

T.C.
FIRAT ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATLARI
ANABİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM
DALI

YABANCI DİL OLARAK İNGİLİZCE DİL SINIFINDA
EDEBİ METİNLERİN KULLANIMI

YÜKSEK LİSANS TEZİ

DANIŞMAN
Doç. Dr. Abdulhalim AYDIN

HAZIRLAYAN
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Jürimiz, tarihinde yapılan tez savunma sınavı sonunda bu yüksek lisans
oy çokluğu ile başarılı saymıştır.

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ÖZET**YÜKSEK LİSANS TEZİ****Yabancı Dil Olarak İngilizce Dil Sınıfında Edebi Metinlerin Kullanımı****Zana YALÇINKAYA****Fırat Üniversitesi****Sosyal Bilimler Enstitüsü****Batı Dilleri ve Edebiyatları Anabilim Dalı****İngiliz Dili ve Edebiyatı Bilim Dalı****ELAZIĞ – 2011, Sayfa: XIV + 101**

Türkiye'de dil öğretiminin her gün giderek önem kazandığı bir gerçektir. Bu yüzden, bu tez bu konuya yeni bir bakış açısı getirmek ve mevcut dil öğretim yöntemlerine katkı sunmak amacıyla edebi metinlerin dil öğretimindeki katkısını ortaya çıkarmaya yönelik hazırlanmıştır. Ayrıca tezin daha önce bu konuda yapılan sınırlı sayıdaki araştırmalara hem katkı hem de yeni bir yaklaşım getirmesi de amaçlanmıştır.

Bu tez, şimdiye kadar yapılan diğer uygulamalardan farklı olarak, “Edebi metinler yoluyla daha yüksek bir başarı ve motivasyon gücü elde edebilir mi?” sorusu üzerine temellendirmeye çalışıldı. Bu nedenle, çalışmanın anlaşılır ve amacına hizmet etmesi için ilk bölümde uygulanagelen tüm metotlara genel bir yaklaşımla değinme uygun bulunmuştur.

İkinci bölümde, edebiyat-dil ilişkisini etraflıca vermek için edebiyatla dilin tanımını, dil ve edebiyatın Türkiye'deki gelişimi, dil sınıfında okuma, anlama, yazmayla ilgili yapılan etkinlikler ve bunların tarihsel gelişimi ele alınmaya çalışıldı. Üçüncü bölüm ve izleyen bölümlerde ise, dil öğretiminde kullanılan edebi türlerin dille ilişkilendirilmesi bağlamında ne tür metinlerin ele alınabileceği konusu değerlendirilmeye çalışıldı. Dil öğretiminde edebiyatın yeri, gerekliliği, faydaları gibi hususlar üzerinde durularak edebi metnin dilbilimsel, metodolojik, güdeleyici nedenler ve etkenleri anlatılmaya çalışıldı. Devam eden bölümlerde, edebi metnin sürece sokulmasıyla ilgili yaklaşımlar; derste edebi metnin işleniş biçimi ve bir örnek üzerinde

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uygulanışı; tüm bu süreçlerden elde edilen sonuçlara genel yaklaşım ve değerlendirmeler ele alındı. Son olarak yapılan kuramsal işlemin uygulamadaki karşılığını görmek ve somutlaştırmak için amaca en uygun bir şekilde hizmet edeceği düşünülen sorular ışığında hazırlanmış bir anket çalışması eklendi. Anket sonuçları üzerindeki değerlendirmelerin çalışmanın amacına ne kadar hizmet ettiğini gösterecek bir başka faktör olacağı umulmaktadır.

Anahtar Kelimeler: Edebiyat, Edebi Metinler, Yabancı Dil Öğretimi

ABSTRACT

Master Thesis

The Use of Literary Texts in EFL classroom

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It is a fact that language teaching in Turkey is getting more and more important. Therefore, this thesis has been prepared to bring a new perspective on the subject and contribute to the purpose of current language teaching methods in order to reveal the contribution of literary texts in language teaching.

Apart from the methods used in the current language teaching so far, this thesis has been based on the “Question of whether we can achieve a higher success and motivation in teaching a foreign language through literary texts”. First of all, this approach and perspective has enabled to examine all the traditional methods observing a wide field of research. Therefore, in the first chapter, various methods applied up to now have been addressed in a general approach.

In the second chapter, the relationship between literature and language, development of language and literature in Turkey, activities such as reading, comprehension, writing in language classes, and their historical development as well in order to give relationship between literature-language thoroughly have been addressed.

In the third, and the following chapters, however, the issue of what kind of literary texts has been evaluated in the context of literary genres used in language teaching in association with the language. As the emphasis has been put on the place of literature in language teaching, its importance, and benefits, linguistic, methodological, and incentive causes and factors of the literary texts have been explained. In the next

chapters, the approaches such as inclusion of literary texts into process, the way of teaching literary text, and application on a sample of course; the general approach to the results of all these processes and evaluations have been discussed. Finally, a questionnaire prepared in the light of questions which would serve best for the purpose in order to see and embody theoretical value for the application process has been added. The evaluations of the survey results will be another factor to show that the study will serve how much for the purpose of our study is hoped.

Key Words: Literature, Literary Texts, Foreign Language Teaching.

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LIST OF ABBREVIATIONS

FL	: Foreign Language
ELT	: English Language Teaching
EFL	: English as a Foreign Language
ESL	: English as a Second Language
L1	: First Language
L2	: Second Language
TEFL	: Teaching of English as a Foreign Language
TESL	: Teaching English as a Second Language

INTRODUCTION

Unlike in the past, there has been a growing interest in teaching literature in EFL/ESL classes. Therefore, teaching language through literature is accepted as teaching language through any written texts. Though having been opposed earlier, literature in the curriculum has proved enriching for the students during the process of learning a second language. This thesis is an attempt to show that literature can indeed, play a significant role to develop EFL learners' language proficiency. Literature can play an important role in the development of the linguistic and communicative competencies of the foreign language learners. Learning a lot of vocabulary, grammatical points, the four basic language skills and the cross-cultural communication skills are but some, and only some, of the advantages that literary texts can provide EFL learners with. It is now generally acknowledged that literature is a rich source of cultural and social data for teachers and other researchers working on matters concerning language teaching, and it is important for the students' personal, linguistic and cultural development. The implications are far reaching for effective literature teaching/learning methods as well as interdisciplinary work between the English Language, Humanities and other disciplines to help raise appreciation for literature and as a crucial means of cultural communication in our world today. Hill (1989) and a number of others researchers like Collie & Slater (1987), and Carter & Long (1991b), point out that learners often read a literary text to enjoy a good story and are motivated to continue on reading despite linguistic difficulties. They highlight that this motivation helps learners subconsciously learn the language.

Literature is often said to be the 'window to the world.' It is a product of cultures that has a compendious store of information through which learners can gain insights from the history, traditions and conventions of the target language (Carter & Long, 1991a).

Literature is said to be fundamentally a study of language and cannot be separated from language (Widdowson, 1985: 10).

Collie and Slater (1989:5) state that literature also provides a rich context in which "individual lexical and syntactical items are made more memorable".

Literature that was formerly read and valued just by those enthusiasts or elites who specialize in the fields of art and language studies has gradually paved its way to

become a more dynamic resource in other areas such as in second or foreign language teaching and learning.

As for the second or foreign language teaching and learning, for example, literature has been widely accepted as motivating material, an access to other cultural background, a resource for language acquisition and a medium to expand learners' language awareness. At the same time, literature has also gained reputation to have a wider educational function that may trigger critical abilities and increase emotional awareness that would assist in educating the person as a whole (Lazar, 1999:15).

Carter & Long (1989:65) say that since learners do not want to bare their souls, literary tasks provide them an authentic voice through which they can express themselves freely. In a similar manner, Widdowson (1987:55) points out that reading should be seen as an interaction between a writer and a reader, which is mediated by the text. Since literary texts have implicit meanings, learners have to be trained to look for clues and signs so that they can 'tease out' unstated implications and assumptions. Furthermore, since there is no one correct solution and interpretation, a class discussion on a particular issue in a text can generate genuine communication. Such discussions coupled with getting learners to tease out meanings while working with multiple ambiguities helps to develop students' creative and critical thinking skills.

However, the many advantages of literature are not without limitations. One of the main arguments against the use of literature relates to its literariness. Brumfit (1986:79) points out that literature, as resource in the ESL classroom is quite 'useless' as many of the second language learners do not possess the necessary linguistic and literary competency to handle the texts. Carter & Long (1991b) added that cross-cultural differences along with insufficient cultural knowledge of the target culture also lead to poor comprehension and appreciation of the text. These problems and shortcomings can be overcome with the use of Graded Readers. They are often seen as a useful introduction to extensive reading. Graded Readers are often seen as the first point of exposure to the realm of literature for the ESL/EFL learner. According to Hill (1986:25) grading is important if we want our learners to read original works in the future. The common controls used in graded readers are lexical control, structural control and content control. Livingstone (1989:15) argued that current methodology supports the benefits of extensive reading through graded readers as they are simple, easy to follow

and are “the only solution to problems when learners are faced with linguistic and literary competency”.

It has been recently suggested by linguists that a large proportion of linguistic performance in naturally acquired languages is enabled by the internalization of a large number of institutionalized utterances, lexical phrases, or fixed and semi-fixed expressions. Furthermore, although written literature (as opposed to oral epic poetry) is generally assumed to be anything but formulaic, it can be shown that it too necessarily contains a lot of institutionalized expressions, or at least transformations of them, and that our own repertoire of memorized phrases almost certainly comes from literary as well as oral sources. Foreign language teachers clearly need to give serious consideration to the prevalence of lexical phrases, in both speech and writing. Literature can be used in the foreign language classroom as (among many other things) a source of institutionalized phrases.

The aim of the thesis is to present the principles of using literature in teaching English in ELT classrooms in the second year of universities and to demonstrate the effects of literature and reading on the development of learners' abilities and attitudes to both learning English and reading in English.

As shown in this study, language is an instrument of communication, which makes it possible for two or more persons to establish and sustain a relationship, while literature is a means of communication through which peoples' culture is transmitted from generation to generation. That is, literature represents a written text about a culture over a period of time, which is preserved as literary heritage. The close connection between literature (cultural heritage) and language is obvious from the fact that the former is usually written in a language. Thus, because of this close link, there is no way a peoples' culture (literature) can be separated from their language. From the above, it can be seen that literature, being an aspect of language, is an important factor in the teaching and understanding of language. However, in today's world, language learners see language as a set of transactions, which is different from literature. This belief has prevented learners from seeing language as part of literature. The implication of this is that learning of language as an enterprise is now seen as an uphill task because the literature, which is supposed to provide the rudiments of language, is given secondary role and recognition, which indeed is affecting the proficiency of learners in oral and written aspects of language.

In the light of the above, one can say that literature is language put to use and therefore, should be used in teaching language. What this means is that using literature to teach language will definitely provide some benefits for both the learner and the teacher.

The use of literature often provides motivation in the classroom. According to Mcrae (1991:65), this emotional involvement also gives the learners the pleasure of using the language imaginatively by setting the learner free towards the target language, which is the English Language in the context of this study.

The role of literature in ELT classrooms has varied depending on what learning theories and approaches have prevailed in language learning and "it has only been since the 1980s that this area has attracted more interest among EFL teachers" (Clandfield and Foord n.d.). Duff and Maley state that "there has been a remarkable revival of interest in literature as one of the resources available for language learning" (1990:3). Literature has been generally used in ELT classrooms for the development of knowledge about language. Reading literature, however, also increases learners' awareness of language use since literary texts present language in discourse set in different social contexts (McKay 1986: 191-2). Though there are different approaches and ways how to exploit literary texts in language learning, Waring stresses that the extensive reading approach, which is associated with reading a lot of books for pleasure and general understanding, should become an inseparable part of any language teaching program because it allows learners not only to consolidate their previously learnt knowledge of linguistic rules but also to get a 'sense' of how the language is used in real situations, which consequently improves their ability to use the language fluently.

On the whole, literature reading represents an alternative approach to learning languages involving motivation, pleasure and fun for both learners and teachers, and heading towards the main outcome defined by Bamford as "the time when students are silently at one with the written word while seated at a desk at school, standing on a crowded train, or stretched out on the floor at home over an open book, unaware that the written words are in English" (qtd. in Brown 2000). However, literature is seldom taught for its own right in EFL classrooms. Literary texts teaching always has a bearing either on analyzing the linguists elements of the literary text or on examining the linguistic benefit that literature teaching claims to provide for students. But 'literature is always

more than language' (Brumfit and Carter. 1986: 41). There seems little research in exploring such literature syllabus in EFL context.

RESEARCH QUESTIONS

This study aimed to document teaching through literary texts and to explore students' perceptions of the literary works introduced and their attitudes toward different literary genres. Concerning students' perceptions of and attitudes toward literary text, the following research questions were addressed:

1. Is it motivating to use literary texts in the process of learning English?
2. What are EFL students' attitudes toward literature in general?
3. Is there a benefit of using authentic materials in the courses in the Foreign Language Education English Language Teaching Department of Dicle University?
4. How can the language learning levels of the students be enhanced in the courses through a literature-based program?

CHAPTER I

1.1. HISTORY OF ENGLISH TEACHING

According to Widdowson (1984:10), the teaching of English literature in a non-native context goes back to the early years of the 19th century, when literature was considered as prestigious in language study and an access to literary works was assumed a part of the purpose of language learning. Short and Candlin (1989:25) claimed that Classics were used at the time as it was believed that continuous exposure to the best uses of the English language, would in some sense ‘rub off’ on their own performance in the language.

With the help of grammar translation method, learners would translate literary texts to their native language. However, when this method was replaced by methods that emphasized structures and vocabulary, literature was out of the picture. Methods such as Community language learning, Suggestopedia, The Silent Way, Total Physical Response and the Natural Approach that were popular in the 70’s did not utilize literature either in English as a Second language or English as a Foreign language instruction.

From the 1950s to the 1980s linguists began researching English language acquisition and discovered many other methods of teaching English rather than the traditional drills, translations and learning from memory as classical languages, such as Latin and Greek, were taught. Various ESL methods, like the Direct Method and Audio-lingual Method and later Communicative language teaching are the result of this research. Modern ESL methods and their combinations result in faster and more productive language acquisition than grammar-translation methods. Students learning with one of these modern methods, or a combination of them, can learn the language faster in a year’s time.

Contemporary language teaching was developed during the early part of the twentieth century, as linguists developed principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what was thought to be more effective and theoretically sound teaching methods. Changes in language teaching methods throughout history have shown recognition of changes in learners as a move toward oral proficiency rather than reading understanding as the goal of language study. Kelly (1969) and Howatt (1984) have demonstrated that many current issues in

language teaching are not new. Throughout history foreign language learning has always been and continues to be an important practical concern. Whereas today English is the world's most widely studied foreign language, Latin was previously the dominant language of education, religion, commerce and government.

As Latin ceased being used as a living language, the study of Latin took on a different function. Latin grammar was then taught through rote learning of grammar rules, study of translation, and practice in writing sample sentence, sometimes with the use of parallel bilingual texts and dialogue (Kelly 1969; Howatt 1984).

1.2. METHODS OF LANGUAGE TEACHING

Here, some information will be given about the methods that have been used so far.

1.2.1. Grammar Translation Method

This is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was used to teach 'dead' languages such as Latin and Greek. This approach reflected "the view of faculty psychologists that mental discipline was essential for strengthening the powers of the mind". (Omaggio 89). As modern languages began to enter the curriculums in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin. By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign languages in school. The principal characteristics of the Grammar Translation Method were these:

The aim of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. This method views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate morphology and syntax of the foreign language. "The first language is maintained as the reference system in the acquisition of the second language" (Stern 1983:455) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is the medium of instruction.

In this method, the focus is on reading and writing; no attention is paid to listening or speaking. Vocabulary selected is based on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization. Focus on the sentence was an attempt to make language learning easier (Howatt 1984: 131). High priority was attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century. (Howatt 1984: 132)

This method dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today. At the end of the 19th century this method was questioned due to lack of communication and some new methods were developed focusing on communication throughout France, England and other parts of Europe.

1.2.2. The Direct Method

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language.

The appearance of the "Direct Method" thus coincided with a new school of thought that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language

being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are now world-renowned.

In this method, classroom instruction was conducted exclusively in the target language. Unlike Translation method, oral communication skills were built up. Both speech and listening comprehension were taught. Correct pronunciation and grammar were emphasized.

Still, the Direct Method was not without its problems. As Brown (1994:56) points out, "(it) did not take public education into account where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use." By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic language learning focused on reading and grammar skills, but the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known "Audio-lingual Method" sprouted beginning half way through the 20th century.

1.2.3. Audio-lingual Method

The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern – for example, subject-verb-prepositional phrase – is learned, the speaker can substitute words to make new sentences. The teacher directs and controls students' behavior, provides a model, and reinforces correct responses.

This method (or the structural approach) was developed by American structural linguists during World War II. This approach suggested that most problems experienced by foreign language learners concern the conflict of different structural systems. With grammar or "structure" as its starting point and the belief that language learning is a process of habit formation, the audio-lingual method paid systematic attention to pronunciation and intensive oral drilling of basic patterns. Students were taught

grammatical points through examples and drills rather than through analysis and memorization of rules. New words were introduced through the drills, but only enough words to make the drills possible (Larsen-Freeman, 1986).

1.2.4. Communicative Method

Noam Chomsky's Syntactic Structures in 1957 triggered an essential transition in linguistic theory. His work introduced the assumption that language is represented in the speaker's mental grammar by an abstract set of rules that is most clearly reflected in a speaker's unconscious intuitions about language, and least reflected in his or her conscious beliefs and statements about the use of language (Chomsky, 1965). In reaction against the Chomskyan notion of an autonomous linguistic competence, Dell Hymes introduced the concept of communicative competence, which, while not rejecting Chomsky's model, gave greater emphasis to sociolinguistic and pragmatic factors governing effective language use. Communicative language is defined as the internalized knowledge of the situational appropriateness of language (Hymes, 1972).

There was a complete change in the direction for language teaching, the focus in language teaching shifted to communicative proficiency rather than the command of structures. Similarly, Widdowson (1978) has claimed that native speakers can better understand ungrammatical utterances with accurate vocabulary than those with accurate grammar and inaccurate vocabulary. Communicative language teaching strives to "make communicative competence the goal of language teaching and to develop procedures for the teaching of language and communication" (Richards and Rodgers, 1990, p.66).

1.3. Evaluation

Literary texts as carriers of yesterday's history, culture, assets of civilization when taught in foreign language classes, compel learners due to the meeting all these cultural and historical assets, to go through a process mobilizing the psycho-cognitive power engine resulting in motivation.

Furthermore, literary texts and especially poetry, with its inherent power of high-expression, rhetoric, harmony, rhyming phrase compel the reader as a whole to memorize the verse or even all the poem. This is a great motivation for language learning and teaching process. Similarly, when reading a novel or story, the interesting elements seen in dialogues and/or theater, epigrams, proverbs, rhymes, songs, rhymes,

riddles, jokes ... these factors generate curiosity, that has an impact on learners which lead to the provision of positive steps, major developments in favor of foreign language learning, perhaps without the reader even being aware of it.

In the first chapter we have looked at the main approaches that have been used to teach English. However, in these methods the place of literature in teaching a foreign language in the general sense has been ignored. Because, language as a whole, does not only mean translation, learning grammar rules, or merely speaking. It includes many other aspects as well as culture. These approaches have, to a large extent followed the approaches to general syllabus design and teaching methodology, and they have influenced the ways in which language has been taught. As these general approaches have changed over the past 50 years, so new methods for teaching a foreign language have emerged and been advocated.

CHAPTER II

2.1. DEFINITION OF LITERATURE AND LANGUAGE

According to The Longman Dictionary of Contemporary English (2007), language generally is defined as a system of communication by written or spoken words, which is used by the people of a particular country or area. The Oxford Word-power Dictionary, however, defines literature as "writing that is considered to be a work of art" ("Literature" 1998:370). In this research, the focus is on the second type of language, which is also defined as a language that one speaks in addition to the language one learned as a child (one's native language). On the other hand, the Longman Dictionary of Contemporary English (2007) also gives various meanings to the word, literature. The first meaning sees literature as books, poems, plays, etc. that people think are important and good. Secondly, literature in another sense is seen as books, articles, etc. on a particular subject. Thirdly, literature may be defined as printed information produced by people, who want to sell or say something. Here, the texts are designed to enhance the knowledge base of the language learner in the subject area.

Literature has however, been seen by literary experts and writers from different perspectives. For instance, Pearse defines literature as written or oral composition deriving from and mirroring a society and the historical experiences of the society and its people. Corbin (1996) sees it as an experience and imagination. Some other researchers see it as a body of written texts produced by a culture and highly valued within that culture over a period of time as part of its literary heritage (Sivasubramaniam, 2006). Hence, in offering English literature as a subject, works of writers such as Shakespeare, Wordsworth, etc. become the fundamentals in the understanding of English language as a second language as such literatures clearly represent the cultural heritage of the people, whose language we want to learn as a second language.

More recent studies, however, have viewed literature as valuable in developing L2 students' communicative language development and cultural awareness (O'Sullivan, 1991) and with appropriate tasks which students can make gains in their language proficiency.

Widdowson (1971 in O'Sullivan, 1991) defines literature as '... fundamentally a study of language in operation' (p.2) and O'Sullivan (1991) quite rightly states that

“Literature is beginning to be viewed as an appropriate vehicle for language learning and development since the focus is now on authentic language and authentic situations “(p.2).

Although there are various definitions and explanations of literature in the works of many critics, writers and philosophers, most of them lead to the same conclusion that "literature is only literature if it is considered as art" (Clandfield and Foord n.d.).

2.2. LITERARY TEXTS IN ENGLISH LANGUAGE TEACHING

Research has indicated empirical evidence of the effectiveness of various reading instructional approaches to improve L2 learners' reading ability and comprehension. Some of these include learning strategies in word recognition, vocabulary study, drawing on background knowledge, and teaching recognition of text structures and discourse (Edgar & Padgett, 1999).

Language learning is not only about language – it is about learning as well; it is not only about training, but also about education. As Bredella points out, ‘literary texts in the foreign language classroom are not only important for foreign language learning, but also provide it with significant educational goals’ (Bredella 2000a: 380).

The shifting relationship between language learning and literature is still the subject of a great deal of debate. In a study looking at the way in which published articles in the *Modern Language Journal* have dealt with these issues, Kramsch & Kramsch (2000) illustrate the movement from literature as part of an elitist study of foreign languages at the beginning of the 20th century to a view of literature as an authentic source of language at the end of the century. Hall (2005), in a similar examination of the papers published in the *ELT Journal*, discerns a move from a suspicious attitude towards literature in the middle of the 20th century, through attempts to incorporate it in communicative language teaching through humanistic techniques, reader response, and stylistics, highlighting a special *ELT Journal* issue in 1990 which focused on the shift from traditional methodologies to newer approaches. He then identifies the rise of a view which sees literature ‘as potentially playing a role in facilitating the learner’s access to this English-using culture’ (Hall 2005: 55).

There is a lot to talk about the value of literature in the English language classroom. Some researchers are of the opinion that reading should be encouraged and

integrated in textbooks which would motivate students in improving their reading strategies and understanding the texts. (Brown, 2009).

It is an undeniable fact that the resources of language can be fully utilized by taking recourse to literature as an important aspect of language learning. Literature is necessary for great skill and effectiveness in language learning. W.R. Lee in his editorial in the journal *English Language Teaching* says,

“... Literature is rooted, so far as the foreign-language learner is concerned, in the oral basis of language learning; rooted in lively and meaningful oral drills, in spoken and acted dialogues, in simple dramatization of stories; indeed in those very procedures which make for successful and interested learning of the language.” p 4.

Many instructional approaches to teaching literature have been researched. The structural approach to teaching literature was dominant in the sixties and seventies which stressed correctness of form in grammar, vocabulary and structure. Naturally, this may not be the most appropriate method in teaching literature the latter being creative language to be appreciated. More recent studies, however, have viewed literature as valuable in developing L2 students' communicative language development and cultural awareness (O'Sullivan, 1991) and with appropriate tasks, students can make gains in their language proficiency (e.g. Baurain, 2007).

Kim (2004) addressed three important questions that are at the front of the discussion in this paper: ***the evidence for affective involvement; the contribution of literature discussion to language development; and the students' perceptions of the use of literature.*** Kim (2004) observed a class of nine students in a university in the US, interviewed the students, and recorded the classroom. She grouped the data into five categories (literal comprehension, personal connections, cross-cultural themes, interpretation and evaluation) and shows how the students negotiate the different categories simultaneously. She illustrates how literature circles provided opportunities for extended output, and led to a great deal of interaction, characterized by responsiveness, emotional engagement and authenticity. The interactions in her data are shown to be in stark contrast to the more limited IRE (Initiation–Response–Evaluation) patterns found in many language lessons. The amount of interaction also emerges as important in Meskill & Ranglova (2000), where the instructors in the study ‘report that the amount and quality of student discourse as they undertook these activities was “astounding”’ (p. 32). However, this study describes a course which incorporated wide-

ranging changes both in content and in method, and lasted a whole year, all of which make it difficult to disambiguate the causes of these effects.

Other researchers have shown language improvement in classes using literature in contrast with classes that did not. Yang (2001) compared between two classes in which part of the time was spent discussing shared readings and two classes which studied according to the previous study program. The classes using literature outperformed the control groups. In another study, Yang (2002) used a pre-/post-test design to examine the improvement of two elective classes in which literature was used. The two classes read the same science fiction novels, but the first class experienced traditional teacher-centered lecturing on literature, resulting in a sharp drop in attendance. As a result, for the second class the researcher moved towards a student-centered approach, with a mixture of group work, whole class discussion, short lectures and writing tasks, as well as filmed versions of the pieces. There was no improvement in the results of the first group, but a statistically significant improvement in the results of the second. Lao & Krashen (2000) is an interesting study, since it illustrates the difficulty of deciding what counts as a 'literature class' and what does not. The study involved two groups of university students. One group was assigned a number of books to read, and the majority of class time was spent discussing the readings, whereas the other group underwent a standard study skills course. The experimental group showed significant gains in vocabulary and in reading speed, in contrast to the control group.

To use literature in language teaching is still not a common practice in ELT classrooms. This is partly because of time constraints, and partly because some teachers still feel "that they are not equipped methodologically to use literary texts" (Paran 1998:83). Therefore, the purpose of this chapter is to clarify briefly what literature is, why use it and how to exploit it to the full benefit of EFL students.

2.3. LANGUAGE AND LITERATURE EDUCATION IN TURKEY

Disciplines such as structuralism, semiotics, pragmatics and especially linguistics show that improvements and some notable changes have taken place in social sciences. The Western World has reflected all this knowledge, methods, theories and perspectives into their education programs as much as possible. Taking a look at the language and literature curriculum of the West today, it is inevitable to see that they

teach these changes on a level that students can comprehend. But unfortunately, these innovations and changes were unable to be completely adopted in Turkey.

Since the beginning of 20th century, the Western World has reflected innovations brought about with the development of sciences such as modern linguistics, structuralism, semiotics, narratology and pragmatics to their language and literature programs. Turkey however was late and has only made some attempts in recent years. Some of these innovations were reflected in high school “Turkish Literature” and “Language and Expression” programs, which were prepared in 2005-2006 in order to keep with the times. When we take a look at both the prepared program and textbooks which were prepared in accordance with this program, some flaws stand out in theory and practice. These are the general faults in literature education.

In secondary education “Turkish literature teaching has failed” (Dogan, 2002). Therefore, literature education has become of utmost importance at Turkish Language and Literature departments of universities. To have an insight into the literature education in Turkey, changes in curricula should be taken into consideration. A good language education brings along success in other fields as well. Correct and effective use of the language ensures good communication, which in turn helps teachers and students to participate more effectively in the education process. Communicating and understanding will be by means of the language. Language therefore serves as both an object and a tool in language and literature courses.

The language and literature education in Turkey has attained its current form by developing over a long period of time through crucial reforms, building on the foundations laid in the “Preparatory Period” between 1920 and 1923, and in the “Educational Reforms Period” between 1924 and 1928 (Ergun, 1997). In the curriculum of 1924, the form and type knowledge was accepted as the basis and literature was emphasized in the second and third grades. This first curriculum included the Western literature. The Ministry had 30 more Western classics translated into Turkish under the title “Examples from World Literature”. However, the curriculum did not reach its goals, and as usual, the literature education did not go beyond the history of literature and general knowledge of literature at high schools. In the 1927 curriculum, education based on systematic history of literature was abolished. Unlike the earlier curriculum, the teaching periods and content of the literature course decreased. Moreover, there were no textbooks in that period, and existing books consisted only of the history of literature.

While the 1924 curriculum had leaned heavily on reading, the fact that the new curriculum was weighted not only on reading but also on writing can be considered an innovation. This curriculum was unsuccessful because students only had books on history of literature in these years. The 1929 curriculum that attached a special importance to reading skill was not implemented properly due to lack of textbook support. The 1934 curriculum, eliminated grammar subjects from the first and second grades of high school. Literary genre diversity was introduced in the 1957 curriculum with the influence of the 1934 curriculum, and specific criteria were defined for the texts to be selected. The 1957 curriculum put the comprehension and communication skills on the forefront. The science and literature departments that had separated at the third grade of the high school in previous curricula started being separated starting from the second grade with this curriculum. This curriculum gave special importance to reading and writing skills. Although it is almost the same as the 1949 and 1956 curricula in terms of the content, it featured a method section, aiming to provide guidance to teachers with respect to teaching methods and selection of texts. 1976 curriculum introduced the Turkish Literature, Grammar and Composition as independent courses. “Western Literature” in previous curricula was renamed as World Literature and its scope was enlarged. A new section was added under the name “Literature of Turks Outside the Mainland”.

In 1987 adjustment, the name of the “Literature” department was changed to “Social Sciences and Literature”. In the 2005 curriculum, the course is divided into two as Turkish Literature and Language and Meaning. It was prepared with a contemporary education approach. According to the information gathered through some observations, serious problems were experienced. The lack of text-books supporting the new curriculum caused problems.

Modern linguists particularly, Roman Jakobson suggested that a literature science devoid of linguistic foreknowledge would be deficient; he set out from the linguistic possibilities of the text structure and became the pioneer of a new kind of systematic research. In his communication theory that he suggested, Jakobson mentioned six elements and argued that these six elements should be taken into consideration when literature texts are being analyzed (Göktürk, 1980). This theory suggested by Jakobson and the functions which are related to this theory have earned an indispensable place in Western literature education.

Apart from the contributions of Jacobson, many researchers benefited from linguistic elements like lexical field, semantic field, modality, logical connectors, thematic progression, isotopy and modern Western education reflected these innovations into their literature programs

2.4. EVALUATION

The language and literature education, which went through many modifications from 1924 to 2005 had a troublesome development process. It has been revealed that language and literature education as from the 1940 has failed to provide students with adequate language awareness, and develop the reading and writing skills adequately. Unlike State schools, private courses offer almost no literature education. In Turkey, there is at university level the division between language teaching and learning and literature in general, a phenomenon which Kramsch & Nolden (1994: 28) call ‘the institutionalized dichotomy between literary studies and language training’, as well as the division between the focus on language learning in the initial stages of an undergraduate degree, and literature learning in the later years of study. Although, new generations express themselves comfortably thanks to technology, internet and a changing world still national and universal values conveyed in examples from the Turkish and world literatures continue to be and will always be needed. That is why, a good language and literature education will mean new generations understanding better and communicating with each other, and that would contribute to the common heritage of humanity with a national identity. It is therefore Curricula for the Turkish Literature and Language Meaning courses should be revised and improved on feedbacks received from specialists.

2.5. USE OF LITERATURE IN ELT: *PROSPECTS AND CHALLENGES:*

If the purpose of the learning a language is communication and literature is communication, then the two are two sides of a coin, which are not separable (Adesuyi, 1991). Language is a tool of communication, and it enables people to set up a relationship, whereas literature is a means of communication through which people’s culture is transmitted from generation to generation. In other words, literature represents a written text about a culture over a period of time. Literature generally comes to

identify a collection of texts. Most generally, literature is equated with a collection of stories, poems, and plays that revolve around a particular topic. Literature can well be used in foreign language teaching as – among many other things – a source of fixed expressions. Thus introducing literary texts such as novels could give this necessary background in the acquisition of the target language (Carrel & Eisterhold, 1983). Kooy and Chiu (1998) claim it is not the literary text itself that is valuable, but how it is taught and learned in the class in inspiring discussions and interaction among the students, keeping ongoing journals, and writing reactions where not only viewpoints and comparison are given and meanings negotiated in reference to their lives and culture, but where language becomes an important means of expression. This is stated well by Kooy & Chiu (1998) in concluding their article. The strategies used to pique student interest and prompt discussion are keys to making literature an integral part of the English learning process. Students deeply involved in literature simultaneously acquire the English language and shape their cultural understandings (p. 84).

After all, if we approach literature as ‘the best that has been thought and said’ it will be found to be a repository of metaphors and phrases that have become fixed expressions. Literature has been generally used in English Language Teaching (ELT) classroom for the development of knowledge about language. In ELT, using literature has four advantages, to facilitate intelligence and sensibility training, to stimulate students’ creative and literary imagination, to improve students’ general cultural awareness, and to enhance the psycholinguistic aspect of language learning. Using literature to teach language will most certainly have numerous benefits for both the teacher and learner. The use of literature often promotes motivation in the classroom. Through literature, the learner’s sense of involvement is developed. According to Mcrae (1991), this emotional involvement also gives the learners the pleasure of using the language imaginatively by setting the learner free with regard to the target language, which is English Language in the context of this study. Literature is of immense help in language learning through extensive reading skills. If the piece read is interesting, the language remains in the mind of the reader. The patterns of co-locative and idioms are established. This kind of reading widens the horizon of the reader in terms of vocabulary and usage, which invariably promotes the thoughts.

Brumfit and Carter (1986) state that “there is interaction involved between the reader and the literary texts as the texts provide examples of language resources being used to the full and the reader is placed in an active interactional role in working with and making sense of this language”. According to Collie and Slater (1987), this interaction can be a source of enjoyment for the students. Maley and Duff (1994) further argue that literature can make people respond personally to other people’s way of seeing things and can engage both their intellect and their emotions.

Literature, as Parkinson and Thomas (2000: 9-11) emphasize provides a good model for good writing; it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language; therefore facilitating intelligence and sensibility training. When reading literary texts, the learners practice and develop their reading skills and strategies, which contribute to development of their fluency and proficiency.

Another advantage is to stimulate students’ creative and literary imagination and to develop their appreciation of literature. Literary texts contain multiple layers of meaning, which stimulates the learners’ imagination and promotes discussion in which they share their feelings and opinions. Literature offers students the possibility to enter the world of imagination and to depart from the real one for a couple of hours. For example, students come to meet kings and queens, ancient times, dream in the world of the rich or imagine how life will be in the future. It gives them the possibility to be another character in the story they read, to judge it from their perspective, to imagine the ending of it. Sometimes they identify themselves with the characters in the stories they read and the story can give them some clues to solve their problems and how to react in certain circumstances.

The other advantage is to improve students’ general cultural awareness. Literature helps students understand and make sense of the world around them. Through literature, they explore the human condition and analyze how and why people think the way they think and feel the way they feel. Literature enables students to develop their minds analytically and promotes open-mindedness. Students see the world through the eyes of different writers from different cultures and in turn learn ways to deal with things happening around them. Without literature, we lack insight and understanding of human nature. Moreover, literature holds high status in many cultures and countries. Therefore students can feel a real sense of achievement at understanding a piece of highly respected literature. Through literature teachers may not only develop the learners’

attitudes to reading and learning languages but they may also cultivate learners' attitudes to values. According to Duff and Maley, "Though different cultural backgrounds reflected in literary texts may cause some difficulties in reading and general comprehension, it is suggested to overcome this problem by exploring foreign cultures rather than to avoid using literature" (1990:7).

One other advantage is also to enhance the linguistic aspect of language learning as it focuses on form and discourse processing skills and improves vocabulary expansion and reading skills. Hedge said, "Literary texts can develop the student's knowledge of language at the levels of vocabulary and structure and at the level of textual organization" (1985:22). For example, when reading, learners have opportunity to recycle and fix the vocabulary already learnt and meet new expressions. In addition, according to Hall, he said that literature has experienced a revival with the advent of communicative approach in language teaching as it provides learners with authentic, pleasurable and cultural material (2005:47-57).

There are many other reasons for using literature in ELT. Firstly, literature is a valuable source of authentic language and as that expands language awareness, secondly it encourages interaction and discussions, finally it educates the whole learner's personality and is motivating (Clandfield and Foord n.d.). In other words, literature complies with the major objectives in ELT, namely "linguistic, psychological, cognitive, social and cultural" (Ellis 2002), or as Duff and Maley summarize it, there are three main reasons for using literature: linguistic, methodological, and motivational (1990:6).

Most importantly, literature assists both students and teachers to acquire open-mindedness, non-judgmental attitudes, tolerance, and flexibility for cultural differences, variances and dissimilarities (Tarakcioglu, 2003). Wellek & Warren (1956 in Tarakcioglu, 2003) in more concrete terms stated that 'the novelists can teach you more about human nature than the psychologists' (p.221). This is certainly true of novels such as *Wuthering Heights* and *Portrait of a Lady*. Tarakcioglu (2003) concludes that it is not unwise to claim that an ideal curriculum for EFL classes should appropriately combine language and literature teaching.(p.222).

To sum it up, *using literature in English Language Teaching plays a key role in facilitating intelligence and sensibility training, in stimulating students' creative and literary imagination, in improving students' general cultural awareness, and in enhancing the psycholinguistic aspect of language learning*. Literature may provide

the appropriate way of stimulating the acquisition and learning of languages by providing meaningful and memorable contexts for processing and interpreting new language. Reading literature, however, also increases learners' awareness of language use since literary texts present language in discourse set in different social contexts. So, teachers can use literature in their teaching to reach those advantages for their students.

2.5.1. How to use literature in ELT

McKay (2001), for example, maintains that "the greatest benefit of using literature in the language classroom lies in its potential for developing students' sociolinguistic and pragmatic competence". Likewise, Stern (1990) believes that "literature offers a special depth to language learning [meaning that] taking literary texts into classroom, EFL learners are provided with what Stevick (1976) describes as the 'dimension of depth' implying a deeper dimension to language learning than does the current emphasis on communication, or communicative competence". This means that literature does have the capacity of implanting various types of ideas into EFL learners mind by exposing them to innumerable tokens of authentic, genuine, and plausible language through use of a variety of literary texts.

Some modern literature, especially for young adults and teenagers, can provide stimulus texts as much as a copy of a newspaper can. If teachers ask you to use a lot of articles, vary this with a short extract from fiction. You can even spread out a short teenage story or novel over an entire school term if students show enthusiasm. For example, a very short extract from Nick Hornby's *Fever Pitch* can be used successfully. The main character describes the moment he found that he could have a relationship with his Dad by going to football together. Extracts from books which have been made into films which students may know are usually well received. Extracts on the BBC's web site for language learners will give you a good indication of types and tasks to use.

Some other examples may be Extracts from *Bridget Jones's Diary*, *Captain Corelli's Mandolin* or *The God of Small Things*.

Long extracts should be avoided. Teachers should not use more than half a page or two short extracts from one page, and too much colloquial dialogue or slang, otherwise you will get bogged down in explanations, leaving little room for students to contribute. Reference to cultural events and people unknown to students should not be

given place. This would require too much background information. It's fine to give one-line explanations.

Another important point to bear in mind is that literature should be presented to EFL students as one, and only one, type of instructional materials among the wide variety of valuable written resources, selected and/or graded and NOT as an object of inquiry. To what extent such resource is or is not actually used as efficiently as possible by the EFL instructors is a question which has very little, if anything, to do with the resource itself rather than with the instructors' preparation, skills, experience and/or ambitions in teaching. This means that in selecting literary texts, EFL instructors should not only work in terms of some agreed upon principles or within a well-defined framework, they should also take issues such as linguistic complexity of the text, thematic similarity of the target language text with the source language, general proficiency level of the learners, the learners' overall interest, needs and background into consideration.

Finally, the instructors should approach the literary text NOT to emphasize its literariness but rather to deal with it as an ordinary, natural language to be presented to the learners to make them eventually appreciate the text. In this respect, McKay (1982) argues that in selecting literary texts one may simplify the texts originally written for adults. A second solution given by her is to use texts written for the young adults. Her third solution is to select themes with which students can identify and are, in one way or another, familiar. Likewise, Maley (2001) contends that for teaching literature two primary purposes may be conceivable: The first is "the study of literature" NOT as a resource but rather as an object and /or as a 'cultural artifact' in which we have to take either of the two approaches:

1. To take a literary critical approach wherein the literariness of the texts becomes important. Hence, issues such as plot, motivation, characterization, value, etc. become the objective of teaching.

2. To take a stylistic approach wherein literature would be dealt with as a text. According to Maley (2001) although this second approach is much more language-related than the first one, it "does not necessarily further language learning".

By exposing EFL learners to literary texts, they may have potentially more opportunities of practicing language skills. As for the skill of reading, although a linguistically graded literal text would be more learner friendly in terms its overall

comprehension, it is the type of reading strategies and activities used by the instructors that determine the extent to which EFL learners may or may not be able to pick up a whole host of pure English structures to be used when the need arises. In this regards, Shackleton (1992) suggests activities such as *1) prediction 2) comparison 3) replacement 4) completion 5) ordering 6) taxonomy and 7) reworking activities to provide meaningful and enjoyable follow-up activities*. According to Shackleton (1992:55) the role of these seven activities "is to complement rather than replace extensive reading, which can be encouraged both within and outside the bounds of the classroom". Moreover, McKay (2001) contends that literature can be an ideal reading content for EFL classroom because it may integrate the development of the four skills, it may promote students' close reading of texts, and it may be an ideal source for extensive reading programs in L2 classroom because becoming engaged with literature will certainly increase students' interest in reading. Finally, in the opinion of Stern (2001), three approaches are conceivable while teaching literary readings: At the literal level direct questions of fact regarding setting, characters and plot may be posed. At this level the answer of the questions can be found by direct reference to the text. At the referential level students make speculations and interpretations about character motivation, setting, theme and points of view. And, at the evaluative level students share their own evaluations of the work and show their personal reactions towards the text.

The texts provide material for a wide selection of activities to meet the aims of the language class in developing linguistic skills. They supply interesting subjects for class discussion which, in turn, frequently give the students the opportunity to link their own ideas to related topics, springing both from personal experience and other sources, such as films and articles. The texts can also be used in many good language-based activities, such as cloze or gap-filling, exercises following reading aloud, prediction, jigsaw reading and others, like those involving matching characteristics with the characters in a play or book, or characters with speech, to mention a few. They are also the basis for many valuable writing tasks, some of which are more simple and others more complex, to suit the general class ability.

Regarding the skill of writing, Stern (2001) writes that "literature can be a rich and inspiring source for writing in ESL/EFL, both as a model and as subject matter. Literature as a model occurs when student writing closely resembles the original work or clearly imitates its content, theme, organization, and/or style. It serves as subject

matter when student writing demonstrate original thinking, such as interpretation or analysis, or when it evolves from, or is creatively inspired by, the reading". Thus, it goes without saying that EFL learners writing skill is improved better if they are exposed to simplified literary texts.

Considering listening and speaking skills, it seems that a piece of literary text is, again, the ideal for oral practice. While teaching a spoken course, the author would play cassettes of a series of ghost and/or detective stories such as the Sherlock Holmes. The episodic structure of such stories would immediately draw most, if not all, students' attention and make them attentive and curious to know more about the end results of the stories. The same materials could and would create more opportunities for each and every student to have an oral discussion afterwards. After all, listening and speaking is a two-way street; the more practice in one skill, often, if not always, reinforces the other one. In this respect, Stern(2001) argues that classroom activities such as "class discussion and/or written listening comprehension exercises immediately after a videotape or audio recording can tell the instructor how well the students understood it". Furthermore, McKay (2001) points out that "literature offers an excellent context for developing global listening skills. One clear advantage is that such material exposes students to a variety of dialects, and voice qualities. Another type of listening task that can be used in L2 classrooms involves storytelling".

A point that might worth making here is that since reading literary texts seems to be more motivating for an EFL learner to do more future, outside, extensive and in-depth readings, it would really be well worth the EFL learners' while to be involved with literary texts while doing their reading comprehension courses. Besides, as literary texts are much richer in terms of style of writing, scope of vocabulary, and array of grammatical points, it is highly probable that upon using them EFL learners may encounter, linguistically speaking, more difficult structures and learn many more vocabulary items in terms of denotative as well as connotative meanings, idiomatic expressions, proverbs, slang, and colloquialism.

In dealing with vocabulary, teacher should always anticipate vocabulary problems and provide tasks to do before and during reading. However, if the percentage of new words means that students struggle through each paragraph, there will be little room for discussion or enjoyment, and students will feel disheartened, no matter how interesting the topic. Here are some vocabulary tasks:

Matching: After eliciting vocabulary related to the topic by giving headlines or key words, give definitions for key items in the article. Students read through and match the definition to the word

Synonyms and Antonyms: Provide a short list of synonyms for an article and students find those words in the article with a similar meaning. Offer an antonym, e.g. not polite = rude, when a synonym is not possible.

Contextual guess work: Give two possible explanations for an item in the text and students use the situation to guess the most likely meaning of the word from the ones offered. A native teacher might provide two possible translations but beware of getting into deep water if you try the same!

Using dictionaries: If your students are more advanced but still using bilingual dictionaries, using a monolingual dictionary could be a new skill they acquire with you. Helping themselves to deal with texts should be your aim.

Another role of teaching literature would be to teach cultural dimensions of the target language especially in this globalized world. Using a variety of literary texts, EFL learners may come to familiarize themselves with cultural aspects of the language without having to set foot on the soil where the language is spoken. That is because an EFL learner's future oral success as well as their written communication may depend on a host of other determining factors such as knowing about the culture and about the traditions of the people of the target language as well. Moreover, since in today's globalized world people are more in the habit of traveling abroad, have more communications needs, electronic or face-to-face, and are more willing to immigrate to English speaking countries, it is, therefore, essential to know precisely what to and what NOT to communicate either verbally or otherwise in the new culture and in the new language. And this is the place where and the time when literature must enter the scene, as many culturally related language tokens are illustrated and depicted in the literary texts. In this regards, Kramsch (2002:204-206) maintains that for an English teacher, new questions will be asked: "Not only how can I teach English more effectively but also: *1) what kind of identities does the teaching of English create and promote in an international playing field that will never be level? [and] 2) how can we train those who move back and forth over cross-cultural borders(i.e. diplomats, lawyers and English teachers)to foster intercultural rights and responsibilities?'*". It goes without

saying that such cultural questions might be answered more easily if teaching literary texts are seriously taken into consideration by EFL materials writers and EFL instructors NOT as an alternative to other materials but rather as a supplement to many other non-literary texts.

Lively interactions with this broad variety of literary texts provide students with the opportunity to develop their skills in judgment, which is to appreciate what is valuable and to recognize what is of little value. The development of a student's evaluative judgment is not facilitated when books are presented as pre-tested, pre-evaluated views of life and models of literary excellence. An important task of the teacher is to enable students to understand and to evaluate their own responses to books, to make "literature a medium of enjoyment and insight rather than an object of academic study" Engagement in literature classes should enable students to intelligently question, challenge, and appreciate the values and ideas offered within texts. Rosenblatt emphasized that in order to achieve growth in both critical reflection and sensitivity, it is important to create a trusting environment where students feel comfortable expressing their views freely and engaging in discussions with the teacher and fellow students, which in turn lead them to reflect further on the meaning of the text under consideration.

Thus, literary texts are often conveyed through print, and studying and teaching literature means to become involve with the printed texts. However, 'literature is an art which depends on more than one medium' (Baird 1976. p. 283).

The full exploitation of literature in every medium can not only engage one's interest in the literature, but can also break the passivity of solely reading the text (Kaes and Offstein. 1972). Furthermore, literature in pictures, films, and music could motivate students to read literary texts in print. Thus, through available literature-related audio books and CDS and DVDs, students could have opportunities to appreciate some literary works presented in other media.

2.5.2. Selecting of Literary Texts

Selection of literary text is a crucial issue. Selection should be based on the following criteria. First, the texts should include works of different genres (Brumfit 1981). That is, the texts should provide a representative selection, however small, of the literature as a whole (Carter and Long 1991). It is therefore important to choose poems, short stories, novels and plays. Second, the texts should include works of familiar,

established writers or works with classic status. (Brumfit 1981: Carter and Long 1991). Third, the texts should have a connection with students' here and now learning context. Experiencing the 'here and now literature' would definitely help students comprehend that literature is neither useless nor faraway, but rather simply part of our life.

Criteria for literature selection generally involve two aspects: students and the text itself. Regarding the students, the literary text selected should cater for the students' tastes, interests, and hobbies, and should take into consideration their linguistic proficiency, cultural background, and literary background (e.g Brumfit 1981: Collie and Slater 1987: Lazar 1993). Therefore, selection of literary texts should partly depend on the target students' needs and preferences. On the other hand, in many literature teaching classrooms students' attitudes toward literature are often neglected or not given attention. Instead the literary texts selected are usually determined by classroom practitioners or curriculum. As students are the main beneficiary of literary texts teaching, it is important that we should select suitable texts for use in class.

In choosing acceptable texts for the EFL context, there are several things to consider. First is the difficulty of the vocabulary and syntax, and teachers should look for works that match the level they are teaching. Other things that make literature difficult are the historical, social and political references that add complexity for non-English speakers. As a result, students often have to study literature by listening to the teacher's translation and writing down aspects of the analysis.

The selection of an appropriate literary text seems to be crucial for the success of literary lessons. The book is suitable if it is in compliance with the learners' needs, interests, cultural background and language level (Collie and Slater 1987:6). However, as Collie and Slater suggest, the main criterion to be kept in mind when selecting a literary text is "whether the particular work is able to stimulate the kind of personal involvement by arousing the learners' interest and provoking strong, positive reactions from them" (1987:6). The text should be "meaningful and enjoyable" so that the reading may "effect upon the learners' linguistic and cultural knowledge" (Collie and Slater 1987:6). Therefore, teachers should use books which are "relevant to the life experiences, emotions, or dreams of the learner" and "not too much above the students' normal reading proficiency" in order to maintain the learners' interest and enjoyment (Collie and Slater 1987:6).

Further, the importance of visual support which contributes to the understanding of a text is emphasized and it is suggested that the text should allow the development of students' autonomy in learning and offer a concrete outcome e.g. dramatization or a poster-design (Ellis 2002). Brumfit suggests the following group of six general criteria: linguistic level, cultural level, length, pedagogical role, genre representation, and classic status also referred to as 'face validity' (1986:189).

Literature is large and deep, like an ocean; no matter how far you sail and how deep you dive into it, you never get to an end, nor do you ever get satisfied. Yet it is a real enjoyment where you always come back to shore with riches and wonders (Maalouf El-Alfy, 2002, p. 75).

Although one student describes literature in terms meant to be positive as below, some students might have attitudes of frustration and unpleasantness towards literature because it is described in this way making it difficult for teachers to choose literary texts and even more so to teach. It is therefore, with limited vocabulary and a lack of competence in language skills, the literature component, may become a challenge for many students.

The language of literary texts is also often 'difficult', and the cultural nuances unfamiliar to the L2 student (Brumfit & Carter, 1991). The language in the plays of Shakespeare, novels such as Gulliver's Travels, A Tale of Two Cities, Pride and Prejudice, and War and Peace may discourage the L2 reader (Lazar, 2002). However, Lazar (2002) faces this challenge by recommending, for example '...an analysis of the narrative structure in a novel like Fitzgerald's The Great Gatsby can enhance students' knowledge of tenses and adverbs of time. Importantly, Lazar (2002) states the analysis of dialogue from a play can improve students' understanding of conversational discourse' (pp. 774-775).

A literary text is created from language, but it is students, as readers who confer meanings on the text. As literary texts are often very rich in multiple levels of meanings, literary texts, well chosen, delight and motivate the learners into other cultures. They encourage students to make meaning from language (p.775).

2.5.3. Types of Reading-Intensive or Extensive

It is important to decide what you are going to do with a text. If it is to encourage discussion in a conversation lesson then you need to read it extensively. This means you

will introduce the text, pre-read, go through comprehension of the main ideas with a task, and then go on to discussing those ideas or using them as the basis for a group speaking task. If you are reading the text for intensive purposes then you would dwell more on points of grammar and vocabulary, text structure or maybe lead into a writing activity with the text as model. Teachers are generally required to get students talking, and extensive reading of texts is a more suitable approach in most cases.

When dealing with reading,

- *Students may expect to understand every word and want to work through a text word for word. Giving them a specific task avoids this as well as giving them something which is not too dense for their level. Short is best.*
- *Going through every item of vocabulary and grammar will not make them better readers and will soon remove the interest and pleasure. Try to leave the intensive work to a class teacher, unless instructed otherwise.*
- *Vary the text types. Use advertisements, brochures, reviews, brief news items, anecdotes, letters, agony columns, personal letters, very short dialogues and postcards, etc.*

During the class, reading tasks to use for dialogues and texts may be as follows:

Students are asked to match illustrations to a text or complete a diagram summarizing the text, re-order jumbled paragraphs or jumbled sentences or questions and replies, insert two or three sentences which have been taken out and need putting back, complete a table of advantages/disadvantages, main points or key data, give a text or dialogue with no last paragraph or no last section. Students then discuss what it might contain.

2.5.4. Authentic materials

The term "authentic" is generally used to refer to any text which was not written for language learning purposes but for native speakers. However, the experts point out that "what makes texts written by and for native speakers authentic is that they are instance of communication between writer and intended audience" (Bamford and Day 1997). Janet Swaffar explained it in 1985 clearly: "The relevant consideration here is not for whom it is written but that there has been an authentic communicative objective in

mind" (qtd. in Bamford and Day 1997). To put it briefly, it is suggested that "reading is authentic when students read books for the purpose for which they were written rather than for language study" (Susser and Robb 1990).

The advantage of using authentic materials is that they allow students to meet language as it is used in real life. On the other hand, authentic materials may not be an appropriate reading material because of linguistic difficulty. As experts suggest, it is possible to make a difficult text easier by assigning easy comprehension tasks (Spratt, Pulverness and Williams 2005:23). Another possibility how to solve this problem is to simplify the authentic material by omitting or replacing difficult or unnecessary vocabulary by easier ones and re-organizing the text structure (Williams 1984:28).

2.5.5. Simplified materials

There are specific books, referred to as graded readers, the language of which is simplified or abridged to make the book easy for language learners to read and understand (Waring, "The OUP Guide" 2007). Graded readers are also referred to as "language learner literature" (Bamford and Day 1997). There is a wide range of series of graded readers at all language levels published every year e.g. Oxford University Press Graded Readers, Penguin Readers, Cambridge Graded Readers, or Macmillan Readers to name some of them. Learners may choose classical English and world literature or contemporary literary works which cover different genres e.g. thrillers, detective stories, fantasies, ghost stories and horrors, adventure stories, science-fiction, historical books etc. The readers are graded at the lexical, structural and information level (Hedge 1985:2, 9, 14).

Whether to use authentic or simplified materials depends on the purpose of the reading. The simplified materials are made easy in order to improve learners reading fluency and confidence; thus they are suitable for extensive reading (Waring, "The OUP Guide" 2007). In contrast, the complexities of authentic texts may discourage the learners and so they are recommended to be used in intensive reading (Schmidt n.d.; Waring, "The OUP Guide" 2007). Considering the general reasons for using literature in language teaching i.e. to become better readers, language acquisition and success, it is recommended to use both types of materials in language teaching (Harmer 1991:187).

2.6. STAGES OF READING CLASSES

This section will give a brief description of pre-, while- and post reading stages involved in a reading class.

2.6.1. Pre-reading

At this stage the students still do not know what the literary text is about. The teacher needs to motivate them by introducing the topic of the text and encouraging students to make predictions about it. This stage is often referred to as 'lead-in'. The goal of pre-reading stage is to prepare students for the text, to arouse their interest in the topic of the text and motivate them to read (Williams 1984:37). To prepare students for reading means to ease students' stress from their fear of not-being able to cope with language difficulties (Williams 1984:37). Thus the "teacher's role must be to play up the sense of adventure while providing a supportive atmosphere that will be reassuring to the students" (Collie and Slater 1987). At the beginning of preparing the pre-reading stage Williams suggests that the teacher should think of the following questions and so find how to introduce the text, motivate students and to incorporate language preparation:

1. What do the learners already know about the topic and how can this knowledge be used when working with the text?
2. Why is the text worth reading and how to make the learners share the same motivation? (1984:37)

Students are encouraged to express their expectations and predictions by discussing pictures, the cover page, titles, or the author's biography, brainstorming the relevant vocabulary, matching titles and parts of a text, ordering parts of a text, or answering questions. To set the scene, to get in the mood, to support understanding of the text, or simply to reduce learners' stress it is possible to use visualization i.e. students listen to a topic-related music or to a short literary extract and then try to construct meaning in a creative way. Possible activities for this phase are:

To do research about the author's life and work, using reference books, expressing hypothesis on the contents of the text, to predict vocabulary, to use flashcards, pictures, to focus the topic before the presentation.

2.6.2. While-reading

This stage is aimed at the clarification of text content and at students' understanding of the writer's purpose and the text structure (Williams 1984:38). What is important for the teacher to consider in this phase is "what the effect of these exercises is and whether this corresponds to both his and his learners' aims" (Williams 1984:38). Therefore, prior to choosing or developing suitable exercise, the teacher should pose the questions regarding the function and the organization of the text, what information to extract, what the learners can deduce from the text, what language can be taught or what styles can be practiced (Williams 1984:38-39). According to Williams the while-reading activities are necessary to be organized from the general understanding to the understanding of smaller units e.g. paragraphs or sentences (1984:39).

While-reading activities involve traditional comprehension exercises in the form of true or false questions, answering pre-reading questions, matching halves of sentences, guessing what comes next, identifying who said what, completing maps, diagrams or fact-files, cross-words and word-search puzzles, true or false statements, comparisons, multiple choice questions. Basically, the while-reading activities deal with the characters, the plot, language, and topic issues.

2.6.3. Post-reading

In the final stage of reading students are encouraged to consolidate and reflect creatively upon what they have read. Furthermore, during this stage the text is personalized and made relevant to the students' personal experience, emotions, views and interests in order to stimulate their reactions to the text. The whole organization and types of the post-reading activities are determined by the objectives of the program; so when planning the post-reading activities the teacher should consider whether the topic of the text is recommendable, whether it invites completion and primarily whether learners can make a connection with their personal experience when working with the text (Williams 1984:39).

The post-reading stage may include writing activities e.g. writing a summary or a recommendation, a letter to a character, re-writing the story from a character's point of view; speaking activities e.g. role-plays, interviewing the characters, dramatization; project work e.g. drawing illustrations, preparing a series of pictures for comics; or a combination of these.

As Williams points out, "the problems of motivation, language and reading-related activities are not dealt with separately in each of the three phases, but are 'spread' throughout the three phases"; and therefore "the three-phase approach is not to be carried out mechanically on every occasion" (1984:40). The advantage of this three stage approach is grounded in the fact that "it respects and makes use of the student's own knowledge of language and of the world and uses this as a basis for involvement, motivation, and progress" and it also "leads to the integration of the skills in a coherent manner" (Williams 1984:40).

CHAPTER III

3.1. OTHER GENRES

Some other genres which can be useful during the learning procedure will be addressed.

3.1.1. Drama

Drama helps students to see themselves within the dual realities of the perspectives of others and their own perspectives and experiences and so to develop empathy and understanding. It helps to learn about the elements of fiction such as plot, character, tension, and theme. Another advantage is that it builds an understanding of texts, of themselves, and their culture as well as the culture of the world. It also helps to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (NCTE and IRA 31).

Using drama in foreign language classes can be useful because it invites students into the language of the text. It is not important whether students do not know or comprehend every word, scene, or chapter, that is, the context. They can go through it whenever they want. Students have the opportunity to work collaboratively to interpret the text. As they try to discover the meaning of the literary text, they get stronger rather than intimidated by language during the teaching process.

Classroom drama affords teachers and students opportunities to study literature by getting out from behind their desks, engaging in mutual discovery, and figuring out together “What it all means!”

Last but not least, drama provides students with strong motivation to learn and to discover while it supports learning about the components of fiction, developing literacy strategies (McMaster 1998. p. 574-84) and seeing the world and world events from different points of view.

3.1.2. Poetry

Literature, especially poetry, operates within the parameter of certain ‘literary’ devices, language variety and syntactic patterns which to a large extent are believed to be the domain of literature alone and which cannot be taught at any level to the learners of language in the strictest sense of the term. Literary devices like metaphor, structural

ambiguity, alliteration, semantic density, and some phonological patterns create an atmosphere of meanings through their subtle usages. When we examine our everyday language, we are astonished by the realization that these devices play a great role in shaping our everyday speech.

Metaphor, for instance, is a figure of speech in which an idea or action is referred to by a word or expression normally denoting another idea or action to suggest common quality shared by the two. In our daily discourse we use metaphors unsparingly as when we talk of someone who is not reliable, we say

‘Beware of him! He may stab you in the back’. In both the literal and the figurative cases, the effect of stabbing is painfully agonizing.

The employment of structural ambiguity suggests the use of language that may be understood in many different ways. In poetry, it is considered as a source of poetic richness. In our daily discourse, ambiguity is often resolved by referring to the context. Ambiguity is often used today as a feature of advertising slogans, cartoon captions and general anecdotes.

Poetry doesn’t necessarily mean Wordsworth. Not with sixteen-year-old lower intermediate learners. However, don’t exclude poetry. It can be a brilliant source of short, lively material which can bring one simple story or idea to life. Poetry doesn’t have to be serious and it can be appealing to an average group of non-academic adolescents if the subject matter reflects their world and concerns. Poetry is also music; it helps students tune in to the rhythm of English, the rhymes and the sounds of the language. It lends itself to acting out, and to thought-provoking discussion. The pleasure of getting your mouth round English rhythm and sounds can appeal to teenagers.

In exploiting poetry, if the poem is a springboard for speaking, don’t dwell in detail on every word and nuance. Prepare vocabulary with a task before reading. If the poem is too linguistically challenging teachers may have to give vocabulary explanations during reading. Giving students a task to access the meaning of the poem quickly and to help them read it is one of the effective ways. Encourage involvement and anticipation by feeding the poem little by little, with questions for prediction at each stage. Teacher may use it for speech work. Decide if students are to hear the poem before they read. Will you involve the class in reading it aloud? Will you focus on intonation of questions or pronunciation of certain consonants and vowels? You could give key words on the board and students listen/read and complete. Dialogue building,

guided discussion, group decision-making, role plays are some of the tasks. Song lyrics can be treated as poems and then the music can be introduced after you have understood the poem. This can come as a nice surprise and avoids too much pressure to sing in an awkward class who don't like singing but like listening to music.

3.1.3. Short Stories

Short stories are the most widely used literary genre in the foreign language classroom, as they are useful with all levels of proficiency, all age groups and in many classroom activities.

One of the most effective long-term methods of learning a language is that of an on-going series of readings. Whether or not language learners are able to wade through a complete book or novel; reading short stories is a time-proven method of language learning and acquisition.

There are various advantages in using short stories in ELT:

- *The concise writing with carefully selected vocabulary and lexis*
- *The use of contemporary or colloquial language*
- *Insertion of authentic, natural dialogue*
- *Short stories typically maintain high interest and attention levels*

3.2. EVALUATION

The assessment of the learners' progress should be in compliance with the aims and objectives set at the beginning of the program. When designing the assessment scheme for reading classes the teacher should decide how to monitor the progress and what kind of feedback to use to motivate the learners to read and study more.

Firstly, it is necessary to consider whether to use the formal assessment leading to a grade e.g. a test, a quiz or a paper, or "content and performance driven" (Weaver n.d.) informal assessment which involves "observation, inventories, checklists, rubrics, rating scales, performance and portfolio assessment, participation, peer and self evaluation, and discussion" ("Assessment" 2007).

Being performance-based, the informal assessment is represented by alternative assessment devices and strategies. Alternative assessment "employs strategies that ask students to show what they can do" (Tannenbaum 1996). It focuses on "documenting

individual student growth over time" (Tannenbaum 1996) and learner's achievement is emphasized and as that it might be conveniently used in learner-centered reading classrooms. The measures of the alternative assessment involve pictorial products e.g. drawings, charts; oral performances or presentations e.g. interviews, role plays, summarizing, retelling or paraphrasing the stories; oral and written products e.g. reading response logs, writing assignments, dialogue journals; or portfolios (Tannenbaum 1996). It is also possible to combine both formal and informal assessments.

Secondly, it should be specified whether the teacher will apply the continuous or the final assessment. Third, the assessment scheme should cover information about how to analyze the results, what forms of feedback to use e.g. an oral or written, or a grade.

Finally, teachers should consider how the data obtained in the reading program can contribute to their further professional development e.g. change of a text, activities, or topics.

CHAPTER IV

4.1. REASONS FOR USING LITERATURE

4.1.1. Linguistic reasons

Literary texts "can develop the student's knowledge of language at the levels of vocabulary and structure and at the level of textual organization" (Hedge 1985:22). When reading, learners have opportunity to recycle and fix the vocabulary already learnt and meet new expressions and as David Wilkins wrote in 1972: Through reading the learner [...] is exposed to the lexical items embedded in natural linguistic contexts, and as a result they begin slowly to have the same meaningfulness for him that they have for the native speaker (qtd. in Hedge 1985:23).

When contextualized a body of literary text presents "genuine samples of a very wide range of styles, registers, and text-types at different levels of difficulty" (Duff and Maley 1990:6). This contributes to the learner's consolidation of language structures and textual organization, namely cohesion and coherence, which may improve their reading and writing.

While the course book texts are adapted to the learner's level and designed to "exemplify language" (Williams 1984:25), literature is a source of authentic language, i.e. unmodified language. It is a text written "to say something, to convey a message", a text that allows the learners "to experience 'real' instances of language use" that they can exploit in the situations outside the class (Williams 1984:25). At this point, however, it is necessary to stress the difference between written and spoken communication (Hedge 1985:27). As Collie and Slater emphasize, in reading literature the learners "gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration, and so on (1987:4).

4.1.2. Methodological Reasons

Literary texts are rich in meanings which may elicit different reactions, understanding and interpretations. This variety of opinions may serve as a springboard for discussions and sharing feelings which means that literature encourages interaction (Duff and Maley 1990:6; Clandfield and Foord n.d.). In addition, creativity and imagination are also employed and "at productive level, students of literature, become more creative and adventurous" (Collie and Slater 1987:5). When reading literary texts

the learners practice and develop their reading skills and strategies, which contributes to the development of their reading fluency and proficiency.

4.1.3. Motivational Reasons

Students usually find literary texts more interesting than course-book texts. Literature involves "affective, attitudinal, and experiential factors" and so may motivate learners to read (McKay 1986:192). Duff and Maley stress that literature is motivating because it deals with situations and themes that the writer considered important to address and they point out that the motivational effect of the genuineness of literary texts is increased when the topics relate to the learner's personal experience (1990:6). Collie and Slater emphasize that it is the personal involvement encouraged in readers by literature that makes literary texts useful in language learning process and claim that "engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system" (1987). Moreover, *"literature holds high status in many cultures and countries" therefore students can feel a real sense of achievement at understanding a piece of highly respected literature"* (Clandfield and Foord n.d.).

Literature educates the whole learner's personality since it includes a lot of cross-curricular and cross-cultural relations. Through literature teachers may not only develop the learners' attitudes to reading and learning languages but they may also cultivate learners' attitudes to values. Although different cultural backgrounds reflected in literary texts may cause some difficulties in reading and general comprehension, it is suggested to overcome this problem by exploring foreign cultures rather than to avoid using literature (Duff and Maley 1990:7; McKay 1986:193). McKay takes this argument further and makes the point that in this way literature may increase the learner's understanding and tolerance for cultural differences (1986:193).

According to Carter and Long "literature can be a special resource for personal development and growth" offering "many linguistic opportunities to the language teacher" and allowing "many of the most valuable exercises of language learning to be based on material capable of stimulating greater interest and involvement" (1991:3).

Carefully selected students' literature, however, offers an alternative motivating medium for foreign language acquisition. The sustained human interest in a story over

centuries can be traced from the epics, legends and folk tales that have thrilled, inspired and entertained people of old.

Authentic literature provides a motivating, meaningful context for language learning since people are naturally drawn to stories.

Literature can contribute to language learning. It presents natural language and can therefore foster vocabulary development in context. As Collie and Slater (1987) have pointed out, it stimulates oral language and involves the students with the text.

Literature can promote academic literacy and thinking skills, and prepare students for English-medium instruction.

Literature can function as a change agent: *good literature deals with some aspects of human condition, and can thus contribute to the emotional development of the students, and foster positive interpersonal and intercultural attitudes.*

Bruno Bettelheim (1986:4) recognized the significance which reading material has for the developing students' literacy. Exton and O'Rourke (1993: 27-8) express a similar concern in ESL context: reading and language activities generated by the typical basal reader texts fail to offer readers any satisfaction, and may actually foster a notion that 'reading and perhaps language in general involves the expenditure of effort upon texts that give back neither pleasure nor information in return'.

Literature may also help learners to internalize the new language by providing access to a rich variety of linguistic items and a context for their communication efforts. Literature, therefore, seems to offer a medium that can create an acquisition-rich environment in the classroom context.

Literature is full off examples of real-life language in different situations, as Hill (1986) has pointed out, and offers a variety of models for communication. In contrast, traditional EFL course books have been criticized as being 'stiff imitations of the dynamic spontaneity of real life', their characters as 'nice, decent, and characterless', and the situations 'generally unreal and dull' (Crystal 1987: 15).

Another significant point in favor of literature, as Bassnett and Grundy (1993: 7) have pointed out, is that literature is a high point of language usage; arguably it marks the greatest skills a language user can demonstrate. Anyone who wants to acquire a profound knowledge of language that goes beyond the utilitarian will read literary texts in that language.

It is also clear that through the medium of literature we can provide EFL learners with language experiences that will not only motivate and foster oral language, but also deepen their awareness of the target language in its written form.

The excitement created by a good story is also likely to generate much more students talk than the often rather artificial language texts.

Another reason for using literature in a language class is the potential, power of good literature to transform, to change attitudes, and to help eradicate prejudice while fostering empathy, tolerance, and an awareness of global problems. The power of literature in developing empathy and tolerance is well documented in research on multicultural literature and peace education, but so far the opportunities for communicating these sorts of socially beneficial themes have not exploited in EFL programs.

Literature, as Bettelheim (1986) has pointed out can promote a gradual development of the understanding of self and the world. Discussions about story conflict can also provide young readers with an opportunity to discover their own solutions, thus developing the skills and insights they will need when dealing with conflict themselves (Schomberg 1993).

Quality literature can be used to provide vicarious experiences that foster the development of emotional intelligence defined by Goleman (1995), which is essential for empathy and tolerance. Emotional intelligence is the understanding of feelings, both one's own and those of others, and the ability to use that knowledge in making decisions in life.

Another benefit from literature is exposing the learner to the culture of the native speakers of the language. Since, literary texts often reflect practices, culture, attitudes and beliefs of the native speakers of the language, the learner has no option other than assimilating the culture. Literature in this context enables the students to develop their own perceptions as to how people of different cultures relate to their experiences and assess them. Such perceptions help students to see the core of human situations that can occur cross-culturally.

Literature is of immense help in language learning through extensive reading skills. Reading is the easiest way of bringing the foreign learner into sustained contact with a substantial body of the language. If the piece read is interesting, the language remains in the mind of the reader. The patterns of collocative and idioms are established.

Extensive reading widens the horizon of the reader in terms of vocabulary and usage, which invariably promotes thinking. There is no doubt that poor development of vocabulary and language skills has seriously inhibited development of excellence in literary studies. It is necessary to point out here that the benefits that could be derived from using literature in a language class should not be limited to the English class.

Despite the benefits that can be derived from using literature to teach language, there can be problems if certain precautions are not taken. Some students find literature very difficult because of the choice of literary texts. If difficult authors are chosen, students will not enjoy reading their works. As Rosenkjar (2007) puts it, the students will rely on word-for-word translation, which is not the way to develop language skills or literary appreciation in students. Therefore, literary texts have to be chosen in such a way that they would capture the interest of the reader (learner). The texts should lead the students to discover language features. They should be chosen to serve as a springboard for creative communicative post-reading activities.

Another problem could be the teaching strategies adopted by the teacher. The manner in which the teacher handles the literature class goes a long way in giving the students the right attitude towards the subject. The attitude of the teacher as well as his competence in handling the text will determine the output in class. The teacher, in using literature in his language class, should relate the class activities to real life situations. The class should be made to be lively, interesting and attractive. The teacher should ensure that the students' background and culture are taken into consideration, when choosing literary texts. Since literature is language in action, there should be actual reading in the class. Though, extensive reading should be encouraged, which is mainly reading out of interest. Intensive reading is required of the students in order to ensure that they understand the text.

4.2. EVALUATION

EFL learners may come to realize their competency at linguistic as well as communicative levels more effectively if they are exposed to literary texts in English as a foreign language setting. In response to the pivotal question of the paper posed at the outset as to why teach literature at all, let's quote Collie and Slater (1994) who contend that literature should be taught to ESL/EFL students because it "offers a bountiful and extremely varied body of written material which is enduring rather than ephemeral; its

relevance moves with the passing of time but seldom disappears". Therefore, one may come up with the conclusion that literature should be no longer peripheral but rather within the core of the EFL materials to contribute directly to one's developing proficiency. Hence, for the reasons mentioned above, it seems not too unrealistic to conclude that literature is really a promising feature that should be part and parcel of ESL/EFL property, to be added to the ESL/EFL materials and to be included in the ESL/EFL curriculum. As Reid (2002:32) points out " in the same way that one size does not fit all, so also one technique, approach, method or material is inadequate in the [EFL/ESL] classroom [implying that] eclecticism .. .once frowned upon, has been essential for effective teaching" and in such eclecticism, literature should have its own place, not to be frowned upon but to be welcome by the EFL educational community.

CHAPTER V

5.1. APPROACHES AND METHODOLOGIES

Many instructional approaches to teaching literature have been researched. The structural approach to teaching literature was dominant in the sixties and seventies which stressed correctness of form in grammar, vocabulary and structure. Naturally, this may not be the most appropriate method in teaching literature the latter being creative language to be appreciated.

We will focus on a basic review of six approaches to teaching literature.

5.1.1. New Criticism

The New Criticism approach to literary analysis first appeared in the USA. In this theory, meaning is contained only within the literary text, and external elements are disregarded when analyzing the work. The reader's role is to discover the one correct meaning by a close reading and analysis of formal elements such as rhyme, meter, imagery, and theme. According to Thomson (1992), the world of a literary work is self-contained, and readers must exercise total objectivity in interpreting the text. In other words, the social, historical, and political background of the text, as well as the reader's reactions or knowledge of the author's intention, distract from and are not relevant to the interpretation of the literary work.

The major drawback of New Criticism is that most class activities are dedicated to identifying formal elements and literary devices such as symbolism, metaphors, similes and irony. This turns the study of literary terms into an end in itself rather than a means to discover the beauty and value of a literary work. This excludes looking at the connection between the text and the reader's experiences and the historical and sociolinguistic influences that become apparent during the reading process (Thomson 1992).

Some who criticize the approach feel that without a subjective response to the meaning of the text, and with the heavy dependence on the teacher to decipher the literary work, students will not progress in building the language skills. Therefore, the application of the New Criticism approach offers students little enjoyment or recognition of the value of literature, and creates a negative attitude towards literature.

5.1.2. Structuralism

This approach gained importance in the 1950s. Instead of interpreting a literary text as an individual entity, this approach determines where a literary text fits into a system of frameworks that can be applied to all literature (Dias and Hayhoe 1988). Structuralism emphasizes total objectivity in examining literary texts and denies the role of readers' personal responses in analyzing literature. It requires learners to approach literary texts scientifically and to use their knowledge of structures and themes to place the work into a meaningful system. According to Culler (1982, 20), Structuralism does not focus on the aesthetic value of literature, but on the different processes and structures that are involved in the production of meaning.

Carter and Long (1991, 183) note that “instead of being concerned with how a literary text renders an author's experience of life and allows us access to human meanings, structuralism is only interested in mechanical formal relationship, such as the components of a narrative, and treats the literary text as it were a scientific object”. Structuralism over-emphasizes linguistic systems and codes as “the sole determinants of meanings” (Thomson 1992, 15). Structuralism therefore is less relevant for the teaching of literature because the EFL teachers and learners possess inadequate skills and knowledge to approach the scientifically.

5.1.3. Stylistics

It analyzes the features of literary language to develop student's sensitivity to literature. This includes the unconventional structure of literature, particularly poetry, where language often is used in a non-grammatical and loose manner. In this approach, the teacher encourages students to use their linguistic knowledge to make aesthetic judgments and interpretations of the texts. Thus the issue of the role of the reader in the process comes up again. According to Rodger (1983), the language form plays the most important role in deciphering a poem's significance, while others such as Moody (1983) see the importance of the reader's background knowledge, along with close attention to language features.

One useful model of Stylistics is Widowson's (1983) comparative approach to teaching literature, in which excerpts from literature are compared to excerpts from other texts, such as news reports or advertisements. This technique illustrates that the

language of literature is an independent kind of discourse and teaches students different ways that language can be used. Students will learn to appreciate the power and versatility of all types of language to express the complete range of human feelings and experiences. Students will find the process of exploring the language style and form both entertaining and valuable. Challenges include the difficulty of recognizing irony in the literature of a foreign culture (Ramsaran 1983) and language learners' limited communicative competence in English and lack of experience of and sensitivity to a variety of registers in everyday life contexts (Tregrove 1983). It is a great pleasure for learners to simply compare the differences between literary language and non-literary language.

5.1.4. Reader-Response

Reader-Response supports activities that encourage students to draw on their personal experiences, opinions, and feelings in their interpretation of literature. Dias and Hayhoe (1988, 15) point out that "it is precisely the role of the reader in the act of reading that has not been sufficiently and properly addressed". Reader-Response addresses this problem by making the learners "active participant in the learning process" (Davies and Stratton 1984, 3). The important connection between the reader and the text is explained by Rosenblatt's (1978) theory of literary reading, which describes the transactional relationship between a reader and a poem. Each reader attaches his or her own personal interpretation to a work; thus, a poem is "an active process lived through during the relationship between a reader and a text" and "should not be confused with an object in the sense of an entity existing apart from author or reader" (Rosenblatt 1978, 20-21).

5.1.5. Language-Based

In the language model, the main focus is on language as the literary medium. Lazar (1999) stated that a language-based approach to using literature would include techniques and procedures, which are concerned mainly with the study of the literary text itself. Thus, students are equipped with the tools they need to interpret a text and to be able to make competent critical judgments of it. The advantages of using literary text for language activities are that they offer a wide range of styles and registers, they are open to multiple interpretations and hence provide excellent opportunities for classroom

discussion and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Maley, 1990).

Literary texts, according to McKay (1982) are exploited for the teaching of vocabulary or structures or language manipulation. The students then will have the opportunity to enrich and develop their language input since literary texts expose them to the varied creative uses of the language. She added that the readers' responses to the literary text, however, are totally neglected as the approach may be too mechanic and thus take away the pleasure of reading literature.

The Language-Based approach emphasizes awareness of the language of literature, and it is a basic stage for EFL learners. However, this approach facilitates students' responses and experience with literature, and it is considered more accessible for language learners than the Stylistic approach (Nash 1986; Littlewood 1986; Carter and Long 1991). In addition, the Language-Based approach calls for a variety of language instruction activities, including brainstorming to activate background knowledge and make predictions, rewriting the ends of stories or summarizing plots, cloze procedures to build vocabulary and comprehension, and jigsaw readings to allow students to collaborate with others, form opinions, and engage in spirited debates. The point is that literature is an excellent vehicle for CLT methods that result in four-skill English language development through interaction, collaboration, peer teaching, and student independence. The teacher's role is not to impose interpretation but to introduce and clarify technical terms to prepare and offer appropriate classroom procedures, and to intervene when necessary to provide prompts or stimuli. Moreover, this approach meets students' needs in learning a language competence; they develop the necessary skills of working in groups; and they become active learners while teachers support and guide them in the learning process. It is motivating because it fulfills students' needs in learning about literature and language. It helps students handle a text, enhances their enjoyment and interest in literature, develops their autonomy, and improves their learning of English.

5.1.6. Critical Literacy

This approach has important implications for teaching both language and literature because it reveals the interrelationship between language use and social power. In many cases, the language teaching profession ignores or inadequately addresses how text deal with important issues of ideology and power relations in society (Wallace 1992; Luke, O'Brien, and Comber 1994; Cummins 2000).

According to Osborn (2000, 48), “truth presented in the classroom as knowledge is rooted in a set of power relationships.” Discourse reflects the power relations in society, and as researchers and practitioners note, the teaching and learning process is not “neutral with respect to social realities and inter-group power relations” (Cummins 2000, 253). Regarding the interaction between readers and texts, Luke, O'Brien, and Comber (1994, 140) state that authors “construct a version of the social world; and they position or locate the reader in a social relation to the text and to that world.”

A teacher using the Critical Literacy approach must take into account the students' social experiences and worldviews but must also consider the degree of openness in different societies and cultures.

We have looked at the theoretical bases of six different approaches for analysis and teaching of literature in the EFL classroom. Although several approaches have positives aspects, it is also apparent that there is strong agreement among teachers that the Reader-Response and Language-Based approaches are well suited for teaching learners of English.

CHAPTER VI

6.1. CLASSROOM TECHNIQUES

6.2. SAMPLE LESSON

The use of physical activity in the classroom is especially beneficial when combined with language learning. Monthie-Doyum and Öztürk (2006:34) introduced a class activity called “Romeo and Juliet in One Hour”.

6.3. THE OBJECTIVES

The objectives of this activity are *(1) to develop cognitive skills to motivate students toward the reading of classical literature in English; (2) to improve students’ knowledge of second language vocabulary and pronunciation; (3) to enhance the personal skills of cooperative learning, oral participation, and the affective variables of motivation, confidence, and self-esteem.*

6.4. CLASSROOM PROCEDURE

The time needed will depend on several factors such as the size of the class, the language level of the students, and whether they are familiar with the work to be performed.

The next five-step activity is based on one session of about fifty minutes. After being introduced to the characters of Romeo and Juliet, students receive scripts, discuss roles, rehearse, and perform the play.

6.4.1. Step 1: Distribution of scripts (5 minutes)

The class is divided into the groups according to the number of acts in the play (five groups for *Romeo and Juliet*), with attention on the action given to the number of characters appearing in each act.

6.4.2. Step 2: Assignment of roles (5 minutes)

The teacher explains to the students that they are to interpret the action any way they like in a three-to five-minute dramatization of the act assigned to them.

6.4.3. Step 3: Rehearsal of the play (20 minutes)

Each group of students is encouraged to creatively imagine what kind of action their roles require and to rehearse their act to prepare for the performance of the drama. Through this activity, students will enjoy the text and will therefore be more willing to invest the intellectual efforts needed, in and out of class, to more fully comprehend and appreciate the work. The teacher can explain the unknown vocabulary in the script, but the difficulties of Shakespeare's language should be smoothed over.

6.4.4. Step 4: Performance of that play (20 minutes)

Each group of students performs the play for three to five minutes in class, act by act.

6.5. EVALUATION

This activity combines the use of authentic material with students' improvisation to help them make a difficult literary work their own through interpretation and self-expression. This class has shown that the use of such activities helps to develop professional skills by showing the benefits of a communicative and student-centered activity that utilizes many important skills, including those of cooperative learning and professional oral presentation.

Here you will find the play.

Romeo and Juliet

By William Shakespeare

Main Characters

Juliet: Daughter of Lord and Lady Capulet

Romeo: Son of Lord and Lady Montague

Lord and Lady Montague: Rich couple

Lord and Lady Capulet: Rich couple in Verona, Italy; enemies of the Montagues

Mercutio: Romeo's friend in Verona, Italy; enemies of the Capulets

Nurse: Juliet's nurse

Tybalt: Juliet's hot-tempered cousin

Friar Lawrence: Priest in Verona; counselor to Rome and Juliet

Act 1

1. Juliet is not yet fourteen, but her mother and father think it is time she got married! Lady Capulet tells her that a young man named Paris wants to marry her; he will be at the Capulet's ball that evening.

Lady Capulet: "The valiant Paris seeks you for his love."

2. Romeo decides to go (uninvited) to the ball with his friends, including the witty, exuberant Mercutio.

Mercutio: "Come, we burn daylight, ho!"

3. Romeo and Juliet see each other for the first time and it's love at first sight.

Romeo: "Oh, she doth teach the torches to burn bright!"

Juliet: "My only love sprung from my hate!"

Act 2

1. After the ball, Romeo stays in the Capulet garden, sees Juliet at her balcony and hears her declaration of love for him. He also declares his love for her. They plan to get married the next day.

Romeo: "See how she leans her cheek upon her hand!"

Juliet: "Parting is such sweet sorrow, that I shall say good night till it be morrow."

2. The next day, Juliet sends her nurse to find out from Romeo the details of their marriage that day. Nurse comes back and tells her to go to Friar Lawrence's cell and Romeo will be there.

Juliet to Nurse: "How art thou out of breath when thou hast breath To say to me that thou art out of breath?"

3. Romeo and Juliet are married by Friar Lawrence.

Friar Lawrence: "You shall not stay alone Till holy Church incorporate two in one"

Act 3

1. Tybalt saw Romeo at the Capulet ball and is furious at him for having “crashed” the party. He is looking for a fight with him. He finds Mercutio instead; they start fighting. Romeo appears and tries to stop the fight; Mercutio is killed by Tybalt in the confusion.

Mercutio: “A plague o’both your houses!”

2. Romeo, in turn, becomes furious with Tybalt for having killed Mercutio. He kills Tybalt.

Romeo: “Oh, I am fortunes’s fool!”

3. Juliet is waiting for Romeo in her room at the Capulet palace.

Juliet: “Come, night! Come Romeo! Come thou day in night.”

4. Romeo has been banished to Mantua, Italy. Romeo and Juliet spend the night together; then, he has to leave the next morning. It is difficult for the lovers, now husband and wife, to part.

Juliet: “Yond light is not daylight; I know it, I.”

5. Lady Capulet tells Juliet that she will marry Paris the following Thursday. Juliet is devastated!

Juliet: “He shall not make me there a joyful bride!”

Act 4

1. To avoid marrying Paris, Juliet decides, with Friar Lawrence’s help, to take a potion that will make her appear to be dead.

Juliet: “Romeo, Romeo, here’s drink. I drink to thee.”

2. Nurse, Lord and Lady Capulet find Juliet in her bed the next morning. She appears to be dead, and there is great sorrow.

Lord Capulet: “Death lies on her like an untimely frost
Upon the sweetest flower of all the field.”

Act 5

1. Romeo does not receive the letter from Friar Lawrence informing him of Juliet's decision to take a potion to make herself look dead, so he rushes to Verona when he hears of her "death." He goes to her tomb, sees her "dead," then takes a powerful poison to kill himself.

Romeo: "O true apothecary! Thy drugs are quick. Thus with a kiss I die."

2. Juliet wakes up from the potion, sees Romeo dead beside her, and decides to kill herself with his knife.

Juliet: "This is thy sheath; there rest, and let me die."

3. Through the tragic deaths of Romeo and Juliet, the two families are reconciled.

All: "For never was a story of more woe
Than this of Juliet and her Romeo."

CHAPTER VII

7.1. PURPOSE OF THE STUDY

The aim of this paper is to investigate and show that integration of literary texts into learning and teaching process is possible and has many advantages. Besides, the attitudes of students at 2nd and 3rd levels in the English Language Teaching Department at Dicle University towards teaching English through literary texts have also been investigated. Although the place of literature in language classes has long been argued, the present study is significant in that it is, to the author's knowledge, the first in this context, and could impact the reintroduction of literature in the EFL Program at the university.

7.2. SIGNIFICANCE OF THE STUDY

Based on the idea that implementing literature in learning a foreign language education is significant and must have a place, the study aims to improve students' learning process during teaching a foreign language programs in the English Language Teaching Department of Dicle University through using a program including literary texts. Accordingly, the study aims to find out students' interest with regard to literature. It is our hope that it will be a useful resource for further studies in this field.

Moreover, the study is expected to make a contribution to both students and teachers' attitudes working in this field

7.3. STATEMENT OF THE PROBLEM

The significance of literature teaching in foreign language teaching (FLT) programs has been discussed not only in our country, Turkey, but also all over the world for many years. In this context, students' ideas and tendencies about literature teaching need to be investigated and the question of “*Can we integrate literary texts into teaching English as a foreign language?*” has to be taken into consideration. Therefore, the purpose of this study is to investigate the use and place of literary texts in the English Language Teaching Department at Dicle University.

7.4. METHODOLOGY

Presentation

This chapter describes the methodology used in this research. It includes the introduction of the chapter, background of the respondents, the description of the instruments used in the study and the description of how the data was collected and analyzed.

In this study, data was collected by a questionnaire. Each question in the questionnaire relates to the premise that literature has an important role in language teaching. Subjects were asked to investigate the use of literature in language classes.

7.4.1. Data Collection Process

The number of the subjects to whom the questionnaire was administered was 56 in total. 4 students in the second year and 3 students in the third year were missing as they were in Europe as Erasmus students under the framework of “Erasmus Student Exchange Program”. It was found out that most of the questionnaire forms were returned and all of the questions were answered.

The data was collected by means of preparing a questionnaire for students. Upon approval from the authorities of the faculty and department, the questionnaire was distributed the students of English language teaching classes in the second and third year.

7.4.2. Data Analysis

The primary data collected via the questionnaire for this study was quantified and analyzed to obtain the necessary information in order to address the objectives put forward in the introductory chapter of this study. All of the data were computed and analyzed by the statistical package, SPSS 15.0 for Windows.

The data was then presented in the form of frequency tabulation and were specifically arranged in Chapter VII of this report according to the objectives found in the first chapter. The data, which is in the form of tables and graphs, was than described and discussed in detail in Chapter VII.

7.4.3. Research Instruments

The questionnaire consisted of two parts, targeting the research questions in this study. The first part included 5 items, investigating students' perceptions of the learning and teaching process in which students experiencing learning the literature component, students' views on possible strategies to be used in the teaching and learning of the literature component, and the teaching approaches and techniques used to by their teachers to teach during the courses.

The second part was a 22-item questionnaire designed specifically to examine students' attitude toward literature in general and their preferences over different literary genres. This student attitude questionnaire was a five-point Likert-Scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

7.4.4. Scope

The table showing students' number and percentage in the following indicates the number of the students in the second and third year both in numbers and percentage in the Department of Foreign Languages Education, English Language Teaching Department of Dicle University.

CHAPTER VIII

8. FINDINGS AND DISCUSSIONS

8.1. INTRODUCTION

This chapter presents the findings of the study and contains information that corresponds to the research questions posed in Chapter One of this report. It begins by describing the general background of the students and teachers who were the participants of the study. Then, the following parts present the data acquired from these two groups of respondents.

Apart from the presentation of findings acquired through the surveys conducted in this study, the following table reveals information about the participants.

Table of student's number and percentage

Dicle University Foreign Language Education English Language Teaching Department					
	Classes	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Second Year	27	48,2	48,2	48,2
	Third Year	29	51,8	51,8	51,8
	Total	56	100,0	100,0	100,0

The participants in this study were 56 EFL students. The number of females was 44 and the number of males was 12 in the English Language Teaching Department of Dicle University. 27 of the students are in the second-year and 29 of them are in the third-year.

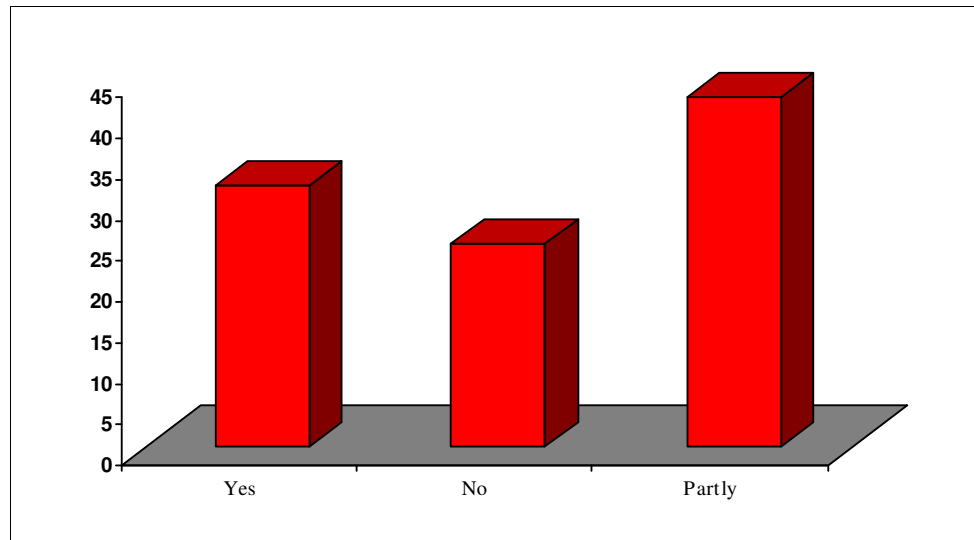


Figure 1. The place of literary texts in English Language Teaching Program

Table 1. Frequency results of the place of literary texts in English Language Teaching Program

		Frequency	Percent	Valid Percent
Valid	Yes	18	32,1	32,1
	No	14	25,0	25,0
	Partly	24	42,9	42,9
	Total	56	100,0	100,0

The results indicate that 32,1 % of the participants have expressed they use literary in the language program. 25 % of the students said that literary texts are not used in the materials. 42,9 % of the students have claimed that literary texts partly exist in the materials used in language learning.

According to their program, participants get to know literature in the 2nd year. In this period, as improving reading skills, comprehension, developing vocabulary and generally short stories are taken into consideration; so these courses may have influenced their answers.

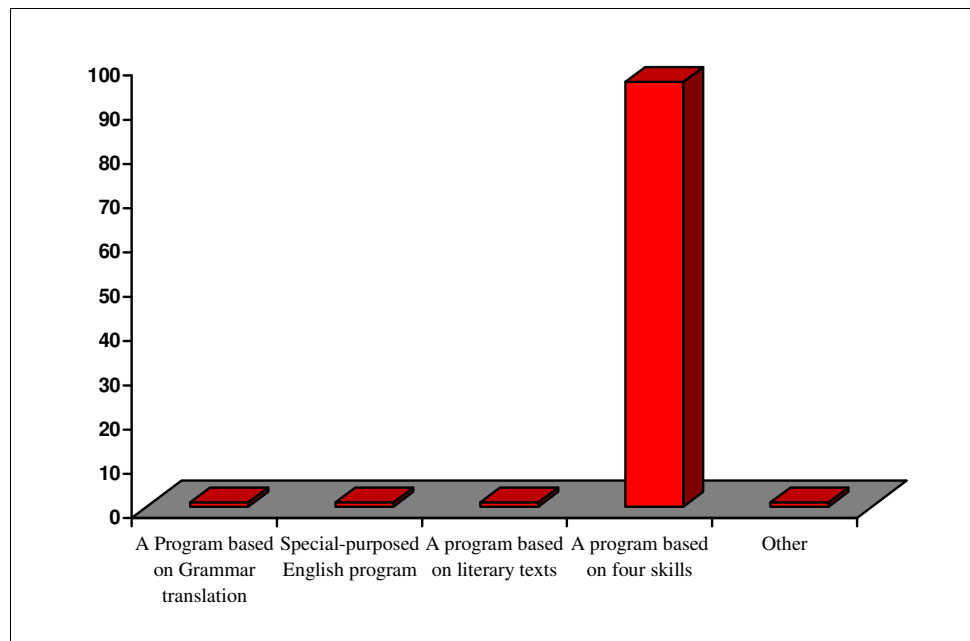


Figure 2. The kinds of program during the learning process

Table 2. Frequency results of the kinds of program during the learning process

		Frequency	Percent	Valid Percent
Valid	A Program based on Grammar translation	1	1	1
	Special-purposed English program	1	1	1
	A program based on literary texts	1	1	1
	A program based on four skills	52	96	96
	Other	1	1	1
	Total	56	100,0	100,0

Among the responses to this question, it has been observed that 96 % of the participants have found the program based on four skills, speaking, listening, reading and writing, as the most beneficial one. Therefore, inclusion literary texts as well into this program will bring better results in acquiring a foreign language.

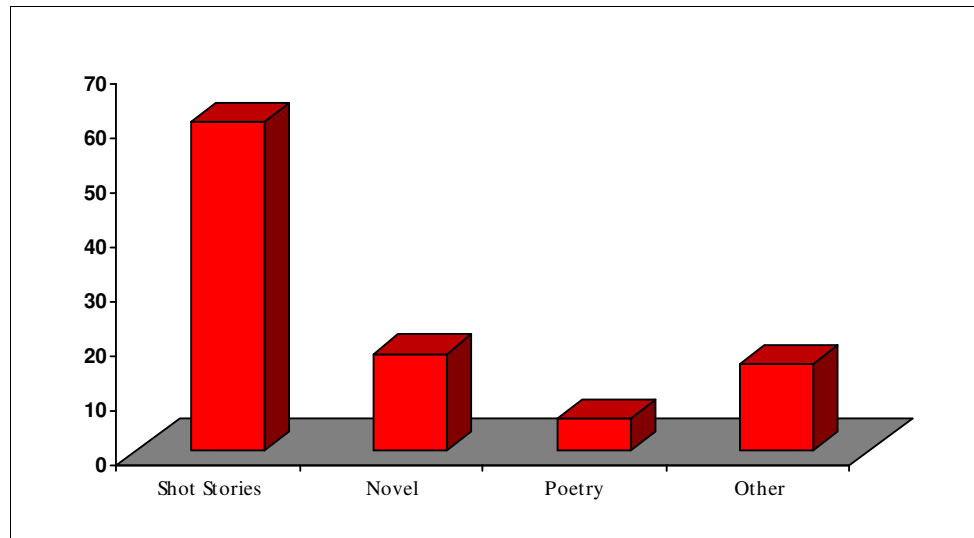


Figure 3. The types of literary works

Table 3. Frequency results of the types of literary works

		Frequency	Percent	Valid Percent
Valid	Short Stories	34	60,7	60,7
	Novel	10	17,9	17,9
	Poetry	3	5,4	5,4
	Other	9	16,1	16,1
	Total	56	100,0	100,0

Results show that 60,7 % of the students thought that short stories are the most effective. This can be explained by the shortness of the texts and period required for these texts. 17,9 % of the participants have preferred novels, while 5,4 % of the students have preferred poetry. On the other hand, 16 % of the students have chosen other types of literature such as ballads, myth, jokes, folktales and fables.

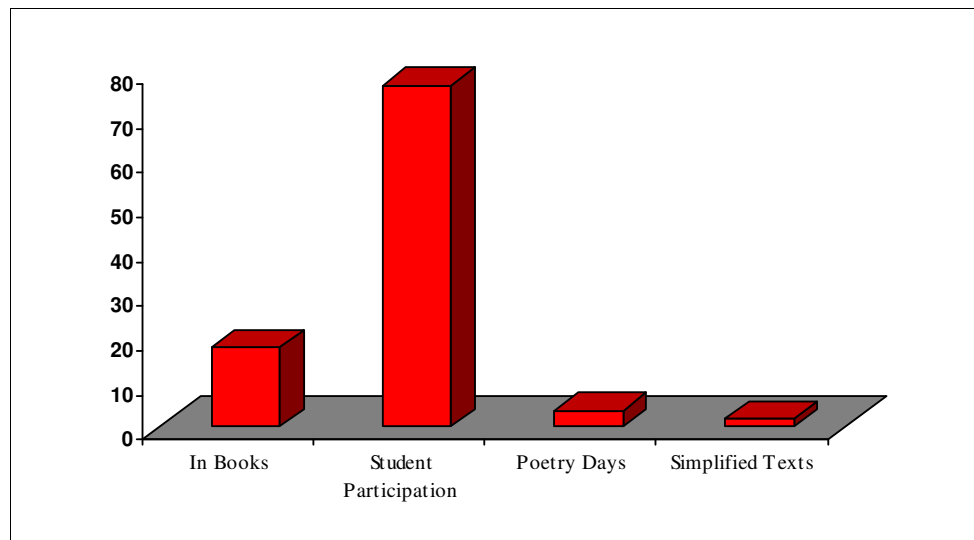


Figure 4. Recommendations on suitable atmosphere for the application of literary works

Table 4. Frequency results of recommendations on suitable atmosphere for the application of literary works

		Frequency	Percent	Valid Percent
Valid	In books	10	17,9	17,9
	Activities based on student participation	43	76,8	76,8
	Poetry days	2	3,6	3,6
	Preparation of simplified literary texts as homework	1	1,8	1,8
	Total	56	100,0	100,0

Results show that 76,8 % of the students have stated that activities based on student involvement such as drama, poetry are the most beneficial during the education process. 17,9 % of the students have expressed that books must contain more literary texts. 3,6 % students have preferred poetry days, while 1,8 students are of the opinion of preparation of simplified literary texts.

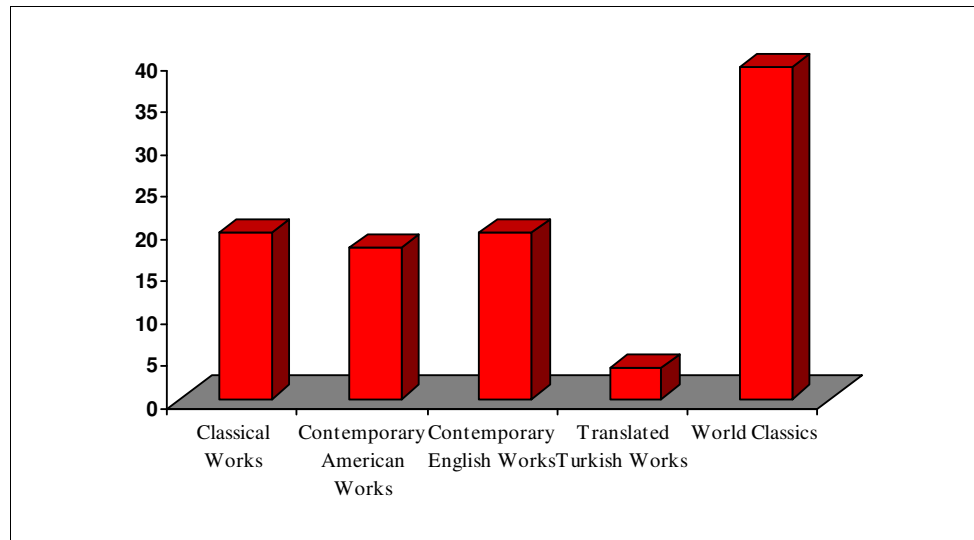


Figure 5. Types of Literary Works

Table 5. Frequency results of types of literary works

		Frequency	Percent	Valid Percent
Valid	Classical works (Homeros, Shakespeare etc.)	11	19,6	19,6
	Contemporary American Works (Hemingway, R.Frost etc)	10	17,9	17,9
	Contemporary English works (V.Woolf etc.)	11	19,6	19,6
	Translated Turkish works	2	3,6	3,6
	World Classics	22	39,3	39,3
	Total	56	100,0	100,0

The results indicate that 39,3 % of the students have preferred world classics. Classical works have been preferred by 19,6 % of the students. While percentage of the students choosing Contemporary American works is 17,9 %, the percentage of the students preferring Contemporary English works is 19,6 %. The other 3,6 % of the students have accepted translated Turkish works as the best type.

Descriptive Statistics of Likert Variations of the questions 1 to 22

The following table indicates the Descriptive Statistics of Likert Variations of the questions 1 to 22.

Table of Descriptive Statistics of Likert Variations

	Mean	SD
1-The course allows participation in the course of literary texts	3,14	1,271
2-The course increases the interest in literary texts-translations	3,12	1,389
3-Reading days attract my attention	3,32	1,491
4-Literary texts are boring during the course	2,77	1,112
5-Literary texts in the course makes a positive contribution to my life	4,04	1,144
6-Literary texts can contribute to language learning	4,38	,964
7-Literary texts should be less included in language teaching course	2,59	1,247
8-Literary texts during the course develops the ability to write	4,16	1,075
9-Literary texts used in the course of in the target language causes more intense and long-term readings	4,62	,906
10-Literary texts in the course develop speaking skills	3,45	1,374
11-Literary texts used in the course have complex sentence structures	3,57	1,158
12-Literary texts in the course develop translation skills	4,00	1,062
13-Literary texts in the course develop listening ability	2,55	1,249
14-Plays in English draws my attention	4,27	1,168
15-Literary texts in the course provide several examples	4,39	,985
16-Poetry Verses used in the course help to resolve complex, Inverted, metaphorical and missing phrases more quickly	4,27	,963
17-Inclusion of literary texts in the course motivates the student	3,70	1,159
18-Inclusion of literary texts in the course provides current knowledge, consolidation and class participation	3,80	1,069
19-Literary texts in the course create difficulty in learning	2,55	1,094
20-Literary texts used in the course develop vocabulary	4,41	,987
21-I generally read literary books	3,66	1,240
22-Curiosity, excitement, passion, and other motivating factors in novels and stories identify the reader with the text	4,20	1,285

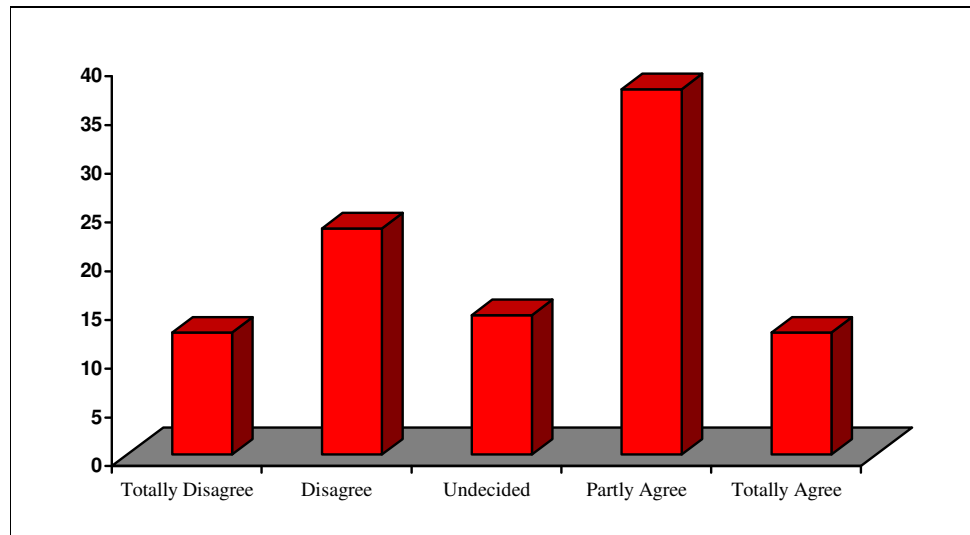


Figure 1. Literary texts enable participation during the course.

Table 1. Frequency results of literary texts enable participation during the course.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	7	12,5	12,5
	Disagree	13	23,2	23,2
	Undecided	8	14,3	14,3
	Partly agree	21	37,5	37,5
	Totally agree	7	12,5	12,5
	Total	56	100,0	100,0

As Figure 1 shows, 50,0 % of the participants agree that literary texts enable participation during the course, so the result indicates that the participants have agreed that these texts can be used well in the course.

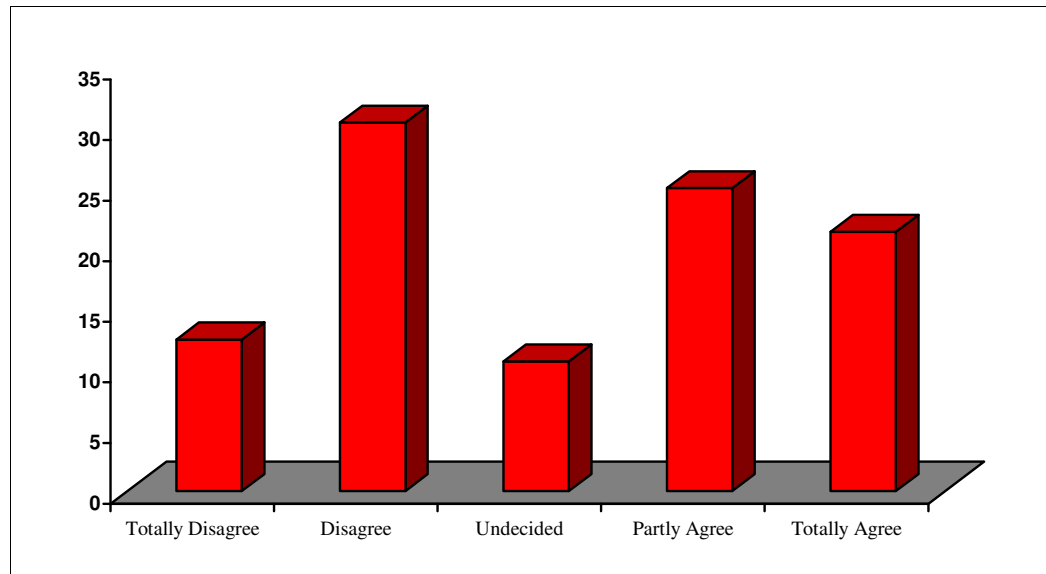


Figure 2. Literary texts in the course increase the interest in translations.

Table 2. Frequency results of literary texts in the course increase the interest in translations.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	7	12,5	12,5
	Disagree	17	30,4	30,4
	Undecided	6	10,7	10,7
	Partly agree	14	25,0	25,0
	Totally agree	12	21,4	21,4
	Total	56	100,0	100,0

The above results indicate that while 46,4 % of the students have expressed that literary texts can be useful for their improving translation skills, 30 % of the participants disagree on this question. It may be because of difficult and complex passages and texts preferred by the instructors in the curriculum.

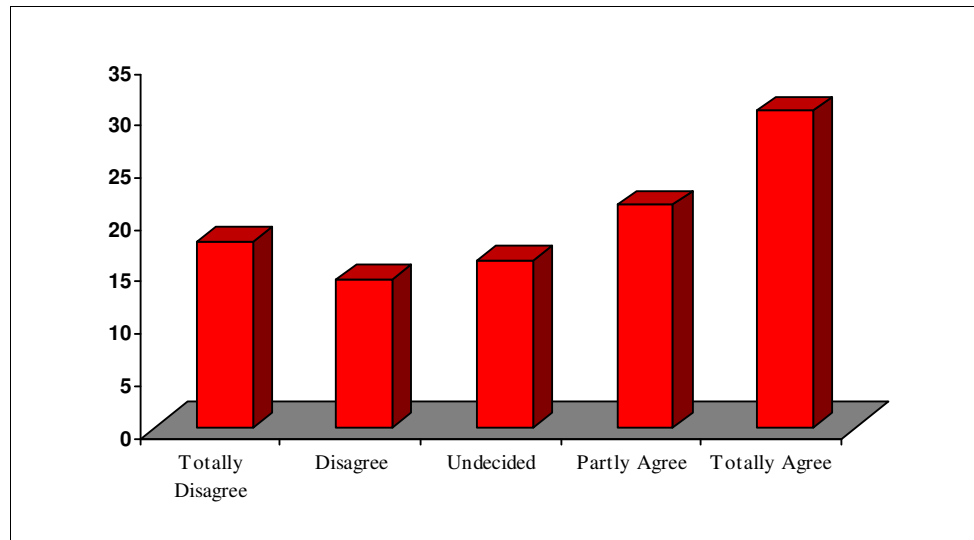


Figure 3. Reading days attract my attention.

Table 3. Frequency results of reading days attract my attention.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	10	17,9	17,9
	Disagree	8	14,3	14,3
	Undecided	9	16,1	16,1
	Partly agree	12	21,4	21,4
	Totally agree	17	30,4	30,4
	Total	56	100,0	100,0

Results indicate that % 51,8 of the participants agree that organizing reading days are interesting and attractive because of the fact that the participants can access different kinds of books and magazines on those days. 16, 1 % of the participants, however, are not interested in reading days.

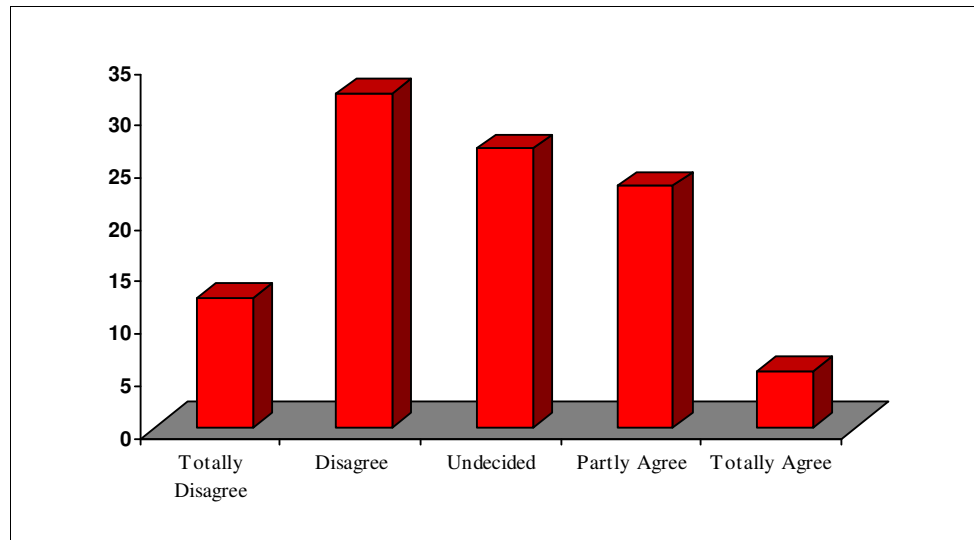


Figure 4. Literary texts are boring in the course.

Table 4. Frequency results of literary texts are boring in the course.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	7	12,5	12,5
	Disagree	18	32,1	32,1
	Undecided	15	26,8	26,8
	Partly agree	13	23,2	23,2
	Totally agree	3	5,4	5,4
	Total	56	100,0	100,0

Almost half of the participants, which is 44,6 % find literary texts helpful and exciting in the class. For those participants, having a look at different forms, styles and contexts within the books is helpful for them to test their comprehension and translation skills. 26,8 % of the participants is undecided. This is because the materials used in the course and the method that they deal with while learning.

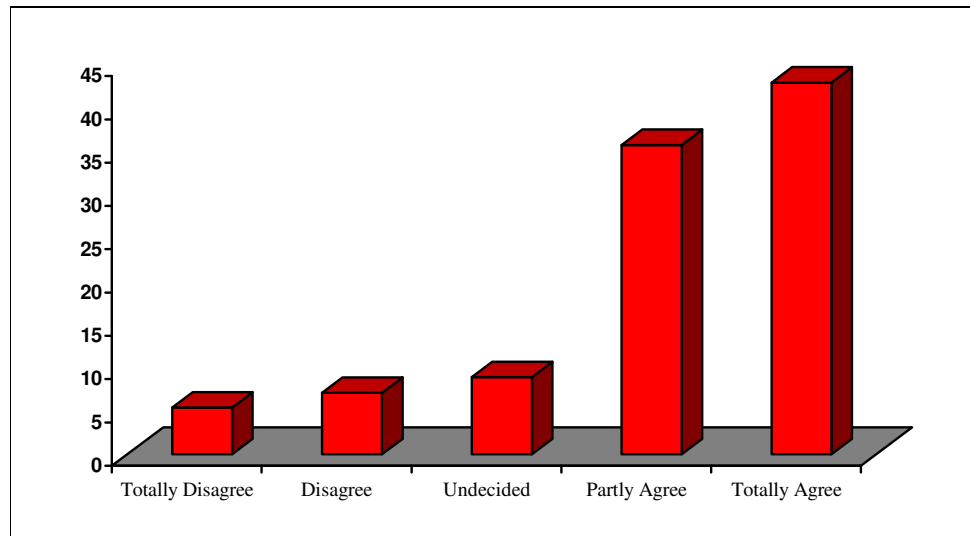


Figure 5. Literary texts in the course make a positive contribution to my life.

Table 5. Frequency results of literary texts in the course make a positive contribution to my life.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	3	5,4	5,4
	Disagree	4	7,1	7,1
	Undecided	5	8,9	8,9
	Partly agree	20	35,7	35,7
	Totally agree	24	42,9	42,9
	Total	56	100,0	100,0

In general, 78,6 % of the participants find that literary texts provide positive contribution to their lives. They can learn about other countries and cultures of the world, different authors, eccentric forms and styles of writing or some historical characters.

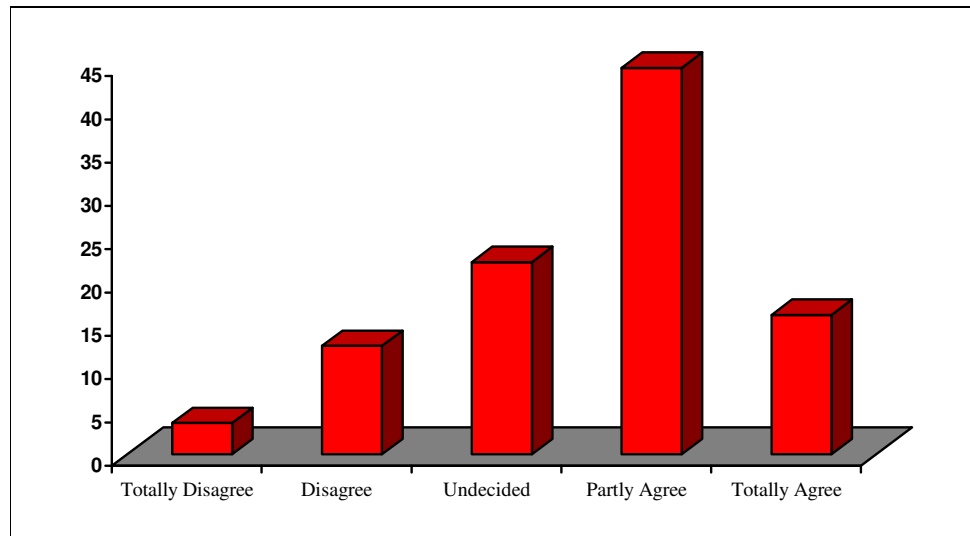


Figure 6. Literary texts can contribute to language learning.

Table 6. Frequency results of literary texts can contribute to language learning.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	2	3,6	3,6
	Disagree	7	12,5	12,5
	Undecided	13	22,2	22,2
	Partly agree	25	44,6	44,6
	Totally agree	9	16,1	16,1
	Total	56	100,0	100,0

Results show that 60,7 % of the participants agree that literary texts contribute to language learning. They think that literary texts can be used to promote language learning and to improve the basic four skills, and they can be helpful in vocabulary learning and enriching learning capacity.

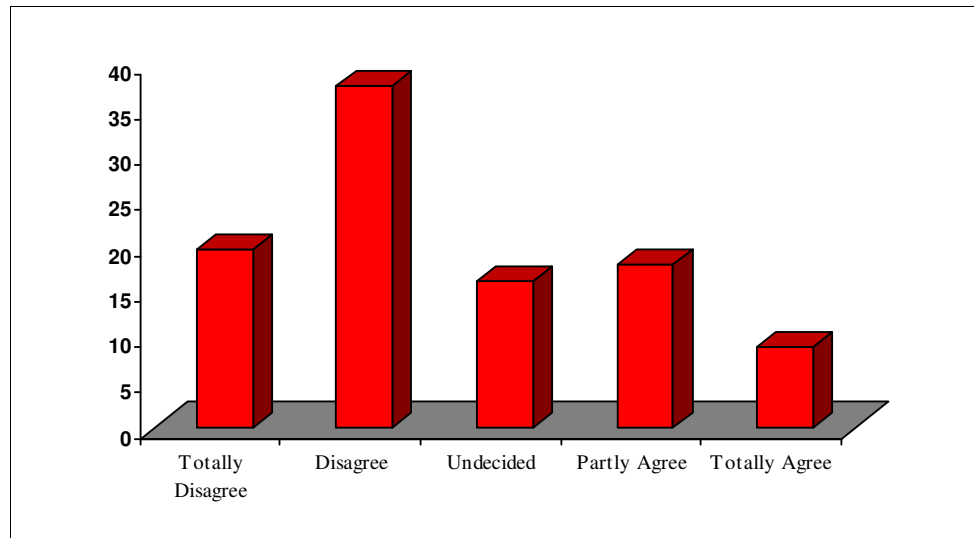


Figure 7. Literary texts should be included less in language teaching course.

Table 7. Frequency results of literary texts should be included less in language teaching course.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	11	19,6	19,6
	Disagree	21	37,5	37,5
	Undecided	9	16,1	16,1
	Partly agree	10	17,9	17,9
	Totally agree	5	8,9	8,9
	Total	56	100,0	100,0

The table indicates that 57,1 % participants are of the opinion that literary texts should be included more in the curriculum. They agree that literary texts motivate the learner and enrich the word capacity throughout the process of language learning.

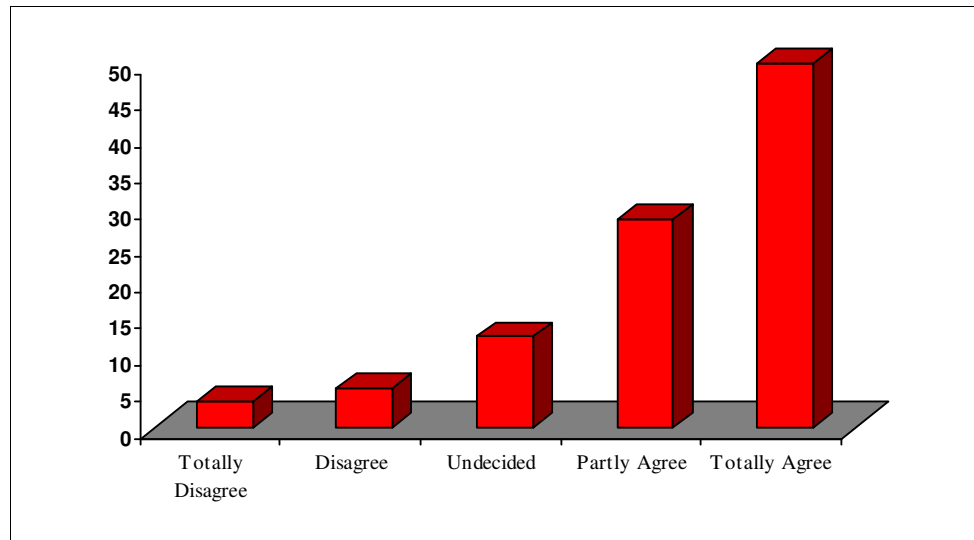


Figure 8. Literary texts during the course develop the writing skill.

Table 8. Frequency results of literary texts during the course develop the writing skill.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	2	3,6	3,6
	Disagree	3	5,4	5,4
	Undecided	7	12,5	12,5
	Partly agree	16	28,6	28,6
	Totally agree	28	50,0	50,0
	Total	56	100,0	100,0

It shows that 78,6 % of the participants advocate that literary texts are resources to exemplify various writing styles so that the learners can find and explore the very nature of English grammar, and usage.

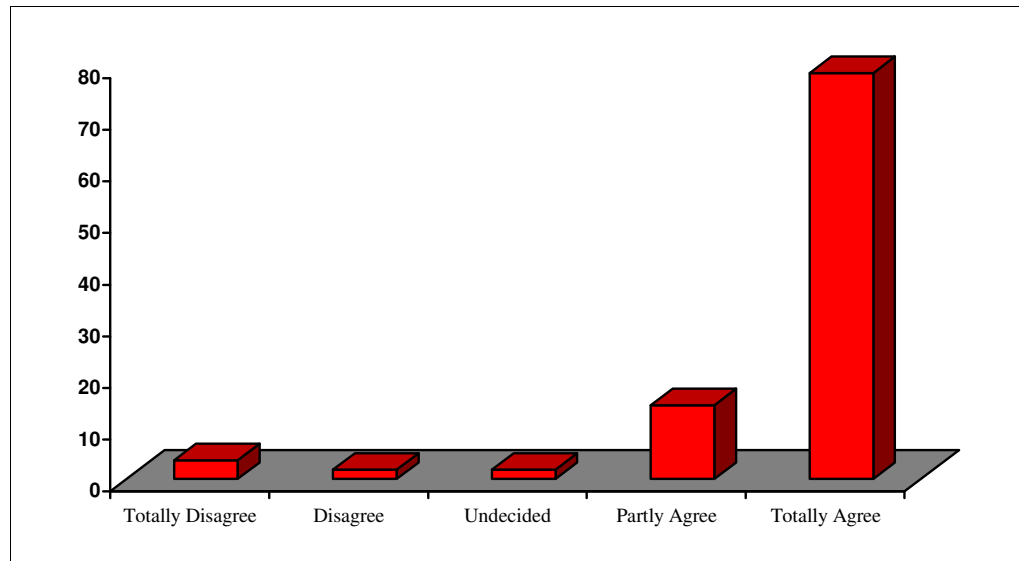


Figure 9. Literary texts used in the course lead to more intense and long-term readings in the target language.

Table 9. Frequency results of literary texts used in the course lead to more intense and long-term readings in the target language.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	2	3,6	3,6
	Disagree	1	1,8	1,8
	Undecided	1	1,8	1,8
	Partly agree	8	14,3	14,3
	Totally agree	44	78,6	78,6
	Total	56	100,0	100,0

The results indicate that 92, 9 % have expressed that the use of literary texts encourage the reader to interact with the text for a long time with pleasure. The participants agreed that thanks to these texts they can learn from the authentic resources, and they acquire a foreign language through these texts.

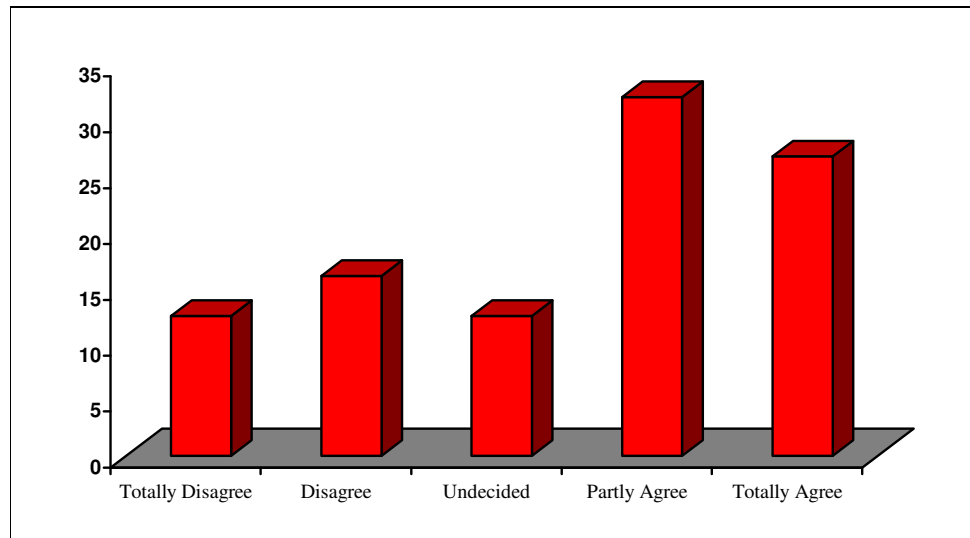


Figure 10. Literary texts in the course develop speaking skills.

Table 10. Frequency results of literary texts in the course develop speaking skills.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	7	12,5	12,5
	Disagree	9	16,1	16,1
	Undecided	7	12,5	12,5
	Partly agree	18	32,1	32,1
	Totally agree	15	26,8	26,8
	Total	56	100,0	100,0

Results show that 58,9 % of the participants believe that literary texts develop speaking skills. Using these texts as reading materials enable students to speak, discuss, and use these materials to improve their speaking skills, which is one of the important four skills in the process of language learning. These texts are the real resources of the communication.

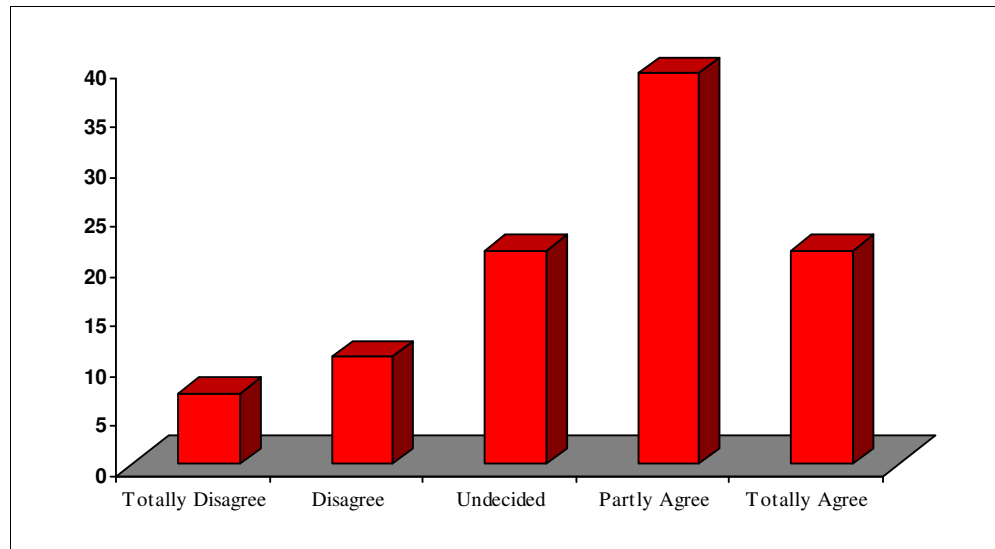


Figure 11. Literary texts used in the course have complex sentence structures.

Table 11. Frequency results of literary texts used in the course have complex sentence structures.

		Frequency	Percent	Valid Percent
Valid	I totally disagree	4	7,1	7,1
	I disagree	6	10,7	10,7
	Undecided	12	21,4	21,4
	Partly agree	22	39,3	39,3
	Totally agree	12	21,4	21,4
	Total	56	100,0	100,0

Above results indicate that 60, 7 % of the participants have expressed that literary texts have complex sentence structures. This is may be because of the difficulty and complexity of the texts that they have had in the course. Therefore, selection of better literary texts in the course will definitely have more positive effects.

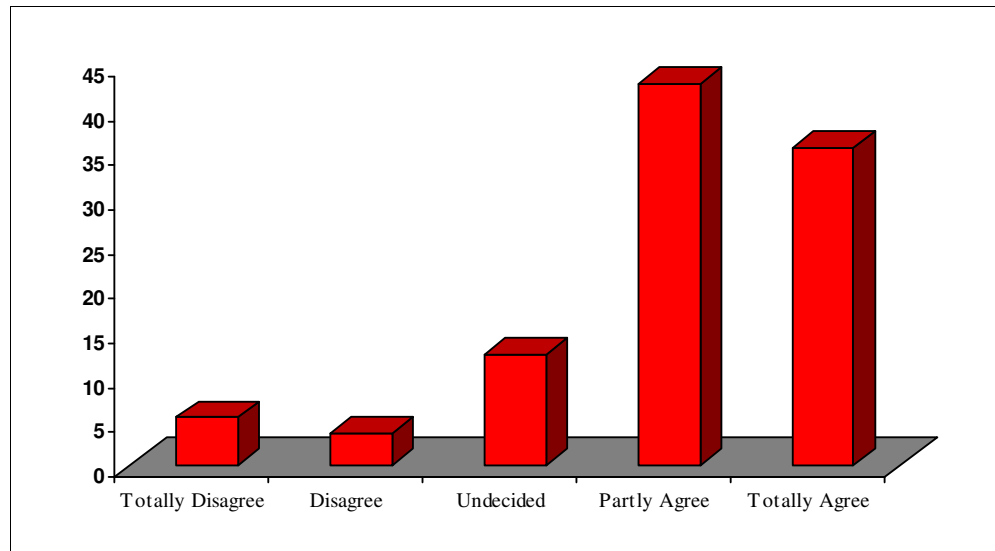


Figure 12. Literary texts in the course develop translation skill.

Table 12. Frequency results of literary texts in the course develop translation skill.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	3	5,4	5,4
	Disagree	2	3,6	3,6
	Undecided	7	12,5	12,5
	Partly agree	24	42,9	42,9
	Totally agree	20	35,7	35,7
	Total	56	100,0	100,0

This table indicates that more than 78,6 % of the participants agree that literary texts help develop their translation skills. As they learn the language, translation is one of the methods that they go through. In translation process, the students get more motivated and therefore this process enables them to meet new structures and words of the new language.

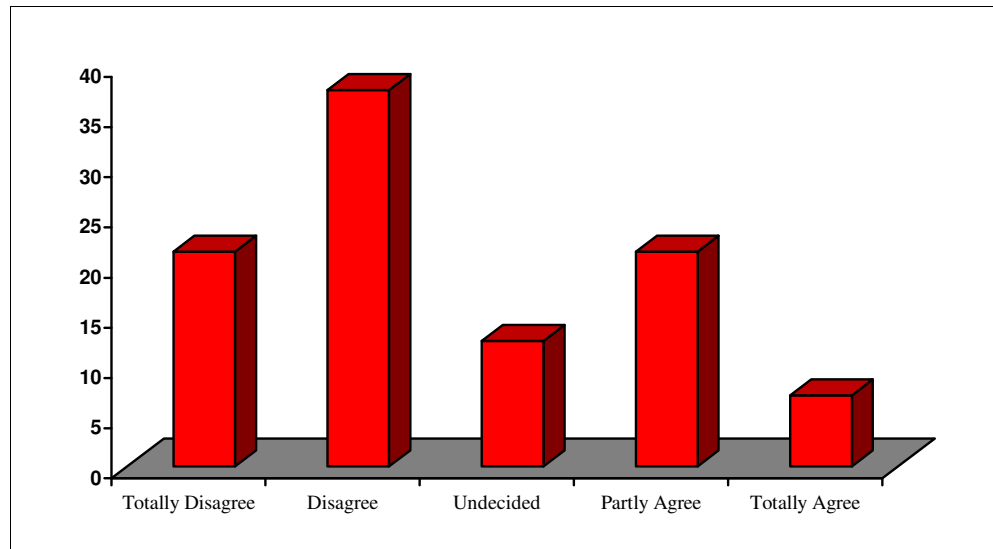


Figure 13. Literary texts in the course develop listening ability.

Table 13. Frequency results of literary texts in the course develop listening ability.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	12	21,4	21,4
	Disagree	21	37,5	37,5
	Undecided	7	12,5	12,5
	Partly agree	12	21,4	21,4
	Totally agree	4	7,1	7,1
	Total	56	100,0	100,0

The results show that 58,9 % of the participants believe that literary texts do not develop listening ability. This is due to the fact that during the learning process they may have gone through only reading and translation activities, therefore they have lacked listening activities through literary texts so far.

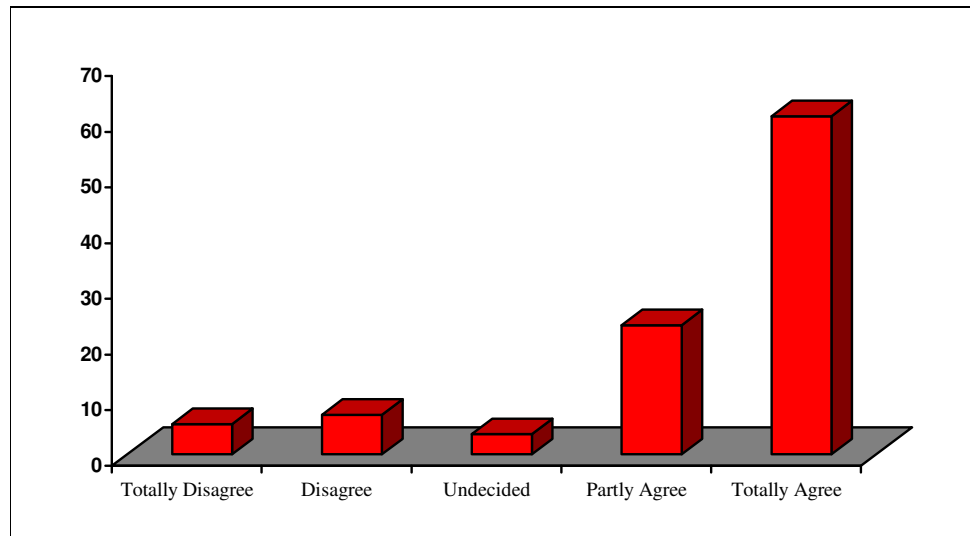


Figure 14. Plays in English draw my attention.

Table 14. Frequency results of plays in English draw my attention.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	3	5,4	5,4
	Disagree	4	7,1	7,1
	Undecided	2	3,6	3,6
	Partly agree	13	23,2	23,2
	Totally agree	34	60,7	60,7
	Total	56	100,0	100,0

The table indicates that 83,9 % of the participants have expressed that plays in English are funny, motivating, interesting and lead to personal-involvement during the learning process.

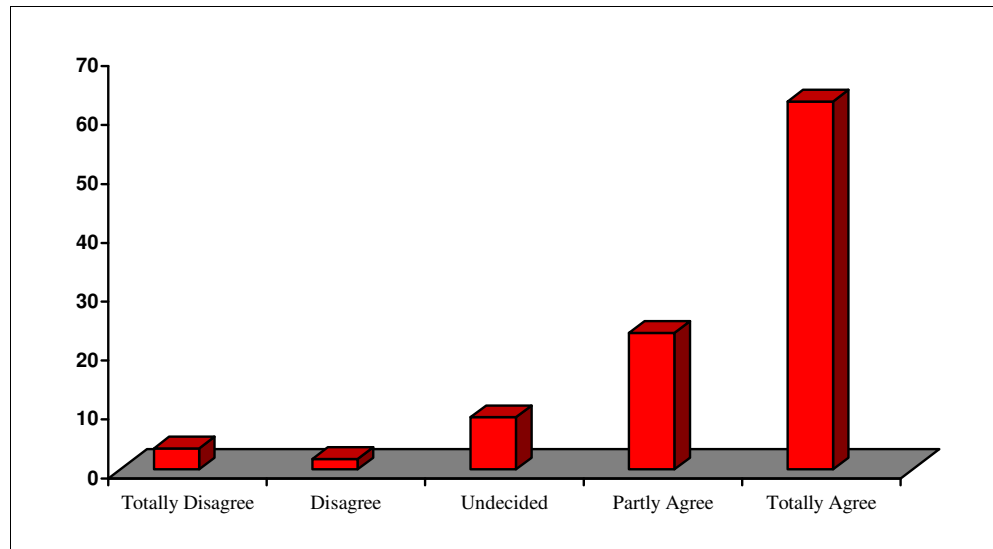


Figure 15. Literary texts in the course provide various examples in the use of language.

Table 15. Frequency results of literary texts in the course provide various examples in the use of language.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	2	3,6	3,6
	Disagree	1	1,8	1,8
	Undecided	5	8,9	8,9
	Partly agree	13	23,2	23,2
	Totally agree	35	62,5	62,5
	Total	56	100,0	100,0

Results indicate that 85,7 % of the participants agree that literary texts are the authentic materials for language learning, they are full of various grammar structures and sentence examples.

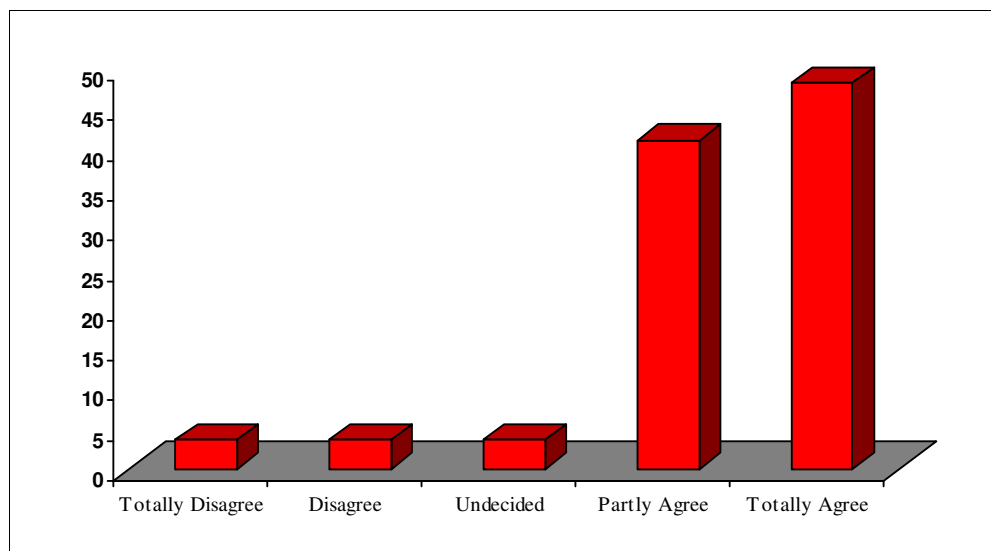


Figure 16. Poetry verses used in the course help to resolve complex, inverted structures.

Table 16. Frequency results of poetry verses used in the course help to resolve complex, inverted structures.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	2	3,6	3,6
	Disagree	2	3,6	3,6
	Undecided	2	3,6	3,6
	Partly agree	23	41,1	41,1
	Totally agree	27	48,2	48,2
	Total	56	100,0	100,0

The results show that 89,3 % of the participants share the opinion that poetry has a great power in terms of language learning. The verses in poetry help to resolve complex and metaphorical phrases and the verses also enable students to feel the artistic feature of the language when they indulge in learning a new poem. When the students deal with the poetry, apart from the grammar structures, they get much more pleasure from verses of the poem.

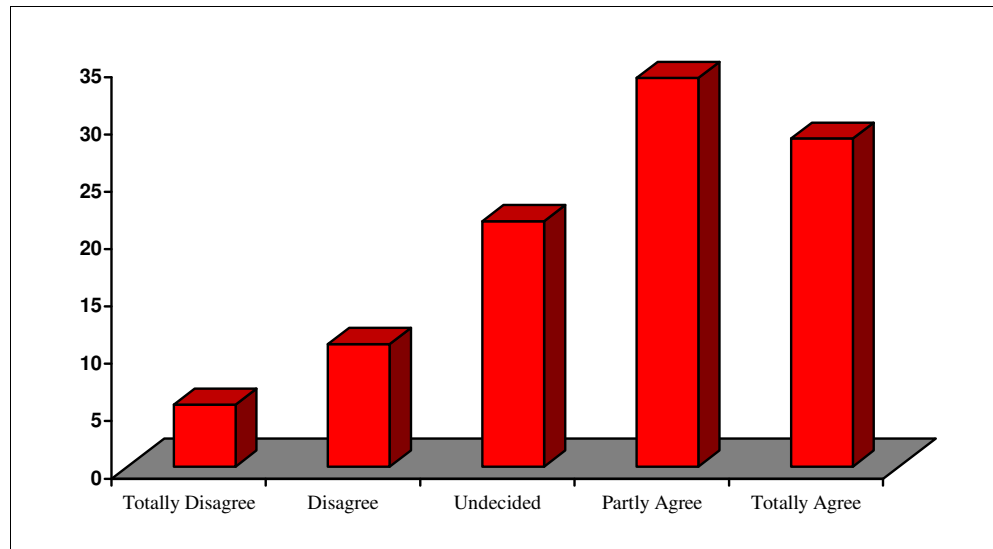


Figure 17. Inclusion of literary texts in the course motivates the student.

Table 17. Frequency results of inclusion of literary texts in the course motivate the students.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	3	5,4	5,4
	Disagree	6	10,7	10,7
	Undecided	12	21,4	21,4
	Partly agree	19	33,9	33,9
	Totally agree	16	28,6	28,6
	Total	56	100,0	100,0

Table 17 shows that more than 62,5 % of the participants agree that literary texts motivate the students. When students get to know the events, heroes and places in the texts, then the students' interest and curiosity increase, and therefore they get more motivated during the learning process.

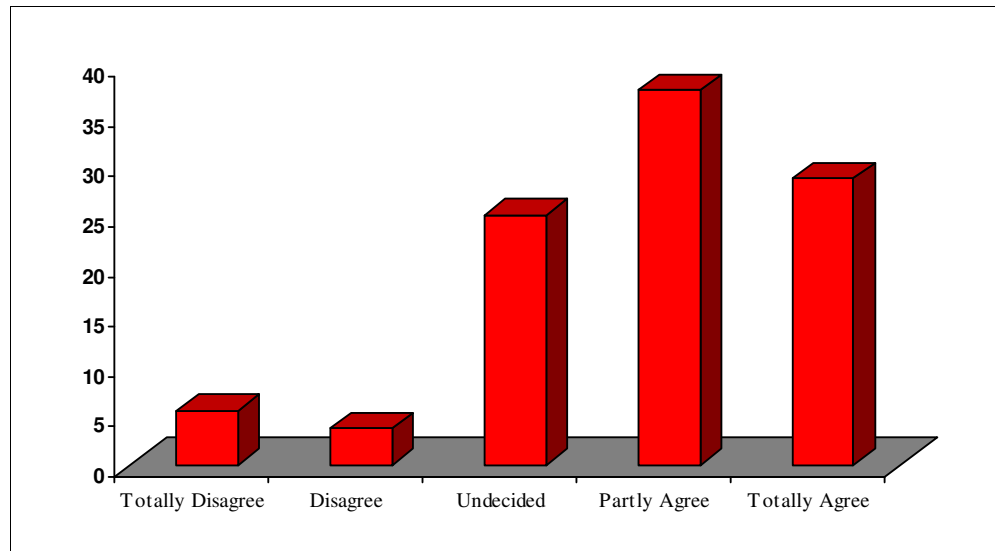


Figure 18. Inclusion of literary texts in the course provides more knowledge, consolidation and class participation.

Table 18. Frequency results of inclusion of literary texts in the course provide more knowledge, consolidation and class participation.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	3	5,4	5,4
	Disagree	2	3,6	3,6
	Undecided	14	25,0	25,0
	Partly agree	21	37,5	37,5
	Totally agree	16	28,6	28,6
	Total	56	100,0	100,0

Results indicate that more than 66,1 % participants have expressed that literary texts improve their current knowledge. Students consolidate their knowledge as they get more involved with literary texts. Besides, students become more active throughout the language learning process.

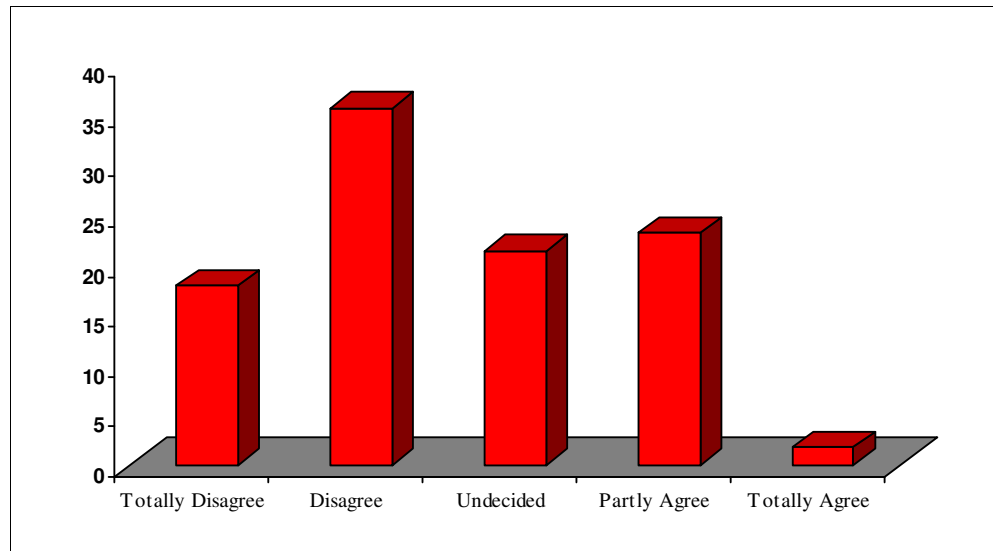


Figure 19. Literary texts in the course create difficulty in learning.

Table 19. Frequency results of literary texts in the course create difficulty in learning.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	10	17,9	17,9
	Disagree	20	35,7	35,7
	Undecided	12	21,4	21,4
	Partly agree	13	23,2	23,2
	Totally agree	1	1,8	1,8
	Total	56	100,0	100,0

The results show that 53,6 % of the participants disagree on this, as they do not find literary texts complex and difficult. These participants have no difficulty in dealing with these texts. This may be explained by the fact that participants do not go into detail during the course.

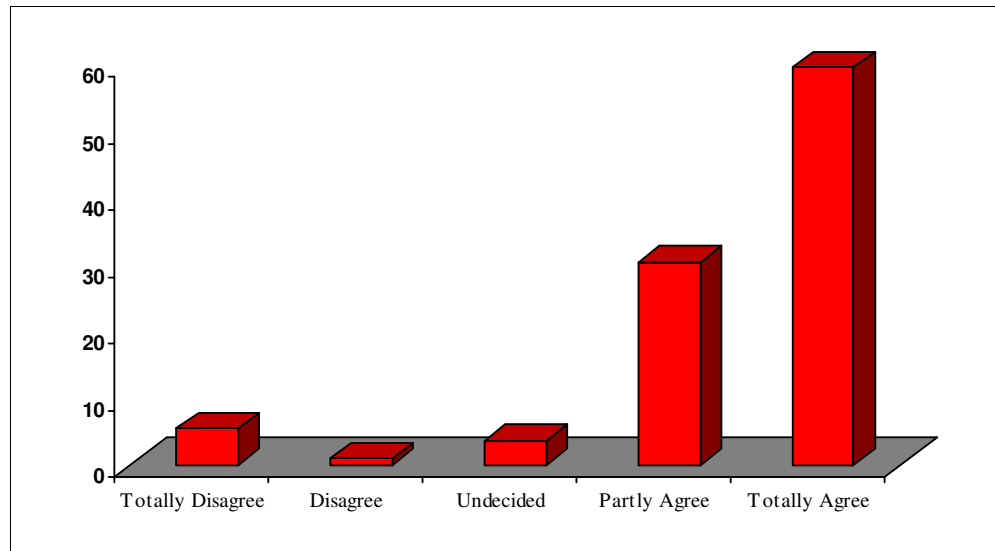


Figure 20. Literary texts used in the course develop vocabulary.

Table 20. Frequency results of literary texts used in the course develop vocabulary.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	3	5,4	5,4
	Disagree	1	1,0	1,0
	Undecided	2	3,6	3,6
	Partly agree	16	30,4	30,4
	Totally agree	34	59,6	59,6
	Total	56	100,0	100,0

Results show that 91,1 % participants agree that literary texts develop vocabulary, as these texts contain many new words, students learn these new up-to-date words when they deal with the texts. Therefore, these texts enrich their vocabulary and these new words help students to understand the texts easily.

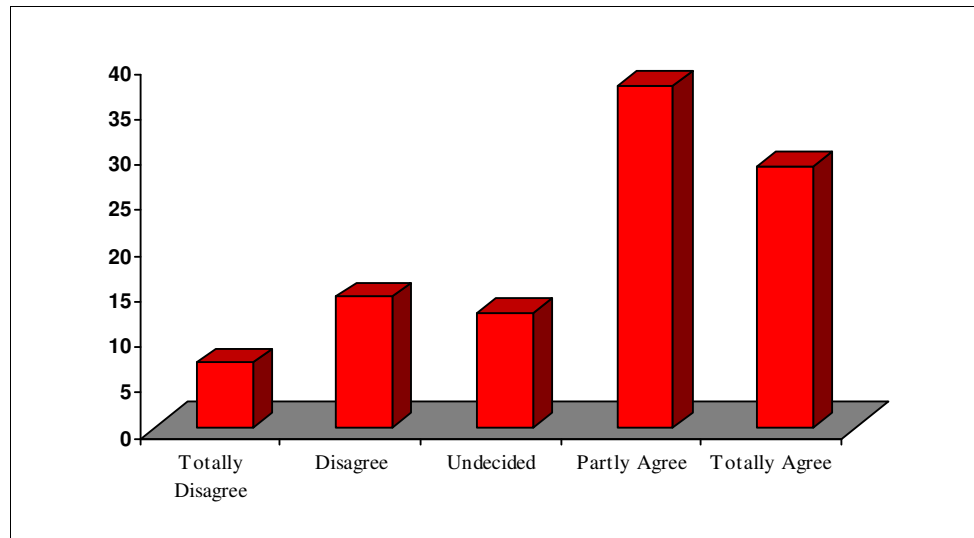


Figure 21. I generally read literary books.

Table 21. Frequency results of I generally read literary books.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	4	7,1	7,1
	Disagree	8	14,3	14,3
	Undecided	7	12,5	12,5
	Partly agree	21	37,5	37,5
	Totally agree	16	28,6	28,6
	Total	56	100,0	100,0

The table indicates that 66,1 % of the participants read literary books. Therefore, these students have no difficulty in inclusion of these texts into the learning curriculum as they are already familiar with these texts.

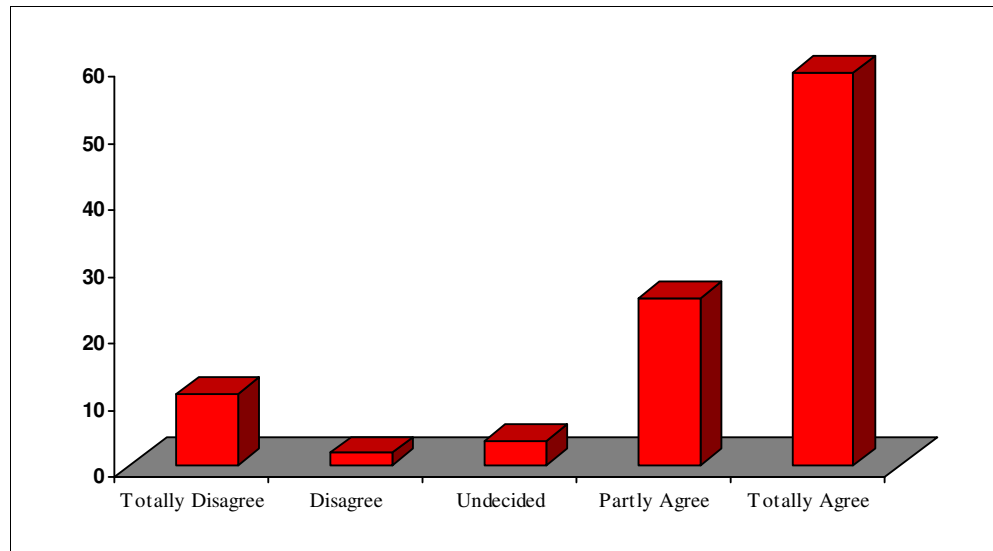


Figure 22. Curiosity, excitement, passion, and other motivating factors in novels and stories help the reader identify with the text.

Table 22. Frequency results of curiosity, excitement, passion, and other motivating factors in novels and stories help the reader identify with the text.

		Frequency	Percent	Valid Percent
Valid	Totally disagree	6	10,7	10,7
	Disagree	1	1,8	1,8
	Undecided	2	3,6	3,6
	Partly agree	14	25,0	25,0
	Totally agree	33	58,9	58,9
	Total	56	100,0	100,0

This table shows that 83,9 % of the participants have expressed that literary texts such as novels and short stories are motivating, passionate, and exciting to the point that they can relate to the text. When the reader goes through these texts, the reader finds a section from his/her life, so the curiosity and excitement of the reader increases when indulging in novels or short stories.

8.2. EVALUATION

The findings above indicate that the majority of the students agree and support a course supported by literary texts. As the tables and figures show, they find a lecture with the inclusion of various literary texts more motivating and exciting. Besides, their learning capacity, interest, and horizon increase thanks to this kind of dealing with learning a foreign language. In some answers, although there are only some partly agreement on the use of the literary texts, this may be explained due to the selection of the texts or methods used during the course. Kim (2004), and Yang (2001) also show in their study that inclusion of these texts into the curriculum ends with better and more satisfying results. Moreover a study carried out by Cibaroğulları (2004) at Cukurova University shows that literary texts have a lot of advantages in learning and teaching process. Thanks to the using these authentic texts, students not only deal with language but also the culture. Therefore, the students get a wider horizon when using these texts. Moreover, a study carried out by Özkeçeci (1994) at Gaziantep University supports the use of literary texts in learning a foreign language. The participants in this study have stated the benefit of employing such materials during the teaching and learning process.

The findings above shed some light on which genres, literary texts to teach in EFL classes. In general, many EFL students have agreed a program with the inclusion of literary texts. Thus, short stories, novels; poems can be first introduced to the class as those works may increase their interest. There are numerous resources on the Internet for students and teachers to explore. Thus, finding appropriate materials that suit students' purpose will motivate the students, and therefore, teachers will get better results in language teaching via using those literary texts.

CHAPTER IX

9.1. CONCLUSION AND SUGGESTIONS

Conclusion

There are various benefits to using literature in the EFL classroom. Apart from offering a distinct literary world which can widen learners' understanding of their own and other cultures, it creates opportunities for personal expression as well as enriching learners' knowledge of lexical and grammatical structure. An integrated approach to the use of literature in the language classroom offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types.

In the light of the observations made in this paper, and the results of the questionnaire reveal that literature plays a vital and stimulating role in the acquisition of language in a relevant and causal sense. We can conclude that literature or literary texts can play a vital role in developing language skills among the non-native learners of English and helping them to use language for communicative purposes in the real world. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

Inclusion of literary texts in EFL curriculum at all stages, whether primary, intermediate, or secondary is indispensable. Literature or literary text can bridge, to a large extent, the acute realization of the cultural differences that is eating into our understanding of normal and natural human differences. Literature opens the windows to intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and the fostering of intelligence. Poetry would go a long way in providing language learners with the expansion of their experience of larger human reality which in turn can shape his language and provide more meaning and richness to it.

In conclusion, teaching via literary texts in EFL is a flourishing field worth exploring. The present study has given various possibilities of how literature and literary texts can be introduced to EFL students, and has had feedbacks of some population. More studies, involving other literary texts, instructional methods, or more student populations are encouraged. It is hoped that as the key to success is teachers' introducing literature to EFL classes. The more they are involved in literary texts, the

more EFL students will develop interests in literary texts and literature, and will easily acquire English through these literary texts. After all, literature and language are inseparable, and therefore, it would be wrong to exclude literature in EFL language classes.

9.2. SUGGESTIONS

Here are some recommendations as a result of the study.

1. Selection of the suitable materials is of great importance. Therefore, teachers should give priority to the level of their students. As these materials are authentic, they are very useful in learning a language. Those materials should be used as reading, writing, speaking, and listening activities. Students can also use those materials to deal with their homework.
2. It is important to get to know students' attitudes toward literary texts. Teacher should determine students' interests, likes and dislikes about the texts. Thus, teacher should avoid too much complex texts at least in the initial periods.
3. Literary texts should often be used in the learning process to indicate daily use.
4. Teacher himself or herself should express the importance of these texts and use examples from those texts in order to raise students' interest.

As a result, we have expressed some recommendations for teachers and students. Thus, those literary texts with the suitable approach will have more positive effects on students during the learning process as long as those texts should be approached carefully.

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APPENDIX**1: Questionnaire****PERSONAL INFORMATION****Department:****Class:** () 2nd year () 3rd year**Gender:** () Female () Male**Last Year's Grade Average:****Graduated from:**

- () Science High School
- () High School
- () Anatolian High School
- () Industrial Vocational High School
- () Anatolian Teacher Training High School
- () Other (Please specify).....

Dear students this questionnaire has been prepared to determine your attitudes toward the place and use of literary texts on the use of foreign language teaching. Place the **X** mark in the box for the options which is appropriate for you. I would like to request that you answer all items sincerely as this is applied for a scientific study.

Lecturer Zana YALÇINKAYA

1. Is there a place of literary texts in your English Language Teaching Program?

- ☐ Yes
☐ No
☐ Partly

2. What kind of program do you think will be more useful during the learning process?

- ☐ A Program based on Grammar translation
☐ Special-purposed English program
☐ A program based on literary texts
☐ A program based on four skills (Speaking, listening, etc.)
☐ Other "Please specify"

3. What type of genre do you think would be more effective if you had literary texts in your program?

- ☐ Short stories
☐ Novel
☐ Poetry
☐ Other "Please specify"

4. Which one of the followings do you think is more important for effective use of literary texts in English Teaching Curriculum?

- ☐ Literary texts should be more in books
☐ Activities based on student participation (drama, etc.)
☐ Arranging poetry days
☐ Preparing simplified texts as homework

5. Which types of literary works do you prefer in your program?

- () Classical works (Homeros, Shakespeare etc.)
- () Classical American works (Hemingway, R.Frost etc.)
- () Contemporary English works (W.Woolf etc.)
- () Translations of some Turkish authors (Yaşar Kemal, İnce Mehmet etc.)
- () Selections of world classics

You will find some statements measuring your attitudes about the teaching method supported by literary texts. Please place X for the options from 5 to 1.	Totally agree 5	Partly agree 4	Undecided 3	Disagree 2	Totally disagree 1
1. The course enables participation in the course of literary texts					
2. The course increases the interest in literary texts-translations					
3. Reading days attract my attention					
4. Literary texts are boring during the course					
5. Literary texts in the course make a positive contribution to my life 6. Literary texts can contribute to language learning					
7. Literary texts should be less included in language teaching course 8. Literary texts during the course develop the ability to write 9. Literary texts used in the course of in the target language cause more intense and long-term readings					
10. Literary texts in the course develop speaking skills					
11. Literary texts used in the course have complex sentence structures					
12. Literary texts in the course develop translation skills 13. Literary texts in the course develop listening ability					
14. Plays in English draws my attention 15. Literary texts in the course provide several examples in the use of language 16. Poetry verses used in the course help to resolve complex, Inverted, metaphorical and missing phrases more quickly 17. Inclusion of literary texts in the course motivates the student					
18. Inclusion of literary texts in the course provides current knowledge, consolidation and class participation					
19. Literary texts in the course create difficulty in learning 20. Literary texts used in the course develop vocabulary 21. I generally read literary books 22. Curiosity, excitement, passion, and other motivating factors in novels and stories identify the reader with the text					

AUTOBIOGRAPHY

He was born in Diyarbakır on 02/ 02/ 1978. He graduated from Foreign Languages Education, Department of English Teaching at Dicle University in 2000. At the same year, he became a teacher and worked as a teacher until 2004. He became a staff at Dicle University in 2005 as an English lecturer. He worked as assistant coordinator of European Union Lifelong Learning (LLP) Erasmus Program until 2009. He has been working at Ziya Gökalp Faculty of Education at Dicle University since then.