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MA
THESIS

REFLECTIONS OF HIGH SCHOOL
STUDENTS ON USING A SHORT STORY
IN LANGUAGE CLASSES

MERVE GÜLTAŞ GÖK

ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM

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DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE AND TEACHING

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Supervisor: Assoc. Prof. Dr. F. Özlem SAKA

Antalya, 2024

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T.C.
AKDENİZ ÜNİVERSİTESİ
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YÜKSEK LİSANS TEZİNİN ADI:

Reflections of High School Students on Using A Short Story in Language Classes (Lise Öğrencilerinin Dil Derslerinde Kısa Öykü Kullanımı Hakkındaki Görüşleri)

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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ABSTRACT

REFLECTIONS OF HIGH SCHOOL STUDENTS ON USING A SHORT STORY IN LANGUAGE CLASSES

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The main objective of this study is to investigate whether the use of short stories in English classes is an effective material for students. In this study, a single group pre-test post-test pre-experimental research design was used, and 11th and 12th-grade students from a high school in Serik district of Antalya province were included in this study. Before the research, a questionnaire, for which permission to use was obtained from Kırkgöz (2012), was revised as a pre- and post-study questionnaire while maintaining its original form. Two open-ended questions probing students' opinions on using short stories in English classes were added at the end of pre- and post-study questionnaires before the implication of the study. Prior to commencing the study, the pre-study questionnaire was applied to EFL students. As a result of this pre-test, students' opinions on using short stories in English classes were gathered. Subsequently, the short story "The Mission" by B. Hugh Cave, published in 1959, was divided into eight parts, and a lesson plan was prepared for each part. These were implemented in English classes in eight weeks, supported by various language learning activities. Following this application, Kırkgöz's (2012) original questionnaire with the addition of two open-ended questions was administered as a post-test. The responses from the students were analyzed using the SPSS program. The results of pre-and post-tests of each item were analyzed and compared. Besides, content analysis was performed for the open-ended questions. The analysis of the research data revealed that students had prejudices against the use of short stories in English classes before the application phase, however, after the study, these prejudices were broken, and students viewed short stories as an effective language learning material. Additionally, at the end of the research, suggestions were made to shed light on future studies in this field.

Key Words: Short Story Use in EFL, Literature and Language Teaching, English Language Teaching, Short Story.

ÖZET

LİSE ÖĞRENCİLERİNİN DİL DERSLERİNDE KISA ÖYKÜ KULLANIMI HAKKINDAKİ GÖRÜŞLERİ

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Bu araştırmanın temel amacı, İngilizce derslerinde kısa öykülerin kullanılmasının öğrenci üzerinde etkili bir materyal olup olmadığının araştırılmasıdır. Bu çalışmada tek grup ön test son test deney öncesi araştırma deseni kullanılmış olup araştırmaya Antalya ilinin Serik ilçesindeki bir lisedeki 11 ve 12. Sınıf öğrencileri dahil edilmiştir. Öğrencilere araştırma öncesinde Kırkgöz'den (2012) kullanma izni alınan anket orijinal haline bağlı kalınarak yeniden düzenlenip öğrencilerin İngilizce derslerinde kısa öykü kullanımı ile ilgili görüşlerini sorgulayan iki açık uçlu soru eklenerek ön test ve son test olarak hazırlanmıştır. Araştırma öncesinde, ön test olarak uygulanan bu anketin neticesinde öğrencilerin kısa öykülerin İngilizce dersinde kullanılmasına dair görüşleri alınmıştır. Daha sonra B. Hugh Cave tarafından 1959 yılında yayınlanan "The Mission" adlı kısa öyküsü sekiz bölüme ayrılmış olup her bölümü için bir ders planı hazırlanmış ve çeşitli dil öğrenme aktiviteleri ile desteklenerek sekiz hafta boyunca öğrencilere İngilizce derslerinde uygulanmıştır. Bu uygulama sonrasında, Kırkgöz'ün (2012) anketi, orijinal haline iki açık uçlu soru eklenerek öğrencilere son test olarak uygulanmıştır. Öğrencilerden alınan yanıtlar SPSS programı kullanılarak analiz edilmiştir. Ön test ve son test analizleri her bir madde için tek tek yapılmış olup sonuçları karşılaştırılmıştır. Açık uçlu sorular için de içerik analizi yapılmıştır. Yapılan araştırmanın verilerinin analizi sonucunda, öğrencilerin uygulama öncesinde İngilizce dersinde kısa öykü kullanılması ile ilgili önyargılı oldukları, araştırma sonrasında ise bu ön yargıyı kırdıkları ve kısa öykülerin etkili bir dil öğrenme materyali olarak gördükleri tespit edilmiştir. Ayrıca araştırmanın sonunda, gelecekte bu alanda yapılacak çalışmalara ışık tutması amacıyla önerilerde bulunulmuştur.

Anahtar Kelimeler: Yabancı Dil Derslerinde Kısa Öykü Kullanımı, Edebiyat ve Dil Öğretimi, İngilizce Dil Öğretimi, Kısa Hikaye.

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ABBREVIATION LIST

EFL English as a Foreign Language



CHAPTER 1

INTRODUCTION

In the first chapter of this study, the value of the English language, the difficulties of learning that language, and using literary works in English courses will be clarified under the title of Introduction. The use of literary works in English courses and whether it would be notable or not in the eye of the EFL students will be mentioned under the title of the Statement of the Study. Stemming from the research questions, the study's objectives will be highlighted in the Purpose and the Research Questions section. Based on the starting point of this study, offering literary works to use as material in English courses and the impact of it will be described in detail in the Significance of the Study part. Assumptions, limitations, and the definitions related to this study will be elucidated at the end of this chapter.

1.1. Introduction

English is a universal language and it is spoken all over the world. Thus, to communicate with people worldwide, learning the English language is not a voluntary issue but a must. According to Rao (2019), thanks to using English as a common language to communicate, our planet is getting tinier and it is getting easier to reach information although the culture of each country has several variances. Also, Jenkins (2019) says that it is a well-known fact that individuals who speak English, most of whom are not native users have made the language their preferred lingua franca.

Since the increase of the significance of the English language all over the globe, today English as a foreign language students have been experiencing some difficulties in learning the English language. Ur's study (2009) provides information about the process of foreign language learning by stating negative reservations like learners' uncomfortable feelings, having nothing to say due to being unable to articulate, using their native language, and lack of communication skills. In addition, according to Abdugapparovna (2023), students feel embarrassed to make any mistakes, they are afraid of getting negative feedback, and they struggle to comprehend the spoken language during foreign language courses.

Considering the difficulties of learning a foreign language, teachers demand to uncover beneficial material to teach the foreign language to their EFL students. In Gonzales' study (2010) the importance of students being exposed to authentic learning materials, peripheral learning, and exceptional teaching strategies that make learning effective, fun, and permanent is discussed. Also, the Common European Framework of Reference for Languages Learning, Teaching, and Assessment (2018) supports using literary works in EFL courses as authentic materials. According to the "Expressing a personal response to creative texts (including literature)" scale in CEFR Companion Volume (2020, p. 262) it is advised that a teacher may choose brief portions from a piece of literature that they especially enjoy to utilize as quotes and ask students to express in short phrases how a piece of literature affected them. Because literature is authentic and can be experienced as a way of life, EFL students may engage themselves in a learning environment that is pleasurable and educational rather than a formal English course.

Using literature in the EFL process has become a popular method of acquiring a foreign language. Sage (1987) says that the inclusion of literature in language courses appears as an intriguing and important issue for many instructors. According to Kaya (2004), literature is entertainment, and it may create a space for readers to live and dream. Thus, EFL students need a break and some fun through literature. According to Hişmanoğlu (2005), literature is a common material for instructing vocabulary, grammar, and pronunciation in addition to basic language skills such as reading, writing, listening, and speaking. Tevdovska (2016) states that the evolving link between teaching EFL and learning; thus, literary works for learning EFL have been a popular topic. In conclusion, incorporating literature into an EFL class may help students to be more enthusiastic, focused language learners, and discover creative points of view. It is therefore possible to argue that literature has a significant position in enriching the environment in which foreign languages are learned.

Additionally, it is hard to find materials that strengthen linguistic competence and focus on four basic skills to raise motivation during foreign language learning. Elgün (2021) implies that materials and the methods used in the class are significant in motivating the learners. For this reason, choosing a material is an important issue to make the students enthusiastic about learning a foreign language. According to Ellis & Brewster (2014) telling stories can make lessons explore the culture of EFL, and the procedure of EFL more enjoyable, challenging, and motivating. Consequently, literature holds the power to motivate EFL students to learn English,

transforming language classes from traditional and tedious environments into full fun, and innovative learning environments.

The chosen material to use in EFL courses should establish a balance between capturing EFL students' attention and holding it till the end of the lesson. Thus, it should not take too much time and it should be appropriate to students' language proficiency level. This results in a time-flying and enjoyable language learning experience by keeping the learning process alive and offering plenty of practice opportunities to make EFL students active. For Kaya (2004), using literary works during limited class hours and within the existing curriculum is difficult, but teachers must support language activities and reading skills in class. Okumuş (2016) says that short stories are advantageous to use in lessons because they aim to give a single effect as the fact that they are short, the plot is not long, the number of characters is low, and there are not too many details about the place where the event takes place. Thus, short stories are useful to discuss in one or two class periods and the students can study them alone since the short stories are not difficult (Collie & Slater, 1987). On the other hand, teachers who want to incorporate literature into language classrooms encounter fierce opposition from their students. By selecting appropriate materials to utilize and coming up with interesting activities, it is feasible to overcome the students' resistance (Saka, 2014).

EFL students sometimes have problems comprehending the EFL culture. Literary works are inevitable pieces of the culture of a foreign language. They might throw light on people's cultures and lifestyles by opening a window into their habits and rituals. Can & Tezcan (2021) support this idea implying that a literary work contains reflections of the language's culture, history, and traditions of the time it was created. Mitchell (1989) states that literature expands its scope to cover the culture of foreign language. Kırkgöz (2012) confirms that EFL students are exposed to real-world situations, interpersonal relationships, and the target language's culture through literary works. Pardede (2011) states that literary works offer EFL students authentic materials to acquire a foreign language.

Due to these qualities, the literary materials function as very effective and captivating reflections of the target culture, making them valuable resources for EFL classes. According to Can and Tezcan (2021), a teacher must use literature to help children develop their four language skills: speaking, writing, reading, and listening. Kırkgöz (2012) states that not only four skills but also grammar and vocabulary can be taught through literature. Moreover, literary

works contribute to students' lexical and linguistic competence. Pardede (2011) implies that short stories are extremely beneficial to enhance students' knowledge of sentence structure, knowledge of vocabulary, and four language skills.

To sum up, all these show that using literary works as teaching materials in EFL classrooms is a good way to develop the target language efficiently.

1.2. The Statement of the Study

Regarding the information, it is tried to divulge whether the students find literary works effective as teaching materials and whether they find the literary works in EFL courses motivating, and find out what the EFL students think about using short stories as teaching materials to learn English.

1.3. Purpose of the Study and the Research Questions

This study aims to explore the inclusion of literary works that will be applied for a certain period in EFL courses. The key point of this study is to ascertain whether the inclusion of literary works is useful for English learners. The objective of this study is to answer the question of whether literary works might be used efficiently in EFL courses or not. Furthermore, the other purpose of the study is to discuss whether literature can enhance the enjoyment, and motivation of EFL classes for students. In addition, positive opinions about using short stories in EFL class are aimed to be revealed in this recent study. Regarding the information above, this study tries to answer the following research question.

- Is using a short story in EFL classes as teaching material effective in a foreign language?

The following sub-questions are posed in service of the research question;

- What do the students think about the use of English literature in EFL classes before literature classes?
- What do the students think about the use of English literature in EFL classes after literature classes?

- Is there a statistically significant difference between the ideas of the students in terms of literature use in EFL classes before and after the application?
- What kind of changes can be seen in the ideas of students on literature use in literature classes?

1.4. Significance of the Study

The starting point of this study is the result of observing the students having difficulty in acquiring and having biases for not being able to learn the EFL since the learners are not aware of which methods may be useful for them to learn the foreign language effectively. In other words, all students have different learning styles and methods for learning a foreign language, and literature may be a valuable and common material in actively engaging EFL students in the classroom while making them feel like they are learning the language unconsciously in an enjoyable atmosphere.

The advantages of using literature in EFL courses are numerous. Initially, it is thought that literature helps students strengthen their linguistic skills (Tahtacı, 2022). As EFL learners read suitable literary works for their language proficiency level and engage in activities that are organized according to their learning styles, it will be unavoidable to develop their linguistic skills.

According to Collie and Slater (2005) using literature in a foreign language classroom has positive aspects like being authentic material, illustrating the culture of the language, presenting knowledge from all over the globe, enriching the language, and inspiring students to engage in the EFL courses. Furthermore, Rodriguez (2015) states that EFL teachers may acquaint the EFL students with surprising events and experiences, adventures, settings, fantasies, and knowledge and inspire them to read more by making the learning permanent through literary works. In other words, an EFL student who reads a book based on his interests and preferences, will not want to leave the book since the excitement of it captures the student's attention. When appropriate literary work is chosen as EFL material, students will look forward to seeing the next lesson eagerly.

However, Pardede (2011) states in his study that although the benefits of including literary works in EFL courses are countless, due to the crowded classrooms at state schools,

heavy course load stemming from the curriculum, and limited time for the course, some teachers have negative perceptions toward using literary texts in EFL courses. EFL students may find it difficult to concentrate on the subject that they are trying to acquire, and it may be challenging to get feedback from the students if the teachers try to overload too much information and too many materials in a short time due to the short session duration.

Taking into account everything said above, short stories may be an excellent way to overcome problems when EFL students' needs are taken into consideration, on account of being practical, useful, and educational materials. EFL students may discover the entertainment that short stories provide during their EFL journey.

The objective of this study is to ascertain the positive aspects of using literary works from EFL students' perspectives in language courses. Thus, a short story was chosen as the material and divided into eight parts and taught for eight weeks based on the hypothesis of what would occur if a short story was divided into eight parts and taught in eight weeks. The reason for dividing it into eight parts is the abundance of unfamiliar vocabulary items and the length of the short story not to decrease the interest of students during the lesson. Therefore, this study aims to enhance the motivation of EFL students, engaging them in the course as active participants, capturing their interest till the end of the course with instructive and enjoyable activities by enriching their language skills.

1.5. Assumptions

It is assumed that the selected story is suitable for the foreign language level predicted by the program.

All EFL students are assumed to have answered the questionnaire questions honestly.

1.6. Limitations

This study will be carried out with 11th and 12th-grade students in a state high school in Antalya. This state high school has a significant feature as it is the first high school opened in a village in Turkey. Since the school is located in a village called Çandır in the Serik district of Antalya, the number of students in the school is not high because other students prefer to go to central schools rather than village schools.

At this village high school, there are 100 students in total. When EFL students' proficiency in language level and the story's level are taken into consideration, enrolling 11th and 12th-grade students in the study is decided to be appropriate. Thus, 50 students participated in this study.

The number of 11th-grade students is 23 and the number of 12th-grade students is 27. Therefore, the researcher could not form a control group for this study. Since the lack of a control group, this study will be limited to an experimental group.

Another limitation of the study is that only one story divided into parts by the researcher will be used in classes. The complete story cannot be read in an hour or two as it is a bit long. Dividing the story into small parts will contribute to keeping students' interest awake and make it more effortless for students to comprehend it better.

The last limitation is related to the time of the application which is limited to eight weeks.

1.7. Definitions

Literature: "Literature is the use of language to evoke a personal response in the reader or listener" (Lazar, 1993 p. 1). Novels, dramas, poetry, and short tales are among the writings that are regarded as works of art (Hornby, 2005).

Literary work/ text: Any type of literary work is considered, including computer programs as well as books, pamphlets, essays, printed materials, lectures, sermons, addresses, and speeches. (Law Insider, 2023).

Short stories: "An invented written story that is shorter than a novel" (Cambridge Dictionary, 2023).

II. CHAPTER 2

LITERATURE REVIEW

This chapter gives background information about the study and it begins with an explanation of the connection between "Literature and Language." The second part, the "History of the Integration of Literature in EFL Classes" provides insight into the various ways that literature and literary works have been incorporated into language instruction over time. The selection criteria for literary texts for language classes are outlined under the heading "How to Choose the Literary Works in EFL Classes As Material" in the third part. "The Benefits of Using Literature in EFL Classes" section attempts to explain the advantages of literature inclusion in language lessons. The literature review part continues with the "Common European Framework of Reference for Languages (CEFR)" and it gives an elucidation on integrating literature in English teaching through language learning scales. "The Approaches to Teaching Literature in EFL Courses" reveals the background information regarding how to apply it. Another part of this chapter is about "Using Short Stories as Literary Work in EFL Classes and the Benefits of Short Stories". It gives a piece of instructive information about integrating literature into EFL lessons. In the last part of the chapter, "Recent Empirical Studies" is summarized to enlighten further studies with the conducted ones.

2.1. Literature and Language

Literature and language are like puzzle pieces that complete each other. According to Wellek and Warren (1963), as stone or bronze is for sculpture, paints are for pictures, and sounds are for music, language is the material of literature. Brumfit and Carter (1986) state that literature is a language's ally. Similarly, Elyıldırım (1993) says that language cannot be thought detached from literature because they can't be perceived separately and adds that literature is the heart of both the ELT syllabus and the language. Language and literature are strongly related, as Llach (2007) argues. Literature incorporates language as well as using it frequently. The study of Naik (2011) summarizes the relationship between language and literature saying that literature cannot survive without language, and language cannot survive without literature.

Literature is a good language material that reflects real-life situations. Hill (1986) points out that using literature helps learners practice the language in a real setting and see how

it is used in actual situations. The use of literature can be helpful because literary texts provide insight into how language works in real-life situations, according to Türker (1991). Additionally, literary texts refer to real-life events and are concerned about language use, so they are not worthless (Keshavarzi, 2012).

People express their emotions through language and they may express their feelings through literature. A study of literature in Lazar's book (1993, p.1) shows that some teachers define literature as "feelings" and "thoughts," whereas others define it as meeting people and understanding other perspectives, ideas, thoughts, and minds. In other words, a literary work is a unique written history of human feelings, thoughts, spirit, and yearning (Long, 2024). Deveci (2022) adds that the actions and the feelings of other people can be read, heard, and observed through literature.

To sum up, language and literature are complementary fields that examine the aesthetics and the richness of communication through spoken and written language. Authors, poets, or novelists use a language as tool to share their emotions, evoke readers' feelings and stimulate curiosity in readers, and may spark a courageous light in people through literary works. Lastly, language and literature are like an apple piece and cannot be separated.

2.2. The History of the Integration of Literature in EFL Classes

The use of literature for the aim of teaching foreign languages has experienced ups and downs with the development of diverse language teaching methodologies and approaches (Okyar, 2021). When the history of foreign language teaching methods is examined, the first method, the Grammar-Translation method was popular in the ESL/EFL area in the nineteenth century (Tarakçıoğlu, 2016). According to Larsen-Freeman (2006), the purpose of the Grammar Translation Method is to translate the target language into the native language. According to another view, literary works in the target language are read, and translated into the native language subsequently, spelling and grammatical knowledge are presented through literary works (Duff and Maley, 1990). However, using literature in language classes was no longer employed by EFL teachers in the middle of the 20th century with losing popularity of the Grammar Translation Method (Bobkina & Dominguez, 2014).

As the Direct Method was involved in the language teaching field, when daily life conversations in the target language were on the rise to get benefit and learners quit using the

mother tongue, literary works started to lose their value in teaching in EFL courses (Tarakcioğlu, 2016).

The other method is the Audio-Lingual method. According to this method, learning a language is a process of habit formation. It emphasizes auditory listening and linguistic speaking skills. (Abu-Melhim, 2009). Literature is neglected in this approach as well.

The fourth method is the Silent Way which says that language is not a habit-formation process. It is learned from the students' "inner criteria" (Larsen-Freeman, 2006). Three factors support the learning process of the target language: learners' discovery processes, the contribution of concrete objects to the process, and problem-solving (Göçen, 2020). This method is far away from the integration of the literature.

The fifth method is Lazanov's Suggestion Method. According to this method, language is learned from nature as peripheral learning. It uses music and dialogue to give a message to learners that language can be learned easily and the process of learning the target language is pleasant.

The sixth method was Community Language Learning. In this method, the classroom is thought to be a community, and the target language is learned to communicate. Learning is not seen as an individual achievement but as something accomplished collaboratively (Richards, 2002).

The seventh method is Total Physical Response which teaches the language by performing the actions. With this approach, the instructor issues verbal instructions in the target language, which the students then follow as directed, initially in groups and later individually after the instructor models each instruction by engaging in the action himself to show what it means. According to Larsen-Freeman (2016), EFL students prefer to communicate in the target language when they feel convenient and secure by observing the other students' actions and applying the requirements of learning a foreign language process thoroughly, they are thought to acquire the target language. Thus, in this approach spoken language is foremost over written language by the active participation of learners in the learning journey.

The eighth method is Communicative Language Teaching. This method allows students to communicate in the EFL. This method has become the most used language teaching method in the world, as Paker (2015) stated. In the method that supports the development of four basic skills and communication skills, it is also important to acquire communicative skills.

As a result of focusing on oral communication skills through the Direct Method, Audiolingualism, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and Natural Approach, using literature in language classes was avoided (Pardede, 2011; Soliman 2012).

On the other hand, according to Ghosn (2002), people's views on using literary texts changed as a result of the inadequacy of traditional teaching materials and the realization that solely cautiously chosen literary works might offer additional and motivating content for students in the 1980s. This mindset that involved in Hill's study (1986) states that there has been a rising enthusiasm for literature teaching. The use of literary works in EFL courses due to this change has started to gain its importance once again.

Things started to change in the latter half of the 20th century and the early years of the 21st, and literature became a possible resource for language development (Hall, 2005). In other words, as literature is thought to raise a renewed interest in the field of EFL education, it was considered useful content for EFL courses.

2.3. How to Choose the Literary Works in EFL Classes as a Material

Shakespeare (1823), in his play, the Merchant of Venice (act 2, scene 7, p. 171) says, "All that glitters is not gold." That is, if literature is accepted as the glittering thing, not all literary works are known as the gold to be used in EFL courses, due to several reasons and variables in the language course environment. Thus, it is important to choose the appropriate literary works and know how to use them in EFL classes. Foreign language teachers need to be attentive while choosing a suitable literary work for an EFL lesson. According to McKay (1996), choosing the text is only the beginning of the process.

Selecting appropriate literary material to use in EFL courses, there are various criteria to take into account. Brumfit (1985) advises that during the choosing literary work process, one should be careful about its classic status, length, role in education, genre, and cultural level. To put it another way, the complex literary work that surpasses the language proficiency level of the learners causes EFL students to feel insufficient to acquire a foreign language by decreasing their motivation. By looking at this situation from another perspective, Kırkgöz (2012) states that to instill a sense of achievement in EFL students to learn EFL, the study of literary work should be completed during class hours.

Brumfit (1996) notes that the nature of teaching any complex subject is misunderstood. Teachers never teach students anything worthwhile directly; instead, they set up the environment for effective learning. That is to say, it is the starting point to consider the course's objectives when choosing the material for EFL learners to foster their curiosity to engage them in the language course to provide them with an efficient lesson.

To make learning efficient, effective, and permanent for EFL students, several factors must be considered, including the learners' age, motivation, language proficiency levels, and curriculum. According to Hill (1986), the text to be chosen should be relevant to the goals, concerns, and age of EFL students. Given that EFL students' reading speed is slow compared to the speakers of the target language, selecting the shortest possible literary works in foreign language courses is thought to be appropriate. According to Collie and Slater (1987), students' feelings, ideas, and life experiences should be kept at the forefront during the selection process of literary works. In conclusion, EFL teachers should pay attention to learners' language proficiency level in English, mental maturity, and interests by showing value to the learning process of students while selecting literary work.

According to McKay (1982), it is significant to consider the linguistic complexity of the text before choosing it because readability and understandability are important aspects for students. If they do not read or understand the text they are studying, they will lose their motivation during the course. Moreover, Van (2009) states that during the selection process of literary works for language courses, the challenging nature of texts' grammatical structures and vocabulary should be proper to the background knowledge and the proficiency level of EFL students. In cases where these views are not taken into account, due to the unfamiliar words and grammatical structures in the literary work, EFL students may be prevented from acquiring the topic and concepts which may cause them to be passive participants in the language course by being reluctant and unmotivated. In addition, Littlewood (1986) recommends avoiding texts including outdated words and unknown structures.

In Lazar (1993), students believe that if a text is chosen carefully, as it has a bond to their life experiences, it will acquire significance for them. The texts chosen for the course should take into account the learner biographies, background information, and course objectives. Thus, a bond between EFL students and the material that they are given will have been established to make learners have an active role in their efficient learning phase.

To sum up, in Okyar's (2021) study, there are some formulated advice questions to answer and follow when choosing literary works in EFL classes as language teaching material and these questions are summarized as follows: EFL students' age, proficiency level, the culture, the genre and the length of the literary work should be taken into account. Also, making EFL students active with the chosen activities and enhancing their critical thinking skills should not be ignored.

As previously mentioned, when choosing a literary work to teach EFL students, there are many points to take into consideration. If the EFL teacher succeeds in choosing appropriate material for EFL students, the lesson will change its shape from being a formal course to an authentic environment making EFL learners inspire and learn peripherally.

2.4. Benefits of Using Literature in EFL Classes

There are many studies about the advantages of literary work inclusion in EFL courses for language teaching. McKay (2014) mentions the three pros of using literature in language courses by stating that it assists in fostering communication skills, enhances four language skills, and provides a cultural awareness of the target language.

In addition, in Khatib and Rahimi's study (2012), it is emphasized that a rise in EFL students' motivation can be observed as a result of the interaction between the learners and literary works. Also, to make students feel sufficient in English language courses, like harvesting the fruits of a tree, there should be a connection between the chosen literary works and the learner.

Collie and Slater (1987) summarize the benefits of using literature by bringing some key points together in four groups "valuable authentic material, cultural enrichment, language enrichment, and personal involvement" (pp. 3-5).

Valuable Authentic Material: The definition of authentic materials is stated in the study of Jacobson et al. (2003) as printed resources employed in courses that EFL students might use apart from their grown-up classes. Also, Hişmanoğlu (2005) draws attention to authentic materials, especially literary works produced to present real-life situations by providing a realistic experience for EFL students in language in the same way that native speakers do rather than teach a foreign language. As examples of real texts, one may use schedules, urban plans, documents, pamphlets, animated shows, commercials, daily journals,

and articles (Collie and Slater 1987). In simpler words, since the literary works are authentic materials that are used in real-life situations, EFL learners may have a chance to implement daily life situations and express their needs by attributing meaning to what they comprehend from EFL lessons. Kırkgöz (2012) indicates that creating an authentic situation in the classroom is one of the biggest challenges faced by language teachers, and overcoming this problem may be provided by using literary works in EFL classes.

Daskolovska and Dimova's study (2012) states that literary works may be read by EFL students outside the language classroom to be exposed to the target language by providing real-life situations and different uses of language and strengthening the language learning phase by proposing an enjoyable way to learn. Elgün (2021) states that for students to apply what they learn in class to their daily lives, authentic materials transform the language-learning process into a real-life dialogue. In other words, learning does not happen within four walls of a classroom and it is a never-ending phenomenon that continues throughout life.

Cultural Enrichment: Literature can be used to convey cultural aspects (McKay, 1982). Collie and Slater (1987) indicate the cultural advantages of using literary works in EFL classes by saying that literature is an excellent resource for EFL students who do not possess a chance to travel to the place where EFL is spoken and to quickly understand the rules and the interests that form a culture and the reader can learn about the people's beliefs, feelings, customs, and belongings, as well as what they choose to buy, their anxieties, preferences, and the way of their talking and behave in "behind closed doors" (p.6). In addition, Lazar (1993) notes that through literature, EFL students may gain entry into the culture of the language they are learning.

During language learning courses, if EFL teachers do not insist on the culture of the language they are teaching, it will sound like a house without a foundation. When EFL learners travel to a country that has a different culture, they may face challenges in communicating. Sell (2005) clarifies the problem by saying that one of the pros of using literature in an EFL context is that it helps EFL students socialize by exposing the values of the target culture. As well as facilitating language learning to communicate, literature supplies exposure to the target language's culture.

Language Enrichment: According to Türker (1991), reading and writing literature helps students develop language skills including speaking, listening, and writing besides

reading comprehension. Hişmanoğlu (2005) points out that while reading an extensive and contextualized text, EFL students get acquainted with several facets of written language. Therefore, students may acquire knowledge of sentence structures and their replacements in the target language, and the various methods of combining ideas, all of which support the improvement of EFL students' creative writing skills. As a result, literature grants EFL students plenty of advantageous and authentic language learning materials that assist in evolving their four skills and gaining permanent vocabulary knowledge.

Personal Involvement: Gaining new insight into developing the language proficiency of EFL students requires active participation during EFL learning. In Lazar's study (1996) this idea is supported by being stated that the analysis of a literary work entails individual expressions by making learners individually active participants in the target language lessons.

Moreover, in Elliot's (1990) study, it is said that students are motivated to acquire EFL when they feel personally involved in the process. Students may also be given the chance to express and share their ideas and experiences through literary texts. According to a study by McRae (1991), EFL students are believed to be inspired to learn a language individually and dynamically through literature. Floris's study (2004) draws attention to building a bond between the universal themes of literature and learners' experiences. Unlike other educational materials, which expose EFL students to a heavy information load, literary works reflect the understanding of their social environment where they may find a piece of themselves by being active learners while acquiring a new language.

Lazar (1993) offered the following five justifications for incorporating literature into ELT increasing students' linguistic awareness, promoting language learning, improving students' capacity for interpretation, inspirational materials, and educating the entire person. In other words, using literature to teach EFL learners target language's structure unconsciously simply by making them read the literary work is an efficient and effective way to make learners familiar with it. Additionally, when they read the text, they may link the content of the text to their own experiences in their daily life which can motivate them to read the entire text and even they may express their thoughts to their classmates through interpretation and making conversation. Paran (2008) supports the idea by saying that teachers who use literary works in their lessons should encourage students to communicate more and share their thoughts on the subject and the text.

According to Maley's study (1989), literature is described as a comprehensive, unbreakable, and timeless work of its talent of analyzing human nature closely, and the comprehensive nature of literature depicts people, places, situations, and scenarios vibrantly to capture EFL students' interest and Maley (1989) continues saying literature builds a bond with the EFL students through its metaphorical meaning and personal understanding. For language learners in EFL courses, literature has often shown to be a rich and diverse resource, that is, therefore, a useful teaching tool for EFL lessons.

According to Kaya (2004), there are a great number of benefits of using literature in the language teaching process. Firstly literature assists EFL students in enhancing their four language skills such as listening, speaking, reading, and writing as well as communicating and comprehending in the target language. It also provides assorted language sources and at the same time, it assists in improving the mastery of the mother language. Furthermore, literature supplies EFL students to read literary works in the target language and supports them in enhancing their reading skills with effective reading activities. In addition, literature provides a deeper understanding of different literary genres and it nurtures a connection between human relations and universal themes. Moreover, literature cultivates an understanding of the relationship between language and culture of the target language. As a result, EFL students encounter personal and social development and attain comprehensive knowledge about everyday life by evaluating literature. In conclusion, while literature instructs analysis and criticism skills, it facilitates to improvement of EFL students in educational and cultural aspects. In general, integrating literature into the language teaching process presents a comprehensive and stimulating experience for EFL students.

A great number of advantages to using literature in foreign language courses are reported by several studies. According to J. Naji et al. (2019), in addition to an excessive number of purposes, literature supports EFL students to reinforce their reading skills with effective activities. Exposure to imaginative language use in literary works fosters learners' creative language skills and strengthens their emotional connections which promotes meaningful language learning.

Furthermore, literature provides access to real-life works, providing information and truths beyond classroom instruction. EFL students advance their self-awareness and interpersonal skills by capturing the similarities and differences between their culture and the culture of the target language. Also, it emerges moral dilemmas that inspire language learning

and keep it alive. Cognitive skills like critical and creative thinking may evolve through the language learning process with literary works. According to Yadav (2014), as students share ideas, literature fosters interaction between them and literary works include multiple levels of significance, which encourages learners to engage their imagination and encourage conversation about their thoughts and feelings.

As a result of the information above, literature integration into EFL classes is effective, motivating, and has countless benefits, which makes language learning efficient and enjoyable.

2.5. Literature in The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international and universal guidebook that clarifies the proficiency level of language users who are at different levels (Council of Europe, 2018). Initially, it was used as a major approach to language learning in education, occupational entry, immigration, and citizenship policies in Europe (Council of Europe, 2001). However, a large number of countries outside Europe are now using it as a framework for developing foreign language education. The reason for this is to aim for learning a universal language all around the world. In the CEFR language skills are described on a six-point scale, starting at A1 for beginners and ending at C2 for masters. According to the CEFR, language professionals can use the CEFR to improve the level and efficacy of language learning and teaching (Council of Europe, 2018).

According to the CEFR, literature is related to communicative proficiency in aesthetic uses of language, and productive skills such as speaking and writing skills are based on this part. Applying productive skills through several communicative activities such as singing a song, telling, revising, reading and writing creative stories, and performing scripted and unscripted plays, students actively participate in the learning process (Council of Europe, 2001).

“Reading as a leisure activity”, “sharing a personal response to creative writings”, and “analyzing and criticizing creative texts” are the three updated scales of illustrative descriptors that address literature in the updated CEFR (2018, p. 25).

One of the reading genres of general reading comprehension in communicative language activities is portrayed as reading as a leisure activity. Reading as a leisure activity depends on

one's interests, they can include imaginative texts, various types of literature, articles, blogs, or biographies.

	Reading as a leisure activity
C2	Can read virtually all forms of texts including classical or colloquial literary and non-literary texts in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can read and appreciate a variety of literary texts, provided they can reread certain sections and that they can access reference tools if they wish. Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with appreciation of implicit meanings and ideas.
B2	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively. Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.
B1	Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points. Can understand simple poems and song lyrics provided these employ straightforward language and style. Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language. Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer. Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.
A2	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language. Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). Can understand short narratives and descriptions of someone's life composed in simple language. Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. Can understand much of the information provided in a short description of a person (e.g. a celebrity). Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language.
A1	Can understand short, illustrated narratives about everyday activities described in simple words. Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.
Pre-A1	No descriptors available

Scale 2.1. Reading as a Leisure Activity Scale (CEFR Companion Volume by the Council of Europe, 2018 p. 59).

The scales for expressing “a personal response to creative texts” (Council of Europe, 2018) are based on the approach used in school settings and adult reading groups. In the scale, the following concepts are operationalized: describing characters, relating to readers' experiences, relating feelings and emotions, and interpreting the texts. These five factors include character description, referring to readers' experiences, relating sentiments and emotions, and interpreting the texts. They also include discussions about what readers liked or found interesting about the work.

	Expressing a personal response to creative texts (including literature)
C2	No descriptors available
C1	Can describe in detail a personal interpretation of a work, outlining their reactions to certain features and explaining their significance. Can outline a personal interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
B2	Can give a clear presentation of their reactions to a work, developing their ideas and supporting them with examples and arguments. Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play. Can describe their emotional response to a work and elaborate on the way in which it has evoked this response. Can express in some detail their reactions to the form of expression, style and content of a work, explaining what they appreciated and why.
B1	Can explain why certain parts or aspects of a work especially interested them. Can explain in some detail which character they most identified with and why. Can relate events in a story, film or play to similar events they have experienced or heard about. Can relate the emotions experienced by a character to emotions they have experienced. Can describe the emotions they experienced at a certain point in a story, e.g. the point(s) in a story when they became anxious for a character, and explain why. Can explain briefly the feelings and opinions that a work provoked in them. Can describe the personality of a character. Can describe a character's feelings and explain the reasons for them.
A2	Can express their reactions to a work, reporting their feelings and ideas in simple language. Can state in simple language which aspects of a work especially interested them. Can state whether they liked a work or not and explain why in simple language.
A1	Can use simple words/signs to state how a work made them feel.
Pre-A1	No descriptors available

Scale 2.2. Expressing a Personal Response to Creative Texts Including Literature Scale (CEFR Companion Volume by the Council of Europe, 2018 pp. 106-107).

Since "Analysis and Criticism of Creative Texts" involves higher-order thinking skills, it is appropriate for high school and university students. The three main focuses are “comparing different works, giving a reasoned opinion of a work, and critically evaluating features of the work, including the effectiveness of techniques employed” (Council of Europe, 2018, p. 107).

	Analysis and criticism of creative texts (including literature)
C2	Can give a critical appraisal of work of different periods and genres (e.g. novels, poems and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning. Can recognise the finer subtleties of nuanced language, rhetorical effect and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and “unpacking” meanings and connotations. Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument concerning their appropriateness and effectiveness. Can give a critical appreciation of deliberate breaches of linguistic conventions in a piece of writing.
C1	Can critically appraise a wide variety of texts including literary works of different periods and genres. Can evaluate the extent to which a work follows the conventions of its genre. Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).

B2	Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others. Can evaluate the way the work encourages identification with characters, giving examples. Can describe the way in which different works differ in their treatment of the same theme.
B1	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connections between them. Can describe the key themes and characters in short narratives involving familiar situations that contain only high frequency everyday language.
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Scale 2.3. Analysis and Criticism of Creative Texts Including Literature Scale (CEFR Companion Volume by the Council of Europe, 2018 pp. 107-108).

In conclusion, the Common European Framework of Reference for Languages usually classifies literature under the more general heading of language and communication skills. Receptive and productive language skills such as listening, speaking, reading, and writing are the basis of CEFR which comprises proficiency levels from A1 meaning beginner, to C2 signifying proficiency. Literary works may be a great authentic EFL learning material, especially for reading comprehension. Students may reinforce their vocabulary knowledge, enhance their critical, cognitive thinking, and analyzing skills, and gain cultural awareness through the integration of literature into EFL courses.

2.6. Approaches to Teaching Literature in EFL Lessons

Integrating literary works into EFL courses is revealed to be beneficial. Thus, by applying literature in EFL courses, teachers may acquire an education about the approaches about how to apply them as teaching materials. Using literary works for language training has a wide range of methods and strategies (Avara, 2021). However various factors determine which method should be benefitted from in the EFL classroom. The EFL teachers may pick the ideal model based on the goals. The approaches are explained below:

2.6.1. Wellek and Warren's Classification of Approaches (1984)

Wellek and Warren (1984) classify the literary teaching approach by dividing it into two parts under the heading of intrinsic and extrinsic approaches. The intrinsic approach is

concerned with the literary text, extrinsic focuses on social, political, and historical events beyond the literary work.

According to Bobkina and Dominguez (2014), the levels that the intrinsic method divides texts into four levels. At the grammatical level, units of language are organized into sentence form. The lexical level includes word meanings as well as implications, moreover register, style, figurative language, etc. At the structural level, qualities describing rhyme, rhythm, cohesiveness, and coherence at the discursive level are found in narrative, argumentative, and symbolic content. The cultural level deals with how the messages in the texts are conveyed to the readers, and how pertinent they are in a specific socio-cultural setting.

According to Wellek and Warren (1984) and also in Bobkina and Dominguez (2014), the following extrinsic factors are among the most significant. The biographical factor, the knowledge of the author is an external aspect that influences literature. Authors produce their works at specific times and places in their lives, often for notable occasions. The historical factor is formed by the inclusion of social, economic, and historical development in the ideologic field of literature. The aesthetic factor includes aesthetic perception with the art movement about the written period of the literary work. The philosophical factor suggests ideas about ethics, psychology, theology, and natural sciences from several academic fields.

In summary, the intrinsic approach deals with the written part of the literary text as a linguistic aspect, however, the extrinsic approach focuses on the commentary skills beyond its grammatical structure.

2.6.2. Maley's Classification of Approaches (1989)

The classification approaches of Maley (1989) insist on a difference between the use of language as a resource and as a cultural aspect during the teaching of EFL lessons.

Maley (1989), Bobkina and Dominguez (2014), and Deveci (2021) gather these perspectives into two groups the critical literary approach and the stylistic approach, the first approach includes the literary qualities of the literary works like background and character knowledge. Acquiring sufficient knowledge in high-level language proficiency and learning about literary traditions are significant parts of the critical approach. However, the stylistic approaches include literary analysis and its purpose is to provide students with knowledge of how to describe and evaluate the literary language.

2.6.3. Carter and Long's Classification of Approaches (1991)

Integrating literature into EFL courses, Carter and Long (1991) suggest three primary models for teaching literature. These three models are named as the cultural model, the linguistic model, and the personal growth model. The Cultural Model is concerned with analyzing literary texts from historical, political, literary, and social perspectives. The Language Model ignores the importance of the literary value of the text or reader-text interaction in terms of the systematic practice of contextualized language elements. The Personal Growth Model acts as a bridge between the text and the learner's thoughts. Moreover, it assists the students in improving themselves individually and raising their cultural awareness.

2.6.4. Lazar's Classification of Approaches (1993)

Lazar (1993) classified methods into three categories. **The Language-Based Approach** puts a heavy emphasis on using books to teach language skills including vocabulary, grammar, and comprehension. The main objective is to increase language skills through studying literary works. Thus, literature is employed as a tool to assist EFL students in enhancing their four language skills and their fluency in English. The learners are supposed to interpret literary works linguistically. In **literature as content**, literature is viewed as the main subject matter that should be examined, dissected, and comprehended for its purpose. Being connected directly to the literature courses, literature as a content, keeps literary and cultural awareness alive and these are seen as more crucial than learning a foreign language. In this case, literary texts are written on subjects like history, art, nature, etc. **Literature for personal enrichment** highlights how students may enrich their lifestyle and culture through literature. Rather than reading for academic purposes, reading for pleasure, personal development, and gaining human experiences are among the significant objectives.

2.6.5. Van's Classification of Approaches (2009)

The following approaches take place as some of the six strategies of Van's list: New Criticism, Structuralism, The Stylistic Approach, Reader Response Approach, Language Based Approach, and The Critical Literacy Approach.

New Criticism: Following World War I, the New Criticism method of literary criticism gained popularity in the US and this theory holds that meaning is only contained inside the

literary text, independent of the student's experience or the writer's intention, and that extraneous factors should not be taken into account while assessing the work (Van, 2009).

Structuralism: The content of structuralism is a mechanical and formal connection between the elements of literary works and linguistic aspects. Due to this approach, EFL students are anticipated to apply it to literary works (Van,2009). As structuralism focuses on the meaning of literary works, aesthetic value may be avoided in texts (Culler,1982).

Stylistics: The approach of Stylistics first appeared in the late 1970's. The content of it is to attempt to raise EFL students' literary sensitivity by analyzing the aspects of literary language. Since the Stylistics approach is applied loosely and disregards the grammar of the language especially in poems, is formed by untraditional structure (Van,2009). Contrary to New Criticism and Structuralism, this approach values the interpretation of students about the literary work (Bobkina & Dominguez, 2014).

Reader- Response: In this approach, the role of the students has great value and it is a process-oriented approach. During the process of analyzing the literary works, the Reader-Response approach prioritizes the activities used to expose readers' emotions and opinions. This approach allows students to benefit from their background knowledge and unique experiences (Bobkina & Dominguez, 2014).

Language-Based: The Language-Based approach focuses on peer education, collaboration, and learner autonomy that leads to the enhancement of four skills and language proficiency of the learners (Van, 2009). The objective of the EFL teacher is to describe the unfamiliar vocabulary items, present appropriate classroom procedures, and, provide some clues and stimulus if needed (Carter & Long, 1991).

Critical Literacy: Critical feminism, critical philosophy, educational sociology, and pedagogy are inseparable elements of the Critical Literacy approach. It has still great value in language use and social power although it was first produced to emphasize teaching literature. Also, EFL students notice the connection between gender, culture, political power, and identity in literary works (Bobkina & Dominguez,2014).

Although there have been many literature teaching approaches in the field, none of the previously mentioned approaches encourage students to be autonomous learners (Bobkina &

Dominguez, 2014). Integrating literature into EFL classes to teach the English language has been an incentive for the last years through literary works including linguistic, cultural, and personal factors. Timucin (2001), Savvidou (2004), and Dhanapal (2010), international linguists and language teachers, have examined the conventional application of literature in the EFL classroom and provided an innovative perspective on how literary works may be integrated into the EFL courses. The following are the methods for teaching literature:

According to a study by Timucin (2001), Turkish undergraduate EFL students enrolled in the study and were exposed to the combination of Language-Based and Stylistic approaches as one approach to challenge the traditional Systematic approach to integrating literature into English classes aiming at empowering EFL students from their teachers, books and exam guides since they were observed as depended on these elements. The results of the study reveal some benefits of using the combination of these two approaches like raising EFL students' motivation, active participation, and valuing literary works. To conclude, the findings signified that it achieved its purposes by using the combination of two approaches in one framework.

Savvidou's (2004) literature teaching approach involving a six-stage methodology observed that literary works were beneficial language teaching materials. In the first stage of the approach, the researcher attempts to prepare and anticipate the EFL students by revealing their real life and fictional experiences combined with the topics of the literary works. During the second phase of the approach, EFL students were familiarized with the literary works through reading or listening to them. The third stage, known as the Preliminary Response, tries to develop EFL students' initial, whether oral or written, reaction to the content. The fourth stage, Working I, focuses on gaining an understanding of the basic level of meaning by reading extensively. The fifth level, Working II, leads to a more thorough investigation of how the message is presented through the text's overall structure. The language's potential unique uses are also taken into account. The sixth stage, Interpretation, and Personal Response aims to improve textual comprehension by boosting reader pleasure and enabling students to develop their unique interpretations of the literary work.

In Dhanapal's Integrated Approach (2010) which was applied in Malaysian high schools, the EFL students were targeted to enhance their critical and creative thinking skills (CCTS). Using literary works in language courses and taking an active part is the basis of this integrated approach. The process of the approach is described as EFL students interacting with

the literary work actively and following it, assigned to create their interpretation of the literary work by analyzing and interpreting the stylistic elements of the text.

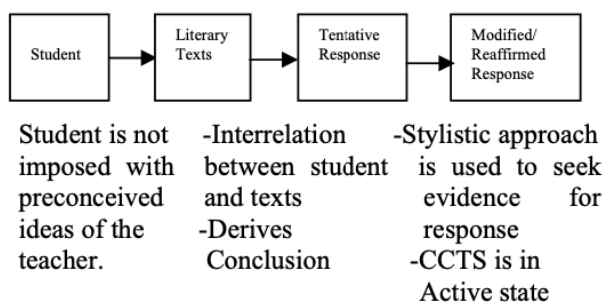


Figure 2.1. Integrated Approach Process (Dhanapal, 2010)

In conclusion, EFL teaching is a continuous field like a growing plant day by day with expanding approaches and methods. When the teachers' goals, students' needs, proficiency levels, and the content of the teaching environment are consistent with approaches and methods in language teaching, learning EFL is established upon solid foundations that increase permanent learning.

2.7. Against Ideas for Using Literature in EFL Classes

Although there are some benefits of using literature in EFL classes such as inspiring students for foreign language learning and raising their cultural and linguistic knowledge of foreign language, there are some arguments among researchers against using literature in EFL classes (McKay, 1982), (Lazar, 1993), (Jordan, 1997), (Savvidou, 2004), (Kaya, 2004), (Pardede, 2011), (Tevdovska, 2016), (Şentürk & Kahraman, 2020).

McKay (1982) notes that teachers should concentrate on teaching language grammar rather than literature because of the intricacy of literature, which has been shown to have little effect on language acquisition. Thus, the level of language proficiency of learners has a significant part in language teaching through literature. Lazar (1993) explains this by saying teachers worry about using improper language with students who have not yet fully mastered the basics of English syntax, grammar, and word structure. Şentürk and Kahraman (2020) share the same idea as Lazar (1993) that many literary works are regarded as being too complex to be taught to students at lower levels. Similarly, Floris (2004) claims that literature presents numerous challenges for most teachers because literary works are challenging for students to understand. Jordan (1997) and Savvidou (2004) imply that using authentic texts in the

classroom could be challenging for the reason that literary works can have problems because they stray from grammatical norms. According to Kaya (2004), because the characters and places in literary works are new to the learners, students struggle to understand the background information about them and words from everyday life are rarely used in literature and it is sometimes difficult to finish the stories that EFL students read in class since they are very long. As a result, the complexity of literary books' vocabulary may make it difficult for EFL students to understand them in the classroom.

Tevdovska (2016) gathers the arguments against including literary works in EFL classes in three points: "The language of literature is too complex, literature won't help the students to promote their occupational and academic needs, literary texts reflect cultural aspects which are difficult for students to grasp" (p. 163). Tevdovska (2016) adds that literature is too challenging and makes little contribution to teaching the grammar and vocabulary of everyday language due to its complexity and distinctive use of language. Richards (2001) claims that the issue with legitimate items, such as literature is their difficult language, complicated linguistic structure, and unnecessary terminology. Furthermore, according to Berardo (2012), the main issue with authentic material is that if the wrong sort of text is selected, the vocabulary might not be appropriate for the learner's needs and too many structures might be challenging. According to Brumfit and Carter (1986), the study of literary English is rarely appropriate for the demands of an EFL student. The ability to comprehend literary texts has little influence on the need for the learner to develop more useful written or spoken forms of the language which means that literary works cannot offer language learners any additional advantages over those found in textbooks used in traditional courses. According to Tevdovska (2016), an adverse cognition about using literary works as language teaching materials was reported. The underlying reason for the pessimistic opinion towards integrating literature was that they might be challenging to comprehend for EFL students since they were unfamiliar with the reflected culture of the target language. The literary works might be grasped as aggressive in moral and religious aspects due to the reasons for not being a part of that culture. Thus, comprehending and attributing meaning might be challenging for EFL students which is an undesirable circumstance in language courses.

Finally, it can be challenging for the students since using literature is not a regular teaching strategy in EFL classes. Additionally, some students may have difficulty comprehending literary works because the language level of the text may be beyond their level

of proficiency in the language. It could be better to start with simpler literary works and use them in lower grades to make students familiar with them.

2.8. Using Short Stories in EFL Classes

Although there are negative views about integrating literary works in EFL teaching as material, its participation in EFL courses is more beneficial, especially using short stories among all the literary works more practical since short stories refer to every language proficiency level.

According to Kaya (2004), this has been a longstanding method since ancient times, and short stories are an excellent example of it. Adhikari (2010) adds that language teaching programs can take advantage of short stories to achieve their ultimate objective. Since poems contain a lot of rhetorical meaning and allegory and novels are excessive in length to read in a restricted amount of time or a crowded classroom, Eren (2004), Sariçoban, and Kocuoğlu (2011) emphasize that the short story is the most practical genre. According to Arıkan (2005), students find it hard to follow the lessons in novels, poetry, and drama classes because these genres call for reading styles that are dissimilar to those needed for short stories. According to Akyel and Yalçın (1990), teachers have the option of selecting various texts with various subjects so that short stories may attract the entire students in the course and teachers may quickly catch their eye. In other words, reading short stories is easier and less involved than reading other types of literature.

According to Kharaghani (2013), there are many factors to use short stories in EFL courses. First, they are authentic materials like all literary works. It prepares students for the kind of language they will encounter outside of the classroom. Second, short stories foster conversation. It can be successfully utilized for debates and communicating thoughts or sentiments because it lends itself to different interpretations depending on the reader. Third, short stories might be used as incentives for EFL students to adopt attitudes about the values in the text by assigning them to analyze. It is thought that these attitudes might be experienced outside of the classroom. Fourth, it is stated that due to short stories, EFL students might be observed as motivated learners. In conclusion, EFL students might take pride in themselves as they comprehend the literary work. Also, the texts in the coursebooks are noted as less engrossing than literary works.

Arioğul's study (2001) indicates that there have been abundant beneficial outcomes of using short stories in EFL courses. Since the short stories are brief texts that EFL students may read effortlessly and broaden the views of advanced-level students about the culture and the society groups embedded within the text. Furthermore, short stories are incentive materials for advanced-level students to combine their background knowledge and newly acquired knowledge which involves personal exploration with the given creative and encrypted texts. In terms of being authentic material, short stories encourage EFL students to read more. Short stories not only provide a marvelous and mysterious world but also enhance their imagination and critical thinking. In addition, short stories assist in teaching the culture of the EFL language in this regard they are thought to be as beneficial materials. Meanwhile, they provide EFL students to be relaxed and unrestricted. On the other hand, EFL students who come from different origins seize an opportunity to establish communication between them due to English being a universal language. Finally, they motivate EFL students to extend their thinking skills beyond the classroom walls.

According to Sage (1987), it is enjoyable to read a good story. Ellis and Brewster (1991) add that learners find short stories entertaining and encouraging. All the EFL students in the classroom may enjoy short stories, and teachers can rapidly capture their interest. A good short story may retain children's attention, inspire their imaginations, and also enhance their enthusiasm to speak the language, as Wheeler (2001) highlights, therefore teachers should be attentive during selecting literary works for their students.

Short stories make EFL learners read to the end of the story. Erkaya (2005) makes a concise yet comprehensive explanation about reading to the end of the text. In this regard, the researcher mentions that since the short stories have three stages introduction, development, and conclusion, and the consequences of the events emerge in the last stage, at all language proficiency levels EFL students are motivated to read until the end of the story. Deveci (2022) summarizes reading for pleasure and reading for information the best by saying when reading literary works, reading for information and enjoyment go together by hand. Moreover, according to Hişmanoğlu (2005), students are captivated by the story while reading a literary work, thus they become interested in the timeline of events, wanting to acquire more, and imagining the series of events.

Short stories can help develop EFL students' critical thinking skills since they often include complex characters, thought-provoking scenarios, and moral dilemmas. Amer (2003) states that short stories not only motivate EFL students but also assist them in enhancing their

critical thinking skills which is an inevitable part of the EFL learning process. Additionally, according to Erkaya (2005), short stories are fabulous materials for EFL students to raise their motivation, enhance their cultural understanding, and encourage to develop their critical thinking skills. To sum up, by assigning EFL students to examine and analyze the plot of the story, the development and evolution of the characters, and underlying topics, short stories may be beneficial for reinforcing EFL students' critical thinking skills.

It is universally acknowledged that stories are a part of all human cultures (Mahrooqi & Sultana, 2008). The incorporation of literary works raises learners' cultural awareness and comprehension of the target language (Şentürk & Kahraman, 2020). Students may learn the EFL and gain an understanding of the cultural nuances and people's lifestyles where the target language is spoken by reading short stories (Martinez, 2007). From a metaphorical standpoint, short stories perform as doors that open to the culture of foreign language.

Short stories are beneficial and instructive language teaching materials to assist EFL students in enhancing their four skills reading, writing, listening, and speaking. Clandfield & Duncan (2004) support the idea by mentioning that integrating literary works into EFL courses provides opportunities for EFL students to foster their four skills and analyze the instructional subjects. EFL teachers may provide their students with some creative activities through short stories that include four skills. Thus, the learners will face the activities that pertain to their learning styles with the help of four skills that make language learning effective and permanent.

Opening a gateway to the world through reading can extend EFL learners' perspectives and, through active reading, enhance low- and high-level reading skills. Reinforcing engaged reading, which includes "predicting, connecting, questioning, clarifying, and evaluating" literary texts can be highly helpful (Naji et al., 2019, p.46). According to Hall (2015), nothing is more important or worthwhile than experiencing a wonderful story or poem. Thus, reading more literary works can encourage students to extend their language proficiency levels in reading skills and their perspectives on how to view life.

As asserted by Pardede (2010) benefiting from short stories to instruct speaking and listening skills can be an efficient and encouraging tool for EFL students. Since speaking a language involves producing and creating sentences that convey creative ideas, using oral skills may yield prosperous results for acquiring the language through role-playing and improvisation activities. Directing students' attention to speaking skills during the EFL process, there may be a bond formed between language use and the strengthening self-esteem of EFL students. According to Pardede (2011), there are some tasks that teachers might enable their EFL students

to improve their speaking abilities through the use of short stories. First, short stories may be used as material for a chain activity by reading sentence by sentence sequentially. Accompanied by this activity, EFL students may reinforce their fluency and pronunciation by participating actively which is appropriate for primary schools. Second, in upper intermediate courses, students may be formed as small groups to narrate the story sentence by sentence as a chain activity. Each of the students is expected to have countless chances to use linking words or phrases as discourse markers to connect the sentences in a logical sequence. They should have the list of linking words beforehand.

Moreover, literature promotes interactivity among readers, which allows readers to share thoughts, emotions, and knowledge (Saito, 2015). Sage (1987) emphasizes the value of having students ask and respond to a range of questions about the literary work they have studied. In terms of these urging interactivity questions, EFL students may convey their opinions, inferences, and beliefs to rehearse and enhance their speaking skills.

Listening as a receptive skill may be enriched by merging literature with technology in EFL courses. It is undoubtedly accepted that listening to literary texts as audiobooks and recordings provides a beneficial experience for EFL students. McKay (2014) supports the idea by saying listening skills of EFL students may be enriched by teachers' reading aloud or listening to the recordings of audio files. In addition, EFL students may assess their received knowledge from the listening activity by putting the unscrambled sentences into the accurate order due to the sequence of the actions in the story being listened to. Also, Naji et al. (2019) state that using listening and drawing exercises to portray the physical appearance of the characters and scenes in the story. To enhance the listening skills of EFL students the activities told above may be used to be benefited.

Writing is among the rigorous skills for EFL students to master. Students have trouble writing creatively and fascinatingly. Students lack motivation to write because they find writing boring. According to Kirkgoz (2012), who studied the integration of short stories in EFL courses, employing short stories as a rich source of data may assist EFL students with their writing issues. Additionally, as students reflect on their views, beliefs, and feelings as well as prior experiences, they are also given a reason for writing. Kirkgoz (2012) adds that short stories allow students to know the characters while also exposing them to a variety of ideas, characters, and subject matters which are motivating issues for EFL learners. Saito (2015) underlines the

necessity to view literature as an expression of creativity rather than as a text to be studied considering EFL teaching because the field of literature encompasses both reading and writing.

Teachers may prepare and design many writing activities for EFL students to enrich their creative writing skills. If the language proficiency level of EFL students is high in writing skills, teachers may motivate them to create dialogues or more challenging writing assignments. Pardede (2011) gives some useful activities for improving writing skills through short stories such as writing an opening paragraph, writing a conversation between the two characters, summarizing the final of the story in two sentences, including the main character, or five to seven-sentence summary, summarizing the story's theme in one sentence, providing a review of the story, constructing an essay based on students' likes and dislikes of the story.

Literary works not only inspire EFL students to enrich their four skills but also assist in enhancing vocabulary knowledge and the grammar of the target language (Povey, 1967; Murdoch, 2022). In addition, Carter (1986) laid the groundwork for the idea of enhancing the lexical and grammatical knowledge of EFL students by using literary works in language courses as authentic materials. It is seen in many pieces of research that short stories may benefit from reinforcing vocabulary knowledge and fostering comprehension. At a university in Hong Kong, Lao and Krashen's (2000) study compared the reading achievement of two groups of EFL students; one studied literary works as material to enhance their language proficiency level, and the other studied non-literary works in their language courses. Due to the findings of the study, the group that studied literary works enhanced their vocabulary knowledge and reading skills better than the group that studied non-literary works.

In EFL classes, class hours are always limited and, it is difficult to integrate literary work into EFL classes. However, short stories, according to Collie and Slater (1990), are useful because they are the perfect length for one or two class hours. In addition, Kırkgöz (2012) says that short stories may be employed by EFL learners that are suitable for every proficiency and age because they are simple and can be understood by students independently outside of the classroom, if necessary.

In conclusion, short stories have numerous benefits in EFL courses. Thus, it is practical and instructive, beyond being a motivating material, to integrate short stories into lessons during the language learning process. In terms of short stories, learners may enhance their vocabulary knowledge, and cultural awareness of the target language and, acquire EFL language by

participating in the course actively. On the other hand, short stories assist EFL students to boost on their critical thinking skills, improving their language learning, and reinforcing skills.

2.9. Recent Empirical Studies

Using literature in English language teaching is a hot topic in Turkiye and around the globe. Thus, studies concerning the inclusion of literature and literary works in EFL courses will be elucidated under the titles of “Literature studies conducted Globally” and “Literature studies conducted in Turkiye”.

2.9.1. Literature Studies Conducted Globally

In Lao and Krashen’s study (2000) at the College of Hong Kong, they intended to exhibit the advantages of benefitting from short stories in EFL courses. Students were formulated as two groups for comprehensive research. The students who took English courses with the short stories were named as the experimental group. The others without short stories were named as the comparison group. According to the results, experimental group students found short stories effective language learning materials and they preferred to read in the target language to enhance their English language proficiency level in their leisure time. However, the students in the comparison group were reluctant about their course.

Tseng (2010) conducted a study that records a teacher-researcher's fourteen-week experiment in which she/he offered 24 literary works to 28 Taiwanese senior EFL high school students. The aim was to find out the perceptions of the learners on using literary texts in language lessons. The 24 literary pieces were introduced in the sequence of poems, short stories, and plays throughout a two-period course (100 minutes) that was offered once a week for the literature presentations. Students replied to a perception questionnaire after the experiment to share their thoughts on literature use. As a result, most participants had a favorable opinion of the literary texts discussed in class.

A study about using novels as the main source in EFL reading courses was conducted by Tsaia (2012). The study's main objective was to assess the efficacy of new teaching based on the students' perceptions. Two classes of non-native environments had an application with using an entire novel in an education term. The study's findings show that students' attitudes,

confidence, interest, and perceptions of their reading abilities all increased by reading novels in language classes.

The main goal of Whitener's study (2019) was to research contemporary perspectives and practices for using literature in EFL courses. In this study, eleven English teachers doing their master's degree in EFL were the participants. MA students had a questionnaire that included open-ended and closed-ended questions. They were assigned to give responses to the questions. One of the questions was if they taught literature in their EFL courses or not. Interviews were conducted with the students who said they already used literature in their classes. Following this, the application part of the study was implemented. Then, all students were assigned to answer the post-study questionnaire which had open-ended and closed-ended questions again. Due to the findings of the study, the MA students who used literary texts in their EFL courses were the ones who took education about how to use them in EFL courses. The others were inexperienced about using literary texts in EFL courses and they did not prefer to use literature in their language courses.

The main purpose of the study of Isariyawat et al. (2020) was to establish students' views about using literature and literary works in EFL courses and to see the effect of literature on raising Thai EFL students' cultural awareness and language proficiency level. 100 EFL students joined the study from Buriram Rajabhat University. The researcher conducted semi-structured interviews using the illustrations. According to the results, the research uncovered that all participants underlined the benefits of employing literary texts to integrate EFL learners' cultural awareness and EFL proficiency. This research suggests that using literary materials in EFL lessons is a potentially successful teaching method.

In Jabeen and Sarifa's study (2022), the efficacy of several teaching strategies in an EFL literature course was investigated. This study had a qualitative research design which had the common five literature teaching techniques in the EFL department at the university. Ten female students from King Khalid University in Abha enrolled in the study. These ten female students have taken intense literature courses for five years. The data from the participants were gathered through online interviews. As a result, it was noted that there were three elements to take into consideration to include literary texts in EFL courses: Short stories raise EFL students' awareness about language learning and critical thinking and give them a comprehensive understanding of different cultures.

Hamane and Guetatlia's study (2022) is a discussion paper that examines how literary texts help people improve their linguistic skills. The purpose of this study was how literary texts, poems, drama, and stories contribute to the development of language. The data from previous studies were gathered and discussed appropriately. As a result of the discussion, it was discovered that there were many different ways to use literary works to enhance language skills. The literary texts were noted they assist EFL students in reinforcing their four language skills and promoting their cultural awareness. Also, EFL teachers should be careful about educating and teaching the function of the literary text. In addition, this study focused on the value of reading for academic purposes. Besides, literary texts assist in improving language skills through comprehension and discussion. Also, it was noted that literature supports the learners to be creative. It was suggested that EFL teachers emphasize the advantages of including literature in EFL courses.

The purpose of the study of Ain et al. (2023) was to establish whether short stories may help EFL students enhance their reading skills. The participants of the study were limited to state high school students. Besides, a short story application was expected to reinforce EFL students' comprehension skills. There were 80 students in total in the study. The results of reading comprehension tests made it abundantly evident that the employment of short stories in the improvement of reading abilities may have a major beneficial impact on learner accomplishment and is more engaging for learners than textbook reading materials.

2.9.2. Studies Conducted In Turkiye

Gölgeli (2006) conducted a study at the English Language Teaching Department of Anadolu University in Turkey, which was intended to look at the opinions of students about literature and any potential elements that may affect these opinions. 220 students in the 1st, 2nd, 3rd, and 4th grades participated in the research. Two groups from each grade were chosen at random. Four separate research tools were employed to collect the data for the study: a literature review questionnaire, a reading motivation test, the TOEFL grammar and reading parts, and semi-structured interviews. The numerical results showed that most of Anadolu University's ELT students have favorable opinions about the literature. This study revealed the connection between the learners' reading preferences, language proficiency, and opinions of English literature classes. The performance of students studying English using literary texts improved more than those of the students learning English without literary texts.

The purpose of Ziya's study (2009) was to assist fifth-grade students' vocabulary knowledge through literature teaching. Private Sınay School students in Edirne enrolled in this research. The other additional aim of the research was to raise EFL learners' motivation, and interest and assist them in enjoying vocabulary learning through using literary works. At the beginning of the study, the EFL students were separated into experimental and controlled groups, and they were instructed differently. Literature was included in the experimental group's EFL courses. During their literature courses, six familiar literary texts were chosen due to their likes, ages, and language proficiency levels. The target vocabulary items were matched with the words in their course books according to the curriculum. However, controlled group students attended their ordinary lessons and they were taught vocabulary items using traditional methods. Although the pre-test results of the two groups were equal, the post-test results were different. As a result, students in the experimental group reinforced their vocabulary knowledge better than the students in the control group.

The purpose of the study of Küçüköğlu and Arıkan (2011) was to learn the views of ELT prospective instructors on literature, and using literature in English language classes. 84 participants enrolled in this study. A 24-question scale was applied. As a result, 78% of the prospective instructors have good attitudes toward literature, while just 27.5% think that studying literature is dull.

Saka's qualitative study in 2014 aimed to learn the perceptions of students toward using short stories in ELT courses at Akdeniz University. 40 junior students enrolled in this study and they were taught various short stories in their ELT lessons as the application phase of the study. After the application part, ELT students were given a questionnaire to learn about their perceptions of using short stories in their lessons. According to the findings of the research, short stories extended students' viewpoints. They learned that the same event might be seen differently from several perspectives when they read various stories and observed various lifestyles and occurrences that they had never encountered before.

Kalyoncu (2016) desired to demonstrate literary texts could be assisting and productive in EFL students' reading courses at Toros University. The objective of the research was to exhibit the positive aspects of literary works over the courses without literary works. This study employed quantitative and qualitative research design. Sixty EFL students were interviewed and given a questionnaire to give their responses. According to the findings of the study, literary

works were proven to be more efficient than non-literary materials due to their usability and effectiveness.

Zengin et al. (2019) conducted research inquiring about the views of English language instructors and EFL teachers using literary works in their EFL courses. 101 EFL teachers and instructors enrolled in this research. Six open-ended questions were posed to the participants to learn about their opinions on using literature in EFL courses. According to the results of the study, most of the participants mentioned that it would be beneficial to use literature in EFL courses. In addition, most of the students mentioned that they used literary works in their EFL courses. However, 10% of the participants claimed that literature or literary texts were not beneficial to use in EFL courses. Since the majority of them agreed to use literary texts in their courses, they expressed the benefits of including literary works in EFL courses as raising the cultural awareness of the learners, reinforcing their language skills, and enhancing vocabulary knowledge through literature.

Şentürk and Kahraman's research (2020) investigated the use of short stories among middle school students at beginner levels. 57 Turkish EFL students were chosen as a sample for this purpose. Three weeks into the experimental portion, a grammar test was given to see how much the EFL students' grammar had improved. In the descriptive section, a belief questionnaire on the addition of short tales to English classrooms was given out. The findings revealed a favorable difference in both the grammar test results and the students' attitudes toward the literary works. The results generally seem to support the idea that short stories can help students learn grammar by being used in language lessons.

In the study of Şahin (2022), the researcher desired to detect the perceptions of prep class students' on using storytelling activities to teach English language skills. Forty-eight students whose language proficiency level was A2 according to CEFR at a state university. An attitude scale was applied to learn about the perceptions of EFL students on storytelling activities. Due to the results of this research, it was found that EFL learners had positive perceptions about storytelling activities. When compared to the traditional activities, EFL students displayed a rise in their interest in listening to storytelling activities. Moreover, they exhibited confidence in their listening skills. Thus, they preferred to participate in activities that included listening skills. As a result, it was proven beneficial to use storytelling activities in EFL courses at a university for adults and in lower-tier schools.

In Tahtacı's study (2022), the researcher desired to exhibit candidate EFL teachers' opinions about using literature as an authentic teaching material and how they felt about the literature courses at the Department of English Language Teaching at their university. 91 candidate teachers enrolled in the study and responded to the questionnaires. Also, 10 of 91 candidate teachers joined the interview part of the study. It was discovered that candidate EFL teachers believed in using literature in their language teaching courses and they specified the benefits of using literature in EFL courses. It was revealed in the study that candidate EFL teachers found using literature beneficial and assisted them in enhancing their language skills. However, upon teaching the English language, they expressed that they would need to use additional resources while teaching EFL.

In summary, in the light of the literature review of using literary works in EFL courses, the use of literature has been considered an effective and engaging foreign language teaching material and it has been used as an EFL material by raising its popularity and effectiveness in language teaching courses. The benefits of the use of literary works in EFL courses are numerous such as reinforcing EFL students' vocabulary knowledge, enhancing sentence structure of the target language, raising cultural awareness, improving four language skills and critical language skills, and developing creativity of EFL students. During the EFL process, taking advantage of these benefits may enhance EFL students' language learning journey through the use of literary works.

III. CHAPTER 3

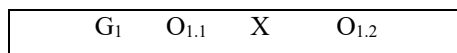
METHODOLOGY

In this part of the study, the information about the research design, study group and sampling, data collection instruments, procedures, and data analysis will be explained in detail.

3.1. Research Design

In this study, EFL students were asked for their thoughts on using literary works in the classroom before and after the application. The given answers were examined and supported by numerical information. Open-ended questions were added on the same pre- and post-study questionnaire page to get EFL students' perspectives on the issue. Content analysis was done on the answers backed up by quantitative data.

However, due to the issue stemming from the limited number of students in the school where the research was applied, enrolling 11th and 12th-grade students in the study was deemed appropriate. Consequently, a control group could not be formed in this study. For this reason, a single-group pre-test and post-test pre-experimental research design was adopted in this study. According to Karasar (2016), a dependent variable is applied to only one group, however, pre and post-tests are conducted during the study. In other words, as a first stage, this research design intends to conduct a pre-test to measure the prior knowledge or input of the participants enrolling in the study. Second, an experimental application is implemented. After the application, a post-test is conducted to measure the outcomes of the same participants enrolling in the study. Karasar (2016, p.96) diagrammed the single-group pre-test and post-test pre-experimental research design as follows:



Additionally, to make statistical comparisons about the participants' views on the use of literary works in their English language courses to see if there is a difference in their views before and after the study was targeted and for this reason, a single-group pre-test and post-test pre-experimental research design was applied to obtain scientific results.

3.2. Study Group and Sampling

The research group of the study is 11th and 12th-grade high school students at state high schools in Antalya, Türkiye. The ages of the students ranged from 17 to 18.

The sample and the target of the study are 11th and 12th-grade high school students at a high school in the village of Serik in Antalya. Çandır Anatolian High School is the study school that is the first high school that was opened in a village in Türkiye. Due to the remote location of Çandır Anatolian High School from the district center, students do not commute from the district center; only students from the surrounding villages take their education at Çandır Anatolian High School. Therefore, the population of the school is not crowded. The school's total population is 100 and there is only one classroom for each grade level. When students' English language proficiency which aligns with the requirements of the English Language Curriculum, is taken into account with the limited number of students at school, it has been decided to include all of the 11th and 12th-grade students in this study.

The total number of students who participated in this study is 50. 27 of the students are from 12th grade and 23 of them are from 11th grade. In the 12th grade, there are 13 female and 14 male students. In the 11th grade, 13 female and 14 male students.

Table 3.1. Demographic information of the participants in the scope of grade, gender, and age.

Grade	N	Female	Male	Age
11 th Grade	23	10	13	17
12 th Grade	27	13	14	18
Total	50	23	27	

In the questionnaire and interview forms, the actual names of the students were not used because they might feel hesitant to give honest responses. Before the application part of the study, the researcher gave numbers to the students to use instead of their names in the pre and post-study questionnaires to compare EFL students' responses.

3.3. Data Collection Instruments

This research comprises sections involving a pre-study questionnaire (appendix 2), pre-study open-ended questions (Appendix 2), an 8-week application pace (Appendix 4) using a short story in the application phase named The Mission (Appendix 3) by Hugh B. Cave (1959),

a post-study questionnaire (Appendix 5), and post-study open-ended questions (Appendix 5) phases.

In the beginning, this research was implemented by using a story perception questionnaire after obtaining the necessary permission (Appendix 1) from Kırkgöz (2012) that was adapted for this study by the researcher. Since there would be a pre and post-test in this study, the questionnaire was rewritten using simple present tense for the pre-test. However, there was no change in the meaning of the questions. The questionnaire was not revised as a post-test because it was already written in the simple past tense. Two open-ended questions were added by the researcher to ask students enrolling in the study to express their feelings in written form at the end of the pre and post-story perception questionnaires. The questionnaires (Appendix 2) were translated into students' mother tongue and administered at the beginning and the end of the study. The questionnaires consist of four sections with each section comprising multiple items. The first section pertains to the contributions of short story study to grammar knowledge. The items under the first section are about realizing the particular use of language, reinforcing the grammar subject much better than learning in the lessons, knowing different language structures, and using grammar in a more enjoyable and meaningful way. The second section includes the contributions of short story study to vocabulary knowledge. The items under the second section deal with reinforcing the words that they met in the course books, learning words that differed from those they met in the coursebooks, and being able to retain the new words easily since the researcher used them in a meaningful context. The third section contains the contributions of short story study to writing skills. The items are about enabling learners to be more creative, enabling learners to be more aware of the use of the English language, and being able to express their feelings more easily using short stories. The fourth section consists of the contributions of short story study to teaching and the learning atmosphere of the classroom. The items under the fourth section deal with enjoying the lesson more, studying in an enjoyable and comfortable setting, and increasing learners' interest and motivation toward courses.

Simultaneously, with the questionnaire paper, EFL students were asked to answer two open-ended questions about their views on the use of literature in English courses and how the use of literature in English class affects their attitude towards the course.

The eight-week short story application process was followed by applying the questionnaire and giving answers to the open-ended questions. After an eight-week application, a post-study questionnaire that was originally developed by Kırkgöz (2012), but was

subsequently revised by the researcher for this study, both in pre and post-application phases (Appendix 2), two open-ended questions were administered to examine whether students' perspectives on short story usage had evolved. The pre-test and post-test of the questionnaire were compared to assess any changes in EFL learners' views.

3.4. Data Collection Procedures

Before the data collection phase, necessary permissions were granted by the Ethics Committee of Akdeniz University (Appendix 5). Following this, all necessary authorizations for applying the questionnaire and conducting an eight-week short story application were obtained from the Provincial Directorate of National Education in Antalya (Appendix 6).

After obtaining the necessary permissions, the pre-study questionnaire and the open-ended questions were applied at the beginning of the 2023-2024 academic term. The questionnaire and the open-ended questions were established in the students' native languages. This method aims to ensure accurate results by considering the language proficiency level of EFL students and preventing any potential misunderstandings.

Following this, the eight-week short story application applied immediately. The purpose of selecting this story, *The Mission* by Hugh B. CAVE, is based on the anticipation that, due to its lesser-known status, students would not be able to find it on the internet. This selection was intended to encourage students to actively participate in the lesson and to foster their curiosity in discovering the outcome. During this process, it was preferred to keep the length of the story limited to two hours of English course and avoid using complex words frequently. The reason was to prevent a decrease in students' motivation and eliminate negative biases. The story was divided into eight sections, with ten words identified for each section. The basis was to reduce EFL students' difficulties in comprehending the story and language structure. These words were taught to students with various activities in the weekly lesson plans that consist of pre-, on--, and post-reading parts using four skills during the teaching process. Due to the large number of words in the entire story, it was thought that teaching a reasonable number of words by shortening it would be more appropriate. Thus, this application was aimed to help students better understand, and learn the English language efficiently and make the lessons engaging and effective. The goal of this process was to assist students in improving their academic English skills. The lesson plans are briefly summarized below, and the detailed versions of the lesson plans are added to Appendix 3.

3.4.1. Lesson Plan 1

The first literature lesson starts with a warm-up activity to capture EFL learners' attention, make them curious, and engage in the story they will read. There is a star figure on the slide and five written numbers on the edges of the star are seen on the smartboard. The title of the activity is "My ... Star" EFL students are asked to guess the meaning of these numbers for their teacher. Following this, they are requested to guess the blank part of the title. This star is a family star and the numerical data on the edges of it is related to important days or the number of family members. The teacher wants to take EFL students' attention to the topic of family. As the final step of the exercise, students are asked to draw their stars and have a conversation about them with their desk mates. The purpose of this activity is to enhance EFL students' speaking skills and cultivate their creativity.

As a pre-reading activity, the teacher sticks some quotes which are about the topic of family, on the wall of the class before students come to the class. The teacher says to the students that they will study in groups of four and they will have some tasks to be shared in their groups. The purpose of the activity is to show students that they may have peer learning and an enjoyable time through collaborative study. Two students in the group are asked to go and find the quotes on the wall, read them aloud, and come back to the group by accurately conveying the quotes, and making the other group members write them on a piece of paper. Then, students will be allowed to discuss the written quotes in their groups. Owing to this activity, the students will reinforce their listening, speaking as well as writing skills. Also, by studying in group work, students engage in and learn the English language collaboratively and they will share their responsibilities at the same time.

To enhance EFL students' vocabulary knowledge, the teacher gives a Kahoot code for students to do the word quiz which has ten words related to the story they will read in the lesson. EFL students' mobile phones will be used for this activity. The purpose of this activity is to use technology and benefit from internet usage by enhancing learning vocabulary items and motivating EFL students to provide permanent learning.

In the reading part of the lesson, EFL students are assigned to read the first two paragraphs of the story. The goal of this activity is to arouse the curiosity of the learners toward the story and the main character. Learners are posed a question by the teacher about what a six-year-old girl can do. Students are asked to share their opinions about the main character who is a six-year-old girl. This activity intends to make students active participants and enhance their

spontaneous speaking skills. Another reading activity involves reading the entire text in silence for a 3-minute time. When the time is up, the teacher distributes some unscrambled sentences to put them in the correct order to see the entire story's summary. The purpose of this activity is to reinforce and enhance EFL students' comprehension skills in a limited time. To make EFL students more active participants in the lesson, the teacher assigns EFL students to role-play. They are given some clothes to get into the moods of the characters in the story. Students are requested to be prepared in three minutes. Roleplaying is chosen to reinforce students' speaking and listening skills and to enable them to study in an enjoyable atmosphere. In the other reading activity, students are shown some pictures on the slides and they are told that these pictures belong to the characters in the story. Students are asked to guess who is who and write a few sentences under the pictures. The main goals of this activity are to visualize the characters in their minds and make a connection with the story by analyzing the characteristics of the people. The other reading activity is true, false activity including internet usage and technology since the EFL students are involved with these activities in their lives outside of school. It is chosen to captivate their attention during the lesson. The purpose of this activity is to assess their comprehension skill after several activities and to demonstrate to them that they can do it to prevent their learned helplessness.

In the last activity, as the post-reading part students are assigned to write a diary, thinking that they are the main character. Before Yolande falls asleep, they are asked to write how she feels at the beginning of her journey to find her father. The purpose of the post-reading activity is to reinforce students' creative writing skills and enhance their empathy feeling.

3.4.2. Lesson Plan 2

The teacher begins the lesson with a warm-up activity by showing some pictures and asking students to write a few sentences about the pictures that belong to some parts of the story EFL students read the previous week. The purpose of this activity is to make students memorize the first part of the story to make a smooth connection with the new part by ensuring continuity in their learning.

As a pre-reading activity, the teacher shows some words and images on the slide and assigns students to match them with each other. The main goal of this activity is to enhance EFL students' vocabulary skills and reinforce their permanent vocabulary acquisition by providing them with visual materials. For another pre-reading activity, the teacher tells her

students that they will make a KWL chart. The abbreviation for KWL stands for What I Know, What I Wonder, What I Learned. The teacher asks EFL students to fill in the first two parts adding that the What I Learned part will be written after reading the text. The purpose of this activity is to identify what they already know and to pose questions about what they would like to learn to encourage active engagement with the story by ensuring permanent EFL learning. Also, this activity assists students in reinforcing their analyzing skills. When EFL students complete this activity, the teacher asks them some questions to keep their curiosity alive before reading the story. This activity helps learners connect more deeply with the story. After sharing their creative opinions about the story, they pass on to the reading part.

For the reading part, to strengthen EFL students' collaborative studying skills to comprehend deeper and to reinforce peer learning, the teacher creates four groups to make jigsaw strategy learning. She asks students to read the given part and paraphrase it adding that they will join a new group to teach their newly paraphrased texts to their new group friends. As a result, the entire story will be summarized from beginning to end in the second chapter and taught by peer teaching. The purpose of this activity is to learn from peers if the students hesitate to learn from their teachers, in other words, if they are shy, it will be a perfect chance to learn from their peers.

After learning the plot of the story as a post-reading activity, the teacher tells her students to fill in the KWL chart's last part to enhance EFL students' writing skills by combining their comprehension skills and ensuring that the key points of the story are taught by peer teaching to provide effective learning. As another post-reading activity, to make permanent language learning, the teacher gives a worksheet named Thinking Differently. The teacher asks EFL students to fill it in according to their feelings if they were in the place of Yolande. This activity aims to encourage students to use their empathy and creativity with their critical thinking ability to respond to the questions on the worksheet. With this activity, students will develop their analytic and imaginative skills. For the last activity to assist in enhancing EFL students' creativity in writing skills, the teacher asks her students to continue to write a diary as if they were Yolande, the main character. The teacher asks her students to respond to these questions: How would you feel when the man invited you to dinner? What would you feel when you saw the kids for the first time? Why did you wash yourself in the stream? What's your first impression about the wife of the man? The purpose of this activity is to push her learners to think critically about what a six-year-old girl normally can do. However, the main character,

Yolande exhibits maturity like an adult as behaving beyond her age. This recognition will provide learners with empathy feeling and understanding.

3.4.3. Lesson Plan 3

The third week's lesson starts with a warm-up activity to make EFL students remember the previous week's plot to make a solid connection with the new chapter. The teacher tells EFL students that they will join an activity called Speed Chatting. It is a game like making a gossip. The teacher instructs the activity to EFL students. There will be two groups. One group will ask questions about the previous week's plot and the other group will try to answer spontaneously in a limited time of sixty seconds. After the time is up, the group rotates and they will have a new partner. The purpose of this activity is to ensure that the students are active during the learning phase and make them build sentences based on grammar rules in the target language by speaking spontaneously. It is foreseen that EFL students' speaking skills will be enhanced by this activity.

In the pre-reading part, the teacher tells EFL students that they will play a game called "Whose feet are these?" The teacher will show some images of feet on the slide and they will guess whose feet they might be at the same time by looking at the feet they are asked to guess the features of the characters in the story. The purpose of this activity is to reinforce students' critical thinking and combine their comprehension skills with the visuals. This activity is for students who have visual and spatial intelligence since each EFL students have their learning styles it is important to encompass all of them in the lesson to spread learning to all of the students.

The last pre-reading activity is the Bingo game. The teacher tells her students that they will play a verbal bingo game. It is a vocabulary game played as a group to enhance their collaborative study skills while learning new vocabulary items in an enjoyable atmosphere. After the game is completed, they will teach the meaning of the words to each other in their groups. The main goal of this game is to gain new vocabulary items by having fun as well as reinforcing them with peer teaching and learning.

For the reading part, the teacher makes students in groups of five and she distributes a worksheet for EFL students that has reordered paragraphs of the third part of the story. Students are assigned to put the paragraphs in the correct order to best summarize the story's third part. This activity makes students analyze the text and piece together the sentences to see the whole

story and stimulates EFL students' critical thinking skills by benefiting from their peers as being active participants in the learning environment.

Another reading activity is to fill in the STEAL worksheet which is a character chart and it involves making a character analysis of the third part of the story. The purpose of this game is to make connections between the characters and their features, and dynamics in the story to enhance their deeper understanding. The teacher focuses on some points in this activity. First, the teacher asks EFL students to comprehend how the characters evolve and change from the beginning to the end of the third part. Second, EFL learners are asked to understand the characters' emotional states by developing empathy. Third, the teacher expects EFL students to improve their analytic skills. Fourth, EFL students are asked to examine the characters' behavior by fostering their critical thinking skills. Fifth, the assistance of the character's speech, thoughts, and interactions contributes to EFL students' improvement of grammar and vocabulary.

As the post-reading part, to reinforce students' listening skills by putting themselves on another person's feet and making empathy, the teacher first shows students pieces of lyrics on the slide and asks EFL students if Yolande had a favorite song, and what it would be. Then after they give an accurate answer, they will listen to the song that best describes Yolande's mood.

In the last activity, the teacher tells the students that they are Yolande and they keep a diary. The teacher encourages EFL students to include some answers about how the dinner was and if the family was happy or not. This activity tries to enhance EFL students' problem-solving skills by managing the conflict and the problems in the story. Moreover, Enhancing EFL students' creative writing is targeted.

3.4.4. Lesson Plan 4

As a warm-up activity, the teacher says that they will play a game called "Find the lie..." students are asked to write three sentences individually that are related to the story they have read the week before. Two of these sentences must be true and one must be a lie. EFL students are requested to walk around the class and guess which statement is a lie. The purpose of this activity is to make a foundational connection between the previous week's plot and this week's chapter by engaging EFL students to reinforce their critical thinking and analytic thinking skills to comprehend their deeper understanding.

In the pre-reading part, the teacher says that students will play a taboo game to gain new vocabulary items. A taboo game is a vocabulary game with a rule that avoids using some words to describe the actual word. After EFL students are informed about the game, they are assigned to set groups of four and choose a volunteer from each group to describe words on the taboo cards. The purpose of this game is to engage students in the learning part to gain new vocabulary items, associated with the story they will read, in an enjoyable atmosphere.

In the reading part, the teacher assigns her students to read the text in silence for five minutes. After reading, they will play a game called “Socratic Soccer Ball”. The teacher gives the instructions about the game by saying there are some assessing comprehension questions which summarize the entire story on the ball and they will throw the ball to another student and they will be assigned to answer one of the questions spontaneously. This game will continue until all questions are answered and a full summary of the story is completed. The benefits of this activity are to make the students active participants, improve their reading comprehension skills, and enhance their active listening skills at the same time.

For the post-reading activity, the teacher informs EFL students that they will make a deeper character analysis. Thus, the teacher gives some time to EFL students to allow them to think a little about the characters in the fourth part. Then, the teacher shows a slide on the smartboard to assign EFL students to make comparisons about the characters in the story adding that the people in the story in some way changed. Students are asked to analyze and think critically about the evolution and the dynamics of the characters. The purpose of this activity is to raise awareness about the alteration of the characters in the story and improve EFL students’ comprehension and commenting skills by observing the characters in the story at the same time.

For the last activity, as usual, EFL students are asked to write their diaries including the answers to these questions: What would Yolande write her diary after what happens in Emile Hector’s shop? How kind of man is he? Is the saleswoman good and fair or not? This activity aims to show empathy for Yolande by enhancing their creative writing skills. Also, EFL students are targeted to improve their emotional intelligence by expressing the characters’ emotions in the story.

3.4.5. Lesson Plan 5

The teacher conducts a warm-up activity to engage EFL students in the previous week’s plot by recalling their background knowledge and connecting it with the new chapter. To

remember the characters in the fourth part, the teacher shows some images on the slide and asks EFL students to match and add some descriptions about them. The purpose of this activity is to awaken EFL students' background knowledge and make character analyses with critical thinking related to the fourth lesson through a matching activity.

As a second activity to gain vocabulary knowledge, the teacher instructs students to make groups of four. Following this, the teacher says that they will play a game called "Roll a Word." This game is played with dice to engage EFL students in learning the vocabulary items in an effective way to make it permanent. Each number on the dice corresponds to a specific action, such as defining a word, using it in a sentence, acting it out, providing a synonym, offering an antonym, and drawing the word. There are ten new vocabulary items in this part of the EFL course. This activity aims to make the vocabulary-learning process more engaging and interactive by conducting a fun environment for EFL students.

On the reading activity, the students are assigned to read the fifth part of the story and following it, the teacher instructs them to fill in the Venn diagram which is labeled with the names of characters from the fifth part to summarize the text. The significance of this activity shows that it goes beyond being boring to an engaging activity by placing what EFL students comprehend from the literary work in a structured visual to analyze with critical thinking. EFL students will have a chance to enhance their comprehension skills as well.

As another reading activity, the teacher wants to take EFL students' attention to a moral dilemma. In the fifth part, Yolande, a six-year-old girl, gets on a truck whose driver is an unknown and strange man. The teacher asks EFL students if they get on the truck or not. If she gets on the truck, the driver may harm Yolande, or if she continues walking, she may encounter a mishap. This activity acts as a mirror for reflecting Yolande's tough circumstances and it will assign students to improve their empathy for Yolande by encouraging them to consider the emotions and thoughts that go into deciding.

As a post-reading activity, EFL students are instructed to have a role-playing activity. The teacher tells her students to act on the truck journey and makes students into groups of two. The teacher gives some materials such as the wheel of a car, some clothes to be a truck driver, and a dirty girl's dress. The EFL students are given five minutes to get prepared. The reason behind this activity is to engage students in hands-on activity by having fun. Beyond being an active participant, this activity promotes EFL students to develop their creativity and comprehension skills.

In the fifth part of the story, there are two types of drivers whose characteristics and features are different from each other. Students are assigned to close their eyes and dream that they are Yolande. A comparison between the two drivers will allow EFL students to deepen their understanding of character dynamics, motivations, and relationships with the story by fostering their observational skills and enhancing their comprehension skills.

As a last activity, students are assigned to write their diaries about the actions that happened in the fifth part. EFL students were asked to write their thoughts about the truck trip with a strange and unknown driver. Following this, they are told to compare the two drivers in their characteristics. This activity aims to put EFL students in Yolande's shoes and enhance creative writing and comprehension skills and emotional engagement with the story.

3.4.6. Lesson Plan 6

As an energetic warm-up activity, the teacher brings a soccer ball to the class and throws it to an EFL student. The student is asked to tell a sentence related to the previous week's topic. Following it, the EFL student tosses the ball to another student and it goes on until the summary of the fifth part is over. This activity aims to make EFL students active participants in English courses by making spontaneous speaking activities to enhance their skills. Another purpose of the activity is to provide a solid connection with the new chapter by using and enhancing their critical thinking skills.

As a vocabulary game, the Charades game is chosen to reinforce EFL students' vocabulary knowledge effectively and permanently. The teacher divides the students into two groups and selects one student from each group as a representative. Following this, one of the EFL students chooses a card and acts the word out without uttering it. They will have a two-minute limitation. The purpose of the game is to foster creativity and enhance EFL students' critical thinking. By making gestures and mimics EFL students will try to communicate by being active and guessing the correct word.

Another pre-reading activity includes some visuals to capture EFL students' interest in enhancing their critical thinking and analyzing the characters in the sixth part. The teacher shows two images of little girls and assigns EFL students to compare and contrast these two little girls' images in terms of their characteristics and write about them by only looking at the visuals. The purpose of the activity is to draw meaningful conclusions for the sixth part of the story by making critical thinking and using their analyzing skills.

As a reading activity, a dynamic and creative role-play activity that enhances EFL students' speaking skills is chosen. The teacher brings some clothes related to the dialogue in the story to awaken curiosity and excitement in students. With given clothing items and dialogues, EFL students are assigned to perform the sixth part. Providing a fun environment for students motivates them to engage in effective English language learning.

After the reading activity, the teacher makes students into groups of four, and EFL students are assigned an activity called Get it Wrong. In this activity, there will be some sentences that are written deliberately wrong about the chapter, and EFL students are asked to correct the sentences. This activity aims to improve EFL students' critical thinking skills by finding and correcting the mistaken sentences in given sentences about the sixth part of the story.

As another activity, the teacher announces that EFL students will prepare a newspaper title and write the accident in the newspaper. The teacher makes students into groups of four and they will have a ten-minute limitation to prepare their newspaper article. With this activity, students will reinforce their creative writing skills by producing a newspaper article as a result of collaborative study in their groups. By taking an active part in group work, EFL students will enhance their comprehension skills.

As a post-activity, EFL students are assigned to write a diary incorporating Yolande's thoughts during the accident in the story. Writing a diary to put EFL students in Yolande's shoes is a beneficial activity for developing EFL students' empathy and reinforcing their creative writing skills. The purpose behind this activity is to make a deeper emotional connection with the characters in the story.

3.4.7. Lesson Plan 7

As a warm-up activity, the teacher assigns EFL students to recall the previous week's part. The teacher intends to change the reluctant moods of EFL students into an energetic and dynamic state. First, the teacher shows some lyrics and asks EFL students to find which of them will suit Yolande best. After choosing the accurate lyric, students will listen to the song related to the story's sixth part. This activity is used to interpret Yolande's emotional state by cultivating the interests of EFL students by listening to auditory data. Another purpose of this activity is to enhance students' listening skills and elicit their critical thinking. The underlying aim is to

associate the lyrics of the song with the main character Yolande by analyzing her characteristics and making a smooth transition to the new chapter.

As a pre-reading activity, the teacher gives ten definitions to the students to find the words corresponding to these given definitions in the puzzle. This activity, by teaching students unfamiliar vocabulary items, was targeted to make sure that they captured the meaning of the words without difficulty when they read the story. The main aim of this activity is to prepare the students for the new chapter and reinforce EFL students' vocabulary knowledge.

For the reading activity, some captivating phrases and sentences are selected from the text and EFL students are assigned to interpret the behaviors and actions of the characters to derive meaning by making a deep analysis to comprehend the dynamics of the characters in the story. Another reading activity is described by the teacher. Some images that belong to some characters in the story are stuck on the wall of the classroom. EFL students are assigned to be in groups of four and they choose a volunteer from their group members to walk around the class and find the pictures to bring them one by one. After collecting all of the images, students are asked to put them in the correct order to make a summary of the seventh part. The purpose is to foster critical thinking, share the overloaded studying issue with the group members, and enhance a deeper understanding and analyzing skills. With this activity, efficient and permanent learning will occur by being an active participant during the course.

As the last activity for a post-reading part, EFL students are assigned to write diaries about Yolande by showing empathy with her. In their diaries, EFL students are assigned to write about the family, the little girl, and the house which correspond to some symbols for Yolande in her life by expressing Yolande's emotions. The purpose of this activity is to show empathy, state personal reflections and connect deeper with the character Yolande. This activity assists EFL students in developing their emotional intelligence as well as their creative writing skills.

3.4.8. Lesson Plan 8

As a warm-up activity, before EFL students come to the class, the teacher sticks some phrases on the wall. Following this, the teacher welcomes EFL students and assigns them to set groups of four. They are allowed to choose a volunteer student to walk around the classroom and pick the phrases for their group friends. They are tasked to make a summary of the entire text of the seventh part. By putting sentences in a coherent order to summarize the previous week's plot, EFL students will need to use their cognitive thinking skills and enhance their

comprehension skills. Another reason for this activity is to recall the plot of the seventh part to make a connection to this week's new chapter by making a smooth transition. With this activity, students will begin the English course as active participants, as well as sharing the course workload in a collaborative studying activity.

As a vocabulary game for the pre-reading activity, students will play a Go Fish game. The instructions for the game are given by the teacher and EFL students are divided into two groups to play the game. There will be ten vocabulary items that are associated with the words in the eighth chapter written on Go Fish cards. The fun part of the game is to define the word without uttering the exact vocabulary item. Students will be assigned to guess the word within a three-minute time limitation. The group that guesses accurate words will be the winner. The main purpose of the activity is to reinforce EFL students' vocabulary knowledge by engaging in the game as a group work.

Role-playing is chosen for the reading activity to enhance EFL students' speaking skills and engage them in an interactive environment by having fun. This activity allows students to embody the characters in the story with a deeper understanding.

As another reading activity, the teacher shows students a few phrases from the story and poses questions about the text. Students are assigned to express their opinions about the given phrases. The significance of this activity is to base EFL students' comments on a logical foundation, exhibit their analytic skills, and reinforce their speaking skills. The students are active participants in the course by having fun and eliciting their critical thinking. This activity goes with another crucial question about the title. The teacher asks about the underlying meaning of the word mission. The response to this question is key to the entire story of the Mission.

For the last reading activity, EFL students are assigned to draw a character tree which is written in the shape of a tree by finding appropriate adjectives for the main character Yolande. By using critical thinking and analyzing skills, EFL students will reflect their thoughts explicitly on the protagonist of the story during her journey to find her father.

The teacher gives a table for EFL students to fill in the blank parts about the characters in the entire story from the first part to the last part. The reason for this activity is to make a deeper connection with the characters, embody their features, and elicit the sparkle of goodness

in the characters throughout the entire story by analyzing their personalities. On the other hand, EFL students will find a chance to enhance their writing skills by filling the table.

As a concluding activity, the teacher intends to enhance EFL students' creativity deeper. Thus, EFL students are asked a question if they have a chance to change the end of the story, what they will change, and why. The activity aims to foster EFL students' critical and reflective thinking and empathy for the main character Yolande. Also, EFL students' creative writing skills will be enriched with their active participation in the course.

3.5. Data Analysis

Since qualitative and quantitative methods are used in this study, the responses to the questionnaire given to EFL students to assess their views on the use of literary works in EFL courses as pre- and post-study questionnaires, along with the answers to the two open-ended questions, were analyzed separately. The questionnaire items from the pre-and post-study questionnaires were individually analyzed using the SPSS program. This approach seeks to identify concepts and principles by analyzing the evidence to create a solid theory (Glaser & Strauss, 1967). Additionally, since the number of EFL students enrolling in the study is low, the Wilcoxon signed rank test was employed to compare whether there was a significant difference in students' views on using literary works in English language courses at the beginning and end of the study. According to Nahm (2016), the Wilcoxon signed rank test is used when the number of participants is low to assume a normal distribution. For the last step, in pre and post-study questionnaires, two open-ended questions were analyzed by using content analysis.

IV. CHAPTER 4

FINDINGS

In this part of the study, quantitative and qualitative research findings will be provided. After EFL students' answers to the pre- and post-study questionnaires were examined individually, frequencies and percentages were calculated and analyzed using SPSS. On the other hand, the Wilcoxon Signed-Rank Test was used to examine the relationship between EFL students' pre- and post-study questionnaire results. Therefore, the answers' mean rank scores and the sum of rank scores for each item were calculated and analyzed to compare the EFL students' perceptions of using literary texts in English language lessons before and after the application phase. The questionnaire results have been individually explained to answer research questions. Furthermore, content analysis is done to compare the thoughts and attitudes of EFL students regarding the use of stories in English lessons both at the beginning and end of the study, revealing findings comparatively.

4.1. What Do The Students Think About The Use Of English Literature In EFL Classes Before Literature Classes?

This part will try to find an answer to the research question "What do the students think about the use of English literature in EFL classes before literature classes?" Thus, the responses obtained from the EFL students to the pre-study questionnaire questions administered before the application were examined individually.

Firstly, the answers provided by the EFL students to the first statement of the pre-study questionnaire are shown in Table 4.1.

Table 4.1. The Answers of EFL Students to The First Statement of The Pre-Study Questionnaire.

Item	Statement	Always	Often	Sometimes	Rarely	Never	Total
1	I realize the f particular use of language.	1	4	10	23	12	50
	%	2	8	20	46	24	100

When examining the answers obtained from the first statement of the pre-study questionnaire, it is observed that 2% of the students chose “always”, 8% picked “often”, 20% opted for “sometimes” 46% responded with “rarely” and 24% indicated “never”.

Additionally, the answers to the second statement of pre- study questionnaire “I reinforce the grammar subject much better than I learn in the lessons” have been presented in Table 4.2. along with the explanations.

Table 4.2. The Answers of EFL Students to The Second Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
2	I reinforce the grammar subject much better than I learn in the lessons.	f	1	0	14	18	17	50
		%	2	0	28	36	34	100

Based on the findings from Table 4.2, when examining the percentage of students answering the second statement, it is observed that 2% of the students preferred "always," 28% chose "sometimes," 36% responded with "rarely," and 34% picked "never." When looking at the data, it is seen that none of the students chose the “often” option.

The answers to the third statement obtained from the pre-study questionnaire “I get to know different language structures” have been shown in Table 4.3.

Table 4.3. The Answers of EFL Students to The Third Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
3	I get to know different language structures.	f	2	1	11	18	18	50
		%	4	2	22	36	36	100

Upon examining the responses to the third statement, it is observed that 4% of EFL students consistently responded with "always," 2% indicated "often," 22% selected "sometimes," while 36% opted for "rarely," and another 36% chose "never." Thus the highest percentage belongs to “rarely and never” options while the lowest percentage belongs to “always and often”.

The responses of EFL students to the fourth statement in the questionnaire “I use grammar in a more enjoyable and meaningful way” have been analyzed and explained according to the data obtained from Table 4.4.

Table 4.4. The Answers of EFL Students to The Fourth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
4	I use grammar in a more enjoyable and meaningful way.	f	2	2	8	14	24	50
		%	4	4	16	28	48	100

Examining Table 4.4, it is apparent that EFL students’ answers are distributed as follows: 4% “always”, 4% “often”, 16% “sometimes” 28% “rarely” and 48% “never”.

The answers of EFL students to the fifth statement in the questionnaire “I reinforce the words that I meet in the course books” have been explained according to the data obtained from Table 4.5.

Table 4.5. The Answers of EFL Students to The Fifth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
5	I reinforce the words that I meet in the course books.	f	4	7	15	15	9	50
		%	8	14	30	30	18	100

When examining the responses to the fifth statement, it is seen that 8% of EFL students responded with "always," 14% indicated "often," 30% chose "sometimes," 30% picked "rarely," and another 18% chose "never."

The responses of EFL students to the sixth statement in the pre-study questionnaire “I learn words that differ from those I meet in the coursebooks” have been explained as the findings are shown in Table 4.6.

Table 4.6. The Answers of EFL Students to The Sixth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
6	I learn words that differ from those I meet in the coursebooks.	f	5	8	13	20	4	50
		%	10	16	26	40	8	100

According to Table 4.6, it is clear that 10% of EFL students chose “always”, 16% selected “often”, 26% answered “sometimes”, 40% indicated “rarely” and 8% opted for “never”.

The answers to the seventh statement of the pre-study questionnaire “I can retain the new words easily since I use them in a meaningful context” have been explained based on Table 4.7.

Table 4.7. The Answers of EFL Students to The Seventh Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
7	I can retain the new words easily since I use them in a meaningful context.	f	4	7	16	15	8	50
		%	8	14	32	30	16	100

According to the quantitative data in Table 4.7, it is observed that 8% of the students responded with "always," 14% chose “often”, 32% indicated "sometimes," 30% answered "rarely," and 16% chose "never."

The responses of EFL students to the eighth statement in the pre-study questionnaire “It enables me to be more creative” have been analyzed based on the findings in Table 4.8.

Table 4.8. The Answers of EFL Students to The Eighth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
8	It enables me to be more creative.	f	2	5	9	16	18	50
		%	4	10	18	32	36	100

When examining EFL students' choices for the eighth statement, it is seen that 8% of EFL students responded with "always," 16% indicated "often," 26% chose "sometimes," while 34% picked "rarely," and another 16% chose "never."

The answers of EFL students to the ninth statement in the questionnaire "It enables me to be more aware of the use of the English language" have been explained according to the data obtained from Table 4.9.

Table 4.9. The Answers of EFL Students to The Ninth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
9	It enables me to be more aware of the use of English language.	f	4	8	13	17	8	50
		%	8	16	26	34	16	100

According to the findings shown in Table 4.9, it is observed that 8% of the students chose "always," 16% responded with "often", 26% indicated "sometimes," 34% opted for "rarely," and 16% replied as "never."

The answers of EFL students to the tenth statement in the pre-study questionnaire "I can express my feelings easily using short story" have been explained according to findings obtained from Table 4.10.

Table 4.10. The Answers of EFL Students to The Tenth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
10	I can express my feelings more easily by means of short story.	f	4	6	15	16	9	50
		%	8	12	30	32	18	100

According to the findings shown in Table 4.10, it is seen that 8% of the students responded with "always," 12% chose "often", 30% picked "sometimes," 32% replied as "rarely," and 18% indicated "never."

The answers of EFL students to the eleventh statement in the pre-study questionnaire "I enjoy the lesson more" have been stated clearly according to findings obtained from Table 4.11.

Table 4.11. The Answers of EFL Students to The Eleventh Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
11	I enjoy the lesson more	f	10	9	14	9	8	50
		%	20	18	28	18	16	100

According to the data shown in Table 4.11, it is observed that 20% of the students chose "always," 18% indicated "often", 28% responded with "sometimes," 18% picked "rarely," and 16% preferred "never."

The responses of EFL students to the twelfth statement in the pre-study questionnaire "It enables me to study in an enjoyable and comfortable setting" have been analyzed and explained based on the findings in Table 4.12.

Table 4.12. The Answers of EFL Students to The Twelfth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
12	It enables me to study in an enjoyable and comfortable setting	f	5	7	20	9	9	50
		%	10	14	40	18	18	100

According to the findings shown in Table 4.12, it is noted that 10% of the students responded with "always," 14% chose "often", 40% preferred "sometimes," 18% picked "rarely," and 18% opted for "never."

The answers provided by the EFL students to the thirteenth statement of the pre-study questionnaire "It increases my interest and motivation toward courses" are shown in Table 4.13. and the data has been explained.

Table 4.13. The Answers of EFL Students to The Thirteenth Statement of The Pre-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
13	It increases my interest and motivation toward courses	f	4	7	13	14	12	50
		%	8	14	26	28	24	100

Upon examining the responses to the thirteenth statement, it is observed that 8% of EFL students responded with "always," 14% indicated "often," 26% selected "sometimes," while 28% opted for "rarely," and another 24% chose "never."

4.2. What do the students think about the use of English literature in EFL classes after literature classes?

This part of the study includes the post-study questionnaire results assessing the thoughts of EFL students after reading the parts of the story and participating in various activities and exercises during English language lessons. This part will try to find an answer to the research question "What do the students think about the use of English literature in EFL classes after literature classes?"

Firstly, the answers of EFL students to the first statement "I realized the particular use of language" are presented in Table 4.14 and the findings are as follows: it is observed that 22% of EFL students responded with "always," 44% indicated "often," 28% selected "sometimes," while 8% opted for "rarely," and another 4% chose "never."

Table 4.14. The Responses of EFL Students to The First Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
1	I realized the particular use of language.	f	11	22	14	4	2	50
		%	22	44	28	8	4	100

The responses obtained from the students for the second statement, "I reinforced the grammar subject much better than I learned in the lessons" are analyzed and shown in Table 4.15.

Table 4.15. The Responses of EFL Students to The Second Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
2	I reinforced the grammar subject much better than I learned in the lessons.	f	10	24	13	3	0	50
		%	20	48	26	6	0	100

According to the findings obtained from Table 4.15, it is noted that 20% of the students chose "always," 48% picked "often", 26% opted for "sometimes," 6% preferred "rarely," and 0% responded with "never."

EFL students' responses to the third statement "I got to know different language structures" are depicted in Table 4.16. with the ensuing results outlined as 40% of the students responded with "always," 42% chose "often", 10% opted for "sometimes," 4% indicated "rarely," and 4% answered "never."

Table 4.16. The Responses of EFL Students to The Third Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
3	I got to know different language structures.	f	20	21	5	2	2	50
		%	40	42	10	4	4	100

The answers of EFL students to the fourth statement in the post-study questionnaire "I used grammar in a more enjoyable and meaningful way" have been stated clearly according to findings obtained from Table 4.17.

Table 4.17. The Responses of EFL Students to The Fourth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
4	I used grammar in a more enjoyable and meaningful way.	f	21	19	6	3	1	50
		%	42	38	12	6	2	100

When examining the responses to the fourth question, it is seen that 42% of EFL students responded with "always," 38% indicated "often," 12% chose "sometimes," while 6% picked "rarely," and another 2% chose "never".

The responses obtained from EFL students for the fifth statement, "I reinforced the words that I met in the course books" are analyzed and shown in Table 4.18.

Table 4.18. The Responses of EFL Students to The Fifth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
5	I reinforced the words that I met in the course books.	f	19	17	14	0	0	50
		%	38	34	28	0	0	100

Examining the answers obtained from the fifth statement of the post-study questionnaire, it is observed that 38% of the students chose “always”, 34% picked “often”, 28% opted for “sometimes” 0% preferred “rarely” and 0% responded with “never”.

Additionally, the answers to the sixth statement of the post-study questionnaire “I learned words that differed from those I met in the coursebooks” have been presented in Table 4.19, along with the explanations.

Table 4.19. The Responses of EFL Students to The Sixth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
6	I learnt words that differed from those I met in the coursebooks.	f	17	19	12	1	1	50
		%	34	38	24	2	2	100

According to the findings shown in Table 4.19., it is seen that 34% of the students preferred "always," 38% chose “often”, 24% opted for "sometimes," 2% chose "rarely," and 2% responded with "never."

The answers of EFL students to the seventh statement “ I could retain the new words easily since I used them in a meaningful context.” are presented in Table 4.20. and the findings are as follows: it is observed that 28% of EFL students responded with "always," 40% indicated "often," 24% selected "sometimes," while 6% opted for "rarely," and another 2% chose "never."

Table 4.20. The Responses of EFL Students to The Seventh Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
7	I could retain the new words easily since I used them in a meaningful context.	f	14	20	12	3	1	50
		%	28	40	24	6	2	100

The responses of EFL students to the eighth question in the post-study questionnaire “It enabled me to be more creative.” have been analyzed and explained based on the findings in Table 4.21.

Table 4.21. The Responses of EFL Students to The Eighth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
8	It enabled me to be more creative.	f	14	22	9	5	0	50
		%	28	44	18	10	0	100

When examining the answers obtained from the eighth statement of the post-study questionnaire, it is observed that 28% of the students indicated “always”, 44% picked “often”, 18% chose “sometimes” 10% responded with “rarely” and 0% preferred “never”.

The answers of EFL students to the ninth statement in the post-study questionnaire “It enabled me to be more aware of the use of English language.” have been stated clearly according to findings obtained from Table 4.22.

Table 4.22. The Responses of EFL Students to The Ninth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
9	It enabled me to be more aware of the use of English language.	f	20	20	7	3	0	50
		%	40	40	14	6	0	100

According to the findings shown in Table 4.22, it is seen that 40% of the students chose "always," 40% indicated "often", 14% responded with "sometimes," 6% chose "rarely," and 0% picked "never."

Upon examining Table 4.23, the responses provided by EFL students regarding statement ten "I could express my feelings more easily using a short story" have been analyzed and explained below.

Table 4.23. The Responses of EFL Students to The Tenth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
10	I could express my feelings more easily by means of short story.	f	15	18	14	2	1	50
		%	30	36	28	4	2	100

In Table 4.23, it is seen that 30% of the students responded with "always," 36% chose "often", 28% indicated "sometimes," 4% opted for "rarely," and 2% answered "never."

The answers of EFL students to the eleventh statement "I enjoyed the lesson more." are presented in Table 4.24 and the findings are as follows: it is observed that 54% of EFL students responded with "always," 34% indicated "often," 8% selected "sometimes," while 4% opted for "rarely," and another 0% chose "never."

Table 4.24. The Responses of EFL Students to The Eleventh Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
11	I enjoyed the lesson more.	f	27	17	4	2	0	50
		%	54	34	8	4	0	100

The responses of EFL students to the twelfth statement in the post-study questionnaire "It enabled me to study in an enjoyable and comfortable setting" have been analyzed based on the findings in Table 4.25.

Table 4.25. The Responses of EFL Students to The Twelfth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
12	It enabled me to study in an enjoyable and comfortable setting.	f	20	17	11	0	2	50
		%	40	34	22	0	4	100

It is observed that 40% of EFL students responded with "always," 34% indicated "often," 22% selected "sometimes," while 0% opted for "rarely," and another 4% chose "never."

Upon examining Table 4.26, the responses provided by EFL students regarding statement thirteen "It increased my interest and motivation toward courses" have been analyzed and explained below.

Table 4.26. The Responses of EFL Students to The Thirteenth Statement of The Post-Study Questionnaire.

Item	Statement		Always	Often	Sometimes	Rarely	Never	Total
13	It increased my interest and motivation toward courses.	f	23	16	9	2	0	50
		%	46	32	18	4	0	100

As a result, it is seen that 46% of EFL students responded with "always," 32% indicated "often," 18% selected "sometimes," while 4% opted for "rarely," and another 0% chose "never."

4.3. Is There A Statistically Significant Difference Between The Ideas of The Students In Terms of Literature Use In EFL Classes?

In this part of the study, the pre-and post-study questionnaire results applied to EFL students have been compared on a statement-by-statement basis and analyzed using the Wilcoxon Signed-Rank Test.

According to Table 4.27, a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 1. $z = 5.27$, $p < .05$. Considering the mean rank and sum of ranks, it is apparent that this difference is in favor of positive rank, i.e. post- test. It is clear from the statistical data that the students recognized the special use of the language while reading short- stories.

Table 4.27. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 1.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	2	14,00	28,00	5,27*	,000
Positive Ranks	39	21,36	833,00		
Ties	9				

**Based on negative ranks*

When the second statements of pre and post-study questionnaires are compared, it is observed in Table 4.28 that a statistically considerable difference was found between the pre and post-study questionnaire results of EFL students for statement 2. $z = 5,66$, $p < .05$. Taking into the account the mean rank and sum of ranks, it is clear that this difference is in favor of positive rank, i.e. post- test. It may be asserted that the students reinforced the grammar subject much better than they learned in the lessons.

Table 4.28. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 2.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	1	22,00	22,00	5,66*	,000
Positive Ranks	44	23,02	1013,00		
Ties	5				

**Based on negative ranks*

Upon examining the third statements of pre- and post-study questionnaires applied to EFL students, Table 4.29 indicates that there is a notable difference between the pre-and post-test of EFL students for statement 3. $z = 5,71$, $p < .05$. When examining the mean rank and sum of ranks, it is obvious that this difference is in favor of positive rank, i.e. post- test. EFL students can be asserted that they got to know different language structures.

Table 4.29. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 3.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	2	11,50	23,00	5,71*	,000
Positive Ranks	44	24,05	1058,00		
Ties	4				

**Based on negative ranks*

According to Table 4.30, it is apparent that there is a statistically considerable difference between the pre and post-study questionnaire of EFL students for statement 4. $z = 5,57$, $p < .05$. In terms of mean rank and sum of ranks, it is obvious that this difference is in favor of positive rank, i.e. post- test. It can be asserted that EFL students used grammar in a more enjoyable and meaningful way.

Table 4.30. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 4.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	4	12,75	51,00	5,57*	,000
Positive Ranks	44	25,57	1125,00		
Ties	2				

**Based on negative ranks*

When the fifth statements of pre- and post-study questionnaires are compared, it is clear in Table 4.31 that a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 5. $z = 5,42$, $p < .05$. When analyzing the mean rank and sum of ranks, it is noticeable that this difference is in favor of positive rank, i.e. post-test. It may be stated that the students reinforced the words they met in the coursebooks.

Table 4.31. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 5.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	2	9,50	19,00	5,42*	,000
Positive Ranks	39	21,59	842,00		
Ties	9				

**Based on negative ranks*

Upon examining the sixth statements of pre- and post-study questionnaires applied to EFL students, as indicated in Table 4.32, a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 6. $z = 4,63$, $p < .05$. Evaluating the mean rank and sum of ranks, it can be realized that this difference is in favor of positive rank, i.e. post-test. As a result, when reading short stories, EFL students can be considered to learn words that differ from those they met in the coursebooks.

Table 4.32. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 6.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	5	9,70	48,50	4,63*	,000
Positive Ranks	32	20,40	654,50		
Ties	13				

**Based on negative ranks*

As revealed by Table 4.33, a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 7. $z = 4,42$, $p < .05$. In the light of the mean rank and sum of ranks, it is evident that this difference is in favor of positive rank, i.e. post-test. It may be asserted that EFL students could retain the new words easily since they used them in a meaningful context.

Table 4.33. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 7.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	6	19,33	116,00	4,42*	,000
Positive Ranks	37	22,43	830,00		
Ties	7				

**Based on negative ranks*

As revealed by Table 4.34, a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 8. $z=4,28$, $p<.05$. Upon reviewing the mean rank and sum of ranks, it can be claimed that this difference is in favor of positive rank, i.e. post-test. Reading short stories allows EFL students to demonstrate that studying short stories enabled them to be more creative.

Table 4.34. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 8.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	4	19,75	79,00	4,28*	,000
Positive Ranks	34	19,47	662,00		
Ties	12				

**Based on negative ranks*

Upon examining the ninth statements of pre- and post-study questionnaires applied to EFL students, Table 4.35 indicates that a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 9. $z=5,90$, $p<.05$. Taking into account the mean rank and sum of ranks, it may be suggested that this difference is in favor of positive rank, i.e. post-test. As a result, when reading short stories, EFL students were observed to be more aware of the use of the English language.

Table 4.35. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 9.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	0	,00	,00	5,90*	,000
Positive Ranks	45	23,00	1035,00		
Ties	5				

**Based on negative ranks*

When examining the tenth statements of pre- and post-study questionnaires applied to EFL students, as revealed by Table 4.36, a statistically notable difference was observed for statement 10. $z = 4,98$, $p < .05$. Evaluating the mean rank and sum of ranks, it can be observed that this difference is in favor of positive rank, i.e. post-test. As a result, when reading short stories, EFL students were observed to be able to express their feelings more easily using short story.

Table 4.36. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 10.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	2	16,25	32,50	4,98*	,000
Positive Ranks	36	19,68	708,50		
Ties	12				

**Based on negative ranks*

When the eleventh statements of pre- and post-study questionnaires are compared, as illustrated in Table 4.37, a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 11. $z = 4,79$, $p < .05$. Evaluating the mean rank and sum of ranks, it may be observed that this difference is in favor of positive rank, i.e. post-test. It may be asserted that the students enjoyed the lesson more.

Table 4.37. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 11.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	4	8,25	33,00	4,79*	,000
Positive Ranks	32	19,78	633,00		
Ties	14				

**Based on negative ranks*

When the twelfth statements of pre and post-study questionnaires are compared, as observed in Table 4.38 a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 12. $z = 4,77$, $p < .05$. Taking into account the mean rank and sum of ranks, it is obvious that this difference is in favor of positive rank, i.e. post- test. It may be asserted that studying short stories enabled them to study in an enjoyable and comfortable setting.

Table 4.38. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 12.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	4	9,88	39,50	4,77*	,000
Positive Ranks	33	20,11	663,50		
Ties	13				

**Based on negative ranks*

When the thirteenth statements of pre and post-study questionnaires are compared, as observed in Table 4.39. a statistically notable difference was observed between the pre and post-study questionnaire results of EFL students for statement 13. $z = 5,36$, $p < .05$. Evaluating the mean rank and sum of ranks, it is clear that this difference is in favor of positive rank, i.e. post-test. It may be suggested that studying a short story increased their interest and motivation toward courses.

Table 4.39. Comparison Results of the Pre-and Post-Study Questionnaire for Statement 13.

Post Test- Pre- Test	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	3	7,00	21,00	5,36*	,000
Positive Ranks	38	22,11	840,00		
Ties	9				

**Based on negative ranks*

4.4. What Kind Of Changes Can Be Seen In The Ideas Of Students On Literature Use In Literature Classes?

In this part of the study, EFL students were asked two open-ended questions about using literature in English lessons before and after the application. Considering answers provided by EFL students, whether there has been any change in students' opinions regarding the use of literature in English classes has been examined.

The two questions asked to EFL students are: "What are your thoughts about using literature in English lessons before/after the application? How does/did using literature in English class affect your attitude towards the lesson?" Various responses from EFL students have been examined.

4.4.1. Pre-Study Ideas of Students on Literature Use in Literature Classes

Upon examining the responses obtained before the application, it was discovered that 45 students out of 50 held negative thoughts and attitudes toward the use of literature in English classes at the beginning of the study. The responses of EFL students to two open-ended questions were stated in the entire content analysis in Appendix 8. The reasons for their negative views are as they expressed they had learned helplessness and vocabulary deficiency. Also, they believed that they would fail because of comparing Turkish literature with English literature courses. They added that they found Turkish literature courses challenging and they lost their motivation and interest in any literature courses. In the light of obtained answers from EFL students, the most commonly used negative sentences obtained from EFL students were generalized and tabulated as follows:

Table 4.40. Commonly Written Negative Thoughts In Pre-Test Open-Ended Questions

What EFL Students Found as Challenging to Study Literature	The number of the students
I will have difficulty understanding the literary text.	17
I will not be successful in English courses because of studying literature. (Learned helplessness)	12
My vocabulary knowledge is not sufficient enough.	12
I do not like studying literature.	14
My English language proficiency level is not sufficient enough to study literature.	9
We already have Turkish literature lessons and there is no need for English literature lessons.	6

When examining the responses of EFL students given to open-ended questions, six common responses were stated as follows: 17 students answered “I will have difficulty understanding the literary texts.”, 12 students replied to the open-ended questions by saying “I will not be successful in the English course because of studying literature.”, 12 students responded as “My vocabulary knowledge is not sufficient enough.”, 14 students reacted “I do not like studying literature.”, 9 students responded as “My English language proficiency level is not sufficient enough to study literature.”, 6 students answered, “We already have Turkish literature lessons and there is no need for English literature lessons.” Some notable responses of EFL students are given here:

- S3: I think literary works should not be used in English lessons. Our English vocabulary is very limited.
- S4: I think I will have a difficult time because I do not know all the words in English. I think I will have some problems while trying to understand the texts. Since I'm not too fond of literature, I think I will also not like using literary works in English lessons.
- S8: I do not find it appropriate to use literature in English. Because we cannot know the words of ancient origin, we cannot be successful. It negatively affects my attitude towards the course. Literature challenges me a lot.
- S10: I do not want literature to be used in English lessons. I have no interest in literature. I don't like it at all. I am not successful in English or literature courses. I don't like literary works. My attitude on this issue is negative.

- S11: I do not see the use of literature in English lessons as positive. Because I cannot be successful and I have no interest in literature. We already have Turkish literature lessons for 10 hours a week. If we take a literature course in English class, our current interest in English will disappear.
- S13: We can understand the subject in Turkish literature classes. We do not have any problems because we take it in our native language. However, if there is literature in English, we will have a difficult time. I don't think I will be successful because I don't have much vocabulary knowledge. My interest in English class decreases. English lessons become difficult.
- S17: I do not find it appropriate to use literature in English. Because literature is a course with difficult topics. It's hard for me to understand literature in English. My attitude towards this issue is negative as I will have difficulty understanding literature and English at the same time.
- S18: Since novels or other literary works are not my interest, using literature in English class does not make any sense to me. I think the English lesson will be unproductive and boring.
- S25: If literature is used in the English lesson, it will be a lesson in which the teacher is active and the student is passive. How does learning occur if students are passive? I think negatively about this. If literature is used in English class, my thoughts and attitude towards it will be negative. I don't want to do something that I think I won't be successful at.
- S28: Literature in English classes? I couldn't picture it in my mind. Literature is a complicated subject and it requires vocabulary knowledge. I cannot succeed. My attitude and approach to this issue are negative because I think I will not be successful.
- S30: The literature course and English course are two different sets. I don't think they have common elements. I'm already having a hard time in English class. I don't know what I would do if a literature course was added. My attitude on this issue is negative.
- S38: If English lessons are combined with literature, it becomes difficult. Class attendance decreases. The teacher becomes active and we feel sleepy. I have a prejudice

against the use of literature in English lessons. There will be too many words and we do not know their meanings and we will not be successful.

- S40: If an easy and simple English language is used, literature can be used in English lessons. Otherwise, if it is a language with language arts that we do not know much about, we may be distracted from the lesson, and our interest will decrease. I am against the use of literature in English lessons because it may negatively affect our understanding of the lesson.

On the other hand, five students out of fifty gave positive answers about using literature in English courses. However, they expressed that it would be challenging for them to study literary works in English courses.

- S7: Literature can be used in English. Everyone's opinion is different. But it seems a bit complicated to me. I am not normally a very successful student in literature class. There may be literature in English, I don't think negatively, but I think I will have difficulty understanding it.
- S15: I'm curious about the use of literature in English class. I love the literature lesson very much. I think it increases our interest in the lesson and makes us excited.
- S33: I think we will learn more vocabulary, idioms, proverbs, and metaphors just like in Turkish literature. Maybe it could be useful. Even though I find it useful to use literature in English, I have a prejudice about it. I think I will not be successful and I am afraid of failing.
- S48: I enjoy literary works. The use of literature in English motivates me. I think it will help improve my memory regarding the use of literature in English class. It will be enjoyable. I believe that using literature in English class will improve my English better.
- S49: In fact, it may be good to use literature in English. We have never encountered anything like this before. Differences are good.

Analyzing the opinions of EFL students on the use of literature in English language courses, it is seen that only five students had positive views at the beginning of the study. These five students expressed that they were open to innovation in language courses and they expressed that change in the lesson might have positive outcomes. However, since they have learned helplessness toward not being able to learn a foreign language, they had apprehension towards this innovation for English language courses.

In conclusion, EFL students generally had a negative view toward using literature in English language courses before the application process.

4.4.2. Post-Study Ideas of Students On Literature Use In Literature Classes

After integrating literature in English language courses for eight weeks, EFL students were asked two open-ended questions once again. Analyzing EFL students' views and perceptions about using literature in English language courses, according to the content analysis, forty-nine students out of fifty stated that they changed their negative views and biases into positive perceptions. However, one student out of fifty (S11) stated, "It was enjoyable but it is not my first choice to learn English. However, the atmosphere was good and enjoyable. It was different from our old English lessons". He said that literature was not his first choice while learning the English language although he had a great time in English literature courses.

According to what EFL students said, the increase in vocabulary learning, active participation in the course, improvement in their creative writing and speaking skills, and gaining empathy are observed after the application process of using literature in English courses. Also, EFL students stated that they found peer learning very beneficial. In the light of obtained answers from EFL students, the most commonly used positive thoughts obtained from EFL students were generalized and tabulated as follows:

Table 4.41. Commonly Written Positive Thoughts In Post-Test Open-Ended Questions

EFL students' common positive thoughts on using literature in English courses	The number of the students
I gained empathy	23
I reinforced my vocabulary knowledge.	23
I like English literature now.	41
I enhanced my creativity.	6
I find English literature beneficial.	17
I enhanced my writing skills	16
I can understand the literary texts they are not challenging any more.	8
My English proficiency level improved.	6

When examining the responses of EFL students given to open-ended questions in the post-test, eight common responses were stated as follows: 23 students answered "I gained empathy", 23 students replied to the open-ended questions by saying "I reinforced my

vocabulary knowledge”, and 41 students responded “I like English literature now”, 6 students reacted “I enhanced my creativity”, 17 students responded “I find English literature beneficial”, 16 students answered, “I enhanced my writing skills” 8 students answered “I can understand the literary texts they are not challenging anymore”, 6 students responded “My English proficiency level improved”.

Here are some examples of EFL students’ responses to the post-study questionnaire open-ended questions are given here:

- S2: My sense of empathy, my vocabulary improved and my creativity increased. I started to love English class. I like studying literature in English class.
- S3: My English vocabulary has improved. The lessons were really fun. I can make sentences now. My sense of empathy also improved. I find the combination of literature and English lessons positive. Lessons were more productive. My interest in English lessons increased.
- S7: It improved my empathy feeling. Also, it helped me to improve my writing skills thanks to keeping a diary at the end of each lesson. I improved my creativity. I like English lessons and literature.
- S8: It was enjoyable and a great pleasure to use literary work in English lessons. It positively affected me. My interest in the lesson increased. Having literary works in English lessons was fun.
- S9: English lessons with literary works were nice because I started to understand English. It improved my vocabulary knowledge. I have changed my negative feelings toward English lessons into positive ones. Since I understand English well, I changed my negative perception.
- S15: I advise every student to study English with literary works. It is very helpful to improve the proficiency of your English. On the other hand, I improved how to make empathy. I am an active student in English lessons from now on. I like English lessons. They are enjoyable.
- S17: Reading stories in English lessons increased my interest and it has made me more active during the class. I improved my writing skills. Also, I changed my negative feelings to the actions happening around me into positive ones. Including literary texts in English, lessons are enjoyable and more understandable. To be honest, I didn’t use to like literature. Now, I like it.

- S22: It helped me learn topics and words in a way that would be remembered more quickly. My sense of empathy has improved. It helped me improve my writing skills. My participation in English class increased. I used to think negatively about using literary works in English lessons. However, it is very useful and fun. It increased my motivation.
- S24: It was good that we used literary works in the English lesson and I think we achieved a good result. Our ability to write in a foreign language has improved and our sense of empathy has also improved. Our vocabulary knowledge also increased. All our negative thoughts turned into positive ones.
- S26: In my opinion, using literary works in English lessons is more interesting. I enjoyed listening to and participating in the lecture. I learned new words and they became very memorable with different activities. Now, I love literature and consider positively about it.
- S28: At first, I did not want literature to be used in English lessons. I was not a volunteer. But later I realized that the lessons were really fun and sometimes we laughed and sometimes we were sad. But most of all, our sense of empathy has improved. Our writing skills have also improved a lot by writing a diary at the end of each lesson. Studying literature in English courses broke my prejudice. Literature should be used in English lessons.
- S29: Doing activities with our friends enabled us to do group work and we experienced how useful peer learning is. We learned different words. We also reinforced how to write a diary and how to think creatively. My prejudices have completely changed.
- S30: I found the use of literary works in English lessons very useful. At first, I thought they were two different things. but they complemented each other.
- My prejudice has changed and I am sure that everyone will enjoy taking English lessons with literary works.
- S34: It was very boring for me at first, but then I started to enjoy it a lot. In addition to learning to empathize, my speaking skills and writing skills improved. I have discovered that I can understand English thanks to reading stories. I like English.
- S38: My English speaking skills increased and the lessons were very fun. Role-playing activities were my favorite. Because we were active during the activity, I enjoyed it very much and my prejudice was broken.

- S49: There was a very serious atmosphere in the classroom because our lessons were focused on lectures in the past. But with so many activities, the atmosphere in the classroom changed. A bond was formed between me and the English lesson.

In conclusion, it has been determined that students were biased not because they did not like literature but because they did not consider their English language proficiency sufficient. It was observed that forty-five students had negative perceptions about using literature in English courses. After the application, forty-nine students out of fifty expressed that they liked English literature and they changed their negative thoughts into positive ones. However, one student was recognized to have a negative thought about integrating literature into English courses since it is not his first choice for learning a foreign language.



V. CHAPTER 5

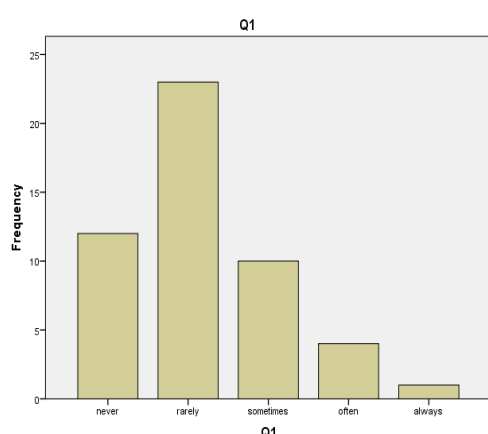
DISCUSSION, CONCLUSION, IMPLICATIONS AND SUGGESTIONS

In this part of the study, qualitative and quantitative findings will be discussed in the “Discussion” part, the study will be concluded in the “Conclusion” part, and implications and suggestions will be elucidated explicitly in the “Implications and Suggestions” part.

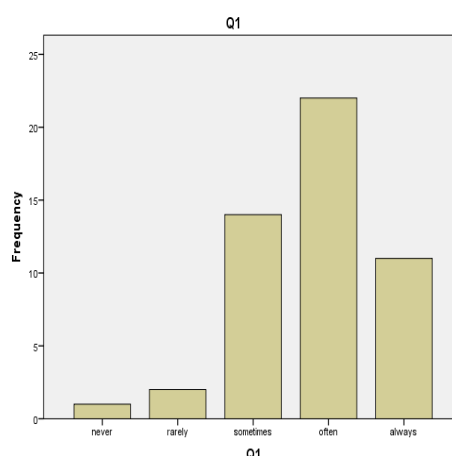
5.1. Discussion

In this part of the study, the views of EFL students about the use of literature in English courses before and after the application process will be discussed considering pre- and post-study questionnaire statements one by one in a comparative manner. Before the eighth-week application process, EFL students were conducted a pre-study questionnaire that includes 13 statements about the use of literature in English courses.

The first pre-study questionnaire statement is “I realize the particular use of language”. According to the responses obtained from EFL students, their thoughts and views on the use of literature in English courses were in a negative vein (never=12, rarely=23, sometimes=10, often=4, always=1) and they are shown in Graph 5.1.



Graph 5.1. The Frequency Analysis of EFL Students for The First Statement of The Pre-Study Questionnaire.



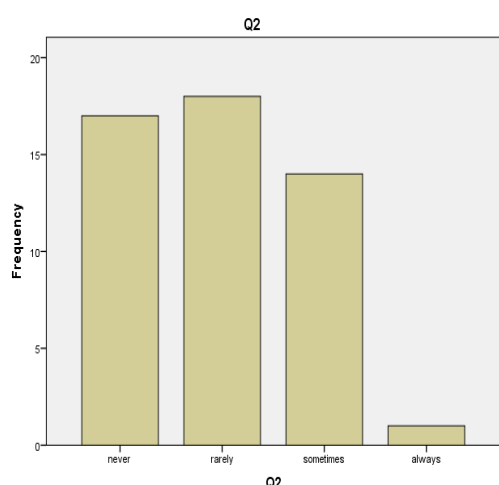
Graph 5.2. The Frequency Analysis of EFL Students for The First Statement of The Post-Study Questionnaire.

However, the first post-study questionnaire statement is “I realized the particular use of language”. According to the answers obtained from EFL students, they were observed to change their negative thoughts into positive ones (always=11, often=22, sometimes=14, rarely=4, never=2). The findings are shown in Graph 5.2.

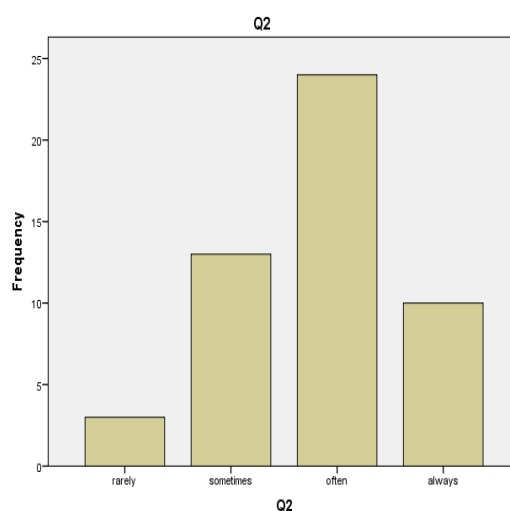
Upon comparing the results of the pre-and post-study questionnaires for the first statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.1 was mostly on “never” and “rarely” options. However, the distribution in Graph 5.2, was mostly on “sometimes”, “often” and “always”.

Before the application process, EFL students might give negative responses for the reason that they might not experience “the particular use of language” in a concrete manner. However, during the application process, while EFL students were studying the literary work, since they were exposed to the tone, the word choices and the speaking style of the characters and metaphors in the story, EFL students might gain awareness of the “particular use of language” and they might change their negative views into positive ones.

The second pre-study questionnaire statement is “I reinforce the grammar subject much better than I learn in the lessons”. When examining the responses obtained from the second pre-study questionnaire, it was seen that the views of EFL students were negative (never=17, rarely=28, sometimes=14, often=0, always=1) as shown in Graph 5.3.



Graph 5.3. The Frequency Analysis of EFL Students for The Second Statement of The Pre-Study Questionnaire.



Graph 5.4. The Frequency Analysis of EFL Students for The Second Statement of The Post-Study Questionnaire.

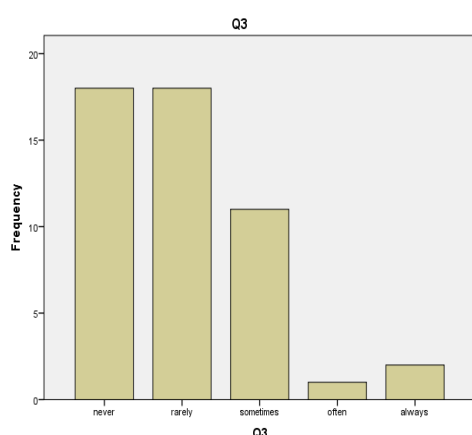
However, the second post-study questionnaire statement is “I reinforced the grammar subject much better than I learned in the lessons”. According to the answers obtained from EFL

students, they were observed to change their negative thoughts into positive ones (always=10, often=24, sometimes=13, rarely=3, never=0). Also, EFL students were observed not to choose the “never” option. The findings are shown in Graph 5.4.

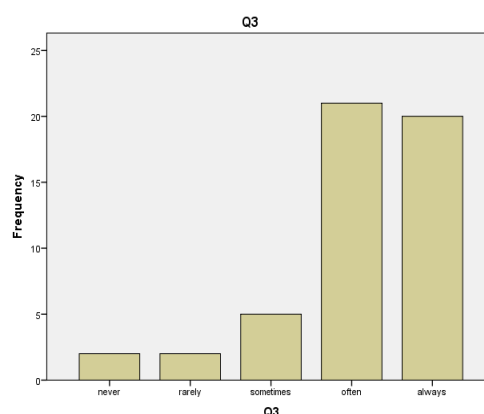
When comparing the results of the pre-and post-study questionnaires for second statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.3 was mostly on “never”, “rarely” and “sometimes” options. However, the distribution in Graph 5.4, was mostly on “often” and “always”. The “never” option was not preferred, even.

Before the integration of literature use in English courses, EFL students used to work on mechanical grammar exercises such as completing a sentence, filling in the blanks with suitable tenses, choosing the correct verb for the sentence, matching, etc. However, after using literary work in English courses, EFL students reinforced their grammar knowledge unconsciously by peer learning, having active conversations among themselves. Thus, they might find beneficial to use literary works to reinforce grammar subject much better than they learned in their ordinary lessons. For this reason, they might change their adverse view into favorable ones.

The third pre-study questionnaire statement is “I get to know different language structures”. According to the responses obtained from EFL students, their views on the use of literature in English courses were in an unfavorable tone (never=18, rarely=18, sometimes=11, often=1, always=2) and they are shown in Graph 5.5.



Graph 5.5. The Frequency Analysis of EFL Students for The Third Statement of The Pre-Study Questionnaire.



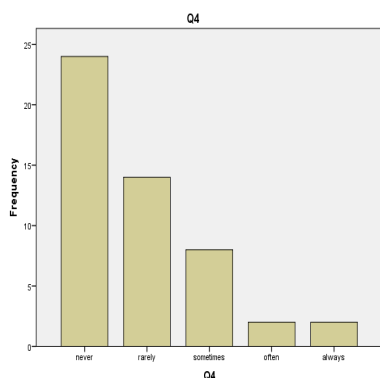
Graph 5.6. The Frequency Analysis of EFL Students for The Third Statement of The Post-Study Questionnaire.

However, the third post-study questionnaire statement is “I got to know different language structures”. According to the answers obtained from EFL students, they were observed to change their adverse views into positive ones (always=20, often=21, sometimes=5, rarely=2, never=2). The findings are shown in Graph 5.6.

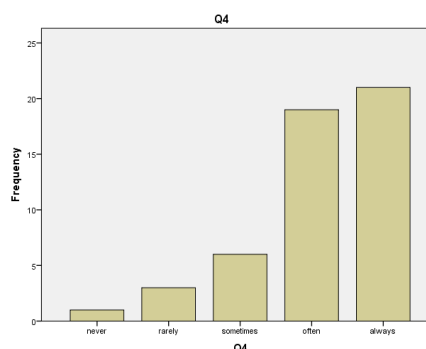
When comparing the results of the pre-and post-study questionnaires for third statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.5 was mostly on “never”, “rarely” and “sometimes” options. However, the distribution in Graph 5.6, was mostly on “often” and “always”.

Before the literature application part, EFL students used to study on different language structures as long as they encounter in their coursebooks. However, due to literary works, EFL students raised their awareness towards the different language structures and they became more conscious about vocabulary knowledge, sentence structure, linguistic features, pronunciation etc. Thus, they might change their adverse view into favorable ones for this reason.

The fourth pre-study questionnaire statement is “I use grammar in a more enjoyable and meaningful way”. According to the responses obtained from EFL students, their views on the use of literature use in English courses were in negative vein (never=24, rarely=14, sometimes=8, often=2, always=2) and they are shown in Graph 5.7.



Graph 5.7. The Frequency Analysis of EFL Students for The Fourth Statement of The Pre-Study Questionnaire.



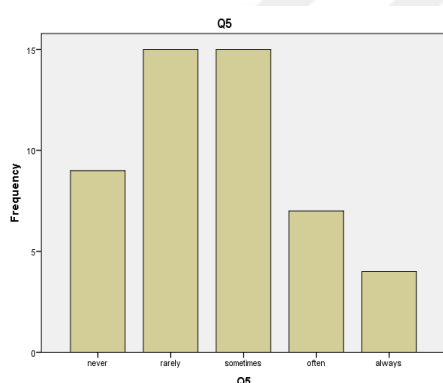
Graph 5.8. The Frequency Analysis of EFL Students for The Fourth Statement of The Post-Study Questionnaire.

However, the fourth post-study questionnaire statement is “I used grammar in a more enjoyable and meaningful way”. According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=21, often=19, sometimes=6, rarely=3, never=1). The findings are shown in Graph 5.8.

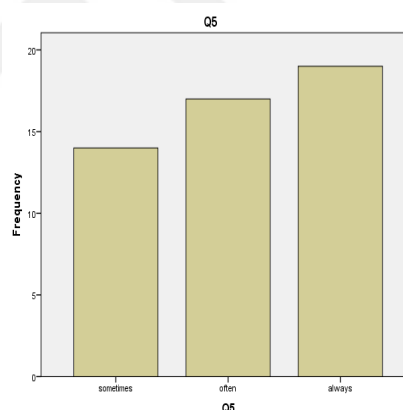
In comparison with the results of the pre-and post-study questionnaires for fourth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.7 was mostly on “never”, “rarely” options. However, the distribution in Graph 5.8, was mostly on “often” and “always”. The “never” option was barely chosen.

EFL students were using grammar during solving mechanical grammar exercises in their coursebooks before the use of literary works in English courses. That might be challenging and boring for them. Nevertheless, EFL students found a chance to use grammar knowledge in speaking and writing exercises for communicative issues due to literature application. They enhanced their grammar knowledge by being creative and enjoying themselves. For this reason, they might change their unfavorable thought into positive vein.

The fifth pre-study questionnaire statement is “I reinforce the words that I meet in the course books”. According to the responses obtained from EFL students, their views on the use of literature use in English courses were in a negative direction (never=9, rarely=15, sometimes=15, often=7, always=4) and they are shown in Graph 5.9.



Graph 5.9. The Frequency Analysis of EFL Students for The Fifth Statement of The Pre-Study Questionnaire.



Graph 5.10. The Frequency Analysis of EFL Students for The Fifth Statement of The Post-Study Questionnaire.

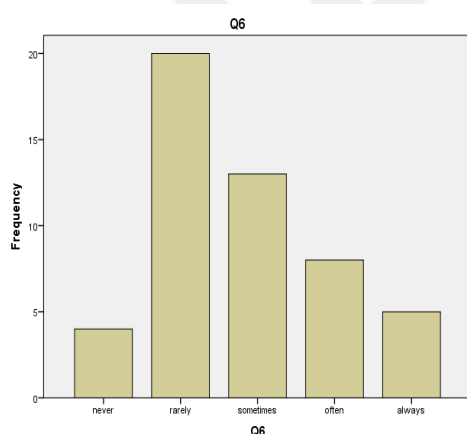
However, the fifth post-study questionnaire statement is “I reinforced the words that I met in the course books”. According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=19, often=17, sometimes=14, rarely=0, never=0). The findings are shown in Graph 5.10.

Examining the results of the pre-and post-study questionnaires for fifth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.9 was mostly on “never”, “rarely” and, “sometimes” options. However, the distribution in Graph 5.10, was

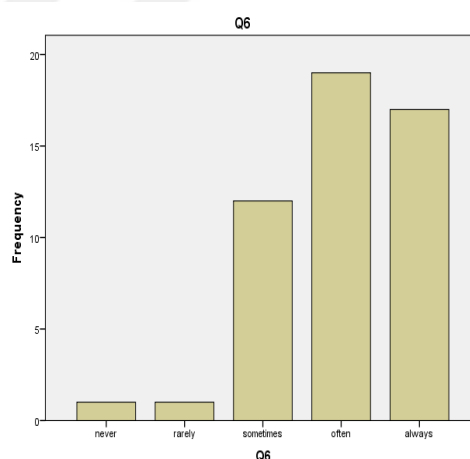
mostly on “sometimes”, “often” and “always”. The “never” and “rarely” options were not chosen by any of the participants.

Before the integration of literature in EFL courses, students used to learn vocabulary items from their coursebooks by memorizing them. However, during the literature application process, students were exposed to ten new vocabulary items each lesson and they learned the meaning of the words by playing enjoyable games. Vocabulary learning occurred as permanent. When they saw vocabulary items in their coursebooks that corresponded with the vocabulary items in the literary work. EFL students realized that they remembered the words easily.

The sixth pre-study questionnaire statement is “I learn words that differ from those I meet in the coursebooks”. According to the responses obtained from EFL students, their thoughts on the use of literature use in English courses were in an unfavorable direction (never=4, rarely=20, sometimes=13, often=8, always=5) and they are shown in Graph 5.11.



Graph 5.11. The Frequency Analysis of EFL Students for The Sixth Statement of The Pre-Study Questionnaire.



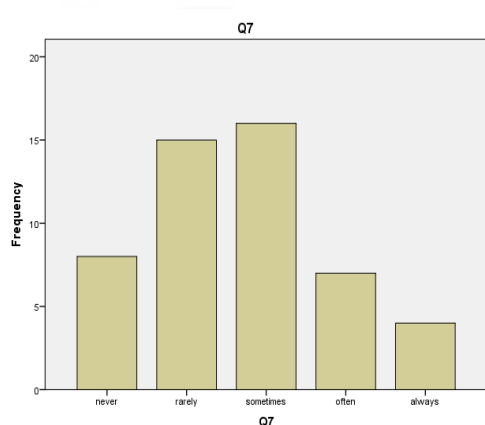
Graph 5.12. The Frequency Analysis of EFL Students for The Sixth Statement of The Post-Study Questionnaire.

However, the sixth post-study questionnaire statement is “I learned words that differ from those I meet in the coursebooks”. According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=17, often=19, sometimes=12, rarely=1, never=1). The findings are shown in Graph 5.12.

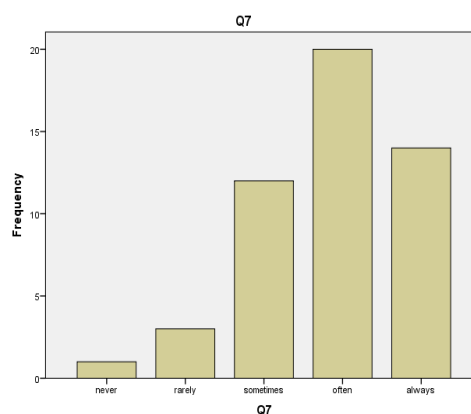
In comparison with the results of the pre-and post-study questionnaires for sixth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.11 was mostly on “rarely” and, “sometimes” options. The “never” option was barely chosen. However, the distribution in Graph 5.12, was mostly on “sometimes”, “often” and “always”.

Vocabulary items in coursebooks are various in each theme. However, memorizing them is a challenging issue for EFL students. During the literature application process, EFL students were taught ten new vocabulary items by playing enjoyable games and they enhanced the vocabulary items permanently. The words sometimes corresponded with the words in EFL students' course books. However, most of the time, they learned and reinforced different vocabulary items from their coursebooks.

The seventh pre-study questionnaire statement is “I can retain the new words easily since I use them in a meaningful context”. According to the responses obtained from EFL students, their thoughts on the use of literature use in English courses were in a negative vein (never=8, rarely=15, sometimes=16, often=7, always=4) and they are shown in Graph 5.13.



Graph 5.13. The Frequency Analysis of EFL Students for The Seventh Statement of The Pre-Study Questionnaire.



Graph 5.14. The Frequency Analysis of EFL Students for The Seventh Statement of The Post-Study Questionnaire.

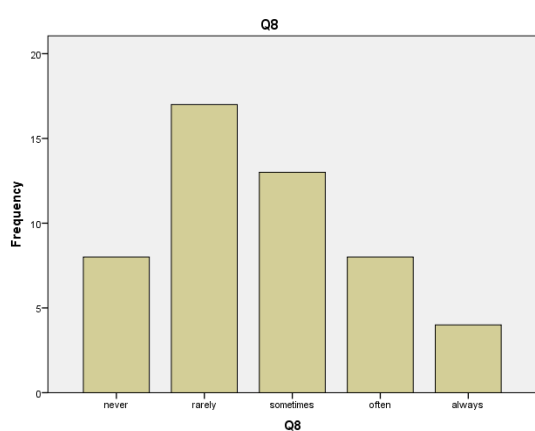
However, the seventh post-study questionnaire statement is “I could retain the new words easily since I used them in a meaningful context” According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=14, often=20, sometimes=12, rarely=3, never=1). The findings are shown in Graph 5.14.

In comparison with the results of the pre-and post-study questionnaires for seventh statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.13 was mostly on “never”, “rarely” and, “sometimes” options. However, the distribution in Graph 5.14, was mostly on “sometimes”, “often” and “always”.

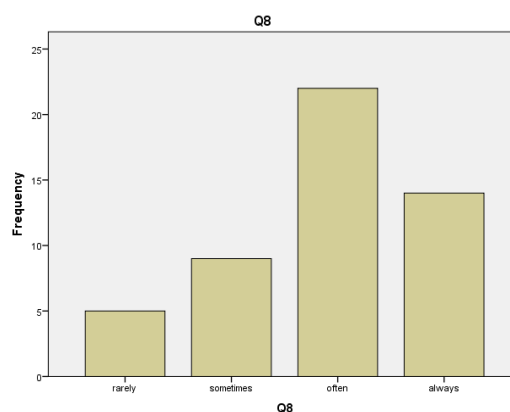
EFL students used to have mechanical vocabulary exercises before the integration of literary works into English courses. Learning new vocabulary items was not permanent, since

EFL students did not use the words outside of the exercises they solved. However, with the literary work application process, they not only used new vocabulary items in meaningful context but also enhanced their creative writing skills.

The eighth pre-study questionnaire statement is “It enables me to be more creative”. According to the responses obtained from EFL students, their views on the use of literature use in English courses were in an unfavorable tone (never=18, rarely=16, sometimes=9, often=5, always=2) and they are shown in Graph 5.15.



Graph 5.15. The Frequency Analysis Of EFL Students For The Eighth Statement Of The Pre-Study Questionnaire.



Graph 5.16. The Frequency Analysis of EFL Students for The Eighth Statement of The Post-Study Questionnaire.

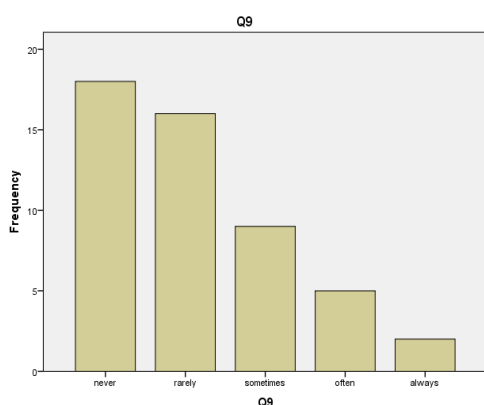
However, the eighth post-study questionnaire statement is “It enables me to be more creative”. According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=14, often=22, sometimes=9, rarely=5, never=0). The findings are shown in Graph 5.16.

In comparison with the results of the pre-and post-study questionnaires for eighth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.15 was mostly on “never”, “rarely”, “sometimes” “and “often” options. However, the distribution in Graph 5.16, was mostly on “often” and “always”. The “never” option was not chosen by any of EFL students.

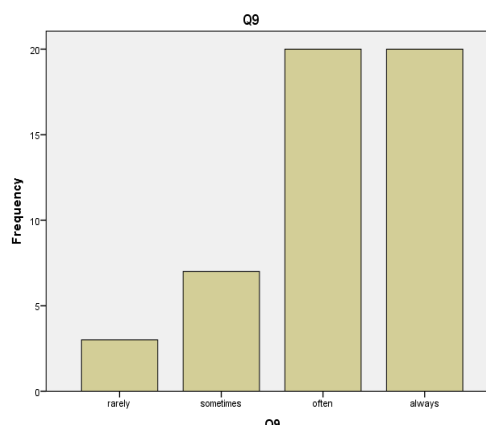
Before the application process, EFL students used to benefit from their coursebooks to enhance their creative language skills. However, they used to write controlled essays from the book. EFL students were assigned to write diaries to enhance their creative writing skills during the application process. They also had role-playing activities. Additionally, they had visual

materials to engage in creative discussion activities. Thanks to these activities, the creativity of EFL students improved significantly.

The ninth pre-study questionnaire statement is “It enables me to be more aware of the use of the English language”. According to the responses obtained from EFL students, their views on using literature in English courses were in a negative direction (never=8, rarely=17, sometimes=13, often=8, always=4) and are shown in Graph 5.17.



Graph 5.17. The Frequency Analysis of EFL Students for The Ninth Statement of The Pre-Study Questionnaire.



Graph 5.18. The Frequency Analysis of EFL Students for The Ninth Statement of The Post-Study Questionnaire.

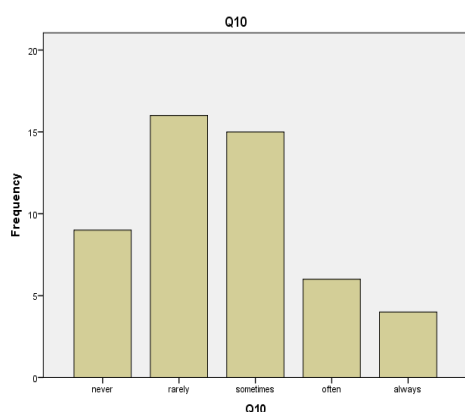
However, the ninth post-study questionnaire statement is “It enabled me to be more aware of the use of the English language”. According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=20, often=20, sometimes=7, rarely=3, never=0). The findings are shown in Graph 5.18.

In comparison with the results of the pre-and post-study questionnaires for ninth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.17 was mostly on “never”, and “rarely” options. However, the distribution in Graph 5.18, was mostly on “often” and “always”. The “never” option was not chosen by any of the EFL students.

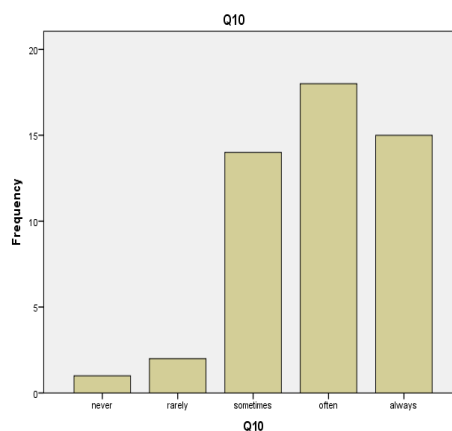
Before the application process, EFL students used to study English from their main coursebooks and workbooks and do mechanical grammar exercises in them. However, with the use of literature in English courses, EFL students were exposed to communicative and instructive activities that might enable them to be more aware of the use of the English language.

The tenth pre-study questionnaire statement is “I can express my feelings more easily by means of a short story”. According to the answers obtained from EFL students, their views

on using literature in English courses were in a negative vein and the findings (never=9, rarely=16, sometimes=15, often=6, always=4) are shown in Graph 5.19.



Graph 5.19. The Frequency Analysis of EFL Students for The Tenth Statement of The Pre-Study Questionnaire.



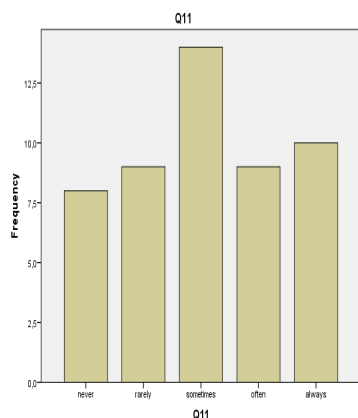
Graph 5.20. The Frequency Analysis of EFL Students for The Tenth Statement of The Post-Study Questionnaire.

However, the tenth post-study questionnaire statement is “I could express my feelings more easily by means of a short story”. According to the responses obtained from EFL students, they were seen to change their negative views into positive ones (always=15, often=18, sometimes=14, rarely=2, never=1). The findings are shown in Graph 5.20.

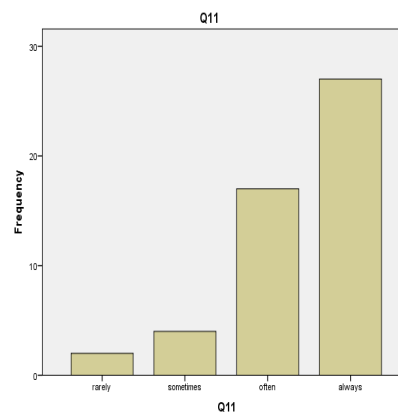
Examining the results of the pre- and post-study questionnaires for tenth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.19 was mostly on “never”, “rarely” and “sometimes” options. However, the distribution in Graph 5.20, was mostly on “sometimes”, “often” and “always”.

Students did not use to read short stories in their English courses. They used to read simple texts and answer some questions related to the text. Since these activities were not communicative and did not encourage EFL students to express their feelings, they did not use to find a chance to speak English. On the other hand, during the application process, EFL students experienced the feelings of the characters in the story, they gained empathy, and they were assigned to do role-playing related to the short story they read. Thus, such activities might assist them in expressing their feelings easily.

The eleventh pre-study questionnaire statement is “I enjoy the lesson more”. According to the responses obtained from EFL students, the distribution for the “never”, “rarely”, “often” and “always” options on Graph 5.21 looks almost equal. However, the “sometimes” option was the most preferred choice (never=8, rarely=9, sometimes=14, often=9, always=10).



Graph 5.21. The Frequency Analysis of EFL Students for The Eleventh Statement of The Pre-Study Questionnaire.



Graph 5.22. The Frequency Analysis of EFL Students for The Eleventh Statement of The Post-Study Questionnaire.

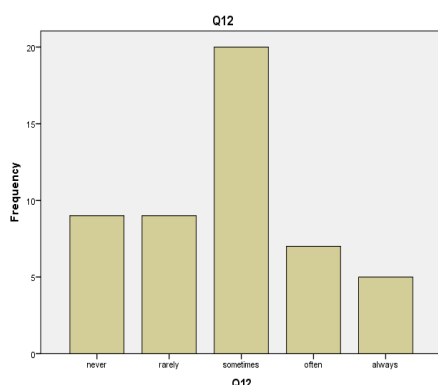
However, the eleventh post-study questionnaire statement is “I enjoyed the lesson more”. According to the answers obtained from EFL students, they were seen to change their negative perspectives into positive ones (always=27, often=17, sometimes=4, rarely=2, never=0). The findings are shown in Graph 5.22.

Examining the results of the pre- and post-study questionnaires for eleventh statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.21 was mostly on “never”, “rarely”, “sometimes”, “often” and “always” options. However, the distribution in Graph 5.22, was mostly on “often” and “always”. The “never” option was not chosen and the “rarely” and “sometimes” options were barely chosen by EFL students.

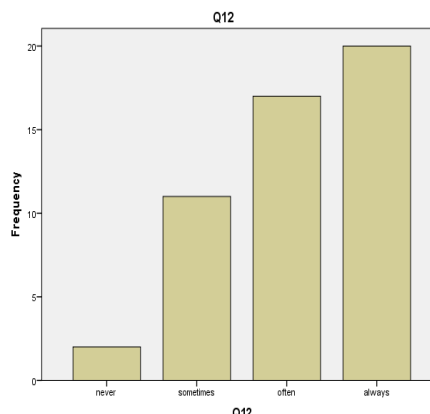
According to the results of Graph 5.21, nearly half of the participants (always=10, often=9, sometimes=14, rarely=9, never=8) used to enjoy English lessons before the application process. It might be the result of comparing English courses with other courses like Math, Physics, etc. However, after the application part, the EFL students that have negative views on “enjoying English lessons” changed their views into positive ones. None of the students chose the “never” option. The reason for this result might stem from engaging activities like group studying, interactive vocabulary quizzes, and hands-on experiences like role-playing, debates, and discussions. EFL students might raise their awareness of permanent English learning and that might be the reason to change their negative ideas into positive ones.

The twelfth pre-study questionnaire statement is “It enables me to study in an enjoyable and comfortable setting”. According to the responses obtained from EFL students, their

thoughts on using literature in English courses were in an unfavorable direction (never=9, rarely=9, sometimes=20, often=7, always=5) and are shown in Graph 5.23.



Graph 5.23. The Frequency Analysis of EFL Students for The Twelfth Statement of The Pre-Study Questionnaire.



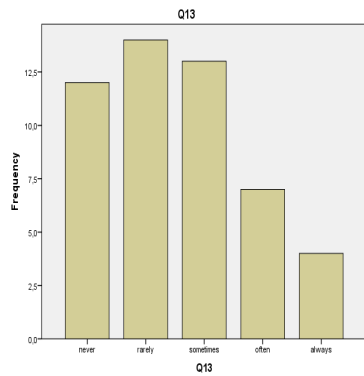
Graph 5.24. The Frequency Analysis Of EFL Students For The Twelfth Statement Of The Post-Study Questionnaire.

However, the twelfth post-study questionnaire statement is “It enabled me to study in an enjoyable and comfortable setting”. According to the answers obtained from EFL students, they were seen to change their negative perspectives into positive ones (always=20, often=17, sometimes=11, rarely= 0, never=2). The findings are shown in Graph 5.24.

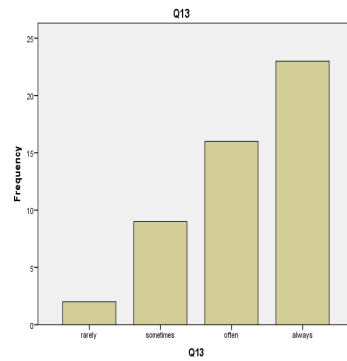
Examining the results of the pre- and post-study questionnaires for twelfth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.23 was mostly on “never”, “rarely”, and “sometimes” options. However, the distribution in Graph 5.24, was mostly on “often” and “always”. The “never” option was barely chosen by EFL students and the “rarely” option was not chosen by any of the students.

Before the application process, EFL students might not feel safe or comfortable with using short stories in English courses. Since they thought they did not have sufficient vocabulary and language proficiency level to comprehend the short stories that they would read. However, after they enrolled in the activities, they might change their negative views into positive ones since they enjoyed the lesson and felt comfortable during English course.

The thirteenth pre-study questionnaire statement is “It increases my interest and motivation toward courses”. According to the responses obtained from EFL students, their thoughts on using literature in English courses were in an unfavorable direction (never=12, rarely=14, sometimes=13, often=7, always=4) and are shown in Graph 5.25.



Graph 5.25. The Frequency Analysis Of EFL Students For The Thirteenth Statement Of The Pre-Study Questionnaire.



Graph 5.26. The Frequency Analysis Of EFL Students For The Thirteenth Statement Of The Post-Study Questionnaire.

However, the thirteenth post-study questionnaire statement is “It increased my interest and motivation towards courses” According to the answers obtained from EFL students, they were seen to change their negative perspectives into positive ones (always=23, often=16, sometimes=9, rarely=2 never=0). The findings are shown in Graph 5.26.

In comparison with the results of the pre-and post-study questionnaires for thirteenth statements, the responses for the pre-study questionnaire show that the distribution in Graph 5.25 was mostly on “never”, “rarely” and “sometimes” options. However, the distribution in Graph 5.26, was mostly on “often” and “always”. The “never” option was not chosen by any of the EFL students.

Before the application, EFL students did not feel safe and they stated that English literature courses would cause them to fail stemming from their Turkish literature courses assuming that English literature courses would be more challenging than their Turkish literature since the limited vocabulary and grammar knowledge of EFL students. However, English literature course broke their prejudice. When they realized they could achieve, they might have become motivated and raised their interest in English literature courses.

Additionally, two open-ended questions were added at the end of the pre and post-study questionnaires. The questions were: “What are your thoughts about using literature in English lessons before/after the application? How does/did using literature in English class affect your attitude towards the lesson?” Upon examining responses to open-ended questions in the pre-study questionnaire, students were inclined to have adverse perceptions towards using literature in English courses. The reasons might have been that they would have difficulty understanding the literary texts, they might have had learned helplessness towards learning the English

language, etc. However, according to the post-study questionnaire findings, EFL students changed their negative thoughts about using literature in English courses into positive ones. The reason might have been that they reinforced their vocabulary knowledge, grammar knowledge, critical thinking skills, four language skills, etc. Thanks to peer learning and group work, students might have felt comfortable and safe during the literature courses.

Finally, upon comparing the results of pre and post-study questionnaires, the use of literary works in English courses has been proven statistically to be beneficial. The EFL students reported that they enhanced their vocabulary knowledge, creativity, four language skills, English language proficiency levels, motivations towards learning a foreign language, etc. in the light of statistical data.

5.2. Conclusion

In this study, four research questions are asked to learn the EFL students' perceptions toward using literature in English language courses. To review the quantitative results of the study, the first research question "What do the students think about the use of English literature in EFL classes before literature classes" is evaluated in detail. According to the numerical results which were analyzed statement by statement, EFL students responded to the statements of the questionnaire negatively about the usage of literature before the application part. It was seen that there was an agreement among the negative opinions. These findings show that students were reluctant to use literature in EFL classes at first.

However, the responses to the second research question "What do the students think about the use of English literature in EFL classes after literature classes?" indicate that EFL students changed their negative attitudes into positive ones. Using literature in EFL classes attracted EFL students' opinions and they changed their points of view. These results are consistent with Kırkgöz's study (2012). According to results from Kırkgöz study (2012), most of the EFL students liked studying stories in English courses, and short stories were seen as innovative learning material and challenging rather than having restricted provisions in traditional English language classes.

For the third research question, "Is there a statistically significant difference between the ideas of the students in terms of literature use in EFL classes?" when the quantitative findings were investigated from pre- and post-study questionnaires, it was recognized that there was statistically a significant difference between the ideas of the students in terms of literature use in EFL classes for all questions. The enjoyable activities, students' active participation in

English courses, and enriching their comprehension skills might change their ideas from negative to positive. Placing grammar, commenting, and critical thinking activities in EFL courses enhanced students' reading and comprehension skills at the same time. This study is consistent with the results of Irawati's study (2016), the use of literature circles improves students' literal and inferential reading comprehension skills, which include recognizing implied main ideas, identifying directly stated main ideas, locating explicit information, figuring out the subject matter, comprehending pronoun references, and making inferences.

The results of the fourth research question, "What kind of change can be seen in the ideas of students on literature use in literature classes?" were investigated in terms of pre and post-study open-ended questions. According to content analysis of the pre-study open-ended answers, EFL students shared common perspectives toward using literature in English lessons. Due to EFL students' apprehension of failure, their learned helplessness, and lack of motivation to use literature in English courses led them to prejudice and brought unwillingness toward including literary texts in English courses. In addition, upon observing that students compare English literature and Turkish literature, they drew an inference that it might be a dull and teacher-centered lesson. Also, they complained about the excessive duration of Turkish literature, and they stated that they did not desire to have additional English literature lessons.

However, according to post-study open-ended answers, it is noticed that prejudicing was replaced by positive opinions, and EFL students were observed to be motivated towards literature in English, their engagement in lessons ensured the development of their vocabulary knowledge and creative writing as well as comprehension, critical thinking, and four skills. This study exhibits parallel results with the study of Muthusamy et al. (2010), it is observed that students acquired the four skills of speaking, listening, reading, and writing more successfully thanks to the literary supports that encouraged higher-order thinking, and cultural awareness. Also, the development of students' vocabulary knowledge is consistent with the study of Asnita and Marlina's study (2022), it is observed that there is a meaningful distinction between the results of pre and post-tests of using short stories to teach vocabulary. It is seen that students' vocabulary knowledge is broadened by including short stories in English courses at Padang State University. In a similar vein, Ziya (2009) found that learners' vocabulary knowledge was enhanced when literary texts were incorporated into language teaching. The results of this study are consistent with another study done in 2019 by Zengin et al. The majority of participants in both studies felt that reading literary texts improved students' language skills, particularly their reading and writing skills, and increased their vocabulary knowledge. This study yields similar results to Elgün's study (2021), students who read short stories are better able to comprehend

literary techniques, linguistic approaches, and English language structures. Additionally, students can readily follow short stories, making them an enjoyable method to study. Four skills are also enhanced.

On the other hand, along with numerous benefits, raising cultural awareness is among the positive results of the study. In Deveci's study (2022) which is in the same vein, it is said that literary texts not only teach four skills and grammar of the language, it is a material which raises cultural awareness as well. Van's study (2009) results overlapped with this study. With the help of literature, EFL students find a chance to learn about the culture and tradition of the target language.

As a result, it is crucial and challenging to unite all students on a common ground since they all have different learning styles in a course. Upon looking at the findings and results from the quantitative and qualitative results of this study, it was noted that this difficulty could be overcome by appealing to all the students' senses and including various activities that make EFL students active participants in the lesson through literature use in EFL courses.

5.3. Implications And Suggestions

According to the statistical results of the study and the reflections of EFL students on using literary works in EFL courses were in positive vein. Thus, leaving the traditional English teaching methods and materials behind, innovative teaching methods like using literary works in English language teaching may have a positive impact on the students. Literary works that are appropriate for EFL students' English language proficiency level may be used in EFL courses by supporting the activities that enhance their creativity and learning while being integrated into the English language teaching curriculum. Moreover, by providing in-service training about using literary works in English language courses, English teachers may be provided opportunities for gaining experience in teaching English through literary works.

This study was conducted at a village high school where the population of students was low and the researcher also worked. Since the location of the school is in a distant village, it was not a preferred school by the students and their parents. Due to the low number of EFL students, a controlled group could not be formed for this study. Therefore, single group pre-test and post-test pre-experimental research design was selected and applied. However, in future studies, by conducting a study in schools with large numbers of students and forming a controlled group and experimental group at the same time, a quantitative study can be applied.

Moreover, this study includes pre and post-study questionnaires with open-ended questions to gather EFL students' opinions about using literature in EFL courses. However, based on what EFL students said, it was proposed that EFL students showed advancements in vocabulary knowledge and language skills. In future studies, upon applying pre and post-study questionnaires, a test assessing EFL students' language skills and their English language proficiency level at the beginning and at the end of the study can be applied. In this manner, at the end of the study, students' views about using literature and their progress will be supported by these assessment tests to obtain more accurate results.

The researcher conducted this study at a state high school where the English language proficiency level of EFL students was at the level deemed appropriate by the curriculum. During the application part, considering EFL students' language proficiency level, a suitable literary work was selected meticulously to achieve the purpose of establishing the benefits of using literature in EFL courses. However, this study was limited to the EFL students at the high school level. In future studies, this study can be applied to lower-tier classes by selecting an appropriate level of literary works familiar to the younger EFL students from books, TV, and computer games, to exhibit the versatile benefits of using literature across all levels.

In this study, short stories were selected as instructional materials for teaching English in EFL classrooms. However, the selected short story which consisted of an excessive number of unfamiliar vocabulary items was not short enough to study in one class period. Thus, the study was accomplished by dividing it into eight parts and studying each part in detail in one class period with many instructive activities. As a result, dividing the short story into parts was recognized as useful in enhancing vocabulary items. Therefore, this study paved the way for future studies to use long literary works like novels which can be divided into parts and used for substantial and instructive teaching materials in EFL courses.

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APPENDICES

Appendix 1. Anket Kullanım İzni

Anket Kullanımına Dair İzin

Gelen Kutusu x

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30 Oca 2023 Pzt 13:16 ☆ 😊 ↩️ ⋮

Yasemin Hocam Merhabalar,
Ben Akdeniz niversitesi, Eđitim Bilimleri Enstits, İngiliz Dili ve Eđitimi anabilim dalında yksek lisans đrencisiyim. Adım Merve GLTAř GK. řuan tez yazma srecindeyim. Danıřman hocam Doç Dr. F. zlem SAKA'dır. Bu alanda yapılan alıřmaları okurken sizin "[Incorporating Short Stories in English Language Classes](#)" adlı alıřmanızı okudum. Bu alıřmanızda kullandığınız anketinizi, izniniz olursa tezimde kullanmak isterim. zlem Hocam'ın da saygılarını iletiyor, iyi alıřmalar diliyorum.



Yasemin Kirkgoz <ykirkgoz@cu.edu.tr>
Alıcı: ben

3 Mar 2023 Cum 22:01 ★ 😊 ↩️ ⋮

Merhaba Merve

emailine yanıt vermediysem elbette anketimi tezinde kullanabilirsin.

Başarılar dilerim

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Appendix 2 –HİKAYE ALGISI ANKETİ (Ön Test/Pre-Study Questionnaire)

Sevgili Öğrenciler,

Bu anket çalışması, Akdeniz Üniversitesi tarafından edebi eserlerin yabancı dil derslerinde kullanılmasına yönelik olarak görüşlerinizi öğrenmek amacıyla uygulanacaktır. Bu anket sonucu bilimsel bir çalışmaya ışık tutacaktır. Kimlik bilgileri saklı tutulacaktır. Ankete katıldığınız için teşekkür eder. Çalışmalarınızda başarılar dilerim.

Araştırmacı

ADI& SOYADI:

SINIFI:

CİNSİYETİ:

KİTAP OKUMAYI SEVER MİSİNİZ:

A	Kısa hikaye çalışmasının dil bilgisine katkıları	Daima (5)	Sık sık (4)	Bazen (3)	Nadiren (2)	Asla (1)
1	Kısa hikaye okurken dilin özel kullanımını fark ederim.					
2	Kısa hikaye çalışmasıyla dilbilgisi konusunu derslerde öğrendiğimden çok daha iyi pekiştiririm.					
3	Kısa hikayeleri okurken farklı dil yapılarını tanırım.					
4	Kısa hikayeler sayesinde dilbilgisini daha keyifli ve anlamlı bir şekilde kullanırım.					
B	Kısa hikaye çalışmasının kelime bilgisine katkıları					
5	Ders kitaplarında karşılaştığım kelimeleri kısa hikaye çalışması sayesinde pekiştiririm.					
6	Kısa hikaye çalışması sayesinde ders kitaplarında karşılaştığım kelimelerden farklı kelimeler öğrenirim.					
7	Kısa hikaye çalışması sayesinde yeni kelimeleri anlamlı bir bağlamda kullandığım için kolayca aklımda tutabilirim.					
C	Kısa hikaye çalışmasının yazma becerisine katkıları					
8	Kısa hikaye okumak yazarken daha yaratıcı olmamı sağlar.					
9	Kısa hikaye çalışması İngilizce dilinin kullanımını konusunda daha bilinçli olmamı sağlar.					
10	Kısa hikaye sayesinde duygularımı daha kolay ifade edebilirim.					
D	Kısa hikaye çalışmasının öğretime ve sınıftaki öğrenme atmosferine katkıları					

11	Kısa hikaye çalışması sayesinde dersten daha çok keyif alırım.					
12	Kısa hikaye çalışması keyifli ve rahat bir ortamda ders çalışmamı sağlar.					
13	Kısa hikaye çalışması derslere olan ilgimi ve motivasyonumu artırır.					

1. İngilizce dersinde edebiyat kullanılması ile ilgili düşünceleriniz nelerdir?

2. İngilizce dersinde edebiyat kullanılması derse karşı tutumunuzu nasıl etkiler?

Pre-study Questionnaire/Story Perception Questionnaire

A	The contributions of short story study to grammar knowledge	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1	I realize the particular use of language.					
2	I reinforce the grammar subject much better than I learn in the lessons.					
3	I get to know different language structures.					
4	I use grammar in a more enjoyable and meaningful way.					
B	The contributions of short story study to vocabulary knowledge					
5	I reinforce the words that I meet in the course books.					
6	I learn words that differ from those I meet in the coursebooks.					
7	I can retain the new words easily since I use them in a meaningful context.					
C	The Contributions of short story study to writing skill					
8	It enables me to be more creative.					
9	It enables me to be more aware of the use of English language.					
10	I can express my feelings more easily by means of short story.					
D	The contributions of short story study to teaching and the learning atmosphere of the classroom					
11	I enjoy the lesson more.					
12	It enables me to study in an enjoyable and comfortable setting.					
13	It increases my interest and motivation toward courses.					

What are your thoughts about using literature in English language lessons?

How does using literature in English class affect your attitude towards the lesson?

Appendix 3- Öykü

THE MISSION

By Hugh B. Cave

The child's feet were bare and dusty. In Haiti, between rains, the country roads are always dusty. She wore only a faded, blue denim dress and inexpensive hoop earrings which she was proudly certain were made of gold. Manfully she marched along the road's edge under the pulsing midday sun, chewing on sugar cane to quiet the ache in her stomach.

Her name was Marie Therese Yolande St. Juste, and she called herself Yolande. Her face was a cherub's face with bright brown eyes; soft, trembling lips and a great deal of sadness. She was six years old.

In a ditch beside the road two women from a nearby village slapped away at their family wash with flat wooden paddles, creating a rhythmic clatter that carried far in the noon stillness. They were hot and tired. Their talk was querulous.

"Watch what you're doing, can't you? You're splashing dirt on my clean clothes. I think you're doing it on purpose. Yes, I'm sure you are!"

"I am not doing it on purpose. If you're foolish enough to put your things where they'll get splashed, don't blame me for it. Blame yourself!"

"I don't know why I allowed you to come with me!" "I didn't come with you: you came with me. And I'm sorry you did!"

Yolande halted and looked down at them "Hello," she said. Her voice was a song--a sad one, true, but still a song.

One of the women sullenly looked up, flipping soap from long black fingers. "Hello, yourself. What do you want?"

"I don't want anything, thank-you. Just--would you tell me if this is the road to Port-au-Prince, please?"

"The road to where?"

"Port-au-Prince. You know, the capital."

"Mes amis!" the woman exclaimed in wonder, and thrust out a bare foot to nudge her companion. "Did you hear that? The child wants to know if this is the road to the capital!"

Her companion stopped work and frowned at Yolande. "You are thinking of going to the capital, ti-fi?"

"I have to. My papa lives there and I have to find him. Maman died yesterday."

"Oh-oh. Where do you live?"

"Nowhere now. I did live in Aquin. Maman kept house for some people there."

"Well, little one, you have come sixteen miles and have seventy-five more to go."

"That far?"

"That far, yes."

"I'd better hurry then," Yolande said, and put her dusty feet in motion again. Then, remembering her manners, she turned her head. "Thank you very much." The women watched her go down the road, then looked at each other in silence and returned to their washing. As the paddles flew, a gob of soap sailed through the air and splashed against a dress spread out to dry.

"Oh-oh, that was clumsy of me," the culprit said. "I shouldn't have let that happen, no. I'll wash it over for you."

"A little soap won't break a friendship," the other replied.

"Get on with your work so we can walk home together."

Darkness falls about six o'clock in Haiti the year round, a soft, warm darkness that frightens only those people who believe in werewolves and certain malevolent voodoo mysteries. Yolande was not afraid. When her shadow grew long on the road she looked for a place to sleep. Soon after she was settled in the deep grass by the roadside, a man with a lantern came along and discovered her.

"Oh-oh," he said, "What are you doing here, child?"

"Sleeping," she told him, sitting up with a frown. "It's all right to sleep here, isn't it?"

"Who are you?"

She told him who she was, and he came closer to peer into her face. "Have you eaten today?" he asked.

"Oh, yes, thank you. A lady gave me some peanut candy, and I found some mangoes."

"That isn't much for a little girl who has walked all day," he said. "Would you like to come home with me and some supper?"

Yolande hesitated, then stood up. "Yes, I would."

"First I have to find my children." He had two children he explained. They had left the house an hour ago to get water. He was annoyed with them. "Why is it," he sighed, "that children always..."

Voices could be heard on the dark road coming toward them. The children were quarreling. The girl, it seemed, had splashed the boy and the boy had pushed her into the stream. Their voices were shrill, and the man groaned when he heard them.

At the sight of him the children halted. The girl was a year or two older than Yolande and the boy about twelve. Both were wet and dirty.

"I have been looking for you." the man said.

The children began talking again, both at once.

"Wait! Wait!" the man said. "Must you always make my head ache?" They were silent, peering curiously at Yolande.

"That's better," the man said wearily. "Now let's go home."

Yolande said, "Please, could I go to the stream first? If it's not too far?"

The man looked at her and rubbed his nose. His mouth shaped the word "Why?" but left it unspoken. "All right," he said, "I'll show you."

The stream ran under the road and he showed her a path leading down to it, then stood at the edge of the road holding the lantern high so she could find her way. Yolande descended to the water, took off her dress and stepped in. She washed her legs, her arms, her cherub's face, her small dark body, then sloshed the dress up and down in a pool and put it back on, shivering as the wet cloth clung to her.

The man and his children watched her in silence.

"Thank you," she said when she had climbed back up to the road. "I feel better now, I won't get your house dirty."

The house was thatch-roofed, with no more than the usual few sticks of homemade furniture. "This is Yolande St. Juste," the man said to his wife. "She will eat with us."

His wife put her hands on her hips the way the market women do when they are preparing to argue. "Are we suddenly rich?" she demanded.

"The little girl has walked all the way from Aquin. She is tired and hungry."

"Whatever you say. You earn the money, what little there is of it."

There was a table in the room, set for four. The woman slapped a fifth plate down and snapped at her son to bring an extra chair. On the table she put a platter of red beans and boiled plantains, some slabs of cassava bread and a dish of hard red jelly made from guavas. All this was accomplished with a great deal of angry muttering, while she gazed at her in silence. The man motioned his family to be seated.

Yolande, sliding onto her chair, folded her hands over her plate and closed her eyes. The others looked at her curiously. The woman said, "Now what does she think she's doing if I may ask."

"I believe she is thanking God for the food," the man said. "Is that what you are doing, Yolande?"

"Yes."

"A lot we've got to be thankful for!" the woman said.

Yolande looked at her in surprise. The meal was eaten in silence except when the boy and girl fought over the last slab of cassava bread. The man did not stop them: he only gazed at them thoughtfully and then glanced at Yolande, who sat beside him. When Yolande slid from her chair and said, "May I wash the dishes?" he did not hear her and she had to say it again. He nodded. She washed the dishes and dried them. "Thank you very much," she said to them, "I'd better go now."

"Would you like to stay here tonight?" the man asked.

"No, thank you, I'd be in the way."

"Tell me something," the man said. "Do you really think you can walk all the way to the capital on those two small feet?"

"Of course, I only have to keep on walking, don't I?"

"Very well, Yolande. Good night and thank you."

"Why do you thank me? What have I done?"

"For me a great deal," the man said and when Yolande had gone out of the house and down the road and he had watched her out of sight, he shut the door and faced his own two children. They were just about to quarrel over a chair that both wanted to sit on, but at sight of the expression on his face they desisted. It was an expression they were not familiar with. It puzzled them.

"Take a lantern," the man said, "and go to the river and wash yourselves. You're dirty. Come straight back without fighting or you'll regret it. Don't tell me it's dark outside and you're afraid. That little girl isn't afraid. Furthermore no, the rest can wait until tomorrow. GO!"

The children peered fearfully out the door, but when they turned their heads in hope of a reprieve, the man was standing by the table with his arms folded, gazing at them with the same expression. They looked at each other, trembling. The girl whimpered. The boy caught hold of her hand. They went out together. The man turned to his wife. "Celeste." She, too, was puzzled by the change in him. She came and stood before him, gazing up into his face.

"Have you ever been hungry?" he asked. "Or alone, with no one to look after you?"

"Well, no," she said. "You've always looked after me, Antoine. The best you can, anyway."

"The best I can, yes. Celeste, and a man's best is a big thing. I'll thank you from now on to stop nagging me and give me a little help when I need it. Do that and before long we won't be so poor. You heard what that little girl said: to get to Port-au-Prince one only has to keep on walking."

"Yes, Antoine."

"One step at a time and you get there, wherever it is you're going. But a man's wife should not keep knocking him down."

"Yes, Antoine."

"Well?"

"Antoine, you're right, yes, and I'm sorry." The woman bit her lip and reached for his hands. "Go after her, Antoine! Bring her back!"

But Yolande was not sleeping beside the road and Antoine could not find her. Now that she had eaten she was not tired any more. She had decided to walk a few more miles before resting.

She walked until her legs ached, then slept by the road until voices awakened her. It was still dark, but there was a streak of silver over the mountains, heralding the false dawn, and down the road came a string of lights. She stood up and brushed the dirt from her dress.

The women stopped. There were seven of them. They gathered around her and asked questions, then looked at one another and shook their heads. One, younger than the others, took Yolande by the hand.

"We're going as far as St. Michel," she said. "Walk along with us. If I get a fair price for my vegetables, I'll buy you some bread for your journey."

Emile Hector was a St. Michel merchant, seventy-one years old: a bent over man with a wart on his nose. His shop was a big one for a village that size. On one side he sold charcoal, hardware, cotton cloth, and feed bags for making work dresses. On the other, red beans and rice, canned goods from the capital, and fresh vegetables. He was a shrewd man and, for St. Michel, a wealthy one. He was weighing red beans into paper bags, making sure that each bag contained just a little less than the pound he would claim it contained, when Yolande and her new friend entered his shop. The young country woman lifted her basket of produce from her head and placed it on the counter.

"I have some potatoes and yams here that I wish to sell. Also some carrots and turnips."

"I have all of those things I need." Emile said with a shrug. The woman looked around the shop. "Have you, yes? I don't see any."

"Nevertheless, I have them. I don't need any more."

"Very well." She reached for her basket.

"But I will look at what you have, if you want me to." Emile said.

The woman emptied her basket in silence, arranging its contents on the counter, then stepped back, folded her arms and waited.

"H'mm." Emile said. "We'll, I don't need anything, as I have told you, but I can give you eighty cents. That's certainly generous of me. The town is full of fresh vegetables this morning."

"A dollar-sixty." the woman said. "These are the first carrots and potatoes from my district in over a week."

But she spoke with a sigh. If Emile said eighty cents, the most she could hope for was a dollar, and it would take half an hour of argument to get that. The vegetables were worth twice that amount.

She worked him up to a dollar and when he paid her, slapped some money on the counter. "Give the little girl some bananas and bread," she said. Emile glanced shrewdly at Yolande. He placed three small bread roles and four small overripe bananas on the counter and dropped the coin into a cigar box. The woman took in a breath and glared at him.

"What? Is that all, for ten cents?"

"Bananas are scarce and expensive today," Emile said calmly.

"Who says they are scarce? You're a thief, that's what you are! Just a common thief, yes!"

"Believe me, I am being very generous."

The woman argued. She hit the counter with her fist and screamed insults at him. It did no good. Emile only shrugged. The woman at last turned to Yolande, sadly shaking her head.

"It is the best I can do, ti-fi", she said. "You see for yourself what kind of man we are dealing with. Take what the heartless thief gives you, and may God keep you safe on your journey."

Yolande shook her head. "Thank you, but it wouldn't be right. He's cheating you."

"I know he's cheating me! Does he ever do anything else?"

"I don't need anything, really." Yolande looked across the counter at Emile Hector, and her head was just a little higher than the counter top, and her face was an indictment. "Please give back the money, m'sieu," she said. "I'm not hungry."

Then she turned to the woman and held out her hand. "Thank you very much," she said. "I'll go now, Good-by." And she went.

The woman and Emile Hector watched her go, then looked at each other. It was the woman who found her voice first. She said, "Do you know where that child is going, M'sieu Hector? To Port-au-Prince, on those two small feet of hers. She has come all the way from Aquin, where her mother died, and is walking to find her father, And she has nothing to eat and no money." The shopkeeper looked down at the bread and bananas on his counter.

"Give me my ten cents!" the woman said.

He took the coin from his cigar box and handed it over in silence.

"I hope the ti-fi thinks of you when she gets hungry!" the woman snapped. "I hope you are proud of yourself!" Angrily she marched out.

Emile Hector sat on the chair behind his counter and stared at the door. He was still sitting there twenty minutes later when his wife came into the shop from the house next door. She brought a tray with coffee and brown-sugar candy on it. Emile was very fond of brown-sugar candy.

When he only looked at the tray, making no move to touch it, his wife said with a frown. "What's the matter? Don't you feel well this morning?"

"No," he said. "As a matter of fact, I don't."

"Are you sick?"

He stood up, "Watch the shop for a while, I'm going out," he said, then quickly wrapped a dozen good bananas and a slab of bread rolls in a sheet of brown paper and hurried out the door.

But he was too late, or rather too old. His legs gave out when he was only half a mile beyond the village, and the road ahead of him was still empty of the small figure he hoped to overtake. He sat on a boulder beside the road, mopping his face with a handkerchief and shaking his head.

An ancient truck came up behind him, filled with limestone chunks and towing a long trail of dust. He stepped out and waved it to a halt.

"Friend," he said, thrusting the brown paper package at the driver, "do me a favor, please. You will find a little girl-about so big-walking along the road ahead somewhere. She is going to the capital, she will tell you. Give her this, please." Tell her the shopkeeper in St. Michel sent it, with his apologies." He fished a coin from his pocket and dropped it in the man's hand. "This is for your trouble."

"All right," the driver said.

Emile Hector walked slowly and thoughtfully back to his shop in St. Michel, where he found his wife weighing red beans into paper bags. He watched her for a few minutes, then stepped forward and snatched the scoop out of her hand. "There should be a full pound in each bag!" he said angrily. "You're cheating! Don't you know it's wrong to cheat?"

The truck driver found Yolande trudging along the road's edge, and stopped. He handed her the package, "The old fellow said you are going to Port-au-Prince," he said, scowling. "Is that a fact?"

"Yes, I am." Yolande told him.

"Well, I'm not going very far, but I can save you a few miles of walking. Get in." Yolande climbed onto the seat beside him and the truck clattered on down the golden road. It was the first time she had ever ridden in a motor vehicle, and for a time she could only stare out through the dusty wind-shield or watch the driver's strong, sure hands on the wheel. But when the wonder of it wore off a little, she opened the brown paper package.

"Oh-oh," she said. "Look at all the food I have. Would you help me eat it, please?"

The driver glanced at her curiously. "What are you going to the capital for, ti-fi?" She told him.

He frowned. "I know Port-au-Prince pretty well. What's your father's name and where does he live?"

"His name is Armand St. Juste and I don't know where he lives. In a fine big house somewhere. He paints beautiful pictures. Maman told me all about him." The driver removed a hand from the wheel to tug at an ear.

"An artist, eh? Armand St. Juste? What does he look like?"

"Well, I've never seen him. He's been too busy to visit us. But he's tall and good-looking and..."

"You've never seen him? Never?"

"No, but he sent us things. He sent me these gold earrings I'm wearing." Yolande smiled happily at the man. "I won't have any trouble finding him. He's very rich and important. Are you going to help me eat this food?" The man scowled again, "Eat what you want and save the rest," he said. "You have a long way to go yet. I'm not hungry."

He let her off in the town of Petit-Goave, which is forty-five miles from the capital. Standing at the roadside was a big orange and red bus bound for Port-au-Prince, packed solid with peasants and their belongings, with a noisy crowd standing around it. The truck driver pushed his way through the crowd and asked the bus driver if he could make a place for Yolande--he himself would pay the fare--but the bus driver threw up his hands and said helplessly. "Mes amis! Do you know what you ask? These people all want a place on my bus and my passengers are sitting on top of one another now! No, no, no. I can't do it! They would tear me to pieces!"

"She is only a little girl," the truck driver protested.

"I couldn't take her if she were a mouse!"

The truck driver said sadly to Yolande, "I'm sorry, little one, but here is a small amount of money to buy food with. I hope you find your father." He lifted her in his strong arms, put his lips against her cheek and set her down again. Then he climbed back into his truck and drove off, shaking his head. Yolande stopped to rest when she was tired, and ate bananas and bread rolls when her stomach ached. When the road grew dark she slept between the high, sheltering roots of mapou tree, and when daylight came she walked again. She washed herself in a stream. She ate the last of her food and bought more at a roadside shop with the coins the truck driver had given her. She spent a night in a field, with cicadas singing all about her. The road was paved now. The sun beat down on it and waves of heat shimmered from its hard black surface. Her feet hurt but she trudged on, peering ahead for her first sight of the capital.

It would be a big city: she knew that. There would be ever so many houses, shops, people and a wonderful white palace where the president lived. At noon she arrived on the outskirts and was frightened. Both sides of the road were packed with people wearing strange costumes and even stranger masks: people dancing and shouting and beating on drums. Cars and trucks crawled through the crowds, trying to blast them apart with their horns.

Yolande tugged at a woman's dress. "Excuse me, please. I have never been here before. Is it always noisy and crowded like this?"

"Not always, little one. Today is Mardi Gras."

"Oh." She should have known. Mardi Gras was big affair in Aquin too. But there were ever so many more people here. It was going to be difficult, finding her father's house at such a time.

She had reached the city proper and it was much, much bigger than she had expected. The buildings were enormous. The streets ran every which way. She was caught up in the surging crowd and carried along like a leaf on a stream, stepped on, pushed, deafened by the din. But she would not let the tumult confuse her. Stubbornly she clutched at people's hands, forcing them to look down at her.

"Please, can you tell me where Armand St. Juste lives? The artist?"

"Who?"

"Armand St. Juste! You must know him. He is a very important man."

No one, it seemed, knew him. A woman knew a Marcel St. Juste who was a baker. A man knew an Alfred St. Juste who worked at a bank. But no one knew Armand St. Juste, the famous artist. It was a puzzling thing. They were confused, perhaps, by all the noise.

She had reached a great park filled with people. All the people of the world were here, except, of course, those on the streets she had come through. Millions of people. They were watching a parade that wound through the park like an enormous colored snake. Musicians. Dancers. Beautiful dressed-up trucks and cars, with pretty girls on them blowing kisses. It was like a dream, but bewildering. She stopped to watch, because it was very hard to push her way through such a crowd.

A little girl stumbled against her, sobbing: a girl even younger, smaller than herself, but wearing shoes and a pretty pink dress. Yolande stooped to look into the tear-stained face.

"What's the matter, ti-fi, why are you crying?"

"I can't find my mother and father! I got out of the car to see the parade and can't find my way back!"

"I know how it is. Take hold of my hand and I'll help you find them."

They moved through the crowd together. Yolande creating the openings and drawing the child through after her. It was like swimming in a sea with waves so high that the shore was hidden. She could not ask about her father now. That would have to wait. The little girl was terrified. The thing to do was to get out of the crowd and look for the car.

They were out at last. She wiped the little girl's face with the hem of the pretty pink dress and said, "There now, we're all right. We'll find your mother and father, you'll see. What's your name?"

"M-marguerite Maxime."

"Well, Marguerite, you stop crying now. Big girls don't cry. I won't let anything happen to you, no."

They looked at cars, but none was the right one. They went from one street to another. They were standing on a sidewalk, hand in hand, when the little girl suddenly cried out, "There! There it is!" and pulled Yolande off the curb.

The street was a hill, and down the hill toward them rolled a float. Not part of the Mardi Gras parade. Just a single float, a big one, covered with shimmering white cloth to resemble a cloud. On the cloud stood a ten-foot-high angel with out-spread golden wings. The float seemed to be coming fast. Yolande said, "Wait, Marguerite," but the child in the pink dress tugged her across the street toward the car.

There was a woman in the car. She, too, saw the float.

She screamed. At the same time a man came striding around a corner a little distance away, saw the children in the middle of the street and shouted hoarsely,

"Marguerite! Look out!"

That was a mistake. Hearing the man's voice, Marguerite stopped. The hurtling cloud with its teetering ten-foot angel was almost upon her. But it was not a cloud now. At close range it was only an ugly battering ram of a truck out of control, moving too fast for its ancient brakes. Its driver clung to the wheel in terror, peering wide-eyed through a gap in the white cloth.

Yolande tried to pull her companion back to the curb they had come from, but the child, too, was frozen with fear. The woman in the car still screamed. The man covered his face with his hands.

Unable to pull the child, Yolande seized her around the waist and lifted her and tried to run: did run a few stumbling steps. It was almost enough. The truck roared past, missing them. But a wing of the ten foot angel struck Yolande and knocked them to the street.

Marguerite scrambled to her feet unharmed and sped to the car. Yolande lay there unmoving. The truck went careening on down the hill to crash into a steel utility pole and overturn.

People came running not to the peasant girl lying motionless in the street, but to the more spectacular accident below. It was the man who picked Yolande up. He looked into her face and carried her to the car. Where the woman clung to the child in the pink dress.

"This one is hurt," he said. "Take her. I'll drive to Doctor Domond's."

The woman nodded. Without a word, but biting her lip, she put her own little girl on the back seat and took Yolande in her arms. The man drove. When he stopped, he carried Yolande into a house and watched, clenching and unclenching his hands, while the doctor examined her. The father of Marguerite Maxime was a young man, well dressed. The doctor addressed him with respect.

The doctor said, "She will be all right, I think, Henri. I find nothing broken. Take her home, eh? Tell me where she lives and I'll stop by to look at her tomorrow." Yolande opened her eyes and, when questioned, told them who she was. "I have to find my father," she said, "Perhaps you know where he lives?" She told them her father's name and all that she knew about him and how she had walked to the capital from Aquin to find him.

The two men looked at each other. "It will be hard to find him today, little one." Henri Maxime said gently. "I think I will take you home with me, and we'll look for Armand St. Juste tomorrow, eh? Will that be all right?"

"But you do know him, don't you?" Yolande asked anxiously.

Henri Maxime smiled and kissed her. "I will answer every one of your questions later. little one , after you've had something to eat and a good long sleep in a soft bed."

He took her to the kind of house she knew her father must live in; big, handsome house with tiled floors and gleaming mahogany furniture, set in the midst of a garden filled with flowers. There, after a bath in a great white tub, with warm water, she had supper with Henri Maxime and his wife and their little girl and then was put to bed. She was very tired. She fell asleep at once. She was still asleep when Henri left the house in the morning. He took his car from the garage and drove downtown to the Centre d'Art.

"Can you tell me anything about an artist named Armand St. Juste?" he asked. The man in charge of the center said with a frown. "St. Juste? Armand St. Juste? An artist, m'sieu?"

"I thought so," Henri said with a sigh, and drove to the College St. Martial, where he spoke to a priest he knew well.

"It shouldn't be difficult, should it, Father?" he said. "You can telephone the cure in Aquin? He'll know?"

"I am sure he will, Henri. I'll call you at your office as soon as I have the information."

"I'll be at home, Father. Waiting."

The priest did not call: he came. In his white robe he settled himself on a chair in the Maxime living room. He put the tips of his long fingers together and frowned at them with a small shake of his head, while Henri Maxime and his young wife waited anxiously for him to speak.

"It is a strange story," he said. "As you suspected, the child has no father. The mother simply invented one. Yet the mother was a fine young woman, the cure in Aquin tells me. A most unusual woman. Which explains, perhaps, why she invented a father who was an artist, a lover of beauty, instead of, say , a politician. And which also explains, perhaps, why Yolande is the kind of child she is. She is very much loved, that youngster, by everyone who knows her." He looked up. "The whole town has been frantically searching for her since she disappeared."

Henri Maxime frowned. "This is awkward, Father."

"Yes, and very sad."

"There will have to be an Armand St. Juste. I see no other solution." Henri glanced at his wife.

His wife nodded. "Yolande is upstairs with Marguerite. I'll get her." She stood up, then hesitated and turned to the priest. "The child would have left us when she awoke, Father. I kept her here only by telling her that Marguerite was still frightened and needed her. She will never stop looking for her father unless..." "The endless search for truth," the priest said. "For beauty. For love." He shook his head in sadness, but managed a smile. "From what the cure in Aquin tells, this one gives more of all three than she can ever hope to find."

The woman went upstairs. She came down with Yolande at her side, clinging to her hand. The child looked from Henri Maxime to the priest, waiting. Henri leaned forward on his chair.

"I have something to tell you, Yolande. Something I hadn't the courage to tell you yesterday, when you were hurt. Your father is dead."

Yolande returned his gaze without blinking. Only her mouth trembled.

"He died not long ago, here in the capital," Henri said. "I knew him well. He was, as you say, a great artist, a great man. He was also my best friend. When he died he asked me to take his place, if ever you needed me. He asked me to be your father. I said I would if you would let me."

The child turned to look at Henri Maxine's wife, who smiled at her through a mist of tears. She turned to the priest, who nodded. She looked at Henri again.

"You would live here," Henri said, "and Marguerite would be your sister. We have always wanted a sister for Marguerite. You would make us very happy, Yolande."

"I would make you happy?" Yolande said.

"Yes. You would make us happy."

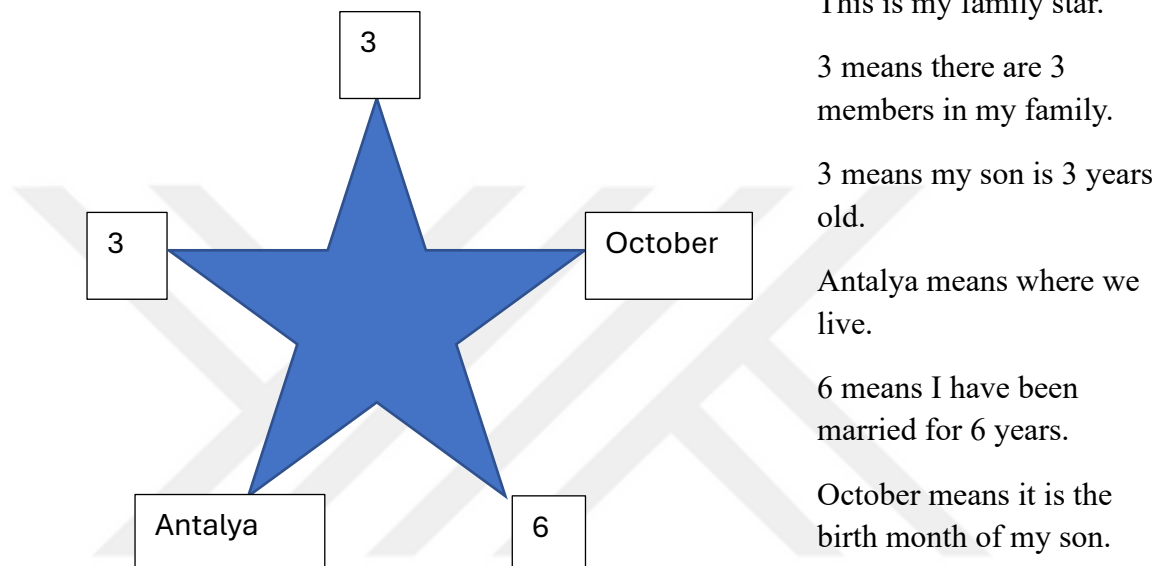
"Then I will stay," Yolande said, nodding, "Thank you very much."

Appendix 4-LESSON PLANS

The MISSION by Hugh B. Cave (1st Lesson Plan)

1. Before Reading

- A. First, the teacher shows a slide to the students. On this slide, there is a star and there are some data around the star. The teacher asks the students to guess the meanings of the data and what they are about.



The teacher asks students to draw their stars and the data around them. Then, share their stars with their friends and guess their meanings.

- B. Before the students come to the class the teacher sticks some quotes to the wall of the classroom. Then, she makes the students a group of 4 and asks the students to walk around the class, read the sentences, and come back to the group and make the other members of the group write 2 sentences.

“The most important thing in the world is family and love.” –John Wooden

“Nothing is better than going home to family and eating good food and relaxing.” –Irina Shayk

“The bond that links your true family is not one of blood, but of respect and joy in each other’s life.” –Richard Bach

“Family is not an important thing. It’s everything.” –Michael J. Fox

After writing the quotes the teacher asks the students to read the quotes they have written and tell their ideas whether they agree or not.

- C. Finally, the teacher says to the students: “We are going to do a quiz on Kahoot by using your mobile phones to guess the meaning of the words. Please google Kahoot and write the code “05846506”. Let’s start.”

VOCABULARY IN THE QUIZ

Bare: Without any clothes

Dusty: Covered in dust

Inexpensive: Not costing a lot of money

Cherub: An angel represented in art, a beautiful child with small wings

Manfully: With determination and courage despite great problems

Ditch: A long narrow open hole that is dug into the ground

Querulous: Often complaining especially in a weak high voice

Capital: A city that is the center of government of a country

Hurry: To move or do things more quickly

Clumsy: Often has accidents because they do not behave in a careful way.

My son never wears socks. He walks **bare feet at home.**

Without any clothes

Wearing shoes and socks

I haven’t cleaned my room yet. Everywhere is **dusty.**

Clean

Covered in dust

I bought a new **inexpensive dress. It costs 20 Liras.**

a. *Expensive, not cheap*

b. *Not costing a lot of money*

****Manfully** I passed the exam.**

a. *With the determination and courage despite great problems*

b. *Easily*

Small children usually have querulous talk among them. <i>a. Often complaining especially in a weak high voice</i> <i>b. Having a nice dialogue with friends</i>
The capital city of Turkey is Ankara, not Istanbul. <i>a. A famous place</i> <i>b. A city that is the centre of government of a country</i>
We need to hurry otherwise we will be late for the bus. <i>a. To move or do things more quickly</i> <i>b. To do something in a slow way</i>
My mother usually breaks a glass while she is washing the dishes. She is clumsy. <i>a. Often has accidents because they do not behave in a careful way</i> <i>b. Being very careful not to give harm to somebody or something</i>
In the ditch, there were some children hiding from their mothers. <i>a. A long narrow open hole that is dug into the ground</i> <i>b. A place by the sea</i>
In the church there is a cherub statue. <i>a. A devil statue</i> <i>b. An angel represented in art, beautiful child with small wings</i>

2. READING

A. The teacher asks students to read the first two paragraphs and asks them what a six-year-old girl can do. The teacher asks the students to make some comments about the character.

A six-year of girl can

- Play doll games,
- Paint,
- Go to the kindergarten,
- Watch cartoons,
- Meet and play with some friends,
- Dance etc...

B. The teacher asks the groups to read the text in silence and then tells them that they are going to put some sentences in the correct order to summarise the story.

1. There was a girl who was wearing a blue denim dress and her feet were bare. She was chewing a sugar cane to stop her stomach ache.
2. The name of the girl was Marie Therese Yolande St. Juste. She was 6 years old.
3. Two women were washing their clothes in a ditch.
4. The women were arguing about their clothes because one of them was splashing dirt on the other one's clean clothes.
5. Yolande stopped and said hello to the women.
6. One of the women asked what she wanted from them.
7. Yolande replied she wanted to learn if the road was the road to Port au Prince.
8. One of the women asked if she would go to the capital and Yolande replied that she had to after her mother's death to find her daddy who lived there.
9. The woman said Yolande had 75 miles to go.
10. Yolande Thanked and continued to walk to the capital.

C. The teacher says to the students that it is time for role play. The teacher brings some materials to the class and wants her students to choose. The teacher puts the students in groups of 3 and gives them a dialogue. Then, they have a few minutes to get ready.

"Watch what you're doing, can't you? You're splashing dirt on my clean clothes. I think you're doing it on purpose. Yes, I'm sure you are!"

"I am not doing it on purpose. If you're foolish enough to put your things where they'll get splashed, don't blame me for it. Blame yourself!"

"I don't know why I allowed you to come with me!" "I didn't come with you: you came with me. And I'm sorry you did!"

Yolande halted and looked down at them "Hello," she said. Her voice was a song--a sad one, true, but still a song.

One of the women sullenly looked up, flipping soap from long black fingers. "Hello, yourself. What do you want?"

"I don't want anything, thank-you. Just--would you tell me if this is the road to Port-au-Prince, please?"

"The road to where?"

"Port-au-Prince. You know, the **capital**."

"Mes amis!" the woman exclaimed in wonder, and thrust out a bare foot to nudge her companion. "Did you hear that? The child wants to know if this is the road to the capital!"

Her companion stopped work and frowned at Yolande. "You are thinking of going to the capital, ti-fi?"

"I have to. My papa lives there and I have to find him. Maman died yesterday."

"Oh-oh. Where do you live?"

"Nowhere now. I did live in Aquin. Maman kept house for some people there."

"Well, little one, you have come sixteen miles and have seventy-five more to go."

"That far?"

"That far, yes."

"I'd better **hurry** then," Yolande said, and put her dusty feet in motion again. Then, remembering her manners, she turned her head. "Thank you very much." The women watched her go down the road, then looked at each other in silence and returned to their washing. As the paddles flew, a gob of soap sailed through the air and splashed against a dress spread out to dry.

"Oh-oh, that was **clumsy** of me," the culprit said. "I shouldn't have let that happen, no. I'll wash it over for you."

"A little soap won't break a friendship," the other replied.

"Get on with your work so we can walk home together."

- D.** The teacher asks students to have a look at the characters below and then write a few sentences under the pictures. The teacher adds “Can you please tell me how the women were at first and what has changed in the last”.



This is Yolande. She is 6 years old.	These women are washing their clothes in a ditch.
Her mother dies and she tries to find her daddy.	These two women are arguing about their clothes. They are blaming each other for splashing some dirt on their cloths.
She is on the way to the capital city.	After having a small speech with Yolande on the road, they have stopped arguing.
She is a good child. She has a good heart. She is respectful. She	While Yolande passing through, she touched their heart and the good in their hearts has been appeared.
Yolande comes across the women while going to the capital.	

- E. The teacher asks the groups to Google Kahoot one more time write the code “05269351” and do the True/False exercises about the story they have read.

The little girl wasn’t wearing any shoes. TRUE

She had a stomach ache and that’s why she was chewing gum. FALSE

The two women were singing while they were washing their clothes. FALSE

Yolande asked the women for some food to eat. FALSE

Yolande’s mother died the day before she walked to the capital. TRUE

Yolande’s father lived in the capital city. TRUE

The women watched Yolande go down the road and they continued washing their clothes. TRUE

3. AFTER READING

- A. The teacher says to the students that they are Yolande and they keep a diary before they fall asleep. What would you write in your diary? How would you feel at the beginning of your journey to find your daddy?

Dear Diary,

- B. The teacher asks her students to think about the title of the story and after reading the first chapter from the story, the teacher asks the students why the author chose the title.

The title is “the Mission”. In the story, Yolande is on the way to the capital to find her father. She meets some people during her walking journey. Although at first sight, the people she comes across are selfish, and their inner self is bad towards everything and everybody, after talking a little bit with Yolande and knowing more about her makes people better than their first sight.

The MISSION
by Hugh B. CAVE
2nd Lesson Plan

WARM-UP

- The teacher asks students whether they remember the first part or not. Then, she helps them to summarize the first part by showing some pictures.



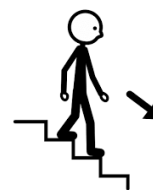
There is a girl called Yolande. She is 6 years old. Her mother died. She tries to find her father who is told to live in the capital city. She decides to walk to the capital. During her journey, she comes across two women. They have been washing their clothes in a ditch and arguing about one's dirt splashing on the other one's clean cloth. While Yolande is passing through, she asks the women the road to the capital. The women are rude to her and each other at the beginning. They say Yolande has to walk 75 miles to the capital. She thanks and goes on walking. After she has gone, one of the women unintentionally splashed soap to the other's cloth again. This time she hasn't argued about it and she has said "A little soap won't break a friendship".

1. BEFORE READING

- A. The teacher shows some words and pictures to the students and asks them to match them. She tells them they may use their dictionaries if necessary.

Vocabulary

Werewolves – malevolent - lantern - quarreling - stream - groan - descend - slosh - thatch-roofed



- B. The teacher tells her students that they will make a KWL chart. KWL chart stands for “What I know, What I wonder, What I learned”. She says they are going to fill in the first two parts. What I learned part will be written in the After Reading part.

Topic:		
K WHAT I KNOW	W WHAT I WONDER	L WHAT I LEARNED
Yolande’s mother passes away. She walks to the capital city to find her daddy. She comes across two women who are washing clothes in the ditch but at the same time arguing each other for splashing dirt on clean clothes. Yolande asks the women the road to the capital. They say she has 75 miles to go. She thanks and continues to walk. After her, they stop arguing and realize the importance of friendship.	I wonder what will happen during her journey. I wonder if she reaches to the capital city and finds her daddy.	

- C. The teacher says that she will ask some questions. After taking answers, the teacher will ask them to guess what will happen next.

- Have you ever seen homeless people? Where do they sleep? Are they scared to sleep outside?
- Have you ever been invited to dinner at someone’s house that you do not know?
- Before going to someone’s home what do you do?
- What will happen in the next part?

Students’ answers.

2. READING

- A. The teacher makes 4 groups to make jigsaw strategy learning. She asks students to read a given part and paraphrase it. Then, she adds that they will join a new group to tell/teach their paraphrasing about the text they have just read.

1 st group	Darkness falls about six o'clock in Haiti the year round, a soft, warm darkness that frightens only those people who believe in werewolves and certain malevolent voodoo mysteries. Yolande was not afraid. When her shadow grew long on the road she looked for a place to sleep. Soon after she was settled in the deep grass by the roadside, a man with a lantern came along and discovered her. "Oh-oh," he said, "What are you doing here , child?" "Sleeping," she told him, sitting up with a frown. "It's all right to sleep here , isn't it?" "Who are you?" She told him who she was, and he came closer to peer into her face. "Have you eaten today?" he asked. "Oh, yes, thank you. A lady gave me some peanut candy, and I found some mangoes." "That isn't much for a little girl who has walked all day," he said. "Would you like to come home with me and some supper?" Yolande hesitated, then stood up. "Yes, I would."
2 nd group	First I have to find my children." He had two children he explained. They had left the house an hour ago to get water. He was annoyed with them. "Why is it," he sighed, "that children always..."

	Voices could be heard on the dark road coming toward them. The children were quarreling. The girl, it seemed, had splashed the boy and the boy had pushed her into the stream. Their voices were shrill, and the man groaned when he heard them. At the sight of him the children halted. The girl was a year or two older than Yolande and the boy about twelve. Both were wet and dirty. "I have been looking for you." the man said. The children began talking again, both at once. "Wait! Wait!" the man said. "Must you always make my head ache?" They were silent, peering curiously at Yolande. "That's better," the man said wearily. "Now let's go home."
3rd group	Yolande said, "Please, could I go to the stream first? If it's not too far?" The man looked at her and rubbed his nose. His mouth shaped the word "Why?" but left it unspoken. "All right," he said, "I'll show you." The stream ran under the road and he showed her a path leading down to it, then stood at the edge of the road holding the lantern high so she could find her way. Yolande descended to the water, took off her dress and stepped in. She washed her legs, her arms, her cherub's face, her small dark body, then sloshed the dress up and down in a pool and put it back on, shivering as the wet cloth clung to her. The man and his children watched her in silence.

	"Thank you," she said when she had climbed back up to the road. "I feel better now, I won't get your house dirty."
4th Group	The house was thatch-roofed, with no more than the usual few sticks of homemade furniture. "This is Yolande St. Juste," the man said to his wife. "She will eat with us." His wife put her hands on her hips the way the market women do when they are preparing to argue. "Are we suddenly rich?" she demanded. "The little girl has walked all the way from Aquin. She is tired and hungry." "Whatever you say. You earn the money, what little there is of it."

3. AFTER READING

- A. The teacher tells her students to fill in the KWL chart's last part to summarize the story.

Topic:		
K WHAT I KNOW	W WHAT I WONDER	L WHAT I LEARNED
Yolande's mother passes away. She walks to the capital city to find her daddy. She comes across two women who are washing clothes in the ditch. She asks them the road to the capital. They say she has 75 miles to go. She thanks and continues to walk.	I wonder what will happen during her journey. I wonder if she reaches to the capital city and finds her daddy.	She continues walking to the capital. She feels sleepy and she decides to sleep outside. A man comes and asks her what she is doing there and he invites her to dinner at his home. She accepts the offer. The man and Yolande see the man's children who have been arguing and fighting all the time. Before going to dinner, Yolande washes

		herself in the stream not to make the man's home dirty. She goes to the home where the man and his family lives. Yolande and the man's family sit for the dinner but the wife of the man looks as if she doesn't want Yolande for the dinner.
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B. The teacher gives a worksheet named “thinking differently” and asks students to fill in according to their feelings if they were instead of Yolande.

C. The teacher tells the students that they are Yolande and they keep a diary. What would they write in their diary? How would they feel when the man invited Yolande to dinner? What would they feel when Yolande saw the kids for the first time? Why did Yolande wash herself in the stream? What's Yolande's first impression about the wife of the man?

Dear Diary,

The MISSION
By Hugh B. CAVE
(3rd Lesson Plan)

WARM-UP

The teacher tells her students that they are going to do “Speed Chatting” to remember last week’s lesson. She explains what speed chatting is for her students. Then, the teacher adds there will be two groups and one of the groups will ask questions and the other group will answer in 60 seconds. After 60 seconds are up, one of the groups rotates. Then, they will have a new partner.

The questions may be used in this activity are shown on the smart board.

- Who are the characters in the second part?
- Where did Yolande go?
- Where was Yolande sleeping?
- What happened when the man asked Yolande to have dinner at their home?
- What did Yolande do before going to the man’s home?
- The wife of the man said “ You earn the money, what a little there is of it.” What does she mean?
- What are the children of the man like?
- Did Yolande find her father?

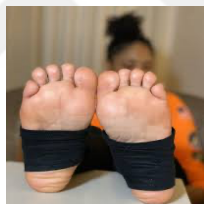
Students’ own answers.

BEFORE READING

A. Before reading the third part, the teacher tells her students that they will play a game called “Whose feet are these?” The teacher will show the students pictures of some feet on the smart board and the students will guess whose feet they might be and they will guess their characteristics by looking at the feet.



The Wife of the Man – The Boy – The Girl – The Man – Yolande

YOLANDE	THE MAN	THE BOY	THE GIRL	THE WIFE OF THE MAN
				
At the beginning of the story, we read that Yolande has no shoes. She is poor she has neither a mother nor a father. Although she has no parents, she has hope and happiness in her heart.	The man is not rich but earns to survive and he takes the responsibility of his family because we learn from the second part, he goes to take water for his family's needs. He wants to share their supper with Yolande which make us think that the man	The son of the man has these feet. Because he is a naughty boy. He and his sister are always being so noisy. He is selfish.	The daughter of the man has the shoes and she is as naughty as her brother. In the story we read their fight, noise, etc. She is may be 2 years older than Yolande but she is not as mature as Yolande.	The wife has these feet. She is aware of her husband's budget is not enough for themselves. We understand it from the last part of the second chapter. After the man introduces Yolande to his family and she will join them for supper, the wife of the man says “ You

	has a good heart indeed.			earn the money, what a little there is of it.” She doesn’t want Yolande to join them for supper.
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- B.** The teacher says to her students they will play “Bingo Game”. There will be some words on the cards and when the teachers say a word, they will close that word with a post-it. There will be four groups. The students will play among their groups. Behind the cards, the definitions of the words are written. After the game has finished, they will teach the words to each other in their groups.

	Lantern	Slap	
Snap			Motion
	Guava	Plantain	

		Tremble	
Whimper		Step	
Peer	Gaze		Cassava

	Fearfully		Motion
Platter		Nag	
Nod		Lantern	

	Gaze		Slap
Guava		Cassava	
	Peer		Motion

Whimper			Step
	Tremble		Lantern
Plantain		Snap	

Slap: to hit someone with the flat, inside part of your hand

Snap: to say something suddenly in an angry way

Plantain: a tropical fruit similar to a banana with green skin

Motion: to make a signal to someone, usually with your hand or head

Tremble: to shake slightly in a way that you cannot control, for example because you are frightened, angry, or excited, or because of illness

Step: to move by lifting your foot and putting it down in a different place, or to put your foot on or in something

Platter: a large plate used for serving food, or a meal with one type of food served on a large plate

Guava: a round yellow tropical fruit with pink or white flesh and hard seeds, or the small tropical tree on which it grows

Cassava: a South American plant with large roots, or a type of flour made from these roots

Gaze: to look at something or someone for a long time, especially in surprise or admiration, or because you are thinking about something else

Whimper: to make a series of small, weak sounds expressing pain or unhappiness:

Nod: to move your head down and then up

Lantern: a light enclosed in a container that has a handle for holding it or hanging it up

Peer: to look carefully or with difficulty

Fearfully: with fear

Nag: to criticize or complain often in an annoying way, especially in order to try and make someone do something

- The definitions of the words are taken from the Cambridge Dictionary.
<https://dictionary.cambridge.org/tr/>

READING

- A. The teacher says it is time to read the third part of the story. She puts the students in groups of five distributes the reordered paragraphs to the student groups and asks the students to put the paragraphs in order after they have read them.

"For me a great deal," the man said and when Yolande had gone out of the house and down the road and he had watched her out of sight, he shut the door and faced his own two children. They were just about to quarrel over a chair that both wanted to sit on, but at sight of the expression on his face they desisted. It was an expression they were not familiar with. It puzzled them.	3
Yolande looked at her in surprise. The meal was eaten in silence except when the boy and girl fought over the last slab of cassava bread. The man did not stop them: he only gazed at them thoughtfully and then glanced at Yolande, who sat beside him. When Yolande slid from her chair and said, "May I wash the dishes?" he did not hear her and she had to say it again. He nodded. She washed the dishes and dried them. "Thank you very much," she said to them, "I'd better go now." "Would you like to stay here tonight?" the man asked. "No, thank you, I'd be in the way." "Tell me something," the man said. "Do you really think you can walk all the way to the capital on those two small feet?" "Of course, I only have to keep on walking, don't I?"	2

"Very well, Yolande. Good night and thank you." "Why do you thank me? What have I done?"	
"Take a lantern," the man said, "and go to the river and wash yourselves. You're dirty. Come straight back without fighting or you'll regret it. Don't tell me it's dark outside and you're afraid. That little girl isn't afraid. Furthermore no, the rest can wait until tomorrow. GO!" The children peered fearfully out the door, but when they turned their heads in hope of a reprieve, the man was standing by the table with his arms folded, gazing at them with the same expression. They looked at each other, trembling. The girl whimpered. The boy caught hold of her hand. They went out together. The man turned to his wife. "Celeste." She, too, was puzzled by the change in him. She came and stood before him, gazing up into his face.	4
There was a table in the room, set for four. The woman slapped a fifth plate down and snapped at her son to bring an extra chair. On the table she put a platter of red beans and boiled plantains, some slabs of cassava bread and a dish of hard red jelly made from guavas. All this was accomplished with a great deal of angry muttering, while she gazed at her in silence. The man motioned his family to be seated. Yolande, sliding onto her chair, folded her hands over her plate and closed her eyes. The others looked at her curiously. The woman said, "Now what does she think she's doing if I may ask." "I believe she is thanking God for the food," the man said. "Is that what you are doing, Yolande?"	1

"Yes." "A lot we've got to be thankful for!" the woman said.	
"Have you ever been hungry?" he asked. "Or alone, with no one to look after you?" "Well, no," she said. "You've always looked after me, Antoine. The best you can, anyway." "The best I can, yes. Celeste, and a man's best is a big thing. I'll thank you from now on to stop nagging me and give me a little help when I need it. Do that and before long we won't be so poor. You heard what that little girl said: to get to Port-au-Prince one only has to keep on walking." "Yes, Antoine." "One step at a time and you get there, wherever it is you're going. But a man's wife should not keep knocking him down." "Yes, Antoine." "Well?" "Antoine, you're right, yes, and I'm sorry." The woman bit her lip and reached for his hands. "Go after her, Antoine! Bring her back!"	5

AFTER READING

A. The teacher tells the students they will make a character analysis about the third part's characters using a STEAL worksheet.

S.T.E.A.L a Character				
	YOLANDE	ANTOINE	CELESTE	THE KIDS
Speech What does the character say? What do you learn about them?	"Of course, I only have to keep on walking, don't I?" She has an aim and a hope even if it is too difficult to make it true. She never becomes pessimistic about her aim and this tells us she is so strong towards the difficulties of life.	"Have you ever been hungry?" he asked. "Or alone, with no one to look after you?" This question gives us a clue about his making empathy for Yolande. Even though Yolande is six, she is taking care of herself. His wife and his kids are in need of Antoine.	"A lot we've got to be thankful for!" At the beginning of the supper Yolande prays the God for being invited to have a dinner with the family. When Celeste sees her praying, she gives us a sense of having fun of Yolande and she underestimates her. "Antoine, you're right, yes, and I'm sorry." The woman bit her lip and reached for his hands. "Go after her, Antoine! Bring her back!" She realizes that she has made a mistake towards Yolande and she	

			regrets doing that.	
Thoughts How does this character think or feel? What thoughts go through their heads?	She is following her aim and at the end of her aim, going to the capital by walking, she will meet her father and she will be happy for ever.	Antoine always puts himself and his family members into Yolande's situation. He keeps thinking inside and makes some judgment about their life style and characteristics comparing to Yolande's.	At first she thinks that they are hardly making the ends meet and have no place to share their dinner with a guest which makes her selfish and arrogant.	They think in a selfish way all the time.

Effects on others What effect does this character have on others? How do they react?	On the way whoever she meets, at first they are hopeless and the good is hidden in their hearts. After knowing Yolande as if Yolande has a magic wand, the good in the heart of people appears.	He makes his family think and make an empathy for Yolande who has a big effect on the family. He has changed the way his family's thought towards people in need.	She has no effect on others but she has been effected by Yolande and her husband.	They make their father go crazy because of their attitudes towards each other all the time. After Yolande's visit Antoine thinks that his children are not as mature as Yolande and they are not thankful for anything they have. They are disrespectful and irresponsible. These situations made Antoine punish them until the next day.
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Action How does this character act? What does this tell you about them?	Before going to the supper her washing herself in the stream, in the supper time her praying, after supper her washing the dishes show us she respects the people she comes across and she makes them feel not only important but also respectful and valuable.	After he has gotten angry with his kids, he has sent them to the stream to wash themselves and he has asked them not being afraid of the darkness comparing to Yolande who is 6. He wants his children to grow up maturely and be omniscient and overcome all the difficulties they face.	At first she slapped the plate on the table and we understand that she doesn't want a stranger at her home. After spending time with Yolande and making empathy with her she realizes her mistake and she wants her husband to bring Yolande back.	The kids are always arguing and fighting each other. They are naughty and for the kids, being a child means quarrelling to each other. These actions show us they are selfish, sassy and maverick. The kids are greedy during the dinner because they have been attacking each other's food. They have no idea about being poor and being hungry.
Looks How does this character look? Do they have special physical features?	She has Cherub's face. She is innocent and the good in her heart reflects her face.	-	-	

B. The teacher shows some lyrics on the smart board and asks the students that if Yolande has had a favorite song, what it would be. The answer is A. B is for a lover.

a. By SVRCINA “LOVER FIGHTER”

Everybody says there are two kinds of heart.
Where one loves and one goes to war
Some make peace
and others get even

b. By CHER “BELIEVE”

What am I supposed to do?
Sit around and wait for you?
Well, I can't do that
And there's no turning back
I need love to feel strong I need time to move on
'Cause I've had time to think it through
And maybe I'm too good for you

C. The teacher says to the students that they are Yolande and they keep a diary. What would they write to Yolande’s diary after reading the third part? How was the dinner? Were they a happy family? What did Yolande think about the kids’ always fighting each other? How was Celeste’s attitude towards Yolande? If Yolande were one of the children of the family, would she still be mature and a good person?

Dear Diary,

THE MISSION
By Hugh B. CAVE
(4th Lesson Plan)

WARM-UP

The teacher says they will play a game called “Find the lie...”. For this game, students need small pieces of paper. The teacher gives each student a small piece of paper and tells them to write 3 sentences that are related to the story that they have read the week before. Two of these sentences must be true, one must be a lie. They should walk around the classroom and guess which statement is a lie.

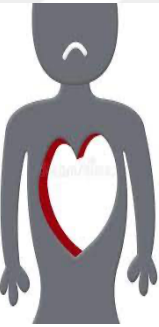
Example;

- Yolande stayed at Antoine’s home. (False)
- Antoine’s wife was not good towards Yolande at first. (True)
- Antoine’s children were naughty. (True)

(Ss’ answers)

PRE READING

- A. The teacher says that the students will play a taboo game before reading the story. The teacher explains what the taboo game is, for her students. For example, if “house” is a taboo word garden cannot be used to describe it. The teacher makes the students into groups of four and chooses a volunteer student from the groups to describe the words.

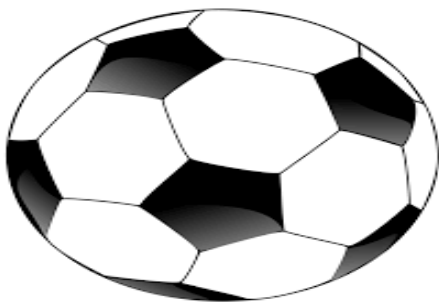
Herald Person News Messenger 	Gather Together Come together Collect 	Journey Travel Trip Tour 	Merchant Trader Tradesman Dealer 	Wart Bump Spit Swell 
Charcoal Coal Drawing Black 	Shrewd Cunning Crafty Smart 	Heartless Without Heart Unfair 	Indictment Blame Accusation Charging 	Handkerchief Tissue Cloth Hankie 

ON READING

- A. The teacher asks the students to read the text in silence for 5 minutes. Then, they will play a game called “Socratic Soccer Ball”. The teacher explains the game to the students. The teacher writes comprehension questions on the ball and asks her students to throw the ball at each other. The one who takes the ball answers one of the questions on the ball and then he/she throws the ball to another student, etc

The comprehension questions on the ball:

- I. Who are the characters in this part of the story?
- II. Can you describe Emile Hector? Age, physical appearance, job, etc.
- III. Is Emile Hector a fair or unfair man? Why?
- IV. Can you describe the woman who sells fresh vegetables and fruits?
- V. If Emile suggests 80 cents for the vegetables and fruits, how much do they cost?
- VI. What lesson does Yolande give to Emile Hector?
- VII. Who came to the shop and brought a tray with coffee and brown sugar candy?
- VIII. Why did Emile change his mind and run after Yolande for giving her food?
- IX. Why was Emile angry with his wife?
- X. What made Emile a good person in the end?

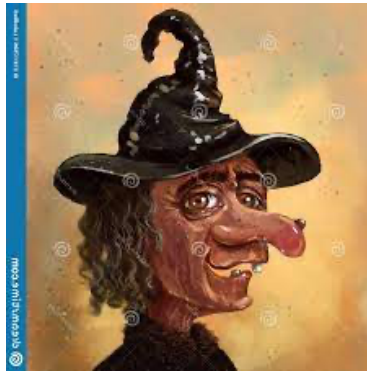


The possible answers are;

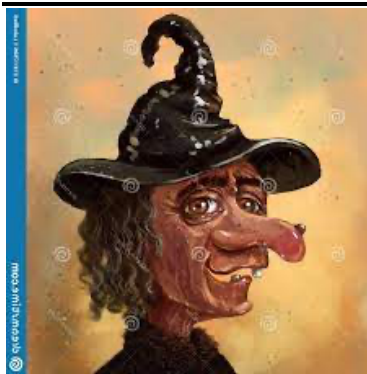
1. Yolande, Emile Hector, and the woman who sells vegetables and fruits.
2. Emile Hector is a merchant and he is in his seventies. He has a wart on his nose. He is a shrewd man. He is greedy, but he was a wealthy man.
3. Emile Hector is an unfair man at the beginning of the story. Because he gives a twice low price for the fresh vegetables and fruits. He cuts the money for Yolande's food from the sales woman. He was weighing red beans into paper bags, making sure that each bag contained just a little less than the pound he would claim it contained.
4. The woman who sells fresh vegetables and fruits is a good hearted woman. She tries to help Yolande to give her some food because she knows Yolande is starving. She is a fair woman. She tries to defend both Yolande's and her own rights.
5. If Emile suggests 80 cents for the vegetables and fruits, they actually cost 1 dollar and 60 cents.
6. Yolande understands that Emile Hector is an unfair man and he is actually a thief that does not give the money the sales woman deserves. After Emile cuts the money from the sales woman, Yolande sees the man's unfairness and she says that she is not hungry and pay the money back to the woman in a polite way.
7. Emile Hector's wife came to the shop and brought a tray with coffee and brown sugar candy.
8. The sales woman said to the Emile Hector <i>"Do you know where that child is going, M'sieu Hector? To Port-au-Prince, on those two small feet of hers. She has come all the way from Aquin, where her mother died, and is walking to find her father; And she has nothing to eat and no money. I hope the ti-fi thinks of you when she gets hungry! hope you are proud of yourself!"</i> that speech made him change his mind.
9. After learning his lesson to be a fair man from both Yolande and the sales woman, he saw his wife weighing red beans lower than a pound and he got angry with his wife to be a fair woman.
10. Yolande's a six year old child and she is a fair, good hearted kid. She is as if she is giving goodness to the people she has come across. Thinking her behavior, Emile Hector realizes his mistake and chooses to be a good man in the end.

POST READING

- A. The teacher says that they will focus on the characters in this part more deeply. The teacher asks some questions to the students to make them think about the characteristics of the people in the story. Then share their ideas with the whole students in the class.
- a. *Let's compare and contrast Emile Hector and the saleswoman. How are they? Are they the same or different?*



- b. Usually, the characters in a story change in some way by the end. How did Emile Hector in the story you have just read change? How was he at the beginning? What was different at the end? What caused him to change?



- c. In English, we say every fight has three sides; your version, my version, and the truth. This is because all of us see the same event in different ways. Let's think about Emile Hector's giving lower prices to fresh vegetables and fruits.

<i>Emile Hector's giving lower prices to fresh vegetables and fruits.</i>	<i>Yolande's Version</i>	<i>The saleswoman's Version</i>	<i>The Truth</i>

- B. The teacher says to the students they are Yolande and keep a diary. What would they write to Yolande's diary after what happens in Emile Hector's shop? How kind of a man he is? And what about the saleswoman? Is she good, fair, etc.?

Dear Diary,

THE MISSION
By Hugh B. CAVE
(5th Lesson Plan)

WARM-UP

The teacher says “Let’s remember the characters we read last week”. The teacher shows students some pictures and asks students to match the characters and describe them briefly.



- I. Yolande
- II. Emile Hector
- III. The saleswoman

a) Emile Hector:

(He is in his 70s and he is a rich merchant. He is an unfair man at the beginning of the story because he is giving lower prices than the actual prices. He does not want to give either a banana or a slice of bread to Yolande for free. He was weighing red beans lower than a pound but claiming it was a pound. He has a bad heart. After meeting Yolande and the woman who sells vegetables, he learns his lesson and decides to be a good person.)

b) Yolande:

(She is a good-hearted six-year-old kid. She knows what is to be fair and she always chooses to do the right things.)

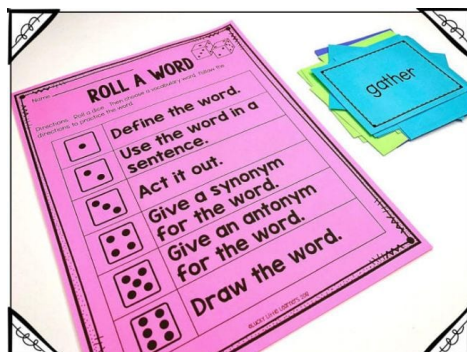
c) The saleswoman:

(She is a poor and good-hearted woman. She tries to help Yolande to feed her. As Yolande is starving during her journey to the capital. She is a fair lady.)

PRE READING

A. The teacher asks students to be in groups of four. Then, she says that they will play a game called “Roll a Word”. The game is played with dice. Each number on the dice has a meaning.

- When the dice comes to 1, it means to define the word.
- When the dice come to 2, it means to use the word in a sentence.
- When the dice come to 3, it means to act it out.
- When the dice comes to 4, it means to give a synonym for the word.
- When the dice come to 5, it means to give an antonym for the word.
- When the dice comes to 6, it means to draw the word.



VOCABULARY

trudg e	scowlin g	clatte r	windshiel d	glance d	whee l	good- lookin g	crow d	cicada s	shimme r
------------	--------------	-------------	----------------	-------------	-----------	----------------------	-----------	-------------	-------------

Trudge: walk slowly

Scowl: Frown

Clatter: Noise

Windshield: The front glass of the car

Glance: Look

Wheel: The steering wheel of the car

Good looking: Handsome

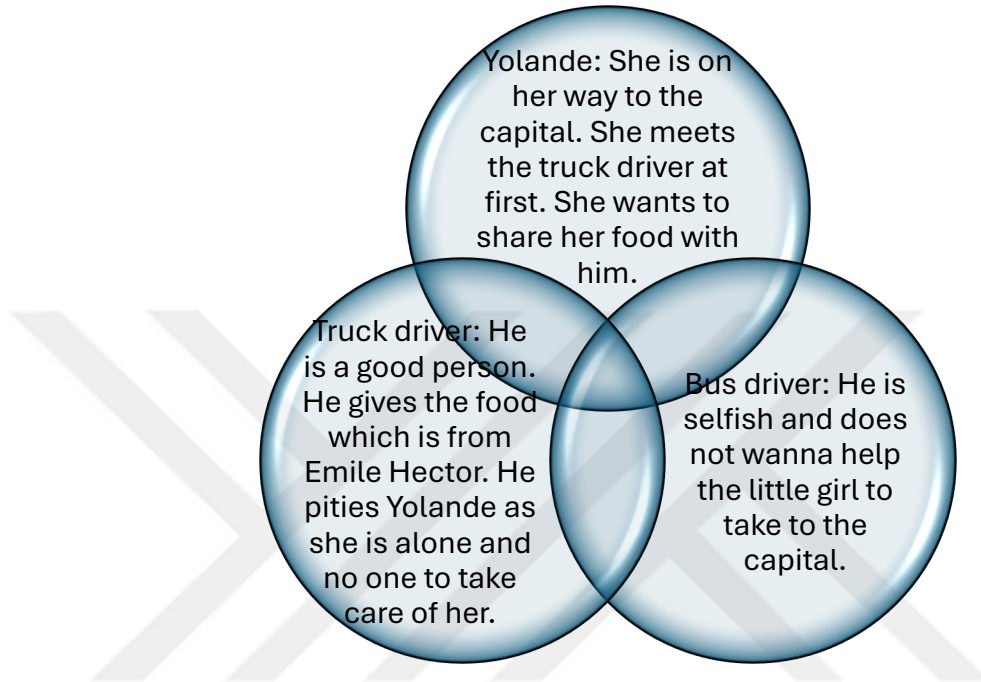
Crowd: A lot of people

Cicadas: Chatterbox

Shimmer: Glow

ON READING

- A. The teacher asks students to read the text in silence and then, she wants them to fill in the Venn diagram according to the characters by summarizing the text.



- B. The teacher asks students if they were Yolande and six years old, would they get in the truck whose driver they do not know anything about?

- C. The teacher tells her students to act the truck journey out and makes students into groups of two. The teacher brings some materials to the class such as a Wheel of the car, some clothes to be a truck driver, a dirty girl's dress, and a paper bag of food. The teacher gives 5 minutes to the students to get prepared.

The dialogue between Yolande and the Truck Driver

Truck Driver: "The old fellow said you are going to Port-au-Prince," he said, scowling. "Is that a fact?"

Yolande: "Yes, I am." Yolande told him.

Truck Driver: "Well, I'm not going very far, but I can save you a few miles of walking. Get in."

Yolande: "Oh-oh," she said. "Look at all the food I have. Would you help me eat it, please? What are you going to the capital for, ti-fi?" She told him.

Truck Driver: He frowned. "I know Port-au-Prince pretty well. What's your father's name and where does he live?"

Yolande: "His name is Armand St. Juste and I don't know where he lives. In a fine big house somewhere. He paints beautiful pictures. Maman told me all about him."

Truck Driver: "An artist, eh? Armand St. Juste? What does he look like?"

Yolande: "Well, I've never seen him. He's been too busy to visit us. But he's tall and good-looking and..."

Truck Driver: "You've never seen him? Never?"

Yolande: "No, but he sent us things. He sent me these gold earrings I'm wearing." Yolande smiled happily at the man. "I won't have any trouble finding him. He's very rich and important. Are you going to help me eat this food?"

Truck Driver: "Eat what you want and save the rest, you have a long way to go yet. I'm not hungry."

- D. The teacher asks students to close their eyes and asks them to dream that they are Yolande and wants them to compare and contrast the two drivers due to their characteristics in the text.

Truck Driver



He is helpful. He is a trustworthy person. He has a good heart. He tries to support Yolande to take her to the capital.

Bus Driver



He is not helpful. He is selfish. He says he will not take her on his bus even if she is a mouse. He is too far from being a good person.

POST READING

- A. The teacher says to the students they are Yolande and keep a diary. What would Yolande write to her diary after a long truck trip with a driver about whom she does not know anything? What would she say about the bus driver who does not want Yolande to take you to the capital?

Dear Diary,



THE MISSION
BY HUGH B. CAVE
6TH LESSON PLAN

WARM-UP

The teacher tells her students that they will play a ball game to remember the last week's lesson. The teacher brings a small ball to the class and says she will throw the ball to a student and the student will say a sentence about the last week's story. Then, the student will throw the ball to another student and share his/her sentence with the other students. This will go on till the summary of the story has been completed. After this ball game, the teacher will ask her students to compare the actions that happened in the story if it would be in our country.



**Possible Sentences To Summarize The Story Of The Last Week
Ball Game**

- There was a truck driver who suggested taking Yolande a little bit closer to the capital.
- She accepted the offer and got into the truck. In the truck, the driver was helpful and he offered Yolande to eat some food.
- However, the truck driver was so curious about where she was going and why. He asked some questions about Yolande's father and Yolande gave some information about her father showing her earrings that were sent by his father to prove that she had a father.
- When the truck driver reached his destination, Yolande got out of the truck.
- The truck driver wanted to take him to a new bus to the capital but the driver of the bus didn't accept Yolande to take her to the capital.

What Happened In The Story?	What Would Happen If It Happened In Our Country In Real Life?
Ss own answers	Ss own answers

PRE READING

- A. The teacher says that they will play a game called “Charades”. She divides the students into two groups and chooses one student from each group. She then selects a sheet of paper and performs the word on it. Before the two minutes are up, the teams have to guess the right word. That team is awarded a point for each word that is right. The winning team is the one that scores ten points first.

sobbing	Crying noisily
the parade	a <u>large number</u> of <u>people walking</u> or in <u>vehicles</u> , all going in the same <u>direction</u> , usually as <u>part</u> of a <u>public celebration</u> of something:
crowd	a <u>large group</u> of <u>people</u> who have come together:
waves	to <u>raise your hand</u> and <u>move</u> it from <u>side</u> to <u>side</u> as a way of <u>greeting</u> someone, <u>telling</u> someone to do something, or <u>adding emphasis</u> to an <u>expression</u> :
hem	the <u>edge</u> of a <u>piece</u> of <u>cloth</u> , such as the <u>bottom edge</u> of a <u>skirt</u> or <u>dress</u> , that is <u>folded</u> over and <u>sewn</u> so that it does not <u>develop loose threads</u>
sidewalk	a <u>path</u> with a hard <u>surface</u> on one or both <u>sides</u> of a <u>road</u> , that <u>people walk</u> on:
tugged	to <u>pull</u> something <u>quickly</u> and usually with a lot of <u>force</u>
battering	an <u>act</u> of <u>hitting</u> someone:
truck	a <u>large road vehicle</u> that is used for <u>transporting large amounts</u> of <u>goods</u> :
seized	to take something <u>quickly</u> and <u>keep</u> or <u>hold</u> it:

- B. The teacher asks her students to look at the pictures and match the names with the pictures. Then, she asks her students to compare their physical appearance and characteristic features by looking at the pictures. Write at least 4 sentences for each character.



1. Yolande

2. The Little Girl

The Little Girl	Yolande
She is younger than Yolande.	Yolande is a little bit older than the little girl.
She is wearing shoes. That shows she is a wealthy little girl.	She has no shoes. So, she is so poor.
She has no responsibility for an adult issue.	She is like an adult. She is mature even though she is 6 years old. She has her own responsibility.
She looks delicate.	She is not a delicate child. She is self-confident, brave, and sensible.

ON READING

- A. It's time to role-play. The teacher brings some clothes to the class such as a pink dress and an old dress. Nice shoes, etc.. the teacher gives a dialogue from the story and asks her students to role-play it.

"What's the matter, ti-fi, why are you crying?"

"I can't find my mother and father! I got out of the car to see **the parade** and can't find my way back!"

"There now, we're all right. We'll find your mother and father, you'll see. What's your name?"

"M-marguerite Maxime."

"Well, Marguerite, you stop crying now. Big girls don't cry. I won't let anything happen to you, no."

I know how it is. Take hold of my hand and I'll help you find them."

- B. The teacher makes students in groups of 4 study together. She says they will have an activity called **"Get it Wrong"**. In this activity, there will be some sentences about the chapter that they are reading. These sentences are written wrong deliberately. The teacher asks students to correct the sentences.

Eg. *When Yolanda stopped to rest, she ate peaches. (false- not peaches)*

(Correct Form) When Yolande stopped to rest, she ate bananas and bread rolls.

<u>Wrong sentences</u>	<u>True sentences</u>
<i>When the road grew dark she slept in <u>a hotel room</u>.</i>	<i>When the road grew dark she slept between the high, sheltering roots of mapou tree.</i>
<i>The little girl <u>was laughing</u> when Yolande saw her.</i>	<i>She was sobbing (crying) when Yolande saw her.</i>
<i>The little girl left her parents to <u>watch the party</u>.</i>	<i>The little girl left her parents to see the parade.</i>
<i>The little girl was wearing <u>a green dress</u>.</i>	<i>The little girl was wearing a pink dress.</i>
<i>they were standing on a side walk <u>with no touch</u>.</i>	<i>They were standing on a sidewalk, hand in hand.</i>
<i><u>Yolande</u> saw the little girl's parents.</i>	<i>The little girl saw her parents.</i>
<i>The truck which was coming fast towards the girls <u>crashed into</u> them.</i>	<i>The truck didn't give any harm to the girls.</i>

- C. The teacher tells her students to prepare a newspaper subtitle and write the accident story in the newspaper. She makes students into groups of 4 and the students will have 10 minutes to prepare their newspapers.



POST READING

A. The teacher says to the students they are Yolande and keep a diary. What would Yolande write about the little girl and the accident in her diary?

Dear Diary,

THE MISSION
By Hugh B. CAVE
7th Lesson Plan

WARM-UP



The teacher wants her students to remember the last week's part about the story "The Mission". Then, the teacher shows students some lyrics and asks her students to find which one suits them best for Yolande in the 6th part. After choosing the lyrics, they will listen to the song and answer some questions related to the story.

a. **BIG GIRLS DON'T CRY** by Fergie

It's time to be a big girl now
And big girls don't cry

b. **SURVIVOR** by Beyonce

I'm a survivor I'm not going to give up
I'm not gon' stop, oh I'm gon work harder

c. **STRONGER** by Britney Spears

You might think that I won't make it on my
own
But now I'm stronger than yesterday

The answer is A. In chapter 6, Yolande forgets about her father and focuses on finding the little girl's parents. We see Yolande trying to solve the little girl's problem without focusing on hers. Yolande says "BIG GIRLS DON'T CRY". She shows maturity at an age where she shouldn't have been mature.

Q1. When Yolande comes across some people on the road, she does a favor for them unconsciously. What favor did she do for the little girl?
Ss. Own answers.

Q2. When they saw a truck coming toward them, Yolande put her life at risk. Why did she do that?

Ss. Own answers.

PRE-READING

A. The teacher gives some definitions to the students and asks them to find the words in the puzzle.

C	A	O	P	C	D	H	T	H	B
A	W	E	D	G	H	K	I	L	R
R	C	L	E	N	C	H	L	F	O
R	E	R	Y	B	K	M	E	B	K
Y	X	N	S	C	I	O	D	L	E
M	A	H	A	G	O	N	Y	U	N
A	N	X	I	O	U	S	L	Y	P
U	G	L	E	A	M	I	N	G	L
L	O	O	K	F	O	R	A	E	I
N	O	D	E	G	C	L	I	N	C

Hold tight

to make a slight, quick downward bending forward of the head

to take or support from one place to another

to close (the hands, teeth, etc.) tightly.

Injured

Try to find

in an uneasy or worried manner

a thin slab or bent piece of baked clay, sometimes painted or glazed, used for various purposes, such as to form one of the units of a roof covering, floor, or revetment.

Shining

A kind of tree

ON READING

- A. The teacher shows some sentences from the text and asks students to make comments about the sentences such as character analyzing, guessing the meaning of the behavior of the characters, etc...

... She put her little girl in the back seat and took Yolande in her arms. (the little girl's mother)

The father of Marguerite Maxime was a young man, well-dressed. The doctor addressed him with respect.

"I have to find my father," she said, "Perhaps you know where he lives?" She told them her father's name and all that she knew about him and how she had walked to the capital from Aquin to find him.

He took her to the kind of house she knew her father must live in; a big, handsome house with tiled floors and gleaming mahogany furniture, set amid a garden filled with flowers.

There, after a bath in a great white tub, with warm water, she had supper with Henri Maxime and his wife and their little girl and then was put to bed.

"It shouldn't be difficult, should it, Father?" he said. "You can telephone the cure in Aquin? He'll know?"

Yolande	The little girl's father	The little girl's mother	House where the little girl and her parents live
iii. She has the aim to find her father. We see it from the beginning to the end. She has not changed her aim. So, she has not changed her characteristic from beginning to end. She has been helpful. She has been like an angel who distributes favors to people.	ii. He is a respected young father. He is a role father for Yolande. She thinks her father is as respected as Henri.	i. At first she embraces her daughter but after her husband's warning that Yolande is injured, she may realize that she is a humanistic person and they should be helpful. It is not the time for being selfish.	iv. The house looks like it belongs to a wealthy family. Yolande dreams that her father lives in this kind of house.
	vi. He is a helpful and optimistic person toward Yolande.		v. In the house, there is a bath tube where people have a shower. Maybe Yolande has never seen a bath at home. Yolande took a shower in a stream on her way to the capital during her journey. Having supper with the family means all the members of the family are united to each other. This is what Yolande wants to have in her life.

- B. The teacher sticks some pictures of some characters about the 7th part on the wall. She asks her students to be in groups of 4 and choose one student to walk around the class find the pictures and take them. Then, he/she comes to his/her friends and shows the pictures one by one and then, the other members of the group put them into an order and make sentences to summarize the story.



Ss own answers.

POST READING

- A. The teacher says to the students they are Yolande and keep a diary. What would Yolande write in her diary about the family of the little girl and their house? What did Yolande feel and dream about her future life?

Dear Diary,

THE MISSION
By Huge B. CAVE
8TH Lesson Plan

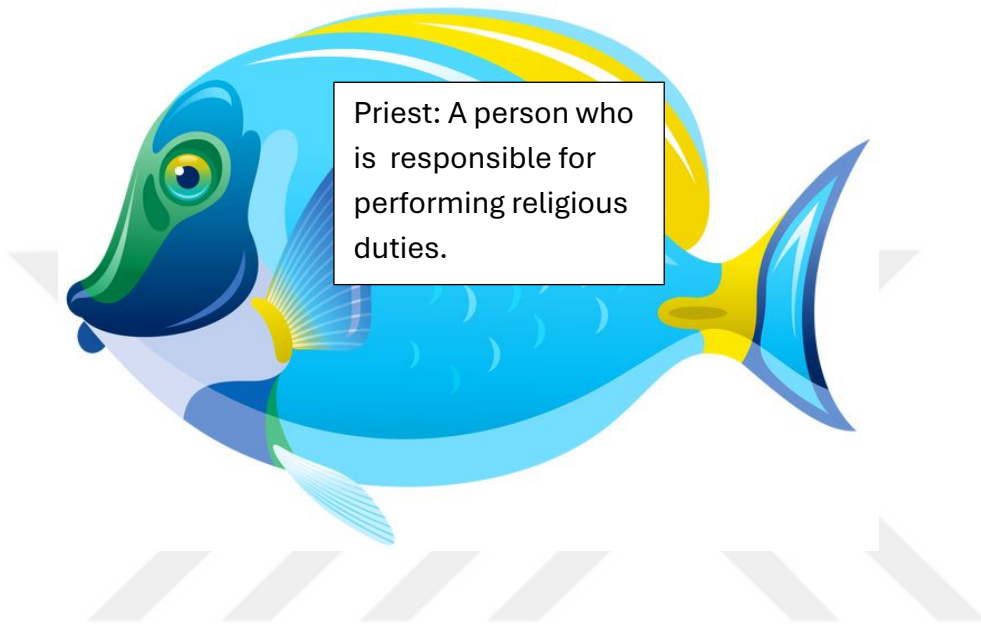
WARM-UP

The teacher sticks some sentences on the wall of the classroom and then, she makes students groups of 4 and asks the students to walk around the class, find the sentences, and fetch them to their friends. After completing all of the sentences, the teacher asks her students to put the sentences to summarize the story of chapter 7.

- Yolande and the little girl were nearly having a serious traffic accident.
- They found the family of the girl.
- The mother of the little girl hugged her daughter
- Henri said to his wife that the other girl (Yolande) was injured.
- The doctor said Yolande was okay.
- Yolande told her story to Henri and he started to search for Yolande's family.
- According to the Priest's findings about Yolande, there is no father. The father was a made-up one by the mother of Yolande.
- Henri adopted Yolande as his daughter.

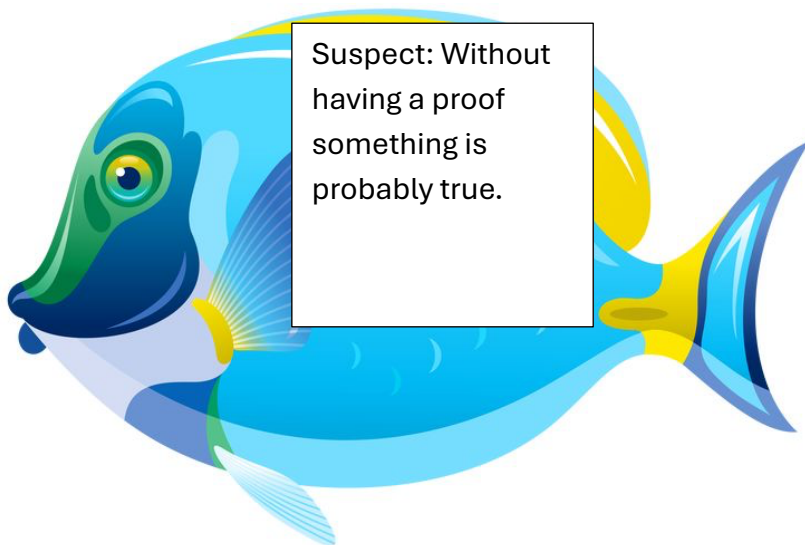
PRE READING

- A. The teacher tells the students that they will play a game called “Go Fish”. There will be ten Go Fish vocabulary cards. The teacher will divide the class into groups. The fun part of the game is that the students will not say the word but define it, and the other students will guess the meaning. There will be 3 minutes in which the team guesses more vocabulary will be the winning team.

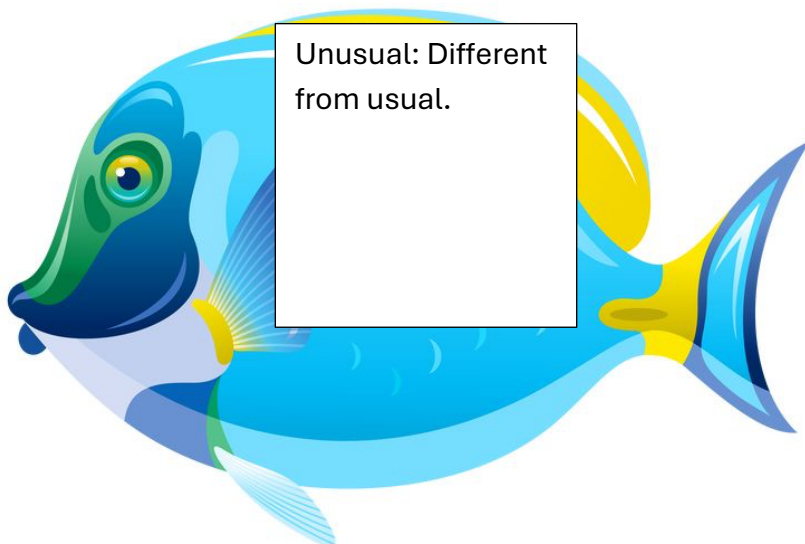




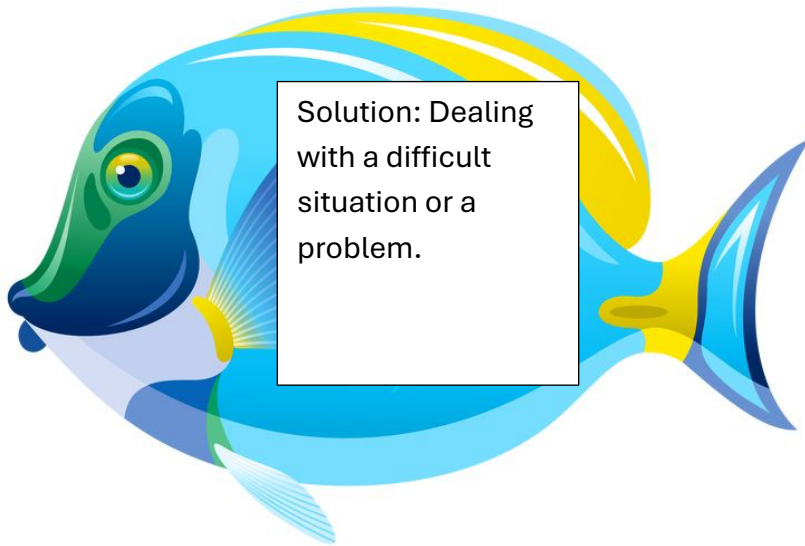
Frown: to make
angry expression
by making your
eyebrows closer.



Suspect: Without
having a proof
something is
probably true.



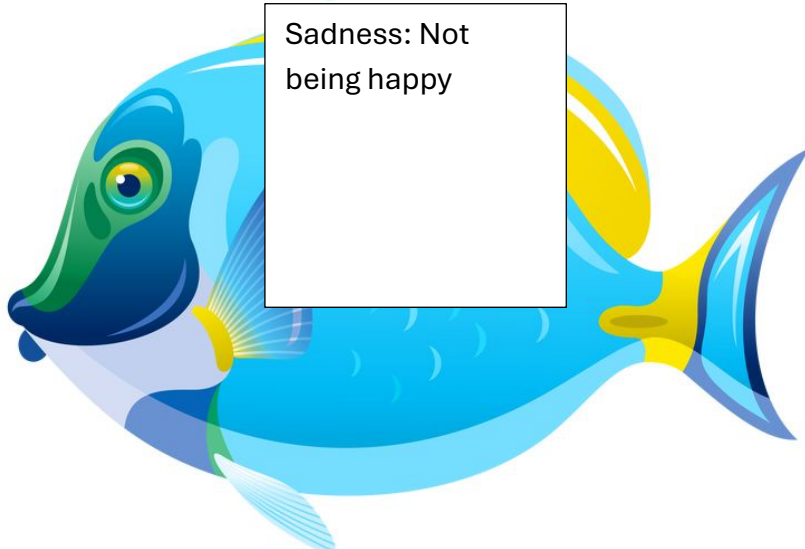
Unusual: Different
from usual.



Solution: Dealing
with a difficult
situation or a
problem.



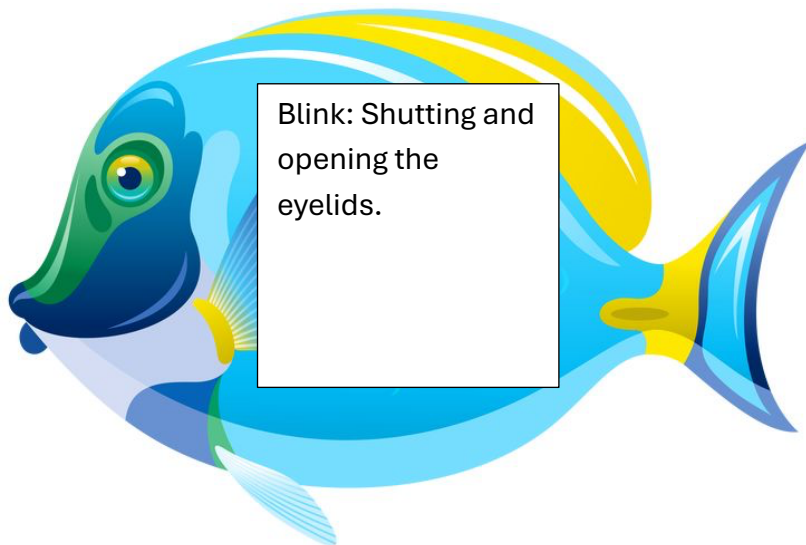
Hesitate: speaking
with feeling
uncertain.



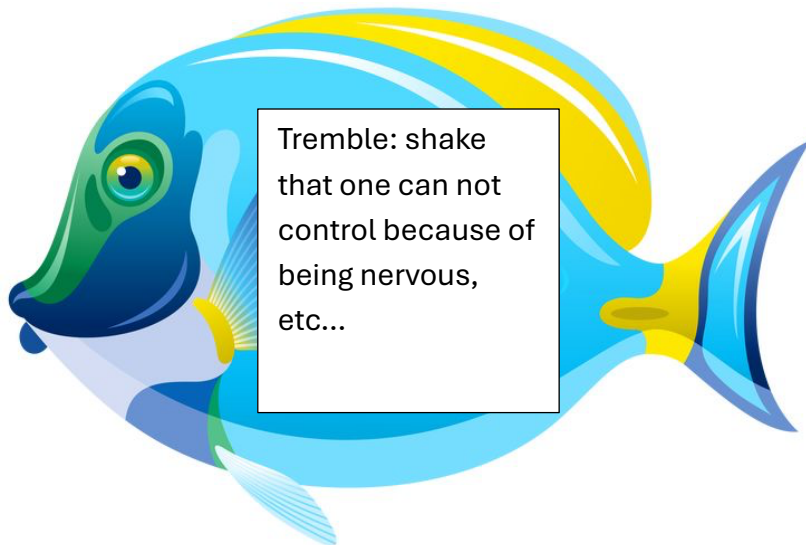
Sadness: Not
being happy



Gaze: Looking at sb for a long time.



Blink: Shutting and opening the eyelids.



Tremble: shake that one can not control because of being nervous, etc...

ON READING

- A. It's time to role-play. The teacher makes students groups of 2. Then, she gives a dialogue between Yolande and Henri Maxim (the little girl's father). The teacher asks her students to role-play it.

Henri Maxim: I have something to tell you, Yolande. Something I hadn't the courage to tell you yesterday when you were hurt. Your father is dead."

Yolande returned his gaze without blinking. Only her mouth trembled.

Henri Maxim: He died not long ago, here in the capital, I knew him well. He was, as you say, a great artist, a great man. He was also my best friend. When he died he asked me to take his place, if ever you needed me. He asked me to be your father. I said I would if you would let me.

Henri Maxim: You would live here, and Marguerite would be your sister. We have always wanted a sister for Marguerite. You would make us very happy, Yolande.

Yolande: I would make you happy.

Henri Maxim: Yes. You would make us happy.

Yolande: Then I will stay, thank you very much.

- B. The teacher shows some sentences from the story, asks questions about the text, and makes students think deeply and share their ideas with their friends.

"As you suspected, the child has no father. The mother simply invented one. Yet the mother was a fine young woman..."

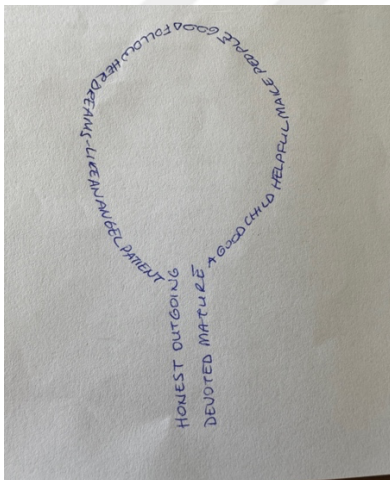
"The child would have left us when she awoke, Father. I kept her here only by telling her that Marguerite was still frightened and needed her."

"She will never stop looking for her father unless..." "The endless search for truth," the priest said. "For beauty. For love."

"I would make you happy?" Yolande said.

- C. The teacher asks her students to think about Yolande and her role in the story. Then, she asks her students to draw a character tree for Yolande.

Yolande is a poor little girl in search of her father. She is optimistic, helpful, and pure, and makes everyone around her good people. She makes them take out the goodness in them. So, they cannot be evil-hearted people anymore.



POST READING

- A. The teacher makes her students think about the whole story and asks about the title.
- What is the definition of the mission as a word?
 - Why is “The Mission” chosen as the title of the story?
 - What is the idea behind the title “The Mission”?

According to the Oxford dictionary, the definition of the word “Mission” is an important assignment given to a person or group of people, typically involving travel abroad.

Yolande has a mission to find her father after her mother’s death. From the beginning of her journey to the end, we have seen her in the search for her father.

During her journey, we saw her meet some people that she did not know anything about. These people at first, are bad-hearted, bad-minded people. After meeting Yolande on her way, these bad-hearted people became good-hearted ones. Her mission is to help people be good, and change their behavior.

- B. The teacher gives a table for her students and asks them to fill in the table according to the whole story we have read. The teacher asks her students to write about the people she comes across on the road and say what favors she did for them.

<u><i>The people Yolande came across</i></u>	<u><i>What changed</i></u>
The two women washing clothes in the ditch	• The two women were arguing at the beginning of the story but after meeting Yolande on her way to the capital, the suddenly stopped arguing and the two women realized that they were literarily friends and there was no matter arguing anymore. It was as if Yolande were an angel and she put a spell on them and they became good hearted people.

Antoine, the man who invited Yolande for dinner	• Antoine was a man who did not think the behavior of his own children deeper at first. It was normal for him even though the kids were quarreling all the time, he did not do anything to correct their behavior. After meeting Yolande he realized that his kids were not behaving in a proper way as Yolande did. Then, he tried to fix the behavior of his kids with his own way. • Antoine, himself, was not a man to change his life style and he did not question anything in his life before meeting Yolande. After meeting her, he question his life with his wife and kids and he tried to change it.
Celeste, the wife of Antoine	• When she heard, there was a guess to join them for the dinner, she was very angry with her husband in terms of their economic situation. After meeting Yolande, she changed the way she thought. He wanted his husband to bring Yolande back to their house.
Emile Hector	• He was the owner of a shop where vegetables and fruits were sold. He paid less than he should have done. After Yolande who was actually starving but she did not tell anything about her being hungry and supporting the saleswoman to take her vegetables and fruits back. Because, Yolande thought Emile to be a thief. Then, he realized his mistake and changed the way he thought. He started living justly.

The woman who sells fruits and vegetables to Emile Hector	• She was a sales woman and she saw Yolande and realized she had been hungry for a long time. She tried to help her after selling her goods to Emile Hector.
The truck driver	• Emile Hector gave some money and food to the track driver and asked him to find Yolande and gave her. The track driver found Yolande and had a chat with her. He realized she was an honest girl and so pure. He wanted to help her. He took her to a bus station to the capital. But the bus driver did not accept Yolande. He tried to persuade the bus driver but he could not succeed it.
Marguerite Maxime the little girl	• She was a little girl younger than Yolande. She lost her parents and cried a lot. After meeting Yolande, she stopped crying and they both found the little girl's parents.
Henri Maxime the father of the little girl	• Henri Maxim was effected by Yolande's story when he heard it from the Father. At the end of the story, he adopted Yolande.
The little girl's mother	• Yolande and Marguerite had an accident while they were running towards the little girl's parents. The little girl's mother hugged her own daughter first and she underestimated Yolande who was affected by the accident more. After her husband's warning she left Marguerite and embraced Yolande and took her to the doctor.

C. The teacher asks her students if they had a chance to change the end of the story, what they would change, and why. Is it a happy ending or not?

Ss. Own Answers.

D. The teacher says to the students they are Yolande and keep a diary. What would Yolande write in her diary about her father's death and the adoption of the family?

Dear Diary,

Appendix 5 - HİKAYE ALGISI ANKETİ (Son Test/Post-Study Questionnaire)

Sevgili Öğrenciler,

Bu anket çalışması, Akdeniz Üniversitesi tarafından edebi eserlerin yabancı dil derslerinde kullanılmasına yönelik olarak görüşlerinizi öğrenmek amacıyla uygulanacaktır. Bu anket sonucu bilimsel bir çalışmaya ışık tutacaktır. Kimlik bilgileri saklı tutulacaktır. Ankete katıldığınız için teşekkür eder. Çalışmalarınızda başarılar dilerim.

Araştırmacı

ADI& SOYADI:

SINIFI:

CİNSİYETİ:

KİTAP OKUMAYI SEVER MİSİNİZ:

A	Kısa hikaye çalışmasının dil bilgisine katkıları	Daima (5)	Sık sık (4)	Bazen (3)	Nadiren (2)	Asla (1)
1	Kısa hikaye okurken dilin özel kullanımının farkına vardım.					
2	Kısa hikaye çalışmasıyla dilbilgisi konusunu derslerde öğrendiğimden çok daha iyi pekiştirdim.					
3	Kısa hikaye okurken farklı dil yapılarını tanıdım.					
4	Kısa hikayeler sayesinde dilbilgisini daha keyifli ve anlamlı bir şekilde kullandım.					
B	Kısa hikaye çalışmasının kelime bilgisine katkıları					
5	Ders kitaplarında karşılaştığım kelimeleri kısa hikaye çalışması sayesinde pekiştirdim.					
6	Kısa hikaye çalışması sayesinde ders kitaplarında karşılaştığım kelimelerden farklı kelimeler öğrendim.					
7	Kısa hikaye çalışması sayesinde yeni kelimeleri anlamlı bir bağlamda kullandığım için kolayca aklımda tutabildim.					
C	Kısa hikaye çalışmasının yazma becerisine katkıları					

8	Kısa hikaye okumak yazarken daha yaratıcı olmamı sağladı.					
9	Kısa hikaye çalışması İngilizcenin kullanımı konusunda daha bilinçli olmamı sağladı.					
10	Kısa hikaye sayesinde duygularımı daha kolay ifade edebildim.					
D	Kısa hikaye çalışmasının öğretime ve sınıftaki öğrenme atmosferine katkıları					
11	Kısa hikaye çalışması sayesinde dersten daha çok keyif aldım.					
12	Kısa hikaye çalışması keyifli ve rahat bir ortamda ders çalışmamı sağladı.					
13	Kısa hikaye çalışması derslere olan ilgimi ve motivasyonumu artırdı.					

İngilizce dersinde edebiyat kullanılması ile ilgili düşünceleriniz nelerdir?

İngilizce dersinde edebiyat kullanılması derse karşı tutumunuzu nasıl etkiler?

Post-Study Questionnaire in English Language

A	The contributions of short story study to grammar knowledge	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1	I realized the particular use of language.					
2	I reinforced the grammar subject much better than I learned in the lessons.					
3	I got to know different language structures.					
4	I used grammar in a more enjoyable and meaningful way.					
B	The contributions of short story study to vocabulary knowledge					
5	I reinforced the words that I met in the course books.					
6	I learnt words that differed from those I met in the coursebooks.					
7	I could retain the new words easily since I used them in a meaningful context.					
C	The Contributions of short story study to writing skill					
8	It enabled me to be more creative.					
9	It enabled me to be more aware of the use of English language.					
10	I could express my feelings more easily by means of short story.					
D	The contributions of short story study to teaching and the learning atmosphere of the classroom					
11	I enjoyed the lesson more.					
12	It enabled me to study in an enjoyable and comfortable setting.					
13	It increased my interest and motivation toward courses.					

What are your thoughts about using literature in English language lessons?

How does using literature in English class affect your attitude towards the lesson?

Appendix 6 Etik Kurul İzni

Evrak Tarih ve Sayısı: 04.04.2023-615936



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 03.04.2023

TOPLANTI SAYISI : 08

KARAR SAYISI : 154

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Fatma Özlem SAKA**'nın danışmanlığını, **Merve GÜLTAŞ GÖK**'ün araştırmacılığını üstlendiği, *"Lise Öğrencilerinin Yabancı Dil Sınıflarında Kısa Hikaye Kullanımına Yönelik Görüşleri"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel MEHTER AYKIN

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nurşen ADAK

Üye
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Taner KORKUT

Üye
Prof. Dr.
Gökhan AKYÜZ

Appendix 7 Antalya İl Milli Eğitim Müdürlüğü Uygulama İzni



T.C.
ANTALYA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : E-98057890-20-75243548
Konu : Araştırma Uygulama İzni

28.04.2023

İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE
ANTALYA

İlgi : 21/01/2020 tarih ve 1563890 sayılı Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi.

Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Programı 202254011801 numaralı öğrencisi **Merve GÜLTAŞ GÖK'ün** "Lise Öğrencilerinin Yabancı Dil Sınıflarında Kısa Hikaye Kullanımına Yönelik Görüşleri" isimli araştırmasını, İlimiz Serik İlçesi Çandır Çok Programlı Anadolu Lisesi 11. ve 12. sınıf öğrencilerine yönelik uygulama isteği ile ilgili Akdeniz Üniversitesi'nin 26/04/2023 tarih ve 628256 sayılı yazısı Müdürlüğümüz Ar-Ge Birimi Değerlendirme ve İnceleme Komisyonunca incelenmiş olup;

Adı geçenin ilgi Genelge kapsamında 2022-2023 Eğitim Öğretim Yılı içerisinde olmak üzere, İlimiz Serik İlçesi Çandır Çok Programlı Anadolu Lisesi 11. ve 12. sınıf öğrencilerine yönelik, Okul Müdürlüğünün sorumluluğunda Eğitim Öğretim faaliyetlerini aksatmaksızın yapması.

Söz konusu araştırmanın bitimine müteakip; sonuç raporunun bir örneğinin CD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmesi kaydıyla uygulanması, Komisyonca uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde, Valilik Makamının 25/08/2020 tarih ve 24911 sayılı yetki devrine göre olurlarınıza arz ederim.

Fatma Zeynep ŞERAN
Müdür a.
Müdür Yardımcısı

OLUR

Dr. Emre ÇALIŞKAN
Vali a.
İl Milli Eğitim Müdürü

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Soğuksu Mah. Hamidiye Cad. No:59 Muratpaşa/Antalya

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

Telefon No : 0 (242) 238 60 00

Bilgi için: Erdal ER

E-Posta: projeler07@meb.gov.tr

İnternet Adresi: <http://antalya.meb.gov.tr/>

Unvan : Teknisyen

Kep Adresi : meb@hs01.kep.tr

Faks:2422386111

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 26e3-fba0-34ca-a980-28fa koda ile teyit edilebilir.



Appendix 8- Content Analysis

Ss' name		Pre study views	Post study views
1	First statement What are your thoughts about using literature in English lessons before/after the application?	Since my English is not good, I will have difficulty.	While learning English through literary works, I learned to empathize, I learned vocabulary, and I loved the English lesson.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I believe I will have difficulty in understanding the literary texts. Thus, I do not have a positive thought about it.	I love English lessons and literature now.
2	First statement What are your thoughts about using literature in English lessons before/after the application?	I don't find it positive myself, but it's worth trying.	My sense of empathy, my vocabulary improved and my creativity increased. I started to love English class.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	Studying literary works in English class may have negative effects and may even make my English lessons worse. That's why I have negative feelings.	I like studying literature in English class.
3	First statement What are your thoughts about using literature in English lessons before/after the application?	I think literary works should not be used in English lessons. Our English vocabulary is very limited.	My English vocabulary has improved. The lessons were very fun. I can make sentences now. My sense of empathy also improved.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	It affects in a negative way.	I find the combination of literature and English lessons positive. Lessons are more productive. My interest in English lessons increased.
4	First statement What are your thoughts about using literature in English lessons before/after the application?		Learning the words through activities helped me understand.

		I think I will have a difficult time because I do not know all the words in English. I think I will have some problems while trying to understand the texts.	My sense of empathy has improved. My negative perspective has changed.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	Since I do not like literature, I think I will not like using literary works in English lessons.	I am no longer prejudiced against literature.
5	First statement What are your thoughts about using literature in English lessons before/after the application?	Literary works in English should not be used. Our English level is not sufficient for this.	We learned vocabulary about daily life. I understand the words well. I improved my writing skills and my feeling of empathy.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I do not think positively about this. We already have a Turkish language and literature course. We don't need a second literature lesson.	I was prejudiced toward English literature but I liked it.
6	First statement What are your thoughts about using literature in English lessons before/after the application?	It is not necessary to use literary works in English. We can have problems understanding what we read.	I benefited from literature in learning vocabulary and I improved my empathy feeling.
	Second statement How does/did using literature in English lessons affect your attitude towards the lesson?	It affects our lesson badly. Because I cannot reconcile English and literature classes in my mind.	I find it good to study English literature in English lessons. I like English lessons.
7	First statement What are your thoughts about using literature in English lessons before/after the application?	Literature can be used in English. Everyone's	It improved my empathy feeling. Also, it helped me

		opinion is different. But it seems a bit complicated to me.	to improve my writing skills thanks to keeping a diary at the end of each lesson. I improved my creativity.
	Second statement How does/did using literature in English lessons affect your attitude towards the lesson?	I am not normally a very successful student in literature class. There may be literature in English, I don't think negatively, but I think I will have difficulty understanding it.	I like English lesson and literature.
8	First statement What are your thoughts about using literature in English lessons before/after the application?	I do not find it appropriate to use literature in English. Because we cannot know the words of ancient origin, we cannot be successful.	It was enjoyable and a great pleasure to use literary work in English lessons.
	Second statement How does/did using literature in English lessons affect your attitude?	It negatively affects my attitude towards the course. Literature challenges me a lot.	It affected me in a positive way. My interest toward the lesson increased. Having literary works in English lesson was fun.
9	First statement What are your thoughts about using literature in English lessons before/after the application?	There is no need to use literature in English lessons. It will cause problems in understanding.	I really benefited from using literary works in English language lessons. It helped me to understand what I read in English. I improved my feeling of empathy.
	Second statement How does/did using literature in English lessons affect your attitude towards the lesson?	It negatively affects my attitude. I couldn't imagine using literature in English class.	In the past, while I was in Turkish literature class, I used to feel upset. It has changed now. In English literature class I feel very happy.
10	First statement What are your thoughts about using literature in English lessons before/after the application?	I do not want literature to be used in English lessons. I have no interest in literature. I don't like it at all. I am not successful either.	Both my empathy feeling and my writing skills improved. I learned a lot of words. I believe I am successful now.
	Second statement How does/did using literature in English lessons affect your attitude towards the lesson?	I don't like literary works. My attitude on this issue is negative.	I used to be prejudiced toward English literature in the past. It changed after

			literature classes and the story.
11	First statement What are your thoughts about using literature in English lessons before/after the application?	I do not find it positive to use literature in English lessons. because I have no interest in these courses. I don't think I will be successful.	It was enjoyable but It is not my first choice to learn English. However, the atmosphere was good and enjoyable. It was different from our old English lessons.
	Second statement How does/did using literature in English lessons affect your attitude towards the lesson?	Using literature in English class affects me badly. I don't want it to be associated with English. I don't find it right.	I joined the lessons and I became active during the lesson. I find it useful.
12	First statement What are your thoughts about using literature in English lessons before/after the application?	I do not see the use of literature in English lessons as positive. Because I cannot be successful and I have no interest in literature.	English lessons with literary Works were nice because I started to understand English. It improved my vocabulary knowledge. I have changed my negative feelings toward English lessons into positive one.
	Second statement How does/did using literature in English lessons affect your attitude towards the lesson?	We already have Turkish literature lessons for 10 hours a week. If we take a literature course in English class, our current interest in English will disappear.	Since I understand English well, I changed my negative perception.
13	First statement What are your thoughts about using literature in English lessons before/after the application?	We can understand the subject in Turkish literature classes. We do not have any problems because we take it in our own native language. However, if there is literature in English, we will have a difficult time. I don't think I will be successful because I don't have much vocabulary.	I started to learn the English language better than in the old days. I learned to make empathy.

	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	My interest in English class decreases. English lesson becomes difficult.	These lessons changed my point of view toward English and literature. I love both of them.
14	First statement	What are your thoughts about using literature in English lessons before/after the application?	I don't like literature class at all. I don't want to study literature in English class either.	Thanks to these lessons, I improved my vocabulary. I can read English texts without any difficulty.
	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	I think it will distract me from English class.	Now, I love English lessons with literary works.
15	First statement	What are your thoughts about using literature in English lessons before/after the application?	I'm curious about the use of literature in English class. I love the literature lesson very much.	I advise every student to study English with literary works. It is very helpful to improve the proficiency of your English. On the other hand, I improved how to make empathy. I am an active student in English lessons from now on.
	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	I think it increases our interest in the lesson and makes us excited.	I really like English lessons. They are enjoyable.
16	First statement	What are your thoughts about using literature in English lessons before/after the application?	Since I do not like literature class, I do not find it useful to use literature in English class.	I think, English lessons started to be enjoyable. I enjoyed myself during the lessons.
	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	It effects my attitudes in a negative way. Literature course is already a difficult course. I think it will affect me negatively since my level in English class is not very advanced.	I love English lessons and maybe, Turkish literature teacher takes our English lessons as example.
17	First statement	What are your thoughts about using literature in English lessons before/after the application?	I do not find it appropriate to use literature in English. Because literature is a course with difficult topics. It's hard for me to understand literature in English.	Reading story in English lesson increased my interest and it has made me more active during the class. I improved my writing skills. Also, I changed my negative feelings to the actions happens around me into positive ones.
	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	My attitude towards this issue is negative as I will have difficulty understanding literature and English at the same time.	Including literary texts into English lessons are enjoyable and more understandable. To be honest, I didn't use to like literature but, now I like it.

18	First statement What are your thoughts about using literature in English lessons before/after the application?	Since novels or other literary works are not my interest in literature class, using literature in English class does not make any sense to me.	Using literary texts in English lessons are enjoyable and instructional. It helped me to improve my vocabulary knowledge. Also, thanks to reading story, I can make empathy.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I think the English lesson will be unproductive and boring.	I really did not like literature in the past. However, these lessons changed my point of view. I was prejudiced at the beginning. Now, I like literature
19	First statement What are your thoughts about using literature in English lessons before/after the application?	I'm thinking negatively now because I'm more interested in learning the language than the content of the English course.	My reading and writing skills have improved so far. I have learned a lot of words.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My attitude towards the use of literature in English lessons is not positive.	My prejudices against literature were changed in a positive way. I feel more enjoyable and excited about the lesson. My interest in English lessons increased.
20	First statement What are your thoughts about using literature in English lessons before/after the application?	I do not find it positive to use literature in English lessons. I think we will have difficulty. Our vocabulary is already very limited.	The use of literature in English class is very useful and beneficial. We learned a lot of words. It allowed me to be creative.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My attitude towards the use of literature in English lessons is not positive. Literature is a difficult course anyway. I fail. It doesn't seem right to do what I envisioned.	I love English lessons now. Using literary works in class was very useful. It made me love the course.
21	First statement What are your thoughts about using literature in English lessons before/after the application?	I don't like reading books at all. I have no interest in language classes or literature. Therefore, literature should not be used in English lessons.	We learned English more effectively. It improved my sense of empathy. I can now write in English. My vocabulary increased. We had a lot of fun while learning.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I am prejudiced on this issue because I do not like literary works.	The lesson became more understandable. I was prejudiced against literature, but my opinion has completely changed. From now on, we want literary works to be used in English lessons.
22	First statement What are your thoughts about using literature in English lessons before/after the application?	If we use literature in English lessons, we will have a difficult time because our vocabulary is very limited.	It helped me learn topics and words in a way that would be remembered more quickly. My sense of empathy has improved. It

	Second statement	How does/did using literature in English class affect your attitude towards the lesson?		helped me improve my writing skills.
	First statement	What are your thoughts about using literature in English lessons before/after the application?	My attitude on this issue is negative. I have a hard time because I don't know the words. I'm not motivated.	My participation in English class increased. I used to think negatively about using literary works in English lessons. However, it is very useful and fun. It increased my motivation.
23	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	I do not find it positive to use literature in English lessons. Literature alone is already a difficult course. I am not a successful student in English class either. It causes me to fail.	Reading stories increased my participation in class and I became an active student. My sense of empathy and writing skills have improved.
	First statement	What are your thoughts about using literature in English lessons before/after the application?	We should not study literature in English class. My attitude on this issue is very clear.	I like English lessons with literary texts.
24	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	I think we will have a hard time because our vocabulary is not sufficient. Just knowing the words is not enough. Our writing skills and speaking skills are not at the appropriate level for a literature class.	It was good that we used literary works in the English lesson and I think we achieved a good result. Our ability to write in a foreign language has improved and our sense of empathy has also improved. Our vocabulary knowledge also increased.
	First statement	What are your thoughts about using literature in English lessons before/after the application?	My attitude on this issue is really negative. I think using literature in English lessons will lead us to failure.	All our negative thoughts turned into positive ones.
25	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	If literature is used in the English lesson, it will be a lesson in which the teacher is active and the student is passive. How does learning occur if students are passive? I think in a negative way about this.	The use of literature in English lessons was very good and impressed me a lot. It improved me a lot. I learned new things. I enjoyed the lesson very much.
	First statement	What are your thoughts about using literature in English lessons before/after the application?	If literature is used in English class, my thoughts and attitude towards it are negative. I don't want to do something that I think I won't be successful at.	I attended classes very carefully and focused. My English is better than before. I love English and literary works.
26	Second statement	How does/did using literature in English class affect your attitude towards the lesson?	I am against the use of literature in English class. Our English language level is low and our English background is not good. I think the lessons will be boring.	In my opinion, using literary works in English lessons is more interesting. I enjoyed listening to and participating in the lecture. I learned new words and they became very memorable with different activities.
	First statement	What are your thoughts about using literature in English lessons before/after the application?	I am against the use of literature in English class and this does not change	Now, I love literature and consider positively about it.

		my mind. We will face negative consequences. We get away from English class.	
27	First statement What are your thoughts about using literature in English lessons before/after the application?	I think the use of literature in English lessons would not be appropriate for our class. Since our level of English is low, the lessons will be very boring and we will constantly fall asleep during the lesson because we will be passive.	As my vocabulary increased, my sense of empathy also improved. Also, we were active students during the course.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My opinion about the use of literature in English lessons will not change. I already have difficulty in English, I can never understand it with literature.	I like English more. I started to understand the texts better.
28	First statement What are your thoughts about using literature in English lessons before/after the application?	Literature in English class? I couldn't picture it in my mind. Literature is a very difficult subject and it requires vocabulary knowledge. I cannot succeed.	At first, I did not want literature to be used in English lessons. I was not a volunteer. But later I realized that the lessons are very fun and sometimes we have laughed and sometimes we have been sad. But most of all, our sense of empathy has improved. Our writing skills have also improved a lot by writing a diary at the end of each lesson.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My attitude and approach on this issue is negative because I think I will not be successful.	I broke my prejudice. Literature should definitely be used in English lessons.
29	First statement What are your thoughts about using literature in English lessons before/after the application?	Using literature in English will make the English lesson even more difficult, and as a result, we may not want to come to the lesson and participate.	Doing activities with our friends enabled us to do group work and we actually experienced how useful peer learning is. We learned different words. We also reinforced how to write a diary and how to think creatively.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I never want to take a literature lesson in English class.	My prejudices have completely changed.
30	First statement What are your thoughts about using literature in English lessons before/after the application?	Literature course and English course are two different sets. I don't think they have common elements.	I found the use of literary works in English lessons very useful. At first I thought they were two different things. but they complemented each other.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I'm already having a hard time in English class. I don't know what I would do if a literature course	My prejudice has changed and I am sure that everyone will enjoy taking English lessons with literary works.

		was added. My attitude on this issue is negative.	
31	First statement What are your thoughts about using literature in English lessons before/after the application?	I won't be successful because we will encounter too many foreign words. That's why literature should not be used in English lessons.	Our lessons were very fun, we laughed a lot and had fun. We reinforced English words better.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	We already have too many literature classes. I don't want to see the same things over and over again.	I was prejudiced, but my feeling has changed. We adapted to the lesson better.
32	First statement What are your thoughts about using literature in English lessons before/after the application?	I don't like literary works. I already have difficulty even learning Turkish. I can't think in English class.	Our lessons are very enjoyable and entertaining.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	Since I have no motivation, my attitude on this issue will not change and it is negative.	Previously, I was very against the use of literature in English lessons. Then I started to enjoy it. I love English now.
33	First statement What are your thoughts about using literature in English lessons before/after the application?	I think we will learn vocabulary, idioms, proverbs, metaphors just like in Turkish literature. Maybe it could be useful.	Our classes are really fun. Thus, my grammar, writing skills, reading skills and vocabulary increased.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	Even though I find it useful to use literature in English, I have a prejudice about it. I think I will not be successful and I am afraid of failing.	Although I was prejudiced at first, the fact that the lessons were fun and full of activities changed my mind.
34	First statement What are your thoughts about using literature in English lessons before/after the application?	I don't like literary works or anything in literature. It should not be used in English class. It sounds so boring.	It was very boring for me at first, but then I started to enjoy it a lot. In addition to learning to empathize, my speaking skills and writing skills improved.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My attitude on this issue is negative. We already have too many literature classes, I don't want to take a literature class anymore.	I have discovered that I can understand English thanks to reading stories. I like English.
35	First statement What are your thoughts about using literature in English lessons before/after the application?	I don't want to study literature in English class. We are already taking literature classes. It's a very difficult lesson. I don't want to have difficulty in learning English anymore.	I think it is good to use literary works because we learn vocabulary and our writing and speaking skills improve. I started to empathize now.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	Having literature in English class reduces my motivation and affects me negatively.	I find it very useful. I used to have no idea and was thinking negatively. Now I'm really starting to like English.
36	First statement What are your thoughts about using literature in English lessons before/after the application?	I think we can study literature in English class. It might be useful.	I found the use of literature in English lessons very useful. My participation in

			class increased. I had fun and had an enjoyable time.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	While I think literature would be useful, I also think it would be a very boring course on the subject if we were exposed to too much literary information. My English level is not very high anyway. I have prejudices about this.	My prejudice has changed. I love English lessons now.
37	First statement What are your thoughts about using literature in English lessons before/after the application?	We have a lot of literature classes. There should be no literature in English. I'm so bored. I don't want a literature lesson.	Using literary works in my English lessons is fun and enjoyable.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I am biased towards literature class. I don't think it will be positive, especially if there is a literature course in English as well. My opinion on this subject is very clear, it will affect us in a negative way.	My interest in the course increased and I liked the course.
38	First statement What are your thoughts about using literature in English lessons before/after the application?	If English lessons are combined with literature, it becomes difficult. Class attendance decreases. The teacher becomes active and we feel sleepy.	My English speaking skills increased and the lessons were very fun. Role playing activities were my favorite. Because we were active during the activity.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I have prejudice against the use of literature in English lessons. There will be too many words and we do not know their meaning and we will not be successful.	I enjoyed it very much and my prejudice was broken.
39	First statement What are your thoughts about using literature in English lessons before/after the application?	Using literature in English lessons will reduce our motivation. Therefore, our success rate will decrease. In this regard, I am against the use of literature in English lessons.	I was prejudiced before. Now, thanks to literature and English, the lessons were both fun and enjoyable.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I don't think my attitude on this issue will change. I already have a negative perspective. Literature should not be used in English lessons.	My prejudice has changed. I love English lessons.
40	First statement What are your thoughts about using literature in English lessons before/after the application?	If easy and simple English language is used, literature can be used in English lessons. Otherwise, if it is a language with language arts that we do not know much about, we may be distracted from the lesson and our interest will decrease.	I learned different words. My imagination has improved. I became more motivated to learn English.

	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I am against the use of literature in English lessons because it may negatively affect our understanding of the lesson.	I enjoyed the lesson more than my previous English lessons. I understood better and my prejudices changed.
41	First statement What are your thoughts about using literature in English lessons before/after the application?	I think I will come across a lot of words I don't know. This will make it difficult for me to understand the texts and sentences, and my performance will decrease.	My interest in English lessons increased. Our lessons were very fun and active. I was never bored. I learned a lot without realizing it. I learned new words. I learned to keep a diary in English. My sense of empathy has improved.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My attitude towards the use of literature in foreign language classes is negative. It reduces my motivation.	Stories should definitely be used in English lessons.
42	First statement What are your thoughts about using literature in English lessons before/after the application?	I am not interested in using literature in English class. Because my English level is already very low. It will be worse because of literature.	The lesson was fun and exciting. We did new activities. We learned to keep a diary. we laughed and had fun. We empathized. We learned new words.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I am not a successful student in English class. Since the use of literature in English will also affect me negatively, my attitude on this issue is negative.	At first I had negative thoughts. But then when I saw the English and literature courses, I saw that it was very useful. Even students who had not attended the class before had great fun.
43	First statement What are your thoughts about using literature in English lessons before/after the application?	English lesson is a lesson that we normally enjoy. But when literature is involved, things can change. We may get bored.	Thanks to short stories, we remembered the words better. We learned so much. May our English lessons always be like this from now on.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	My attitude on this issue is negative. I think I will not be successful and my motivation will decrease.	My prejudice was completely gone and I loved both English and English literature.
44	First statement What are your thoughts about using literature in English lessons before/after the application?	I think we will have difficulty in using literature in English lessons as it will require more detailed study. Literary knowledge challenges us.	The fact that our lessons were fun made me feel like we were doing an activity in our free time rather than a lesson.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	If literature is used in the English lesson, the English lesson will become even more difficult. Since this will reduce my motivation, I have a negative attitude about this issue.	The fact that the English lesson has lots of activities and stories makes me very happy.
45	First statement What are your thoughts about using literature in English lessons before/after the application?	I think I will not be successful because I will encounter many different	Our lesson is very fun. even more efficient. We

		words related to literature in English class. I think my interest in the course will decrease.	really learned a lot from every lesson.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	Since I will have difficulty using literature in English class, my motivation for the course will decrease. I already take enough literature classes. There is no need to take it in English either. I have a negative attitude.	I was prejudiced about using literature in English class. But I reinforced my new knowledge better. I enjoyed it. My prejudices have changed.
46	First statement What are your thoughts about using literature in English lessons before/after the application?	I don't like literary works very much. That's why I don't want literature to be used in English lessons.	The lessons were very fun. I learned a lot.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I have a difficult time in English class because there are too many words I don't know. We already have enough literature lessons. What is the need to take literature in English? It will be a very boring lesson. I have a negative attitude.	My prejudice has changed and I love English lessons now
47	First statement What are your thoughts about using literature in English lessons before/after the application?	Using literature in English class is not fun at all. It will be a lesson that will be difficult for us. It will affect us badly. Our motivation will decrease.	The lesson was fun. I learned to empathize. I learned a lot in English.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I don't think my opinion about using literature in English class will change. I have a negative perspective.	My negative thoughts turned into positive ones. I actively attend classes now.
48	First statement What are your thoughts about using literature in English lessons before/after the application?	I enjoy literary works. The use of literature in English motivates me. I think it will help improve my memory regarding the use of literature in English class. It will be enjoyable.	Our lessons were more fun with literary works, that is, reading stories. I learned new words. Now I can express my feelings and thoughts more easily.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I believe that using literature in English class will improve my English better.	As I thought before our English lessons were really fun. I love it a lot.
49	First statement What are your thoughts about using literature in English lessons before/after the application?	In fact, it may be good to use literature in English. We have never encountered anything like this before. differences are good.	There was a very serious atmosphere in the classroom because our lessons were focused on lectures in the past. But with so many activities, the atmosphere in the classroom changed.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	I'm not very good with English lessons. Maybe this will change my negative perspective.	A bond was formed between me and the English lesson.

50	First statement What are your thoughts about using literature in English lessons before/after the application?	I think it will be a difficult lesson. I'm actually confused about this. I don't know how we can be successful.	While learning English through literary works, I improved myself a lot, from vocabulary to school, writing, speaking and even listening skills. I'm motivated. I had fun.
	Second statement How does/did using literature in English class affect your attitude towards the lesson?	In addition to succeeding, I think we will learn a different culture. No matter how negative my attitude is, maybe it could be useful.	Actually, I hesitated at first. I wasn't sure if I could achieve it or not. But now I realize that I was afraid for nothing. We learned a different culture and society. Seeing different lifestyle from us, made my perspective toward life enlarge.

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KİŞİSEL BİLGİLER

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Doğum Yeri ve Tarihi :

EĞİTİM DURUMU

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İLETİŞİM

E-Posta Adresi :

ORIGINALITY REPORT

REFLECTIONS OF HIGH SCHOOL STUDENTS ON USING A SHORT STORY IN LANGUAGE CLASSES

ORJİNALLİK RAPORU

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BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	dokumen.tips İnternet Kaynağı	% 2
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BİLDİRİM

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03.07.2024

Merve GÜLTAŞ GÖK