler hazırlanması amaçlanmıştır. Çalışma, tarama modelinde hazırlanmış olup betimseldir. Bu bağlamda modele ilişkin kuramsal bir çerçeve oluşturulmuş; bu kuramsal çerçeve, Türk Dili ve Edebiyatı dersi öğretim programı 12. sınıfların ikinci ünitesinde yer alan "1960 sonrası dönemi ve küçürek öykü" konusu bağlamında Ferit Edgü'nün "Leş" adlı öyküsü üzerinden örneklendirilmiştir. Hazırlanan etkinlikler, anadili öğretimi ilkeleri, metin türü özellikleri ve yaş düzeyi özellikleri gözetilerek duyma ve düşünme sorumluluğunu öğrenciye bırakacak şekilde yapılandırılmıştır. Öneri niteliğinde olan bu çalışmanın öğretmenlere ve farklı çalışmalara örnek sunmak açısından yardımcı olacağı düşünülmektedir.

Anahtar kelimeler: Dahrendorf modeli, dil ve edebiyat öğretimi, kısa öykü.

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1. Introduction

The most general purpose of language and literature teaching is to educate individuals who have a better understanding and expression skills. In addition to this, it is also aimed to train individuals who have the responsibility of thinking and sensation and who live and obtain human-specific experiences. When the Secondary Education Turkish Language and Literature Course (9, 10, 11 and 12 Classes) Curriculum (MEB, 2018, p. 12) is examined, the aims can be seen as privatized in the form of; students' developing the specific awareness of the concept of literature, their identifying literary texts of Turkish subtleties and changes in the development of the recognition of the Turkish literature related with the national spiritual, moral, cultural and universal values of understanding and gaining reading habit.

In addition, it is determined that the development of field specific skills such as critical and creative thinking, media and information literacy, visual literacy, communication and collaboration are prioritized.

When the literature on the subject is reviewed, it has been mentioned in many studies that language and literature teaching has some problems in achieving the determined purposes (Çelik, 2011; Demir, 2016; Dilidüzgün, 2008; Erdem & Topbaş, 2017; Gökalp-Alpaslan, 2000; Kavcar, 1999; Onan, 2013; Özdemir, 1983a; Sever, 2006; Sever, Kaya and Aslan, 2011; Yağmur, 2011). These problems are focused on the inability to realize the goals set for the teaching of language and literature, the failure to develop the curriculum, the perception of the lessons only within the framework of knowledge transfer and the realization of a memorized approach. Continuation of these problems in teaching activities are the failure of students' readiness not to be taken into account, the lack of enrichment of teaching environments with different stimuli, the lack of adequate teaching of contemporary teaching approaches, and the lack of design in textbooks. Textbooks; it is also insufficient in terms of the variety of text types and not giving place to contemporary artists. In addition, problems such as the lack of a holistic understanding of basic language skills, lack of measurement and evaluation, the discrepancy between the teaching stages, the difference and lack of education in the teacher training institutions, the confusion of foreign language teaching and the teaching of foreign language can be seen among the deficiencies in the field education. As a result of all these problems PISA, PIRLS, Turkey Cito Pupil Monitoring System (OIS) which are also seen as a large-scale test in the desired results can not be obtained.

In language and literature teaching "with all of the students of the language through texts of various types of facilities, their wealth tends to bring with delicacy and beauty, so as to love both the development of his language both safely ensures the use case" (Aslan, 2017, p. 1), as well as teaching to anlyzing works of fiction in aesthetic harmony and to ensure the pleasure of these kinds of works (Dilidüzgün, 2018, p. 17), it is important to learn the type of school from the preschool period.

Nowadays, the diversification of literary texts and the increase of modern and postmodern texts in which expression is becoming increasingly abstract, inevitably increases the importance of the method problem in reading and comprehension studies. It is very important to analyze literary texts in their originality, uniqueness and integrity, and it is not correct to see the semantic structure of such fictional texts in a single sense according to modern literature. In the process of reading these literary texts, student recruitment is very important and it should be ensured that the reception is carried out correctly. Text parsing of what and how indicate that it must be found together with the students; firstly, the internal postings of the text should be used. In order for the process to proceed in this way, the basic responsibility falls to the teacher. It should be kept in mind that teachers who can follow the current developments, using various approaches and organizing multi-stimulated educational environments, can use their content in accordance with the development level of the students and they have an active role in reaching the aim of teaching. In this context, the target audience of the study is teachers and it is aimed to introduce Dahrendorf model in order to present a different approach and suggestions.

1.1. Dahrendorf Model

The model proposed by Dahrendorf (1996) is based on four elements. These; the interest of reading, can be summarized as the expectation of the text from the reader, the ability of the reader to relate to the existing or existential issues and to give new experiences. Texts or works chosen for reading interest, as well as the literary nature of children/young readers will attract the attention, tension and curiosity to keep the feelings at a high level, humorous and adventurous elements are expected to bring the reader closer to the text. In other words, teachers should be able to forecast why the text they choose can be interesting for their students and which can create reading motives. The fact that the text pushes the reader at a certain level means that the text has certain expectations from the reader. In this context, in which stages the text, format, content will cause difficulties for the child/young reader, it is important to determine which comprehension thresholds may be encountered by the target audience students in the process of interpretation. Therefore, it should be taken into consideration by the teacher how the text will be addressed and how it can make difficulties in the teaching phase. The point to be emphasized is that the text does not exceed the reading level; because such texts make it difficult for the reader to communicate with the text in a healthy way. Another point to be considered is that, the text discussed should relate to the issues that exist or possible to exist in the life of the child/young person. There should be overlaps between the life of the child and at the same time proper environment should be created for the probable overlaps. The last element, of gaining new experiences and learning, doesn't mean to learn anything directly from the literary texts; on the contrary, it satisfies the purpose of sensing and feeling such texts by indirect means. Through these literary texts created and analyzed by taking all these components into consideration, child/young readers will gain new experiences towards human and life, new perspectives and the ability to handle events and situations in a multi-faceted way.

The Dahrendorf model with these four elements covers some basic principles and should not be considered as a one-on-one method; however, its being a suggestion which may help, should not be ignored. It should be kept in mind that every teacher can manage his/her courses with different applications in line with his/her students' goals (Dilidüzgün, 2013, pp. 53-54).

2. Method

2.1. Model of the Research

This is review study and it is descriptive. Descriptive studies describe the characteristics of individuals, groups or physical environments in a complete and careful manner (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2012, p. 22). In this context, Dahrendorf model has been defined, exemplified and activities have been prepared for language and literature teaching courses.

2.2. Data Collection Tools and Process

Data were obtained from native and foreign literature, knowledge, Secondary Turkish Language and Literature Course (9, 10, 11 and 12 Classes) Curriculum (MEB, 2018), text analysis studies, educational status/lesson plan samples prepared for use in language and literature teaching. In line with the data, a theoretical framework for the model has been established, this theoretical framework is exemplified and activities that leave the responsibility of sensation and thinking to students by taking the principles of mother tongue teaching and related age level into consideration have been tried to be prepared. The story of Ferit Edgü (2011) "Leş" (Carrion) was selected as an example for the "post-1960 period and the short story" subject in the 2nd unit of the 12th grade Turkish Language and Literature curriculum. Short story, short short story, also called as minimalist story, is free in the choice of subject and is limited in terms of length, time, place, event and is based on quotations, indirect expressions, symbolism (Bates, 2001, pp. 179-180). The plot in the short stories consists of an introduction, a chain of climbing events, climax and a solution; however, not all short stories have to be complied this setup. The authors of this type; use special techniques such as excitement, clue, return, unexpected end (İnan, 2013, pp. 17-18). According to Edgar Allan Poe, the short story is a distinctive and single effect in the reader,

and each event is the result of the story and leads to a conclusion. The conclusion part of the story holds the control of the introduction and development sections of the story (Cited in Friedman, 1989, pp. 24-25). In other words, the climax in the plot moves to the result section of the story. The activities prepared in the context of these short story type features are designed to understand the text and enable the students to transfer their thoughts and feelings to their own lives. During the study process, it was checked that the findings were compatible with the theoretical framework, the activities were prepared by both researchers and the partners were provided with a detailed description in order to establish a sample for different studies.

3. Results

In this section activities were organized for language and literature teaching classes in the direction of Dahrendorf's model for the story of Ferit Edgü, selected for use at secondary level, named Carrion.

### 3.1. Configuring the Text in accordance with the Dahrendorf Model

3.1.1. Text Information

Before you begin an in-depth analysis of the text of "What is the carrion? Or to whom does the carrion within the story belong to?", this type of questions can be shaped in the mind of the reader. Considering the dictionary meaning of the word, carrion, which is the title of the text and which is frequently dwell on the reading period, it is seen that the stinky animal size which is very bad (TDK, 2005, p. 1305). When the text is evaluated according to its surface structure, it can be said that the word carrion is used in the dictionary meaning; however, it draws attention when this word is used as an image use of this word as an image when the in-text indicators are carefully examined.

Considering the text in general, a pessimism, distress and anxiety is encountered. The author exhibits this a lot with the words and images he uses: the boat being dark and cumbersome, dizziness, nausea, waves, discharge, carrion, night. In this environment, it is seen that the character is swinging in a black painted boat when starting the text analysis process. Any former information cannot be found. There are unknown parts such as; why the character is in that boat or who took him/her there, even for the character. World of the character or a dream in reality is a question to be considered. Another reason for supporting this idea is that the character gets tired of his struggle in the sea, he falls asleep and then he wakes up.

When all these images are interpreted, the struggle given on a black painted boat in the middle of the sea can be thought of as a struggle or journey with the character itself. This journey is the search for a person who has not found his place in universe. The person is in a dead end; because he is swinging and he fells the side effects of this swing, dizziness and stomach irritability. It seems that the process of self-search pushed the person to use his last power in his struggle; such that the flow also drags the opposite direction. The reasons that may lead the person to this difficult process are left in space. The reader can fill these gaps in accordance with the background information or experience (difficulties, everyday fears, individual and social tasks, past, future etc.).

The character tries to complete this journey without being lost in the night; because he wants to exist. This inference can be explained from Maslow's hierarchy of needs in Figure 1, based on in-text indicators:
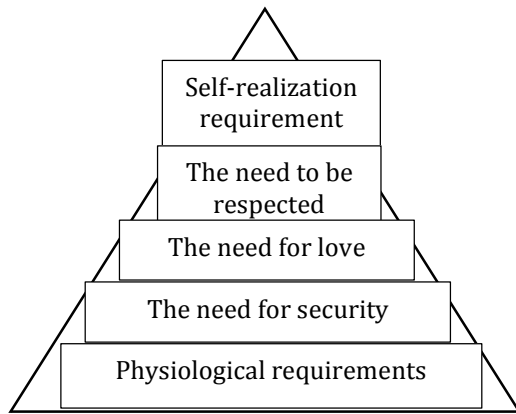
2. phase > *"I was trying to go north. My land, my house was in somewhere there."*

1. phase > *Bread and water*

Figure1. Maslow's Hierarchy of Needs

(Yazgan-İnanç, Bilgin & Kılıç-Atıcı, 2015, p. 48).

When we look at Maslow's hierarchy of needs, it is important to note that there are physiological requirements to keep the individual alive, such as breathing, eating and drinking. The character in the text also appears to be in the first stage of his journey. So there are bread and water, which are the basic nutrients on the boat; however, the words that the character says, "I was trying to go north. My land, my home was somewhere there.", he must be safe so that she can manage one by one and sequentially on her way to self-fulfillment; because, according to this theory, the individual cannot move to another stage without fully fulfilling the requirement of one stage. In other words, the individual whose security is under threat does not experience the feeling of belonging; therefore, he cannot achieve the satisfaction of self-realization. In this context, it can be said that the character in the text tries to pass to the second stage; however, the character's quest for himself is full of obstacles such as: the rising of the sea together with the rising wind, the waves throwing the boat from there, a carrion coming out and causing discomfort, and the breaking of one of the paddles. As a result of these obstacles, the character abandons the land and house in the north, which symbolizes the ideal. With the need to be safe, the desire to reach any land is prominent.

The individual is being isolated in his daily life, due to the ideals and the goal the constant truths he has set up for himself and when he encounters the slightest obstacle he is shaken and leaves the shovels: Where can I go with one shovel? At this point, it is seen that the character cannot meet the social needs of belonging to the third stage, such as belonging, communication, and this state of isolation leads him to question: Who was I? Where were we going with all the abomination of this scourge, obvious even in the darkness of the night?

What is this carrion? As mentioned before, carrion is the name given to the rotten animal which is dead. Carrions are not destroyed by nature but by predacious animals as they poison the environment. They cause a lot of discomfort with their stench. The carrion in the text is an animal, animal but, which animal? Although it is defined in this form, it is meant that the the carrion is not an animal. The author's use of an imaginary approach may be due to his desire to establish a relationship between reality and fiction; because in a fiction has been created in a fictional carrion. In the following chapters it is emphasized that the carrion is not a real carrion: It is a carrion that I supposed.

Some features are also mentioned in the text on carrion: pouring pus, which has swollen abdomen, lost all its properties, who stick to the boat and won't leave, smelling, sickening. So what is the non-animal with such a negative characteristic? The carrion is the individual who is seeking for its place in the universe, became isolated, lost its qualifications. Although the character in the text pretends as if he doesn't know where the carrion comes from, he is aware of some situations: It was like something I had lost many years ago, and then suddenly I had found a small part of myself.

While the analysis of the text is going on, questions like; "Is selfness something that is lost, then suddenly found? If found, why has it reappeared?" may occur in the minds of the readers. According to the reception process, the self has not yet been found; it goes along in the form of tides and the search for one's quest. This situation can be understood from the person's suffixes and names. The sentences begin with a first-person narrative: I've been swinging, pushing, chewing... Sometimes it turns into the first plural-like narrative: we were jerking, drifting, us. Throughout the text, the first singular, segmental, first-person narrative is mostly narrated.

The references of the text direct the reader to think as the undesirable person for carrion. In this context, the character does not want to be unqualified, uncomfortable, forced to hold on to someone, stinking and someone who is dead. That's why he's afraid of what he will turn into. As the nature does not bring the end of the carrions neither nature nor another creature bring the end of the character, it reaches to the beach in a way. As soon as he quits searching for himself, he is ending the war and destroyed under his own predator. When we look at the end of the text, it is seen that the ego so called carrion is mentioned by saying "it". "It" pronoun or adjective is used instead of distant people and objects. This situation can be considered as an indication of how easily it can turn into "carrion", which is thought to be irreversible. So much so that the character in the text is aware of this: I soon realized that he would not leave me.

When all the references are evaluated, the message of the text appears to be the self-refraction and poisoning of the person when they end up trying to become an individual despite all their awareness. In this context, the topics that can be processed from the text are: "the reckoning of the individual with himself, the struggle for existence in life, the question of the place of the individual in the universe, the difficulties that the daily life brings to the self-seeking, the sense of perfectionism, the fear of exclusion, the self-isolation of the individual, the feeling of being worthless in such situations, the loss of the individual to himself in case of giving up the struggle again, and existential dilemma." The structuring of the text according to the four basic elements of the Dahrendorf model is as follows:

3.1.1.1. Reading Interest

• The existence of curiosity,

• Having a fictional text, trying to solve between the lines,

• Tensioned fiction structure,

• The dream-reality dilemma,

• Character selection from daily life.

3.1.1.2. Expectations

• It can cause the reader to have difficulty understanding the text and to be bored.

• Readers who are unable to use their high-level cognitive skills may not reach to the message as they stuck in the surface structure of the text.

• Considering the age characteristics of the age group, it may present a hopeless framework for the reader who questions his/her place in life.

• Pessimism in the text may cause the reader to escape from the text.

3.1.1.3. Overarching

• It can be ensured for the reader to develop empathy with the people around him who faced or has been facing identity problems.

• It is questionable if the important element in the individual's struggle with life and himself is the individual himself.

• An individual may feel harmed as soon as he/she leaves the fight against life.

3.1.1.4. Experience and Learning

• He/she understands that he/she has important duties in order to be successful in the struggle in which the individual lives.

• The reader comprehends that the universe as an individual is an integral part of the whole.

• The individual distinguishes the biggest loss from what he/she sees.

• The individual comprehends that his/her struggle with life is usual and renunciation is an indication of fondness.

In the light of these data, the activities prepared for the 12th grade Turkish Language and Literature course will be exemplified as the preparatory work covering the stage before the reading of the text and the process of reading the text and the analysis of the text which includes the following, creative writing and evaluation study.

3.2. "Leş" (Carrion) Text Activities

3.2.1. Preparatory Works

Achievements[*]

Reading

Narrative Literary Texts

A.2. 1. Identifies the meanings of words and word groups in the text.

Verbal Communication:

1. Speech

C.1. 2. Determines the subject, purpose, target audience and type of speech.

C.1. 13. Enriches the content of his/her speech.

C.1. 14. He/she uses expressions in his/her speech that emphasize important points and make it easier to follow the conversation.

2. Listening

C.2. 1. Uses proper listening techniques.

C.2. 2. Identifies the subject and the main idea of the speech.

C.2. 6. Compares what they listen to with their prior knowledge.

> **Grammar Subject:** Studies are carried out related to the meaning of the word on texts.
>
> • Think about your life so far and discuss with your friends if you are free in your choices (school, department, friends, hobby, etc.).
>
> • Are you satisfied with these choices? Why is that?
>
> • What would you do if you had the right to go back and make a choice again? What did you change or not change?
>
> • What does the concept of "carrion" evoke? Write in the blanks.

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[*] The achievements selected for the activities were taken from the Secondary Education Turkish Language and Literature Course (9, 10, 11 and 12 Classes) Curriculum (2018). The grammar subject was selected from the explanations in the related unit in the program (see p. 31).
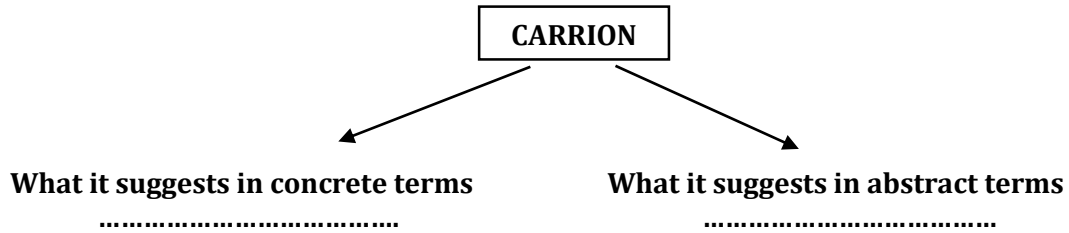
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┌─────────────┐
│   CARRION   │
└─────────────┘
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What it suggests in concrete terms
…………………………………….…

What it suggests in abstract terms
………………………………………

Figure 2. Activity 1

3.2.2. Text Analysis Works

Achievements

Reading

Narrative Literary Texts

A.2. 3. Determine the theme and subject of the text.

A.2. 4. Identify conflicts in the text.

A.2. 5. Specifies the plot of the text.

A.2. 6. Identify the characteristics of the personnel in the text.

A.2. 8. Determines the function of the narrator and perspective in the text.

A.2. 10. Identify the stylistic features of the text.

A.2. 13. Interprets the text.

Verbal Communication:

1. Speech

C.1. 2. Determines the subject, purpose, target audience and type of speech.

C.1. 13. Enriches the content of his/her speech.

C.1. 14. He/she uses expressions in his/her speech that emphasize important points and make it easier to follow the conversation.

• What is the prevailing mental state in the text? Type and find words and phrases that support this situation.

• What are the characteristics of the character in the text? Please explain.

• Who is the text narrated by?

• Are there places where the narrator changes? Write by giving an example.

• What could be the reason for the narrator's change? What are the situations in which there are such changes in the text?

• What does the character do to get rid of the boat and the carrion? What are the challenges facing him/her?

• At what stage should the basic requirements be met to achieve the characteristics of the individual symbolized by the star?
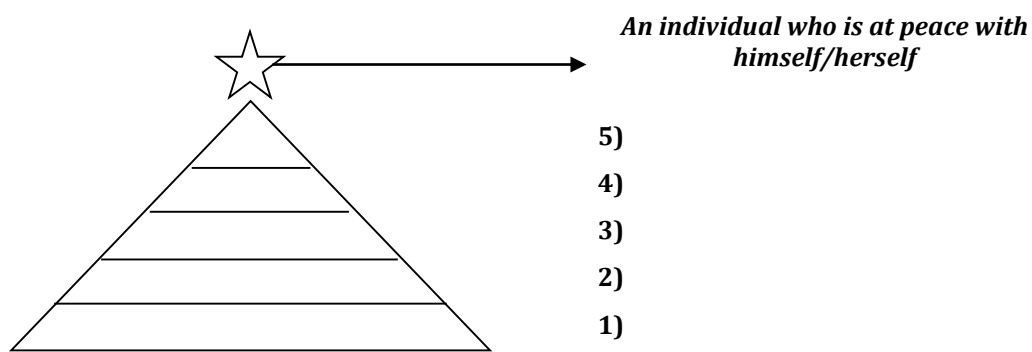
An individual who is at peace with himself/herself

5)
4)
3)
2)
1)

Figure 3. Activity 2

• What has been the response of these stages considering the text? In which stage is the character involved?

• In your opinion, is it a physical object or an image? Why is that? Please explain.

• Do you have problems that do not leave you as well as the like the problem the character faces? If yes, please exemplify.

• What kind of a road do you follow while facing these problems? What are your similar and different aspects to the character?

• Which of the following are messages that can be deduced from the text? Please mark.

➢ The most important task of the person himself/herself with the facing himself/herself.
➢ Some problems that cause unhappiness never leave us on the ground.
➢ We may find it easier to overcome the problem with the support we received from our family and friends.
➢ It is common for the individual to fight with himself/herself and with life.
➢ Every renunciation is a goal in our own goalpost.

3.2.3. Creative Writing Work

Achievements

Writing

B.2. Determines subject, theme, main idea, purpose and target audience according to the type of text to be written.

B.4. Plans the text.

B.5. Writes text-specific structure properties.

B.6. Writes the text type specific language and narrative features.

• The character in the text swings in a soggy boat that is painted black. We don't know why he's there and who puts him in that boat. Next to it there is bread and a bottle of water. Where did you think this person was before he found himself on the boat? Create a short story about the question.

3.2.4. Evaluation Study

Achievements

Verbal Communication:

1. Speech

C.1. 2. Determines the subject, purpose, target audience and type of speech.

C.1. 3. Makes observations, examinations or research on the subject.

C.1. 14. He/she uses expressions in his/her speech that emphasize important points and make it easier to follow the conversation.

2. Listening

C.2. 1. Use proper listening techniques.

C.2. 3. Follow the subject flow in the conversation.

C.2. 4. Identifies the explicit and implicit messages in the conversation.

C.2. 6. Compares what they listen to with their prior knowledge.

• Watch the short animated movie "El empleo/The Employment" (2008) and discuss its relationship with the text you read.

Link: https://www.youtube.com/watch?v=cxUuU1jwMgM]

Short movie info: Director-Santiago Bou Grasso

Author-Patricio Plaza

Country-Argentina

Animation-Santiago Grasso/Patricio Plaza

Factory-Opusbou

4. Discussion and Conclusion

Language and literature courses are carried out in order to develop students' comprehension and expression skills, to examine and evaluate a literary text by genre, and to give students the responsibility to think and sensation and to gain experience towards human and life. The main instrument of language and literature courses are literary texts. The analysis of literary texts in their originality and integrity is very important and there are many approaches to analyzing the fictional meaning structure in these texts; because the literary texts require multiple readings with their multiple meanings. When the theories, models and approaches towards analyzing the literary texts in the literature are examined, it is seen that there are various theories and models such as structuralism, literacy development, social learning, cognitive processing and author, text and reader-oriented approaches; however, in explaining the complexity of the reading process, multiple theories, models or approaches should be considered together (Tracey & Morrow, 2017).

Kavcar (1999, p. 43), he says that a literary text should be dealt with in terms of mother tongue, subject, events, nodes, persons, description, analysis, language and style. According to the approach that emphasizes the formal features of these content features, a literary text is primarily considered in terms of form. Accordingly, it is very important to explain how it is explained; however, the connection of self and form must be dealt with together (Başkan, 1988, pp. 384-385). Literary texts form a unity with all their components and the literate reader can understand and evaluate the text to the extent that it can harmonize these components in the text (Aslan, 2010, p. 148; Dilidüzgün, 2018, p. 136). Adalı (2010, pp. 10-12) states that reading and comprehension studies should be carried out primarily in the word plane and then meaning can be realized in the configuration phase. While the works carried out in the word plane are surface structure studies, the deep structure is analyzed and the evaluations are made. With a similar understanding, Günay (2013, p. 69) stated that there are stages of description, analysis and interpretation in the text analysis process; that the surface and deep reading process is performed in the analysis stage; indicates that the text is evaluated in the interpretation phase. The relationships between the

stages are based on causality and tides can be made. In another approach, an interactive approach reads the text as internally, recognizing the words, sound, and voice. He/she places these words in his/her schemas. He/she makes inferences about the information in the text through the schemes that are activated and validates these implications in the reading process and conducts an externally oriented processing (Karatay, 2014, pp. 30-31; Ülper, 2010, p. 39). According to the aesthetics of reading from the reader-oriented approaches that are prominent in recent years, the reader approaches the text of literature with certain expectations according to its pre-knowledge and prejudices. In such texts, the ways in which that text points, should be analyzed; firstly, the internal postings of the text should be used. It is expected to fill the spaces that contain the semantic secrets of the literary text discussed, and the reader should be expected to enter a literary communication with the text. At this point, factors such as background information, expectations, individual and social characteristics, experiences, critical thinking skills play an important role. After evaluating in-text contexts, non-text contexts are employed. Since the constant change of non-text contexts affects the process of analyzing the text, texts are no longer a stationary tool.

Studies on the analysis of literary texts in literature have been discussed with theoretical examples as well as practical examples. For example, Erden (2002), approaching the short story type in the light of linguistic criticism, presented exemplary analyzes in the context of discourse analysis, critical analysis, analytical criticism, deconstructionism, mental sampling theory. Tutaş (2006) illustrates a poem of E. E. Cummings by following a stylistic pathway in order to achieve understanding through the use of distinctive language uses and structures in literary texts. As a result of the study, the reader considered the stylistic analysis as a useful method because it is based on the evidence that the reader perceived instinctively from the literary texts. Günay (2013) analyzed the story of Sabahattin Ali's "Hasan Boğuldu" (Hasan Drowned) in accordance with the textological criteria and he exemplified that this model could be used in analyzing a literary text. In her study, prepared by using linguistic approaches, Yazıcı (2017) tried to suggest a method based on some characteristics of surface structure views of narrative texts while analyzing the text. In this context, she exemplified the presentation of the characters of Nazlı Eray's "Monte Kristo" story with the applications and inquires about reference and ellipse structures from the criteria of textuality; has demonstrated the functionality of this method in the analysis of narratives based on fiction. Çelik-Özer (2009) observed in her research on 10th grade students that the knowledge of foreground and background changed the approach of the student towards a situation story. It is possible that the background sections with a discourse are likely to be consciously noticed by students; it has been determined that the foreground can be discovered by the students that knowledge of the background is a fiction created to embody the discourse, so that the story can be perceived in a more qualified way. Bayrav and Yerguz (2001) attempted to approach different examples of text types for secondary school language and literature through reading, understanding and interpreting through various questions; Özdemir (1983b, 2002), Sayın (1999) and Adalı (2010) developed examples of how to read and interpret these texts by selecting examples for various types of text.

There are also several theoretical and practical studies to prepare an educational situation/lesson plan directly related to the text analysis process. Sönmez (2012, 2014) elaborated on how a lesson plan should be prepared in terms of form and content; Karagöz, Ak-Başoğul and Yücelşen (2017) examined the proficiency of Turkish teacher candidates in preparing a lesson plan in the case of Hasan Ali Yücel Faculty of Education in İstanbul University. As a result of the study, it was determined that the plans prepared by the teacher candidates did not have any formal deficiencies, they had some problems in the content regulation, and there was a general consistency between the form and content sections. Sever (2011), in his experimental research, prepared educational situations in the context of the principles of complete learning model and concluded that full learning was effective in developing reading comprehension and written expression skills. Aslan (2017) teaches Turkish-Turkish language and literature to develop linguistic and intellectual skills; Çelik (2011) prepared sample educational situations for secondary language and literature courses and tried to contribute to the problems of teaching

Turkish and literature. Oryaşın and Karagöz (2015) prepared a case study on the problem solving story "Bir Kavak ve İnsanlar" (A Poplar and People) of 7th grade Turkish course. At the end of the research, they concluded that activities prepared in response to problem solving stages will help students' cognitive, linguistic and social development. Similarly Küçükler-Kuşcu (2018) has created a training situation for 12th grade for the Turkish language and literature course the story "Beyaz Mantolu Adam" (White Coat Man) of Oğuz Atay. Sever, Kaya and Aslan (2011); Karatay (2014); Göçer (2017) and Turhan-Ağrelim (2017) also presented examples of educational status/lesson plans based on various texts for use in language and literature teaching. Dilidüzgün (2013) carried out the only study in the local literature for the Dahrendorf model, which was studied and exemplified in the study. In this study, the Dahrendorf model was introduced and the books selected from the contemporary Turkish children's literature were examined in accordance with the related model.

Teachers who are responsible for the effective conduct of language and literature teaching process can continue their courses by adopting different approaches in the process of analyzing literary texts. What is important is to understand the message in literary texts through the activities prepared in the light of various theories, models, methods and approaches. In this context, it is possible to say that the general path followed in this context is process-oriented, primarily to attract students' attention, to ask for preparatory questions in order to ensure their readiness, to carry out activities that make sense while reading the text, and to carry out evaluation studies after reading the text. In this study, following the introduction of the Dahrendorf model in order to present a different approach and suggestion in a process-oriented way, the model was modeled with the reader-oriented approach through the text "Carrion" process and care was taken to avoid being a consumer. In other words, in the context of multiplicity for the same text, many more meanings can be omitted and the possibility of developing study proposals is left open. The activities proposed in this study are designed with the attention to the type of text to enable students to relate their thoughts and feelings to their own lives. It is thought that this study will be helpful for teachers and different studies.

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