

T.C.
AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING

**THE USE OF POETRY TO RAISE INTERCULTURAL
AWARENESS OF EFL STUDENTS**

MA THESIS

Nazlı Civelekoğlu

Antalya

June, 2015

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AKDENİZ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ

YABANCI DİL SINIFLARINDAKİ ÖĞRENCİLERİN
KÜLTÜRLERARASI FARKINDALIĞINI ARTTIRMADA ŞİİR
KULLANIMI

YÜKSEK LİSANS TEZİ

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AKDENİZ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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DOĞRULUK BEYANI

Yüksek lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalardan gösterilenlerden oluştuğunu ve bu eserleri her kullanışında alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Enstitü tarafından belli bir zamana bağlı olmaksızın, tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm.

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ABSTRACT

THE USE OF POETRY TO RAISE INTERCULTURAL AWARENESS OF EFL STUDENTS

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Learning a new language does not involve learning only the four skills - reading, writing, speaking and listening – grammar, vocabulary or pronunciation of the target language. It is not possible to consider a target language without understanding and appreciation of its culture. CEFR (Common European Framework of Reference) highlights the importance of raising intercultural awareness among language learners in order to appreciate and respect the differences between home and target cultures. Literary works are invaluable resources to convey the culture of the target language to students. Thus, as a literary tool, poetry can be used in language classrooms to foster students' intercultural awareness. The purpose of this study is to investigate whether the use of poetry in EFL classrooms can raise intercultural awareness of the students or not. For this purpose, both quantitative and qualitative research methods were adopted. As a quantitative instrument, an intercultural awareness questionnaire the questions of which were divided into five categories; namely intercultural interest, intercultural knowledge, intercultural respect, intercultural activities, intercultural communication was developed. The questionnaire was distributed to both control and experimental group students who were attending the Preparatory School of a state university in İzmir at the beginning of the spring semester of the 2013-2014 academic year. After the questionnaire, the experimental group students were exposed to 8 poems with different cultural elements in them two hours a week for a duration of two months while control group students followed their weekly schedule without any implementation. As a qualitative part of the research, experimental group students were also asked to keep student diaries to reflect their

ideas after each poem. The same questionnaire was conducted both with control and experimental group students after the implementation as the post test. The data were analyzed using SPSS .The results of the study reveal that poetry implementation in EFL classrooms has a positive effect especially on the development of students' intercultural interest and intercultural knowledge. The analysis of the student diaries also shows that the use of poetry in language classrooms fosters students' awareness of different cultures of the world and that they are willing to be exposed to more poetry lessons in their language classrooms in the future.

Keywords: Literature, Poetry, Culture, Intercultural Awareness, CEFR.

ÖZET

YABANCI DİL SINIFLARINDAKİ ÖĞRENCİLERİN KÜLTÜRLERARASI FARKINDALIĞINI ARTTIRMADA ŞİİR KULLANIMI

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Yeni bir dil öğrenmek sadece o dilin dört ana becerisi olan okuma, yazma, konuşma ve dinleme ile dilbilgisi, kelime bilgisi ve telaffuz kurallarını içermez. Öğrenilen hedef dilin kültürünü anlamadan ve o kültüre saygı göstermeden dil öğreniminin tam olduğu düşünülemez. Avrupa Dilleri Ortak Çerçeve Programı da dil öğreniminde, öğrencilerin kendi kültürleri ile hedef kültür arasındaki farklılıkları anlayışla karşılayıp bunlara saygı göstermeleri için kültürlerarası farkındalığın önemini vurgulamıştır. Bu hususta, hedef kültürün öğretiminde edebi eserler paha biçilmez kaynaklardır. Sonuç olarak, edebiyatın bir parçası olarak şiir yabancı dil sınıflarında öğrencilerin kültürlerarası farkındalığını arttırmaları için kullanılabilir. Bu çalışmanın amacı yabancı dil sınıflarında şiir kullanımının öğrencilerin kültürlerarası farkındalığını artırıp arttırmayacağını araştırmaktır. Bu amaç doğrultusunda, hem nicel hem de nitel araştırma teknikleri kullanılmıştır. Nicel araştırma veri toplama aracı olarak kültürlerarası farkındalık anketi geliştirilmiştir. Anket kültürlerarası ilgi, kültürlerarası bilgi, kültürlerarası saygı, kültürlerarası aktiviteler ve kültürlerarası iletişimden oluşan beş kategoriye ayrılmıştır. Anket İzmir’de bir devlet üniversitesine ait Yabancı Diller Yüksekokulunda hem kontrol hem de deney grubu öğrencilerine 2013-2014 akademik yılı bahar döneminde uygulanmıştır. Anket uygulamasından sonra, deney grubu öğrencileri her hafta 2 ders saati olmak üzere 2 ay boyunca içerisinde değişik kültürlerin farklı unsurlarını barındıran 8 adet şiir işlemişlerdir. Bu sürede kontrol grubu öğrencileri haftalık programlarına devam edip hiçbir uygulamaya maruz kalmamışlardır. Nitel araştırma tekniği olarak da deney grubu öğrencilerinden her şiir sonunda fikirlerini yansıtabilecekleri günlükler

tutmaları istenmiştir. 8 haftalık uygulamadan sonra aynı anket her iki gruba tekrar uygulanmıştır. Anket sonucu verileri SPSS programı ile incelenmiştir. Çalışmanın sonucuna göre yabancı dil sınıflarında şiir uygulanmasının özellikle de öğrencilerin kültürlerarası ilgi ve bilgilerini arttırmada olumlu etkisi olmuştur. Günlüklerin değerlendirilmesi ile birlikte de şiir kullanımının yabancı dil öğrencilerinin diğer kültürlerle karşı farkındalıklarının arttığı ve de bu öğrencilerin ileride görecekları yabancı dil derslerinde daha fazla şiir öğrenimine istekli oldukları sonucu elde edilmiştir.

Anahtar Kelimeler: Edebiyat, Şiir, Kültür, Kültürlerarası Farkındalık, Avrupa Dilleri Ortak Çerçeve Programı.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

CEFR: Council of Europe's Common European Framework of Reference for Languages

L1: Native language

L2: Second language

CHAPTER I

INTRODUCTION

1.1. Introduction

Adopting the use of literature in foreign language teaching was one of the fundamental characteristics of the Grammar Translation Method during the nineteenth century. It required the translation of literary passages into native tongues of the learners who basically deal with vocabulary and grammar rules while ignoring the literary significance of the passages (Khatib and Nasrollahi, 2012). Nevertheless, with the rise of the Direct Method and the Audiolingual Method which gave importance to structure and vocabulary teaching, literature was altogether neglected both in EFL and ESL classrooms (Erkaya, 2005). “In the seventies, methods such as the Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach did not utilize literature to teach second/foreign languages, and neither did the Notional-Functional Syllabus” (Erkaya, 2005, p.2).

The past currents against using literature in language classrooms notwithstanding, in recent years integrating literature in EFL classrooms has been of great interest worldwide for many language teachers (Tasneen, 2010). Teachers as well as learners are concerned about the difficulty of the literary texts; therefore it has been believed that implementing literature may be problematic for second language learning (Or, 1995). However, Dyvadatham (2014, p.34) explains that literature provides various kinds of texts at different levels of difficulty from easier to more difficult; hence making it possible for the students to be exposed to a lot of characteristics of the “written language, the structure of the sentences, the variety of form and the different ways of connecting ideas” as long as those texts are chosen appropriately. He also praises the use of literature in language classrooms by explaining that literature is “the process of the development of the individual, training the intellectual, the affective, ethical and imaginative faculties...a history of the development of the culture of a whole people who speak that language” (Dyvadatham, 2014, p.33). That

is why; language teaching and learning should not be isolated from literature and culture of societies which use the target language. Sirinivas (2014) states that course books in ELT classes particularly depend on communicative and practical materials that put emphasis on the pedagogy of language learning rather than including exquisite ways of language teaching, such as literature. She further suggests using literature in language classrooms since literature is authentic and abundant in cultural elements; literary texts shelter many meanings that readers can relate their life experiences with, what they read resulting in sharing affinity. Choosing appropriate literary texts substantially fosters language improvement focusing on understanding and keen interest (Sirinivas, 2014).

Similarly, Floris (2004) further lists the benefits of literature in language classrooms: a medium for the enhancement of language and recognition of cultures; a valuable source of authentic material and a guide with universal topics that encourages learners to relate themselves with the literary texts. In that way, as a literary genre, poetry can also be counted as a motivating and authentic source to teach a foreign language and discover its culture.

Lazar (1994) states that language teachers generally feel anxious about using “deviant” language of the literature in their classrooms as the students are not equipped enough with the basic rules of English language. Just like Or (1995) and Lazar (1994) explained, the attitude of Turkish teachers towards teaching literature in EFL classrooms is similar. In our universities, one of the main objectives of the teachers is to educate four skills - listening, speaking, reading and writing - to language learners who are capable of understanding four skills rather than implementing literature in their classrooms. The common belief is that without focusing those skills, students won’t be linguistically competent. However, literature is the language itself and shall not be separated from it. As an illustration, a study carried out by Yilmaz (2012) on the analysis of Turkish university students’ opinions about using literature in EFL classrooms reveals that a great amount of students found it really useful for mingling literature with language lessons and about 80% of the participants announced that it was fruitful for each one of them to study literature in their language classrooms. Correspondingly, Tseng (2010) investigated Taiwanese senior high school EFL students’ perceptions of implementing various literary texts

such as poems, novels, plays and short-stories into their language classrooms and found that the study had a favorable impact on the majority of the EFL students who enjoyed being presented literature. As a result, the use of literary texts in EFL classrooms is promising for reinforcing the language proficiency of the learners (Alemi, 2010).

While learning a foreign language we should not think the culture of the target language is separate from the language itself as well. Literature is also a valuable tool to teach the culture of the target language. McKay (2003, p.1) explores that culture holds a prominent place in language teaching because it is linguistically and pedagogically important that the former aspect focuses on “the semantic, pragmatic, and discourse levels of the language” which are influenced by culture while the latter one gives importance to culture-related materials and teaching methods to be used in language classrooms.

Among many approaches using literature in language classrooms, Carter and Long (1991)’s cultural model which appreciates a literary work as a tool to acknowledge different cultures was the milestone of this research. In the light of this model, Yeh (2005) undertook a study in order to examine the use of poetry in EFL speaking and listening classrooms. One of the outcomes of the study is that the participants were able to comprehend how an American student related the target poem with his own culture and understanding of life which overlaps the objectives of Carter and Long’s (1991) cultural model (Yeh, 2005).

According to Swiderski (1993), both teachers and learners anticipate the existence of culture in their classrooms, which is either a desire to find out how people who are speaking the target language live or a necessity to learn how learners should properly act when they are with the people who speak the target language. He also acknowledges that “each language classroom is an experiment in learning language” (Swiderski, 1993, p.25).

In spite of the necessity of interweaving culture and language in EFL/ESL classrooms, Cortazzi and Jin’s (1999, p.196) research on the analysis of to what extent cultural elements are included in education materials of English language reveals that “target culture” does not exist in every “foreign language textbook” all the time as “some books include, appropriately, a range of English-speaking cultures;

others include non-English-speaking cultures, stressing more international uses of the language.” More interestingly, among the textbooks they analyzed they found that the culture stressed in an English language textbook; *Spotlight on English* which was used in Turkey (Dede&Emre, 1988) was mainly about Turkish culture instead of the culture of the country the language of which was aimed at teaching, thereby criticizing that these textbooks were lack of very important objectives of language teaching materials which were fostering intercultural awareness of students and encouraging students to be competent in their communicative skills (Cortazzi and Jin, 1999). On the other hand, the inadequacy of language teaching textbooks on the basis of cultural elements can be regenerated by bringing literature into language classrooms. Muthusamy, Marimuthu and Sabapathy (2011, p.790) emphasize the importance of the integration of culture and literature in language learning and conclude that “it is only through language and literature that culture and its complexities can be taught formally in any classroom.”

Questioning the relation of literature, language and culture with each other, Hall (2005), found that it is not possible to consider one without the effect of the other. He exemplifies his view by emphasizing that the first time when literature was appreciated and instructed, it was a way of reaching different national cultures and languages (Hall, 2005). Similarly, Carter (1996) maintains that in ELT, it is crucial to assist the learners in improving their cultural awareness and tolerance.

In this regard, it is highlighted in the Council of Europe’s Common European Framework of Reference for Languages (CEFR) (2001) that the competence of ‘intercultural awareness’ is quite significant for language learners. Byram, Gribkova and Starkey (2002, p.7) summarize the objectives of intercultural aspect of CEFR: to promote communication between the language learners and “interlocutors” of different languages equitably and to encourage “interlocutors” of different languages so as to be conscious of reciprocal personalities of each other so that learners, grown into “intercultural speakers”, are likely to be able to exchange their ideas and strengthen their humanistic bonds with other people who belong to different cultures and speak different languages. Additionally, Byram et al. (2002) argue that language learners should not only be competent in communicative or linguistic aspects of a foreign language but they should also promote “their intercultural competence i.e.

their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality.” (p. 10). As a result, that “intercultural communication” which puts emphasis on appreciation of each human being by refraining from classifying people as stereotypes and the awareness highlighting that each person also brings their “skills, attitudes and values” into the conversation should also be attached importance in language teaching (Byram et al., 2002, pp. 9-10). In addition to CEFR’s putting emphasis of intercultural awareness in language teaching, Tomalin and Stempleski (1993, pp.5-6) summarize the reasons why the influence of “cross-cultural interaction” is on the rise in ELT lately as follows:

a. There has been an economically increase in the significance of the countries such as Japan, Korea, Malaysia, Taiwan, and Thailand where learners may also prefer travelling to study English other than European and North American countries where the hub of English is.

This view is also strengthened by McKay (2003), as she states that although the idea of ELT culture is commonly thought to be related to the countries of native-English speakers, English is now a worldwide spoken language which can give a chance to regional cultures to express their identities by using English language as a medium.

b. Lately, there has been a necessity for host societies to comprehend how immigrant population leads their lives.

c. Pragmatics, the study of how social environment affects language use, emphasized how aspects such as “people’s expectations regarding the appropriate level of formality and degree of politeness in discourse” influenced cross-cultural connection.

d. Gestures, postures, and facial expressions which do not require a spoken language are also important features of communication which are related to “culturally-influenced part of behavior.”

In our world, it is possible to observe that people hardly tolerate cultures and varieties which are different from theirs. If there is something against their beliefs or customs, they are likely to have a negative opinion against that difference. Differences can be seen as “the other, the unknown” and “the outsider”. However,

it should be accepted that without the appreciation of other people and cultures of the world, it is not possible to build bridges between the countries, keep peace and understand each other. Promoting diversities and being aware of the other cultures of the world are important parts of communication without words. CEFR (2001) recognizes the worth of culture in language learning that learners should be aware of varieties in the region and society of the home and the target culture. Fleming (2003, p.184) states that literature can be an influential tool for students to create their own identities and to “understand, tolerate and empathize with other possible identities, both for oneself ...and for the other.” It can be inferred that literature can help our students to be able to appreciate cultures other than their own culture. Melin (2010) highlights that poetry as a part of literature is inherently attached to culture in a delicate way. As a result in this study, it is aimed at analyzing whether poetry among the literary works can also encourage our students to sympathize and respect other cultures of the world with their different beliefs, customs and traditions.

1.2. Statement of the Problem

The exclusion of literature from foreign language teaching means not making use of an authentic source full of cultural elements. Such an attitude is irrational at the present time when almost all approaches underline the importance of authenticity and culture. Poetry, an authentic literary material, embraces many cultural elements. Similarly, intercultural awareness is also an essential element for mutual understanding and respect of different countries and nations in language teaching. As a result, the problem is whether the inclusion of poetry as a literary text in language teaching contributes to the foreign language learners’ intercultural awareness or not.

1.3. Purpose of the Study

In this study, it is aimed to explore whether it is possible to raise intercultural awareness of EFL students by using poetry in their lessons or not. Looking at the literature review on the use of literature in language classrooms, it is possible to find many studies (Timucin, 2001; Akyel & Yalcin, 1990; Ghosn, 2002; Chiang & Huang, 2005; Shelton-Strong, 2012; Khatib, Rezaei & Derakhshan, 2011a; Kim,

2003; Amer, 2003; Khatib, Rezaei & Derakhshan, 2011b; Tasneen, 2010; Kaplan, 2006; Ozgur, 2007; Ozkececi, 1994) which support the adoption of literature in language classrooms. Various studies also show that as a part of literature, poetry is a valuable tool to be used in ELT context (Kadioglu, 2005; Salehi, Kjouri & Pourkalhor, 2013; Suzer, 2006; Carter, 1996; Collie, & Slater, 1987; Maley, & Moulding, 1985). There are also a number of researches or articles which were spared for the importance of cultural and intercultural awareness in language teaching (Baker, 2015; Bahce, 2008; Cankaya-Tumer, 2010; Ur, 2012; Krieger, 2005). Although these three important elements of language learning and teaching can be found and analyzed in different studies on individual basis, there are not enough data concerning all of these in one specific scope. Therefore, the aim of this study is to analyze the effect of poetry as a part of literature on the intercultural awareness of EFL students. In accordance with this goal, the researcher seeks to find an answer whether the use of poetry in EFL classrooms raise the intercultural awareness of students or not. For these reasons, an experimental group of students were exposed to an 8-week-poetry-lesson period with intercultural themes while control group students continued their regular lessons so as to evaluate the impact of poems in language classrooms.

1.4 Research Questions

Related to the goal of the study introduced above, the following research questions were addressed:

1. Why should literature (poetry) be used in EFL classrooms?
2. What are the benefits of using poems in EFL classrooms?
3. What is the reaction of EFL students to poetry before implementing poems in the lessons?
4. What is the reaction of EFL students to poetry after implementing poems in the lessons?
5. Is there a statistically significant difference between the experimental group and control group in terms of their awareness of different cultures before the implementation?

6. Is there a statistically significant difference in the experimental group in terms of their awareness of different cultures before and after the implementation?
7. Is there a statistically significant difference in the control group in terms of their awareness of different cultures before and after the implementation?
8. Is there a statistically significant difference between the experimental group and control group in terms of their awareness of different cultures after the implementation?

1.5. Limitations

The major limitation of this study is the population of the students who were involved in the study. The number of the students both in the experimental and control group was limited to 25 for each group. Thus, the number of the students from which the data were collected only consisted of 50 students in total. Not having a big sample size, it may not be possible to generalize this study to other framework in Turkey, so the data collected from a larger group of students could be essential to obtain more accurate and tangible results.

The other limitation of the study was the duration of the study. This study was conducted 2 hours a week for 8 weeks. Only 8 poems were covered during this study. It would be more beneficial for similar studies to implement more poems and spare more lessons to obtain more reliable results.

1.6. The Importance of the Study

Literature brings many advantages to language classrooms. It helps teachers to open a colorful window for students when the regular pacing of the curriculum pressurizes both teachers and language learners. Of all the literary genres, poetry is a short and musical tool which hides many cultural backgrounds behind. With little saying, poems embrace many traditions, beliefs, customs and histories. In spite of the common belief, it is possible to exploit poems in EFL classrooms so that learners can be adorned with the knowledge of other cultures in the world. Thus, EFL instructors should not hesitate implementing poetry in their language lessons. As there is a

limited number of researches on the mingling of literature and intercultural awareness in language classrooms, this study takes on a new significance. Analyzing the foreign language course books, it is not likely to come across a poem with its pre, while and post activities. However, the outcomes of this study may promote the integration of poems into regular pacing of EFL curriculum and even into the course books.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The initial topics covered in this part of the study include the definition of literature, the benefits of using literature in EFL classrooms, past and current approaches to teaching literature in EFL classrooms, the reasons why literature should be implemented in language classrooms, negative attitudes about using literature in EFL classrooms and the use of different literary genres in language classrooms. In the following part, the definition of poetry is given and the benefits of using poetry as a part of literature in EFL classrooms are explained. Negative thoughts about poetry in language classrooms and the importance of poem selection are later discussed. At the end of the chapter, the definition of intercultural awareness is given and the importance of both culture and intercultural awareness in language learning process are discussed.

2.2. What is literature?

As *the dictionary of literary terms and literary theory* suggests, literature is “A vague term which usually denotes works belong to the major genres: epic, drama, lyric, novel, short story, poetry etc. The literary work should have superior qualities, that is well above the ordinary run of written works” (Cuddon, 1999). However, the term literature means more than just a general explanation. According to O’Sullivan (1991, p.2) literature is “an umbrella term which covers a wide range of activities”. Moody (1983, p.19) also remarks that “by ‘literature’ we refer to constructions, or artefacts, in language, which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used.” Ohmann (1971, p.3) points out that “For the consumers of literature, a work commands interest and affection, in good measure, because of its uniqueness – that sets it off both from other works of literature and from nonliterary events”. Accepting it as a unique art, the readers are involved in literature and may find

something about themselves with great interest and devotion. According to Showalter (2009, p.22) “teaching literature means teaching fiction, poems, plays, or critical essays, whether by Wordsworth or Maya Angelou, Matthew Arnold or Homi Bhabha, Jane Austen or Stephen King, Shakespeare or David Hare.”

2.2.1. What are the past and current approaches to teaching literature in EFL classes?

There have been many times that literature was included in and excluded from language teaching classrooms; “humanistic education” gave importance to literature for the sake of teaching practical language skills whereas “situational, audio-lingual and communicative approaches” eliminated literature in language classrooms in order to focus on oral communication competence (Appel, 1995, p. 89). The use of literature for foreign language teaching dates back to Grammar-Translation Method and the reason why this method was adopted was to encourage students to be able to understand literature of different languages as well as praising it (Larsen-Freeman, 2001). Larsen-Freeman (2001) also emphasizes that in Grammar-Translation Method, literary language is considered to be more preferable compared to spoken language and while learning the target language, students are confined within the limits of target language literature and fine arts. As for Suggestopedia, a language teaching method improved by the Bulgarian psychiatrist and educator Georgi Lozanov which supports teaching language in a relaxed and calm atmosphere, the texts chosen for the activities should appeal to emotions and have literary aspects (Richards and Rodgers, 1999). Larsen-Freeman (2001) also maintains that promoting the use of authentic expressions as well as bringing authentic materials into language classrooms is one of the fundamentals of Communicative Language Teaching (CLT). What is more, culture, which refers to the way that individuals of a spoken language live, should be taken into consideration as it is important for the communication of people (Larsen-Freeman, 2001). As literature is an authentic resource and is abundant in culture of the work of art where it emerged, it can be concluded that Communicative Language Teaching was one of the approaches supporting the use of literature in language classrooms. For the study of literature, there are many other

current approaches which have been adopted until now. Among them Lazar (1993, pp. 23-24) puts forward the following possible approaches for literature teaching:

1. Language-Based Approach:

According to Language-Based Approach during the study of literary text's language, it is easy to mingle the language and literature syllabuses in a more detailed way. As students analyze the texts more closely, they will have the chance to interpret the texts reasonably and make knowledgeable evaluations. During this procedure, students will be able to raise their awareness and comprehension of English. As a result, students are motivated to use their knowledge of familiar grammatical, lexical or discoursal categories so that they can judge the texts aesthetically.

2. Literature as Content:

Literature takes its place as the content of the lesson in this very traditional approach. Literature focuses on fields like history, features of literary movements, literary genres and rhetorical devices; it also provides students with historical, political and social background of the texts. As a result of devoting themselves on the course content and especially reading set texts with literary criticism related to these texts, students achieve learning English. Students may apply to their first language if they want to talk about the texts or they can try to translate texts from their first language to second or vice versa.

3. Literature for personal enrichment:

Literature is a beneficial way of promoting students' use of knowledge of their own personal experiences, emotions and ideas. During the foreign language learning procedure, literature encourages students to participate in lessons by using their reasons and feelings; and thus it helps language acquisition process. Materials for literature for personal enrichment should be selected appropriately according to students' interests so that students will be more encouraged to get involved in foreign language lessons. Materials which are grouped according to their themes can be put alongside with non-literary materials with related themes.

In addition to the approaches mentioned above, Van (2009) explains 6 more approaches to implement literature in EFL/ESL classrooms which are as follows:

1. New Criticism:

Appearing after World War I in the United States, this approach disregards reader's or writer's objectives or any elements outside and meaning is obtained only from within the literary text. Finding out one sole correct meaning after reading the text closely or studying on formal elements like rhyme, meter, imagery etc. is the aim of the reader. As this approach focuses on classic literary works and requires higher level of language comprehension, it has been frequently criticized.

2. Structuralism:

Similar to New Criticism this approach focuses on being completely objective while exploring a literary text. It doesn't accept the readers' individual reaction to the texts while studying literature. On the other hand, its learners are expected to analyze the texts by using a scientific way. The understanding of learners on structures and themes are also required if they want to put the work into a purposeful hierarchic system. Unlike the main focuses of literature this theory limits the individual development of the learner by concentrating on the texts scientifically.

3. Stylistics:

Appeared towards the end of 1970s, this approach aims to foster student awareness towards literature. As a characteristic of literary language, poetry with its different and free from grammar structures form is an essential genre that stylistics focuses on. However, it has still been contradictory whether these unusual structures may puzzle students or develop language learning period of learners. Unlike the previous approaches mentioned above, learners as a central focus are expected to inspire to make use of their linguistic knowledge and make inferences creatively. This approach is more preferable for using literature in EFL classrooms because it gives importance to aesthetic value of literature and focuses on the meaning.

4. Reader-Response

The main focus is also the learner for this process-oriented approach. Students are expected to bring their own individual experiences, ideas, and emotions while decoding literary texts. Like Stylistics, Reader-Response approach is also preferable since it supports the importance of students' background knowledge while analyzing a literary text. Therefore, students are encouraged to interpret the texts by using their personal experience.

5. Language-Based

Language-based approach is similar to Stylistic in terms of focusing on language awareness. Literature is a fruitful way for Communicative Language Teaching methods which helps four-skill language improvement by using interaction, collaboration, peer-teaching, and student autonomy. With this approach students are exposed to many language instruction activities by collaborating and sharing opinions with each other. This approach is also desirable as a language improvement and student collaboration tool.

6. Critical Literacy

For this approach, the most important things are both language and literature teaching and acknowledging the association between language use and social power. It is believed that Critical Literacy is an essential approach for students to be aware of the relevance between literary texts and their identical, cultural, political, and religious etc. background.

Carter and Long (1991) also explains 3 more methodological approaches to teaching literature in EFL/ESL classrooms as follows:

The cultural model: According to this model, teacher is the focus of the classroom in which students find out how to receive information by using literary texts functioning as products. This model helps students recognize and acknowledge cultures and beliefs of other societies.

The language model: The model which is thought to be related to language-based approach and explained in the previous part seeks for a classroom where the students are at the core of learning process and activities are essential part of the learning environment. Finding out the connections between linguistic structures and literary meanings and learning how to understand people's real emotions from what they write are crucial for this model.

The personal-growth model: Similar to the language model, this model also puts students at the center of learning process while motivating them to associate the ideas covered in literary texts with their own lives and experiences so that they will be engaged in the texts with enjoyment. Moreover, the model does not require any analytical skills but evaluation skills so that students will be able to make the literary texts of their own.

Amer (2003) also explains two more efficient approaches to be used so as to teach L1 narrative passages in EFL and ESL literature as follows:

1. The Story Grammar Approach: This approach adopts the idea that readers ought to know about the structure of the passages. There is an interaction between the readers and the passages so that the readers can use their previous knowledge so as to figure out what the passage intends to convey. The readers are also expected to comprehend how the writer arranged his thoughts such as the “text structure” which is defined as “the various patterns of how concepts within text are related”. “Narrative and expository” are the two substantial kinds of text structures. The former one narrates a story and is generally placed among literature books while the latter one depends on information and verifiable truths and can be run across among science and social studies books (pp. 63-64).

2. Reader Response Approach: According to this approach, EFL learners analyze the texts by using their dictionaries if necessary so as to comprehend the text thoroughly. Adopted the ideas of Constructivism, the aim of this approach is to help students to reflect on the text by using their imaginativeness and personal experiences. Readers are not put within the constraint of the text, but they are free to infer meanings of their own from the text. The text is only there to serve as a tool for them for their own interpretations. As a result, students are promoted to convey “how they feel” rather than “what they understand” from the text (pp. 67-68).

There are four more approaches to be appreciated while studying literature in EFL/ESL lessons. Initially, Maley (1989, pp. 10-11) puts his approaches into two categories as follows:

a. The literary critical approach

This approach aims to draw attention to the literary features of the analyzed texts such as “plot, characterization, motivation, value, psychology, background etc.” However, for the achievement of this approach students are accepted to have already been competent in the language and acquainted with literary practices. Having only a small number of EFL/ESL students to fulfill this need, an essential preliminary of language itself and literature awareness to this approach are required.

b. The stylistic approach

This approach signifies the importance of “literature as text.” Rather than decoding the text, the main focus here is to describe and examine the language. This approach is considered to be more appropriate for EFL/ESL students because it primarily gives importance to language rather than analyzing literary texts.

As a result, Negrete (2007) suggests that after considering the needs of the learners and selecting materials appropriately, an eclectic approach can be adopted to use literature in EFL classrooms.

2.2.2. Why should we integrate literature in our EFL lessons?

It has been acknowledged by a lot of language teachers that the best way to teach a language and literacy is through literature (Pike, 2004). Pike (2004) also believes that getting into a new kingdom of fiction; the readers are taken by the storyline and seek the elements behind making the story extremely influential. Carter (2007) gives importance to doing more research on literature in EFL classrooms:

The place of literature in foreign language classroom as custodian of style and culture, as a guide to moral good conduct as a warrant of authenticity, or as a mirror to history is universally being questioned; but more research, and more empirical classroom research, is needed to examine the more intricate issues of its relationship to language acquisition, especially reading development (p. x).

There may be some obstacles using literature while teaching a foreign language to the students. However, the more researches are done on this issue, the easier it gets to implement literature in EFL classrooms. As an invaluable tool in foreign language classrooms, literature has a number of benefits for the students. In the following part, there is a summary of what can be acknowledged as the advantages of using literature in EFL classrooms:

2.2.2.1. Literature as an authentic resource

According to Appel (1995), authenticity is an expression adopted in language teaching environment which suggests using spoken or written materials that are not precisely intended to be taught in language classrooms. As a result of a learner

survey and teacher questionnaire about reading and how to teach reading done by Bowen and Marks (1994, p.119) thanks to its “real” language and various language output, authentic materials are commonly thought to be preferable among the learners and teachers. Therefore, literature is naturally an authentic material by which the learners receive original input for language learning (Ghosn, 2002). According to Maley (1989) literature does not mention insignificant things but concerns about essential subjects that the author gives importance to by presenting genuine information to the reader. Thus, while reading literary texts, the learners are exposed to authentic materials which are written for the native speakers. Therefore, the students become familiar with a lot of “linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration, and so on” (Collie and Slater, 1987, p.4).

2.2.2.2. Literature for motivation

Owing to its being authentic and the meaningful context around, literary texts are truly motivating for the language learners (Ghosn, 2002). Maley (1989) points out that one of the interests of literature is to focus on ideas which are originally stimulating so that readers will be involved in the texts they are covering. That is to say, by including and introducing favourite themes to the students, literature makes our lessons motivating and more enjoyable. McKay (1982) summarizes that literature can improve the motivation of the language learners as long as they enjoy reading it. In this way, they will achieve a higher degree of reading proficiency. Moreover, Khatib et al. (2011a) experienced that when language learners are exposed to literary texts, their motivation level is quite high because they enjoy what is being taught. Literature is also a motivational tool especially when combined with various activities in the classroom for language learners. Literary texts promote bringing the personal experience of the learners into the language classroom as the unravelling of a piece of literature demands the personal response of the reader (Lazar, 1996). Paran (2008) also points out that literature is a motivating and engaging tool which is very special for language learning. Unlike other texts, literary texts with their twisting plots, essential moments or events and attractive characters are likely to motivate the

students and thus they can talk about these topics which make them actively involved while learning the language through literature (Hirvela 2004).

2.2.2.3. Literature for cultural and intercultural awareness

As a broad term, the description of culture may have many ways. However, a very well-known definition from Goodenough (1957 as cited in Wilcox, 2012, p.1) summarizes the term clearly:

A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members.... Culture is not a material phenomenon; it does not consist of things, people, behavior, or emotions. It is rather an organization of these things...

One of the advantages that literature brings into language classrooms is the cultural awareness (Khatib et al., 2011b). Literature helps students to appreciate and understand different cultures of the world (Negrete, 2007). Zafeiriadou (2001) argues that literary works are the evidence of culture; therefore by working on literature, the students are able to understand and praise different cultures and ideologies which are far from their own time and space. One can find "cultural and artistic heritage" in literature and therefore literature finds its place in the study of humanities in the universities of the western world as it is defined by this "human sense" (Zafeiriadou, 2001, p. 2) Kramsch (2003) gives importance to the relation between language and culture by saying; "language expresses, embodies and symbolizes cultural reality" (p. 3). Aghagolzadeh and Tajabadi (2012) believe that many scholars aim to teach intercultural understanding in their classrooms, yet it is not possible to promote cultural awareness without an appropriate input in the classrooms; and thus a well-designed syllabus with appropriate materials is needed in language classrooms. Allen (1975 as cited in McKay, 1975, p.535) explains "'literature is a facet of a culture. Its significance can be best understood in terms of its culture, and its purpose is meaningful only when the assumptions it is based on are understood and accepted". Khatib and Teimourtash (2012) state that if a deep appreciation of the cultures of societies is desired, literature learning should take place in EFL/ESL classrooms. Moreover, literature, a "bridge-builder across cultures" in EFL classrooms, helps eliminating prejudice against different cultures while cherishing empathy, tolerance

and awareness of global problems (Ghosn, 2002, p.176). The more the students get to know other cultures, the more they will unveil the prejudices against other cultures in their minds. So, it is not possible to think about literature apart from the culture it lives on.

Besides, Maley (1989, p. 12) notes that literature fosters the appreciation of cultures by including universal ideas like “death, love, separation, belief, nature etc.” which are accepted by all cultures of the world. In addition to all of the views represented above on the importance of literature in language classrooms, Lazar (1993, p.62) states that “exposing students to literature from other cultures is an enriching and exciting way of increasing their awareness of different values, beliefs, social structures and so on.” Depending on Lazar’s (1993) views on literature and language teaching, it can be possible to remark that literature heightens cultural awareness of students in language classrooms.

2.2.2.4. Literature for personal growth

Using literature in EFL classrooms also helps teachers to inspire their students to read, thus reinforcing students’ individual growth (Carter and Long, 1991). Literature encourages students as they have the chance to infer meanings from the texts by interaction. If the students want to make sense of the ambiguous texts, they should act like a detective searching for the cues; therefore they are totally involved in the texts (Brumfit C.J.,and Carter R.A., 1986). English writer Connolly (1938) remarks that “literature is the art of writing something that will be read twice; journalism what will be read once.” (as cited in Ferlie, 2007, p. 163) Reading literature requires digging into the text as well as the writer’s mind. For the first time you read the words only. However, second reading comes with the imagination of the reader. Carving the new meaning of the literary work, the reader opens his/her world up and travels to the kingdom of the writer and thinks twice. On the other hand, a great deal of imagination is not required to read journalism. To illustrate, the articles “From Professor to Savior” by Daniel Gross in *Newsweek* (2013) or the article “The Age of Exploration: Restless Genes” by David Dobbs in *National Geographic* (2013) gives us information about people by using a didactic language. The messages in both articles are direct and clear without any literary language and underlying meaning.

On the other hand, in her article “Literature in EFL Classroom: Making a Comeback?”, an English critic and editor Zyngier (1994) compares an extract from a textbook and a poem from Ezra Pound so as to show how a literary text requires a second or many readings and how the language of a textbook is obvious even it is read once. The informative extract does not necessitate a great deal of imagination in order to create the image of what is given in our minds. However, Pound’s poem is thought-provoking and encourages the reader to solve a sort of a riddle (Zyngier, 1994). She concludes that the point she wants to make is that literary texts are “implicit” whereas textbooks are “explicit” (Zyngier, 1994). Language learners cannot produce natural conversations because of explicit language teaching and as literary texts are not explicit, they give the readers the chance of natural communication (Warren, 2006). Moreover, MacCabe (1985) suggests that learning a language does not only mean reading menus, telephone books or laundry lists, but it also means reading novels, plays and sonnets, hence as long as you know “literature”, you know the language itself (as cited in Zyngier, 1994, p. 6) Also, “literary texts are intellectually stimulating,” claims Zyngier (1994, p.6) concluding that “the reader becomes a performer, an actor in a communicative event” by “reconstructing” and “recreating” his thoughts in accordance with the message the author is attempting to convey. Considering all of the examples above, one of the most important reasons to use literature is to expand imaginative world of the reader. Rather than journals or textbooks, literature does not limit the perspective of the reader but helps the reader to look at the world in another door of the unknown. Literature can be counted as a key to the kingdom of many doors. The more you read, the more doors you open.

2.2.2.5. Literature for critical thinking

According to Rudd, Baker and Hoover (1999 as cited in Khatib and Teimourtash, 2012, p. 175), critical thinking is “a reasoned, purposive and introspective approach to solving problems or addressing questions with incomplete evidence and information and for which an incontrovertible solution is unlikely.” Ennis (1993) explains that individuals should be able to take many of the following steps as below:

1. Evaluate the reliability of the resources.
2. Recognize judgments, reasoning and hypothesis.
3. Evaluate the quality of a discussion with answering to what extent the reasoning, hypothesis and proofs of this discussion could be agreed.
4. Adopt and support a viewpoint on a subject.
5. Pose relevant questions for explanation
6. Organize your experimentations and evaluate them
7. Describe the terminology to be suitable for the context around.
8. Open your mind to new ideas.
9. Make an attempt to adorn yourself with a lot of knowledge
10. Make judgements if necessary but carefully.

Through literature, the students have the chance to develop their critical thinking skills. Ghosn (2002) states that by “looking for main points and supporting details (of a text); comparing and contrasting; looking for cause- effect relationships; evaluating evidence, and becoming familiar with the type of language needed to express the thinking” the students may develop their reasoning skills through literature. (p.176) As a result of her studies carried on urban and suburban schools in New York, Langer (1997) found that when students are involved in a literary activity, they can think about their own lives, learning procedure and language, so literature helps them to explore the limits of possible answers to be given promoting their interpretation and reflection skills during the lesson. Ur (1996) states some ideas about the benefits of using literature in teaching language: as an entertaining resource for foreign language learning, literature embraces feelings and intelligence; motivates and stimulates personal development of students. She also adds that literature, linked to the target culture of the language taught, cultivates the world knowledge of students as well as fostering their empathetic, critical and creative thinking abilities (Ur, 1996).

2.2.2.6. Literature for Teaching the Structure of a Language

In her article, Manzi (1994) suggests that for teaching grammar structures of English language such as “determiners, nouns and noun phrases, adjective order” etc. in university language classrooms, literary texts can be a suited instrument. (p.14) Likewise, Babaei, R. and Yahya, W. R. B. W. (2014) suggest that it has been prominent for the last ten years to adopt literature for the education of four skills which are reading, writing, speaking and listening along with vocabulary, pronunciation and grammar.

2.2.3. Material and Activity Selection

It has been commonly thought that literary texts are quite difficult for EFL learners to deal with. Many students are discouraged from with the idea of “literature” itself even before starting to analyze a literary text. Tasneen (2010) believes that if teachers are aware of the possible problems which they can face with using literature in their classrooms, they may be ready for the potential solutions such as choosing appropriate literary materials. Setting the objectives of the EFL classroom can also be a helpful step while implementing literature. Burke S.J., and Brumfit C.J. (1984) summarize the main objectives of using literature in language classrooms as follows:

1. The promotion of skills
 - a. Literacy and oracy
 - b. Critical and analytical ability
 - c. Social skills, “poise”
 - d. Use of the imagination
2. Encouragement of attitudes and affective states
 - a. Generally liberal, ethical, and humanitarian attitudes
 - b. Respect to the imagination and the intellect
 - c. Respect for literary and cultural tradition
3. Provision of information
 - a. Knowledge about literature

b. Knowledge about language (p. 15) Burke S.J.,and Brumfit C.J. (1984: p.16) tries to make the ideas above clearer by a diagram which the critical and analytical ability of 1b is analyzed in Figure 2.1:

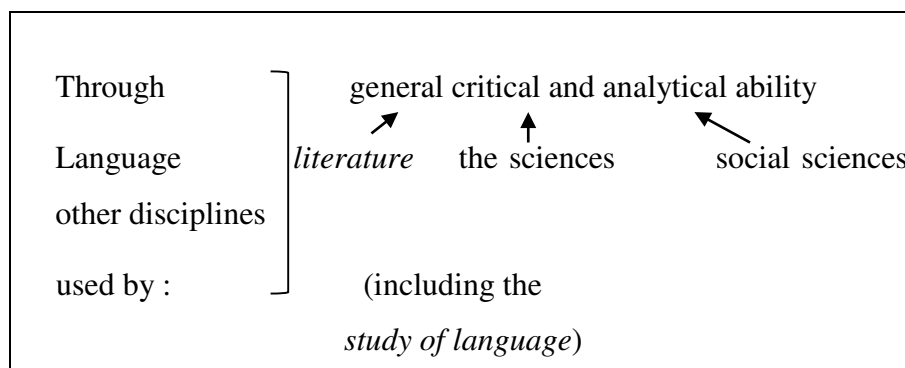


Figure 2.1

The Critical and Analytical Ability

As seen in the Figure 2.1 above, Burke S.J.,and Brumfit C.J. (1984, p.16) believe that students' reactions towards other subject areas are as important as their giving value to literature while reacting to the language learnt. Collie and Slater (1987) state that suitable text selection depends on "each particular group of students, their needs, interests, cultural background and language level" (p. 6). Lazar (1993) suggests the criteria for selecting appropriate materials for the language learners. The following are the main elements to keep in mind of her criteria (pp 52-55):

1. The students' cultural background
2. The students' linguistic proficiency
3. The students' literary background
4. Availability of texts
5. Length of text
6. Exploitability of the text
7. Fit with syllabus

While selecting the literary text to be implemented in language classrooms, it should also be noted that the difficulty of the passages should be given importance. Moreover, the complexity of the texts can be balanced by easier tasks, for instance asking learners to fulfil an easy task about a text which is very difficult to understand can strengthen their belief in themselves to deal with a challenging literary text (Durant, 1996). Furthermore, by using pre-reading activities (prediction and

contextualization activities etc.), while reading activities (checking comprehension and guessing the next part of the story etc.); and post-reading activities (writing an alternative ending or giving some tasks related to the literary text etc.), language teachers can create a motivating and helpful atmosphere in their classrooms (Ferradas, 2009). Vethamani (1996) also exemplifies in his article that these pre-reading, while reading and post-reading stages can be applied to all reading texts such as stories, poems etc. Considering all of the advantages above, it is possible to say literature cannot be separated from the language itself. However, if it is to be integrated into EFL classrooms, Carter and Long's (1991) personal growth model and Tudor's learner-centred approach (Tudor, 1996) (as cited in Zafeiriadou, 2001, p. 5) suggest that chosen literary texts should appeal to the “interests, concerns and age” of the students, aim to help the students to discover their own personalities, be “motivating and a fruitful opportunity for their education and personal growth” and be supported by “pre-while and after activities” for guiding the students for a better adoption of the texts.

On the other hand, foreign language teacher may have hesitations to bring literature in their classrooms. In the first place, selecting the literary materials for language learners can be challenging. Khatib et al. (2011a, p. 204) point out that it is prudent for teachers to keep some elements into mind such as “learner’s language proficiency, age, gender, and background knowledge” and alike. Which literary genre to use and the difficulty of the text level can also be counted as the other factors to be considered while selecting the materials (Khatib et al 2011b). Nevertheless, Carter and Long (1991) remark that the problems mentioned above about the selection of materials can be solved by choosing suitable texts for suitable group of language learners. Like the Iran context (Khatib et al 2011b), teaching literature in Turkish EFL classrooms is not preferred by teachers with great interest as well. Or (1995) summarizes the reasons why literature is not favored in language classrooms as the following:

- Literature is thought to be unrelated to the goal of language teaching since focusing on four language skills, reading, writing, listening and speaking, and these are thought to be more beneficial for the language learners.

- Literature is believed to be harmful to the development of language teaching. The language of the literary texts may seem far too distant from the modern language and leaves the students in confusion.
- Literature is considered to be an impractical tool for learning a language which hinders teachers as they need to spend more effort and time along with their busy schedule.

Similarly, Floris (2004) states that language teachers may adopt critical attitudes about using literature in EFL classrooms because the language of literary texts including its complex lexis and grammar is regarded as too difficult to comprehend, how long or short the text is can discourage the learners, texts which are outside the limits of learners' cultural competence may demotivate students. Finally, if some points are prioritized while selecting the literary texts in language classrooms, these problems in EFL classrooms can be solved. Floris (2004) states that if "language competency, length of text, cultural competency" and "students' interests" are considered and texts are chosen by according to these criteria, implementing literary texts in language classrooms won't be something unwanted anymore (pp. 5-6).

2.2.4. Different literary genres in EFL classrooms

There are four main literary genres to be used in EFL classrooms; short story, novel, drama and poetry. Initially, depicting short-story as a new and engaging literary genre, Celce-Murcia and McIntosh (1979: pp. 171-174) give the following examples to demonstrate why short stories should be included in language classrooms:

1. Short stories reflect the cultural elements of the target language.
2. As their name suggests, short stories are brief to be covered in one lesson period.
3. Short stories include many literary elements such as characters, setting and plot which can help improving the understanding skills of the readers while analyzing the stories.
4. By using pre-teaching vocabulary activities for the stories, students have the chance of expanding their vocabulary knowledge.

5. Short stories help students to gain some reading skills such as reading for gist or comprehension.

Along similar lines, Collie and Slater (1987) support the use of short-stories in language classrooms due to their noteworthy benefits, but they also remark that because of their abbreviated and economical structures, short stories can be comprehended superficially while the real quality of the work is ignored. In this case, short stories which are intended to be used in language classrooms should be selected carefully and teachers should be well-prepared before the lessons (Collie and Slater, 1987). Another literary genre which is believed to be effective in language classrooms is novels. As Lazar (1990) explains that as long as novel choice was made appropriately, novels allow students develop their linguistic, emotional and intellectual intelligence; motivate the students as they feel triumphant after being able to read and talk over the text and help students to be exposed to another culture. Similarly, Babaei, R. and Yahya, W. R. B. W. (2014) summarize the advantages of adopting novels in language classrooms as follows:

- a. Novels, if suitably chosen, promote motivation while learning a foreign language.
- b. Thanks to novels, the students can foster their awareness of diversity of cultures, customs, civilizations and people.
- c. The place where the incidents are happening in a novel are realistic.
- d. Students are able to develop their artistry by virtue of novels.
- e. Novels upgrade critical thinking skills of the students.
- f. Novels are effective materials for improving speaking and writing skills.

Another literary genre which is preferable in language learning classrooms is drama. *The dictionary of literary terms and literary theory* outlines that drama is “in general any work meant to be performed on stage by actors” (Cuddon, 1999: p.237). Many researchers are agreeable to the use of drama in language classrooms (Carter & Long, 1991; Hişmanoğlu, 2005; Kılıç 2011). According to Kılıç (2011), drama is a fruitful material for language learning classrooms which fosters awareness of the target language and demonstrates language contexts in which the features of the language are easy to remember as they are introduced in authentic, social and physical contexts, hence drama promotes cultural and language improvement. Gölgeci (2006)

explains in his study that the discourse of the plays are regarded to be very much alike in daily life speech, which makes them mostly understandable, hence a meaningful context is offered for language learners for their target language study.

2.3. What is poetry?

As one of the genres of literature, there is no definite explanation for poetry. According to their perceptions, intellectuals explained what a poem means for them. Hoeper and Pickering (1990) define poetry as a literary device affected by the emotions and perspective of people. In his world-wide acclaimed book; *Poetics*, Aristotle remarks that:

Poetry in general seems to have sprung from two causes, each of them lying deep in our nature. First, the instinct of imitation is implanted in man from childhood, one difference between him and other animals being that he is the most imitative of living creatures, and through imitation learns his earliest lessons; and no less universal is the pleasure felt in things imitated. (pp.5-6)

An accredited poet, Pound (1968: p.437) puts his views about poetry into words: "Poetry is a composition of words set to music." Widdowson (1983: p.13) appreciates Pound's idea on poetry: "The words of a poem are arranged like notes in music or steps in a dance: they appear in succession but create a depth in harmony and movement...." Whenever people find out the real pleasure in poetry, they are likely to respond that it is more enjoyable to spend a lot more time on it than on any other genres of literature (Daniels, 1969). In essence, according to Maley (1996) poetry "is seeing unfamiliar things in unfamiliar ways, and making unexpected connections...is also about using ordinary language in extraordinary ways...about making universal meanings from precisely-observed particulars" (pp.104-105). It can be concluded that poetry is an enchanted forest where anyone can initially get lost and then find their way out by using their paths of imagination and interpretation.

2.3.1. Why should we use poetry in EFL Classrooms?

“Among the genres available to teachers in a literature based curriculum, poetry continues to be neglected” (Hadaway, Vardall, and Young, 2001). It is also traditionally believed that poetry is one of the most complicated forms which require literary and linguistic competence (Finch, 2003). However, Lazar (1993, p. 99) states that “it has been argued that poetry frequently breaks the 'rules' of language, but by so doing it communicates with us in a fresh, original way.” Being exposed to the original language, the students can have the chance to learn the real-life language. In addition, (Khansir, 2012, p.241) state that “poetry is example of a more intense use of language.” Khansir (2012, p.242) also remarks that “the language of poetry transforms and intensifies ordinary language and deviates systematically from every day speech”. Nevertheless, after implementing a poem to figure out the effect of stylistic approach of literature teaching in language classrooms, Carter (1996) found out that learners tried to delve into the poem while making interpretations. The poem did not use the standard grammar rules and semantic structures, so that the learners were able to use their analytical skills and promote their language awareness (Carter, 1996). However, Abrams and Harpham (2009, pp.126-127) give importance to the distinction between “literary (or poetical) and the ordinary (or practical) use of language” arguing that the main function of ordinary language is to give auditors a message by attributing to the world which is outside of language; however, the objective of literary language is to suggest the reader experience with the literary language by concentration on its own “formal” characteristics. Collie and Slater (1987) emphasize that when the learners read poetry, they have the chance of being involved in a literary language which is away from the sentence structure and lexis of standardized daily language. What is more, all poems cannot be counted as humorless or complicated since it is possible to find poems with uncomplicated narrative structures (Collie and Slater, 1987). Kaplan (2006) states that poetic language can be beneficial for language learning:

Poetry often uses condensed forms and conventions to reinforce or expand the meaning of the underlying words or to invoke emotional or sensual experiences in the reader, as well as using devices such as assonance, alliteration and rhythm to achieve musical or incantatory effects. Poetry's use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leave a poem open to multiple interpretations (p.35).

Maley and Moulding (1985) suggest that literature (specifically poetry) is thought to be unpopular, challenging and unrelated when the needs of the learners considered. However, they also suggest that as a breakthrough of new and original ideas for linguistics, poetry is memorable with its rhythmic language, promotes reflective thinking of the learners with its multiple themes and helps learners to invest themselves by working on essential activities (Maley and Moulding, 1985).

Hişmanoğlu (2005) suggests the benefits of poetry for the language learning as follows:

- Poetry is an important literary genre to value the writer's composition process which is gained while students are studying poems by components.
- Poetry fosters awareness for words and discoveries which the students may be interested in more and develop greater analytical ability later.

Collins (2001) argues that poetry teaching enhances students' intellectual skills, and adds that poetry "replicates the way we learn and think. When we read a poem, we enter the consciousness of another (person). It requires that we loosen some of our fixed notions in order to accommodate another point of view" (p. 1). Güzel (1999) also proposes the following advantages of using poetry in EFL classrooms as follows:

1. It appeals to our sensitivities most compared with other literary genres.
2. It gives a sense of music and rhythm while reading or listening to poetry.
3. It enables students to compare or contrast their native literature with target literature as they have riddles, rhymes and songs in their own native language with musical elements like poetry.
4. It is simple to keep a poem on mind with its repetitive form and sound patterns.
5. It has such a concise language that students should actively involve in the analyzing process to give multiple interpretations for a poem.

6. It has a variety of capturing and essential themes.

What is more, poetry helps students to appreciate and be more aware of other cultures where English is spoken and fills students with sentimental and intellectual excitement. (Khan, 1993). Understanding the purpose of a poem, a reader may feel more comfortable while reading a poem for the first time. Croft and Myers (2008) summarize the purposes of poetry as follows:

- to entertain
- to describe
- to appeal to the emotions
- to tell a story
- to provoke thought
- to inform
- to console
- to celebrate
- to express grief (p. 148)

According to Hess (2003) literary texts, especially poems evoke the feelings of the readers by involving them in the procedure after a proper guidance. She also believes that “When we read, understand, and interpret a poem we learn language through the expansion of our experience with a larger human reality” (Hess, 2003, p.19). What is more, even writing poetry is an efficient way of expressing oneself by using language (Khan, 1993; Hanauer, 2011). Hanauer (2011) asked his students to write a poem in his ESL introductory college writing class. One of the students wrote a poem describing her feelings after the death of her mother. Another student from Japan also wrote a poem describing how he resembles a tree in his college garden to a similar one near her house in Japan. Both examples show us that even writing poetry is a precious way for students to “express and explore themselves” by using their experiences for the themes of their poems (Hanauer, 2011, p.110). Likewise, Whiteson (1996) maintains that writing poems as well as covering them in language classrooms encourages students to excel in sentence formation while drawing their attention to lexis, rhythm, stress, metaphor and similes. Vardell, Hadaway and Young (2002, p.51) suggest that poetry is also a precious teaching tool for the improvement of learners’ speaking skills as

learners have the chance to improve their “oral capacity” when they practise reading poems out loud individually or in groups; especially with the help of “choral reading”, learners are able to exercise pronunciation and identify vocabulary in an amusing way.

Johnson (2006) sums up most of the points to be discussed on the benefits of poetry as follows:

Poetry can open our eyes to new ways of looking at experiences, emotions, people, everyday objects, and more. It takes us on voyages with poetic devices such as imagery, metaphor, rhythm, and rhyme. The poet shares ideas with readers and listeners; readers and listeners share ideas with each other. And anyone can be part of this exchange. (p.33)

2.3.2. Why do students and teachers of EFL classrooms have negative attitudes and thoughts about poetry?

To many Turkish language teachers, implementing poetry in their classrooms may seem like a burden. As a result of a research (Akyel and Yalçın, 1990) conducted in Turkish context, it is possible to see two of the reasons why Turkish students have negative thoughts against poetry. Firstly, the figurative language of poetry which deviates from the norms of common discourse hinders the motivation of the students for language learning. Secondly, the students in the research believe that poetry does not make any important contribution to the development of their language skills. Savvidou (2004) comments that language learners feel discontented and paralyzed upon confronting grammatical and lexical difficulties of poetry as they already find it difficult to comprehend conventional word order of English in prose. However, depending on his experience, Tomlinson (1986) believes that as long as poetry is chosen with great attention and used skillfully, it may help improving the quality of the content of language lessons, opening up fruitful opportunities to get experience of the world, and promoting the improvement of the “whole person” along with the “learner of a language” (p.34).

Furthermore, Nasr (2001, p.349) states that in spite of its complicated linguistic difficulties, poetry can be understood better when students are introduced various “pre-reading activities” as well as “teaching exercises”. It can be concluded that with

proper guidance and satisfactory pre, on and post activities, it is possible to minimize these worries of both foreign language teachers and language learners. Besides, Education Bureau of the Hong Kong Special Administrative Region (2010) brought out a resource pack for English language learners and teachers to enable learners to enhance their language knowledge by using poems and songs. The pack is a valuable resource that introduces the learners to pre-reading, while-reading and post reading activities for poems, features of poetry such as rhythm, rhyme, images etc., types of poems such as acrostics, shape poems, narrative poems, haiku etc, activities integrating poetry with reading, writing and speaking skills as well as grammar and vocabulary activities (Education Bureau of the Hong Kong Special Administrative Region, 2010).

2.3.3. Selection of the Poems

The first step to be taken before bringing poetry into our language classrooms is to select appropriate poems for the students. Below are the summary of some guidelines to be considered while selecting poems for language classrooms:

1. Age and attraction of students should be taken into consideration while selecting the poems (Kırkgöz, 2008).
2. Personal interests and prior knowledge of the learners should be considered and poems that learners can relate to with their lives should be attached priority (Vardell et al., 2002).

2.4. Intercultural/Cultural Awareness

As a broad term, Williams (1961 as cited in Giles&Middleton, 1999, p. 19) defines the theory of culture as follows:

A 'social' definition of culture, in which culture is a description of a particular way of life, which expresses certain meanings and values not only in art and learning but also in institutions and ordinary behavior. The analysis of culture, from such a definition, is the clarification of the meanings and values implicit and explicit in a particular way of life, a particular culture. Such analysis will include...historical criticism...in which intellectual and imaginative works are analysed in relation to particular

traditions and societies, but will also include analysis of elements in the way of life...

Namely, culture does not only embody the artistic and sophisticated elements of a society but it is also built on the ordinariness of human life. Culture seeks for understanding the meaning of human life. Cortezzi and Jin (1999, p.197) further suggest that definition culture varies as it is sometimes attributed to “cultural products” such as “literary works or works of art” by foreign language educators or it can be adopted in order to indicate the “background information” like real historical events or geographical features of countries where people communicate with the foreign language aimed at learning. However, in their article they also emphasize that the definition of culture does not only embrace these meanings, but it also involves “behavior and attitudes, and the social knowledge that people use to interpret experience” (Cortezzi and Jin ,1999, p.197). In her article Lawes (2006) states that the concept of “culture” which commonly praises differences and uniqueness may cause stereotypes and pose obstacles among people which can be prevented in language classrooms by promoting cultural awareness praising similarities and universality rather than differences. Furthermore, it should be kept in mind that “foreign language learning is often best contextualized in the target culture” (Lawes, 2006: pp 88). Thus, many researchers acknowledge that language education and culture are interwoven and one cannot be considered without the existence of the other in language classrooms (Muthusamy et al., 2011; Baker, 2012; Swiderski, 1993; Cortezzi and Jin, 1999).

Council of Europe in Common European Framework of Reference for Languages (2007) explains the definition of intercultural awareness as follows:

Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of wider range of cultures than those carried by the learner’s L1 and L2 (p.103).

Besides, a language learner should be able to establish a connection between native culture and foreign culture; be susceptible to cultures of the world while

exploring the ways to be in touch with other cultures; be a cultural mediator when there is a misjudgment between the native and foreign culture; to succeed in dealing with cultural stereotypes (Council of Europe, 2007). It is also described in Baker's (2011, p.66) article about culture in ELT that intercultural awareness is basically the cognizant comprehension "of the role culturally based forms, practices and frames of understanding" and the capability of applying these ideas "in a flexible and context specific manner in" authentic conversation.

By the same token, Zhang and Steele (2012) state that intercultural awareness does not only mean being eager or able to become aware of the necessity of transformations in society on the basis of a global context but it also means appreciating the correlation, which has been on the rise, between societies of various cultures.

According to Ur (2012), raising cultural awareness of the language learners and promoting their intercultural competence which aims students' recognition and appreciation to other cultures has been of great importance nowadays. Ur (2012) also believes that learners should not adopt a view which focuses on the superiority of a specific culture over other cultures but embrace other communities together with their own culture. There is even a course book called *Communication and Culture: A Reading-Writing Text* written by Gregg (1985) in which all of the chapters are dedicated to culture and cultural elements. McKay (1982) states that students might have a broader sense of perception of the foreign culture by analyzing literary works which is also likely to result in promoting students' own imagination and creativity in the classroom. Considering EFL setting in language classrooms, Krieger (2005) likewise believes that language teachers can adorn their classrooms with various activities so that students will be guided to reconsider their own cultures and respect the beliefs of other cultures; as a result students' sensitivity to other cultures will foster their intercultural communication intelligence.

CHAPTER 3

METHODOLOGY

This chapter not only describes the procedures of data collection but also defines what they are. The methodology used in this study aims to investigate whether intercultural awareness of EFL students can be raised by using poetry in their lessons. This chapter presents the research questions, data collecting instruments, participants and data collection procedure.

The main research question of this study is whether it is possible to raise intercultural awareness of EFL students by using poetry in their lessons.

3.1. Research Method

Since the main aim of this study was to find out whether there is a statistically significant difference between the experimental group which covers 8 poems during their English lessons and the control group which keeps on following its regular pacing without any poetry implementation as well as seeing how much positive feedback were obtained after each poem, the data were collected through by applying both qualitative and quantitative methods.

3.2. The Intercultural Awareness Questionnaire

CEFR perceptions on intercultural awareness were taken as a main basis while designing this questionnaire. The questionnaire included 34 items at the very beginning of the study. However, after the questionnaire had been piloted on 173 students at a private university in İzmir, factor analysis was carried out for the reliability on SPSS programme. During the factor analysis, items had been gathered under five different dimensions and eventually 13 items were eliminated. It was procured that the reliability of the questionnaire was .895 in total. The questionnaire was categorized into 5 factors and 21 items in total. Items which had been diverse and had had no coherence before factor analysis were categorized as follows: Items 1-7 for intercultural interest, items 8-11 for intercultural knowledge, items 12-15 for

intercultural respect, items 16-18 for intercultural activities and items 20-21 for intercultural communication. How the questionnaire was categorized into 5 factors and the questions for each item are shown in Table 3.1

Table 3.1 Intercultural Awareness Instrument Detailed Factor Analysis Results.

Item Number	Expressions	Factor 1 (Intercultural Interest)	Factor 2 (Intercultural Knowledge)	Factor 3 (Intercultural Respect)	Factor 4 (Intercultural Activities)	Factor 5 (Intercultural Communication)
1	I am interested in learning other cultures.	.762				
2	I would like to know what other people can react on a specific event.	.690				
4	I think it is enjoyable to have friends with different cultural backgrounds.	.672				
31	I like discovering beliefs, values and behaviours of other people.	.664				
9	I am open to learning and experiencing other cultures.	.627				
24	I am interested in learning the taboos of different cultures.	.576				
14	I like comparing and contrasting my culture with the target culture.	.560				

22	I'm interested in reading about the literature of different cultures/countries.		.849			
18	When I read a piece of art in the target language, I wonder about the cultural background of it.		.809			
3	Reading books about different cultures is my field of interest.		.676			
17	I follow what other people in the world do through media, books and internet.		.572			
21	I respect the cultural diversity of a society.			.756		
29	I believe in the mutual understanding of different cultures.			.729		
15	I respect other cultures.			.725		
6	I believe that we should avoid cultural misunderstandings.			.629		
12	I think if someone knows about the culture of the target language, s/he can understand the language better.				.822	

8	I think it is important to learn the culture of the language we are learning.				.763	
10	It can be enjoyable to participate in intercultural activities.				.618	
26	I would like to have a foreign pen friend.				.487	
33	I am good at communicating with the people of other countries.					.849
34	I can handle easily when there is a misunderstanding between me and people from other countries.					.680
	Variance Ratio= Sum (%62,458)	%17.509	%13.145	%12.461	%11.372	%7.971
	Reliability coefficients = Sum (.895) The internal reliability (Cronbach's alpha) of the scale was .895.	.868	.800	.756	.711	.643

KMO = .878

Bartlett's Test of Sphericity: Chi- Square = 1498,793

df= 200

P= .000

As it is shown in Table 3.1, the reliability of Factor 1 (Intercultural Interest) is .868, the reliability of Factor 2 (Intercultural Knowledge) is .800, the reliability of Factor 3 (Intercultural Respect) is .756, the reliability of Factor 4 (Intercultural Activities) is .711, and the reliability of Factor 5 (Intercultural Communication) is .643. It is seen that Factor 1 (Intercultural Interest) has the highest value of reliability while Factor 5 has the lowest rate.

The questions which were excluded from the questionnaire after factor analysis are as follows:

- 1) I don't approve of cultural discrimination.
- 2) I easily get bored when I learn something about other cultures.
- 3) I am aware of differences in the characteristics of different cultures.
- 4) We should avoid stereotyping people from other countries.
- 5) If I had a chance, I would travel around the world and explore different cultures.
- 6) When I learn something new about different cultures, I feel that I grow personally.
- 7) I would like to stay in the country where the target language spoken and explore its culture.
- 8) I would like to talk to a foreigner and learn about his/her customs.
- 9) I believe that it can be enjoyable to learn the target language by staying at a host family.
- 10) I can respect people even if I don't fully understand their cultural attitudes/behaviour.
- 11) There are foreign students in my school and I love communicating with them.
- 12) I don't approve of prejudices against other cultures/societies.
- 13) I am aware of the differences between my culture and other cultures.

The questionnaire consisted of two main groups. The first group of questions aims at obtaining demographic data so as to gather the background information of the students. The questions of the first group seek for information on the name and surname of the students, their gender, age, faculty and department at the university. The second group of questions in the questionnaire gives importance to recognize the attitudes of the students towards intercultural awareness. The second part consists of 21 items and 5-point Likert Scale. The scales vary from number 1 to number 5. The former one shows the lowest level of agreement to each statement while the latter one represents the highest level of agreement to each item. The students were asked to indicate their degree of agreement on the items by choosing one of the following alternatives: 1-2-3-4-5. This indicates that students' degree of agreement varies from (lowest degree of agreement) 1 to 5 (highest degree of agreement).

3.3. Data Collection Instruments

Both qualitative and quantitative instruments were implemented in this study since the aim was not only to evaluate the impact of using poems in language classrooms by using a questionnaire, but also see the improvement process of the students. The adoption of both instruments provided the researcher a broader scope of understanding the enhancement of the students in this process. The following instruments were employed during this study: an intercultural awareness questionnaire (quantitative method) and student diaries after each poem for reflection (qualitative method).

3.3.1. Quantitative and Qualitative Practices

There are two basic methods used in this study which are quantitative and qualitative. According to Creswell (1994, p.4-6), in quantitative research design which is “the traditional, the positivist, the experimental, or the empiricist paradigm”, researchers do not only keep their distance from the subjects which are being studied but they also do not depend on these subjects, thus researchers utilize “objective instruments” such as “questionnaires, surveys, experiments etc.” while evaluating a study. Likewise, Firestone (1987, p. 18) states that “the quantitative study persuades

by de-emphasizing individual judgment and stressing the use of established procedures.” On the other hand, as for the qualitative research design, the reflections of the students taking part in the study are taken as the real truth, so it is possible for the researcher to bring his or her interpretations and beliefs into the research (Creswell ,1994). According to Pathak, Jena and Kalra (2013) the purpose of implementing qualitative method is to comprehend what people believe in, what and how their approach is to specific things as well as figuring out the things happening to them and their communication with these things by using no data that depend on numbers. Merriam (2009, pp.14-16) outlines four features of qualitative research as follows:

1. The aim of this method is to highlight “an understanding of how people make sense out of their lives, delineate the process - than the outcome of product – of meaning-making”.
2. Considering the position of the researchers, they are “the primary instrument for data collection and analysis” by enhancing their knowledge “through nonverbal as well as verbal communication, process information (data) immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses.”
3. The procedure is “inductive” by which information or facts are collected in order to generate ideas or make assumptions instead of trying to prove theories in a deductive way.
4. The outcomes of this method are largely “descriptive”, so there are more statements and illustrations than figures or statistics.

Trotman (2010) compares these two research methods: “Whereas surveys and experiments may be considered tools for quantitative researchers working within the positivist paradigm, methods such as interviewing and observing are the tools of the researcher working in a qualitative paradigm.”

Additionally, there are also research designs formed as a result of the combination of both qualitative and quantitative designs - categorized as the two-phase design, the mixed-methodology design and the dominant-less dominant design - which are considered to be more beneficial in order to comprehend better the ideas intended to be tried out and examined (Creswell ,1994). According to the two-phase design,

there are two independent stages of the study which are qualitative and quantitative; according to mixed-methodology design, the elements or phases of the qualitative and quantitative design can be mixed at any part of the study from the beginning to the research questions; according to the last but not least design - the dominant-less dominant design – there is one particular prevailing design that mainly controls the study with the help of the smaller elements of the other design (Creswell ,1994). An example for the last design is a “quantitative study based on testing a theory in an experiment with a small qualitative interview component in the data collection phase” (Creswell ,1994, p.177). Correspondingly, the last design was adopted and student surveys were also collected and analyzed (partially qualitative design) in order to support the results obtained from the questionnaires (mainly quantitative method) for this study.

Merriam (2009, p.18) outlines the differences between qualitative and quantitative research method as follows:

1. The aim is to investigate the understanding, description, discovery, meaning and hypothesis generating in qualitative research while the objective of the quantitative research method is to explore prediction, control, description, confirmation and hypothesis testing.
2. During data collection period the researcher carries out interviews, makes observations using documents as a qualitative research method. However, inanimate instruments such as scales, tests, surveys and questionnaires using computers are gathered as data for the quantitative research method.
3. The findings of the qualitative research method are comprehensive, holistic, expansive and richly descriptive while the results of the quantitative research practice are precise and numerical.

Correspondingly, student diaries the findings of which were comprehensive and descriptive are used in this study in order to explore the understanding of EFL students and observe their attitudes towards the use of poetry in language classrooms as for the qualitative method. An intercultural awareness questionnaire which depends on the confirmation of the hypothesis that the implementation of poetry

among EFL students can make a statistically significant difference on their intercultural awareness is used for the quantitative part of this research.

3.3.2. Quantitative Practice

At the very beginning of the study, as a quantitative instrument an intercultural awareness questionnaire (see Appendix 9) was implemented on both control and experimental group students to see their attitudes towards the target culture. The questionnaire was designed in English but conducted in Turkish to prevent misunderstandings and to create a clear image of what is being asked among students. After the pre-test of the questionnaire, it was obtained that both groups were matching in terms of their attitudes towards the target culture. Tables from 3.3 to 3.6 below show the comparison of two groups after pre-test:

Table 3.2 Comparison of Experimental and Control Group after pre-test in terms of their Intercultural Interest.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	3.86	0.56	48	0.64	0.52
Control	25	3.76	0.61			

*p > .05

According to Table 3.2, there is no statistically significant difference between experimental and control group in terms of their intercultural interest.

Table 3.3 Comparison of Experimental and Control Group after pre-test in terms of their Intercultural Knowledge.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	2.40	0.64	48	0.94	0.35
Control	25	2.60	0.84			

*p > .05

According to Table 3.3, there is no statistically significant difference between experimental and control group in terms of their intercultural knowledge.

Table 3.4 Comparison of Experimental and Control Group after pre-test in terms of their Intercultural Respect.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	4.69	0.32	48	0.83	0.40
Control	25	4.78	0.42			

*p > .05

According to Table 3.4, there is no statistically significant difference between experimental and control group in terms of intercultural respect.

Table 3.5 Comparison of Experimental and Control Group after pre-test in terms of their Intercultural Activity.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	3.60	0.90	48	1.64	0.108
Control	25	3.97	0.67			

*p >.05

According to Table 3.5, there is no statistically significant difference between experimental and control group in terms of their intercultural activity.

Table 3.6 Comparison of Experimental and Control Group after pre-test in terms of their Intercultural Communication.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	2.92	1.04	48	0.67	0.5
Control	25	3.12	1.03			

*p >.05

According to Table 3.6, there is no statistically significant difference between experimental and control group in terms of their intercultural communication. Analyzing all 5 aspects of the questionnaire conducted on both experimental and control group students; it is possible to conclude that there is no statistically significant difference between these two groups in terms of their intercultural interest, knowledge, respect, activity and communication at the very beginning of the study.

3.3.3 Qualitative Practice

The second collection instrument had a qualitative design. As for this method, at the very first phase the students were asked two following questions which were repeated – not as the same but maintaining the essence of the questions – after all the procedure had been completed in order to see how much improvement would be made on their attitudes towards using poems in language classrooms:

1. What do you think about poetry in general?
2. Do you think poems should be used in foreign language classrooms? If not, why? If yes, for what purposes should they be used?

For the next step, students were asked to keep diaries for 8 weeks after each poem so that they could reflect their own thoughts on the poem covered. After each poem the students were asked the following questions which guided them to express their ideas on the cultural elements they had learnt during the implementation and how much they benefitted from the poem:

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/why not?

The students were also asked one more question before or after each poem to guide them to think and reflect on the poem they have covered.

At the end of the procedure, students were asked the similar questions that they were addressed before they were exposed to poetry lessons as the following so that it would be possible to see whether being exposed to poetry lessons for 8 weeks in their classrooms had a positive impact on them or not:

1. What do you think about poetry after the implementation?
2. Do you think poetry should be used in foreign language classrooms? If not, why? If yes, for what purposes should it be used?

The pre and post questions were asked in Turkish and the responses were also received in Turkish so as to prevent any misinterpretation and to help the students to feel more relaxed and express their ideas clearer while answering the questions. While the questions that were asked during 8-week-procedure in English, the

answers were mainly received in Turkish for the same reason. Interestingly, some of the students responded in English as a preference.

3.4. Participants of the study

The study was implemented in İzmir Kâtip Celebi University, School of Foreign Languages. 50 students all aged between 18-25 were involved in this study. The study groups of the research involve two equivalent groups which are an experimental group and a control group. Although only experimental group was subjected to the implementation, both of the groups were matching in terms of their university marks, age range, gender divisions and departments. The students chosen were at B1 level of English according to CEFR criteria.

Table 3.7 Participants of the study.

Groups	The number of the students participated
Experimental Group	25
Control Group	25
Total	50

Table 3.7 below shows that the number of both groups was equal.

Table 3.8 The gender and age distribution of the Experimental and Control Groups.

Age (18-25)	Experimental Group	Control Group
Male	15	15
Female	10	10
Total	25	25

It is seen in Table 3.8, the number of the male students was a little more than female students and they were all aged between 18 and 25.

Table 3.9 The faculty distribution of the Experimental and Control Groups.

Faculty	Experimental Group	Control Group
Dentistry	3	3
Engineering	16	16
Tourism	2	2
Economics and Administrative Sciences	4	4
Total	25	25

Table 3.9 shows us that majority of both experimental and control group students were formed by Engineering students. They were followed by Economics and Administrative Sciences and Dentistry students. The minority of the group consisted of Tourism students. It can be inferred that this study was conducted on mainly on students who had analytical skills rather than literary ones because of their high school background and university departments.

3.5. Selection of the poems

While selecting the poems, the levels of the poems, their inclusion of cultural themes and the relevance of the topic with personal interests of the students were all taken into consideration. Throughout the procedure 8 poems were used which were covered in the class beginning from easier to more difficult in terms of their lexis, grammar and syntax. It was also carefully considered that the poems should include different types of cultural elements such as war, superstitions, mythology etc. Moreover, whenever students relate the theme of the poem to their own experience, they start enjoying the poem as well as improving their critical thinking skills. In a research carried out by Akyel (1995) on 24 student teachers, she asked them to choose a poem which can be applied in intermediate or advanced EFL students. One group of student teachers selected a poem called Resolution by Audrey Longbottom and when they were asked the reason they explained themselves as the following:

We chose this poem because of its universal theme. We feel that the students will be able to relate the ideas in the poem to their personal experience or opinions. We believe that reading this poem will make them more aware of the different functions of language. These students are so opposed to poetry that they may regard any poem irrelevant to their immediate needs. So, the choice of the poem is as important as making the lesson interesting and motivating. (Akyel, 1995, p.65).

As it is stated above, selecting appropriate poems for the students is essential for involving them into the lessons.

3.6. Data Collection

During the implementation, it was mainly aimed to help the students to be aware of other cultures of the world. Apart from raising their intercultural awareness, the activities and exercises used also intended to improve critical thinking skills of the students by using four linguistic skills of reading, writing, listening and speaking. Nasr (2011) believes that commenting on a literary text, teacher's opinion about it should not be the one and only true answer; on the contrary the students ought to be involved in this response process by putting forward their own ideas. Just like Nasr (2011) students are encouraged to make their own interpretations of the poems for

their personal growth and ability of critical thinking during the procedure. In her article on the use of poetry in English language classes for enhancing students' perception of vocabulary, grammar and writing skills, Kırkgöz (2008: p.97) focuses on the importance of "presentation, exploration and follow-up activities" in order to benefit from poetry lessons to the greatest extent. Similarly, these kinds of activities were also consulted in each poetry lesson during the procedure. However, these activities were named as "pre, while and post activities" instead of the ones mentioned above. Tomlinson (1986) summarizes pre-reading activities as exercises which aim at awakening the interests of the students to the poem as well as encouraging them to anticipate what the poem they will read be about so that ideas rather than the language in the poem will be given more attention. Furthermore, Aydınoğlu (2013) puts forward the view that while reading activities are essential with respect to their guidance of students to get the content, design and structure and to examine the details of the poem. She also notes that it is intended to help the students to find connections between themselves with their own experience and stimulate their imagination by using post-reading activities (Aydınoğlu, 2013).

During this study, 8 poems were applied with their pre, while and post activities during 2 lessons each week. Preliminarily, students were asked to write their opinions about poetry in general and the use of poetry in their language lessons.

The following research questions were used before implementing 8 poems in their English lessons to get the students initial perceptions of poetry:

1. What do you think about poetry in general?
2. Do you think poems should be used in foreign language classrooms? If not, why? If yes, for what purposes should they be used?

Table 3.10 Students' views about poetry in the class before the implementation according to Question 1.

Attitude	N	%	Representative Responses
Positive	14	56	"Poetry is the best way to express people's feelings."
Negative	7	28	"I am not keen on poetry at the present time. What comes to my mind when poetry is considered is just a bunch of letters and letters."
Ambivalent	4	16	"I think poems sometimes sound meaningful, but sometimes nonsense."

In Table 3.10, Question 1 shows that 56% of the students have positive feelings about poetry. They mainly believe that poetry is an artistic way of expressing one's feelings. One of the students believes that "Poetry is a way of finding serenity and gaining perception by inspiring your inner feelings." It is possible to say that more than half of the students are in favour of poetry before the application. However, the question does not specifically ask poetry in English language. As a result, we can say that students expressed their ideas on poetry in general.

28% of the students have negative thoughts for poetry whereas 16% of them have neither negative nor positive attitudes for poetry. The ones who have negative ideas for poetry generally believe that poems are boring or sometimes did not interest them. One of the students states that "Although poetry is a creative way of art, I haven't been excited about poetry yet. The things I know about poetry are limited to my high school Turkish literature lessons."

On the other hand, the ones who are ambivalent about poetry think that poetry has good sides as well as bad sides. One of the students is neither in favor of nor against poetry: "Although I prefer to read a poem rather than read a story, I believe that poems are not good at all these days."

Table 3.11 Students' views about poetry in the class before the implementation according to Question 2.

	N	%	Reasons
Yes	14	56	to learn; new words and phrases, literature, culture of the target language, the language itself.
No	7	28	previous negative experience, boring, not for everybody's taste, deviates from the structure of prose, because of different cultural themes, being against the translation of the poems.
Ambivalent	4	16	language level of the students, not literary purposes but only didactic ones, translation may be problematic.

As it is seen in Table 3.11, Question 2, 56% of the students are for using poems in language classrooms because of various reasons such as learning new vocabulary, literature and the culture of the language learnt and for the sake of learning the language itself. For example, one of the students believes in the use of poetry in language classrooms so as to expand his/her vocabulary, learn new phrases and get familiar with the culture of the target language.

28% of the students are against using poetry in language classrooms since they consider that poems are not enjoyable, their lexical structure is different from the prose, which makes it more difficult to understand, they include different cultural themes that everybody may not be interested in, translated poems may not give the same taste of the original ones etc. One of the students highlights the difficulty of poetry structure: "It may be even more confusing when the rules of grammar or structure the poems taught is unlike prose" while the other student brings his/her negative experience with poetry into the classroom: "I am against the idea of using poetry in language classrooms because everybody doesn't have to like poems. During my primary school years, I was not good at participating in Turkish poetry activities, so I cannot dare to think about poems in a foreign language."

Lastly, 16% of the students are neither for nor against using poems in language classrooms as they are doubtful about the language level of the poems, the purpose of

using poems language classrooms, translated poems. Some of the students were totally against using translated poems while some of them were doubtful about it: “If the language levels of the students are not high enough, there may be problems of teaching poems. As a result, I can say that I am hesitant about this topic.”

3.7. Procedure of poetry implementation

Qualitative data were used in this part of the research. Students were asked to answer 3 follow-up questions after each poem. The first poem was used as a pilot study in order to introduce poetry in language classrooms. Two questions; pre and post ones related to the first poem were asked to the students to help them think about a new genre for them. The following 7 weeks, same questions at the end of each poem were asked for the standardization. Questions 1 and 2 remained the same:

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/why not?

However, question 3 was aimed to be related to the poem so it changed every week according to the theme of the poem.

Below is the weekly procedure of poetry implementation in the class:

Week 1

The first of the poems covered, *Breakfast* by Jacques Prévert (Campbell, 1997) was considered as a pilot study so that the attitude of the students towards poetry could be observed and evaluated. The aim was to help the students think about the theme of the poem and express their ideas on a topic. 21 students were involved in the 1st poem which was about a relationship of a French couple. Because the poem was translated from French to English with easy sentence structures, the students didn't have difficulty in understanding it. Before the poem the students were asked to write about their ideas on French men and women and the lifestyle of French people. Most of the students described French men and women as “fashionable, chic and elegant”. 6 students expressed that French men are romantic and 4 of them wrote that French men are very polite. On the other hand, after the 1st implementation 14

students inferred from the poem that French men also be “rude” or “indifferent to their partners”. Covering the poem, they also analyzed some cultural elements in the poem such as French people and their coffee culture and that they love smoking. As it was stated above, this poem was aimed to introduce poetry to the students in EFL lessons.

Week 2

The poem named *The Unlucky Apple* by Paul Lawrence Dunbar (Howells, 1962) was covered for week 2. As a 7 lined poem, the poet ironically expressed his feelings to his lover by using an apple image with reference to the story of Adam and Eve as well as Trojan War. The students (22 of them attended the lesson) were deeply interested in the background biblical and mythological stories behind the poem. Giving the background information to the students by using a PPT, it can be possible to infer that Pre reading activities have great importance to catch the students’ attention to the poem itself. After covering the poem in the lesson, the students were asked to reply three follow-up questions below:

1. What kind of cultural elements did you see in this poem? (Did you learn anything new from this poem?)
2. Did you like the poem? Why/why not?
3. Did you know the expression of “apple of my eye” before this poem?

Tables below show how students answered the questions above:

Table 3.12 Students’ answers for the second poem, question 1.

Cultural or new elements	N	%
Adam and Eve	14	64
Trojan War	11	50
Apple of Paris	2	9
Apple as a symbol or the effects of apple	9	41
Apple of my eye expression	10	45
New word <i>hesitate</i>	4	18

In Table 3.12, Question 1 shows that most of the students were able to comprehend the cultural elements mentioned in the poem such as the relation of the poem with the story of Adam and Eve (64%), the story of Trojan War (50%) and the Apple of Paris (9%) which are also important elements in the poem. Moreover, almost 45% of the students stressed that they learnt a new expression “apple of my eye” while 18% of the students mentioned that they learnt new vocabulary “hesitate”.

Table 3.13 Students’ answers for the second poem, question 2.

	N	%
Yes	14	64
No	5	23
Ambivalent	3	14

It is possible to see from the answers of Question 2 that 64% of the students liked the poem whereas 23% of the students didn’t appreciate it. Majority of the students loved the poem because they found it meaningful, emotional, romantic and fun especially to see the irony in it and some of them liked it because they had personal interest for its mythological theme. On the other hand, some of the students didn’t find the poem appealing but considered it as ridiculous and boring. Interestingly, one of the students didn’t appreciate the poem because he/she didn’t like the fruit which was the main theme of the poem. 14% of the students stated that they found the poem more instructive rather than enjoyable.

Table 3.14 Students' answers for the second poem, question 3.

	N	%
Yes	1	5
No	21	95

For the last question, 95% of the students stated that it was the first time they heard the expression of “apple of my eye” with this poem. So, it can be said that this poem helped almost all of the students to learn a new expression.

Week 3

For the third week, *In Flanders Fields* by a Canadian lieutenant John McCrae (Ward, 2014); a war poem which was written by a soldier after the death of his friend on a battlefield during World War I was covered (Hutchcroft, 2009). After a quiz show about WWI aiming at brushing the students' knowledge about the war up, background information about the war was given to the students and a video was shown about the war. After covering the poem, the students (24 of them attended the lesson) were asked to perform the poem out loud. They especially enjoyed that activity as they had the chance to read and listen to the poem and feel the emotional tone of it. The following questions were asked at the end of the third poem.

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/why not?
3. “War does not determine who is right...only who is left” by Bertrand Russell. What is the relation between this poem and the quotation above? What do you think about this quotation?

Table 3.15 Students' answers for the third poem, question 1

Cultural or new elements	N	%
Poppy as a symbol	12	50
Difficulties of WWI	8	33
New vocabulary	4	17
Importance of freedom	3	13
Surprised to see the Canadians involved in this war	2	8

In Table 3.15, Question 1 shows that half of the students emphasized that flower “poppy” is used as a symbol for the dead soldiers of WWI which is also an important element in the poem. 33% of the students mentioned the difficulties of war, 17% of the students focused on important vocabulary such as poppy, foe etc. covered in the poem. 13% of the students highlighted how much freedom was important for many people in the world. Interestingly, 8% of the students were surprised that Canadians were also involved in WWI which was something unexpected and new for them. One student was surprised that the poet was Canadian and the other one surprised that the soldier in the poem was Canadian.

Table 3.16 Students' answers for the third poem, question 2.

	N	%
Yes	14	58
No	9	38
Ambivalent	1	4

As for Question 2, 58% of the students enjoyed the poem finding it sentimental, impressive, aesthetically beautiful and instructive. They also liked the poem because of reading out loud activity in the class and pre-reading videos. However, 38% of them didn't like it because of its war theme, sentimentality and the reader's personal disinterest for history. 4% of the students were ambivalent about this question. The student questioned the poem and concluded that “I can neither say yes or no. The

poem is Canadian but the setting is in Europe. There is a great ocean between these two countries. So what is he doing over there?”

Table 3.17 Students’ answers for the third poem, question 3.

	N	%
No real winners in a war	11	46
The inability of war’s solving any problems	3	13
Unfairness of the wars	9	38
Dedication of the poem to poet’s innocent friend	7	29

Last question aimed at improving students’ critical thinking skills by asking an extended question. Students reflected their own ideas by relating the quotation with their understanding of the poem. 46% stressed that they did not believe that there is a real victor after a war, 13% of them thought that war is not the solution of anything, 38% emphasized that war is an unfair thing and lastly, 29% thought that the quotation was related to the dead soldier whom this poem was dedicated to. Among the responses of the students, the following one can be counted as the strongest one: “By this quotation we can say interpret that war can dehumanize people and while the strong countries show their power to the world, the weak ones suffer.”

Week 4

For the 4th week, Edwin Arlington Robinson’s famous poem *Richard Cory* (Miller, Cárdenas de Dwyer, Hayden, Hogan and Wood, 1979) was discussed. It was a tragic story about a wealthy man who was driven to commit suicide at the end of the poem. Just like the other poems pre- while and post activities were used for this poem. Also, for this poem the last line was omitted to make the students (24 of them attended the lesson) write their own ending. 9 students wrote optimistic endings such as “He believes that everything is perfect/ He donated all of his money for poor people to eat meat” whereas 14 students wrote pessimistic endings such as “Workers invade his home and stole his belongings/ He lost everything he has just like us” Among the pessimistic ones, 3 students found out that Richard Cory would die at the

end of the poem: “He has invited Grim Reaper softly”. It was interesting to see that most of the students were able to understand from the tone of the poem that there would be tragic ending. After the poem the following questions were asked to the students:

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/why not?
3. Why do you think Richard Cory killed himself?

Table 3.18 Students’ answers for the fourth poem, question 1.

Cultural or new elements	N	%
Suicide as an unacceptable thing in Turkish culture	7	29
Reasons behind a suicide	9	38
Class divisions in a society/gap between poor and rich	5	21
New vocabulary	3	13

In Table 3.18, looking at Question 1, 29% of the students stated that the theme of the poem is against their beliefs and they are against suicide. 38% of the students wrote that there can be various reasons for someone’s suicide such as losing someone you love or class divisions etc. 21% of the students emphasized that there were class divisions and gaps between the poor and the rich in the society that the poem was set. In addition, 13% of the students focused on new vocabulary learnt from the poem while not stating which exact words they are.

Table 3.19 Students' answers for the fourth poem, question 2.

	N	%
Yes	9	38
No	14	58

As for Question 2, it is possible to infer that more than half of the students (58%) didn't like the poem mainly because its suicidal theme is against their beliefs. Some of them believed that it would have been better if the poem had had a happy ending rather than a tragic one. 37% of them enjoyed the poem finding it mysterious and intriguing and mysterious. Some of them also enjoyed that the end of the poem was open-ended, so they were able to interpret their own ending depending on their own experience.

Table 3.20 Students' answers for the fourth poem, question 3.

	N	%
Because of a girl/woman he loved	9	38
Because of his dirty conscience	8	33
His loneliness	3	13
Huntington disease	1	4
Family loss	1	4

For the last question, almost 38% of the students believed that Richard Cory committed suicide for a woman he loved. Answers for this question inspired the students to shoot a short video of the poem which shows that using poems in language classrooms is also useful for the students' drama skills. 33% of the students stated that Richard Cory had a dirty conscience because he was a wealthy man surrounded by a poor society. Only 13% of the students mentioned his feeling of loneliness and 4% of them stressed his losing a family member for the motive of his suicide. Furthermore, it was also satisfying for the researcher to gain a new knowledge from one of the students who proposed the idea that Richard Cory killed

himself suffering from Huntington disease which was totally new information for the researcher.

Week 5

Week 5 was spared for William Carlos Williams's poem called *Landscape with the Fall of Icarus* (Tomlinson, 1985). A famous Dutch artist, Pieter Bruegel's painting *Landscape with the Fall of Icarus* was the inspiration of Williams's poem of the same name. (Cole, 2000; Reed, 2012). Students (25 of them attended the lesson) were informed about the mythological background of the poem before covering it. After the poem the following questions were asked to the students:

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/why not?
3. What do you think is the main idea of the poem?

Table 3.21 Students' answers for the fifth poem, question 1.

Cultural or new elements	N	%
Greek culture and mythology	16	64
The story of Icarus	8	32
Brueghel	3	12
Painting depicted in a poem	6	24
Symbolism	1	4
New Vocabulary	1	4

Looking at Table 3.21, Question 1, it can be inferred that more than half of the students (64%) were able to understand the main focus of the poem which is the Greek mythology. As one of the characters of Greek mythology, 32% of the students learnt the story of Icarus. 12% of the students mentioned that it was the first time they heard Bruegel as an artist and 24% of them were interested in the transformation of a painting into a poem. However only 4% of the students realized the symbolism

of the poem which is the sun as the symbol of power and 4% of them mentioned the new words such as plough, pageantry, tingling etc. they had learnt.

Table 3.22 Students' answers for the fifth poem, question 2.

	N	%
Yes	18	72
No	7	28

For question 2, it is possible to see that most of the students (72%) took delight in the poem mainly because of its mythological theme and the lesson given. They mostly stated that the poem was didactic, gripping, interesting and scrutinizing. Interestingly, among 28% of the students who didn't enjoy the poem, some of them stated that they were not interested in Greek mythology, thus making it possible to infer that students' personal interest should be taken into consideration while choosing the themes of the poems. Some of them highlighted that the poem was boring and unrealistic.

Table 3.23 Students' answers for the fifth poem, question 3.

	N	%
Keep the father's or the elders' advice	12	48
The faster a person rises, the faster he/she can fall	7	28
Arrogance of humanity	6	24
Disobedience	2	8
Feeling of freedom	2	8

Finally, the answers given for question 3 reveal that the students used their critical thinking skills and explained the main idea of the poem according to their own perceptions. 48% of the students stated that the message of the poem was to keep the fathers' and old people's advice. 28% of them summarized the main idea of the poem with a quotation; "The faster you rise, the faster you fall." 24% of the students

focused on the arrogance of humanity, 8% of them on the disobedience of people and 8% of them on the feeling of freedom for the main ideas of the poem.

Week 6

For the last week a poem named *Superstition* (Sorescu, 1983) by a Romanian poet was covered in the lesson. The poem was about the narrator's cat which was believed to cause wars whenever it licked its paw. As the name of the poem suggested, superstition was the main focus of that week. Before the poem, it was asked how many students (25 of them attended the lesson) believed in superstitions in the class and found out that 22 of them didn't believe in superstitions while 3 of them had belief in them. It would also be a challenging poem considering that most of the students have negative attitude towards the theme of the poem. Covering the poem, the following questions were asked to the students:

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/why not?
3. Do you think the poem has got a hidden message? If yes, what is it?

Table 3.24 Students' answers for the sixth poem, question 1.

Cultural or new elements	N	%
Pythia; a prophetess	10	40
Cats as a symbol of bad luck in other cultures	11	44
Similarity of their own culture with the Romanians	7	28
New Vocabulary	3	12

Question 1 of Table 3.24 shows that 40% of the students found one of the figures of the poem; Pythia interesting while 44% of them mentioned the relation between cats and what they symbolize in other cultures. 28% of the students related Romanian culture which the poet belongs to with their own culture. Finally, 12% of them emphasized the new vocabulary such as paw, pupil, howl, unleash etc. they had learnt.

Table 3.25 Students' answers for the sixth poem, question 2.

	N	%
Yes	12	48
No	13	52

Looking at 2nd question, it is possible to say that almost half of the students (48%) enjoyed the poem while half of them (52%) didn't like it. The students who enjoyed this poem stated that they loved the way this poem had deeper meanings with simple images, hidden messages, symbols and colorful metaphors. They also liked the poem finding it critical of something. Half of the students did not like the poem because they found it vague with an unclear message and meaningless. Some of them highlighted that they were against superstitions and did not like cats at all. Therefore, having a negative attitude towards superstitions may hinder students' having positive ideas on this poem.

Table 3.26 Students' answers for the sixth poem, question 3.

	N	%
Yes	19	76
No	3	12

Lastly, question 3 shows that although nothing specific is said, most of the students (76%) concluded that there was a political message of the poem. 5 students stressed the word Capitalism and 3 of them mentioned the pains suffered by people. On the other hand, 12% of the students did not believe that the poem had any hidden political messages in it.

Week 7

Week 7 was spared for a melancholic poem named *Weary Blues* by Langston Hughes (Conarroe, 1991). The poem depicts the feeling of loneliness of an African American blues musician while he is playing the piano on Lenox Avenue in Harlem. The musician expresses his isolation through a form of art; blues music. The moment he sings he utters “Ain’t got nobody in all this world” to raise his deepest feelings to the surface. Before the implementation, students were asked a pre-reading question to elicit how much and what they know about African American people in the USA. After introducing the students (25 of them attended the lesson) with the background of African Americans and the history of jazz and blues by pre-reading activities, it was possible to catch the students’ attention on that week’s poem before getting into it. After analyzing and discussing the poem, the students listened to a video that reads the poem out loud. After that, a song from a famous modern Blues musician was introduced to the students as an after-reading activity so that the students had the chance to hear and be aware of what blues music is like. Finally, the students were asked to answer two follow-up questions to evaluate Week 7’s poetry lesson as the following:

Pre-reading question

1. What do you know about African American people in the USA?

After-reading questions

2. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
3. Did you like the poem? Why/Why not?

Table 3.27 Students' answers for the seventh poem, question 1.

	N	%
The hardships that African American people experience in the past	15	60
The peace of African American people in the USA today	15	60
African American president of the USA	6	24
Still discrimination or pressure today	4	16
Successful in sports	6	24
Successful in music	4	16
Involved in criminal acts	4	16
Sympathetic	1	4

In Table 3.27, Question 1 which was aimed to ask to elicit the background information of students about African American people in the USA shows us that 60% of the students were aware of the difficulties of African American people in the USA in the past. The students mainly highlighted the discrimination and slavery of African American people that they experienced in former times. However, 60% of the students also underlined that these pressures on African American people are no available in today's America and they are comfortable, equal and free today. Even 24% of the students stated that the president of the USA today is African American to support this view. Interestingly, 16% of the students believe that there is still injustice to African American people in the USA today and they are faced with discrimination or pressure. On the other hand, 24% of the students emphasized that African American people are accomplished in sports especially basketball while 16% of the students stressed that they also succeed in music such as hip hop. 16% of the students also believe that African American people have the tendency to be involved in criminal acts which can be considered as a stereotype and should be avoided. Lastly, only one student (4%) specifically stressed that s/he finds African American people very sympathetic.

Table 3.28 Students' answers for the seventh poem, question 2.

Cultural or new elements	N	%
The emergence of blues and jazz music	7	28
African American colloquial English	6	24
The sufferings of African American people	11	44
Expression of African American people's pains through music or poetry	9	36
New vocabulary	4	16

As for question 2, 28% of the students responded that they learnt how blues and jazz music emerged. As a matter of fact, students were able to get this knowledge by being introduced to the background of the poem with the help of a PPT. Therefore, it is possible to conclude that students do not only get information from poems, but also from the activities before and after them. 24% of the students realized that the English used in this poem is slightly different than the one they had been learning in their English classrooms and that they were introduced to a different African American colloquial English. For example, some of the students highlighted that they learnt the use of “mo” instead of “more”. While 44% of the students sympathized the agony and loneliness of African American people in the society they lead their lives in, 36% of them expressed that music and poetry is a tool African American people use to give vent to their feelings. Only 16% of the students remarked that they learnt some new vocabulary without addressing specifically which words they had learnt. Moreover, 8% of the students specifically stressed that the poem was challenging for them because of the language.

Table 3.29 Students' answers for the seventh poem, question 3.

	N	%
Yes	15	60
No	10	40

Finally, analyzing the answers given to question 3, more than half of the students (60%) enjoyed the poem because of finding it appealing, having a special interest in the topic of the poem which is jazz and blues music and being contented with the awareness of what African American people had been through. On the other hand, 40% of the students did not fancy the poem mainly because topic of the poem was not engaging enough and the language of the poem was too difficult to comprehend, thus it can be concluded that more while activities can be spared for the comprehension of advanced language level of poems like the one covered for that week.

Week 8

The poem to be covered for the last week of the implementation was *All the World is a Stage* (Craig, 1993) by the world's one of the most acclaimed English poets; William Shakespeare. In that poem, Shakespeare resembles the stages in people's lives to the stage of a play. He introduces the readers with the seven stages of a human life from infancy to the old age. Although almost all of the students (20 of them attended the lesson) were familiar with William Shakespeare, they were shown a PPT to revive their background information and give more details about Shakespeare's life and language. The students were expecting a poem written in old English resulting in their lack of understanding most of the poem, but they were surprised that Shakespeare's English was both the combination of old and new English. Taking the difficulties that the students had had especially in the vocabulary of the previous poem, they were given the meanings of the unknown words of Shakespeare's poem in order to guide them to use these words in the sentences of a fill-in-the-blanks activity. After setting the background of the poem, all of these life stages of humans were introduced and discussed with the students. After that, the

students are asked some comprehension questions to help them think more about the poem. Finally, the following questions were asked the students to elicit their achievements in the poem:

1. What kind of cultural elements did you see in this poem? Did you learn anything new from this poem?
2. Did you like the poem? Why/Why not?
3. Which stage do you think is the best? Why?

Table 3.30 Students' answers for the eighth poem, question 1.

Cultural or new elements	N	%
Pantaloon character	7	35
New Vocabulary	6	30
The similarity between English and Turkish culture depicting the stages of life	5	25
Difference between English and Turkish culture in terms of the "soldier stage"	2	10
Difference between English and Turkish culture in terms of the "the old age stage"	1	5
Difference between English and Turkish culture in terms the names of the stages	1	5

Table 3.30, Question 1 reveals that 35% of the students became aware of the *pantaloon* "a character in Italian commedia dell'arte, a very thin man of advanced years who is easily tricked and who wears pantaloons and slippers"(Encarta, 1999). This character is also attributed to the elderly man of Elizabethan period (Cuddon, 1999). Shakespeare resembles this character which is a part of British culture to the old age. 30% of the students stated that they learnt some new vocabulary from the poem such as infant, puke, mew etc. 25% of the students found that there are similarities between English and Turkish culture while describing these stages of human lives from infantry to the old age because "humanity is the same wherever it

is or whichever century it is in". However, 10% of them believe that "the soldier stage" in Turkey is different from the one in English culture; "In our culture, our soldiers must shave during their military service but English soldiers could grow beard and moustache." Likewise, 5% of the students criticized Shakespeare's "the old age" stage by its being depicted as fools and poor-fellows unlike the ones in Turkish culture. Moreover 5% of the students also mentioned one distinction between Turkish and English culture in terms of the names of these stages: "In our culture when we talk about the stages of human life, we say "infant, child, teenager, adult and the elderly" but we don't have "soldier and lover" stages."

Table 3.31 Students' answers for the eighth poem, question 2.

	N	%
Yes	19	95
No	1	5

The answers of the 2nd question show that almost all of the students (95%) enjoyed the poem finding it engaging and culturally rich in elements. Moreover, some of the students loved the poem because they already had a special interest in the works of art of Shakespeare. Some of the students also emphasized that the poem gave voice to a universal theme in an exquisite way. Nonetheless, only one student 5% neither liked nor disliked the poem but revealed that "this poem exactly describes us. I felt like I were a different person" at the end of the poem which shows that the poem also had an impact on him/her.

Table 3.32 Students' answers for the eighth poem, question 3.

	N	%
The infant stage	7	35
The justice stage	5	25
The schoolboy stage	3	15
The old age stage	3	15
The lover stage	2	10

The answers given for the third question show us that the students personalized the question and used their background knowledge for the reply. 35% of the students found “the infant stage” most favorable because in that stage babies are innocent and unaware of anything happening around them. One of the students deeply personalized the question and responded that “When you are a child, life is beautiful. We used to be happy even for the smallest things. Even a cotton candy made me very happy.” 25% of the students thought the best stage of human life was “the justice stage”. They stated that in that stage people could grow in maturity and have the ability to think straight. One of the students also stated that unfortunately people are losing this stage of their lives day by day. 15% of the students believed that “the schoolboy stage” was the finest as students had the luxury of making mistakes, doing whatever they want and depending on their families for money. Interestingly, one of the students did not favor this stage because of its convenience but believed that people would start to be more responsible and take less pleasure in life. Similarly, 15% of the students loved “the old age stage” most finding it as the end as well as beginning of everything. Lastly, only 10% of the students thought “the lover stage” was the best since “love was described better in those times. Love was not a lie in those times and we should always know the value of our youth.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Introduction

The following chapter includes the findings which were presented after data analysis and the interpretations of these findings. Initially, pre and post test results of control group were analyzed. Next, pre and post test results of experimental group were examined. After each analysis, the findings were presented and discussed.

4.2. The results of the study after the implementation of Intercultural Awareness Questionnaire both on Control and Experimental Groups

Before the implementation, it was found that both experimental and control group students were equal in terms of five factors which are intercultural interest, intercultural knowledge, intercultural respect, intercultural activities and intercultural communication.

In this part, the results of the study after the implementation of Intercultural Questionnaire both on control and experimental groups are presented and interpreted.

Table 4.1 Comparison of the post-tests of Experimental and Control Groups in terms of their Intercultural Interest.

Group	n	$\bar{X}$	sd	df	t	p	η^2
Experimental	25	4.40	.42	38.58	4.06	.00	.256
Control	25	3.71	.73				

*p< .05

As it is shown in Table 4.1, the effect size is Large. This shows us that there is a statistically significant difference between experimental and control groups in terms of intercultural interest (p<.05). At the end of the implementation, experimental group students developed a higher level of intercultural interest compared to control group students.

Table 4.2 Comparison of the post-tests of Experimental and Control Groups in terms of their Intercultural Knowledge.

Group	n	$\bar{X}$	sd	df	t	p	η^2
Experimental	25	3.88	.78	48	5.10	.00	.351
Control	25	2.66	.90				

* $p < .05$

As it is shown in Table 4.2, the effect size is also Large. This shows us that there is a statistically significant difference between experimental and control groups in terms of intercultural knowledge ($p < .05$). This also indicates that experimental group students developed their intercultural knowledge more compared to control group students at the end of the implementation.

Table 4.3 Comparison of the post-tests of Experimental and Control Groups in terms of their Intercultural Respect.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	4.69	.32	48	- .836	.40
Control	25	4.78	.42			

* $p > .05$

As it is shown in Table 4.3, there is no statistically significant difference between experimental and control groups in terms of intercultural respect. Both means of the experimental and control groups indicate that both groups show respect to different cultures of the world which has been expected and appreciated.

Table 4.4 Comparison of the post-tests of Experimental and Control Groups in terms of their Intercultural Activities.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	3.60	.90	48	- 1.64	.10
Control	25	3.97	.67			

*p> .05

As it is shown in Table 4.4, there is no statistically significant difference between experimental and control groups in terms of intercultural activities. Both means of the experimental and control groups show us that both groups are interested in intercultural activities. This study did not have any effect on the improvement of intercultural activities of the experimental group.

Table 4.5 Comparison of the post-tests of Experimental and Control Groups in terms of their Intercultural Communication.

Group	n	$\bar{X}$	sd	df	t	p
Experimental	25	2.92	1.04	48	- .679	.5
Control	25	3.12	1.03			

*p> .05

As it is shown in Table 4.5, there is no statistically significant difference between experimental and control groups in terms of intercultural communication. Both means of the experimental and control groups show us that both groups consider themselves competent while communicating with people of different cultures other than their own. This study did not have any effect on the improvement of intercultural communication of experimental group.

Among the five dimensions of intercultural awareness questionnaire, the most desired items to be improved were the intercultural interest and knowledge of the

students, which were achieved at the end of this study. The study was able to promote students to become more interested in different cultures of the world by using poetry. The study also helped students to be aware of various cultures around the world via covering intercultural poems during their English lessons.

Table 4.6 Comparison between the pre-test and post-test results of Control Group in terms of its Intercultural Interest.

	n	$\bar{X}$	sd	df	t	p
Pre-test	25	3.76	.61	24	.36	.72
Post-test	25	3.71	.73			

*p> .05

As it is shown in Table 4.6, there is no statistically significant difference between pre-test and post-test results of control group in terms of intercultural interest. Without being exposed to any poetry implementation, control group students were not able to improve their intercultural interest.

Table 4.7 Comparison between the pre-test and post-test results of Control Group in terms of its Intercultural Knowledge.

	n	$\bar{X}$	sd	df	t	p
Pre-test	25	2.60	.84	24	-.377	.70
Post-test	25	2.66	.90			

*p> .05

As it is shown in Table 4.7, there is no statistically significant difference between pre-test and post-test results of control group in terms of intercultural knowledge. Not being exposed to any poetry implementation, control group students were not able to improve their intercultural knowledge as well.

Table 4.8 Comparison between the pre-test and post-test results of Control Group in terms of its Intercultural Respect.

	n	$\bar{X}$	sd
Pre-test	25	4.78	.43
Post-test	25	4.78	.43

Table 4.8 shows that t value cannot be calculated as mean and standard deviation are equal.

Table 4.9 Comparison between the pre-test and post-test results of Control Group in terms of its Intercultural Activities.

	n	$\bar{X}$	sd
Pre-test	25	3.97	.68
Post-test	25	3.97	.68

Table 4.9 shows that t value cannot be calculated as mean and standard deviation are equal.

Table 4.10 Comparison between the pre-test and post-test results of Control Group in terms of its Intercultural Communication.

	n	$\bar{X}$	sd
Pre-test	25	3.12	1.03
Post-test	25	3.12	1.03

Table 4.10 shows that t value cannot be calculated as mean and standard deviation are equal.

4.11 Comparison between the pre-test and post-test results of Experimental Group in terms of its Intercultural Interest.

	n	$\bar{X}$	sd	df	t	p	η^2
Pre-test	25	3.87	.57	24	- 4.79	.00	.489
Post-test	25	4.40	.43				

*p< .05

Table 4.11 shows that there is a statistically significant difference between pre and post test results of the experimental group in terms of intercultural interest ($p<.05$). After 8-week of poetry implementation, students showed more interest on intercultural issues before they had been exposed to any poetry lessons.

4.12 Comparison between the pre-test and post-test results of Experimental Group in terms of its Intercultural Knowledge.

	n	$\bar{X}$	sd	df	t	p	η^2
Pre-test	25	2.40	.65	24	- 9.6	.00	.793
Post-test	25	3.88	.78				

*p< .05

Table 4.12 shows that there is a statistically significant difference between pre and post test results of the experimental group in terms of intercultural knowledge ($p<.05$). Students' attitudes towards intercultural knowledge are more positive after the implementation compared to the value before the study.

4.13 Comparison between the pre-test and post-test results of Experimental Group in terms of its Intercultural Respect.

	n	$\bar{X}$	sd
Pre-test	25	4.69	.33
Post-test	25	4.69	.33

Table 4.13 shows that t value cannot be calculated as mean and standard deviation are equal.

4.14 Comparison between the pre-test and post-test results of Experimental Group in terms of its Intercultural Activities.

	n	$\bar{X}$	sd
Pre-test	25	3.60	.90
Post-test	25	3.60	.90

Table 4.14 shows that t value cannot be calculated as mean and standard deviation are equal.

4.15 Comparison between the pre-test and post-test results of Experimental Group in terms of its Intercultural Communication.

	n	$\bar{X}$	sd
Pre-test	25	2.92	1.05
Post-test	25	2.92	1.05

Table 4.15 shows that t value cannot be calculated as mean and standard deviation are equal.

As a result, this study shows the use of poetry in language classrooms specifically has a positive effect on the improvement of students' intercultural interest and intercultural knowledge.

CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Introduction

This chapter initially gives a brief summary of the study. Then, the interpretations of the findings which were reported as a result of the questionnaire are given. Next, pedagogical implications of the study are demonstrated. At the end of the chapter, the suggestions for further research are put forward.

5.2. Conclusion and Discussion

This study seeks to find an answer to the question of whether the use of poetry in EFL classrooms can raise the intercultural awareness of students or not. The study questions aimed at finding answers are as follows:

1. Why should literature (poetry) be used in EFL classrooms?
2. What are the benefits of using poems in EFL classrooms?
3. What is the reaction of EFL students to poetry before implementing poems in the lessons?
4. What is the reaction of EFL students to poetry after implementing poems in the lessons?
5. Is there a statistically significant difference between the experimental group and control group in terms of their awareness of different cultures before the implementation?
6. Is there a statistically significant difference in the experimental group in terms of their awareness of different cultures before and after the implementation?
7. Is there a statistically significant difference in the control group in terms of their awareness of different cultures before and after the implementation?
8. Is there a statistically significant difference between the experimental group and control group in terms of their awareness of different cultures after the implementation?

The first and second research questions focus on the reason why literature, specifically poetry should be used in EFL classrooms and the advantages of using poetry in EFL classrooms. At the end of the 8-week implementation of poetry lessons in the experimental group, it was found out that poetry extensively helped the students to be aware of elements of other cultures during these lessons. Among the impact areas of the poetry implementation, cultural effect of the poems is mentioned 154 times by the students. As a result, it can be concluded that the use of poetry in EFL classrooms raise the intercultural awareness of EFL students. In addition to the cultural impact of poetry in language classrooms, it was found out that students also developed their critical thinking skills after the implementation. First of all, they used their analytical thinking skills 120 times so as to make clear judgments after some of the poems. Second, the use of poetry in language classrooms also fostered the vocabulary skills of the students. It was highlighted 46 times that the students learnt some new words that they generally thought to be useful for their language learning. Poetry in EFL classrooms also promotes interpreting the symbols and finding out the main idea skills of the students. They were mentioned respectively 33 and 29 times. Lastly, the use of poetry in language classrooms improves the drama skills of the students. 7 students of the experimental group were involved in reanimating the story of Week 4's poem, *Richard Cory*.

The third research question was addressed to the students in order to explore their ideas about the use of poetry in EFL classrooms. The following research questions were used to get students initial perceptions of poetry:

1. What do you think about poetry in general?
2. Do you think poems should be used in foreign language classrooms? If not, why? If yes, for what purposes should they be used?

Students' views concerning Question 1 about poetry in the class before the implementation.

The responses to question 1 reveal that 14 students (56%) have positive feelings about poetry before the implementation. They generally believe that poetry is a way of expressing people's feelings: "Poetry is the best way to express people's feelings" and "I really enjoy reading poetry as it is the way to express your feelings in a

harmonic way.” It is possible to infer that almost half of the students are already in favour of poetry before the application. Nevertheless, the question does not specifically ask poetry in English language but poetry in general, so the students are able express their ideas on the poetry in general.

7 students (28%) have negative thoughts for poetry whereas 4 of them (16%) have neither negative nor positive attitudes towards poetry. The students who have negative ideas for poetry generally believe that poems are boring or they are not keen on poetry: “Although poetry is a creative way of art, I haven’t been excited about poetry yet. The things I know about poetry are limited to my high school Turkish literature lessons” and “I think poetry is a boring genre which tells someone’s lives in an indirect way unlike the other genres. I can say that I don’t like poetry at all.” Finally, the students who are ambivalent about poetry think that poetry has good side as well as bad sides: “I think poems sometimes sound meaningful, but sometimes nonsense.”

Students’ views concerning Question 2 about poetry in the class before the implementation.

Question 2 reveals that 14 students (56%) are in favour of using poems in language classrooms because of several reasons such as learning new words and phrases, literature and the culture of the target language and for the sake of learning the language itself. Among these 14 students, 7 (50%) of them are in favour of the adoption poems in language classrooms so order to learn new vocabulary and likewise 7 (50%) students want to learn poems in language lessons mainly for learning the language itself. Only 2 (14%) of the students believe that poetry is a good way of studying literature in language classrooms. Surprisingly, 9 of the students (64%) are aware of the cultural importance of poems in language classrooms before the implementation. One of the students responds that “I think poetry should be used in language classrooms for the purposes of expanding our vocabulary, learning new phrases and getting familiar with the culture of the target language.”

Furthermore, among 25 students 7 of them (28%) are against using poetry in language classrooms because they consider that poems are boring, they are not for

everybody's taste, their lexical structure deviates from the prose which makes them more difficult to understand, they have different cultural themes that everybody may not be interested in and translated poems may not be as good as the original ones. Some of the students have had a negative experience with poetry before which hinders their having a positive attitude towards poetry. Here are some quotations from the students that reflect their negative attitude towards poetry: "It may be even more confusing when the rules of grammar or structure the poems taught is unlike prose." "I am against the idea of using poetry in language classrooms because not everybody has to like poems. During my primary school years, I was not good at participating in Turkish poetry activities, so I cannot dare to think about poems in a foreign language."

Finally, 4 of the students (16%) are neither for nor against using poems in language classrooms since they are doubtful about the language level of the poems, the purpose of using poems in language classrooms as one of the students prefers didactic purposes of the poems to literary purposes and the lack of originality of the translated poems. Some of the students were totally against using translated poems while some of them were doubtful about it. One of the students shares his/her ideas in this way: "If the language levels of the students are not high enough, there may be problems of teaching poems. As a result, I can say that I am hesitant about this topic."

To find an answer to the fourth research question, the students responded to 2 questions which were similar to the ones they answered at the beginning of the procedure as the following:

1. What do you think about poetry after the implementation?
2. Do you think poetry should be used in foreign language classrooms? If not, why? If yes, for what purposes should it be used?

Table 5.1 Students' views about poetry in the class after the implementation according to Question 1.

Attitude	N	%	Reasons	N	%
Positive	24	96	Exploring different cultures	11	46
			Expression of feelings	3	13
			Importance of rhyming	1	4
			Importance of symbols	3	13
			Breaking down the prejudice against foreign language poetry	2	8
Negative	1	4	not keen on poetry	1	4

As it is seen in Table 5.1, Question 1, the use of poetry in EFL classrooms had a positive impact on 96% of the experimental group students after the implementation. Among 24 students who were for the use of poems in language classrooms, 46% of them specifically highlighted that they were able to explore different cultures of the world thanks to this implementation. About 13% of them especially liked these poems because they stood for the expression of feelings. 8% of the students mentioned that their prejudices against foreign language poetry were broken down after this implementation. Considering the form of poetry, 4% of the students highlighted the importance of rhyming and likewise 4% of them focused on the impact of symbols in poetry. As a result, it can be concluded that the use of poetry had a significant influence on foreign language learners especially in terms of their cultural awareness. Among the students' responses, below are the most effective ones:

“I had already been into poetry before the implementation, but after your lessons I became more and more interested in poetry. Moreover, thanks to this implementation, I became aware of other cultures of the world.”

“I believe that my taboos about poetry were broken down. Now I believe that I should read more poems.”

“As poems reflect different cultures and exploring them is very enjoyable, I started to love poems.”

“Understanding and covering poems of different cultures gave me a good feeling. I did enjoy them and I am more interested in poetry now.”

“Before we started covering the poems, I hadn’t taken any delight in poetry. I hadn’t had any knowledge and comment about literature, but now I think this has changed. I basically believe that one can develop his/her culture. I really enjoyed it, thus changing my view on this topic.”

Table 5.2 Students’ views about poetry in the class after the implementation according to Question 2.

Responses	N	%	Reasons	N	%
Yes	24	96	Exploring different cultures	13	54
			New vocabulary	8	33
			Enjoyable	5	21
			Language improvement	2	8
			Literary aspect	2	8
			Expression of feelings	2	8
No	1	4	not having particular interest	1	4

Table 5.2, Question 2 shows that using poetry in language classrooms had a beneficial influence on the majority of experimental group students (96%). Among the students who had positive views, 54% of the students stated that they support the adoption of poetry in language classrooms because it was an efficient way of exploring different cultures of the world for them: “I understood that learning a language does not only mean grammar or vocabulary. Poetry and literature definitely foster culture and awaken curiosity of the learner in language education, so poetry should definitely be used.”33% of the students remarked that poetry helped them to gain various new vocabulary while 21% of them found this implementation highly

enjoyable: “I believe that poetry is helpful both for our learning new words and new cultures.” Furthermore, 8% of them indicated that poetry lessons were important for their language learning process while 8% of them enjoyed analyzing the literary works of a different language. Likewise, 8% of them stated that poetry is a way of expression of feelings. Lastly, 4% of them stated that poetry is helpful for someone to express his/her feelings. At the end of the implementation only 4% of the students were still against the use of poetry in EFL classrooms as he/she didn’t have a particular interest in poetry: “I don’t prefer you to use it because I am interested in poetry.”

In conclusion, the qualitative data gathered before and after the implementation on the attitudes of experimental group students reveal that the use of poetry in EFL classrooms has a positive impact and can raise the intercultural awareness of the students.

In order to find an answer to the fifth research question of the study, an intercultural awareness questionnaire was implemented on both control and experimental group students to see their attitudes towards the target culture at the very beginning of the study. According to the results, it was found that both groups were matching in terms of their attitudes that include their intercultural interest, intercultural knowledge, intercultural respect, intercultural activity and intercultural communication towards the target culture.

The sixth research question intends to find whether there is a statistically significant difference in the experimental group in terms of their awareness of different cultures before and after the implementation. In order to find an answer to this question the intercultural questionnaire which was conducted before the implementation was used for experimental group students again. Later, pre-test and post-test results were compared. The results demonstrate that there is a statistically significant difference between pre and post test results of the experimental group in terms of intercultural interest and intercultural knowledge. Meanwhile, the students did not show any difference between pre and post results of the questionnaire in terms of their intercultural respect, intercultural activities and intercultural communication. Both pre-test and post-test results of these parts were exactly the same; thus showing that the value cannot be evaluated. The students were respectful to the other cultures,

were interested in activities of different cultures and confident of intercultural communication both before and after the implementation.

Nevertheless, rather than expecting the students to show more interest in their intercultural respect, activities and communication, it was primarily aimed at arousing the interests and improving the knowledge of language students to different cultures of the world with this implementation. As a result, it can be concluded that the primary aim of the study was fulfilled. The use of poetry in EFL classrooms helps raising the intercultural awareness of the students specifically in terms of their intercultural interest and knowledge.

Similarly, for the answer of the seventh research question, the same intercultural awareness questionnaire was applied on the control group students. Then, pre-test and post-test results were compared. It was revealed that there is no statistically significant difference between pre-test and post-test results of control group in terms of intercultural interest and intercultural knowledge. Interestingly, the deviation ratio of intercultural respect, intercultural activities and intercultural communication of both pre-test and post-test results were exactly the same; thus showing that the value cannot be evaluated. The findings of the sixth question suggest that control group of students, who were not exposed to any poetry implementation for 8 weeks but followed their regular pacing, were not able to heighten their intercultural awareness. In the eighth research question, it was intended to answer whether there is a statistically significant difference between the experimental group and control group in terms of their awareness of different cultures after the implementation. According to the results, there is a statistically significant difference between the experimental group and control group in terms of intercultural interest and intercultural knowledge. However, it was found that there is no statistically significant difference between these two groups in terms of their intercultural respect, intercultural activities and intercultural communication. This shows that although experimental group was exposed to an 8-week - poetry implementation different from the control group, both experimental and control group students similarly respect to different cultures of the world, are interested in intercultural activities and consider themselves competent while communicating with people of different cultures other than their own after the implementation. However, 8-week poetry implementation created a

substantial impact on the improvement of experimental group students' intercultural interest and intercultural knowledge unlike the control group. The results show that when students are exposed to poetry in their language classrooms, they are likely to develop awareness for different cultures of the world specifically in terms of their interest and knowledge more unlike the ones who did not undergo such a treatment. Consequently, this recent study showed that it is possible to raise intercultural awareness of EFL students specifically in terms of their intercultural interest and intercultural knowledge by using poetry in their lessons.

5.3. Pedagogical Implications and Suggestions for Further Research

The use of poetry in language classrooms fosters intercultural awareness of EFL students. Being exposed to intercultural poems with different cultural backgrounds helps EFL students to promote especially their intercultural interests and knowledge. After the implementation, the students have become more willing to explore different cultures of the world as well as promoting their knowledge about various traditions, customs and historical backgrounds.

The study also indicates that the use of poetry in EFL context does not only raise intercultural awareness of the students but it also has a variety of impact areas. The surveys after each poem reveal that poetry lessons also improved the vocabulary knowledge, critical thinking and drama skills of the students; guided them to find the main idea of a literary text and the symbols in the poems; and helped them love the reading out loud activities in the classroom.

For these reasons, poetry lessons with its fruitful pre, while and post activities should be implemented in the pacing's of EFL classrooms.

Some suggestions for further research reflecting on the objectives and limitations of this study can be put forward as follows:

- This study was only carried out during 8 weeks for 2 hours each, so further studies can cover a longer time period for the efficiency of the study. If there had been more time rather than 2 hours for the implementation per week, there would have been more time for more post reading activities to promote students' critical thinking or production skills. Likewise, if more time could have been allocated for this study, the results of the study might have been different. The other 3 factors of

the students which are intercultural respect, intercultural activities and intercultural communication could also have been affected and improved by these poems. However, within a limited course of time, it was not possible to evaluate this aspect of the study.

- All of the students were not able to attend each poem implementation every time maybe because the implementation days were the last weekdays of the week, so more suitable hours can be set or the number of the poems can be raised for further studies.

- As there was no intercultural awareness questionnaire that meets up the need of this study, it was a challenge to prepare a questionnaire from the very beginning. However, it is hoped that this questionnaire will shed light on the further studies with similar topics.

- Implementing the poems while keeping up with the busy pacing of the foreign language teaching programme was sometimes challenging, but poetry lessons should be integrated into the pacing of English lessons because this research shows that it does not only raise intercultural of language learners but also has many other impact areas from vocabulary teaching to critical thinking.

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APPENDIX 1

BREAKFAST

He poured the coffee
Into the cup
He poured the milk
Into the cup of coffee
He put the sugar
Into the coffee with milk
With a small spoon
He stirred it
He drank the coffee
And he put down the cup
Without speaking to me
He lighted a cigarette
He made circles
With the smoke
He put the ash
Into the ashtray
Without a word
Without looking at me
He got up
He put a hat on his head
He put on his raincoat
As it was raining
And he left
Into the rain
Without speaking to me
Without looking me
And I put
My head into my hands
And I cried.

Jacques Prévert

APPENDIX 2

THE UNLUCKY APPLE

'Twas the apple that in Eden
Caused our father's primal fall;
And the Trojan War, remember --
'Twas an apple caused it all.
So for weeks I've hesitated,
You can guess the reason why,
For I want to tell my darling
She's the apple of my eye.

Paul Laurence Dunbar

APPENDIX 3

IN FLANDERS FIELDS

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie,
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

John McCrae

APPENDIX 4

RICHARD CORY

Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good-morning," and he glittered when he walked.

And he was rich—yes, richer than a king—
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Edwin Arlington Robinson

APPENDIX 5

LANDSCAPE WITH THE FALL OF ICARUS

According to Brueghel
when Icarus fell
it was spring

a farmer was ploughing
his field
the whole pageantry

of the year was
awake tingling
near

the edge of the sea
concerned
with itself

sweating in the sun
that melted
the wings' wax

unsignificantly
off the coast
there was

a splash quite unnoticed
this was
Icarus drowning

William Carlos Williams

APPENDIX 6

SUPERSTITION

My cat washes
with her left paw,
there will be another war.

For I have observed
that whenever she washes
with her left paw
international tension grows
considerably.

How can she possibly keep her eye
on all the five continents?
Could it be
that in her pupils
that Pythia now resides
who has the power
to predict
the whole of history
without a full-stop or comma?

It's enough to make me howl
when I think that I
and the Heaven with its souls I have
shouldered
in the last resort
depend
on the whims of a cat.

Go and catch mice,
don't unleash
more world wars,
damned
lazybones!

Marin Sorescu

APPENDIX 7

THE WEARY BLUES

Droning a drowsy syncopated tune,
Rocking back and forth to a mellow croon,
I heard a Negro play.

Down on Lenox Avenue the other night
By the pale dull pallor of an old gas light

He did a lazy sway. . . .

He did a lazy sway. . . .

To the tune o' those Weary Blues.

With his ebony hands on each ivory key
He made that poor piano moan with melody.

O Blues!

Swaying to and fro on his rickety stool
He played that sad raggy tune like a musical fool.

Sweet Blues!

Coming from a black man's soul.

O Blues!

In a deep song voice with a melancholy tone
I heard that Negro sing, that old piano moan—

“Ain't got nobody in all this world,

Ain't got nobody but ma self.

I's gwine to quit ma frownin'

And put ma troubles on the shelf.”

Thump, thump, thump, went his foot on the floor.
He played a few chords then he sang some more—

“I got the Weary Blues

And I can't be satisfied.

Got the Weary Blues

And can't be satisfied—

I ain't happy no mo'
And I wish that I had died."
And far into the night he crooned that tune.
The stars went out and so did the moon.
The singer stopped playing and went to bed
While the Weary Blues echoed through his head.
He slept like a rock or a man that's dead.

Langston Hughes

APPENDIX 8

ALL THE WORLD'S A STAGE

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

William Shakespeare

APPENDIX 9

Dear Participant,

The questionnaire below has been prepared in order to understand whether Foreign Language students are aware of differences between the target culture and their native culture. The results of the study will be used for scientific purposes and your answers will not be shared with other people.

Thank you in advance for your participation and sincere answers.

DEMOGRAPHIC INFORMATION

Gender? Male () Female ()

Age? 18-25 () 26 and above ()

Your university and faculty:

Your department :

Please indicate the degree of agreement which you think is most suitable for you.

Intercultural Awareness Questionnaire

INTERCULTURAL AWARENESS QUESTIONNAIRE	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I am interested in learning other cultures.					
2. I would like to know what other people can react on a specific event.					
3. I think it is enjoyable to have friends with different cultural backgrounds.					
4. I like discovering beliefs, values and behaviours of other people.					

5. I am open to learning and experiencing other cultures.					
6. I am interested in learning the taboos of different cultures.					
7. I like comparing and contrasting my culture with the target culture.					
8. I'm interested in reading about the literature of different cultures/countries.					
9. When I read a piece of art in the target language, I wonder about the cultural background of it.					
10. Reading books about different cultures is my field of interest.					
11. I follow what other people in the world do through media, books and internet.					
12. I respect the cultural diversity of a society.					
13. I believe in the mutual understanding of different cultures.					
14. I respect other cultures.					
15. I believe that we should avoid cultural misunderstandings.					
16. I think if someone knows about the culture of the target language, s/he can understand the language better.					
17. I think it is important to learn the culture of the language we are learning.					
18. It can be enjoyable to participate in intercultural activities.					
19. I would like to have a foreign pen friend.					
20. I am good at communicating with the people of other countries.					
21. I can handle easily when there is a misunderstanding between me and people from other countries.					

APPENDIX 10

Student A's reactions to the use of poetry in language classrooms before the implementation

Before poetry implementation

1) What do you think about poetry in general?

To be honest, I don't like poetry so much but except some poems that I am impressed. I don't think it is an educational way. Literal works like poetry, appeal to feelings mainly, so they don't attract my attention.

2) Do you think poems should be used in foreign language classrooms? If not, why? If yes, for what purposes should they be used?

No, because I think poetry doesn't help us to learn a language. If the poetry conflicts with grammar or some sentences structure, it may be more confusing. As a result, poems and other literal works are more useful to express the feelings rather than language learning, as for me.

Student A's reactions to the use of poetry in language classrooms after the implementation

After poetry implementation

1) What do you think about poetry after the implementation?

I didn't like poems before starting to discuss the poetry. I had no knowledge, culture and comment about literature but now I'm thinking that it is changing. I believe that the cultures we know, can be developed with recognizing more poems. I really enjoyed it and my opinion changed.

2) Do you think poetry should be used in foreign language classrooms? If not, why? If yes, for what purposes should it be used?

Yes, I understood that learning a foreign language is not only grammar or vocabulary. Absolutely, poetry or other structures increase the curiosity and culture. So, I think this method must be used in lessons to make them more interesting.

APPENDIX 11

Student B's reactions to the use of poetry in language classrooms before the implementation

BEFORE POETRY IMPLEMENTATION

1-) What do you think about poetry in general?

Generally I like poems but when I read poem, I expect that it affects me emotionally. If poem doesn't affect me emotionally or other ways, I think this is not a poem just some words.

2-) Do you think poems should be used in foreign language classrooms? If not, why? If yes, for what purposes should they be used?

No because I don't understand what it means sometimes because of cultural differences eventually it will not be beneficial for us.

Student B's reactions to the use of poetry in language classrooms after the implementation

AFTER POETRY IMPLEMENTATION

1-) What do you think about poetry after the implementation?

I think, we have to be selective about author because there are too many authors and some of these are very bad. On the other hand, some authors are very good and I think these authors deserve to be read and if we read these books, we can understand their cultural features easily.

2-) Do you think poetry should be used in foreign language classrooms? If not, why? If yes, for what purposes should it be used?

Unknown author's poetry should not be read in class but other author's poetry should be read. If we read these poems in class, we can learn more things about their culture and they can be good for our language learning.

APPENDIX 12

Student permission form for Nazlı Civelekoğlu's MA

I agree to participate in this study. I also agree to my initials appearing in the final document describing the study, which may be read by anyone.

Nazlı Civelekoğlu'nun yüksek lisans tezi için öğrenci izin formu

Bu çalışmaya katılmayı kabul ediyorum. Ayrıca çalışmanın sonucunda ortaya çıkacak ve herhangi biri tarafından okunabilecek olan belgede adımın ve soyadımın baş harflerinin görünmesini de onaylıyorum.

Name and Surname (Ad-Soyad):

Signed (İmza):

APPENDIX 13

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- ☐ Tezimin tamamı her yerden erişime açılabilir.
- ☐ Tezim sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.
- ☐ Tezimin yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

..../..../2015

Nazlı Civelekoğlu

APPENDIX 14

RESUME

Personal Information

Name Surname: Nazlı Civelekoğlu
Birth Place and date: Giresun – 18/09/1985

Education

Bachelor's Degree: Hacettepe University, Faculty of Letters, American Culture and Literature Department
Master's Degree: Akdeniz University, Institute of Education Sciences, The Department of Foreign Language Education, English Language Teaching Education MA Program
Language competence: English – advanced, French –pre-intermediate, German – beginner.

Employment History

2008-2009: Akdeniz University – School of Foreign Languages
2008-2011: American Culture Association Language Schools
2011: İstek Yeditepe Antalya College
2011-2012: İzmir University
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Date:

THE USE OF POETRY TO RAISE INTERCULTURAL AWAREN...

By: NAZLI CİVELEKOĞLU

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paper text:

THE USE OF POETRY TO RAISE INTERCULTURAL AWARENESS OF EFL STUDENTS Nazlı Civelekoğlu 1.1. Introduction Adopting the use of literature in foreign language teaching was one of the fundamental characteristics of the Grammar Translation Method during the nineteenth century. It required the translation of literary passages into native tongues of the learners who basically deal with vocabulary and grammar rules while ignoring the literary significance of the passages (Khatib and Nasrollahi, 2012). Nevertheless, with the rise of the Direct Method and the Audiolingual Method which gave importance to structure and vocabulary teaching, literature was altogether neglected both in EFL and ESL classrooms (Erkaya, 2005).

"In the seventies, methods such as the Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach did not utilize literature to teach second/foreign languages, and neither did the Notional-Functional Syllabus"

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(Erkaya, 2005, p.2). The past currents against using literature in language classrooms notwithstanding, in recent years integrating literature in EFL classrooms has been of great interest worldwide for many language teachers (Tasneen, 2010). Teachers as well as learners are concerned about the difficulty of the literary texts; therefore it has been believed that implementing literature may be problematic for second language learning (Or, 1995). However, Dyvadatham (2014, p.34) explains that literature provides various kinds of texts at different levels of difficulty from easier to more difficult; hence making it possible for the students to be exposed to a lot of characteristics of the

"written language, the structure of the sentences, the variety of form and the different ways of connecting ideas"

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as long as those texts are chosen appropriately. He also praises the

use of literature in language classrooms

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by explaining that literature is "the

process of the development of the individual, training the intellectual, the affective, ethical and imaginative faculties...a history of the development of the culture of a whole people who speak that language"

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(Dyvadatham, 2014, p.33). That is why; language teaching and learning should not be isolated from literature and culture of societies which use the target language. Sirinivas (2014) states that course books in ELT classes particularly depend on communicative and practical materials that put emphasis on the pedagogy of language learning rather than including exquisite ways of language teaching, such as literature. She further suggests using literature in language classrooms since literature is authentic and abundant in cultural elements; literary texts shelter many meanings that readers can relate their life experiences with, what they read resulting in sharing affinity. Choosing appropriate literary texts substantially fosters language improvement focusing on understanding and keen interest (Sirinivas, 2014). Similarly, Floris (2004) further lists the benefits of literature in language classrooms: a medium for the enhancement of language and recognition of cultures; a valuable source of authentic material and a guide with universal topics that encourages learners to relate themselves with the literary texts. In that way, as a literary genre, poetry can also be counted as a motivating and authentic source to teach a foreign language and discover its culture. Lazar (1994) states that language teachers generally feel anxious about using "deviant" language of the literature in their classrooms as the students are not equipped enough with the basic rules of English language. Just like Or (1995) and Lazar (1994) explained, the attitude of Turkish teachers towards teaching literature in EFL classrooms is similar. In our universities, one of the main objectives of the teachers is to educate