

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**PERCEPTIONS OF PRE-SERVICE TEACHERS ON USING
LITERATURE AS AN AUTHENTIC TEXT IN ENGLISH LANGUAGE
TEACHING CLASSES**



**PREPARED BY
MEHMET VOLKAN TAHTACI**

MASTER THESIS

ANKARA-2022

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**THESIS ADVISOR
Assoc. Prof. Dr. Senem Üstün Kaya**

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 90 sayfalık kısmına ilişkin, 10/06/2022 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanılarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %7'dir. Uygulanan filtrelemeler:

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.....

Assoc. Prof. Dr. Senem Üstün Kaya

To my beloved wife-to-be...



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ÖZET

MEHMET VOLKAN TAHTACI

İNGİLİZCE ÖĞRETMEN ADAYLARININ DİL ÖĞRETİMİ SINIFLARINDA EDEBİYATI OTANTİK BİR MATERYAL OLARAK KULLANMA ALGISI

Başkent Üniversitesi

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2022

Bu çalışmanın temel amacı, İngilizce öğretmen adaylarının dil öğretimi derslerinde edebiyatı otantik bir materyal olarak kullanma algılarını, üniversitelerdeki İngilizce Öğretmenliği ve İngiliz Dili Öğretimi bölümlerindeki edebiyat derslerine karşı bakış açılarını keşfetmektir. Karma araştırma yöntemi kullanılan bu çalışmada, nicel verileri toplamak için Stephanie Chantall Harrison (2018) tarafından geliştirilmiş olan anket adapte edilerek kullanılmış ve SPSS 22 ile analiz edilmiştir, nitel veriler için görüşme soruları hazırlanmış ve Creswell'in (2014) sistematik içerik analizine uygun olarak analiz edilmiştir. Bu çalışmada, 91 İngilizce öğretmen adayı anketi tamamlamış, 10 İngilizce Öğretmen adayı ile görüşmeler yapılmıştır. Toplanan veriler analiz edilip incelendiğinde İngilizce öğretmen adaylarının edebiyatın dil öğretiminde önemli bir yere sahip olduğunu düşündüğü ve edebiyatı gelecekteki kariyerlerinde kullanmayı istedikleri görülmüştür. İngilizce öğretmen adayları üniversitelerinde aldıkları edebiyat derslerini kendi gelişimleri için faydalı bulduklarını, ancak öğretmenlik alanında kullanabilecekleri daha çok içerik istediklerini belirtmişlerdir. Bu çalışmanın sonunda ileride yapılacak çalışmalar için öneriler sunulmuştur.

Anahtar Kelimeler: Edebiyat, İngilizce dil öğretimi, Öğretmen adayları, otantik materyal

ABSTRACT

MEHMET VOLKAN TAHTACI

PERCEPTIONS OF PRE-SERVICE TEACHERS ON USING LITERATURE AS AN AUTHENTIC TEX IN LANGUAGE TEACHING CLASSES

Başkent University

Institute of Educational Science

Department of Foreign Languages

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The main purpose of this study is to explore the perceptions of prospective English language teachers about using literature as an authentic material in language teaching courses, and their perspectives towards literature courses in English Language Teaching and English Language Teaching departments at universities. In this study using mixed research method, the questionnaire developed by Stephanie Chantall Harrison (2018) was adapted and used to collect quantitative data and analyzed via SPSS 22, interview questions were prepared for qualitative data and analyzed in accordance with Creswell's (2014) systematic content analysis. In this study, 91 pre-service English teachers completed the questionnaire and interviews were conducted with 10 pre-service English teachers. When the collected data were analyzed and examined, it was seen that the pre-service English teachers believe that literature has an important place in language teaching, and they want to use literature in their future careers. Pre-service English teachers stated that they consider the literature courses they take at their universities useful for their own development, but they want more content that they could use in the field of teaching. At the end of this study, suggestions for future work are presented.

Key Words: Literature, English language teaching, pre-service teachers, authentic material

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
CLT	Communicative Language Teaching
GTM	Grammar Translation Method
SPSS	Statistical Package for the Social Sciences
CoHE	Council of Higher Education



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CHAPTER I:

INTRODUCTION

Literature is a vital source of authentic texts in English as a Foreign Language (EFL) and English Language Teaching (ELT) fields. The relationship between Literature and EFL/ELT has been debated since the 19th century after the emergence of new methods and approaches in language teaching (Üstün Kaya, 2018). Literature has been used in language teaching with different purposes and today the integration of literature to the second language teaching classes is important as it helps students build their proficiency by providing language and cultural enrichment, and by boosting their motivation (Akyel & Yalçın, 1990; Aydınoğlu, 2013; Hişmanoğlu, 2005; Kızıldağ & Tuncer, 2014; Spack, 1985; Zeybek, 2018).

Literature can help students with not only being an authentic text but also being a source of motivation (Üstün Kaya, 2014). Students may find specific parts of literature interesting, and it may motivate them to spend more time with the target language. Motivation is one of the most important cornerstones of learning a language (Hişmanoğlu, 2005; Zeybek, 2018). Also, literature appears to help students with developing critical thinking and emotional intelligence (Akyel & Yalçın, 1990; Floris, 2004; Khatib, 2011). That's why a teacher should consider using literature in their classes if it is possible.

Literature, therefore, is a compulsory subject in almost every tertiary school's language teaching department in Turkey. It reveals the importance of literature for the administrations in EFL/ELT fields. However, based on my personal observation, teachers do not try to integrate literature into their classes because of some reasons. The reasons may vary such as the time they spend in material preparation, the time-consuming side of a literary text, and the lack of educational background in integrating literature into language teaching classes. Also, literature has been seen as a burden by some teachers as it has deep meaning and includes hard usage of sentence structures in its texts (Hayırsöz, 2015).

Considering the need for identifying both pre-service teachers' beliefs about literature as an authentic text, this study aims to reveal the reasons behind their beliefs and pave the way for future studies on integration literature in English teaching in Turkey.

1.1. Background of the Study

Literature has helped so many students with their motivation and their language development. Personally, I believe that I am one of them whom literature has helped along the way. After figuring out that I am into literature, I started reading epitaphs and it made me push myself to read more to understand the meaning behind those lines. Epitaphs turned into short poems, poems into short stories, and I have found myself in a position where literature boosted up my motivation, improved my critical thinking skills. Therefore, I have always thought that literature is a good resource to use in ELT/EFL classes. However, what I have observed in the language schools, schools, and universities, in my journey as an English language teacher, conflicts with my ideas of literature as an authentic text resource. I had assumed that teachers would try to integrate literature into EFL/ELT classes. My personal history with literature forced me to think on why teachers integrate/do not integrate literature into their language teaching. I have adopted literature in my classes and observed that my students were studying more willingly and autonomously when they linked to literature. That's why I have decided to do research on pre-service teachers' beliefs on literature in language teaching.

1.2. Statement of the Research Problem

Although literature is now accepted as one of the most important sources of authentic texts, teachers are not using this source of authentic texts as much as possible. It is a general fact that literature helps students to build their competencies in multidimensional aspects. Language teaching is an interdisciplinary approach, which means it includes psychology, literature, linguistics disciplines that teachers should benefit from in their classes. Each discipline helps teachers to develop their efficiency in language teaching. Literature is a rich source among these disciplines, and it provides both language-based and personal development-based benefits. Therefore, literature is taught as a compulsory subject in almost all tertiary education of English Language Teaching departments in Turkey. It can be concluded that literature is seen as an important source of authentic text in language teaching departments of universities. Pre-service teachers get literature courses during their bachelor's degree terms. However, with the regulation that CoHE implemented in 2019, course catalogs in universities in Turkey were fixed. After the regulation, the numbers of literature classes for English Language Teaching departments were not

enough. The regulation has ended up by making pre-service teachers consider literature classes as one of the elective courses, that's why pre-service teachers didn't care about literature classes at all. Although literature can easily find its place in curriculums of English Language Teaching departments in universities in Turkey, it is not easy to find enough hours of literature courses in the course catalogs. Another problem is that the pre-service teachers think that literature courses are just classes that cover literacy works. The way that literature is taught affects pre-service teachers' ideas a lot on the relationship between literature and language teaching. The last problem is that the number of instructors that studied literature in English Language Teaching departments are not enough, which results in instructors who studied English Language Teaching lecture literature classes and they may not feel confident about teaching literature as they have not taken enough classes of literature in their educational background. Even though there has been a number of studies conducted on this matter, the problem still exists. As the beliefs of pre-service teachers about literature designate the role of literature in future EFL/ELT classes, their beliefs play an important role in the language teaching departments.

Thus, identifying the beliefs of pre-service teachers plays an important role for curriculum designers and English Language Teaching departments of tertiary education. Revealing pre-service teachers' perceptions of literature as an authentic text in EFL/ELT classes, it may lead the way of transferring ideas to teachers and curriculum designers in the name of helping teachers to integrate literature into their language teaching classes.

1.3. Purpose of the Study

Literature and language teaching has a relationship that has gone up and down in time. First, literature was inseparable from language teaching because of the Grammar Translation Method. Then after the introduction of Communicative Language Teaching Methods, the language teaching field preferred texts that include materials from daily life instead of literature. When the current situation is observed it can be said that literature has gained power in recent years. Teachers favor literature as an authentic text in their EFL/ELT classes in order to provide their students texts that include rich vocabulary, to improve their personal development such as emotional intelligence and critical thinking. There are also motivational reasons behind integrating literature into

language teaching classes. When literature captures learners' interests, learners fall into the colorful world of literature, and they forget that they are actually in the middle of a language learning process. It makes it possible for learners to acquire languages without feeling the pressure of stress of achievement in classes.

There are a lot of studies in the field on the importance of literature in EFL/ELT, integrating literature into ELT/EFL classes while there is a gap on perceptions of pre-service teachers on using literature as an authentic text in EFL/ELT classes. I truly believe that teachers are, after all, the ones that give the final decision about what to use and what not to use in their classes. This study aims to fill the gap about pre-service teachers' beliefs about literature as an authentic text in language teaching. Identifying pre-service teachers' beliefs will reveal the reasons behind why teachers favor or ignore literature as an authentic text in their classes. Equipped with this, further studies may help curriculum developers and teachers with the integration of literature in language teaching.

1.3.1. Research questions

This study aims to investigate pre-service teachers' beliefs about literature as an authentic text in language teaching classes. For this purpose, it specifically aims to respond to three research questions:

1. What are the pre-service teachers' beliefs about using literature as an authentic text in teaching English?
2. To what extent do pre-service teachers perceive literature courses apart from English language teaching courses?
3. To what extent do pre-service teachers consider literature as a tool to teach language use and skills?

1.4. Significance of the Study

Literature is seen as a favorable authentic resource for some of the teachers. It is believed that literature boosts learners' language development. Therefore, tertiary schools have literature classes in their English Language Teaching departments. In those classes pre-service teachers learn how to integrate literature into EFL/ELT classes. Majority of pre-service teachers believe that they are going to use what they have learnt in their literature classes (Arıkan, 2005). However, what teachers use as text and how they use it depend on their government education policy, their desires of what to teach, and what their course books present. This situation results in ignoring literature as an authentic text in classes. Therefore, while some teachers favor literature and use it in their classes, others ignore it and integration of literature into language teaching classes has been interrupted. This study is supposed to reveal the beliefs of pre-service and experienced teachers about literature as an authentic text and the reasons behind their beliefs.

CHAPTER II:

LITERATURE REVIEW

In this chapter, a detailed review of literature on use of literature in English Language Teaching, integration of literature into English Language Teaching classes, and literature as an authentic text in English Language Teaching classes is presented.

Literature is an art form that encompasses a broad range of genres which include meaning, emotions, and sense and are classified according to cultural historical periods. (Üstün Kaya, 2021). There has been a wide range of definitions of literature. The definition of literature is explained by Vural (2013) as follows:

Numerous sources have explained literature in various ways. For example, in Longman Dictionary of Contemporary English literature means books, plays, poems and so on that people think are important and good (2003). Literature is writing what is considered to be a work of art in The Oxford Wordpower Dictionary (1998). Literature is defined as writings whose value lies in beauty of form or emotional effect in The Concise Dictionary of Current English (2011) (p. 16).

2.1. Relation between Literature and Language Teaching

Literature has been revived in language classrooms since the middle of 1980s and 1990s (Hapsari, 2011). Literary texts with the integration of prose, poetry, drama, and fiction have been used in language classrooms with different purposes. Some teachers use literature because they believe it could help their students to achieve an educational or cultural goal, others use it because they think that it could enrich their literary competence (Akyel & Yalçın, 1990). It is considered by some teachers that literature maintain learners opportunities to build their proficiency by providing new vocabulary they need to know, cultural background of the communities where the target language is used, developing their lower and higher intelligence skills, boosting up their motivation, and providing a better grip of the structures they see in their classes (Çıraklı & Kılıçkaya, 2011). While some teachers favor literature in their EFL classes regarding the gains of

fluent English, others tend to rely on literature to develop personal skills of students during the interpretation stage (Akyel & Yalçin, 1990).

One of the most important assets of integrating literature into language teaching classes could be the authenticity of literature. Çıraklı & Kılıçkaya (2011) state that literature provides examples of real life, which helps students to cope with the authentic language of the real world. Shazu (2014) also notes that literature provides learners sociolinguistic and pragmatic information due to its authenticity and it makes literature appropriate for language teaching classes. After introduction of Communicative Approaches, this asset of literature makes it a valuable resource for ELT field and their relationship has started to be discussed once again.

2.1.1. History of literature in language teaching

Literature was used as a text source during the Grammar Translation Method (Khatib, 2011; Rocha Erkaya, 2005). Classic literature works were used in classes and learners were expected to acquire the target language by translating those literature works. Instructors used to present literary texts in EFL classes and expected students to translate them from target language to their mother language. Common activities, used in this period, were analysis of literary passages, conducted by teachers, translations of chosen texts which provide learners a particular culture (Lazar, 2015). Lazar (2015) also comments on that “the role of the teachers was including providing historical, political and cultural background to the text.” It clearly demonstrates that during the grammar translation method literature was used in EFL classes as a tool to teach and provide cultural information to students. Literature was believed to be the highest level of expression in the target language (Gilroy & Parkinson, 1996).

However, with the introduction of Audio-Lingual Method and Direct Method, literature was not the priority to use in language classes as the classic literature works couldn't reflect daily life and made it more difficult for learners to acquire language (Spark, 1985). In the seventies, popular methods such as Suggestopedia, Total Physical Response, and the Natural Approach did not apply to literature to teach second or foreign language (Rocha Erkaya, 2005) Literature was considered as the enemy's tool since GTM relies on literature as it is thought to be an essential source in language teaching and this view caused literature to lose its

position in ELT classes (Hall, 2016). Hall (2016) implies that the neglect of literature in ELT classes in the 1970s was an unfortunate historical development. The neglect of literature in language teaching continued until the rise of Communicative Language Teaching (CLT). Communicative Language Teaching methods shaped EFL classes into student-centered classes and it was important that learners practice the daily subjects or matters (Lazar, 2015). The activities that used in a CLT class include comparing sets of pictures, giving instructions, completing a map, solving problems, dialogues, discussions, role plays etc.; however, these tasks only were useful for students to achieve their competence in referential function of language but their ability to handle the expressive function was limited (Daskalovska & Dimova, 2012).

The authenticity of literature has enabled teachers to think of using literature again in language teaching although it was seen as an enemy's tool before (Aydinoğlu, 2013). For the past 30 years or so, literature has found its spot in the language teaching classes but with a difference in its usage than it was used in the GMT (Rocha Erkaya, 2005). It has been realized that literature could be useful in terms of reinforcing the skills, language practice, reading comprehension, vocabulary building etc. (Rocha Erkaya, 2005) Today, literature is considered as a rich and vital resource for language teaching as it provides learners numerous real-life examples, authentic texts for every level of language, and it also boosts up motivation by involving learners personally and appealing to their feelings (Aydinoğlu, 2013).

2.2. Literature as an Authentic Material

Literature is considered to be a good authentic material as the scope of literary works could involve issues related to people (Floris, 2004). Literary texts deal with topics as love, death, happiness, desires, depressions, historical events, or anything that could be part of the daily life or universal. Especially after the CLT, literature has gained power as an authentic resource as contemporary works have a valuable amount of ordinary daily life language (Lazar, 2015). The conversations in a short story or novel could be a reflection of the daily life event and provide learners examples of how to use the structures they have covered in EFL classes (Hişmanoğlu, 2005). Literature provides language in a context (Puig, 2020). Hall (2016, p. 458) explains this relationship as: “language use in literature, then, is uniquely representative of the wider language”.

Martín de León & García Hermoso (2020), also, believe that literary texts create a rich environment for language learners and this environment could also be used to develop learners' communication and creative skills. Lazar (2015) implies that literature is a key component not only for building learners' language acquisition but also it engages learners in cognitive and emotional ways. Lazar (2015) also mentions that literature offers authentic text for language classes which is more essential than manufactured texts in course books. It motivates learners to see texts in variable contents and seeing a wide range of styles prepares students for real life situations better than artificial texts which are prepared for learners to understand a grammar topic of a target language.

First of all, literature is a source which has enormous examples of language structures that could be quite useful for language teaching (Hişmanoğlu, 2005). In literature, there are certain genres as short stories, poems, novellas, plays and even song lyrics that could be used in various ways in classrooms (Zeybek, 2018). Akyel & Yalçın (1990) imply that literature offers authentic context for a wide range of interactive linguistic activities that are tailored for general comprehension, text focus, and vocabulary study. When learners interact with literary works, they could interpret, and infer the meaning in those works. What learners come up with when literary works used in language classrooms could be turned into a group discussion, or a speaking topic, which would help learners to build their communicative skills.

Another contribution of literary texts is that they foster the learners regarding personal involvement (Üstün Kaya, 2018). Learners contribute by solving the mysteries of a work and they connect with them. If teachers bring relevant and interesting works to the language teaching classroom, learners would find themselves an active role in the plot of the work in a short time (Shazu, 2014). They link themselves to the texts by accepting or reacting against the characters and their actions (Kaşlıoğlu & Ersin, 2018). When a learner develops personal involvement in literature, not only they motivate themselves without even noticing, but also, they improve their critical thinking skills and their emotional intelligence (Aydinoğlu, 2013).

One more advantage of the usage of literary works in language teaching classrooms is that they help learners with their individual growth (Kaşlıoğlu & Ersin, 2018). As learners interact with literary works, they become more sensitive to the outer world. They develop their sense of empathy, and they start to question their own society and accept the differences of others. In other

words, learners develop their emotional intelligence (EQ) which is the ability to manage emotions and feelings (Khatib, 2011).

There is, also, a cultural side of using literary works in language teaching classrooms. Literary works function as a gateway to other cultures, their value systems, norms, and behaviors (Kaşlıoğlu & Ersin, 2018). It helps learners to connect to other cultures. Even if literary works are usually fictional or imaginary works, they contain so much information about the cultural background of the writer or the place that the work takes place in (Hişmanoğlu, 2005).

Literature not only provides sets of examples of the target language but also it makes learners develop their critical thinking and their empathy skills (Vural, 2013). Usually, literature provokes thoughts about some incidents that the characters face and also their roles in society, so readers must develop their critical thinking to infer what is going on in the work or to try to put on the characters' shoes that they have attached or somehow feel a connection (Hall, 2016). Learners, who engage with literature, might build kind of relationships with the characters of a literary work and this might raise an urge in them to read more and find even more characters to connect emotionally. This might be the secret formula of literature that makes it enjoyable and motivational for learners (Vural, 2013)

2.2.1. Advantages of integrating short stories

Short stories are considered to be integrated into language classes rather than other literary works (Spack, 1985). They are not long, so they are not considered as boring texts, they could be easily covered in classes. Also, short stories motivate learners, they are easy to understand, and they might provide some time for extra activities since they are not taking too much time when compared to novels (Zeybek, 2018). Therefore, short stories could be regarded to be handled comparatively easier in the classes.

Besides being convenient to use in classes, short stories could be used to improve learners' reading skills and vocabulary especially for higher level students (Rocha Erkaya, 2005). In terms of vocabulary development, short stories could be an important source as they might have a lot of unfamiliar words for learners. Rocha Erkaya (2005) also states that stories provide opportunities

to speak in an imaginative way for learners. Short stories could be used to start a group discussion after reading as learners would interpret the plot in their point of view and this enables building an atmosphere for critical thinking (Rocha Erkaya, 2005). Fiction, also, arouse curiosity for learners of all levels; they keep reading to find out what is happening in the story (Rocha Erkaya, 2005).

One of the most important of using short stories could be counted as cultural enrichment that they provide. Short stories contain cultural elements in them, and they transmit these cultural elements to the learners by providing background knowledge about the past, present, customs, and traditions (Rocha Erkaya, 2005). Moreover, they reveal the daily life of a society and mirror the daily life of a culture (Hişmanoğlu, 2005).

2.2.2. Advantages of integrating poetry

Even though poetry is one of the biggest branches of literature, poetry is not preferred as an authentic text in most of the EFL classes because of several reasons (Aydinoğlu, 2011). One of them is that poetry is considered to be a difficult text to understand and analyze due to its extraordinary language (Aydinoğlu, 2013). However, in terms of improving basic language skills, poetry provides enormous assist for learners (Hişmanoğlu, 2005). It could also be a motivation booster and encourage personal involvement as it is one of the best ways to express complex feelings (Hişmanoğlu, 2005).

Poetry could be used as a rich source to teach creative language in use, vocabulary in a context, syntax, pronunciation, figures of speech, stress, intonation, and rhythm (Aydinoğlu, 2013; Hişmanoğlu, 2005). Poetry could help unmotivated learners to explore different interpretations and encourage personal involvement by evoking feelings and thoughts (Hişmanoğlu, 2005).

2.2.3. Advantages of integrating drama

Using drama in language teaching classes provides context for grammar structures and use of language in an interactive way, which makes it a good resource for language teaching (Hişmanoğlu, 2005; Üstün Kaya, 2021). The use of drama also contributes to learners' awareness

of culture (Hişmanoğlu, 2005). Moreover, drama activities and dramatization create an atmosphere for student-centered teaching by enhancing interaction (Üstün Kaya, 2021). To be able to act out a drama play, students must develop a full comprehension of the literary text and it is possible only with detailed reading (Üstün Kaya, 2021). Therefore, using drama in ELT classes promotes language development, intellectual and emotional skills since learners could gain abilities such as interpretation, effective listening, critical thinking, empathy and awareness, solving problems, making comparisons, and reaching judgment (Hişmanoğlu, 2005; Üstün Kaya, 2021).

Firstly, drama provides learners practice of language use (Üstün Kaya, 2021). Learners could practice what they have learned by acting out, creative writing, or discussions about the literary plays. They find the chance to display their own personality by imitating, miming, using gestures while experiencing the literary work (Üstün Kaya, 2021). By doing so, learners are offered a basis to bridge the gap between their receptive and productive skills (Hişmanoğlu, 2005). As drama provides some meaningful context with its authenticity, it provides vocabulary through experience (Üstün Kaya, 2021). Secondly, drama requires social interaction between learners, too. This kind of social interaction could help students to overcome their fear of speaking a foreign language by helping them increase their self-confidence (Üstün Kaya, 2021). Drama, also, exemplifies the use of language in a way that they could practice spoken discourse (Zeybek, 2018). Thirdly, drama could bring some color into the language teaching classes. Drama could be used to make classes motivating and interesting (Hişmanoğlu, 2005). Teachers could easily use drama to encourage their students and boost up their motivation in an atmosphere where imagination is important (Üstün Kaya, 2021).

2.2.4. How to integrate literature into ELT classes

Integrating literature to language learning classes is one of the most important key elements to have authentic resources in EFL classes smoothly. The way of using literary texts could affect the learners' point of view to literature and target language. If the literacy works are not suitable for the age or taste of the learners, it might cause the problem of learners losing their motivation of learning the target language as they would think that learning a new language is boring and they would not be able to handle complicated literacy works (Shazu, 2014; Yadav, 2014). It is essential

for a teacher to know their learners and their interests and to be able to choose the right works for their learners (Hişmanoğlu, 2005).

One of the common ways of having literary works in EFL classes is to make students read classic works in classes or assign them. However, many researchers advise that these literary works should never be covered as a canonical reading (Çıraklı & Kılıçkaya, 2011; Hall, 2020; Puig, 2020). When learners find themselves in a class with canonical exercises, they are bombarded with the teachers' views of the literary text, and they do not need to respond to the comprehension questions by using their own experiences (Akyel & Yalçın, 1990). In her study, which took place in Indonesia, Floris (2004) argues that it is possible to use literature in an appropriate way to make class an interactive one by enabling students to formulate their own ideas and express their own feelings. Hall (2016) states that the focus in a language class should be how to improve language skills rather than investigating the historical or literary background of a work. Literature shouldn't be taught as a canon, but it should be thought of as a tool to rouse learners' passions and imagination by being integrated with creative writings and re-writings (Hall, 2020). By doing so, learners would be able to link the literary work's characters with their own lives and it would help their motivation to boost. Teachers might not be able to find what the learners could relate their lives with, however; sometimes it could be a line of a poem, sometimes it could be the protagonist of a short story. Regardless of what could trigger the personal involvement of the learners, literary works would have it, if it is presented in the class appropriately.

According to Çıraklı & Kılıçkaya (2011), the aim of integration of literature should be "education the whole person" (p.12) rather than analyzing a literary text merely. Aydınöğlu (2013) suggests that integration of literature could be done with two different purposes. One of them is to use literature as the object of the study in which literary work is the key element of the class, the other one is to use literature as a topic or resource, in which literature is a tool to work on language improvement. Hişmanoğlu (2005) believes that literature shouldn't be presented merely but it should be considered as a tool to practice basic language skills. Samroo (2018) puts forward two approaches and two models such as (i)language-based approach in which familiar grammar items and lexical structures are in the focus and it provides linguistic development, (ii)cultural model in which the focus is on the target language and literary background and it helps learners to interpret the context of the work, (iii)personal growth model in which the focus is on a special cultural

context that learners could engage with and improve their emotional and intellectual experiences, and (iv) suggested approach in which the focus is on combining linguistic, methodological and motivational elements to get the maximum benefit from a literary text.

Selection of literary texts is one of the most important topics that researchers dwell on. Literary texts that are presented in language classes should be appropriate for learners' age, interests, and cultural and educational background (Hişmanoğlu, 2005; Lazar, 1993; Shazu, 2014; Yadav, 2014). Shazu (2014) demonstrates that text selection is a key element to use literature in language teaching classes effectively. According to him, themes and styles of literary text should appeal to learners and learners must be familiar with them. To make literature a rich resource for linguistic development and personal improvement, text selection is crucial as it could be motivating and encouraging when the text answers their interests, needs, cultural background and education level (Lazar, 1993; Shazu, 2014).

2.2.5. Drawbacks of integrating literature in ELT classes

Although literature provides authentic texts, while some teachers favor literature as an authentic resource, others would prefer to avoid it due to the fact that using literature as an authentic resource has some cons in terms of integrating it into EFL classes (Puig, 2020). First of all, to be able to use literary works in EFL classes teachers need to have some background knowledge about the works (Puig, 2020). Also, teachers must prepare some exercises for learners about the literary works that they would like to use in their EFL classes, so that the class wouldn't turn into a literature reading with canonic exercises (Hişmanoğlu, 2005). The time teachers consume with the preparation before classes could be considered as a big burden on their shoulders (Puig, 2020). However, it is not the only reason why some teachers would prefer not to use literature as an authentic resource in their classes.

Another reason beneath this situation is that teachers often worry that their students' level would not meet the literary work's English level (Hall, 2016). It might cause a motivation loss for the learners as they might think that the target language is hard, and they might get the feeling that they would never be able to fully understand what it says or indicates in a literary work (Shazu, 2014). At that point teachers must handle the situation carefully by encouraging their students to

understand the texts, and teachers should have enough literature background to be able to answer the learners any kind of questions (Zeybek, 2018). It might be difficult sometimes to be able to answer these kinds of questions if the teacher hasn't really thought about what questions they might face in the classroom. That's why teachers should have a solid background of literature to use in the classroom; however, Hişmanoğlu (2005) argues that ELT departments are not capable of preparing pre-service teachers to use literature in their classes. Another drawback of using literature in second language classes is that learners might find literary texts irrelevant to their own life (Floris, 2004; Zeybek, 2018). The works might be outdated for them to understand, and they might not want to spend their energy on them. Therefore, it causes teachers to spend more energy to make it clear for their students. Sometimes learners might focus on a word which dates back to the 17th century and might lose their focus, or it could be an obstacle for their understanding. Teachers must present literary works in a smooth and modernized way to their students, so that the learning process might not be affected by these kinds of interruptions. Unfortunately, it also means that teachers might have to spend extra a couple hours to prepare or find these modernized works as there are not enough materials available (Hişmanoğlu, 2005).

It should be mentioned that as in most of the countries in the world, teachers have to follow a strict curriculum. Unfortunately, teachers find implementing literature as a difficult challenge for public schools (Tuncer & Kızıldağ, 2014). There is a lack of preparation in terms of literature materials to use in the classroom, so when a teacher would like to use a literacy work in their classes, they have to place it in the curriculum or prepare the material (Hişmanoğlu, 2005). Curriculum is followed strictly in some countries, and it prevents teachers choose to use literature as an authentic text since their students are supposed to cover manufactured course book text in their classes and they are responsible for those texts in their exams.

Even equipped with the idea that literature might have interesting topics that could provoke some feelings or thoughts in learners, the topics that literary works might have conflict with the commercial textbooks' texts as they do not have texts cover topics such as politics, alcohol, religion, sex, narcotics (Hall, 2020). Therefore, teachers must consider the background, age, and their interest while choosing the literacy works to use in their classes.

It is probable that timing is another issue considered as a disadvantage of integrating literature into EFL classes. Shazu (2014) notes that teachers put forward the idea of literature might

be an obstacle to their schedule in their classes and he, also, responds this idea with his own point of view which indicates that using literature has nothing to do with the timing, all the teachers need to do is to realize literature's potential to be used to teach language skills.

2.3. Literature and ELT in Turkey

Literature is “a crucial subject of curriculum developed by ELT and Language-Literature departments in Turkey and appears to be an issue in the timetable” (Çıraklı & Kılıçkaya, 2011, p. 12). Literature finds its place in the ELT departments of higher education in Turkey, but literature classes are mostly concerned with the canonic text reading and analyzing in those departments (Çıraklı & Kılıçkaya, 2011). The canonical reading of literary text might create the idea in pre-service teachers' minds that literature courses are only in the curriculum of ELT departments in order to get the background of literary texts but not as courses that could develop their teaching skills. Çıraklı & Kızılkaya (2011) state that although the pre-service teachers value literature courses, “they cannot benefit from what they have learned and experienced. This result is caused by the fact that the literature courses are not an integral part of language teaching and learning in most of the schools in Turkey.” (p. 14). Studies conducted in Turkey reveal that even if literature is mostly favored by pre-service or in-service teachers in Turkey, implementing the literary texts is reported as a problem because of time limitations, centralized curriculum, and entrance exams (Zeybek, 2018). In 2019, CoHE (Council of Higher Education) fixed all of the ELT departments' subject catalogs and literature classes became elective courses. This regulation also could harm the pre-service teachers' perceptions of literature classes because elective courses sometimes could be seen as “unimportant” courses in the eyes of the students.

CHAPTER III:

METHODOLOGY

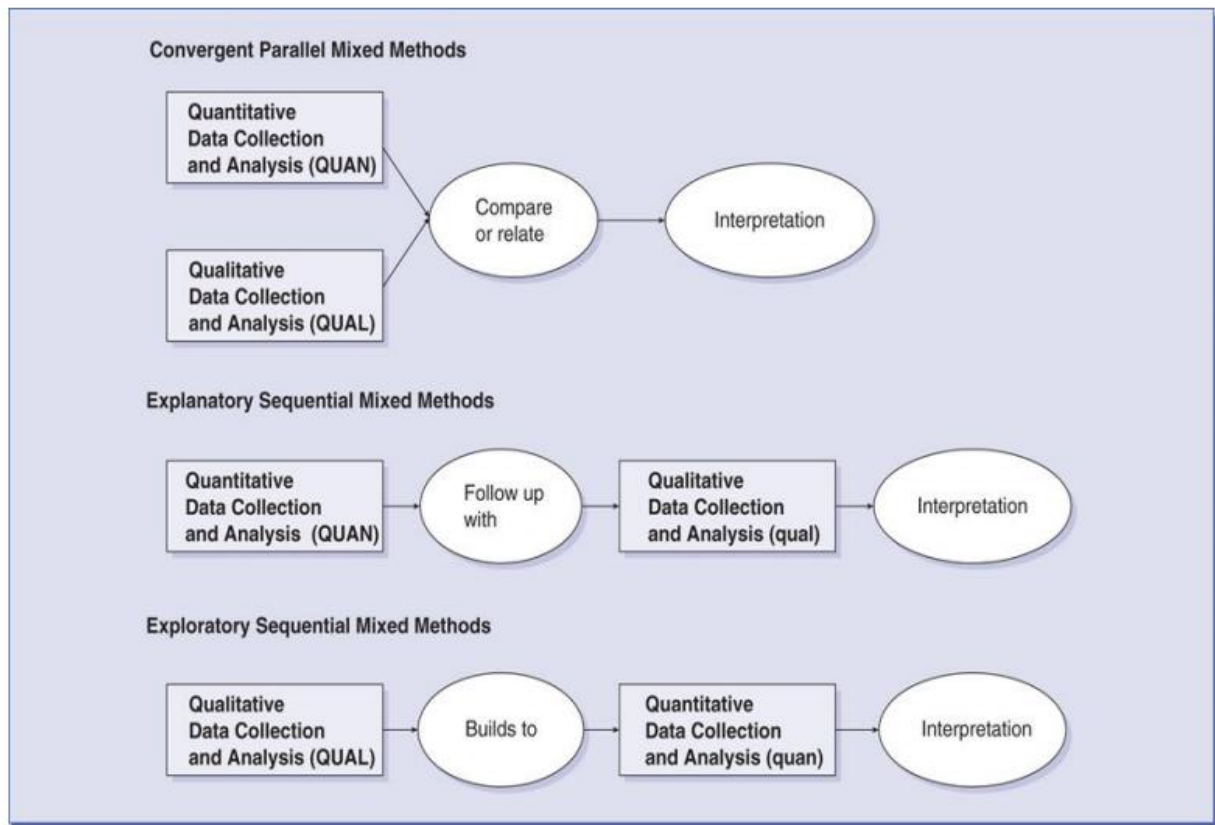
In this chapter, research design, population sample, and instruments are explained in detail. In addition, a detailed description of data collection, data analysis procedures, reliability and validity of instruments used in the study are presented in this section.

3.1. Research Design

The aim of this research is to explore pre-service teachers' perceptions about literature as authentic texts in language teaching classes. Within this scope, this study has been designed as an explanatory sequential mixed method research study (Creswell, 2014). Creswell (2014) explains explanatory sequential mixed methods as follows:

The explanatory sequential mixed methods approach is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches. It involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on to) the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results. A typical procedure might involve collecting survey data in the first phase, analyzing the data, and then following up with qualitative interviews to help explain the survey responses (p. 224)

Figure 3.1. Types of Mixed Methods



Note. Adapted from Creswell, J. W. (2014). *Research Design: Qualitative and Mixed Methods Approaches* (4th ed.). SAGE Publications, p. 220

Since the design of this dissertation was an explanatory sequential mixed method research study, the first step was to collect the quantitative data. To gather quantitative data, a four Likert-scale perception questionnaire was preferred since questionnaires are accepted as convenient instruments to collect data efficiently in a short time (Dörnyei, 2007). The four Likert-scale perception questionnaire was adapted and modified from “Preservice Teachers Perceptions of Literature: A Study in a University Spanish Literature Class for Future Spanish Teachers” by Stephanie Chantall Harrison (2018) in order to reveal perceptions of pre-service teachers’ perceptions on using literature as an authentic text in ELT classes. To gather qualitative data, semi-structured face-to-face and online interviews were conducted to shed light on deeper thoughts and

beliefs of pre-service teachers on using literature as an authentic text in their future classes. The interviews were prepared by the researcher himself.

3.2. Participants

As the aim of this study is to investigate perceptions of pre-service teachers on using literature as an authentic text in their future ELT classes, the target population of the study encompasses pre-service ELT teachers who are sophomores (2nd), juniors (3rd), and seniors (4th) at a university. Within the context of the research, a total of 91 pre-service teachers were reached in three foundation universities with the convenience sampling method, based on non-probability sampling methods. In the first part of the study, 91 pre-service teachers from three foundation universities (62 female and 29 male) conducted the perception questionnaire. There were 44 second year students, 26 third year students, and 21 fourth year students that participated in the study. The distribution of the demographic information of the pre-service teachers who participated in the present research's first step is shown in Tables 3.1, 3.2, and 3.3 below.

Table 3.1. Demographic information of the participants in the scope of gender.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
questionnaire_score	Male	29	2,9286	,35816	,06651
	Female,	62	2,9873	,31536	,04005

Table 3.2. Demographic information of the participants in the scope of high school they graduated from.

Group Statistics					
	School	N	Mean	Std. Deviation	Std. Error Mean
questionnaire_score	State High School	60	2,9726	,32027	,04135
	Private High School	31	2,9608	,34985	,06283

Table 3.3. Demographic information of the participants in the scope of their year at the university.

Case Processing Summary							
	Year	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
questionnaire_score	Second Year	44	100,0%	0	0,0%	44	100,0%
	Third Year	26	100,0%	0	0,0%	26	100,0%
	Fourth Year	21	100,0%	0	0,0%	21	100,0%

In the second part of the study, 10 of the pre-service teachers that conducted the perception questionnaire (5 female and 5 male) perceived semi-structured interviews to provide insight into their deeper thoughts on literature as an authentic text in language teaching, problems they might face, advantages or disadvantages of integration of literature as an authentic text with voluntary response sampling. The interviewees' consents were taken to record the whole interview and they were informed about the general purpose of the research and that anonymity would be maintained.

The interviewees were given pseudo names to maintain their anonymity. The interviewees' pseudo names, gender, and grades are presented in Table 3.4 below.

Table 3.4. Information of interviewees

	Pseudonym	Gender	Grade
Interviewee 1	Büşra	Female	Junior
Interviewee 2	Mutlu	Female	Junior
Interviewee 3	Ece	Female	Junior
Interviewee 4	Deniz	Male	Junior
Interviewee 5	Tuğçe	Female	Sophomore
Interviewee 6	Ömer	Male	Sophomore
Interviewee 7	Şafak	Male	Sophomore
Interviewee 8	Eda	Female	Sophomore
Interviewee 9	Oğuzhan	Male	Senior
Interviewee 10	Fatih	Male	Senior

3.3. Data Collection Instruments

Since the present study is a mixed method research, the data were collected by two different instruments: a perception questionnaire and semi-structured interviews. In this chapter, detailed information about data collection instruments is presented.

3.3.1. Perception questionnaire

The perception questionnaire that has been utilized for this study to investigate beliefs of pre-service teachers on using literature as an authentic text in ELT classes is a 14-item questionnaire (see appendix A) that is a modified and adapted version of the questionnaire developed by Stephanie Chantall Harrison (2018) (See appendix C). All of the questions are designed as four Likert-scale statements for which participants indicated their level of agreement on a four-point scale (4 (strongly agree), 3 (agree), 2 (disagree), 1 (strongly disagree)). Participants completed this set of statements according to their views on using literature as an authentic text in language teaching. The questionnaire also reveals a number of independent variables examining the grades of participants, whether the participants graduated from state or private high school, and the gender of participants. The data were analyzed through SPSS 22.

3.3.2. Semi-structured interviews

For those participants who took part in interviews, specific questions on the subject were prepared (see Appendix B), and the participants answered these questions in an environment that they could feel comfortable. Interviews were conducted with only ten of the pre-service teachers who perceived the perception questionnaire. All the interviews were recorded under the participants' consent and the recordings were transformed into transcripts. The data were analyzed through MAXQDA.

3.4. Data Analysis

The data were analyzed through SPSS 22 and MAXQDA. The reliability of the perception questionnaire that revealed beliefs of pre-service teachers on using literature as an authentic text in ELT classes was 0,69, which was calculated by using Cronbach's Alpha method. Table 3.5 below shows that the questionnaire is reliable.

Table 3.5. Reliability Statistics

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
,694	,730	14	

Item Statistics			
	Mean	Std. Deviation	N
Q_1	3,1319	,61840	91
Q_2	3,5495	,61939	91
Q_3	3,5824	,65091	91
Q_4	3,2637	,66391	91
Q_5	3,3736	,69360	91
Q_6	3,0879	,83863	91
Q_7	2,5055	,79406	91
Q_8	2,8132	,75883	91
Q_9	3,2088	,70737	91
Q_10	2,0879	1,00718	91
Q_11	3,2418	,68865	91
Q_12	3,5934	,59588	91
Q_13	2,2637	,74289	91
Q_14	1,8571	,78275	91

To determine whether the data distribution was parametric or nonparametric, normality and homogeneity tests were performed before examining the effect of the scale scores on academic achievement to see if there was a significant difference based on the relationship and

demographic features between them. Skewness and Kurtosis values were calculated to test the normal distribution assumption of the scores, which is related to the scale's general and sub-factors. Descriptive statistics are shown in Table 3.6 below.

Table 3.6. Descriptive Statistics

Descriptives				
Gender			Statistic	Std. Error
questionnaire_score	Male	Mean	2,9286	,06651
		95% Confidence Interval for Mean	Lower Bound	2,7923
			Upper Bound	3,0648
		5% Trimmed Mean	2,9392	
		Median	3,0000	
		Variance	,128	
		Std. Deviation	,35816	
		Minimum	2,00	
		Maximum	3,64	
		Range	1,64	
		Interquartile Range	,36	
		Skewness	-,798	,434
		Kurtosis	1,097	,845
	Female,	Mean	2,9873	,04005
		95% Confidence Interval for Mean	Lower Bound	2,9072
			Upper Bound	3,0674
		5% Trimmed Mean	2,9896	
		Median	2,9286	
		Variance	,099	
		Std. Deviation	,31536	
		Minimum	1,93	
		Maximum	3,64	
		Range	1,71	
		Interquartile Range	,38	
		Skewness	-,160	,304
		Kurtosis	1,058	,599

The average score of the male participants that have taken the questionnaire is 2.92. Their Median is 3, Std. Deviation is 0,35, min is 2, max is 3,64. Their Shewness value is -0.798 and their

Kurtosis value is 1,097. As their Skewness and Kurtosis values are between -2 and +2, it could be said that the data distributed normally.

The average score of the female participants that have taken the questionnaire is 2,98. Their Median is 2,9, Std. Deviation is 0,31, Min is 1,93, Max is 3,64. Their Shewness value is -0,160 and their Kurtosis value is 1,058. As their Skewness and Kurtosis values are between -2 and +2, it could be said that it shows the data distributed normally.

Table 3.7. Tests of Normality in the scope of gender

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Gender		Statistic	df	Sig.	Statistic	df	Sig.
questionnaire_score	Male	,200	29	,005	,917	29	,026
	Female	,106	62	,080	,964	62	,066

a. Lilliefors Significance Correction

In the test of Normality in the scope of gender, if the participant number is greater than, or equal to 30 ($n \geq 30$), Kolmogorov-Smirnov applies. However, if the participant number is smaller than 30 ($n < 30$), Shapiro-Wilk applies. Since the number of male participants is smaller than 30, results of the Shapiro-Wilk test are valid. As Sig is smaller than 0,05 ($\text{Sig} = 0,026 < 0,05$), the distribution of data does not abide normal distribution (Table 3.7). On the other hand, as the number of female participants is greater than 30, Kolmogorov-Smirnov applies. The distribution of data abides normal distribution because Sig is greater than 0,05 ($\text{Sig} = 0,080 > 0,05$) (Table 3.7). The histograms for male and female participants' score distributions and their regression curves are shown in Tables 3.8, 3.9, 3.10, and 3.11 below.

Table 3.8. Histogram for Male Participants' normality

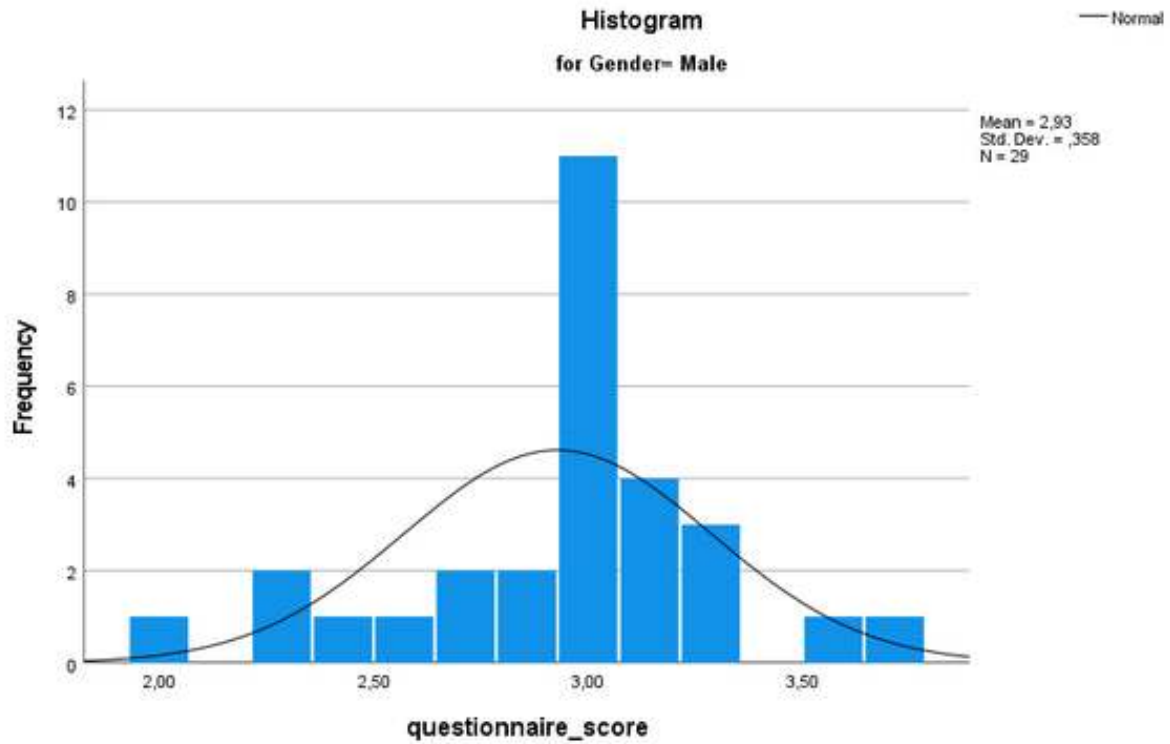


Table 3.9. Histogram for Female Participants' normality

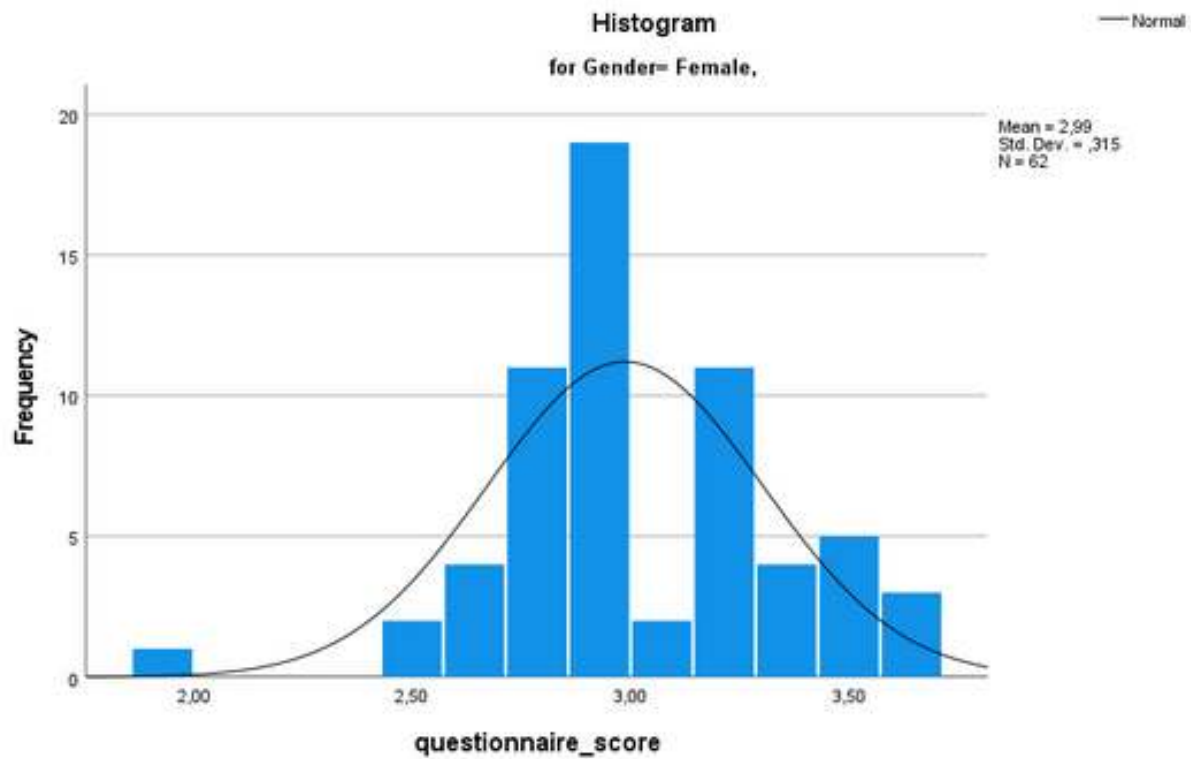


Table 3.10. Regression Curve for Male Participants’ normality

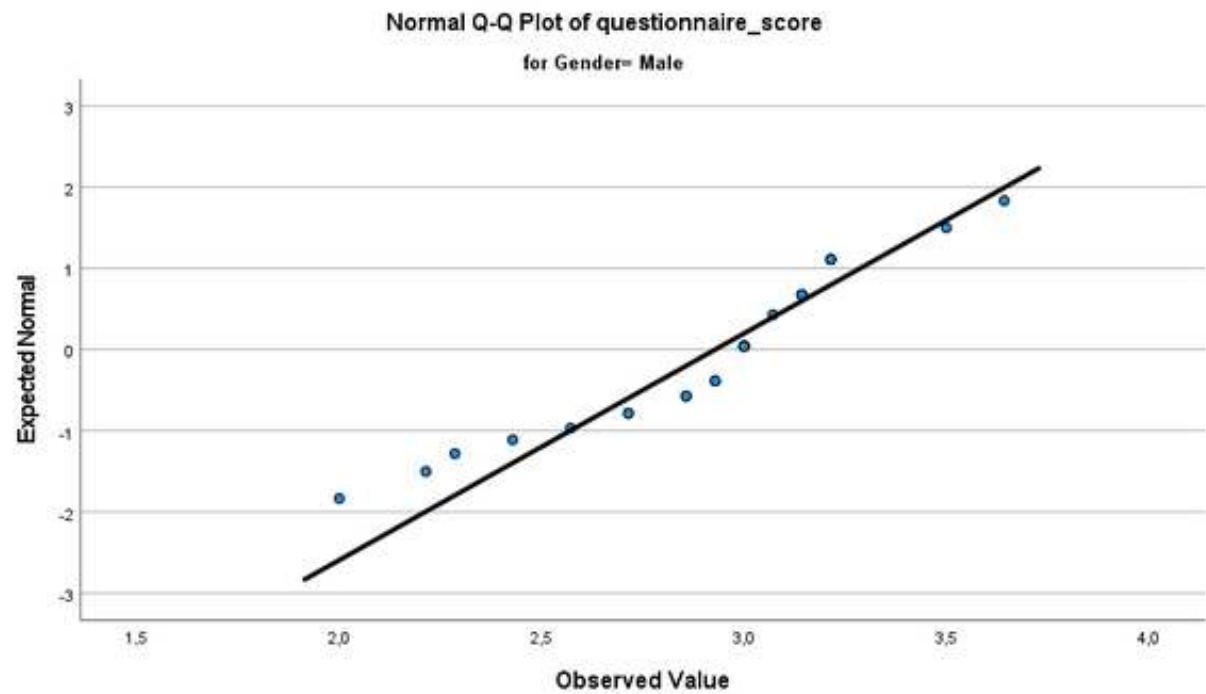


Table 3.11. Regression Curve for Female Participants’ normality

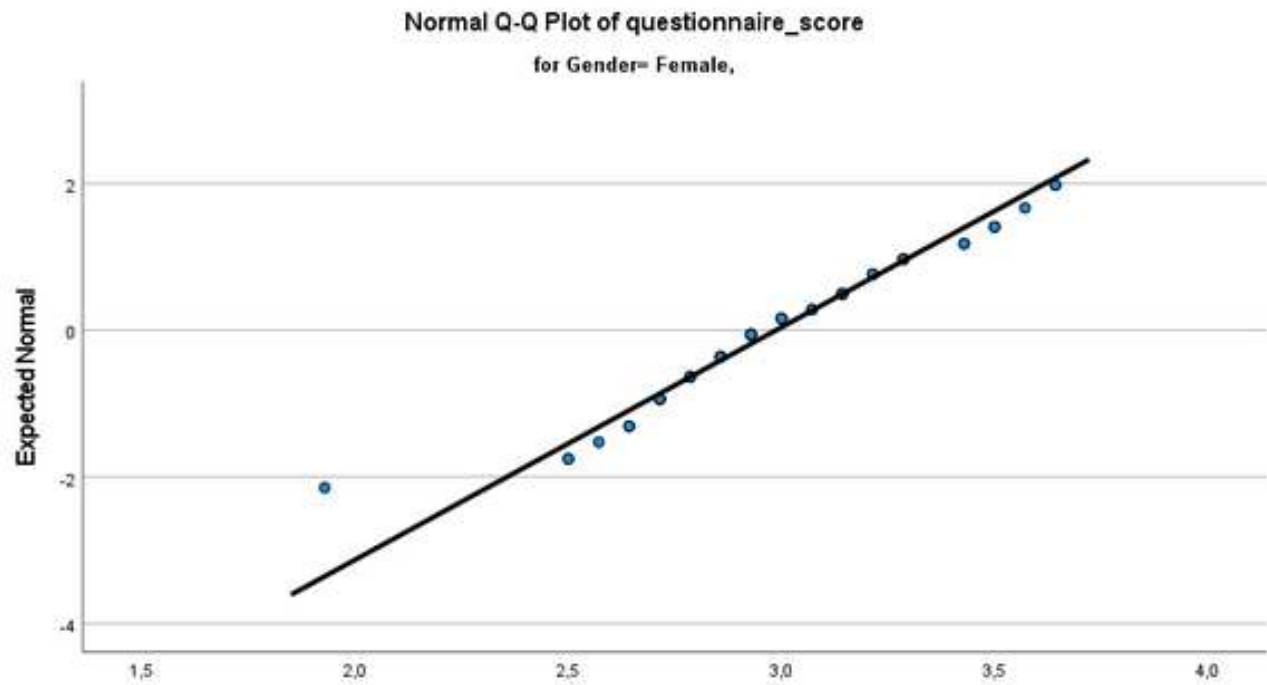


Table 3.12. Tests of Normality in the scope of their year at the university

Tests of Normality							
	Year	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
questionnaire_score	Second Year	,102	44	,200 [*]	,973	44	,380
	Third Year	,127	26	,200 [*]	,956	26	,322
	Fourth Year	,160	21	,171	,913	21	,063

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the test of Normality in the scope of the year participants at the university, if the participant number is greater than, or equal to 30 ($n \geq 30$), Kolmogorov-Smirnov applies. However, if the participant number is smaller than 30 ($n < 30$), Shapiro-Wilk applies. Since the numbers of third- and fourth-year students are smaller than 30, results of the Shapiro-Wilk test are valid. As third year students' Sig is greater than 0,05 ($\text{Sig} = 0,322 > 0,05$), the distribution of data does abide normal distribution (Table 3.12). As fourth year students' Sig is greater than 0,05 ($\text{Sig} = 0,063 > 0,05$), the distribution of data does abide normal distribution (Table 3.12). On the other hand, as the number of second-year students is greater than 30, Kolmogorov-Smirnov applies. The distribution of data abides normal distribution because Sig is greater than 0,05 ($\text{Sig} = 0,200 > 0,05$) (Table 3.12). The histograms for second-, third-, and fourth-year students' score distributions and their regression curves are shown in Tables 3.13, 3.14, 3.15, 3.16, 3.17, and 3.18 below.

Table 3.13. Histogram for second year students' normality

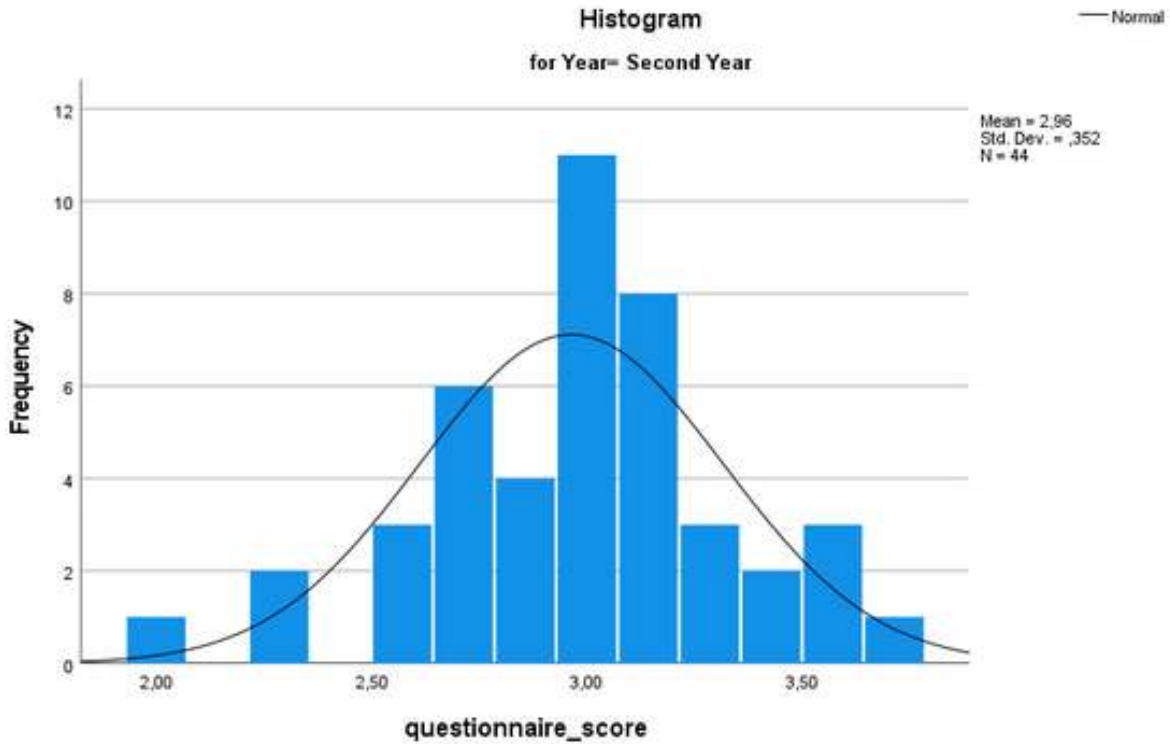


Table 3.14. Histogram for third year students' normality

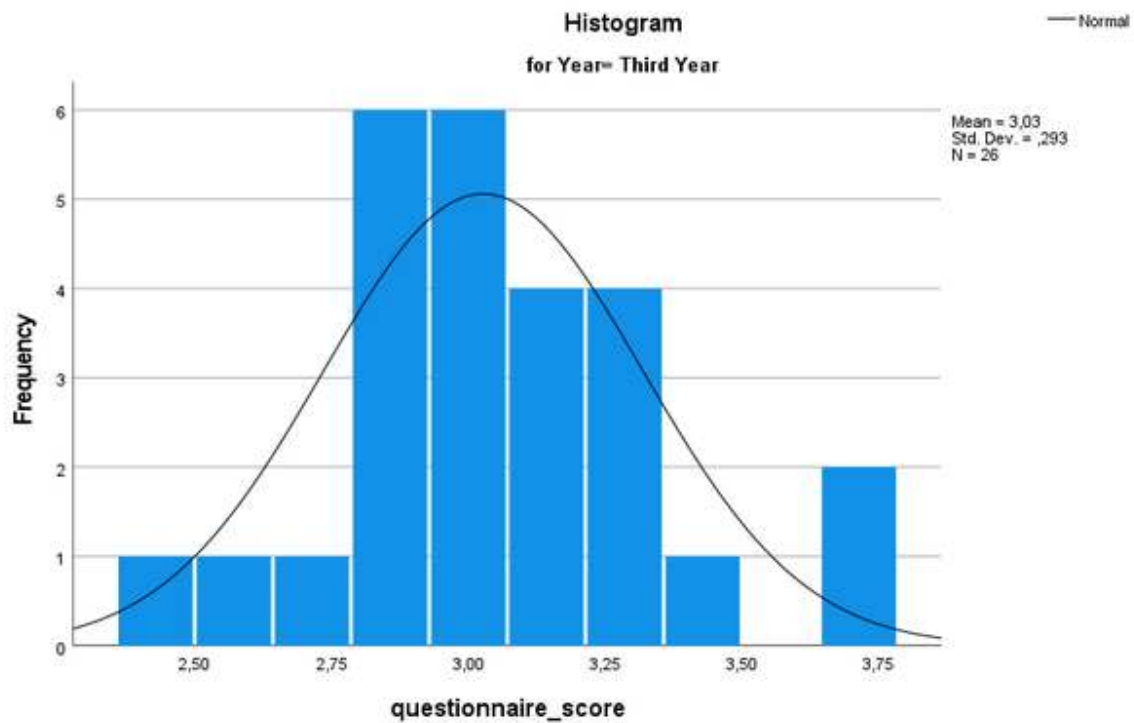


Table 3.15. Histogram for fourth year students' normality

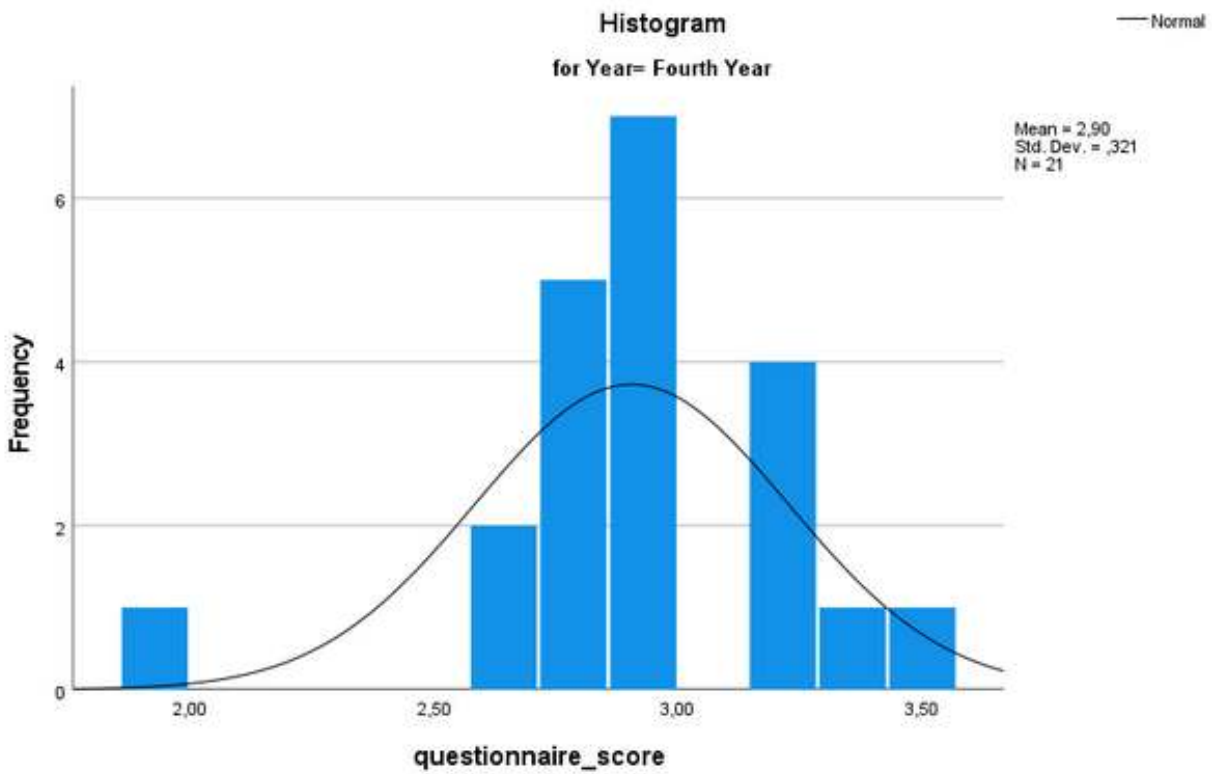


Table 3.16. Regression Curve for second year students' normality

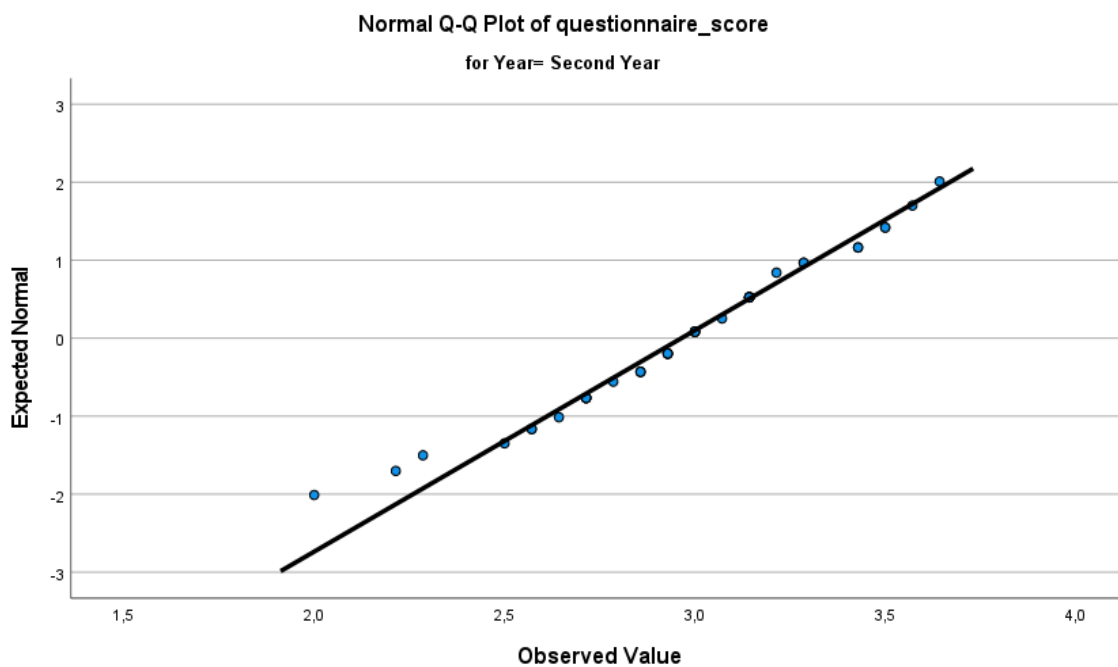


Table 3.17. Regression Curve for third year students' normality

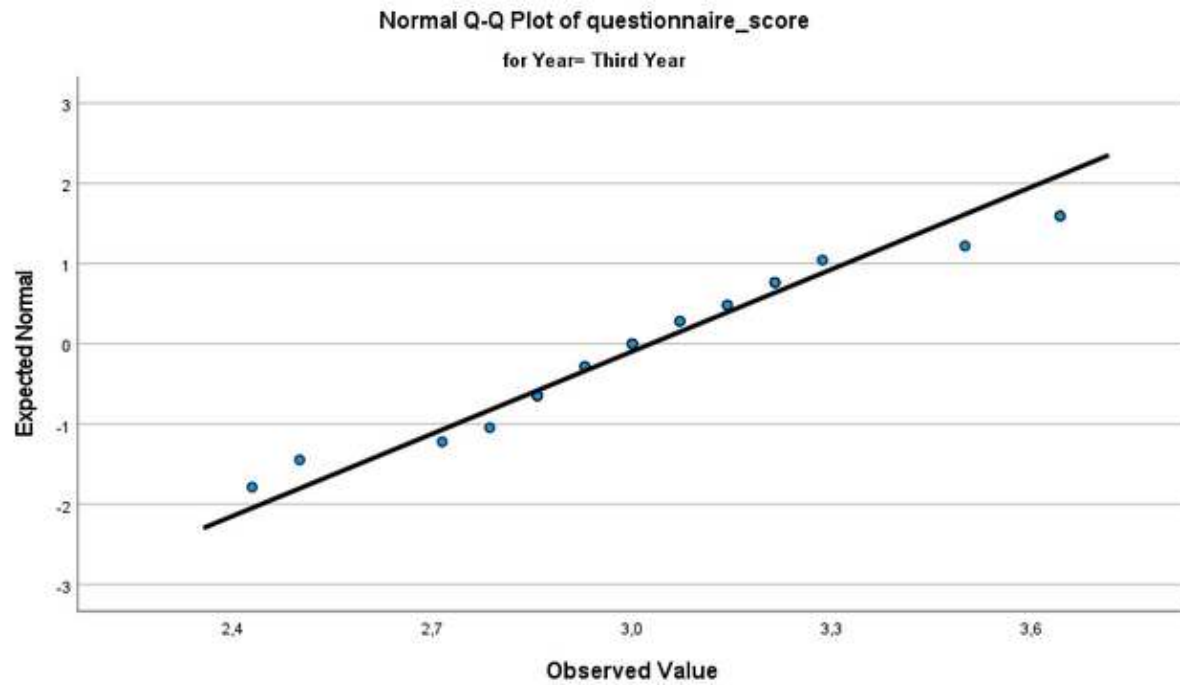
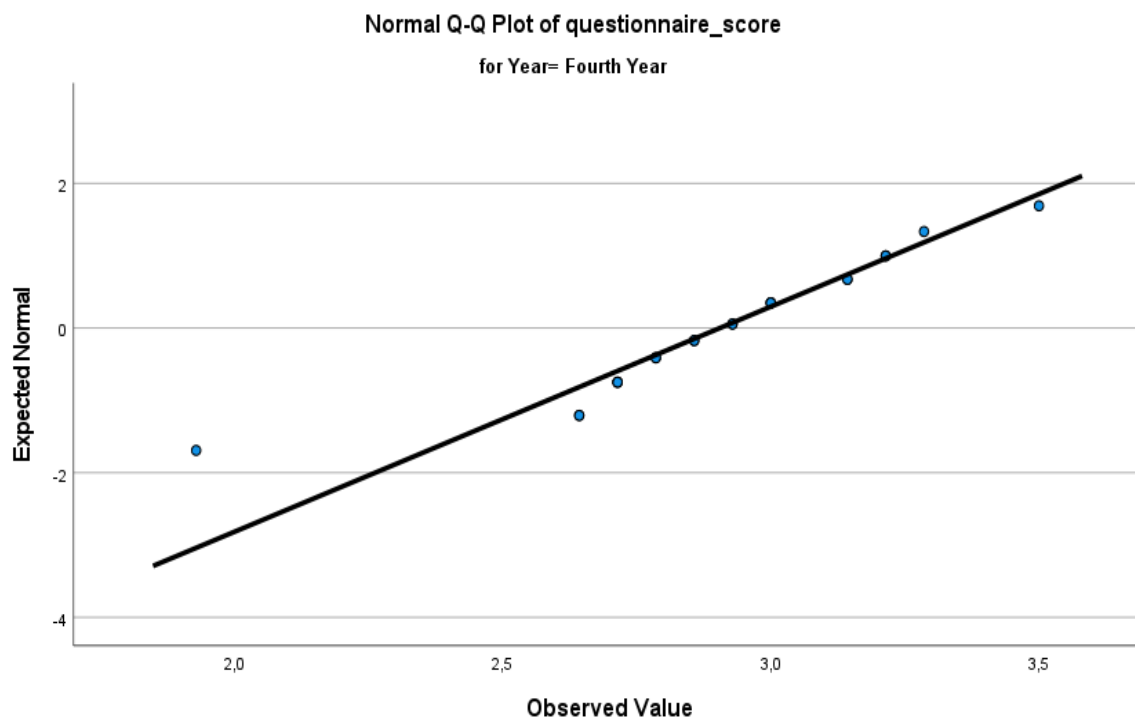


Table 3.18. Regression Curve for fourth year students' normality



The independent - sample t test was used to determine the difference between the participants' demographic characteristics and the scores they received from the scales based on gender and high school type. To be able to test the homogeneity of the variants in the scope of gender, Levene's Test for equality of variances was applied. As equal variances assumed Sig. is greater than 0,05 (Equal Variances Assumed Sig= 0,0846>0,05) (Table 3.19), variances are accepted as homogenous in the study.

Table 3.19. Independent-Sample T Test in the scope of gender

Independent Samples Test									
		Levene's Test for Equality of Variances		t-Test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference
questionnaire_score	Equal variances assumed	,038	,846	-,793	89	,215	,430	-,05876	,07411
	Equal variances not assumed			-,757	49,030	,226	,453	-,05876	,07764

As Table 3.19 shows, the One-Sided p value is 0,215. As p is greater than 0,05 ($p=0,215>0,05$), it could be said that there is no difference between the average scores of female and male participants.

The researcher, also, tested the homogeneity of variants in the scope of the kind of high school the participants graduated from (state or private high school). Since equal variances assumed Sig. is greater than 0,05 (Equal Variances Assumed Sig=0,727>0,05) (Table 3.20), variances are accepted as homogenous. The One-Sided p value is 0,727. As p is greater than 0,05 ($p=0,727>0,05$), it could be said that there is no difference between the average scores of participants who graduated from state or private high schools.

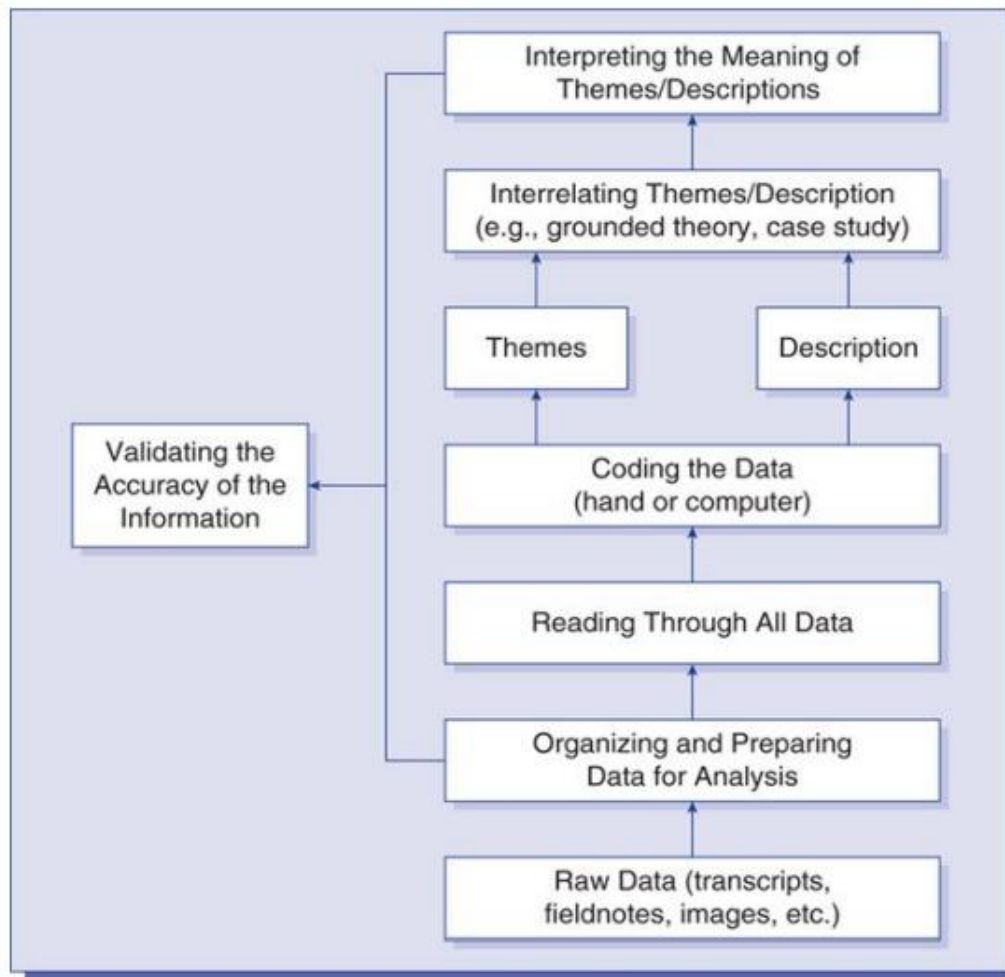
Table 3.20. Independent-Sample T Test in the scope of high school participants graduated from

Independent Samples Test											
		Levene's Test for Equality of Variances				t-Test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval Difference	
						One-Sided p	Two-Sided p			Lower	Upper
questionnaire_score	Equal variances assumed	,122	,727	,161	89	,436	,872	,01179	,07311	-,13348	
	Equal variances not assumed			,157	56,243	,438	,876	,01179	,07522	-,13888	

The difference between the scores obtained from the scales according to the categorized form of the participants' university years was determined using one-way ANOVA. Tukey HSD tests were preferred over one-way analysis of variance (Post Hoc) tests to compare groups when observing differences in the context of variables in more than two groups.

In order to analyze qualitative data, MAXQDA was used in the coding process. The researcher followed Creswell's (2014) steps in order to analyze the qualitative data (shown in Figure 3.2.). First, the interviews were transcribed, and the data were arranged into different types depending on sources of information. Second, all the data were read and general thoughts about the data were recorded. Third, the data were coded by bracketing chunks. Fourth, the codes created were utilized to generate general categories or themes for analysis. Fifth, a map of represented ideas and themes was created. Sixth, the interpretation stage started, the researcher linked the ideas that were represented in the interviews with the literature and perception questionnaire conducted in the first stage of this study.

Figure 3.2. Data Analysis in Qualitative Research



Note. Adapted from Creswell, J. W. (2014). *Research Design: Qualitative and Mixed Methods Approaches* (4th ed.). SAGE Publications, p. 220

CHAPTER IV:

FINDINGS AND DISCUSSION

In this chapter, the results of the data analysis of the questionnaire and interviews that mentioned in the previous chapter are presented in detail in accordance with the research questions.

4.1. Research Question 1- What are the Pre-Service Teachers' Beliefs about Using Literature as an Authentic Text in Teaching English?

4.1.1. Findings of questionnaire

Literature is believed as a rich source for language teaching. It is considered to promote the linguistic skills of learners. Pre-service teachers believe that literature is a key component of language teaching. While 61,5% of the participants agreed and 25,3% of the participants strongly agreed with the first Item's statement of the questionnaire, only 13,2% disagreed with the statement. Table 4.1 shows that sophomores' Mean is 3,06, juniors' Mean is 3,26, seniors' Mean is 3,09, and total Mean is 3,13, which indicates that all the grades agree with the statement presented in the first question of the questionnaire. Since Sig. is greater than 0,05 (Sig.=0,406>0,05) in the ANOVA tests of Item 1 (Table 4.2), it could be said that there is no difference in the average of the answers for the first Item in the questionnaire among sophomores, juniors, and seniors who participated in the study.

Table 4.1. Descriptive of Item 1

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Q_1	Second Year	44	3,0682	,72810	,10976	2,8468	3,2895	2,00	4,00
	Third Year	26	3,2692	,45234	,08871	3,0865	3,4519	3,00	4,00
	Fourth Year	21	3,0952	,53896	,11761	2,8499	3,3406	2,00	4,00
	Total	91	3,1319	,61840	,06483	3,0031	3,2607	2,00	4,00

Table 4.2. ANOVA tests of Item 1

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q_1	Between Groups	,697	2	,349	,910	,406
	Within Groups	33,720	88	,383		
	Total	34,418	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in first Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.3 because Sig. is greater than 0,05 (Sig.=0,392>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,605>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,985>0,05). Based on the statistical data it can be stated that pre-service teachers believe that literature is a key component of language teaching. The average of answers of sophomores and seniors show that they agree with the statement of Item 1, and juniors strongly agree with the statement. All the grades have similar ideas on literature's place in language teaching, there is no significant difference in their answers.

Table 4.3. The Post Hoc Tests of Item 1

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_1	Tukey HSD	Second Year	Third Year	-,20105	,15312	,392	-,5661	,1640
			Fourth Year	-,02706	,16418	,985	-,4185	,3644
		Third Year	Second Year	,20105	,15312	,392	-,1640	,5661
			Fourth Year	,17399	,18162	,605	-,2590	,6070
		Fourth Year	Second Year	,02706	,16418	,985	-,3644	,4185
			Third Year	-,17399	,18162	,605	-,6070	,2590
	LSD	Second Year	Third Year	-,20105	,15312	,193	-,5053	,1033
			Fourth Year	-,02706	,16418	,869	-,3533	,2992
		Third Year	Second Year	,20105	,15312	,193	-,1033	,5053
			Fourth Year	,17399	,18162	,341	-,1869	,5349
		Fourth Year	Second Year	,02706	,16418	,869	-,2992	,3533
			Third Year	-,17399	,18162	,341	-,5349	,1869

The purpose of Item 6 was to reveal pre-service teachers' ideas on whether they would like to use literature in their future language teaching classes, or not. The statement of Item 6 is "I know I will use literature in my future classroom". While 38,5% of the participants strongly agreed and 33% agreed with the statement, 27,4% disagreed and 1,1% strongly disagreed with it. According to the descriptive of Item 6, second grades' Mean is 2,95, third grades' Mean is 3,42, fourth grades' Mean is 2,95, and total Mean is 3,08. (Table 4.4). It could be concluded that there is no difference in the averages of the answers that participants gave as Sig. is greater than 0,05 (Sig.=0,53>0,05) (Table 4.5).

Table 4.4. Descriptive of Item 6

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Q_6	Second Year	44	2,9545	,88802	,13387	2,6846	3,2245	2,00	4,00
	Third Year	26	3,4231	,57779	,11331	3,1897	3,6565	2,00	4,00
	Fourth Year	21	2,9524	,92066	,20090	2,5333	3,3715	1,00	4,00
	Total	91	3,0879	,83863	,08791	2,9133	3,2626	1,00	4,00

Table 4.5. ANOVA tests of Item 6

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_6	Between Groups	4,089	2	2,045	3,039	,053
	Within Groups	59,208	88	,673		
	Total	63,297	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in sixth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.6 because Sig. is greater than 0,05 (Sig.=0,060>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,129>0,05). Finally, there is no difference

between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=1>0,05). The data obtained from Item 6 demonstrates that pre-service teachers would like to use literature in their forthcoming English language teaching classes. All the grades have similar ideas on using literature, there is no significant difference among their answers. It could be stated that pre-service teachers would like to benefit from literature courses that they have been taking at the university in their future career.

Table 4.6. The Post Hoc Tests of Item 6

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_6	Tukey HSD	Second Year	Third Year	-,46853	,20290	,060	-,9522	,0152
			Fourth Year	,00216	,21755	1,000	-,5165	,5208
		Third Year	Second Year	,46853	,20290	,060	-,0152	,9522
			Fourth Year	,47070	,24066	,129	-,1030	1,0444
		Fourth Year	Second Year	-,00216	,21755	1,000	-,5208	,5165
			Third Year	-,47070	,24066	,129	-1,0444	,1030
	LSD	Second Year	Third Year	-,46853*	,20290	,023	-,8718	-,0653
			Fourth Year	,00216	,21755	,992	-,4302	,4345
		Third Year	Second Year	,46853*	,20290	,023	,0653	,8718
			Fourth Year	,47070	,24066	,054	-,0076	,9490
		Fourth Year	Second Year	-,00216	,21755	,992	-,4345	,4302
			Third Year	-,47070	,24066	,054	-,9490	,0076

*. The mean difference is significant at the 0.05 level.

Pre-service teachers also believe that reading in target language and authentic resources are critical for foreign learners. Out of 91, only 3 participants disagreed, and 1 participant strongly disagreed with the statement in the second Item of the questionnaire. 59,3% of the participants strongly agreed and 36,3% of participants agreed with the statement. For the third Item of the questionnaire, out of 91 participants 60 (65,9%) strongly agreed with the statement and 25 of them agreed with it, while only 5 (5,5%) participants disagreed and 1 (1,1%) strongly disagreed with it. The statement in the second Item is “Reading in the target language is critical for foreign language

learners.” and the third Item is “Authentic resources are very important in foreign language teaching.” Table 4.7 indicates the descriptive of the second Item, sophomores’ Mean is 3,56, juniors’ Mean is 3,65, seniors’ Mean is 3,38, and total Mean is 3,54. There is no difference in terms of the answers that sophomores, juniors, and seniors gave for the statement of questionnaire’s second Item, as Sig. is greater than 0,05 (Sig.=0,315>0,05) (Table 4.8).

Table 4.7. Descriptive of Item 2

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Q_2	Second Year	44	3,5682	,58658	,08843	3,3898	3,7465	2,00	4,00
	Third Year	26	3,6538	,48516	,09515	3,4579	3,8498	3,00	4,00
	Fourth Year	21	3,3810	,80475	,17561	3,0146	3,7473	1,00	4,00
	Total	91	3,5495	,61939	,06493	3,4205	3,6784	1,00	4,00

Table 4.8. ANOVA tests of Item 2

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_2	Between Groups	,895	2	,448	1,171	,315
	Within Groups	33,632	88	,382		
	Total	34,527	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in second Item’s answers of sophomores and juniors when compared to each other as shown in the Table 4.9 because Sig. is greater than 0,05 (Sig.=0,842>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,294>0,05). Finally, there is no difference between seniors’ and sophomores’ answers since Sig. is greater than 0,05 (Sig.=0,491>0,05). The data obtained from Item 2 shows that pre-service teachers believe that reading in the target language is crucial for foreign language learners. Sophomores, juniors, and

seniors strongly agree with the statement of Item 2 in the questionnaire. Based on the data the Post Hoc Tests of Item 2 provided, it could be stated that there is no significant difference between their answers, which means they all have a similar idea on contribution of reading to learners. They believe that foreign language learners should read.

Table 4.9. The Post Hoc Tests of Item 2

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_2	Tukey HSD	Second Year	Third Year	-,08566	,15292	,842	-,4502	,2789
			Fourth Year	,18723	,16397	,491	-,2037	,5781
		Third Year	Second Year	,08566	,15292	,842	-,2789	,4502
			Fourth Year	,27289	,18138	,294	-,1595	,7053
		Fourth Year	Second Year	-,18723	,16397	,491	-,5781	,2037
			Third Year	-,27289	,18138	,294	-,7053	,1595
	LSD	Second Year	Third Year	-,08566	,15292	,577	-,3896	,2182
			Fourth Year	,18723	,16397	,257	-,1386	,5131
		Third Year	Second Year	,08566	,15292	,577	-,2182	,3896
			Fourth Year	,27289	,18138	,136	-,0876	,6333
		Fourth Year	Second Year	-,18723	,16397	,257	-,5131	,1386
			Third Year	-,27289	,18138	,136	-,6333	,0876

*, The mean difference is significant at the 0.05 level.

It is clear that pre-service teachers believe that reading in target language and authentic materials are vital and beneficial for language teaching. To be able to observe their stance with the authentic materials, Item 3 in the questionnaire was asked and 65,9% of the participants strongly agreed with the statement while 27,5% agreed, 5,5% disagreed, and 1,1% strongly disagreed with it. Table 4.10 indicates the descriptive of the third Item, sophomores' Mean is 3,59, juniors' Mean is 3,57, seniors' Mean is 3,57, and total Mean is 3,58. There is no difference in terms of the answers that sophomores, juniors, and seniors gave for the statement of questionnaire's third Item, as Sig. is greater than 0,05 (Sig.=0,993>0,05) (Table 4.11).

Table 4.10. Descriptive of Item 3

		Descriptives						
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
						Lower Bound	Upper Bound	Minimum Maximum
Q_3	Second Year	44	3,5909	,58342	,08795	3,4135	3,7683	2,00 4,00
	Third Year	26	3,5769	,64331	,12616	3,3171	3,8368	2,00 4,00
	Fourth Year	21	3,5714	,81064	,17690	3,2024	3,9404	1,00 4,00
	Total	91	3,5824	,65091	,06823	3,4469	3,7180	1,00 4,00

Table 4.11. ANOVA tests of Item 3

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_3	Between Groups	,006	2	,003	,007	,993
	Within Groups	38,125	88	,433		
	Total	38,132	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in third Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.12 because Sig. is greater than 0,05 (Sig.=0,996>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=1>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,993>0,05). Based on the statistical data it could be indicated that pre-service teachers think that authentic resources are very important for foreign language teaching. Average answers of sophomores, juniors, and seniors demonstrates that all the grades strongly agree with the statement of Item 3 in the questionnaire. Based on the statistical data obtained from Item 2, beliefs of all the grades are on the same direction, there is no significant difference among their answers. Pre-service teachers find authentic resources useful for foreign language learners.

Table 4.12. The Post Hoc Tests of Item 3

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_3	Tukey HSD	Second Year	Third Year	,01399	,16282	,996	-,3742	,4021
			Fourth Year	,01948	,17458	,993	-,3967	,4357
		Third Year	Second Year	-,01399	,16282	,996	-,4021	,3742
			Fourth Year	,00549	,19312	1,000	-,4549	,4659
		Fourth Year	Second Year	-,01948	,17458	,993	-,4357	,3967
			Third Year	-,00549	,19312	1,000	-,4659	,4549
	LSD	Second Year	Third Year	,01399	,16282	,932	-,3096	,3376
			Fourth Year	,01948	,17458	,911	-,3275	,3664
		Third Year	Second Year	-,01399	,16282	,932	-,3376	,3096
			Fourth Year	,00549	,19312	,977	-,3783	,3893
		Fourth Year	Second Year	-,01948	,17458	,911	-,3664	,3275
			Third Year	-,00549	,19312	,977	-,3893	,3783

*. The mean difference is significant at the 0.05 level.

Integration of literature into language teaching classes is another aspect that is aimed to be investigated in this study. Fifth Item in the questionnaire was prepared to shed light on pre-service teachers' beliefs of pre-, during, and post-reading strategies when teaching literature. 48,4% of the participants strongly agreed and 41% agreed with the statement of Item 5, while 8,8% disagreed and 1% strongly disagreed with it. The descriptive of Item 5 displays that sophomores' average is 3,18 (Mean), juniors' average is 3,69 (Mean), seniors' average is 3,38, and total average is 3,37 (Mean) (Table 4.13). However, there are differences in the answers of the pre-service teachers because Sig. is smaller than 0,05 (Sig.=0,01<0,05) (Table 4.14).

Table 4.13. Descriptive of Item 5

Descriptives								
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
						Lower Bound	Upper Bound	Minimum
								Maximum
Q_5	Second Year	44	3,1818	,69123	,10421	2,9717	3,3920	2,00
	Third Year	26	3,6923	,54913	,10769	3,4705	3,9141	2,00
	Fourth Year	21	3,3810	,74001	,16148	3,0441	3,7178	1,00
	Total	91	3,3736	,69360	,07271	3,2292	3,5181	1,00

Table 4.14. ANOVA tests of Item 5

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_5	Between Groups	4,260	2	2,130	4,802	,010
	Within Groups	39,036	88	,444		
	Total	43,297	90			

The Post Hoc Tests (Tukey HSD) show that there are differences in fifth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.15 because Sig. is smaller than 0,05 (Sig.=0,007<0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,254>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,500>0,05). Based on the statistical data it could be stated that pre-service teachers believe that it is important to use pre-, during, and post-reading strategies while teaching literature. The total average of the participants' answers is 3,37 (Mean), which demonstrates that they strongly agree with the statement of Item 5. However, sophomores and juniors have different ideas on using these strategies. The lowest average of the grades is sophomores' average, sophomores are the only group that agree with the statement of Item 5. Juniors and seniors strongly agree with it. The difference between sophomores and juniors is because of the great gap between their averages (0,51). Nevertheless, the difference between sophomores and juniors does not change the result that pre-service teachers believe that using reading strategies are important while integrating literature into language teaching.

Table 4.15. The Post Hoc Tests of Item 5

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_5	Tukey HSD	Second Year	Third Year	-,51049*	,16475	,007	-,9033	-,1177
			Fourth Year	-,19913	,17665	,500	-,6203	,2220
		Third Year	Second Year	,51049*	,16475	,007	,1177	,9033
			Fourth Year	,31136	,19541	,254	-,1545	,7772
		Fourth Year	Second Year	,19913	,17665	,500	-,2220	,6203
			Third Year	-,31136	,19541	,254	-,7772	,1545
	LSD	Second Year	Third Year	-,51049*	,16475	,003	-,8379	-,1831
			Fourth Year	-,19913	,17665	,263	-,5502	,1519
		Third Year	Second Year	,51049*	,16475	,003	,1831	,8379
			Fourth Year	,31136	,19541	,115	-,0770	,6997
		Fourth Year	Second Year	,19913	,17665	,263	-,1519	,5502
			Third Year	-,31136	,19541	,115	-,6997	,0770

*. The mean difference is significant at the 0.05 level.

Items 7 and 14 in the questionnaire aimed to investigate pre-service teachers' perception about the difficulties of integrating literature into language learning classes. Statement of Item 7 is "Teaching literature to language learners is difficult". While 46,3% of the participants agree that teaching literature to language learners is difficult, 52,4% of them disagree with the statement. Mean of sophomores is 2,34, Mean of juniors is 2,57, Mean of seniors is 2,76, and total Mean is 2,50 (Table 4.16). There is no difference in terms of the averages of the answers that sophomores, juniors, and seniors gave for the statement of questionnaire's seventh Item, as Sig. is greater than 0,05 (Sig.=0,117>0,05) (Table 4.17).

Table 4.16. Descriptive of Item 7

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Q_7	Second Year	44	2,3409	,83369	,12568	2,0874	2,5944	1,00	4,00
	Third Year	26	2,5769	,75753	,14856	2,2710	2,8829	1,00	4,00
	Fourth Year	21	2,7619	,70034	,15283	2,4431	3,0807	2,00	4,00
	Total	91	2,5055	,79406	,08324	2,3401	2,6709	1,00	4,00

Table 4.17. ANOVA tests of Item 7

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_7	Between Groups	2,705	2	1,353	2,203	,117
	Within Groups	54,042	88	,614		
	Total	56,747	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in seventh Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.18 because Sig. is greater than 0,05 (Sig.=0,446>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,701>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,112>0,05). Based on the statistical data it could be indicated that pre-service teachers do not think that teaching literature to language learners is difficult. While sophomores and juniors disagree with the statement of Item 7, seniors agree with it. However, total average shows that pre-service teachers disagree with the statement, which could be interpreted as the sign that pre-service teachers do not consider teaching literature is not difficult because they have taken literature courses at the university, and they believe that they can integrate literature into language teaching classes. The data obtained from the Post Hoc Tests of Item 7 demonstrates that there is no significant difference among the grades' answers, beliefs of sophomores, juniors, and seniors are

on the same direction when it comes to difficulty of integration of literature in English language teaching classes.

Table 4.18. The Post Hoc Tests of Item 7

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_7	Tukey HSD	Second Year	Third Year	-,23601	,19385	,446	-,6981	,2261
			Fourth Year	-,42100	,20785	,112	-,9165	,0745
		Third Year	Second Year	,23601	,19385	,446	-,2261	,6981
			Fourth Year	-,18498	,22992	,701	-,7331	,3632
		Fourth Year	Second Year	,42100	,20785	,112	-,0745	,9165
			Third Year	,18498	,22992	,701	-,3632	,7331
	LSD	Second Year	Third Year	-,23601	,19385	,227	-,6212	,1492
			Fourth Year	-,42100*	,20785	,046	-,8340	-,0079
		Third Year	Second Year	,23601	,19385	,227	-,1492	,6212
			Fourth Year	-,18498	,22992	,423	-,6419	,2719
		Fourth Year	Second Year	,42100*	,20785	,046	,0079	,8340
			Third Year	,18498	,22992	,423	-,2719	,6419

*, The mean difference is significant at the 0.05 level.

Item 14 in the questionnaire, on the other hand, aimed to investigate pre-service teachers' ideas about literature being time-consuming. The fourteenth Item's statement is "I will not have time to teach grammar, culture, language and literature". 47,3% of the participants disagreed, and 35,2% of them strongly disagreed with it. 14,3% agreed and 3,3% strongly disagreed with the statement. The descriptive of Item 14 shows that sophomores' Mean is 2,04, juniors' Mean is 1,57, and seniors' Mean is 1,8, and total Mean is 1,85 (Table 4.19). When the ANOVA tests are analyzed, it could be said that there are differences in the averages of the answers that participants gave since Sig. is smaller than 0,05 (Sig.=0,049<0,05) (Table 4.20).

Table 4.19. Descriptive of Item 14

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q_14	Second Year	44	2,0455	,83400	,12573	1,7919	2,2990	1,00	4,00
	Third Year	26	1,5769	,64331	,12616	1,3171	1,8368	1,00	3,00
	Fourth Year	21	1,8095	,74960	,16358	1,4683	2,1507	1,00	4,00
	Total	91	1,8571	,78275	,08205	1,6941	2,0202	1,00	4,00

Table 4.20. ANOVA tests of Item 14

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_14	Between Groups	3,650	2	1,825	3,118	,049
	Within Groups	51,493	88	,585		
	Total	55,143	90			

The Post Hoc Tests (Tukey HSD) show that there are differences in fourteenth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.21 because Sig. is smaller than 0,05 (Sig.=0,040<0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,556>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,478>0,05). The data obtained from Item 14 reveal that pre-service teachers do not have concerns about having time management related problems if they use literature in their classes. While sophomores and seniors disagree with the statement "I will not have time to teach grammar, culture, language, and literature", juniors strongly disagree with it. That's why, there is difference between sophomores' and juniors' answers. Based on the statistical data obtained from the Post

Hoc Tests of Item 14, there is no difference between seniors' and juniors' answers, they have similar ideas on time management related problems that literature could cause.

Table 4.21. The Post Hoc Tests of Item 14

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_14	Tukey HSD	Second Year	Third Year	,46853*	,18922	,040	,0174	,9196
			Fourth Year	,23593	,20289	,478	-,2478	,7196
		Third Year	Second Year	-,46853*	,18922	,040	-,9196	-,0174
			Fourth Year	-,23260	,22443	,556	-,7677	,3024
		Fourth Year	Second Year	-,23593	,20289	,478	-,7196	,2478
			Third Year	,23260	,22443	,556	-,3024	,7677
	LSD	Second Year	Third Year	,46853*	,18922	,015	,0925	,8446
			Fourth Year	,23593	,20289	,248	-,1673	,6391
		Third Year	Second Year	-,46853*	,18922	,015	-,8446	-,0925
			Fourth Year	-,23260	,22443	,303	-,6786	,2134
		Fourth Year	Second Year	-,23593	,20289	,248	-,6391	,1673
			Third Year	,23260	,22443	,303	-,2134	,6786

*, The mean difference is significant at the 0.05 level.

4.1.2. Findings of interviews

In the interviews, when participants are asked if they would like to use literature in their forthcoming classes, 8 participants out of 10 respond positively. Büşra is one of the participants that respond positively, and she explains the reason behind her idea as literature is a part of a language; therefore, it cannot be separated from language teaching. Büşra believes that literature brings interest into the classroom, she also believes that literature helps students build their proficiency by providing personal involvement:

While they [students] are reading [a literary text], they are connecting some ideas in the literature text with their life, so they are learning with that (Büşra).

Mutlu is in favor of using literature in her future classes. She states that literature might boost up her students' motivation. She notes that when students engage with literary texts and understand them, they will feel competent in the language. They will feel like "I have achieved

something” and they will enjoy it more when they're using literature from the target language (Mutlu). Ece is in favor of using literature in her language teaching classes in terms of cultural reasons: she implies that because it's [literature] about culture and society, so if you want to use that language, you should know the society or the society's culture. Şafak agrees with Ece that literature is a rich source for teaching the culture of the target language. He states that they [learners] can also be introduced to the culture of that language that we are talking about. For example, in English literature we can see the elements of English culture, in American literature we can see American culture, etc. (Şafak).

Deniz is another participant that would like to use literature in his future classes. He would like to use literature because of literature's authenticity: I will use it [literature] because it's a great authentic material to use. It shows our students how they [authors, poets, and native people] use their language and they will see that language and basically internalize it themselves and they will try to use that language in the future (Deniz). A similar statement comes from Eda. When asked if she would like to use literature as an authentic text in her future classes, Eda replies: yes, I will because I feel like it [literature] reflects reality. She also notes that literature is also a rich source for students to embrace the culture of the target language: learning a language is also learning a culture and literature has cultural elements, it reflects culture a lot. It's also authentic and more trustworthy and it will also affect vocabulary and grammar in a good way (Eda). Deniz and Şafak agree with Eda that literature is a good source for vocabulary and grammar teaching as it contains a lot of possible target vocabulary and a lot of examples of language structures. Deniz notes that they [learners] get to see different types of language being used and different types of vocabulary being used. Tuğçe is in favor of using literature in her future classes, she also states that literature is essential for children to embrace the environment where they grow up. When asked if he would like to use literature in his future classes, Oğuzhan, who is a senior, replies as:

I think I will and since we're having our internships and I have personal experience with tutoring and I have used literature many times in my experience so far and I am going to use it again in the future, too (Oğuzhan).

He explains why he would like to use literature in language teaching as:

It gives context in a unique way and that is why I like most of them. I mostly use short stories and children's tales since I'm teaching younger students and I think so because you

know the language is designed for kids like a simple and the context is definitely the most important part I think (Oğuzhan).

Ömer is the only participant who hesitates to answer the question whether he would like to use literature in his future classes, or not. He explains his hesitation as:

I think it's just too early to answer this question because I don't know where I will work. It can be primary school, secondary school, high school or maybe university so I don't know for now (Ömer).

There is another participant, Şafak who believes the level of his students will be effective in the choice of using literature as an authentic text in the future. Unlike Ömer, Şafak is sure that he is going to use literature in his language classes, but he implies his concerns as:

I think I will use it [literature] in some classes 'cause literature and language is a little bit difficult for beginners but for the advanced level they will benefit a lot (Şafak).

Fatih, on the other hand, would not like to use literature in his future classes because he thinks that literary works' language use is not suitable for language learning classes.

Data that were obtained from the questionnaire demonstrates that pre-service teachers believe that authentic materials are important for language teaching. In the interviews, the participants are asked about to what extent they think literature is an authentic material, and whether they consider literature as a good authentic material, or not. Fatih, Eda, and Şafak express that they consider literature as a good authentic material, but they have not commented on anything else. However, two of the participants mention that the authenticity of literary texts depends on the selection of texts. Deniz comments on this as:

If you select it carefully to our students' level, I think it can be a great authentic material but if you select it carelessly, it can't be (Deniz).

Oğuzhan agrees with Deniz on this, and he expresses the same opinion by using different words. However, Mutlu and Tuğçe do not have any conditional for literature's authenticity. They believe that literature is an authentic material and literary texts are better than manufactured course book texts. Tuğçe states her opinion as:

They [literary texts] are better than the written materials in course books and such. Because they help learners to focus on the meaning of the words (Tuğçe).

Tuğçe believes that literary works help learners to read a text and focus on the meaning of those words, which improves analyzing and critical thinking skills of learners. Mutlu, on the other hand, has a similar idea:

Authors use their emotions when they write something. So, when we read them, we can feel that emotion or get moved with the actions in the novels or what the author means in the story. We can think deeply about the dialogue between two people, so it's like more mind processes being done in literature (Mutlu).

The last participant that has shared her ideas on this is Büşra, but she does not advocate the opinions shared by the other participants. Büşra believes that the concept of authentic materials is limited with some certain cases. She explains her understanding of authentic material as:

I think literature is a good source but it's not a good authentic source because when I hear the word “authentic” I generally think about a native speaker speaking or something like a magazine like these things but literally is a good source but it's not a good authentic source for me (Büşra).

Another topic, investigated through participants, is the possible difficulties that they might face when they want to use literature as an authentic text in their future language teaching classes. Participants have various aspects of views and different answers for this question. The biggest concern of pre-service language teachers is that learners might not understand the literary text due to their level of English. Fatih thinks that literary works’ language is too difficult to understand for learners, so he believes that learners could not benefit from it. Oğuzhan thinks that the level of students might be a problem for integration of literature into language teaching classes. Ece thinks that students’ word capacity might not be enough for students to understand the literary texts. Eda states that: maybe because it's authentic and sometimes it gets hard to understand the text or the context of it or vocabulary (Eda).

Mutlu shares a similar point of view with Eda. She notes that

There're really different words from daily life usage, so when they see them, they will, maybe, be afraid or, I don't know, don't want to bother to look up for them (Mutlu).

Tuğçe thinks that the level of students might be a difficulty for integration of literature into language classes. She believes that when a literary work is covered in a class and the students could not understand it, it creates confusion. She also has a solution to this problem such as choosing materials from easy to difficult in order not to lose the lower-level learners. Şafak considers the level of students might be problematic for literary texts. Büşra, on the other hand, has some concerns not only for learners, but also for teachers:

In literature texts, language can be hard to understand even sometimes for the teacher because they belong to the past so even as teachers, we don't know what they're trying to say. And this is also so hard for the children. But we can make it basic, we can find basic versions of them, so we can make it a bit easier for them to understand (Şafak).

Ömer shares a similar opinion with Büşra, he thinks that literary texts that they have covered in the literature courses are too difficult for young learners, but he thinks that high school and university students could handle them easily:

There may be some words that students may not know. Even I may not know some words. And if my group is too young for authentic materials, it can be confusing for them (Ömer).

Another difficulty pre-service teachers mention is that it is hard to find materials for every class since there are not so many prepared materials on the market. Deniz thinks that it is difficult to find authentic literary texts for the students' needs and students might find the literary text difficult to understand. Oğuzhan, also, points out the same direction:

I think it would be a bit hard to find materials from literary texts for every classroom. It could be very difficult and demanding (Oğuzhan).

Another difficulty which participants mention is that students might find literary texts boring. Şafak thinks that using a literary text in a language teaching class might be boring for the learners. Büşra has the same concern with Şafak; however, she also has a solution:

It [reading literary texts] can sometimes be boring for them. So, we should always choose something which can seem interesting to them (Büşra).

Mutlu mentions two different problems that she may face. One of them is that students might get demotivated because of literary texts' length. She gives an example from herself on this point:

So when I read literature texts, like, if it's too long for me I wouldn't like to read it (Mutlu).

Another problem Mutlu mentions is that some students do not have the habit of reading and they might resist doing exercises or participating in the class. She explains:

Some of them may enjoy reading literature texts but some of them don't even read books or poems. So, they will be like "why am I reading this?" (Mutlu).

4.2. Research Question 2-To What Extent Do Pre-Service Teachers Perceive Literature Courses Apart from English Language Teaching Courses?

4.2.1. Findings of questionnaire

Item 8 in the questionnaire aimed to reveal pre-service teachers' beliefs about whether they feel confident in their abilities to use literature in their future language teaching classes, or not. 46,2% of the participants agreed with the statement, 19,8% strongly agreed with it. On the other hand, 31,9% disagreed and 2,2% strongly disagreed with it. The descriptive of Item 8 indicate that sophomores' Mean is 2,79, juniors' Mean is 2,92, seniors' Mean is 2,71, and total Mean is 2,81 (Table 4.22). There is no difference in the average of the answers of participants as Sig. is greater than 0,05 (Sig.=0,634>0,05) (Table 4.23).

Table 4.22. Descriptive of Item 8

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Q_8	Second Year	44	2,7955	,79474	,11981	2,5538	3,0371	1,00	4,00
	Third Year	26	2,9231	,79614	,15614	2,6015	3,2446	2,00	4,00
	Fourth Year	21	2,7143	,64365	,14046	2,4213	3,0073	2,00	4,00
	Total	91	2,8132	,75883	,07955	2,6552	2,9712	1,00	4,00

Table 4.23. ANOVA tests of Item 8

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_8	Between Groups	,533	2	,267	,457	,634
	Within Groups	51,291	88	,583		
	Total	51,824	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in eighth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.24 because Sig. is greater than 0,05 (Sig.=0,778>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,622>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,915>0,05). The data obtained from Item 8 show that pre-service teachers feel confident about using literature in language teaching classes. The average of their answers indicates that sophomores, juniors, and seniors agree with the statement "I feel confident in my ability to use literature in my future classroom". All three grades have similar ideas about their confidence in using literature in language teaching classes, and there is no difference in their answers.

Table 4.24. The Post Hoc Tests of Item 8

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_8	Tukey HSD	Second Year	Third Year	-,12762	,18885	,778	-,5778	,3226
			Fourth Year	,08117	,20249	,915	-,4016	,5639
		Third Year	Second Year	,12762	,18885	,778	-,3226	,5778
			Fourth Year	,20879	,22399	,622	-,3252	,7428
		Fourth Year	Second Year	-,08117	,20249	,915	-,5639	,4016
			Third Year	-,20879	,22399	,622	-,7428	,3252
	LSD	Second Year	Third Year	-,12762	,18885	,501	-,5029	,2477
			Fourth Year	,08117	,20249	,689	-,3212	,4836
		Third Year	Second Year	,12762	,18885	,501	-,2477	,5029
			Fourth Year	,20879	,22399	,354	-,2363	,6539
		Fourth Year	Second Year	-,08117	,20249	,689	-,4836	,3212
			Third Year	-,20879	,22399	,354	-,6539	,2363

*. The mean difference is significant at the 0.05 level.

Item 13 in the questionnaire aimed to reveal whether pre-service teachers believe that they have enough literary knowledge to teach using literature, or not. 53,8% of the participants disagreed and 13,2% strongly disagreed with the statement of Item 13, while 28,6% agreed and 4,4% strongly agreed with it. Table 4.25 indicates that the average of sophomores' answers is 2,38, the average juniors' answers is 2,19, the average of seniors' answers is 2,09, and total average is 2,26. There is no difference in the average of the answers of participants as Sig. is greater than 0,05 (Sig.=0,287>0,05) (Table 4.26).

Table 4.25. Descriptive of Item 13

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q_13	Second Year	44	2,3864	,78402	,11820	2,1480	2,6247	1,00	4,00
	Third Year	26	2,1923	,49147	,09638	1,9938	2,3908	1,00	3,00
	Fourth Year	21	2,0952	,88909	,19401	1,6905	2,4999	1,00	4,00
	Total	91	2,2637	,74289	,07788	2,1090	2,4185	1,00	4,00

Table 4.26. ANOVA tests of Item 13

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_13	Between Groups	1,391	2	,695	1,267	,287
	Within Groups	48,280	88	,549		
	Total	49,670	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in thirteenth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.27 because Sig. is greater than 0,05 (Sig.=0,542>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,896>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,305>0,05). Based on the statistical data it could be stated that pre-service teachers believe that they have enough literary knowledge to teach literature in their English language teaching classes. All the grades disagree with the statement of Item 13, which is "I don't have enough literary knowledge to teach literature". The data obtained from the Post Hoc Tests of Item 13 indicate that there is no significant difference among all the grades' answers, and it could be stated that they have similar ideas on having enough literary knowledge to teach literature.

Table 4.27. The Post Hoc Tests of Item 13

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_13	Tukey HSD	Second Year	Third Year	,19406	,18322	,542	-,2427	,6309
			Fourth Year	,29113	,19645	,305	-,1772	,7595
		Third Year	Second Year	-,19406	,18322	,542	-,6309	,2427
			Fourth Year	,09707	,21732	,896	-,4210	,6152
		Fourth Year	Second Year	-,29113	,19645	,305	-,7595	,1772
			Third Year	-,09707	,21732	,896	-,6152	,4210
	LSD	Second Year	Third Year	,19406	,18322	,292	-,1701	,5582
			Fourth Year	,29113	,19645	,142	-,0993	,6815
		Third Year	Second Year	-,19406	,18322	,292	-,5582	,1701
			Fourth Year	,09707	,21732	,656	-,3348	,5289
		Fourth Year	Second Year	-,29113	,19645	,142	-,6815	,0993
			Third Year	-,09707	,21732	,656	-,5289	,3348

*, The mean difference is significant at the 0.05 level.

4.2.2. Findings of interviews

To be able to reveal to what extent pre-service teachers perceive the literature courses different from the English language teaching courses, participants are asked which one of these courses improves their teaching skills better. Majority of the participants mention that they are only close reading in the literature courses, that's why they believe that the English language teaching classes are more important for their future careers than the literature courses. Büşra comments on this as:

In literature courses you're a bit focusing on the literature text and you're trying to understand, you're trying to figure out what's happening there. You're trying to, maybe, how can I use it but in ELT courses you're just thinking how I can teach this (Büşra).

Eda agrees with Büşra on this point and explains:

In literature, we only take care of some texts but in ELT there are grammar or like teaching styles or a lot of things (Oğuzhan).

Oğuzhan believes that the literature courses could be better if how to use literary texts for different groups of learners is presented in classes. He explains his opinion as:

I think for this question I would have to say more teaching focused lessons help me better because in literature-based lessons they mostly worked on literary texts. I mean we read them, we compared them to each other, but we didn't really focus on how to use them in certain cases. For example, in our lessons we read works of art but there was no guidance for us if you're going to teach young learners and you can use these types of texts that have, I don't know moral issues etc. They weren't given that detailed information when compared to teaching classes because in our teaching classes things are way more detailed (Oğuzhan).

Ömer does not think that the literature courses could help him in his future career. He expresses his ideas on the literature courses as:

It doesn't improve my teaching skills because it's not about it (Ömer).

Fatih agrees with Ömer, and he notes a similar opinion as Ömer's:

I haven't got that much information that will help me in my future career from the literature courses (Fatih).

Tuğçe is the only participant that finds the literature courses improve her teaching skills better than the English language teaching courses. Tuğçe clarifies as:

I think the literature courses improve my teaching skills better than ELT courses. Because literature, like I said before, focuses on the meanings and, but ELT is more like textbook based. It makes you memorize stuff rather than just understand the concept of what it is, so I think literature is the better one (Tuğçe).

Participants are asked if they feel confident about using literature in their future classes to be able to observe in what ways they consider the literature courses beneficial for their background knowledge of literature. Ece states that she feels confident about using literature in her future classes. Şafak, Eda, and Oğuzhan follow Ece's lead and note that they feel confident about using it as an authentic text. Büşra feels confident about using literature in her future classes because she believes that she is ready, and she has learned how to get ready for a literature integrated class thanks to her literature courses. Deniz, also, states that he feels confident, and he expresses that

the literature classes that they have taken at the university play an important role. Deniz answers the question if he thinks he could use literature in his future classes as:

Yes, I can do it because we have a lesson right now on how to use it, basically, we are prepared for it (Deniz).

Two of the participants consider themselves as good literature users, and they say that they feel confident because they have the background knowledge to use literature in their classes thanks to being good literature users. Tuğçe implies that

I consider myself a good literature user, like, I read books and such. So, I think I can be helpful to my class as well (Tuğçe).

Mutlu mentions that since she reads literature regularly in English or Turkish, she has the background knowledge to use literature in her classes. Ömer, on the other hand, implies that if his students' level is enough to understand a literary text, then he believes he can. It could be concluded that he does not feel confident about using literature with lower-level students.

I don't have that much literature knowledge to use in my lessons (Fatih).

Fatih points out the literature courses that he has taken at the university for not being confident. He thinks that the literature courses were only for analyzing some of the literary texts and it is not enough to feel confident.

When the participants are asked whether they think they are going to benefit from the literature courses in their future teaching careers, almost all of them answered positively. However, their understanding of benefits is different from each other. Büşra and Ece, for example, think they will benefit from the literature course in terms of materials for future classes. They think that they could use the stories that they have covered in those classes in future.

Some of the participants think that the literature courses have provided them a certain way of using literature in language classes. Şafak believes that he is going to benefit from the literature courses because he is taught the framework that he could use in his future classes. He underlines that he will use the framework in his future classes. Mutlu believes that Bloom's taxonomy, which is taught in the literature courses, will be extremely helpful for her future classes. In addition,

Deniz comments on this point as well, he mentions micro teaching that is covered in the literature classes:

Yes, it is going to help because we get to see a lot of different types of teaching there, a lot of micro-teaching (Deniz).

Some of the participants think that the literature courses are important due to their own cultural development. Tuğçe thinks that literature classes provide her cultural background, therefore they are helpful for her. Eda replies with a similar opinion when asked if she is going to benefit from the literature courses in her future career:

Yes, I will because I come across a lot of words that I'm not familiar with and some opinions from very famous people while we are reading literature and it helps a lot not only for cultural background but also vocabulary building” (Eda).

Fatih, who thinks that he will not be using literature as an authentic text in his future career, believes that literature courses provide cultural and linguistic development, and it is what a language teacher needs, so he implies that he will benefit from them in terms of self-development.

Some of the participants hesitate whether they could benefit from the literature courses, or not. In their point of view, whether the knowledge they obtain from the literature courses is beneficial, or not, depends on their students’ age and level. Ömer is hesitating whether he could use the knowledge that he obtained from the literature course in his future language teaching classes since he doesn’t know if he could use it. When asked, he underlines that he could use it for high school students, who are not preparing for the university exam, but he thinks that he could not use it for young learners. Oğuzhan notes a similar opinion as:

In some cases, I think I will because most of the time in the lessons we saw and read kind of complex works of art. I don't think I would be able to use such works of art in beginner classrooms or with my young learners since they are not going to be able to understand the language and the concepts within the stories and literature, we have read in our lessons but perhaps with a with students that have more that's our able to understand better in English maybe I will be able to use those (Oğuzhan).

4.3. Research Question 3-To What Extent Do Pre-Service Teachers Consider Literature as a Tool to Teach Language Use and Skills?

4.3.1. Findings of questionnaire

Items 9 and 11 aimed to reveal pre-service teachers' ideas on literature as a tool to teach grammar and vocabulary. The statement of Item 9 was prepared in order to investigate pre-service teachers' beliefs on whether literature offers meaningful context to teach grammar and vocabulary. 48,4% of the participants agreed and 36,3% strongly agreed with the statement, on the other hand, 14,3% disagreed and 1,1% strongly disagreed with it. Mean of sophomores' answers is 3,20, Mean of juniors' answers is 3,34, Mean of seniors' is 3,04, and total Mean is 3,20 (Table 4.28). According to Table 4.29, there is no difference in the average of the participants' answers since Sig. is greater than 0,05 (Sig.=0,359>0,05). Item 11's statement aimed to reveal pre-service teachers' ideas on whether literature is a good authentic material to teach grammar and vocabulary, or not. 51,6% of the participants agreed and 35,2% strongly agreed with the statement, while 12,1% disagreed and 1,1% strongly disagreed with it. Table 4.30 indicates that the average of the sophomores' answers is 3,27, the average of juniors' answers is 3,34, the average of answers seniors gave is 3,04, and total average is 3,24. Since the ANOVA tests of Item 11 shows that Sig. is greater than 0,05 (Sig.=0,311>0,05), it could be said that there is no difference in the average of the answers (Table 4.31).

Table 4.28. Descriptive of Item 9

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q_9	Second Year	44	3,2045	,73388	,11064	2,9814	3,4277	2,00	4,00
	Third Year	26	3,3462	,62880	,12332	3,0922	3,6001	2,00	4,00
	Fourth Year	21	3,0476	,74001	,16148	2,7108	3,3845	1,00	4,00
	Total	91	3,2088	,70737	,07415	3,0615	3,3561	1,00	4,00

Table 4.29. ANOVA tests of Item 9

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q_9	Between Groups	1,037	2	,518	1,037	,359
	Within Groups	43,996	88	,500		
	Total	45,033	90			

Table 4.30. Descriptive of Item 11

Descriptives								
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
						Lower Bound	Upper Bound	
Q_11	Second Year	44	3,2727	,75832	,11432	3,0422	3,5033	2,00 4,00
	Third Year	26	3,3462	,56159	,11014	3,1193	3,5730	2,00 4,00
	Fourth Year	21	3,0476	,66904	,14600	2,7431	3,3522	1,00 4,00
	Total	91	3,2418	,68865	,07219	3,0983	3,3852	1,00 4,00

Table 4.31. ANOVA tests of Item 11

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q_11	Between Groups	1,117	2	,559	1,183	,311
	Within Groups	41,564	88	,472		
	Total	42,681	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in ninth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.32 because Sig. is greater than 0,05 (Sig.=0,698>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,325>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,681>0,05). Based on the statistical data, it could be stated that pre-service teachers believe that literature offers a meaningful context for teaching grammar and vocabulary. While sophomores and seniors agree with the statement of Item 9, juniors strongly agree with it. Pre-service teachers think that they could use literature to teach grammar and vocabulary. The data obtained from the Post Hoc Tests

of Item 9 shows that all the grades have the same idea about literature as a tool to teach grammar and vocabulary, there is no significant difference among their answers.

Table 4.32. The Post Hoc Tests of Item 9

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_9	Tukey HSD	Second Year	Third Year	-,14161	,17490	,698	-,5586	,2754
			Fourth Year	,15693	,18754	,681	-,2902	,6040
		Third Year	Second Year	,14161	,17490	,698	-,2754	,5586
			Fourth Year	,29853	,20745	,325	-,1960	,7931
		Fourth Year	Second Year	-,15693	,18754	,681	-,6040	,2902
			Third Year	-,29853	,20745	,325	-,7931	,1960
	LSD	Second Year	Third Year	-,14161	,17490	,420	-,4892	,2060
			Fourth Year	,15693	,18754	,405	-,2158	,5296
		Third Year	Second Year	,14161	,17490	,420	-,2060	,4892
			Fourth Year	,29853	,20745	,154	-,1137	,7108
		Fourth Year	Second Year	-,15693	,18754	,405	-,5296	,2158
			Third Year	-,29853	,20745	,154	-,7108	,1137

*, The mean difference is significant at the 0.05 level.

The Post Hoc Tests (Tukey HSD) show that there are no differences in eleventh Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.33 because Sig. is greater than 0,05 (Sig.=0,902>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,305>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,436>0,05). Based on the statistical data, it could be indicated that pre-service teachers believe that literature is a good authentic material for teaching grammar and vocabulary. While sophomores and juniors strongly agree with the statement of Item 11, which is "Literature is a good authentic material for teaching grammar and vocabulary", seniors agree with it. The Post Hoc Tests of Item 11 shows that all the grades have the same idea on literature's authenticity and on literature being a good tool to teach grammar and vocabulary, there is no significant difference among their answers.

Table 4.33. The Post Hoc Tests of Item 11

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_11	Tukey HSD	Second Year	Third Year	-,07343	,17000	,902	-,4787	,3319
			Fourth Year	,22511	,18228	,436	-,2094	,6597
		Third Year	Second Year	,07343	,17000	,902	-,3319	,4787
			Fourth Year	,29853	,20164	,305	-,1822	,7792
		Fourth Year	Second Year	-,22511	,18228	,436	-,6597	,2094
			Third Year	-,29853	,20164	,305	-,7792	,1822
	LSD	Second Year	Third Year	-,07343	,17000	,667	-,4113	,2644
			Fourth Year	,22511	,18228	,220	-,1371	,5874
		Third Year	Second Year	,07343	,17000	,667	-,2644	,4113
			Fourth Year	,29853	,20164	,142	-,1022	,6992
		Fourth Year	Second Year	-,22511	,18228	,220	-,5874	,1371
			Third Year	-,29853	,20164	,142	-,6992	,1022

*. The mean difference is significant at the 0.05 level.

Item 10 in the questionnaire aimed to investigate pre-service teachers' ideas about the literature's efficiency in language teaching classes regarding oral competency of learners. The statement of Item 10 is "The primary goal in the Foreign Language classroom is to achieve oral proficiency, therefore, teaching literature will not help my students achieve this goal". 39,6% of the participants disagreed and 34,1% strongly disagreed with the statement, whereas 15,4% agreed and 11% strongly agreed with it. According to Table 4.34, sophomores' Mean is 2,13, juniors' Mean is 1,92, seniors' Mean is 2,19, and total Mean is 2,08. ANOVA tests of Item 10 shows that there is no difference in the average of the answers of pre-service teachers since Sig. is greater than 0,05 (Sig.=0,607>0,05) (Table 4.35).

Table 4.34. Descriptive of Item 10

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q_10	Second Year	44	2,1364	1,13283	,17078	1,7920	2,4808	1,00	4,00
	Third Year	26	1,9231	,84489	,16570	1,5818	2,2643	1,00	4,00
	Fourth Year	21	2,1905	,92839	,20259	1,7679	2,6131	1,00	4,00
	Total	91	2,0879	1,00718	,10558	1,8782	2,2977	1,00	4,00

Table 4.35. ANOVA tests of Item 10

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_10	Between Groups	1,031	2	,515	,502	,607
	Within Groups	90,266	88	1,026		
	Total	91,297	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in tenth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.36 because Sig. is greater than 0,05 (Sig.=0,672>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,642>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,978>0,05). Based on the statistical data, it could be stated that pre-service teachers believe that literature helps students to achieve their oral proficiency. All the grades disagree with the statement of Item 10, which is "The primary goal in the foreign language classroom is to achieve oral proficiency; therefore, teaching literature will not help my students achieve this goal". The data obtained from the Post Hoc Test of Item 10 shows that all the grades have similar ideas on literature as a tool to promote oral proficiency, there is no significant differences among their answers.

Table 4.36. The Post Hoc Tests of Item 10

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_10	Tukey HSD	Second Year	Third Year	,21329	,25053	,672	-,3840	,8105
			Fourth Year	-,05411	,26862	,978	-,6945	,5863
		Third Year	Second Year	-,21329	,25053	,672	-,8105	,3840
			Fourth Year	-,26740	,29715	,642	-,9758	,4410
		Fourth Year	Second Year	,05411	,26862	,978	-,5863	,6945
			Third Year	,26740	,29715	,642	-,4410	,9758
	LSD	Second Year	Third Year	,21329	,25053	,397	-,2846	,7112
			Fourth Year	-,05411	,26862	,841	-,5879	,4797
		Third Year	Second Year	-,21329	,25053	,397	-,7112	,2846
			Fourth Year	-,26740	,29715	,371	-,8579	,3231
		Fourth Year	Second Year	,05411	,26862	,841	-,4797	,5879
			Third Year	,26740	,29715	,371	-,3231	,8579

*. The mean difference is significant at the 0.05 level.

In addition, the majority of pre-service teachers believe that literature helps learners to engage in the target language communication. Based on the statement of the fourth Item in the questionnaire, 50, 5% of the participants agreed and 37, 4% strongly agreed, whereas a minority of participants such as 12, 1% disagreed with the statement. The statement in the fourth Item is “Literature provides a great resource for engaging students in the target language communication.” Mean of sophomores is 3,34, Mean of juniors is 3,23, Mean of seniors is 3,14, and total Mean is 3,26 (Table 4.37). There is no difference in terms of the answers of sophomores, juniors, and seniors for the fourth Item in the questionnaire, as Sig. is greater than 0,05 (Sig.=0,513>0,05) (Table 4.38).

Table 4.37. Descriptive of Item 4

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q_4	Second Year	44	3,3409	,74532	,11236	3,1143	3,5675	2,00	4,00
	Third Year	26	3,2308	,65163	,12779	2,9676	3,4940	2,00	4,00
	Fourth Year	21	3,1429	,47809	,10433	2,9252	3,3605	2,00	4,00
	Total	91	3,2637	,66391	,06960	3,1255	3,4020	2,00	4,00

Table 4.38. ANOVA tests of Item 4

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_4	Between Groups	,597	2	,299	,672	,513
	Within Groups	39,073	88	,444		
	Total	39,670	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in fourth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.39 because Sig. is greater than 0,05 (Sig.=0,783>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,895>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,504>0,05). Based on the statistical data it could be interpreted that pre-service teachers consider literature as a tool to promote target language communication. While juniors and seniors agree with the statement of Item 4, sophomores strongly agree with it. All the grades believe that literature contributes to language teaching by providing a great resource for engaging learners in target language communication. Their ideas on literatures contribution are on a similar direction, there is no significant difference among the grades' answers.

Table 4.39. The Post Hoc Tests of Item 4

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_4	Tukey HSD	Second Year	Third Year	,11014	,16483	,783	-,2828	,5031
			Fourth Year	,19805	,17673	,504	-,2233	,6194
		Third Year	Second Year	-,11014	,16483	,783	-,5031	,2828
			Fourth Year	,08791	,19550	,895	-,3782	,5540
		Fourth Year	Second Year	-,19805	,17673	,504	-,6194	,2233
			Third Year	-,08791	,19550	,895	-,5540	,3782
	LSD	Second Year	Third Year	,11014	,16483	,506	-,2174	,4377
			Fourth Year	,19805	,17673	,265	-,1532	,5493
		Third Year	Second Year	-,11014	,16483	,506	-,4377	,2174
			Fourth Year	,08791	,19550	,654	-,3006	,4764
		Fourth Year	Second Year	-,19805	,17673	,265	-,5493	,1532
			Third Year	-,08791	,19550	,654	-,4764	,3006

*. The mean difference is significant at the 0.05 level.

Item 12 aimed to investigate whether pre-service teachers believe that reading in target language helps foreign language learners in their linguistic competence, or not. While 63,7% of the participants strongly agreed and 33% agreed that reading in target language promotes linguistic competence, 2,2% disagreed and 1,1% strongly disagreed with it. Table 4.40 shows that Mean of sophomores' answers is 3,61, Mean of juniors' answers is 3,65, Mean of seniors' answers is 2,47, and total Mean is 3,59. The ANOVA tests of Item 12 indicate that there is no difference in the average of the answers because Sig. is greater than 0,05 (Sig.=0,573>0,05) (Table 4.41).

Table 4.40. Descriptive of Item 12

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Q_12	Second Year	44	3,6136	,57933	,08734	3,4375	3,7898	2,00	4,00
	Third Year	26	3,6538	,48516	,09515	3,4579	3,8498	3,00	4,00
	Fourth Year	21	3,4762	,74960	,16358	3,1350	3,8174	1,00	4,00
	Total	91	3,5934	,59588	,06246	3,4693	3,7175	1,00	4,00

Table 4.41. ANOVA tests of Item 12

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Q_12	Between Groups	,402	2	,201	,560	,573
	Within Groups	31,555	88	,359		
	Total	31,956	90			

The Post Hoc Tests (Tukey HSD) show that there are no differences in twelfth Item's answers of sophomores and juniors when compared to each other as shown in the Table 4.42 because Sig. is greater than 0,05 (Sig.=0,960>0,05). Also, there is no difference between the answers of juniors and seniors since Sig. is greater than 0,05 (Sig.=0,572>0,05). Finally, there is no difference between seniors' and sophomores' answers since Sig. is greater than 0,05 (Sig.=0,663>0,05). Based on the statistical data, it could be concluded that pre-service teachers believe that reading in the target language helps foreign language learners in their linguistic competence. All the grades strongly agree with the statement of the Item 12, which is "Reading in the target language helps foreign language learners in their linguistic competence". The data obtained from the Post Hoc Tests of Item 12 show that all the grades have similar idea about reading in target language's help to foreign language learners, there is no significant difference among their answers. The fact that pre-service teachers find reading in the target language is helpful for foreign language learners in their linguistic competence could mean that they find literature useful for foreign language learners' linguistic competence, too.

Table 4.42. The Post Hoc Tests of Item 12

Multiple Comparisons								
Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q_12	Tukey HSD	Second Year	Third Year	-,04021	,14812	,960	-,3933	,3129
			Fourth Year	,13745	,15882	,663	-,2412	,5161
		Third Year	Second Year	,04021	,14812	,960	-,3129	,3933
			Fourth Year	,17766	,17569	,572	-,2412	,5965
		Fourth Year	Second Year	-,13745	,15882	,663	-,5161	,2412
			Third Year	-,17766	,17569	,572	-,5965	,2412
	LSD	Second Year	Third Year	-,04021	,14812	,787	-,3346	,2542
			Fourth Year	,13745	,15882	,389	-,1782	,4531
		Third Year	Second Year	,04021	,14812	,787	-,2542	,3346
			Fourth Year	,17766	,17569	,315	-,1715	,5268
		Fourth Year	Second Year	-,13745	,15882	,389	-,4531	,1782
			Third Year	-,17766	,17569	,315	-,5268	,1715

*, The mean difference is significant at the 0.05 level.

4.3.2. Findings of interviews

Participants are asked whether they think they can use literature as a tool to teach basic language skills and grammar. While most of the participants think that literature promotes practicing basic language skills, when it comes to teaching grammar, they have some different ideas. To begin with teaching basic language skills, Büşra believes that she can use literature with various kinds of activities. She gives an example on writing activities:

After reading a text, I can want my students to talk about it or when it comes to writing, I can tell them to change the ending of the story. I can convert it to other skills as well (Büşra).

Mutlu agrees with Büşra on using literature with different basic language skills activities. She gives a detailed example by mentioning each skill:

Well, reading is definitely teachable. Because literature is reading. And we can debate what the author meant or, I don't know, what's the main idea of the story, discussion questions

can be asked. And for writing, ending the story in a different way can be for homework or an activity. I don't know about listening but some stories have audio books so we can open the video or, bring a tape and listen to the audio book (Mutlu).

Ece states that they have been learning about micro teaching in the literature courses and she believes that she could use literature with micro teaching to improve her students' language skills. Deniz thinks that literature could be used to teach language skills and grammar if it is presented implicitly. Tuğçe implies that using literary texts to teach basic language skills is better than using course book since she believes that literary texts bring joy and interest to the classroom:

Rather than giving a text from a course book as we do in the Turkish curriculum, it's better to give something that students will enjoy. So, if I give them a book that they'll enjoy, they'll be excited to read or listen to it or talk about it or write about it (Tuğçe).

However, Fatih believes that literature could be integrated into reading skill development, but he thinks that literature cannot be used to promote other skills. He explains:

Especially for reading, we can use it. But for communicative purposes I think it's hard for us to utilize it and integrate it into our lessons (Fatih).

Ömer thinks that literature could be used to teach language skills and grammar by using quotations from stories. However, Şafak thinks that using literature is not a promising idea to teach grammar, but he believes that it could be helpful for language skills. Ece agrees with Şafak that using literature is not a good idea to teach grammar, she replies when asked could you use literature to teach grammar:

No, I think. Because grammar is another part of the learning, you should use and teach them exceptionally (Ece).

Tuğçe is one of those who thinks that using literature is not ideal to teach grammar. She connects her idea to language use in the literary works:

I don't think so because some literature books have hard grammar, and some don't. So, it doesn't really match up to the ideal of teaching grammar; it's more of a textbook base and I think it should just stay that way (Tuğçe).

On the other hand, the rest of the participants believe that literature could be used to teach grammar and they have several reasons for their opinions. For example, Eda thinks that contemporary literary works are full of examples to teach grammar. Oğuzhan has a similar opinion with Eda, he notes:

Literary texts are perfect for providing context while teaching vocabulary or grammar (Oğuzhan).

Mutlu is also one of those who believes that literature could support teaching grammar by providing some examples. She states when asked if she could use literature to teach grammar:

Yeah, we can definitely use it. For example, in integrated classes, we can take a passage from a poem, or a short story and it could be featuring the language structure that we are going to cover. So, the students actually get a preview of grammar by using text. So, it's usable (Mutlu).

Fatih, who thinks that literature could be used only in reading skill among basic language skills, believes that literature could be used to teach grammar as a sub-skill of reading:

As a sub-skill of reading or integrated with reading we can use literature to teach grammar. It assists us in teaching grammar (Fatih).

When asked if she could use literature to teach grammar, Büşra expresses that using literary text to teach grammar is what she would like to do in her future career. She notes:

What I want to do when I teach grammar is using literature because I don't want to show the grammar by rules. I want to show it in a text first. I want them to see the formula in a text, in the context I mean. That's why I will use it so much (Büşra).

4.4. Further Recommendations

The sample of this study contains 91 participants from three different universities based in Ankara. Future studies might conduct research with a wider population to reveal perceptions of pre-service teachers on using literature as an authentic text in their English language teaching classes.

Pre-service teachers find literature valuable, and they think that literature is a key component of language teaching. In the literature courses at the ELT departments of universities, it should be taught that literature is an inseparable part of language teaching and the importance of literature in language teaching should be underlined. ELT learners should be trained that culture, literature and language are inseparable branches.

Literature courses at the universities should include frameworks of integration of literature into language classes. Some of the pre-service teachers find literature courses useful; however, they have stated that when it comes to integration of literature into language teaching, there has been only a small guidance about the literary text that they have covered in the literature courses. If literature courses include how to integrate literature into language classes for different ages and level of students, the efficiency of literature courses might increase.

To be able to increase the efficiency of literature courses, lecturers at ELT departments need in-service training courses about literature so that they can use literary texts in class efficiently. Although some pre-service teachers find close reading of literary texts beneficial for their own language competence, the number of pre-service teachers, who believe that canonical reading is not quite advantageous for them, is undeniable.

Below is the list of literary texts that can be implemented in English language teaching classes (Üstün Kaya, 2021):

Short Stories:

- “The Adopted Son” (Guy de Maupassant)
- “The Necklace” (Guy de Maupassant)
- “The Story of an Hour” (Kate Chopin)
- “Charles” (Shirley Jackson)
- “Button, Button” (Richard Matheson)
- “Cat in the Rain” (Ernest Hemingway)
- “The Doll’s House” (Katherine Mansfield)
- “The Shoemaker and the Devil” (Anton Chekov)
- “Happy Prince” (Oscar Wilde)

- “The Nightingale and the Rose” (Oscar Wilde)
- “Hearts and Hands” (O. Henry)
- “The Last Leaf” (O. Henry)
- “Icarus and Daedalus” (Josephine Preston Peabody)
- “Mrs. Packletide’s Tiger” (H.H. Munro-Saki)
- “The Open Window” (H.H. Munro-Saki)
- “The Lumber Room” (H.H. Munro-Saki)
- “Thank You, Ma’am” (Langston Hughes)
- “The Enormous Radio” (John Cheever)
- “The Gift of the Magi” (O. Henry)
- “There will Come Soft Rains” (Ray Bradbury)

Novels-Novellas:

- *The Birthmark* (Nathaniel Hawthorne)
- *A Christmas Carol* (Charles Dickens)
- *The Fox* (D.H. Lawrence)
- *The Prince and the Pauper* (Mark Twain)

Poems:

- *This is Just to Say* (William Carlos Williams)
- *Hope is the Thing with Feathers* (Emily Dickinson)
- *The Road not Taken* (Robert Frost)
- *Caged Bird* (Maya Angelou)
- *The Crocodile* (Lewis Carroll)
- *January* (John Updike)
- *The Eagle* (Alfred Lord Tennyson)
- *A Bird Came Down the Walk* (Emily Dickinson)
- *There Was an Old Man* (Edward Lear)
- *Eating Poetry* (Mark Strand)
- *Nothing Gold Can Stay* (Robert Frost)

- *Fire and Ice* (Robert Frost)
- *A Dream within a Dream* (Edgar Allan Poe)
- *Mother to Son* (Langston Hughes)

Drama Plays:

- *Trifles* (Susan Glaspell)
- *The People* (Susan Glaspell)
- *The Housekeeper* (Robert Frost)
- *The Mousetrap* (Agatha Christie)
- *An Inspector Calls* (J. B. Priestley)
- *Absent Friends* (Alan Ayckbourn)
- *Chicken Soup with Barley* (Arnold Wesker)
- *At the Exit* (Luigi Pirandello)
- *The White Liars* (Peter Shaffer)
- *The Proposal* (Anton Chekhov)
- *The Bear* (Anton Chekhov)

CHAPTER V:

CONCLUSION

In this chapter, general concepts of present study are presented first, Afterwards, it discusses the findings of the research in order to answer the research questions of this study. Finally, it ends with the implications for further research.

5.1. Summary of the Study

The present study reveals the perceptions of pre-service teachers on using literature as an authentic text in language teaching classes, their notion of literature courses within the curricula of universities, and their view on literature as a tool to teach grammar and basic language skills via a questionnaire that was adapted and modified from Stephanie Chandall Harrison (2018) and semi-structured interviews. The design of this study is exploratory sequential mixed methods research design (Creswell, 2014). The data were collected from 91 pre-service teachers who are currently studying at three different universities based in Ankara. The quantitative data were analyzed through IBM SPSS 22 and the qualitative data were analyzed through MAXQDA by following qualitative content analysis steps that Creswell (2014) suggests (p.197).

5.2. Findings of the Study

In this chapter, findings of the study are presented with conclusions. Each research question is answered by providing related findings of the study.

5.2.1. Beliefs of pre-service teachers about using literature in ELT classes

For language teaching, literature is considered as a rich authentic resource which helps learners to improve their linguistic skills, provides cultural enrichment and personal involvement, promotes lower and higher intelligence skills (Akyel & Yalçın, 1990; Çıraklı & Kılıçkaya, 2011; Üstün Kaya, 2011). The first research question investigates the beliefs of pre-service teachers'

about using literature as an authentic text in their language teaching classes. The data obtained from the first Item in the questionnaire reveal that pre-service teachers believe that literature is a key component of language teaching. Total Mean of the pre-service teachers is 3,13, which indicates that pre-service teachers agree with the statement of the first Item's statement. There are several reasons beyond their belief. They think that literature contributes to learners by providing context for grammar and vocabulary, promoting personal involvement, boosting up the motivation, and containing cultural elements. In the interviews, pre-service teachers stated that since culture is a vital element in language teaching and literature is rich in terms of cultural elements, it makes literature a key component of language teaching. Also, interviews revealed that pre-service teachers bring interest and joy into the classroom. Therefore, when asked whether they would like to use literature in their forthcoming classes, pre-service teachers stated that they would like to use it in their future language teaching classes. The data obtained from Item 6 in the questionnaire demonstrate that the total Mean of pre-service teachers is 3,08, which implies that pre-service teachers agree with the statement of Item 6. In the interviews, pre-service teachers noted they would like to use literature in their classes because literature provides authentic use of language examples, provides cultural and linguistic enrichment and personal involvement, and boosts up motivation.

As it can be seen in the interviews, pre-service teachers value authentic materials since they believe authentic materials provide daily-life language use examples. Pre-service teachers believe that authentic materials are important for foreign language teaching. The statement of Item 3, which is "Authentic resources are very important in foreign language teaching", aims to investigate the stance of pre-service teachers on the place of authentic materials in foreign language teaching. Total Mean of Item 3 is 3,58, which means that pre-service teachers strongly agree with the statement of Item 3 in the questionnaire. Also, pre-service teachers find reading vital for foreign language learners. The data obtained from Item 2 in the questionnaire show that pre-service teachers strongly agree with the statement of Item 2, which is "Reading in the target language is critical for foreign language learners". The reason why pre-service teachers would like to use literature in their forthcoming language teaching classes might be that they value reading in the target language and authentic resources in foreign language teaching. The interviews pointed out that pre-service teachers would like to use literature as an authentic text as they believe literature provides great examples of language use.

Integration of literature into language teaching classes is another topic that has been debated in the field. Pre-service teachers believe that pre-, during, and post-reading strategies are important to use in the classes. The data obtained from Item 5 in the questionnaire reveal that pre-service teachers strongly agree with the statement of Item 5, which is “It is important to use pre-, during, and post-reading strategies when teaching literature” (total Mean=3,37). In the interviews, pre-service teachers mentioned that in the literature courses, they have learned some frameworks to integrate literature into language teaching classes such as micro-teaching, Bloom’s taxonomy, etc. It could be indicated that pre-service teachers plan to use literature in their classes by following a framework such as pre-, during, and post-reading strategies.

Item 7 and Item 14 investigate the difficulties pre-service teachers think that they might face when they integrate literature into language teaching classes. The data obtained from the Item 7 in the questionnaire indicate that pre-service teachers do not find teaching literature difficult since they disagree with the statement of Item 7, which is “Teaching literature to language learners is difficult” (total Mean=2,50). It could be interpreted that pre-service teachers think that they could use literature in their classes without facing so many problems. To clarify their views on the difficulties of integration of literature into language teaching classes, pre-service teachers were asked to mention what difficulties they might face when they integrate literature into their language teaching classes and they came up with various opinions. The biggest problem that pre-service teachers believe that they might face is that the level and age of the learners might not be suitable for literary texts. Pre-service teachers mentioned that some of the literary texts could have a difficult language to understand and that might cause a problem in a language teaching class.

Another difficulty that pre-service teachers mention is finding literary works for classes. One of the pre-service teachers states that it would be difficult and demanding to find an appropriate literary work for both the level of students and the structure or topic that they need to cover. Pre-service teachers also mentioned that not being able to find literary texts for the taste of their students might be a problem, too. They think that some of the students might find some of the literary texts boring, and it might cause them to be distracted in the classroom. Length of the literary texts and reading habit of the learners might be a problem according to pre-service teachers. Pre-service teachers think that teachers should not choose long texts and they need to foster building a reading habit for their students. The data obtained from Item 14 in the questionnaire, on

the other hand, reveal that pre-service teachers do not think that they might face time management related problems when they integrate literature into their language teaching classes. Pre-service teachers disagree with the statement of Item 14, which is “I will not have time to teach grammar, culture, language, and literature” (total Mean=1,85). Moreover, when pre-service teachers were asked about the difficulties that they might face while integrating literature into their language teaching classes, none of the answers are about time management related problems. Therefore, it could be stated that pre-service teachers do not think that integrating literature into their language classes is time consuming.

5.2.2. Literature courses through pre-service teachers

Second research question of this study aims to answer the question to what extent pre-service teachers perceive English language teaching courses different from literature classes. Pre-service teachers feel confident about using literature in their language teaching classes and they relate this confidence to their literature courses that they take at their universities. The data obtained from Item 8 show that pre-service teachers agree with the statement of Item 8, which is “I feel confident in my ability to use literature in my future classroom” (total Mean=2,81). In the interviews, pre-service teachers stated that they feel confident because of several reasons. Some of the pre-service teachers noted that literature courses that they take at the university provide them literature knowledge and cultural knowledge, that’s why they feel confident about using literature. It could be concluded that pre-service teachers consider that literature courses prepare them for their future career, since they would like to use literature in their forthcoming classes literature courses help them in terms of providing cultural and literary background knowledge and promoting their linguistic skills. However, there is a minority, stating that literature classes are not enough in scope of integration of literature into language teaching classes. Pre-service teachers believe that beside analyzing some of the literary works, they should be taught how to integrate those literary works into language teaching classes for different levels and ages of students. In addition, some of the pre-service teachers feel confident because they think that they are good literature users. In the interviews, they underlined that they have the habit of reading, and they could transform those readings into materials to use in language teaching classes. Therefore, it could be interpreted that

some of the pre-service teachers find literature courses less beneficial for integrating literature into their future classes than others do.

The data obtained from Item 13 demonstrate that pre-service teachers believe that they have enough literary knowledge to use in their future career. Pre-service teachers disagree with the statement of Item 13, which is “I don’t have enough literary knowledge to teach using literature” (total Mean=2,26). It could be stated that pre-service teachers do not find themselves inadequate to use literature in their classes. In the interviews, when they were asked about this, pre-service teachers point out the literature courses that they take at their universities. In the interviews, pre-service teachers underlined that literature courses promote not only their teaching skills, but also their linguistic skills by close reading and analyzing literary works. Therefore, when being asked if they benefit from the literature courses, majority of the pre-service teachers responded positively. Their perception of the advantages of literature courses has no clear explanation First, some of the pre-service teachers believe that the literature courses provide them with possible materials to be used in the future. They believe that they could use the literary texts that they have covered in those courses in their forthcoming language teaching classes. However, there are some thoughts that these literary works are not easy enough to be used in a class with lower-level students or young learners. Therefore, ELT lecturers should pay attention to explain details of text selection for language learners, or even to show some examples of literary texts for lower-level students and young learners. Another point of view that pre-service teachers have is that they have learned some frameworks such as Bloom’s taxonomy, reading strategies, micro-teaching, etc. to utilize literary works in their language teaching classes, and they would like to use them in the future. The last point of view of pre-service teachers who think that they will benefit from literature courses that they take is that they have learned variety of lexis and they have developed their cultural knowledge a lot thanks to literature courses, so they think they would benefit from literature courses in terms of self-development. On the other hand, a minority of pre-service teachers hesitated to answer this question as they do not know the level and age of their students. Those pre-service teachers, who think whether they benefit from literature classes, or not depend on the level and age of their students, stated that the literary texts that they have covered in those courses might be difficult for their students. They underlined that literary texts might be difficult to understand for their students. Therefore, ELT lecturers should implement literary texts that are suitable for every age and level of learners.

Pre-service teachers are not against close reading and analyzing literary works, they believe doing so is also helpful for them. However, they demand a detailed guide for integration of literature into language teaching classes. Instead of only canonical reading, ELT lecturers should spare some time for examples of literary works for every age and group of learners with micro-teaching in their syllabi. Pre-service teachers find literature courses as reading classes because of this, they mentioned that ELT courses focus on teaching, but literature courses focus on reading literary texts. Therefore, they do not think that literature courses have a strong effect on their teaching skills. Pre-service teachers demand teaching skills related activities in their literature courses.

5.2.3. Literature as a tool to teach grammar and language skills

Third research question of this study investigates pre-service teachers' ideas about using literature as a tool to teach grammar or basic language skills. Pre-service teachers believe that they could use literature as a tool to teach grammar and vocabulary. Based on the statistical data obtained from Item 9 and 11, it could be indicated that pre-service teachers believe that literature offers meaningful context to teach grammar and vocabulary and literature is a good authentic material to teach grammar and vocabulary. Total Mean of answers of pre-service teachers to the statement of Item 9 is 3,20, which means they agree with the statement “Literature offers meaningful context to teach grammar and vocabulary”. In the interviews, pre-service teachers mention that literary texts are perfect for providing context to teach grammar and vocabulary. They think that literature is powerful thanks to providing contexts and examples of the grammar structures. The data obtained from Item 11 reveal that pre-service teachers think that literature is a good authentic material to teach grammar and vocabulary, pre-service teachers agree with the statement of Item 11, which is “Literature is a good authentic material for teaching grammar and vocabulary” (total Mean=3,26). It could be concluded that pre-service teachers consider literature as a good authentic material to build linguistic skills. The data obtained from Item 12 in the questionnaire demonstrate that pre-service teachers think that reading in the target language helps foreign language learners in their linguistic competence. Pre-service teachers strongly agree with the statement of Item 12, which is “Reading in the target language helps foreign language learners in their linguistic competence” (total Mean=3,59). Based on the data mentioned above, it could be

stated that the results of the statistical data and qualitative data point in the same direction. Although pre-service teachers ‘agree’ or ‘strongly agree’ with the statements above, the interviews also revealed that some of the pre-service teachers considered literature as a weak tool to teach and practice grammar, clarifying that literary texts could create dualism in terms of correct grammatical structures and proper use of language.

When pre-service teachers were asked whether they could use literature to promote basic language skills such as reading, listening, writing, and speaking, almost all of the pre-service teachers respond positively. Based on the statistical data obtained from Item 10, it could be indicated that pre-service teachers believe that literature could be utilized to promote oral proficiency. Pre-service teachers disagree with the statement of Item 10, which is “The primary goal in the Foreign Language classroom is to achieve oral proficiency, therefore, teaching literature will not help my students achieve this goal” (total Mean=2,08). The data obtained from Item 4 in the questionnaire reveal that pre-service teachers consider literature as a tool to promote target language communication. Pre-service teachers strongly agree with the statement of Item 4, which is “Literature provides a great resource for engaging students in the target language communication” (total Mean=3,26). In the interviews, pre-service teachers mentioned that they could use literature implemented into activities to promote each language skills and they manage to find some examples of these activities. They believe that it is easier to do these activities by using literature since literature brings interest into the classroom and the students become more eager to read, listen, talk, and write about it.

5.3. Limitations and Further Suggestions

This study has two limitations. The number of the participants is the first limitation. This study is conducted with 91 participants from three different universities. Although the number of the participants is considered enough for this study, further research could include more participants to gain a wider perspective of perceptions of pre-service teachers on literature as an authentic text in language teaching classes.

The other limitation to the study is that the participants might not express their actual opinions on the subject as a matter of personal issues related to themselves. This could be an obstacle in interpreting results.

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APPENDICES

Appendix A

Perception Questionnaire

A. Likert Scale- Overall View of Literature and Authentic Resources

Name & Surname:

Year at the university: First year () Second year () Third year () Fourth year ()

High School you have graduated from: State School () Private School ()

Gender: Male () Female ()

Rate the following statements as follows:

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

(1) (2) (3) (4)

1. Literature is a key component of foreign language teaching.				
2. Reading in the target language is critical for foreign language learners.				
3. Authentic resources are very important in foreign language teaching.				
4. Literature provides a great resource for engaging students in target language communication.				
5. It is important to use pre-, during and post-reading strategies when teaching literature.				
6. I know I will use literature in my future classroom.				
7. Teaching literature to language learners is difficult.				
8. I feel confident in my ability to use literature in my future classroom.				
9. Literature offers a meaningful context for teaching grammar and vocabulary.				
10. The primary goal in the FL classroom is to achieve oral proficiency, therefore, teaching literature will not help my students achieve this goal.				
11. Literature is a good authentic material for teaching grammar and vocabulary.				
12. Reading in the target language helps foreign language learners				

in their linguistic competence.				
13. I don't have enough literary knowledge to teach literature.				
14. I will not have time to teach grammar, culture, language, and literature.				



Appendix B

Semi-Structured Interview Questions

Participants are supposed to answer these questions in the interviews.

1. Do you think you will use literature as an authentic text in EFL/ELT classes?
2. If yes, why do you want to use literature in your classes?
3. If not, what are the reasons for not using literature in your future classes?
4. Do you believe literature helps students to build their proficiency?
5. Do you think that literature creates a difference in ELT classes?
6. If yes, what is it? If not, please express your reasons.
7. Do you think you will benefit from courses that you have taken at the university?
8. What do you think about authentic resources in your future classes?
9. What are the difficulties that you will face while using literature as an authentic text in EFL/ELT classes?
10. Do you feel confident while using literature as an authentic text in your future classes?
11. Do ELT courses or literature classes improve your teaching skills better?
12. Do you think you can use literature to teach language skills such as speaking, listening, reading, and writing?
13. Do you think you can use literature in your future classes to teach grammar?

Appendix C

Permission for usage of Perception Questionnaire

Stephanie Harrison

Spanish Pedagogy MA Student

...

NOV 7

 **Volkan Tahtacı** • 12:53 PM

Request for Questionnaire

Dear Ms. Harrison,

am Mehmet Volkan Tahtacı, a master's degree student from Başkent University, Turkey. I would like to study the perception of preservice teachers on using literature as an authentic text in EFL classes. While searching for instruments to use in my thesis, I have come across your study, "Preservice Teachers Perceptions of Literature: A Study in a University Spanish Literature Class for Future Spanish Teachers" (2018) (url noted below). I would like to use your questionnaire in my thesis and I would like to kindly ask for your permission for adaptation, modification, and usage of your questionnaire.

Thank you for your time and consideration,

Best regards,
MVT

<https://www.proquest.com/openview/fb01b9dd59c10a92f7e4cbe275daf4de/1?cbl=18750&diss=y&pq-origsite=gscholar>

NOV 11

 **Stephanie Harrison** • 6:42 PM

You have permission to use it.