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**EFL TEACHERS' PERCEPTIONS TOWARDS THE INTEGRATION
OF LITERARY TEXTS IN EFL CLASSES**

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**İNGİLİZCE SINIFLARINDA EDEBİ METİNLERİN DERSE
ENTEGRASYONUNA YÖNELİK İNGİLİZCE ÖĞRETMENLERİNİN
GÖRÜŞLERİ**

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ETİK BEYAN

Tezimin içerdığı yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi AÜ Sosyal Bilimler Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 08/07/2022

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ABSTRACT

EFL TEACHERS' PERCEPTIONS TOWARDS THE INTEGRATION OF LITERARY TEXTS IN EFL CLASSES

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Literary texts have been crucial for many years in English language education. Therefore, using literary texts in English language education provides many advantages for both EFL teachers and learners. Also, English language teachers have different opinions about using literary texts in their classes because of these advantages and challenges. Additionally, there are many approaches or models related to the ways of using literary texts in English language education. This study aims to find out EFL teachers' views related to the use of literary texts in English language education. To reveal more realistic data, the views and opinions of 250 EFL teachers were gathered. The data collection process lasted approximately 2 months. A questionnaire and interview questions were used in this data collection process. The data was collected through Google forms, online meetings, and phone calls. The result of this study indicates that English teachers' views and attitudes about using literary texts in English language education are quite positive. Most of the participants indicated that they like literary texts and try to use them in their lessons as much as possible according to the interviews. Also, the results of the questionnaire showed EFL teachers believe that the integration of literary texts helps and promote most of the subjects in English language teaching such as skills, grammar, and vocabulary. In addition to these, it helps not only with language skills but also learning the culture of the target language in accordance with the results. Furthermore, using literature in English language education motivates learners according to the results of the questionnaire. However, most of the participants never or rarely use literary texts in their lessons even if most of them indicate that they like using literary texts in their classes. When the participants were asked the reasons for not using literary texts in their classes, their answers are mainly related to the level of the students and the curriculum. In short, English teachers are aware of the positive effects of integrating

literary texts into ELT though they need to be encouraged and promoted to use it more often.

Keywords: EFL teachers, English language education, Literature, Literary text.



ÖZET

İNGİLİZCE SINIFLARINDA EDEBİ METİNLERİN DERSE ENTEGRASYONUNA YÖNELİK İNGİLİZCE ÖĞRETMENLERİNİN GÖRÜŞLERİ

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Edebi metinler, İngiliz dili eğitiminde uzun yıllardır çok önemli bir yer tutmaktadır. İngiliz dili eğitiminde edebi metinlerin kullanmanın birçok avantajı vardır. Ayrıca İngilizce öğretmenleri de bu avantaj ve zorluklardan dolayı derslerinde edebi metinlerin kullanımı konusunda farklı görüşlere sahiptirler. Ayrıca İngiliz dili eğitiminde edebi metinlerin kullanım biçimleriyle ilgili birçok yaklaşım veya model bulunmaktadır. Bu çalışma, İngilizce eğitiminde edebi metinlerin kullanımı ile ilgili İngilizce öğretmenlerinin görüşlerini ortaya çıkarmayı amaçlamaktadır. Daha gerçekçi verileri ortaya çıkarmak için 250 İngilizce öğretmenin görüşleri toplanmıştır. Veri toplama süreci yaklaşık 2 ay sürmüştür. Bu veri toplama sürecinde anket ve görüşme soruları kullanılmıştır. Veriler Google formları, çevrimiçi toplantılar ve telefon görüşmeleri yoluyla toplanmıştır. Bu çalışmanın sonucu, İngilizce öğretmenlerinin İngilizce eğitiminde edebi metinlerin kullanımına ilişkin görüş ve tutumlarının oldukça olumlu olduğunu göstermektedir. Görüşmelere göre katılımcıların çoğu edebi metinleri sevdiklerini ve mümkün olduğunca derslerinde kullanmaya çalıştıklarını belirtmişlerdir. Ayrıca anketin sonuçları, İngilizce öğretmenlerinin edebi metinlerin entegrasyonunun İngilizce öğretimindeki beceriler, dil bilgisi ve kelime bilgisi gibi konuların çoğuna yardımcı olduğuna ve bunları desteklediğine inandığını gösterdi. Bunlara ek olarak sadece dil becerilerine değil, aynı zamanda sonuçlar doğrultusunda hedef dilin kültürünün öğrenilmesine de yardımcı olur. Ayrıca, İngilizce eğitiminde edebi metinlerin kullanımı, anket sonuçlarına göre öğrencileri motive etmektedir. Bununla birlikte, katılımcıların çoğu derslerinde edebiyat kullanmayı sevdiklerini belirtse bile, derslerinde edebi metinleri hiç kullanmazlar veya nadiren kullanırlar. Katılımcılara derslerinde edebiyat kullanmama nedenleri sorulduğunda, yanıtları ağırlıklı olarak öğrencilerin düzeyi ve müfredatla ilgilidir. Kısacası, İngilizce öğretmenleri, edebiyatı İngilizce öğretimi ile bütünleştirmenin olumlu etkilerinin farkındadır, ancak onu daha sık kullanmaları için desteklenmeleri ve teşvik edilmeleri gerekir.

Anahtar Kelimeler: Edebiyat, Edebi metin, İngilizce eğitimi, İngilizce öğretmenleri

PREFACE

The use of literary texts in English language education can be beneficial. In short, some of its advantages can be learning the culture of the target language, presenting the target language in a meaningful context, providing the events from real life or possible real-life, and motivating the learners. Literary texts can be listed as drama, poetry, short stories, and songs in English lessons. Even if English teachers are aware of these advantages, they sometimes do not prefer or abstain from using literary texts in their lessons. This study aims to explore English teachers' views and attitudes towards using literary texts in English as a foreign language (EFL) classes.

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ABBREVIATIONS

EFL : English as a Foreign Language

ELT : English Language Teaching

T : Teacher



I. CHAPTER

1. INTRODUCTION

For many years, various methods and approaches have been used to successfully include literature in the teaching of foreign languages. Numerous studies back up the value of literature in teaching other languages (Kim, 2004; Sage, 1987). Literature has been employed as a suitable source in terms of its language or as a means of comprehending the culture of the target language. Literature makes it simple to observe not only the target language's culture but also the lifestyles, events, and even food and drink preferences of foreigners (Sage, 1987). Additionally, literary texts give language learners the possibility to experience the expressions and interactions. As with other foreign languages, literature thus plays a key part in the teaching of English (Babaei & Yahya, 2014).

Literature is defined as “an ally of language” by Brumfit and Carter (1986, p.1), accordingly, it is a fact that literature and language are inseparable hence literature can be a tool for language education. As a consequence of providing real-life settings and developing learners’ personal growth, literature is irreplaceable in foreign language teaching (Collie & Slater, 1987). Furthermore, literature makes a significant contribution to the linguistic awareness of target language learners. Thanks to fully and skillfully used language, learners are able to develop their language enrichment (Spack, 1985). Literature provides authentic materials and meaningful input outside the classroom and according to Pugh (1989) literature is also a means of accessing a potentially rich source of the target language. Additionally, literature strengthens communicative competence inasmuch as it motivates learners and prompts the language learning process (Holten, 1997).

Accordingly, this thesis investigates English teachers’ views and attitudes towards using literature in English as a foreign language (EFL) classes. This thesis also attempts to investigate how frequently EFL teachers include literary texts in their lessons. Moreover, finding out the advantages and challenges of integration of literature in English language education according to EFL teachers. The findings of this research are expected to highlight the importance of using literature in ELT and show positive attitudes of EFL teachers to the integration of literature into ELT. This paper consists of four chapters. Chapter I gives a brief introduction to the use of literature, and it also explains the aim of

the study, the significance of the study, the limitations of the study, and the research questions. Definition of Related Terms with Using Literary Texts in English Language Teaching, Integration of Literary Texts in EFL Classes, Criteria of Selecting Appropriate Literary Texts in EFL Classes, Best Applications of Integrating Literary Texts in English Language Teaching, Teaching Skills and Integration of Literary Texts in EFL Classes, Advantages of Integrating Literary Texts in EFL Classes, Challenges of Integrating Literary Texts in EFL Classes, Main Approaches to Integration of Literary Texts in EFL Classes, and Digitalization and Literary Texts in EFL Classes are the headings of literature review in Chapter II. Chapter III explains the research design, the participants, the data collection procedure, and the data analysis. The findings of the study are given in Chapter IV. Chapter V discusses the findings of the research related to research questions. Finally, the conclusion part gives information about the overall study and offers pedagogical implications and suggestions for further studies.

1.1. Aim of the Study

The primary objective of this study is to investigate the opinions and attitudes of English teachers on the use of literary texts in EFL classes. Additionally, this study attempts to highlight the significance of using literary texts in English language teaching (ELT). Moreover, it aims to improve English teachers' understanding of the value of including literary texts in EFL lessons. The goal of this study is to inspire English teachers to include literary texts in their lessons. This study also aims to remind English teachers of the benefits of utilizing literature in ELT.

1.2. Significance of the Study

Using literature in English language education provides various advantages. First of all, it motivates learners of English. It also provides authentic materials, cultural values, linguistic variety, and learners' active participation. Moreover, English learners are able to explore the target language with literature and it may be very beneficial and enjoyable however some of them are anxious about the literature of English. The significance of this study is to raise English teachers' awareness of the significance of integrating literature in language teaching and explore their views related to this field. Taking English teachers' attention to the importance of integration of literature in EFL and reminding them advantages of it are other significant points.

1.3. Limitations of the Study

This study may have some potential shortcomings. Due to the fact that some participants lived in various places, some of these interviews took place online while others were conducted face-to-face. In addition, because they are aware of its benefits, teachers may be biased in their responses when asked how they would like to incorporate literature into their lessons. Finally, because this study is based on the impressions of EFL teachers, it does not entail classroom observation.

1.4. Research Questions

The research questions of this study are given below:

1. What are the perceptions of EFL teachers towards the integration of literary texts in EFL classes?
 - a) What are the perceptions of EFL teachers towards the integration of literary texts to focus on language skills?
 - b) What are the perceptions of EFL teachers towards the integration of digital literary texts in EFL classes?
- 2) What are the implications of EFL teachers towards the integration of literary texts in EFL classes?

II. CHAPTER

2. LITERATURE REVIEW

This section begins with the definition of words related to the integration of literary texts in ELT and the characteristics of a literary text. Secondly, it continues with the integration of literary texts in EFL classes and gives information about the history of integrating literary texts in EFL classes. The selection criteria for suitable literary texts in EFL lessons are described. In the heading of best applications of integrating literary texts in EFL classes poems, short stories, novels, and drama are key points. Reading, writing, listening, and speaking skills relevant to the integration of literary texts are covered under another heading which is "Teaching Skills and Integrating Literary Texts in EFL Classes." The advantages and challenges of integrating literary texts in EFL classes are other main headings. This section provides the main approaches to the integration of literary text. The integration of digitalized literary texts in EFL classes is the next step in the literature review. Then, the heading of the EFL curriculum in Türkiye gives information about English hours and literary texts in the Turkish curriculum. Finally, other studies related to the integration of literary texts in EFL classes are summarized briefly.

2.1. Definition of The Terms Related to The Use of Literary Texts in English Language Teaching

2.1.1. Literature

Literature has been described with different definitions over the years. Moody (1971) described literature as giving information in any field. Literature gives authors the chance of telling the events and emotions of their own or other characters. These characters can be imaginary or real. Also, literature offers the audience the chance of reading, listening, or watching the events and emotions of other characters. According to Lazars' book (1993, p.1) literature was described by some teachers as "feelings" and "thoughts" while some teachers defined it as meeting a lot of people and understanding other different points of view, ideas, thoughts, and minds. Sage (1987, p. 12) asserts that "Literature is inherently human." which means literary texts describe human concerns and needs. Nonetheless, literature in English language teaching is described as "usage of language in an effective way in suitable conditions" by Alexander Baird (Baird, 1969, p. 203).

Eventually, everybody may have different meanings for literature because it is subjective hence it differs from person to person. Even if the readers read the same text at the same time period, they may deduce different meanings from it by the reason of their age, personality, characteristic features, culture, etc. For all intents and purposes, literature is a unique form of knowledge aspects of changeability and discrepancy (Hirst, 1973).

2.1.2. Literary Text

Literary texts are described as pieces of human life by Isariyawat, Yenphech, & Intanoo (2020) because the culture and nationality of countries can be easily seen in their literary texts. Literary texts also provide meaningful and memorable contexts in the English language process (Lazar, 1993) and learners have meaningful reasons to learn the target language. Moreover, Collie and Slater (1990) underline that literary texts are valuable authentic materials and they have an important role in the language classroom. Thanks to literary texts the learners will be more aware of the target language and develop their language skills and strategies (Daskalovska & Dimova, 2012). Literary texts can be divided into two categories fictional and non-fictional. Fictional literary texts are generally based on imaginary events and they are subjective. Non-fictional literary texts are mainly based on real-life events and they are objective.

Poetry, narrative, and drama are some categories of literary texts. Short stories are one of the narratives. They are generally short, and they have few characters and one plot therefore they can be appropriate for all levels (Kırkgöz, 2012). Short stories mirror and lighten human life (Sage, 1987). Novels address more complex situations than short stories however they can be motivating and interesting for especially adult learners (Lazar, 1990). In addition to these, poems and drama activities can be used for English language teaching purposes as authentic materials to take learners' attention and affect them emotionally. According to Babaee & Yahya (2014), especially poetry provides learners with different viewpoints, encourages learners to personal interpretations and explanations, evokes emotions and ideas, and makes the learner familiar with the figure of speech. Çubukçu (2001) indicates that poetry can be joyful and rewarding with its rhyme and rhythm besides, it helps learners to see differently and understand themselves and others.

2.1.2.1. Characteristics of Literary Text

Lucas (1990) distinguished between two main categories of texts: artistic and functional. Plays, short stories, essays, poems, and novels are examples of artistic texts. Functional texts are any texts that are not artistic, as seen in Figure 1 below:

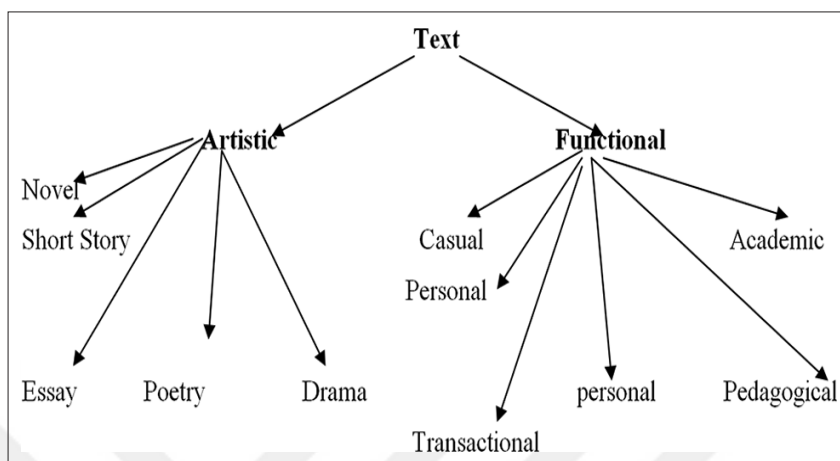


Figure 1. Lucas classification of literary texts (Lucas, 1990)

- Research papers, theses, specialized books, and journals are examples of academic texts.
- Diaries and letters are examples of personal texts.
- Textbooks and encyclopedias are examples of instructional texts.
- Dictionaries, directories, catalogs, and inventories are examples of reference materials.
- Business letters, legal documents, and reports are examples of transactional texts.
- Nonfiction, periodicals, and newspapers are examples of informal texts.

There are certain features of literary texts. The characteristics of the literary texts are given below (Javed, 2022):

- Literary texts are not certain and it is normal to have different interpretations.
- They have an aesthetic or poetic function.
- The language of the literary texts is mainly different from the language which is used in everyday life.
- Figures of speech such as simile, metaphor, paradox, and oxymoron are commonly used in literary texts.
- They can reflect the spirit of the age.

Kinneavy's communication triangle represents a variety and forms of dialogue (1980). Following is a list of the several discourse types:

- Expressive: It emphasizes personal expression (diaries, letters, etc.)
- Transactional: It concentrates on both the reader and the message (directions, business letters, editorials, advertising, etc.)
- Poetic: It focuses on form and language (novels, poetry, theaters, short tales, etc.)

2.2. Integration of Literary Texts in EFL Classes

Literature has been used for English language teaching for years. In other words, since ancient times literary texts have been used for teaching foreign languages (Türker, 1991). Using literary texts for English language education can be suitable for all age groups starting from very young learners of English with different types and levels. However, it is important to choose the appropriate text for the learner's age, level, and interest (Keshavarzi, 2012).

2.2.1. History of Integrating Literary Texts in EFL Classes

When education first commenced, ancient languages were learned structurally, which was a laborious experience for the more intelligent students. Grammatical proficiency was prioritized in traditional methods of language instruction. as the foundation for language proficiency. They had as their foundation the idea that It was possible to acquire grammar through explicit instruction and a system that used drilling and repetition in practice (Ziya, 2009). In order to highlight the historical features of language instruction, certain well-known traditional approaches will be reviewed. These presumptions are the foundation for the Grammar-translation, Direct, and Audio-lingual methods.

In the Grammar-translation method, literary texts were used for the purpose of reading and translation. Nonetheless, rather than the text grammatical rules and vocabulary were emphasized in this method (Babaei & Yahya, 2014). The Grammar-translation method, commonly referred to as the Classical method, was traditionally regarded as the gold standard for accurate translation through careful examination of grammatical structures. Little use of the target language is made in class; instead, instruction is given in the students' mother tongues. Word lists without additional items are used to teach vocabulary (Ziya, 2009).

The Direct method was initially developed in response to the Grammar-translation strategy in an effort to increase the use of the target language in education. Lessons in the Direct method start with a dialogue in the target language that uses a contemporary

conversational style. The first spoken presentation of the material includes motions or visuals. The mother tongue is never employed while the text is untranslated (Demirel, 2004). The Direct method which can be also called as Natural method focused on teaching language like first language acquisition by using dictation, visuals, or various listening activities.

The Audio-lingual method put emphasis on speaking and listening. In the Audio-lingual method, the key is forming new habits in the target language. This method encourages dependence on imitation, memorizing of predetermined phrases, and excessive learning since it operates on the premise that language learning is habit development (Demirel, 2004). Dialogues and drills are mainly used in the Audio-lingual method. In this method, grammar is taught inductively with few or no grammatical clarifications.

Consequently, the Direct method and the Audio-lingual method neglected literary texts in the language learning process. Afterward, with frequent usage of communicative approaches, authentic materials such as literary texts have become popular. Authentic materials which are crucial in language learning mean the documents which are not prepared for the class. Novels, short stories, songs, and postcards can be some examples. (Atmaca & Günday, 2016).

2.3. Criteria of Selecting Appropriate Literary Texts in EFL Classes

Selecting appropriate literary text for both the language classes and the learners is vital. According to McKay "The key to success in using literature in the EFL classroom seems to rest in the literary texts selected" (1982, p. 531). The needs, motivation, interests, cultural background, and language level of the learners should be taken into account by the language teachers (Hişmanoğlu, 2005). Moreover, the literary texts should be suitable for the topic, theme, or subject of the language class. The language level of the literary texts is also crucial, it should neither too difficult nor too easy for the learners (Lima, 2010). Similarly, the level of difficulty of the grammatical structures and vocabulary items should be appropriate both for the language level and background knowledge of the learners (Van, 2009). Clearly, literary texts should be interesting for the learners, in other words, they should arouse the learner's attention and the learners should be engaged both cognitively and effectively (Elliot, 1990).

Khatib et al. (2011) also highlight the importance of selecting literary texts in reference to the learners' background, age, and gender in as much as literary texts are hard to comprehend. Likewise, learners' choices and demands are important and should be taken into consideration by teachers for a pleasant learning environment (Tseng,

2010). Likewise, for selecting literary texts both feelings and ideas of the learners are crucial (Collie and Slater, 1987). Additionally, the length of the literary texts should be considered, and chosen the right length of literary texts according to the aims and objectives of the lesson besides the level of the learners (Hill, 1986). As a result, choosing the right and most beneficial literary works to use as teaching resources in the classroom seems to be the most important crucial choice teachers must make.

Besides, Lazar (1993) suggests that literary texts should be related to learners' life experiences and selected attentively according to these criteria. The following recommendations are provided by Lazar (1993) for choosing literary texts. There are three categories in this recommendation. First, there is the type of course, which has subcategories such as student level, student, motivation for learning English, and kind of English needed. Second, the category for the type of students includes subcategories for students' age, emotional intelligence, interest/hobbies, cultural background, linguistic competence, and literary background. Other characteristics that relate to texts include their availability, length, exploitability, and suitability for a given syllabus.

2.4. Best Applications of Integrating Literary Texts in EFL Classes

It is vital for teachers to use literary texts in class and modify them for the learning process. Clandfield and Duncan (2004) present a lesson plan sample. For stories, poems, or extracts that are taken from plays, Clandfield and Duncan (2004) suggest a warmer process as stage one. In this warmer process, teachers make learners think about the topic of the literary text, question learners' background information, and provide necessary background information if it is necessary. Stage two is before the reading part and in this part pre-teaching of difficult words, and prediction activities can be used. In stage three, learners are expected to understand the text. After learners read the text, teachers can ask comprehension questions to control whether they understand or not. Understanding the language is stage four, in this stage unknown words, and certain elements of the author's style are focused on. Stage five is follow-up activities. Various follow-up activities can be used in this stage. Additionally, poems, short stories, novels, and drama activities can be used in English language teaching in different ways and for various reasons.

2.4.1. Poems in EFL Classes

Poems are one of the most popular ways of using literature in class since poems can be used in different ways, for instance, each student read poems and they check each other's pronunciation and rhythm (Chowdhury & Mishu, 2019). Also, learners can

rewrite the poem, and write or discuss the story of the poem. Moreover, they can have a discussion about the poem and support their ideas and practice the target language. Collins (2012) provided the five methods for studying poetry.

- 1) Reporter: questions brought up during instruction and group mind maps
- 2) Passage-picker: choosing challenging sentences from the text that uses figurative language
- 3) Word-finder: looking up the definition of challenging words
- 4) Discussion-director: the process of formulating questions about a poem to be discussed
- 5) Connector: making connections between a poem's themes and the learners' own experiences

Besides, Çubukçu (2001) offers many ways to use poetry for language learning purposes such as composing a poetic text, completing a poetic text, intertextual comparison, comparison with prose, deriving poems from prose sources, writing different versions, using drama, using deconstruction, and personalization. In other words, there are many ways to use poems in English language education. Lazar (1993) investigated a variety of teaching techniques, including word associations, speculating on a word's symbolic meaning, and writing groups of figurative meanings.

Learners may gain deeper interest and greater analytical ability for words by studying poetry (Hişmanoğlu, 2005). Saraç (2003) offers benefits of using poems in education:

- Gaining different viewpoints about language while using grammar rules, vocabulary, and syntax
- Motivating learners with various explorations
- Recalling thoughts and feelings
- Experiencing figures of speech (i.e. simile, metaphor, metonymy, oxymoron, etc.)

2.4.2. Short Stories in EFL Classes

According to Collie and Slater (1990), short stories are practical because their length is ideal to cover one or two class hours. Also, short stories are not complicated, learners can understand them by themselves outside of the classroom if necessary, and short stories can be used by learners from all levels and all ages (Kırkgöz, 2012). Additionally, the short story genre is one of the most suitable ones, according to Ghasemi and Hajizadeh (2011), because it is brief, contemporary, and aids in language learning. Among the other forms of literature, short stories are the most popular ones. One of the

main reasons for this is that they are shorter than other genres like novels, and they can also easily capture readers' attention and inspire them thanks to their setting, characters, and plot (Sarıçoban & Küçüköğlu, 2011).

Ellis and Brewster (1991) indicate short stories are motivating and fun for learners. According to Akyel and Yalçın (1990), teachers have the option of selecting texts with a variety of subjects and subject matters. This way, short stories can be enjoyed by all of the students in the classroom and teachers can quickly grab their attention. As a consequence, short stories can be used in language classrooms. The possible activities with using short stories can be writing different dialogues, finding new names for the short story guessing what will happen next, writing a role play about characters, writing what will happen after the end of a short story, and briefly creative writing activities (Clandfield & Duncan, 2004). Arıoğlu (2001) lists the benefits of using literature in the language classroom:

- Presenting easy and simple authentic material
- Improving critical thinking skills
- Providing reasons for communicating and using language in a real context
- Providing creative tasks
- Reflecting a culture in one of the most natural ways

2.4.3. Novels in EFL Classes

Using novels in the language classroom provides a great number of opportunities since they present adult dilemmas and complex situations, the learners can engage intellectually, emotionally, and linguistically with this kind of material (Lazar, 1990). An engaging source for pedagogical activities may be a novel that has been carefully chosen to align with students' interests as opposed to some of the pseudo-narratives that one occasionally finds in course materials. A good book deals with difficult issues and adult moral quandaries. It challenges our students' minds, hearts, and language skills, and as a result, it can serve as the starting point for a wide range of engaging classroom activities, from in-depth reading assignments to critical textual analysis (Lazar, 1990). Related to this is the possibility that students will experience a very pleasant sense of satisfaction at having read and discussed a text successfully if the novel the teacher has chosen does in fact excite the learner. By using novels, classroom activities can become varied and more enjoyable. Also, cultural knowledge and awareness of the learners can be increased by using novels.

Widdowson (1984, p. 246) asserts that learners' "making meaning" for literary texts develops their language capacity which means the ability to accomplish the sources for

making meaning and the learners have the chance of making meaning through novels while learning the target language. However, the length and vocabulary of the novels can be problematic. The length of the novel should be short enough to handle in classroom time and extensive reading homework can be used in order to cover the novel (Lazar, 1990). For vocabulary, some important words from the novel can be given as a list, and make the learners find their meaning and synonyms as homework to develop their dictionary skills (Lazar, 1990). Additionally, providing cultural background information for the learners while reading books can be a solution. Activities like writing summaries of particular chapters, sentence completion exercises, and chronological ordering drills can help students comprehend the plot of the work (Lazar, 1990). In order to cover novels, according to Lazar (1990), language teachers must assist students to grasp the characters, narrative point of view, and language of the novel effectively. To do this, they must use a variety of strategies and exercises.

2.4.4. Drama in EFL Classes

Extracts from plays and drama are also other ways of using literature in English language education. Drama in English language education can be defined as learners acting in a controlled way to practice and use the target language efficiently (Davies, 1990). In addition to these, drama activities increase learners' self-confidence and promote group work in the language classroom (Davies, 1990). Natural dramatic activities are introduced through drama and language games, including icebreakers, role-playing, brainteasers, improvisation, and energizers, which offer comparable experiences (Davies, 1990). Drama helps students understand their own experiences, reflect on certain circumstances, and enter a deeper language world (Sarıçoban, 2004). Drama highlights the idea and usage of the English language from a variety of angles (Whiteson, 1996). Students become actively involved in the learning process and attempt to communicate using the character's language. Furthermore, they are enjoyable and make the classroom a warmer and more secure place for both learners and teachers. The following are some advantages of drama according to Mengü (2002):

- stability, collaboration, and moral attitude examination are encouraged
- encourages imagination and creative thinking
- cultivates critical thinking abilities
- offers teachers a new way of looking at an instruction
- encourages language acquisition
- communication skills are improved

- improves the ability to listen effectively
- fosters greater awareness of people and empathy
- improves understanding and memory as a crucial component of the educational process
- cultivates respect among peers and teamwork
- improves inventiveness, emotional intelligence, fluency, flexibility, and sensitivity
- adds realism to the learning environment
- stability, collaboration, and moral attitude examination are encouraged

Possible activities in the field can be acting out a part of the play, making a radio play, reading out the sentences from the text with different accents, re-writing some parts of the play, and changing sentences from the play spontaneously (Clandfield & Duncan, 2004). Through drama activities, learners are able to practice the language of expression and information (Hişmanoğlu, 2005). Additionally, using drama in the English language increases learners' language and cultural awareness of the target language (Hişmanoğlu, 2005). Lenore (1993) lists the benefits of using drama for educational purposes are mentioned below:

- Improving productive skills
- Providing a chance of creating new ideas and solutions
- Prompting cooperation and interaction between learners
- Implementing meaningful and enjoyable learning concepts

2.5. Teaching Skills and Integration of Literary Texts in EFL Classes

Language skills which consist of listening, speaking, reading, and writing also can be taught with the integration of literary texts. Therefore, learners are able to explore the target language in an integrated way rather than in isolation (Hişmanoğlu, 2005). Literary texts give them the chance of exploring meaningful classroom materials while developing their language skills (Clandfield & Duncan, 2004). Especially for listening and reading skills, literary texts provide valuable authentic materials as examples for learners (Collie & Slater, 1990). Moreover, various enjoyable classroom activities can be implemented related to these literary texts in or out of the classroom. With these activities, the teachers can arouse learners' curiosity and draw their attention to language lessons (Maley, 1989). Furthermore, thanks to the universal themes of the literary texts, such as love, friendship, family ties, etc., learners are acquired the culture of the target language in this way, the learners can develop their cultural awareness while they work on language skills.

2.5.1. Reading and Integration of Literary Texts in EFL Classes

Literary texts were seen as a rich and broadly attractive supply of reading material, making reading the most independent skill in language learning. Learners who read literary texts progress from decoding textual forms to grasping the text's underlying meaning. Since reading texts requires interpretation and a resulting relationship between the reader and the text, literary texts aid in the development of reading abilities. Reading for pleasure and information go hand in hand while reading literary works. Novels, short stories, and poetry can offer good possibilities for extensive and intense reading for leisure reading. It is useful for honing reading sub-skills including identifying major points, scanning, and skimming (Ketema, 2012). Teachers should choose the genre of the reading, and the activities that follow the reading should make clear why it was chosen.

Discussion questions about the texts can be another alternative way of using literary texts for reading skills. These questions can be related to the topic, plot, or characters of the literary texts. Furthermore, true/false activities are often used for the purpose of checking the understanding of the learners, and in this way, the learners promote their reading skills via literary texts. Guessing events from the title and brainstorming activities according to literary texts can be held before reading. In short, pre-reading and post-reading activities can be used in the learning process and encourage learners (Clandfield & Duncan, 2004). Besides, extensive reading which means reading outside of the classroom can be used effectively with suitable classroom tasks (Bowen & Marks, 1994).

2.5.2. Writing and Integration of Literary Texts in EFL Classes

Writing is one of the key points for academic success. Linguistic and textual knowledge is essential for writing skills as well as strategic knowledge and sociocultural awareness (Burns & Siegel, 2018). Literary texts are great models for English language learners who want to develop their writing skills. Since, learners can benefit from the theme, plot, content, and organization of the literary texts and they explore the ways of writing. According to Spack (1985), learners will be introduced to various linguistic constructions to explore how sentences and paragraphs can be built together through literary texts. McKay (1982) asserts that students will read and appreciate a literary work if it is associated with their interests and life experience. As a result, literary texts utilized to foster writing skills should be relevant to the interests and experiences of the learners.

Also, for writing activities, literary texts can be used as appropriate sources and writing a summary, an alternative end, or a detailed analysis can be some of the example tasks which can be used in the language classroom. Shortly, literature can be both a model and subject matter for learners (Spack, 1985). There are many types of writing such as controlled writing, guided writing, freewriting, etc. For many of them, literary texts can be used as a reference source. For writing activities, error correction is crucial for the learners' development, for these purposes teacher evaluation, peer evaluation or self-evaluation can be implemented (Burns & Siegel, 2018).

2.5.3. Listening and Integration of Literary Texts in EFL Classes

Thanks to a recording or video of a literary text, learners can promote their listening skills in a company with pronunciation skills (Hişmanoğlu, 2005). Additionally, it can be interesting and motivating for learners since it gives them a real purpose for listening. As for listening activities with the usage of literary texts, true/false questions, multiple-choice questions, or open-ended questions can be used related to the literary texts. According to Rost (1994), listening skill has great importance since it provides input for the learners and presents a challenge to understanding the actual usage of the native speakers. Also, listening activities can draw learners' attention to new forms such as vocabulary, grammar, and new interaction patterns (Rost, 1994).

According to Stephens and Brown (2000), a teacher reading aloud achieves the teaching goals. Its goal is to pique students' interest and curiosity about the selection. Therefore, listening guides, listening logs, readers' theater, and read-aloud encourage students to become more engaged with reading. Flowerdew and Miller (2005) claim that listening activities should be both pedagogic and authentic also, they should provide contextualized, strategic, critical and, intertextual tasks. Learners who read literary texts will learn how to imagine characters, settings, moods, and circumstances while listening as well as appreciate the rhythm and tone of words (Hoag, 1996). The art of storytelling greatly enhances students' ability to listen. The students share experiences with their peers during the post-listening session, giving each kid a chance to hear each one (Hoag, 1996).

2.5.4. Speaking and Integration of Literary Texts in EFL Classes

Speaking is a highly complex interactive skill, and the learners of the target language may feel anxious while they speak in the target language (Burns & Siegel,

2018). Both fluency and accuracy are important for spontaneous speech, for this reason, it may be difficult, especially for beginner-level learners. For speaking purposes, the incidents in a short story, book, film extract, or poetry may be connected to the learner's own real-life experiences. Such a strategy makes room for hot-button debate topics in language classes. By allowing the students to freely reflect on the events and offer insightful critiques, speaking proficiency can be improved. Role-playing and oral reading boost self-esteem and sharpen pronunciation; dramatization and re-enactment improve comprehension and increase the enjoyment of the text (Ketema, 2012).

Literary texts present necessary meaningful context and reasons for speaking activities in the language classroom. For instance, on the basis of the literary text, discussion activities can be organized as a group. Furthermore, debates related to characters such as whose behavior is more appropriate or whom they support can be another enjoyable way of integrating literature and speaking in a language classroom at the same time. In addition to these, drama and role-play activities can be used afterward reading literary texts. All in all, providing a chance for meaningful speaking practice to learners is essential for their speaking skills (Burns & Joyce, 2002).

2.6. Advantages of Integration of Literary Texts in EFL Classes

As Khan and Alasmari (2018) state in their article when literary texts are used in English classes for learning purposes the learners use their creativity more than in regular classroom activities and also they experience real-life situations and simulations in literary texts, consequently, being able to use their creativity and experience real-life situations can attract the learner's attention. Since literary texts are authentic and motivating and they also make learners active in the class, they develop learners' four basic skills and help learners to build reading habits (Atmaca & Günday, 2016).

According to Collie and Slater (1987), there are four basic reasons for using literary texts in the field of language teaching:

- Providing authentic materials
- Providing cultural values
- Providing linguistic variety
- Providing learner's active participation

While using literary texts in their classes, teachers need to encourage learners to talk more and express their opinions about the topic and literary text (Paran, 2008). Unfortunately, English language teachers do not have any training for using literary texts in English language teaching (Hirvela, 1989), therefore they may have difficulty using

literary text in their classes. Also, learners need to try to understand literary texts. Even though they do not know all of the words, they need to guess or check the meanings of important words in literary texts to understand them and it will help them to develop their cognitive and linguistic abilities. Also, Duff and Maley (2007) put emphasis on three main benefits of using literary texts in English language teaching. These benefits are listed below:

- Linguistic value
- Cultural value
- Affective value

According to McKay (1982, p. 530) "literature presents language in discourse" so that the learners can access the parameters of setting and role relationships and it presents a social context. Duff and Maley (1990) categorize criteria for the usage of literature in the language classroom: i) linguistic, ii) methodological, and iii) motivational.

- The linguistic criterion highlights the importance of having real examples of styles, text types, and registers.
- The methodological criterion creates opportunities for different interpretations, and opinions.
- The motivational criterion means the learners have a chance of exploring their feeling with literary texts which present meaningful contexts.

According to research which was conducted by Ghosn (2002), literary texts develop the emotional intelligence of the learners. Besides, Averil (2001) indicates that literary texts help to control emotions. The studies on the usage of literary texts in language education (Ghosn, 2002, Van, 2009) claim that using literary texts is effective for critical thinking enhancement and contributes to the learners to questioning, connecting, interpreting, and exploring (Langer, 1997).

Parkinson and Thomas (2000) indicate two benefits of using literary texts. The first one is that due to the fact that literary texts are difficult, the learners feel achievement by reading "different" literary texts. The second benefit is that literary texts are easy to access and available. Both teachers and learners can access literary texts easily especially nowadays thanks to the internet.

2.6.1. Valuable Authentic Material

Thanks to the usage of literary texts in English language teaching, learners are able to learn the target language in a manner similar to how they learn their native tongues by employing songs, nursery rhymes, fairy tales, short novels, etc. Additionally, the learners are able to learn the culture and real-life usage of the target language because using

literary texts for English language teaching purposes also means using authentic materials which are very beneficial for the learner's learning process. Learners can be inspired and given the feeling of utilizing the target language via authentic resources.

2.6.2. Cultural Enrichment

Literary texts help learners to learn and understand the culture and traditions of the target language, it develops cultural awareness of the learners (Van, 2009). With detailed settings and characters' personalities and lives, the learners access different points of view from different societies and they have a chance to learn more about different societies in the world. Students who read and study literary texts might learn about the writers' cultures by seeing them portrayed in the literature. Understanding a language also requires understanding the cultural presumptions that are embedded in it. It is not sufficient to understand a text's meaning alone in order to comprehend it. When we say that literary works represent a people's culture, it almost seems to imply that these works are in some sense factual and documented evidence of that culture. But literature does not merely recreate the reality of the culture in which it is written; rather, it constructs its own fictional realities (Widdowson, 1984).

2.6.3. Language Enrichment

Learners gain knowledge of the grammar and discourse purposes of sentences, the range of potential structures, and the various ways to connect ideas, all of which help to improve and broaden their own writing abilities thanks to literary texts (Hişmanoğlu, 2005). The more the learners acquire the target language the more they feel ready to use it. Paesani (2005) indicates grammatical structures are in a meaningful context in literary texts. In addition to these, Ellis and Brewstar (2002) state that with literary texts teachers introduce or revise new grammatical structures and vocabulary. Learners can encounter a large variety of distinct lexical or syntactic elements in literature. Reading a sizable and contextualized body of text helps learners become familiar with many aspects of written language (Hişmanoğlu, 2005).

2.6.4. Personal Involvement

Literature can aid in language learning since it encourages the reader's direct involvement. After reading a literary work, the learner starts to experience it. He becomes absorbed in the text. It becomes less important to understand the meanings of lexical terms or phrases than to focus on the story's progression. The learner

becomes eager to know what occurs as the climax of the story unfolds; he feels a connection to particular characters and shares their emotional reactions (Hişmanoğlu, 2005).

Some virtues of using literature in language education are specified by Maley (1989). These are: i) universality, ii) non-triviality, iii) personal relevance, iv) variety, v) interest, vi) economy and suggestive power, and vii) ambiguity.

- 1) Universality: Common topics in every culture like love, friendship, death, etc.
- 2) Non-triviality: Presenting genuine and authentic information and context to learners
- 3) Personal relevance: Feelings and events are topics of literary texts and the learners can find relevance with themselves thanks to feelings and events in literary texts.
- 4) Variety: Variety of language and topics.
- 5) Interest: Appealing to global themes attracts learners' attention.
- 6) Economy and suggestive power: Ideas and feelings can be understood and experienced with few words by learners.
- 7) Ambiguity: Everyone can deduce different meanings from literary texts and it is totally normal.

2.7. Challenges of Integration of Literary Texts in EFL Classes

Along with the many advantages of using literary texts in English language teaching, there are some challenges. The first challenge is that selecting appropriate texts require further attention in terms of cultural issues and the language of the literary text (Savvidou, 2004). In some literary texts, vocabulary and grammatical syntax can be too complicated and demanding for learners' level (Bobkina & Dominguez, 2014). As a result, all literary texts are not appropriate for different levels of learners.

Another challenge is that literary language may not reflect common usage and use different ways to express feelings or emotions (Lazar, 1993). Also, Lima (2005) emphasizes literary texts may break off grammatical rules. According to Widdowson (1982), using literature in language education may present a misleading model and cause learners to confuse.

The length of the text also can be a challenge (Bobkina & Dominguez, 2014). Learners may feel bored or scared because of too long texts and if these texts are difficult to handle learners may feel frustrated. Besides, short texts are found difficult

to understand and catch all of the details by some learners. Therefore, it is not easy to select appropriate length texts for teachers.

According to Collie and Slater (1987), literary texts do not always provide the kind of vocabulary which they need to learn, and the language of literary works is not the same as daily life language. In other words, using literature in English language education does not always provide necessary information to learners or the language which they use in their daily lives. Also, Lazar (1993) indicates that literary language sometimes differs from common or daily usage.

Moreover, cultural issues can be problematic in literary texts inasmuch as learners may have difficulty in understanding specific cultural issues (Khatib & Rahimi, 2012). Another restriction is that with literary texts learners may not achieve their academic or occupational goals because literary texts are not written with these aims (Khatib & Rahimi, 2012).

Teachers' lack of training in using literature in language education can be another challenge in this field since they may not know the necessary techniques or ways to adapt literature to their classes (Hirvela, 1989). Therefore, teachers may not feel confident in this field and not prefer to use literature in language education.

Also, learners may have a bias against literary texts, and using literature for language teaching purposes may discourage and demotivate them. Although they are eager to learn the target language, literature may cause problems for them and they may be alienated from the target language for this reason.

In addition to these, objectives and goals of curriculums and exam-oriented educational systems are other restrictions. Teachers work to achieve all of the objectives and goals in a limited time, accordingly, they may not have enough time to handle literary texts. Also, exam-oriented educational systems require to study of specific grammar topics as a result, literature may be neglected.

2.8. Main Approaches to Integration of Literary Texts in EFL Classes

For EFL teachers to choose the optimal method for utilizing literary texts as educational tools, they must have a thorough awareness of the currently used techniques to teach literary texts in EFL classes. There are many approaches and techniques in the field of using literary texts for language teaching purposes. The next subsections make an attempt to summarize the various approaches.

2.8.1. Maley (1989)

Maley (1989), who makes the distinction between i) "the study of literature" as a cultural artifact and ii) "the use of literature as a resource for language learning," offers a comprehensive classification of ways to teach literature. The stylistic approach and the critical literary approach are the author's two divisions of these methods, respectively. The Critical approach focuses on the literary concepts, characterization, background, or plot. However, at least the intermediate level for the learners is a must to use Maley's critical approach. The learners are also expected to have knowledge of literary terms and conventions (Avara, 2021).

2.8.2. Carter & Long (1991)

Carter and Long (1991) indicate three main categories for ESL/EFL settings:

- *The Cultural Model*: It is related to the investigation of literary texts from historical, political, literary, and social perspectives.
- *The Language Model*: This model is based on contextualized linguistic features with systematic practice without the significance of the literary quality of the text or reader-text interaction.
- *The Personal Growth Model*: This model is crucial for interaction with the text and the learner's feelings, ideas, and opinions and it contributes to the learner's cultural awareness and personal development.

2.8.3. Lazar (1993)

Lazar (1993) made another categorization of approaches. The approaches are listed below:

- *Language-Based Approach*: Literature is used as a vehicle to develop learners' four skills with different activities. This approach helps learners to develop their knowledge and proficiency in English. The learners are expected to make interpretations in terms of language from literary texts.
- *Literature as Content*: The content of the lesson is literature itself in this approach. Literary texts focus on specific areas such as history, art, nature, etc. Also, background information is crucial in this approach because the context may be difficult for some learners (İnan & Yüksel, 2013).

- *Literature for Personal Enrichment*: Literature is used for activating learners' own experiences, feelings, and emotions so that it makes them active participants in the lesson in terms of intellectual and emotional, it is also motivating for learners.

2.8.4. Van (2009)

Van categorizes six approaches that focus on using literary texts in EFL classes and discusses the benefits and drawbacks of them which include New Criticism, Structuralism, Stylistics, Reader-Response, Language-Based, and Critical Literacy.

- *New Criticism*: Following World War I, New Criticism emerged in the United States. New Criticism supports that meaning is contained merely without the effect of external elements. The social, political, and historical background of the literary texts in addition to the readers' reactions is irrelevant to the interpretations of the literary text. This approach selects the texts with the highest literary value therefore the learners may have difficulty understanding them by the reason of especially cultural unfamiliarity (Van, 2009).
- *Structuralism*: Structuralism gained importance in the 1950s. In this method, literary texts are not treated as individual entities and it is aimed at a system of frameworks that can be implemented in all literature (Dias & Hayhoe, 1988). This approach refuses the role of readers' differences in analyzing literary texts like New Criticism. In this approach, learners are supposed to use their structure knowledge for literary texts. Structuralism does not require the aesthetic value of literary texts, it focuses on structures that are needed for meaning (Culler, 1982).
- *Stylistics*: The stylistic approach appeared in the late 1970s and aimed to analyze the characteristics of literary language in order to develop the sensitiveness of the learners. Since especially in poetry language frequently is used in a non-grammatical and loose manner, these unconventional structures may confuse learners for this reason it is a must to consider differences among genres of literary texts (Van, 2009). In this approach, teachers are expected to encourage learners to use their linguistic knowledge and make the interpretations of literary texts.
- *Reader-Response*: The reader-response approach is based on the role of the reader and a process-oriented approach. This approach highlights the significance of the activities which assure to use of learners' own experiences, feelings, and opinions for interpretation of literary texts. The

reader-response approach enables learners to activate their background knowledge and individual experiences (Bobkina & Dominguez, 2014).

- *Language-based*: The language-based approach highlights the awareness of literary language and it indicates the significance of a variety of language instruction activities. For this approach, brainstorming activities for activating background knowledge, making predictions, rewriting the end of the stories, and jigsaw activities are essentials (Van, 2009). The role of the teacher is to introduce technical terms, and provide appropriate classroom procedures and prompts or stimuli when necessary (Carter & Long, 1991).
- *Critical Literacy*: Critical literacy arises from very kinds of theories like critical philosophy, feminism, educational sociology, and pedagogy. Although Critical literacy was not initially developed as an approach to teaching literature, it remains important as far because it reveals the link between language use and social power. That is to mention, learners' consciousness of how texts are associated with problems with gender, culture, political power, identity, etc increases (Bobkina & Dominguez, 2014).

2.8.5. Dhanapal's Integrated Approach (2010)

In Malaysian high schools, Dhanapal's Integrated Approach (2010) was put into practice to support students' growth in analytical and creative thinking abilities (CCTS). Literature was actually chosen as a suitable foundation to instill CCTS among many other topics, largely due to the variety of its contents. This method sought to strengthen students' critical thinking abilities in addition to their reading skills, giving them an opportunity to get a deeper understanding of both themselves and their fellow humans. In reality, Dhanapal's strategy integrates the key elements of both the Reader Response Approach and Stylistic Analysis, helping to transform the classroom into a place for discussion where students are held accountable for their own learning (Shakila, 2007). The Integrated approach depends on active work with literary materials, as illustrated in the graph below. Students develop their own meanings to be briefly justified through the investigation of textual stylistic details in a highly ongoing relationship with the texts.

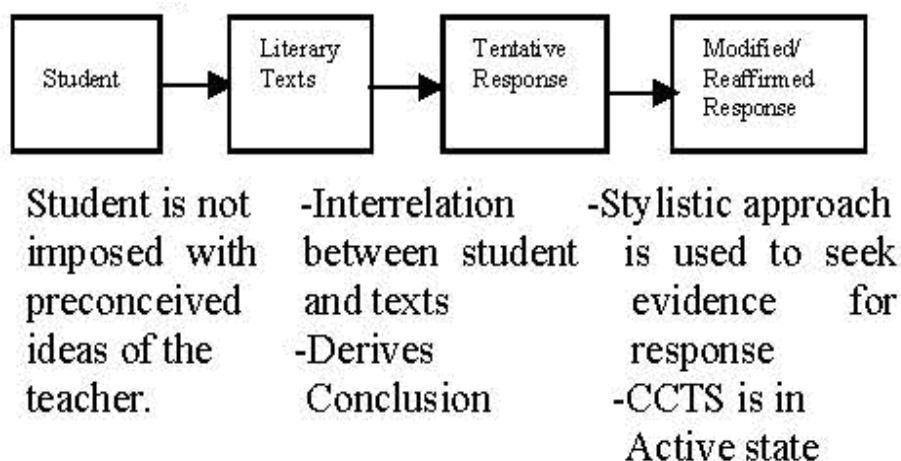


Figure 2. Integrated approach process (Dhanapal, 2010)

2.8.6. Tasmanian's Integrative Model (2012): Five Perspective Approach

The Tasmanian Integrative Model was created by a group of Australian students, for teaching literature methodically. This might work well as a model for EFL even though it was initially only meant for first language lessons. This might potentially make a successful EFL model. According to the Tasmanian Model, literary texts should be analyzed from a variety of angles, including social, cultural, and literary ones in addition to linguistic ones (Bobkina & Dominguez, 2014).

- *The Cultural Heritage Perspective*: The Cultural Heritage Perspective is in favor of the idea that a particular society's beliefs, customs, knowledge, and history are reflected through literature.
- *The Language Skills Perspective*: The Language Skills Perspective takes into account how students interact with texts to develop their listening, speaking, reading, and writing skills.
- *The Personal Growth Perspective*: The Personal Growth Perspective supports the notion that language learning is a comprehensive, natural process in which pupils continuously construct meaning. This viewpoint promotes the active role of reader learners and is strongly related to reader response theory (Van, 2009).
- *The Functional Perspective*: The Functional Perspective is concerned with the investigation of linguistic grammatical structures and the relationship between language form, register, and context. Additionally, it gives pupils command over a variety of linguistic constructions and, consequently, over the creation and interpretation of meaning (Bobkina & Dominguez, 2014).
- *The Critical Literacy Perspective*: The idea that writings are social constructions reflecting the ideas and values of their time and culture is supported by this

perspective. Discourse structure, emphasis, and omissions all influence the different meanings of texts (Bobkina & Dominguez, 2014). They produce, reproduce, and perpetuate various societal ideas by providing selective, incomplete interpretations of reality. Working with literary texts benefits students' acquisition of fundamental language abilities as well as their exploration of the historical, cultural, and social settings in which works are situated.

2.9. Integration of Digitalized Literary Texts in EFL Classes

According to the definition of the Oxford English Dictionary (OED) digitalization means "the process of changing data into a digital form that can be easily read and processed by a computer". Digitalization is one of the most significant technological trends which affects business and society (Reis et al., 2020). Today's world has been changing day by day due to technological advancements. Consequently, the young generation has been affected by these developments and they have been changing too. In addition to these, their way of learning has been changing. For instance, for language education, there are many mobile applications or websites in this digital age (Lütge et al., 2019).

Also, literary texts can be accessed through the Internet. Even, the term "digital literature" was used to define net literature or electronic texts (Lütge et al., 2019:520). According to Koskimaa (2007), digital literature can motivate learners in learning inasmuch as they are used to learning new information in this way. Due to technological resources, the way of learning information has changed and teachers should help students to understand information from all types of texts, along with digital texts (Robertson). Nowadays many schools, classrooms, and homes can access the Internet in today's world and they can access these digital texts easily. Electronic books and videos can be used by learners to develop their language levels. Moreover, by using the internet, learners can find the materials according to their level, age, and interest easily and make their English learning process more enjoyable.

Many kinds of research support the positive effect of digital learning. Higgings et al (2012) found a consistent relationship between digital learning and educational outcomes. Furthermore, according to Jewitt et al (2011) using digital tools provide many advantages:

- Using digital tools provide more time for active learning.
- Digital tools also provide opportunities outside of the classroom such as blogs, forums, and games.
- Thanks to digital tools, learners can select the most appropriate learning resource for themselves.

- Thanks to digital resources, learners can access safer places for formative assessment and they can take feedback about their learning process.

Li and Ma (2010) indicate that learner-centered approaches must be adapted to learning if they use digital tools and resources and it is obvious that digital tools promote a learner-centered learning atmosphere. Many teachers and schools encourage students to use online resources to enhance learning and provide online portals that facilitate learners to send their assignments and collaborate with their classmates (Strain-Moritz, 2016). Nevertheless, teachers must be selective and careful while choosing an appropriate digital tool for their learners (Handayani et al., 2020).

2.10. EFL Curriculum in Türkiye

Since the early 1990s, English has been provided as a required subject in Turkish elementary and/or secondary education programs. The starting age for foreign language instruction was dropped from 9 to 7 based on modifications to the English as a Foreign Language (EFL) education program in 2012 (Agcam & Babanoglu, 2020). The primary component of the revised EFL curriculum for young learners is communicative skills (such as listening, speaking interaction, and spoken creation). As a result, communicative methods and authentic materials like literary texts have gained significance in all levels of education.

Authentic resources are advised to be used in EFL classes according to the curriculum of both primary and secondary schools (Republic of Türkiye Ministry of National Education, 2018). Authentic materials like songs, movies, documentaries, and brochures are given as suggested materials in the curriculum for each theme. Literary texts such as plays, poems, narratives, stories, and fables are also included in the curriculum as suggested materials. However, providing specific teaching materials according to the themes of the curriculum may be more practical and useful for EFL teachers.

EFL instruction in Turkish primary public schools starts in the second grade. Every week, two hours of English classes are required in Turkish primary schools. In secondary schools, English classes are required for 5th and 6th graders for three hours each week, and for 7th and 8th graders for four. Depending on the high school's type, different high schools have different mandatory English hours. For instance, all grade levels are required to take four hours of English classes in Anatolian high schools and in Social Sciences high schools students in grades 9 and 10 are required to attend 4 hours of English classes, while students in grades 11 and 12 are required to take 2 hours of English classes (Republic of Türkiye Ministry of National Education, 2018).

2.11. The Studies Related to Integration of Literary Texts in EFL Classes

Further studies prove the positive views of the participants on using literary texts in English language education. A study was conducted by Gölgeli (2006) to find out EFL students' views towards literature in ELT departments and a correlation between the students' language proficiency levels, their reading habits, and views about literature classes in English was found. Likewise, the results of Vural's study which was conducted in 2013 revealed that the use of literary texts in ELT boosts university students' motivation. This study found that students learning English through literary texts performed better than those learning English without literary texts, with an improvement. The inclusion of literary texts in ELT also helped students write better and had a positive attitude by learning both reading and language according to their findings. Likewise, according to Ziya's study (2009), the vocabulary competence of 5th graders was searched through integrating different types of literary texts. Finally, it was concluded that the integration of literary texts into English lessons has a positive effect on the development of vocabulary competence. Similarly, another study which was conducted by Demircioğlu (2008) researched the attitudes of primary-level students towards learning new words via drama activities. The results indicated that the students feel motivated in the lessons in which drama activities were applied.

A study conducted by Arıkan and Küçükoğlu (2011) revealed that prospective English teachers have positive feelings about literature classes in their teacher education programs. According to this study, most of the participants believe that literature classes in teacher education programs help to learn about the target culture and develop the language skills of the learners. The purpose of the study which was conducted by Zengin et al. (2019) was to learn more about how language instructors and teachers view the application of literature in English language instruction. The results of the current survey indicate that, although about one-tenth of the participants claimed they personally did not use literature, the majority of them agreed that it should be a component of English language instruction and most of them stated that they do. The majority of them also concur that their school experiences have influenced how they view literature as useful for teaching foreign languages. As is evident from the results, the majority of participants believe that reading literature is beneficial in a variety of ways, including raising cultural awareness, helping students' language skills, particularly reading and writing skills, and expanding vocabulary knowledge.

According to a study by Choudhury (2015), learners will be more eager to study literary texts if they are relevant to their lives and cultures. The findings indicate that fewer learners are inspired to read classical literary texts, it does not serve as a strong motivator

for them. In addition, the fact that they like reading short, simple texts suggests that they will find reading lengthy, complex literary texts frustrating. Isariyawat et al. (2020) investigated the role of literary texts in EFL contexts in aspects of cultural awareness and language skills and it was revealed that all of the participants emphasized the advantages of using literary texts as integrating students' cultural awareness and language skills. A potentially effective pedagogical strategy in EFL classes is to employ literary texts according to this study.

Furthermore, three deciding elements should support the inclusion of literary texts in any existing curricula: short stories to facilitate language awareness, promote student comprehension of various cultures they would face outside the classroom, and foster critical thinking according to Jabeen and Sarifa (2022). This study demonstrated that even learners who are not good at English could grasp the fundamentals of literary criticism and participate in lively debate. Additionally, Hamane and Guetatlia's study (2022) reveal that the methods and approaches teachers employ in the classroom have an impact on learners' ability to learn language through literary texts. According to the study, educators should design a new curriculum that centers learning around the learners. According to the study, educators should design a new curriculum that centers learning around the learners. Likewise, the findings of another study (Viana & Zyngier, 2019) demonstrate learners' positive attitudes, particularly toward the teaching methods, the imaginative activities suggested the workshop's relevance to life and education, and content/language acquisition.

III. CHAPTER

3. METHODOLOGY

This section introduces the research design, participants, data collection instruments, data collection procedures, and data analysis.

3.1. Research Design

The mixed-method research design is conducted. Therefore, qualitative and quantitative approaches were used at the same time in this study. The qualitative research approach provides teachers' experiences and personal opinions thanks to the interview questions. (De Vaus, 2014; Leedy and Ormrod, 2014). In this study, the qualitative method was used for the interview process with 12 English teachers. In the qualitative research method, the researcher gathers data via observation, events, culture, participants, or setting and tries to collect and interpret these data (Tewksbury, 2009). As a qualitative research approach, semi-structured interviews were used. In quantitative research, the main aim is to gather numeric data in order to analyze situations (Muijs, 2004). Moreover, statistics are used to analyze data in quantitative research (Muijs, 2004). A quantitative research approach was used to collect statistical data via a questionnaire in this study (Bryman, 2001). Purposeful sampling was used to select the proper participants for this research (Dörnei, 2007).

In order to find out English teachers' views about the integration of literary texts in EFL settings, an online questionnaire was used. This questionnaire was taken from "Prospective English language teachers' views on literature in their teacher education curriculum and its potential value" and adapted by the researcher. To access more specific information related to this field, interviews were used. These interviews are conducted online or face-to-face with English teachers.

3.2. The Participants

The participants of this study were pre, primary, secondary, and high school EFL teachers. The online questionnaire was applied to 250 EFL teachers. EFL teachers were selected randomly to obtain more realistic results. Then, interview questions were asked to 12 EFL teachers through face-to-face or online interviews. The study's participants might be regarded as being typical of all Turkish EFL teachers employed in educational

institutions. For all of these steps, the consent of participants was taken and they accepted to participate and contribute to this research voluntarily. As it is shown in Table 1 below, 82 of them (33.1%) have over 16 years of teaching experience. 68 of them (27.4%) have between 6-10 years of experience, 53 of them (21.3%) have between 11-15 years of experience, and 45 of them (18.1%) have between 1-5 years of teaching experience.

Table 1. Experience of the Participants

Experience	Frequency	Percent
1-5 years	45	18.1
6-10 years	68	27.4
11-15 years	53	21.4
16 + years	82	33.1
Total	248	100.0

The level of the participants that they teach is given in Table 2 below. Accordingly, 112 of the participants (45.4%) work at secondary school, 103 of them (41.4%) work at high school, 32 of them (12.9%) work in primary school, and 1 of them (0.4%) work at pre-school.

Table 2. The Participants' Teaching Level

Level	Frequency	Percent
Pre-school	1	0.4
Primary school	32	12.9
Secondary school	112	45.2
High school	103	41.5
Total	248	100.0

3.3. Data Collection Instruments

In conducting this study, a questionnaire was used, which the researcher customized for the study. This questionnaire was created initially for prospective English teachers and was adapted for use by in-service EFL teachers. The authors' consent was obtained for use (see Appendix 5). The questionnaire was adapted from "Prospective English language teachers' views on literary texts in their teacher education curriculum and its potential value" which was developed by Arda Arıkan and Hülya Küçükoğlu in

2011. The items of this questionnaire are divided into three sections. The first section is related to the views of EFL teachers on literary texts in general. The second section is related to the integration of literary texts in EFL classes. Lastly, the third section is related to the integration of digitalized literary texts in English language education. This questionnaire consists of 21 items (see Appendix 1). A five-point Likert-type scale was used to gather the participants' answers. For reliability, Cronbach's Alpha was calculated and the result is 0.77 which means this questionnaire is reliable. Expert and colleague reviews were utilized during the adaptation process of the questionnaire.

The researcher conducted individual semi-structured interviews with EFL teachers as part of the second round of data collecting for this study. In the semi-structured interviews, the time and the place were organized beforehand. The questions were asked from a list by the researcher but the participants had a chance to give more information (Mackey & Gass, 2005). The process of gathering the data included face-to-face meetings, phone calls, and online meetings. 7 questions (see Appendix 2) were asked to English teachers in this process. Interview questions were created with the aim of finding out EFL teachers' perceptions towards the integration of literary texts and the implications of EFL teachers towards the integration of literary texts in EFL classes. Expert and colleague reviews were utilized to arrange interview questions. The questions of the interviews were re-arranged according to expert and colleague reviews and the final version of the questions was determined. The questions are about participants' teaching experience, type of the schools, and school level they work at, their views about integrating literary texts in their classes, the frequency of integrating literary texts in their classes, advantages and challenges of integrating literary texts in ELT, and finally the use of digital literary texts. In other words, the interview questions are about the integration of literary texts in EFL classes and the participant's personal experience as EFL teachers.

3.4. Data Collection Procedure

The answers of the participants to the questionnaire were gathered online through Google Forms. The questionnaire was applied in 6 weeks in Spring Semester in the Academic Year 2021-2022. The interviews were held via online meetings, phone calls, and face-to-face meetings. The interviews were made in English since all of the interviewees are English teachers. The interviews were applied in 8 weeks in the Spring Semester in the Academic Year 2021-2022. Ethics permission was received for the study from Amasya University, Institute of Social Sciences (reference number: 28.09.2021-33462). The permission of the Ministry of Education to collect data for this study was also obtained (reference number: 05.01.2022-50816).

3.5. Data Analysis

The answers of 250 EFL teacher participants to the online questionnaire were analyzed through Statistical Package for the Social Sciences (SPSS) version 21 to get the frequencies and percentages of the items and information of the participants. The Constant Comparative Method was used to analyze SPSS data in this study. This method aims to analyze the data in order to develop a grounded theory that helps determine concepts and principles (Glaser & Strauss, 1967). Also, grounded theory was used by the researcher to determine the themes of the qualitative data. In other words, themes and theories related to the integration of literary texts in English language teaching were discovered by English teachers' interviews and their answers to the questionnaire (Noble & Mitchell, 2016). Thereafter, the recordings of 12 online and face-to-face interviews with EFL teachers were transcribed by the researcher. Transcripts were analyzed and interpreted by the researcher. For interview transcriptions, verbatim transcription was used. The old-school technique was used to detect how many times the main themes were used by the interviewees. Additionally, MAXQDA was utilized to confirm the numbers of the most frequent words. In addition, word clouds (see Appendix 7) were created according to the frequency of the main words, and all the words used in the interviews.

IV. CHAPTER

4. FINDINGS

4.1. Findings Related to the First Research Question

Quantitative and qualitative findings of the research are displayed in this section. The perceptions of EFL teachers towards the integration of literary texts in EFL classes are presented. Also, participants' perceptions towards the integration of literary texts to focus on language skills as well as the integration of digital literary texts in the EFL classes are displayed. The perceptions of EFL teachers towards the integration of digital literary texts in EFL classes are also stated in this section.

English teachers' answers to the online questionnaire were analyzed by means of descriptive statistics and percentages. Therefore, mean scores and standard deviation of the answers for each item were calculated and analyzed in order to determine the teacher's perceptions towards literary texts in general, the integration of literary texts in English language education, and the integration of digital literary texts in EFL classes. The findings are indicated in the tables given below.

4.1.1. The Perceptions of EFL Teachers towards Literary Texts in General

Firstly, Table 3 shows the result of the statements about literary texts in general and their relationship with English teachers.

Table 3. English Teachers' Attitudes towards Literary Texts in General

Item	Statements	Descriptive Statistics (Ds)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
1	I enjoy literary texts.	F	5	21	30	120	71	247
		%	2.0%	8.5%	12.1%	48.6%	28.7%	100%
2	Studying literary texts is boring.	F	75	107	36	27	3	248
		%	30.2%	43.1%	14.5%	10.9%	1.2%	100%
3	I think reading literary texts are a free time activity.	F	20	87	28	93	20	248
		%	8.1%	35.1%	11.3%	37.5%	8.1%	100%
4	I have difficulty in understanding literary texts.	F	39	148	32	27	2	248
		%	15.7%	59.7%	12.9%	10.9%	0.8%	100%
5	I learn the target language better with literary texts.	F	4	35	49	114	46	248
		%	1.6%	14.1%	19.8%	46.0%	18.5%	100%

According to the results of the questionnaire (statements 1, 2, 3, 4, 5), it can be said that 77.3 % (Strongly agree: 28.7 and Agree:48.6) of the participants state they enjoy literary texts. Additionally, 64.5 % (Strongly agree: 18.5 and Agree:46.0) of the participants agree with the statement which is “*I learn the target language better with literary texts.*” As regards statement 2 which is “*Studying literary texts is boring*”, most of the participants disagree (Strongly Disagree: 30.2 and Disagree:43.1) Moreover, only 11.7 % (Strongly Agree: 0.8 and Agree: 10.9) of the participants agree that they have difficulty in understanding literary texts as shown in Table 3. Lastly, Table 3 shows that 45 % of the participants agree (Strongly Agree: 8.1 and Agree: 37.5 and 43.2 % (Strongly Disagree: 8.1 and Disagree: 35.1) of the participants disagree that reading literary texts is a free-time activity.

4.1.2. The Perceptions of EFL Teachers towards the Integration of Literary Texts to Focus on Language Skills

The results of statements 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17 which are about teachers’ perceptions towards the integration of literary texts and language skills in EFL classes are depicted in Table 4.

Table 4. English Teachers’ Perceptions towards the Integration of Literary Texts and Language Skills in EFL Classes

Item	Statements	Descriptive Statistics (Ds)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
6	Teaching reading would be easier if I use literary texts.	f %	4 1.6	31 12.5	42 16.9	132 53.2	39 15.7	248 100
7	Literary texts help learning about the target culture.	f %	3 1.2	11 4.4	13 5.2	145 58.5	76 30.6	248 100
8	Literary texts educate the whole person psychologically, morally, and culturally.	f %	3 1.2	10 4.0	14 5.7	127 51.4	93 37.7	247 100
9	Literary texts help teaching grammar in an indirect manner.	f %	1 0.4	25 10.1	24 9.7	143 57.7	55 22.2	248 100
10	I think literary texts are great for teaching and learning vocabulary.	f %	1 0.4	10 4.0	16 6.5	120 48.6	100 40.5	247 100
11	Teaching integrated skills would be easier if I use genres of literary texts.	f %	1 0.4	14 5.6	54 21.8	137 55.2	42 16.9	248 100

Table 4 continued

12	Teaching speaking would be easier if I use genres of literary texts.	f %	3 1.2	28 11.3	66 26.6	120 48.4	31 12.5	248 100
13	Teaching listening would be easier if I use genres of literary texts.	f %	5 2.0	28 11.3	76 30.8	108 43.7	30 12.1	247 100
14	Using literary texts will help the students develop better personalities.	f %	3 1.2	19 7.7	39 15.7	138 55.6	49 19.8	248 100
15	Teaching writing would be easier if I use genres of literary texts.	f %	3 1.2	16 6.5	26 10.5	153 61.7	50 20.2	248 100
16	Literary texts in EFL classes will motivate students.	f %	1 0.4	15 6.1	54 22.0	138 56.1	38 15.4	246 100
17	Literary texts can be confusing for students.	f %	7 2.8	63 25.5	72 29.1	94 38.1	11 4.5	247 100

Table 4 shows the answers of the participants to the integration of literary texts in English language education. Most of the participants agree that skills such as reading (68.9%), writing (81.9%), listening (55.8%), and speaking (60.9%) would be easier if they use literary texts. However, participants think that receptive skills would be easier to teach if they use literary texts than productive skills. 89.1% of the participants believe that using literary texts helps teach vocabulary. Also, integrated skills are believed to be taught more easily with literary texts by 72.1% of the participants as shown in Table 4. Furthermore, 79.4% of the participants think that *“Literary texts help teaching grammar in an indirect manner.”*. In addition to these, according to the participants' answers (89.1%) agree that *“Literary texts help learning about the target culture.”*. Also, almost all of the participants (89.1%) admit that *“Literary texts educate the whole person psychologically, morally, and culturally.”*. According to 75.4% of the participants, using literary texts in English language education helps learners develop better personalities. As regards the result of statement 16, it can be said that 71.5% of the participants think that using literature in English language education motivates learners. Finally, 42.5% of the participants believe that *“Literary texts can be confusing for students.”*

4.1.3. The Perceptions of EFL Teachers towards the Integration of Digital Literary Texts in EFL Classes

The results of statements 18 and 19 are depicted in Table 5. Statements 18 and 19 are related to teachers' views on the integration of digital literary texts in EFL classes.

Table 5. The Perceptions of EFL Teachers towards the Integration of Digital Literary Texts in EFL Classes

Item	Statements	Descriptive Statistics (Ds)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
18	Thanks to digital tools accessing literary texts is easier.	f %	3 1.2%	3 1.2%	17 6.9%	137 55.5%	87 35.2%	247 100%
19	Digitalized literary texts make learning more enjoyable.	f %	3 1.2%	10 4.0%	44 17.8%	129 52.2%	61 24.7%	247 100%

According to the results of Table 5, 90.7% (Strongly Agree: 35.2 and Agree: 55.5) of the participants believe that digital tools make access to literary texts easier. Additionally, the result of statement 19 indicates that 76.9% (Strongly agree: 24.7% and Agree: 52.2) of the participants support that "*Digitalized literary texts make learning more enjoyable.*".

The participants were also asked whether they use digital tools to access literary texts or not, and if yes, how often they use them. Most of them indicated that they use often digital tools to access literary devices. The responses of the participants are presented in the following;

- T3: "I always use digital tools."
- T4: "Yes I do, I open the texts with Wordart and then I get some feedback with Google forms nearly once a week."
- T5: "Yes, I generally use them."
- T6: "Yes I nearly use digital tools every day."
- T9: "Yes, I generally use digital tools like a smart board, online dictionaries, online games, etc."
- T11: "Yes, I do. I use e-books consisting of short fiction stories designed to use on smartboards. I guess once or twice a month."
- T12: "Yes I use it for writing an acrostic poem, creating stories online, e-books once a week."

Some of the participants expressed that they generally use digital tools in their lessons for different purposes and they do not use literary devices to access literary devices often. The responses of the participants are given below;

- T1: "I always use digital tools to reach sources and one of my aims to use digital sources is to access literary text. As I said, I rarely access literary texts."
- T7: "I generally use digital tools but not for literacy. I use them for revision of topics."
- T10: "I use the Internet, like I said before I don't use literary texts often, but every time I use I find them via the Internet."

Moreover, the other participants stated that they do not use digital tools in their classes. The answers of the participants are indicated;

- T2: "I don't use digital devices. I like touching upon books, so I prefer reading paper-written books."
- T8: "No I don't use digital tools to access literary texts so far."

4.1.4. The Perceptions of EFL Teachers towards the Integration of Literary Texts in Their Classes

First of all, when the participants were asked if they like using literary texts in their lessons or not. Most of them indicated that they liked literary texts and tried to use them as much as possible. Some of the answers are shown below;

- T1: "I do like using literary texts in my classes."
- T3: "Yes, of course."
- T4: "Yes, I like using literary texts in my classes and I use it."
- T6: "Yes sometimes. It can be enjoyable and useful."
- T9: "Yeah! I really like using literary texts in my classes."
- T11: "Yes definitely. Actually, it depends on the class I teach. I mean classroom dynamics like students' attitudes towards English."
- T12: "Yes, I enjoy reading especially poetry."

Moreover, some of the participants stated that they do not use literary texts in their classes often. The answers of the participants are shown in the following part;

- T2: "I have never used literary texts in my classes."
- T5: "I rarely use them."
- T7: "It is not possible for primary students."
- T8: "Actually, no. I don't like using literary texts in my classes."
- T10: "I can say I rarely use literary texts in my classes."

In addition to these, the participants are asked how often they use literary texts in their classes and some answers of English teachers are given below;

- T3: "I can say that I generally use literary texts in my classes."
- T4: "Approximately three times a week."
- T9: "I can say that I often use literary texts in my classes like twice a week."

According to the interviews, most of the participants never or rarely use literary texts in their lessons even if most of them indicate that they like using literary texts in their classes as it is shown below;

- T1: "I rarely use literary texts in my classes because I am working in a secondary school, I sometimes think it is hard to integrate literary texts with the classes."
- T2: "I have never used literary texts in my classes."
- T5: "I rarely use them."
- T6: "I sometimes use literary texts related to our topic to teach them new vocabulary in my classes, especially in 8th grades, I can say twice a month."
- T7: "I can say never because of students' level."
- T8: "Not much. I rarely use them nearly once a month."
- T10: "I rarely use literary texts in my classes."
- T11: "Once or twice a month."
- T12: "I don't know exactly. Maybe, three times a year."

Table 6 shows the answers of the participants to the integration of literary texts in their classes.

Table 6. The Perceptions of EFL Teachers towards the Integration of Literary Texts in Their Classes

Perception	F	Quotes
I use literary texts in my lessons	7	I do like using literary texts in my classes. Yes, definitely.
I rarely use literary texts in my classes.	2	I can say I rarely use literary texts in my classes.
I never use literary texts in my classes.	3	I rarely use literary texts in my classes because I am working in a secondary school, I sometimes think it is hard to integrate literary texts with the classes.

4.1.5. The Perceptions of EFL Teachers towards Reasons for Not Using Literary Texts in Their Classes

Afterward, the participants were asked the reasons for not using literary texts in their classes. The answers are mainly related to the level of the students and the curriculum.

The level was used 12 times by the teachers. The curriculum was used 9 times while age was used 2 times in the interviews. The answers are indicated in the following part;

- T1: “Because of the level and age of the students.”
- T2: “Most of the literary texts are boring for students for this reason they don’t attend the lesson.”
- T5: “Because we need to complete curriculum and cover necessary topics.”
- T7: “Because the students’ level is low and they can’t understand literary texts.”
- T10: “In fact, literary texts are not appropriate for secondary school students.”

Table 7 shows the participants' perceptions towards reasons for not integrating literary texts in their classes.

Table 7. The Perceptions EFL Teachers towards Reasons for Not Integrating Literary Texts in Their Classes

Perception	F	Quotes
Level of the learners	4	Because the students’ level is low and they can’t understand literary texts.
The curriculum	1	Because we need to complete curriculum and cover necessary topics.
Age of the learners	2	Because of the level and age of the students.

The participants were also asked about the ways of literary texts that they use in their lessons. Most of them said that they use literary texts related to their topic or interesting texts to attract the students’ attention. The answers of the participants are presented below.

- T1: “I use literary texts related to our theme and unit.”
- T3: “I mostly use literary texts from some journals or books and make the question-answer part at the end.”
- T4: “I use interesting texts to attract students’ attention generally in the introduction part of my lessons.”
- T6: “I sometimes use literary texts related to our topic to teach them new vocabulary in my classes, especially in 8th grades.”
- T8: “Students read literary texts and answer true-false questions.”
- T9: “In general interesting activities such as designing a poster or writing song lyrics.”
- T11: “I generally try to integrate some stories into my classes. I use e-story books.”

- T12: "Creative activities like writing another story or poem are my favorites."

4.1.6. The Perceptions of EFL Teachers towards the Advantages of Integrating Literary Texts into EFL Classes

The advantages of integrating literary texts into English classes were also asked in the interviews. Some of the teachers think that it increases the students' motivation and interest.

- T1: "Well, students read short stories and when you bring those short stories to the class it attracts them somehow. And additionally, it could enhance students' imagination."
- T3: "Students can be more aware of the language, they can develop their language skills and strategies. Additionally, it can increase their interests and motivation."
- T4: "Students get good mood from famous writers, they affect students in a positive way."
- T5: "It may encourage the students to have a sense of esthetic in language. It may provide enthusiasm for the learners."

Also, most of the participants indicated that integrating literary texts into English lessons develops four language skills, grammar, and vocabulary knowledge while some of them support that it enhances the students' cultural knowledge of the second language.

- T2: "Increasing students' intellectual levels, providing them word knowledge and tolerance towards cultural differences, identifying differences between native and target cultures might be some of them."
- T6: "It can be used as a different activity type in the class and the students can learn different words."
- T7: "It may increase student's vocabulary knowledge."
- T8: "I think integrating literary texts is a supporter for English classes. Also, integrating literary texts promotes linguistic awareness among the students and it improves skills such as listening, speaking, reading, and writing."
- T9: "Students learn and enjoy different types of genres and ethics or morale at the end of these kinds of texts or activities."
- T10: "Students learn the literature and culture of a foreign country."
- T11: "I think literary texts enable students to see the language in a context. It also helps them to improve their comprehension or four skills depending on how the texts are dealt with. If the texts are suited to learners' levels and interests, they can elevate their interest in language learning. Besides, literature mirrors

the culture of the target language so they can gain a better understanding of the cultural elements as well through literature.”

- T12: “It can enhance comprehension in the second language, and improve vocabulary and grammar. And reading literary text help learners think critically and improve analytical skills, learn the culture of the second language.”

The main answers were analyzed and according to the results, motivation and interest were used 8 times. Skills, grammar, and vocabulary were used 10 times and culture was used 4 times by the interviewees. Accordingly, English teachers’ perceptions of the advantages of integrating literary texts into English classes are depicted in Table 8.

Table 8. The Perceptions of EFL Teachers towards the Advantages of Integrating Literary Texts into EFL Classes

Perception	F	Quotes
Increasing the students’ motivation/interest	4	Well, students read short stories and when you bring those short stories to the class it attracts them somehow. And additionally, it could enhance students’ imagination.
Developing four language skills, grammar, and vocabulary knowledge	6	I think integrating literary texts is a supporter for English classes. Also, integrating literary texts promotes linguistic awareness among the students and it improves skills such as listening, speaking, reading, and writing
Enhancing the students’ cultural knowledge	3	Students learn the literature and culture of a foreign country.

4.1.7. The Perceptions of EFL Teachers towards the Challenges of Integrating Literary Texts into EFL Classes

Furthermore, the participants were asked about the challenges of integrating literary texts in their classes. Some participants emphasized that the low level of the students is a burden for this issue. The answers of the participants are given in the following part;

- T1: “As students level are not good enough it is hard to find suitable texts and activities.”
- T5: “Limited vocabulary knowledge, crowded classes, unwilling students, shy learners, and teacher’s lack of knowledge can be the restrictions according to me.”
- T6: “I sometimes have some difficulties with lower-level classes. Because I work at a middle school and some of my students are not good at English. So, this can be very boring for them.”
- T7: “School level or student’s reluctance can be restrictions for using literary texts in the classes.”

On the other hand, most of the participants indicated that curriculum and limited English hours are the main challenges of integrating literary texts into English lessons. The answers of the participants are presented below;

- T2: “The restrictions might be cognitive development level of students, curriculum workload in schools, and lack of enough lesson hours.”
- T3: “Teaching a literary text is more difficult than teaching individual words. Especially reading many pages and arranging class time are challenging for teachers.”
- T8: “The restriction of integrating literature is the management of time because there is a certain curriculum which is used in English classes and time may be insufficient. Besides sources in schools are insufficient.”
- T11: “Unfortunately, at state schools, we have limited hours of English classes per week. For example, the 7th graders have only 4 English classes. We, as teachers, have to keep up with the curriculum so integrating literary texts is not among our priorities mostly. Another problem is related to reaching these texts, the course books distributed by MONE don’t include literary texts. I remember just a few. Lastly, I think literary language can sometimes be difficult for my students to understand because of their low level of language proficiency. reading a highly demanding activity.”
- T12: “In the curriculum, we don't have time to integrate but reading books as performance and project assignments can be used. In fact, I prefer to use it as a speaking material as well in class but time management is a bit challenging.”

The other two participants stated that difficult words can be problematic for integrating their lessons. Also, one of the participants declared that students may be bored. The answers of the participants are shown below;

- T4: “Sometimes the students get bored.”
- T9: “Difficult words or the language itself can be burdens for the students and teachers.”
- T10: “Students may have some difficulties in the meanings of literary words.”

Interviewees used level 12 times and curriculum 9 times. They also used limited English hours or time 5 times. They used the word difficult four times while they used the word bored only one time.

The perceptions of EFL teachers towards the challenges of integrating literary texts into EFL classes are shown in Table 9.

Table 9. The Perceptions of EFL Teachers towards the Challenges of Integrating Literary Texts into EFL Classes

Perception	F	Quotes
The curriculum	4	The challenges might be cognitive development level of students, curriculum workload in schools, and lack of enough lesson hours.
Level of the students	4	As students level are not good enough it is hard to find suitable texts and activities
Limited English hours	5	The challenge of integrating literary texts are the management of time because there is a certain curriculum which is used in English classes and time may be insufficient. Besides sources in schools are insufficient.
Difficult words	2	Difficult words or the language itself can be burdens for the students and teachers.
Bored students	1	Sometimes the students get bored.

4.2. Findings Related to the Second Research Question

The implications of EFL teachers towards the integration of literary texts in EFL classes are stated in this section.

4.2.1. The Implications of EFL Teachers towards the Integration of Literary Texts in EFL Classes

Besides, the participants were asked if they have any suggestions or expectations to improve the use of literary texts in English as Foreign Language (EFL) classes. Most of the participants suggested that literature should be added to the curriculum or need to have more lesson time for using literary texts in their lessons. The answers of the participants are presented;

- T1: "Language learning is also getting to know the culture of that language. So to reach that goal, some outcomes could be added to the curriculum in terms of literature knowledge."
- T2: "I think lesson hours should be increased, a new lesson like English-American Literature should be added into the curriculum. Literary texts should

be appropriate for students' interests, also, literary texts should be suitable for students' cognitive development levels."

- T8: "In the curriculum, it can be given a place for integrating literary texts in English classes so teachers have a chance to use literary texts in their English classes."
- T10: "It is a nice idea but we need more time to improve literary texts in English as foreign language classes. Because the time of the lessons are not enough to make the students prepare LGS."
- T12: "For every stage of classes a one-hour international literary texts or literary texts integrated curriculum in each unit would be helpful."

The other participants also offer different suggestions. Using adapted versions of literary texts, using literary texts in language classes in high schools, cooperation between literature teachers and English teachers, providing teacher training on how to integrate literature into English classes, and involving the students to choose the topics of literature are the other participants' suggestions. The responses of other participants are shown;

- T3: "Literary texts should be used more often as students learn many words and contexts thanks to them."
- T4: "I believe that involving the students to choose the topics of literature can be beneficial."
- T5: "English teaching must be taught as a whole. Since the literature of a language is its functional side, the literature should be suggested with the activities that enhance sense and activate the learners' involvement."
- T6: "Using literary texts can be more effective in language classes and especially at high schools."
- T7: "Literary texts can be used only for English classes in high schools, especially in English departments."
- T9: "Cooperation between literature teachers and foreign language teachers can be useful in this field."
- T11: "My suggestions are related to the challenges I stated in the 5th question. As the literary texts are sometimes too demanding, it would be better to use adapted versions of them although they don't reflect the most authentic use of language. I generally prefer stories or poems adapted. I hope we'll have course books designed considering students' levels and interests. I hope but I don't believe that it will happen soon. When somebody says literary texts, we generally think about reading skills but I think we can use it to improve other linguistic and non-linguistic competencies of the students. Maybe, we need

teacher training on how to integrate literature into our regular classes so that we can broaden our repertoire about what, why, and how to use it. I can benefit from a course on what kind of pre-activities and post-activities can be planned to help our students to tackle the texts.”

The responses of English teachers to interview questions about, the suggestions or expectations to improve the use of literary texts in EFL classes are given below in Table 10.

Table 10 The Implications of EFL Teachers towards the Integration of Literary Texts in EFL Classes

Perception	f	Quotes
Adding literary texts to the curriculum	4	Language learning is also getting to know the culture of that language. So to reach that goal, some outcomes could be added to the curriculum in terms of literature knowledge.
Increasing English lesson time	3	I think lesson hours should be increased, a new lesson like English- American Literature should be added into the curriculum.
Using adapted versions of literary texts	1	My suggestions are related to the restrictions I stated in the 5th question. As the literary texts are sometimes too demanding, it would be better to use adapted versions of them although they don't reflect the most authentic use of language.
Providing teacher training	1	Maybe, we need teacher training on how to integrate literary texts into our regular classes so that we can broaden our repertoire about what, why, and how to use it.
Using literature in language classes in high schools	2	Literary texts can be used only for English classes in high schools, especially in English departments.
Involving the students to choose the topics of literature	1	I believe that involving the students to choose the topics of literature can be beneficial.
Cooperation between literature teachers and foreign language teachers	1	Cooperation between literature teachers and foreign language teachers can be useful in this field.

4.3. Findings Related to the Mean Scores and Standard Deviation of All Items

Table 11 given below shows the mean scores and standard deviation of all items.

Table 11. Descriptive Statistics of All Items in the Questionnaire

Item	Statements	N	Mean	Std. Deviation
1	I enjoy literary texts.	247	3.93	0.96

2	Studying literary texts is boring.	248	2.09	0.99
3	I think reading literary texts is a free time activity.	248	3.02	1.17
4	I have difficulty in understanding literary texts.	248	2.21	0.86
5	I learn the target language better with literary texts.	248	3.65	0.98
6	Teaching reading would be easier if I use literary texts.	248	3.69	0.93
7	Literary texts help learning about the target culture.	248	4.12	0.79

Table 11 continued

8	Literary texts educate the whole person psychologically, morally, and culturally.	247	4.20	0.81
9	Literary texts help teaching grammar in an indirect manner.	248	3.91	0.86
10	I think literary texts are great for teaching and learning vocabulary.	247	4.24	0.78
11	Teaching integrated skills would be easier if I use genres of literary texts.	248	3.82	0.78
12	Teaching speaking would be easier if I use genres of literary texts.	248	3.59	0.89
13	Teaching listening would be easier if I use genres of literary texts.	247	3.52	0.91
14	Using literary texts will help the students develop better personalities.	248	3.85	0.86
15	Teaching writing would be easier if I use genres of literary texts.	248	3.93	0.81
16	Literary texts in EFL classes will motivate students.	246	3.80	0.78
17	Literary texts can be confusing for students.	247	3.15	0.95
18	Thanks to digital tools accessing literary texts is easier.	247	4.22	0.72
19	Digitalized literary texts make learning more enjoyable.	247	3.95	0.83

According to the findings, item 10 “*I think literary texts are great for teaching and learning vocabulary.*” has the highest mean value (4.24). On the other hand, item 2 which is “*Studying literary texts is boring.*” has the lowest mean value (2.09). Therefore, it can be concluded that participants think that literature helps learners develop their vocabulary knowledge. As the results suggested, the participants do not think that studying literary materials is dull.



V. CHAPTER

5. DISCUSSION

In this section, quantitative and qualitative findings for each research question are discussed to be able to answer each research question. The findings of the study are summarized and discussed as the following;

5.1. Discussion of the Findings Related to the First Research Question

“What are the perceptions of EFL teachers towards the integration of literary texts in EFL classes?” is the question that is discussed in light of the findings related to it. The perceptions of EFL teachers towards the integration of literary texts to focus on language skills and digital literary texts in the EFL classes are also discussed according to the responses of the participants.

According to the results of the questionnaire, most of the participants have a positive stance toward literary texts in general and integrating literary texts in ELT. Most of the participants agree that skills such as reading (68.9%), writing (81.9%), listening (55.8%), and speaking (60.9%) would be easier if they use literary texts. Also, the results show that vocabulary (89.1%) and grammar (89.1%) would be easier if they use literary texts. Literary texts help not only language skills but also the culture of the target language (89.1%) in accordance with the results. Similar to this study, Ziya (2009) discovered that the integration of literary texts in language training increased learners' vocabulary skills.

Moreover, 71.5% of the participants think that using literary texts in English language education motivates learners. Almost all of the participants (89.1%) admit that *“Literature educates the whole person psychologically, morally, and culturally.”* This study also runs in with another study which was conducted by Zengin et al. (2019) aspects of the majority of participants believe that reading literary texts is beneficial in a variety of ways, including raising cultural awareness, helping students' language skills, particularly reading and writing skills, and expanding vocabulary knowledge. Additionally, 75.4% of the participants agree that using literary texts in English language education helps learners develop better personalities. 90.7% of the participants believe that digital tools make access to literary texts easier. Furthermore, 76.9% of them support that digital learning makes learning more enjoyable.

Besides, individual interviews showed that most of the participants indicated that they like literary texts and try to use them in their lessons as much as possible. However, most of the participants never or rarely use literary texts in their lessons even if most of them indicate that they like using literary texts in their classes. When the participants were asked the reasons for not using literary texts in their classes, their answers are mainly related to the level of the students and the curriculum.

The participants were asked about the advantages of integrating literary texts into English classes. Most of the participants indicated that integrating literary texts into English lessons develops four language skills, grammar, and vocabulary knowledge while some of them support that it enhances the students' cultural knowledge of the second language. Also, McKay (1982) expressed that "literature presents language in discourse" so that the learners can access the parameters of setting and role relationships and it presents a social context. Consequently, interview results showed that using literary texts in English language education promotes the cultural knowledge of the learners. In addition to these, Van (2009) claims that literary texts help learners to learn and understand the culture and traditions of the target language, it develops cultural awareness of the learners. Also, T2 expressed that increasing students' intellectual levels, providing them with word knowledge and tolerance towards cultural differences, and identifying differences between native and target cultures might be some of them when the advantages of integrating literary texts into English classes were asked. Similarly, T6 stated that "It can be used as a different activity type in the class and the students can learn different words." as a benefit of the integration of literary texts in EFL classes. Another study by Baytar (2014) found that exposure to literary texts not only helps students have fun, learn new vocabulary words, or enhance their language skills but also aids in the development of a new point of view and worldview. These findings were in line with the replies of EFL teachers in this study.

The participants were also asked about the ways of literary texts that they use in their lessons. Most of them said that they use literary texts related to their topic or interesting texts to attract the students' attention. For instance, T4 expressed that she uses interesting texts to attract students' attention generally in the introduction part of her lessons. T3 said that she mostly uses literary texts from some journals or books and makes a question-answer part at the end. Also, T11 stated that she generally tries to integrate some stories into her classes and she uses e-story books. Consequently, English teachers use various ways to integrate literature into their lessons according to the results of the interviews.

On the other hand, most of the participants indicated that curriculum, limited English hours, lack of time, and difficult literary words are the main restrictions of integrating literary texts into English lessons. As Khatib and Rahimi (2012) stated in their article one of the challenges is that with literary texts learners may not achieve their academic or occupational goals because literary texts are not written with these aims. Also, T12 stated that “In the curriculum, we don't have time to integrate but reading books as performance and project assignments can be used. In fact, I prefer to use them as speaking material as well in class but time management is a bit challenging.” when she was asked about the challenges of using literary texts. Additionally, Lazar (1993) expressed that literary language sometimes differs from common or daily usage. Collie and Slater (1987) also stated that literature does not always provide the kind of vocabulary which they need to learn and the language of literary works is not the same as daily life language. Accordingly, T9 said that difficult words or the language itself can be burdens for the students and teachers. Moreover, T10 supported this and said that students may have some difficulties with the meanings of literary words. The participants were also asked whether they use digital tools to access literary texts or not, and if yes, how often they use them. Most of them indicated that they use often digital tools to access literary devices.

5.2. Discussion of the Findings Related to the Second Research Question

The implications of EFL teachers towards the integration of literary texts in EFL classes are discussed in this section. The participants were asked if they have any implications to improve the use of literary texts in English as Foreign Language (EFL) classes. Most of the participants suggested that literary texts should be added to the curriculum or that more lesson time for the integration of literary texts in their lessons is needed. T1 expressed that language learning is also getting to know the culture of that language in order to reach this goal, some outcomes could be added to the curriculum in terms of literature knowledge. Additionally, T2 stated that lesson hours should be increased, and a new lesson like English- American Literature should be added into the curriculum. For every stage of classes, one-hour international literature or literature integrated to the curriculum in each unit would be helpful. T12 indicated that for every stage of classes a one-hour international literature or literature integrated curriculum into each unit would be helpful. Likewise, T8 expressed that the curriculum can be given a place for integrating literary texts in English classes so teachers have a chance to use literary texts in their English classes.

Furthermore, using adapted versions of literary texts, using literary texts in language classes in high schools, cooperation between literature teachers and English teachers, providing teacher training on how to integrate literary texts into English classes, and involving the students to choose the topics of literary texts are the other participants' suggestions. For instance, T4 explained that she believes that involving the students to choose the topics of literary texts can be beneficial. According to T5 "English teaching must be taught as a whole. Since the literature of a language is its functional side, the literary texts should be suggested with the activities that enhance sense and activate the learners' involvement". However, T7 supported that using literary texts in English lessons can be used only in high schools and especially in English departments. Moreover, T6 stated that using literary texts can be more effective in language classes and especially in high schools. To sum up, EFL teachers provide numerous implications for the integration of literary texts in EFL classes, however, the most frequently stated ones are adding literary texts to the curriculum and increasing English lesson time.

VI. CHAPTER

6. CONCLUSION

Language and literature are inseparable, therefore English Language Teaching (ELT) and literature are also interlinked to each other because literature starkly reflects the language in general and its usage in real-life situations or possible real-life situations. Accordingly, this thesis aimed to show EFL teachers' views, attitudes, and thoughts about integrating literary texts into their lessons. For this purpose, a questionnaire (see Appendix 1) which was taken from "Prospective English language teachers' views on literature in their teacher education curriculum and its potential value" was adapted by the researcher and was implemented for 250 EFL teachers. This questionnaire consists of 21 items. The content of this questionnaire is the views of EFL teachers on literary texts in general, the integration of literary texts in EFL classes, and the integration of digital literary texts in EFL classes. In the second step of the data collection, individual interviews (see Appendix 2) with 12 EFL teachers were organized by the researcher. In these individual interviews, it was asked about their teaching experience, the type of their schools, and school-level they work at, their views about the integration of literary texts in their classes, the frequency of the integration of literary texts in their classes, advantages and challenges of the integration of literary texts, and finally the integration of digital literary texts in EFL classes. In this study, the mixed-method research design was used to explore the views of EFL teachers on the integration of literary texts in EFL classes. Through interview questions, the qualitative research method was utilized to elicit the experiences and opinions of EFL teachers. In the study, statistical information about the integration of literary texts in EFL classes was gathered quantitatively using a questionnaire. This chapter provides an overview of the study, discusses its educational implications, and makes recommendations for further research.

The results of this study demonstrated that EFL teachers are aware of the positive effects of the integration of literary texts in EFL classes. They contend that the possible advantages of the integration of literary texts are raising motivation or interest, fostering four language skills, grammar, and vocabulary knowledge, and enhancing cultural knowledge of the target language. However, they sometimes abstain from it for a variety of reasons such as the students' level, the curriculum, insufficient classroom time, and the age or level of the learners.

Choosing appropriate literary texts for learners is one of the most important factors for the integration of literary texts in language education. Also, teacher training related to the ways of integrating literary texts into lessons and possible activities may be given to English teachers regularly. Literary texts which are suitable for the topics and objectives of the lesson may be added to the curriculum in order to increase their integration, with this way EFL teachers do not have difficulty or spend time to appropriate literary texts to their classes. Some of the participants suggested promoting cooperation between literature teachers and foreign language teachers, involving the students to choose the topics of literary texts, using literary texts in language classes in high schools, and using adapted versions of literary texts to increase the integration of literary texts in EFL classes. In conclusion, it may be put more emphasis on integrating literary texts in EFL classrooms and EFL teachers may receive the required guidance and resources in this field.

6.1. Pedagogical Implications

The findings of the study have some pedagogical implications. The findings indicate that English teachers believe that for developing language skills, vocabulary, and grammar literary texts are useful for the language learning process. According to these findings, EFL teachers believe that the integration of literary texts contributes to the learning process however they may abstain to integrate literary texts into their lessons. Accordingly, EFL teachers may be supported to feel more competent and confident in this field. In-service training related to the integration of the literary texts may be provided. This training may present ways of selecting appropriate materials and literary texts for learners of different ages and levels. Also, possible activities may be included in the training. Likewise, appropriate literary texts and activities may be added to teachers' and students' books for practical use.

The results of this study also revealed that the majority of EFL teachers claimed they had a limited amount of time to complete the curriculum because they do not have enough time to incorporate literary texts into their lessons. In other words, they stated the curriculum and limited English hours when the reasons for not integrating literary texts in EFL classes were asked them. Therefore, literary texts and activities may be included in the curriculum with proper objectives. English lesson hours may be increased to cover the curriculum or the subjects of the curriculum may be adjusted with the integration of the literary texts. Therefore, literary texts may be supported by the curriculum, and extra time should be allocated for literary texts in EFL classes.

6.2. Suggestions for Further Studies

Future studies might find it useful to look into the perspectives, experiences, and expectations of EFL students in English lessons when literary texts are used. This enables the incorporation of literary materials into classroom observations. After that, a questionnaire on the students' opinions and attitudes about the integration of literary texts may be used to gain feedback from the students. Similarly, a test or brief exam could be used to determine whether or not the incorporation of literary materials is successful. Another recommendation would be to increase the participant number in order to do a more thorough analysis. Adding open-ended questions to the questionnaire to gather more specific and personal information about EFL teachers' attitudes towards the integration of literary texts in EFL classes may be another suggestion.

Another research idea is to conduct a study to see how English teachers and their students feel about the integration of literary works in their English classrooms and this information may be evaluated in the same study to see both viewpoints. Moreover, following the implementation of literary texts, EFL teachers and students are obliged to provide comments. Additionally, EFL instructors can be monitored in a classroom setting and evaluated for their use of literary text integration. Then, it is possible to investigate their justifications for not incorporating literary works into their courses. The genre of literary texts which they use may be searched. Researchers can also examine the abilities and topic areas of the sessions in which they include literary texts in their courses more and less.

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APPENDICES

Appendix 1. Questionnaire

ELT teachers' views on literature

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I enjoy literature.					
Studying literature is boring.					
I think reading literature is a free time activity.					
I have difficulty in understanding literature.					
I learn the target language better with literature.					

ELT teachers' views on using literature in English language education

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Teaching reading would be easier if I use literature.					
Literature helps learning about the target culture.					
Literature educates the whole person psychologically, morally, and culturally.					
Literature helps teaching grammar in an indirect manner.					
I think literature is great for teaching and learning vocabulary.					
Teaching integrated skills would be easier if I use literature genres.					
Teaching speaking would be easier if I use literature genres.					

Teaching listening would be easier if I use literature genres.					
Using literature will help the students develop better personalities.					
Teaching writing would be easier if I use literature genres.					
Literature in EFL classes will motivate students.					
Literature can be confusing for students.					

ELT teachers' views on using digital literature in English language education

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Thanks to digital tools accessing literary texts is easier.					
Digital literature makes learning more enjoyable.					

Appendix 2. Interview Questions

- 1)** How long have you been working as an English teacher?
 - 2)** Do you like using literature in your classes?
 - 3)** How often do you use literary texts in your classes?
 - 4)** What are the advantages of integrating literature into English classes?
 - 5)** What are the restrictions of integrating literature into English classes?
 - 6)** Do you use digital tools to access literary texts? If yes, how often do you use digital tools to access literary texts?
 - 7)** Do you have any suggestions or expectations to improve use of literature in English as Foreign Language (EFL) classes?
- 

Appendix 3. Consent Form

Sayın Katılımcımız

Katılacağınız bu çalışma, "Integration of Literature in English as a Foreign Language (EFL) Classes: An Investigation of English Language Teachers' Views (Edebiyatın Yabancı Dil Olarak İngilizce Sınıflarına Entegrasyonu: İngilizce Öğretmenlerinin Görüşlerinin Araştırması)" adıyla, Türkan Gözde Deveci tarafından 06.01.2022-06.03.2022 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: İngilizce öğretmenlerinin edebiyatın yabancı dil olarak İngilizce sınıflarına entegrasyonu hakkında görüşlerini ve tutumlarını ortaya koymak ve akademik gelişmelere bu yönde ışık tutmaktır.

Araştırmanın Nedeni: **O Tez çalışması**

Araştırmanın Yapılacağı Yer(ler): **Çevrimiçi platformlar**

Araştırma Uygulaması: **O Anket**

O Görüşme

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Türkan Gözde Deveci İletişim
Bilgileri :

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

...../...../.....

İsim-

Soyisim İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası :



Appendix 4. Research Permission Form

Amasya Üni Gelen Evrak Tarih ve Sayısı: 05.01.2022-50816



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Strateji Geliştirme Başkanlığı

Sayı : E-49614598-605.01-40499973
Konu : Araştırma Uygulama İzin Talebi

04.01.2022

DAĞITIM YERLERİNE

- İlgi: a) Amasya Üniversitesi Rektörlüğü'nün 25/10/2021 tarihli ve E-47526769-302.08.01-39725 sayılı yazısı.
b) Milli Eğitim Bakanlığı'nın 21/01/2020 tarihli ve 2020/2 Nolu Araştırma Uygulama İzinleri Genelgesi.

İlgi (a) yazı ile Amasya Üniversitesi, Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi Türkan Gözde DEVECİ'nin "Integration of Literature in English as a Foreign Language (EFL) Classes: An Investigation of English Language Teachers' Views (Edebiyatın Yabancı Dil Olarak İngilizce Sınıflarına Entegrasyonu: İngilizce Öğretmenlerinin Görüşlerinin Araştırması)" konulu çalışmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi yazı ve ekleri Bakanlığımız tarafından incelenmiştir.

Bakanlığımıza bağlı resmi/özel okul ve kurumlarda öğrenci, öğretmen ve okul yöneticilerinin katılımıyla yapılması planlanan uygulamanın covid-19 tedbirlerine uyulması ve denetimi il/ilçe milli eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan, veri toplama araçlarının <https://docs.google.com/forms/d/e/1FAIpQLSegdN3bbMHUpveBWu02WOTIjdFacq4FtgYkXckgipo4fiQ/viewform> adresinden online olarak uygulanmasına ilgi (b) Genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Mehmet Fatih LEBLEBİCİ
Bakan a.
Başkan

Ek: Onaylı Veri Toplama Araçları (6 Sayfa)

Dağıtım:

Gereği:

B Planı

Bilgi:

Amasya Üniversitesi Rektörlüğüne

Adres : Milli Eğitim Bakanlığı 4/A

Telefon No : 0 (312) 413 27 51
E-Posta: sgb_arastirmaizinleri@meb.gov.tr
Kep Adresi : meb@hs01.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: Fatma TABALU Şef

Unvan : Şef

İnternet Adresi: www.sgb.gov.tr

Faks: 3124186401

Appendix 5. Questionnaire Permission Form



Appendix 6. Research Ethics Committee Approval Form

Evrak Tarih ve Sayısı: 28.09.2021-33462



T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı :E-30640013-108.01-33462
Konu :Etik Kurul Başvurusu

28.09.2021

REKTÖRLÜK MAKAMINA
Sayın Dr. Öğr. Üyesi Hayriye AVARA
Öğretim Üyesi

İlgi : 08.09.2021 tarihli ve 530 sayılı yazı.

"Integration of Literature in English as a Foreign Language (EFL) Classes: An Investigation of English Language Teachers' Views (Edebiyatın Yabancı Dil Olarak İngilizce Sınıflarına Entegrasyonu: İngilizce Öğretmenlerinin Görüşlerinin Araştırması)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir.

Bilgilerinizi rica ederim.

Doç.Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:
1- Dr. Hayriye Avara Başvuru Değerlendirme 530 (1 sayfa)
2- Etik Kurul Başvurusu (17 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BS940ZZCS2 Pin Kodu :87472

Belge Takip Adresi :
<https://turkiye.gov.tr/ebd?eK=5544&cD=BS940ZZCS2&cS=33462>

Adres:Akbilek Mah. Muhsin Yazıcıoğlu Cad. No:7 Merkez/Amasya
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e-Posta:genelskreterlik@amasya.edu.tr Web:http://www.amasya.edu.tr/idari/etik-kurul/bilim-etik-kurulu.aspx
Kep Adresi:amasyauniversitesi@hs01.kep.tr

Bilgi için: Melike BAŞ
Unvanı: Etik Kurul Üyesi
Tel No: 1

Bu belge,güvenli elektronik imza ile imzalanmıştır.

Bu belge, güvenli elektronik imza ile imzalanmıştır.
 Belge Doğrulama Kodu : BS940ZCS2 Pin Kodu : 87472
 Adres: Akbük Mah. Muhsin Yazıcıoğlu Cad. No: 7 Merkez/Amasya
 Telefon: 2600060 Faks: 2600059
 e-Posta: genelsekretarlik@amasya.edu.tr Web: http://www.amasya.edu.tr/idari/etik-kurul/bilim-etik-kurulu.aspx
 KEP Adresi: amasyauniversitesi@hs01.kep.tr
 Belge Takip Adresi :
<https://turkiye.gov.tr/ebd7eK=5544&eD=BS940ZCS2&eS=33462>
 Bilgi için: Melike BAŞ
 Unvanı: Etik Kurul Üyesi
 Tel No: 1

Bu belge, güvenli elektronik imza ile imzalanmıştır.



AMASYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU

Ek-1

Araştırmanın Başlığı: "Integration of Literature in English as a Foreign Language (EFL) Classes: An Investigation of English Language Teachers' Views (Edebiyatın Yabancı Dil Olarak İngilizce Sınıflarına Entegrasyonu: İngilizce Öğretmenlerinin Görüşlerinin Araştırması)"	
Başvuru Formunun Etik Kurula geldiği tarih	08.09.2021
Başvuru Formunun Etik Kurulda incelendiği tarih	15.09.2021
Karar tarihi	15.09.2021

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad, soyad ve imzaları.

(Başkan)
 Doç. Dr. Songül KEÇECİ
 KURT

(Üye-Bşk Yardımcısı)
 Dr. Öğr. Üyesi Fatih CAN

(Üye- Raportör)
 Dr. Öğr. Üyesi Melike BAŞ

(Üye)
 Dr. Öğr. Üyesi Kürşat EFE

(Üye)
 Dr. Öğr. Üyesi Davut AĞBAL

(Üye)
 Dr. Öğr. Üyesi Mustafa YILDIZ

KYT-FRM-126/00

Evrak Tarih ve Sayısı: 08.09.2021-530

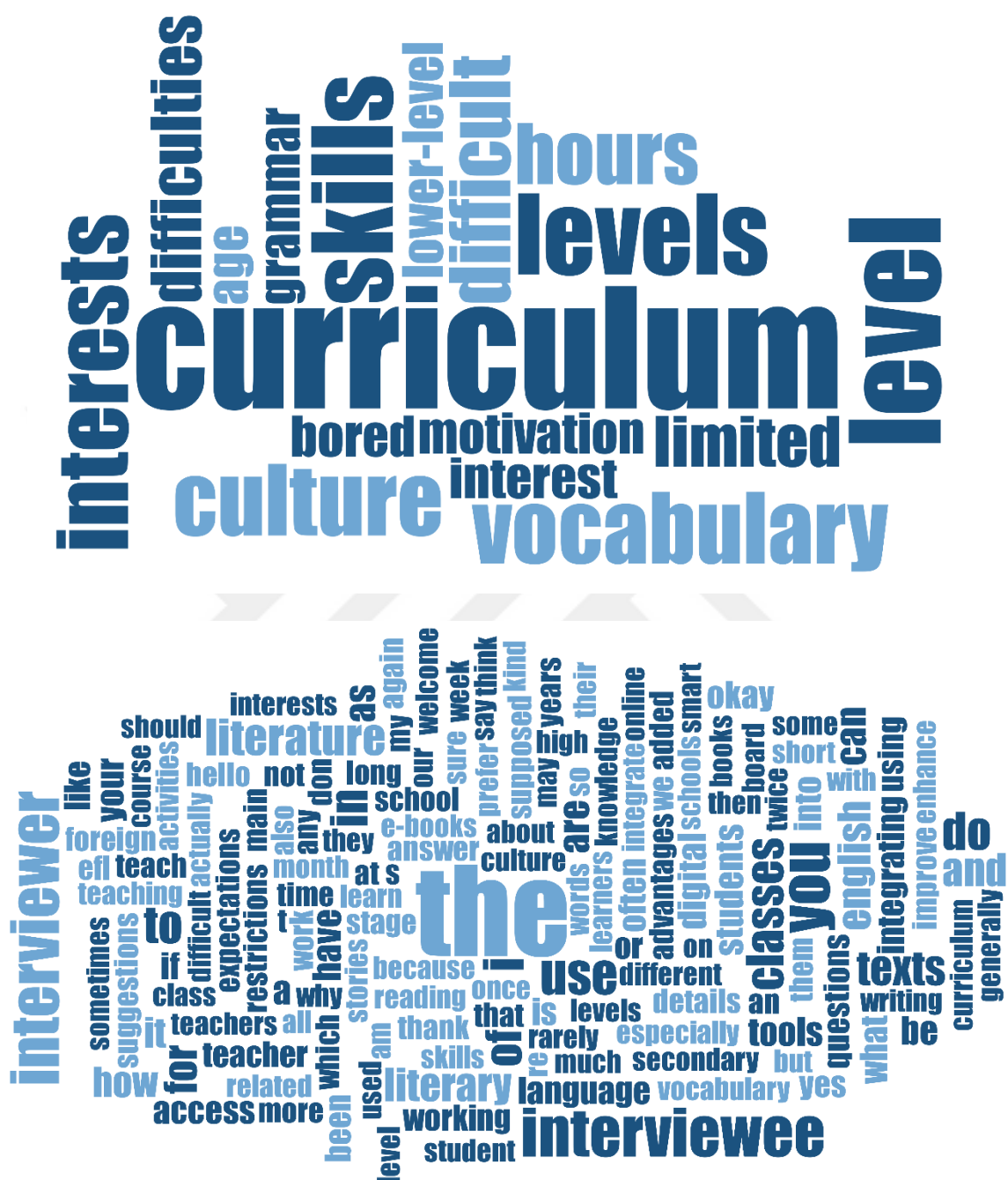


AMASYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ETİK KURULU
BAŞVURU DİLEKÇESİ

Ek-2

Sosyal Bilimler Etik Kurulu Başkanlığı'na

Appendix 7. MAXQDA Word Clouds



CURRICULUM VITAE

PERSONAL INFORMATION

Name and Surname: Türkan Gözde DEVECİ

Place of Birth:

Date of Birth:

EDUCATION

Undergraduate Education: Kocaeli University/ Faculty of Education/ English Language Teaching (2013-2018)

Graduate Education: Amasya University/ Institute of Social Social Sciences/ English Language Teaching (2020-...)

Foreign Languages: English

SCIENTIFIC ACTIVITIES

Certifications/Trainings

Enhancing Learning Through Technology Seminar Kocaeli University, Republic of Türkiye
The Ministry of National Education, İzmit Mehmet Akif Ersoy Religious Vocational High School, 2017

'Excuse me, teacher, I need your help': Pragmatic competence and language learning -
Oxford Professional Development Webinar, 2018

"Why do we need EAP word lists and what can we do with them?" - Oxford Professional
Development Webinar, 2019

WORK EXPERIENCE

Eskişehir Şehir College (2018-2020)

Republic of Türkiye The Ministry of National Education (2020-...)

E-mail address: