T. C.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME

HIGH SCHOOL'S STUDENTS' VIEWS ABOUT USING LITERATURE IN ENGLISH CLASSES

MASTER'S THESIS

SERKAN ELGÜN

SUPERVISOR
ASSIST. PROF. DR. NESLİHAN ÖZKAN

ANKARA
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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

Tezim her yerden erişime açılabilir.

Serkan ELGÜN

To my wife and my newly born daughter.

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ÖZ

ELGÜN, Serkan. Lise Öğrencilerinin İngilizce Derslerinde Edebiyat Kullanımıyla İlgili Görüşleri, Yüksek Lisans Tezi, Ankara, 2021.

Bu çalışmanın amacı 10. sınıf lise öğrencilerinin İngilizce derslerindeki edebiyat kullanımına ilişkin görüşlerini ortaya koymaktır. Araştırmada karma araştırma yöntemlerinden biri üçleme yöntemi kullanılmıştır. Bu bağlamda araştırmanın nitel boyutunda, araştırmacı tarafından hem öğrencilere hem de öğretmenlere yönelik yarı yapılandırılmış görüşme formları hazırlanmıştır. Ayrıca araştırmanın nicel boyutunda Yalçınkaya (2011) tarafından geliştirilen anket kullanılmıştır.

Araştırmanın çalışma grubunu Ankara'da özel bir lisede 10. sınıfta okuyan 25 öğrenci ve 3 İngilizce öğretmeni oluşturmaktadır. Çalışma grubundaki öğrenciler maksimum çeşitlilik örneklemesi yoluyla belirlenmiştir. Öğrencilerle ve öğretmenlerle yapılan görüşmeler ses kayıt cihazıyla kaydedilmiş ardından araştırmacı tarafından yazılı hale getirilmiştir. Yazılı hale gelen görüşme verileri içerik analizi kullanılarak analiz edilmiştir. Anket sonuçları ise SPSS programı kullanılarak analiz edilmiştir.

Araştırmanın sonuçları, öğrencilerin büyük çoğunluğu ve öğretmenler açısından, edebiyatı İngilizce derslerinde kullanmanın eleştirel düşünme becerilerini geliştirme, öğrenme motivasyonlarını arttırma, hedef kültürü tanıma, dil becerilerini geliştirme açısından avantaj sağladığını ortaya koymuştur. Fakat öğrencilerden bir kısmı ve öğretmenler İngilizce dersinde edebiyat kullanmanın bazı dezavantajları olduğunu belirtmişlerdir. Bu bağlamda, öğrenciler, İngilizce derslerinde edebiyat kullanmanın avantaj ve dezavantajlarını da göz önünde bulundurarak bazı önerilerde de bulunmuşlardır.

Anahtar Sözcükler: Edebiyat, Lise Öğrencileri, İngilizce Dersi, 10. Sınıf

ABSTRACT

ELGÜN, Serkan. High School Students' Views About Using Literature in English Language Classes, Master's Thesis, Ankara, 2021

The incentive behind this study is to investigate 10th grade high school students' opinions about using literature in their English classes. Triangulation which is the most well-known and common approach of mix method was used in the study. A semi structured interview forms were prepared by the researcher both for the students and the teachers for the qualitative part of the study. Moreover, as for the quantitative part, the questionnaire developed by Yalçınkaya (2011) was used to collect data. 25 high school students studied at 10th grade in a private high school in Ankara were the study group of the research. While deciding the study group, maximum variation sampling was used. Before analyzing the data, the students were asked questions about using literature in their English classes, and their responses were recorded. The recorded data were transcribed. Then as data analysis method, content analysis was used. Moreover, the results of the questionnaire were analyzed by using SPSS. Furthermore, before analyzing the data of the interviews of the teachers their responses were recorded as well.

The results of the study showed that the majority of students and teachers think that using literature in their English classes advantages in terms of improving their critical thinking skills, their learning motivation, getting know the target culture, improving their language skills. However, some students and also teachers indicated that using literature in English class has some disadvantages. Also, by considering the advantages and disadvantages of using literature in English classes, the students also presented some suggestions.

Key Words: Literature, High School Students, English Language Classes, 10th Grade.

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ABBREVIATIONS

EFL **:** English As A Foreign Language

ESL **:** English As A Second Language

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CHAPTER 1

INTRODUCTION

This part will give background information on the use of literature in EFL classrooms. Moreover, this chapter will present the purpose of the study, significance of the study, identify the research question, assumptions, scope and limitations and finally definition of key words will be explained.

1.1. Background of the Study

The use of literature in EFL took place first during the Grammar Translation Method for students to translate and understand classic texts. However, Structuralism and Audio-Lingual method decreased the importance of literature in foreign language teaching (Soliman, 2012). Therefore, the integration of literature in language courses has turned into a matter of debate. So, there has been an ongoing debate about the use of literature in foreign language teaching. Especially in 60s and 70s, the idea of using literary texts in EFL was opposed severely (Hill, 1986). Collie and Slater (1987, p. 2) explains this opposition as;

Literature was thought of as embodying a static, convoluted kind of language, far removed from the utterances of daily communication. Because of this it was sometimes tarred with an "elitist" brush and reserved for the most advanced level of study.

In short despite different definitions are used for literature, it can be said that literature is a way of communication by using the language in a different way. Therefore, it gives utterances and written works superior meanings.

In 1980s, the way people started to think about the use of literary texts changed since the problem with the traditional teaching materials was that they were not sufficient and in order to motivate the learners with materials, literary texts should be selected carefully (Ghosn, 2002). According to Hill (1986, p. 7) this change in the perspective is explained as follows; "…now the pendulum has swung the other way and there is a renewed interest in literature teaching". language teaching has become more based on helping the learners to express themselves clearly in the language that they are learning. In this direction, the new ways of

using literary texts in EFL started to be looked for (Sarıçoban and Küçükoğlu, 2011). To sum up, the use of literature in EFL setting started to be the main focus due to the reasons that are going to be discussed below. The first reason is that the use of literature not only helps the learners get access to authentic material, it also boosts awareness of language for the learners by assisting the learners to be active participants of the language learning process (Hişmanoğlu, 2005; Lazar, 1993; Sivasubramaniam, 2006). In addition, for McKay (1982), literature is beneficial for learners of foreign language because it both helps them to be competent in linguistics and increases learners' motivation (p. 531). If the teachers' thoughts on the use of literature should be considered, Collie and Slater (1987, p .2) state;

> …literature, which speaks to the heart as much as to the mind, provides material with some emotional colour, that make fuller contact with the learner's own life can thus counterbalance the more fragmented effect of many collections of texts used in the classroom.

Another view on the use of literature in EFL setting is given by Akyel and Yalçın (1990) who put forward the idea that "literature as a content area can be used to enrich students' awareness of the linguistic and rhetorical structure of literary discourse" (p. 178). Another view is put forward by Aghagolzadeh and Tajabadi (2012) implies that the use of literature in EFL equips the students with many skills like: "cultural awareness; development of critical thinking; analytical skills; language skills" (p. 209). Furthermore, Kaya (2004) discusses that the use of literature introduces foreign language learners new perspectives and helps them to shape their world views while helping them develop their language skills. Moreover, language and culture cannot be separated, and culture is a part of language. While Floris (2004) was listing the advantages of using literature, recognition of culture is emphasized. Students meet different cultures in the reading texts (Collie & Slater, 1987). That is, through literature students can have chance to observe different cultures, cultural norms, values, so culture is also an important focus of this study.

To conclude, using literature in EFL setting can be a good method to help students gain new perspectives, improve their language skills and increase students' motivation. Therefore, it can be said that literature is crucial to make language

learning environment better.

1.2. Statement of the Problem

According to McRae (1996) “Most language teaching materials have a hidden agenda that is targeting fluency, accuracy, or both, rather than building linguistic competence allied to the ability to think in the target language and work freely within its language system” (p.18). In language teaching and learning the methods and materials are important to encourage learning. Accordingly, using literary texts in English language classes are crucial to promote learning. They involve discussion, reflection, and evaluation of meaning. They also help students to focus beyond mechanical part of the target language (Collie &Slater, 1987). Students try to understand what is beneath the surface and gain different perspectives. However, it is questionable whether all students can learn target language better by the help of literature. Moreover, although using literature offers many learning opportunities for students, it is a problem to integrate literature in English as a second language (ESL) classes for some teachers. According to Hişmanoğlu (2005) some teachers have lack of training and background, they do not have appropriate materials to use literature in language classes. This also affects the quality of learning and teaching process.

Regarding all this information, the main incentive behind this study is to explore the effectiveness of using literature in EFL classes. Accordingly, the opinions of students who use literary texts as a means of improving their English language skills and opinions of teachers who use literary texts in their English classes have great value to see the effectiveness of literature in EFL classes. The results are believed to be shed light into how students and teachers benefit from literature in their language learning process. This provides valuable data for curriculum designers in enriching students’ language learning process and eliminates the gap of understanding target language.

1.3. Purpose of the Study

The purpose of this study is to present the views of 10th grade high school students and English teachers about using literature in English classes. In this study, the purpose is to investigate the use of literary texts as materials to be used especially in English as a foreign language (EFL) reading courses. The main focus of this study will be the extent to which the use of literature is useful for the learners of English. This study aims to answer the questions of whether the use of literature can be useful or whether it can be a good source in EFL classes or not. The study also aims to discuss if literature is a good way of making the EFL classes more enjoyable or not for the students. Above all, with the help of this study, both the researchers and English teachers can have some ideas about the advantages of using literary texts as materials in reading classes especially by concentrating on different genres of literature. Within the light of the purpose, the following research questions are answered:

1. What are the views of high school students about contributions of using literature in English classes to their four language skills?

2. What are the views of high school students about strengths and weaknesses of using literature in English classes?

3. What are the views of high school students about contributions of using literature in English classes to their motivation?

4. What are the views of English teachers about using literature in English classes?

1.4.Significance of the Study

One of the problems that the reading teachers have is finding quality materials for learners. Materials and texts may lack attractivity for the learners since most of the materials lack the quality of being interesting for the learners (Howard, Major, 2005). In order for teachers to be assisted and supported to motivate their students' learning, teachers need extra tools and materials. Materials are not only important in terms of making knowledge more appropriate and accessible to the learners but also can helps students engage with knowledge in different ways

(Brinkley et al., 1999). So, it can be stated that teachers should have access to quality and useful sources because the students expect to have attractive and interesting materials for their learning process. In this context, literary works can be a good solution to this concern with its huge, useful and interesting source so these materials considered to be useful and effective in EFL classes. In case of teachers who try their best to keep up with modern teaching theories, approaches and methods, the use of this huge source of interesting materials, literature, can help teachers make their classes more attractive and enjoyable for the learners in EFL. This study is to see how using literature is helpful in creating an effective and enjoyable atmosphere for the learners in EFL context.

1.5. Definitions of the Terms

Literature: Pieces of writing that are valued as works of arts, especially novels, plays, poems and short stories (Hornby, 2005).

Literary Texts: Literary texts intend to inform and deliver a message. The writers express themselves in an artistic and emotional way. To give an example, novels, poems, legends, songs and short stories are examples of literary texts (Rojas, 2014).

Short Story: A story, usually about imaginary characters and events, that is short enough to be read from beginning to end without stop (Hornby, 2005).

Poem: A piece of writing in which the words are arranged in separate lines, often ending in rhyme, and are chosen for their sound and for the images and ideas they suggest (Cambridge Dictionary, 2020).

1.6. Limitations of the Study

This study was conducted at a private high school with 10th grade students in Ankara. It is limited to one setting, so the findings of the present study would not be generalized into wider contexts.

Second limitation is related with the fact that since the reading curriculum in the specified level in the school predominantly includes the use of poetry and short stories in EFL classes, therefore these two genres were considered despite the fact that literature includes lots of more genres.

Another limitation is related to the teachers within the scope of the study. The interviews are limited to five English teachers who are working at a private high school and who teach at 9th and 10th grades.

The last limitation is about the number of students who answered the questionnaire. Because of the pandemic situation, only 25 students participated in the study.

1.7. Assumptions

It was assumed that students gave responses that include negative opinions about the difficulty of literary texts.

It was assumed that using literature in EFL classes is advantageous from the students' perspective.

It was assumed that all the participants responded to the interview and questionnaire questions honestly.

CHAPTER 2

LITERATURE REVIEW

This part consists of two parts. In the first part, language and literature**,** literature in foreign language classes**,** advantages of using literature in EFL context**,** arguments against using literary texts**,** related studies will be explained.

2.1. Language and Literature

In EFL setting, literary texts can be seen as an important source of material and there is an strong relationship between language and literature. Related to this, Elyıldırım (1993) points out that because language cannot be separated from literature, they can't be considered as two separate things, literature is at the heart of ELT syllabus and both language and literature are mutually related to each other. In this sense, by studying literature, learners are also studying language simultaneously. In Llach's (2007) point of view, language and literature are very much related to each other since literature includes language and it shows the repeated language use. Even though language and literature are considered as two different phenomena, in fact, literature means language for learners (Short and Candlin, 1986). Hall (2005) states that literary texts are not only helpful in providing students with useful and practical language but also in assisting the learners to grasp the language concept and its use because literature involves ordinary language. Accordingly, McKay (1982, p. 530) emphasizes the value of the use of literary texts and states that "literature presents language in discourse in which the parameters of the setting and role relationship are defined". The fact that literature and language are closely related is not the only thing about this interlink; literature also helps learners to experience language use in real context. Türker (1991) shares a similar opinion and indicates that the use of literature can be very useful because literary texts give an idea about how language works in real contexts. Apart from that, literary texts provide an opportunity for the students to be able to give responses and to express an opinion about specific situations which are present in language classes (Tarakçıoğlu, 2003).

Similarly, Carter (1982, p. 12) indicates that literature has the quality of "language in use" and "a context for language use". In the same way, literature provides a language setting in which learners experience the language in an effective and actual way (Hill, 1986). Duff and Maley (1990, p. 6) point out when the language is considered, literature offers real samples of a variety of "styles, registers, and text-types at many levels of difficulty". Additionally, literary texts include real-life happenings and the exact language use so these literary texts should not be considered useless (Keshavarzi, 2012). Moreover, Ghosn (2002) puts forward the idea that short story genre as an example of literary texts creates an ideal environment for learners to acquire language by using maximum number of sources. As literary texts include different genres, students can benefit from different types of texts such as short stories, novels, plays and etc. in their learning process. Apart from that, Traore and Blankson (2011) underline the idea that if literary texts are integrated into language teaching, it encourages students to be motivated about the process of learning that specific language by helping them learn new vocabulary items. Similarly, Brumfit (1986, p. 185) highlights the quality of literature as an abundant resource for linguistic skills such as reading, writing. Considering this information, it can be said that as the literary texts have a higher level of sentence structure, they are valuable sources for reading and writing. Moreover, if the teaching of a foreign language is considered, it is not only about teaching the students the linguistic skills but also assisting them to grasp the "socio-cultural aspects" by creating an atmosphere of real communication (Martinez 2007, p. 53). Accordingly, it can be said that as literary texts have cultural aspects, students have a chance to get to know the target culture so that they have a chance to interact with each other in real context.

2.2. Literature in Foreign Language Classes

The literature started to be considered as an important material or source in foreign language education, and there has been a more positive approach towards the use of it in EFL classes. Through this positive change in the views about the use of literature, teachers started to consider literature to play an important role in the language lessons. Using of literature in language courses helps teachers to convey the cultural factors on the language being taught and helps them to communicate different qualities of the target language to the learners. The positive aspect of using

literary texts in language class would be that students will be able to obtain these applications with the help of the literary texts being original, even if they are not aware of it.

The use of literary texts as language teaching materials also helps learners obtain different ways of thinking and improves their understanding and boosts their interaction. When teachers make language and literature together a key aspect of their lessons, it helps their students in terms of developing worldviews and their communication skills. The quality of literary texts as being original and authentic provides students with an environment in which they can perform language in a real-life context.

For Carter (1982), with the introduction of the new techniques in teaching methods, teachers have started to consider the crucial role of literature in language classes. That is, literature can be defined as a powerful and extraordinary method for students, as they are used to traditional methods in English classes. However, with the help of literature they can experience new method, and this can motivate them better.

Teachers are able to bring to the class real life activities that one cannot find in ordinary textbooks. Because literature lessons bring real life cases to classes, it helps the learners acquire the target language. What original materials can do is to boost learners' imagination and their ability to be active in interaction with their classmates. Literature and literary texts provide an environment in which students improve their communication skills in the target language. Generally, in language lessons, students usually need someone take as a role model for fluency in speaking, so their role models are their teachers. However, through literary texts, this situation can be developed if learners choose many role models instead of a native speaker. In this context, literary texts are able to present different situations in which learners can take examples of different communication skills in the language they are learning. By using literature in the class, teachers can engage the students by providing them an environment in which they can produce and perform language, and through this process, from the perspective of students the language being taught can be vivid and real. Through the original texts, students have an easier time in being exposed to the target language. Van (2009) states that "literature work is

indispensable because it confronts students with texts that contain interesting characters and descriptive language." In other words, as the texts have interesting characters, students can be interested in learning more and this creates a better learning atmosphere.

Teachers' attitudes are changing from a negative to a more positive towards the use of literature in foreign language classes. With the help of the literary texts which include interesting and entertaining activities, teachers can create interest in their classes, and seeing this increase, teachers want to include more literature in their classes. By the use of literary text, teachers have the opportunity to introduce the social aspects of the target language to their students.

Hismanoglu (2005) indicates that through literary genres like novels, short stories and plays, students are given an opportunity to have access to the actual communication styles in the target language. In literary texts, students also acquire characteristics of other cultures. Learners can witness and comprehend interaction peculiar to the target language context through these texts. Students feel more confident in the language environment since they are aware that the literary pieces include original content in the target language. Students also get to know different socio-cultural backgrounds when they are working in the target language. Literature not only provides visual and original benefits in language learning, but also makes it easy for students to learn new vocabulary in context in the target language. Considering all these advantages, literature can be seen as an indispensable part of an effective language learning atmosphere. In this sense, Ghosn (2002) states that "Literature can contribute to language learning. It offers the language in its most natural form and encourages word development in this context."

Traditionally speaking, teachers have spent their efforts in teaching the target language vocabulary to students through memorization and homework that was very much based on repetition. What the use of literature can achieve is that teachers can facilitate the learning environment by having their students read simple literary texts and helping them to be familiar with the new vocabulary. Teachers can achieve this by also making use of students' past knowledge and context. Through this method, students will be able to use and improve their creativity. Another key element to discuss in education is the notion of self-discovery. Key

principle in this method is that students will not need their teachers to be the role models for them; they will acquire skills necessary for making inferences by making use of their own minds and past knowledge. Creating a learning atmosphere in which students are able to discover new information on their own will potentially make the materials more useful and effective in the classroom. O'Sullivan (1991) states that "Literature provides creativity and imagination in the language and should be included in every educational system that considers discovery and enjoyable learning as key components of the learning process". It is thought that higher order skills are really important in all courses. Based on this importance, literature can be used as a tool to improve students' higher order skills such as creativity, critical thinking and etc. As the literary texts include hidden meanings and also different ideas, students need to think on them, evaluate and analyze the ideas to come to a conclusion.

When considered as a material in language learning, literature allows the teachers to create special opportunities for the students to discover their own way of learning the target language and to enjoy their time in this entertaining environment by improving their imagination. Using literature helps teachers to improve not only their students' academic success but also their opinions and feelings.

Ghosn (2002) also points out that literature as a language material focuses on the emotions of the learners. Through this quality of literature, students are able to view themselves as active participants of the language learning environment in which they can also experience writers' poets' and other people's feelings. Literary texts also help students develop their personal and intercultural point of view by exposing them to different pieces of texts about different cultures. Novels, short stories, and poetry as different literary genres facilitate the acquisition of English for learners. Literary texts supplemented by interesting and motivating activities creates a fun environment for foreign language learning.

Considering all the information below, it can be concluded that literature should be added to the curriculum of English courses as in every grade of language in order to make a difference in language teaching and learning.

2.3. Advantages of Using Literature in EFL Context

The use of literary texts in EFL context is starting to be popular nowadays and teachers of English start to integrate literature into their lessons. As a result, they enjoy the benefits of using literature in their sessions for their own part and for students' part. According to Collie and Slater (1987, p. 3-5) some advantages of using literature are valuable authentic material, cultural enrichment, language enrichment, personal involvement.

2.3.1. Valuable Authentic Materials

The most important point to emphasize is the fact that authenticity of the materials is provided by literature. The definition of the authentic materials is "print materials used in ways that they would be used in the lives of learners outside of their adult education classes" (Jacobson et al. 2003, p. 1). According to Peacock (1997), authenticity-based materials play a crucial role in motivating the students by also providing an enjoyable and inspiring learning environment unlike non-authentic materials. In addition, the sense of real target language use is conveyed to the learners so they can experience the target language as it is used in the community of the target language (Guariento & Morley 2001). Shortly, authentic materials turn language learning process into a real-life communication, so that students can transfer what they learn in the class to the their daily lives.

Teachers' view is that traditional language classes are far from providing an actual context in the target language, which is a negative case for the language learning environment. The main focus of the language classes should be to present real situations in which students can experience the real use of the target language (Littlewood, 1986). Therefore, one solution to the problem of not providing a learning environment in which students are exposed to the real use of the language can be the use of literature as these pieces of written materials are not prepared for the language teaching, but they rather are reflections of the target language community. In terms of the authentic texts, "travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles" can be considered as examples to make use of (Collie and Slater 1987, p. 3). Hence, even if books do not provide teachers such kind of materials, teachers can easily access such materials that they can add to their teaching process.

Also, according to Hişmanoğlu (2005), authentic materials, especially literary texts, are not prepared with the purpose of language teaching, but rather are prepared to present real-life situations, which provides a real environment for the learners in which they can experience the language the way native speakers of the target language do. In addition, Wright and Bolitho (1993, p. 294) points out the advantages of the use of literature as follows:

it provides a discoursal perspective on language - it provides an example of everyday contemporary use of English - it enables comparison with other data sources - it allows exploration, providing an open frame for the participants to use as desired. Another point to emphasize is that because of the quality of literary texts as being authentic, these texts are important for language teaching process, learners are encouraged to improve their language skills (Soliman, 2012).

O'Sullivan (1991) also puts forward the idea that due to the fact that they present authentic events and the real use of language, literature is effective for the language teaching environment. Additionally, according to Loukia (2006), literary texts provide the actual environment of the target language to the class and they present the authenticity in terms of using the target language. Moreover, Muthusamy et al. (2010) indicate that by means of integrating literature into the language teaching process, the learners are given a chance to improve their language skills and since they actively deal with the literary texts, they can express their thoughts, feelings which helps them acquire certain skills like critical thinking. Also, for Elliot (1990), with literature, learners are subjected to rich authentic material, by means of which they can develop mastery in the target language. To conclude, in terms of being a beneficial source of material due to it authentic nature, it not only provides the learners with the language in real contexts but also helps them in acquiring ways of how language should be used and operated (Aghagolzadeh & Tajabadi, 2012). Therefore, the responsible people for the curriculum in Turkey should include authentic materials to support language teaching and learning process.

2.3.2. Cultural Enrichment

In addition to providing authenticity for the learners, literature can also serve as a way to present the cultural elements (McKay, 1982). Furthermore,

Soliman (2012) supports that the ultimate target of using literature in language classes is that it provides the learners with the input of culture. In the same direction, literature provides various genuine situations "in an ELT context for culture-specific issues such as history, traditions, religion, male-female relationships" (Yıldırım 2012, p. 139). In addition, according to Lazar (1996), with the help of literature, the students are subjected to the input of the culture of the target language. For Floris (2004), by means of literature, learners have the opportunity to get familiar with different points of view, the values, traditions and lifestyles of people from different societies, and in this way, students can improve their worldview by being aware of the socio-political and historical qualities of many societies. In addition, literature reflects the target culture since it is a reflection of individualistic and commutual experience of life in the target community (Ujjwala, 2013). As Cruz (2010) states, introduction of the target culture by means of literature in teaching creates a spirit of the target language by helping learners relate themselves to the target culture. Another point to discuss is that in terms of raising learners' awareness of different cultures, the use of literature helps students with realization of the culture (Nafisah, 2006). Furthermore, Sell (2005) emphasizes one of the strengths of the use of literature in EFL context as presenting the values in target culture, which helps learners in the socialization process. Literature encourages learners to get to know different cultures by also helping them in terms of communication with native speakers of English (Sell 2005). In addition, literature gives learners the chance to make observations about different experiences and to get to know different people from the target language community even though some literary pieces are fictional (Ubukawa & Ishida 2003). Tarakçıoğlu (2003) supports that culturally speaking, literary texts are useful in encouraging learners to understand the characteristics of the target language culture through entertainment. This means that they are more motivated, and they have a desire for language learning. For Tarakçıoğlu (2003, p. 218), literary texts are valuable material that can help learners with social, intellectual or linguistic developments. This part is really important because especially in Turkey linguistic developments of students with ordinary methods are not possible. Students generally repeat themselves while writing and talking however if they read literary texts, they can learn how to play with the language and use the language creatively.

Another point to emphasize, as McKay (1982) states, is that through

literature, by observing the culture of the target language, students develop awareness of the target culture and they can be more creative. Additionally, using literary texts equips students with the skills sufficient for them to evaluate the cultures and the traditions of the societies and help them to compare the values and feeling with the ones in their own culture (Carter & Long 1991). Finally, according to Collie and Slater (1987), even if the world or the lives in short stories, plays, novels are fictional, they show reflections of the target culture from which learners have a chance to explore such reflections of the target culture as the places, characters and lives in a meaningful context. It can be said that they can broaden their knowledge without going to the country where English is spoken.

2.3.3. Language Enrichment

Literature not only contributes to the individual involvement of the students in language learning, but also helps them to develop different skills of language learning process, such as reading, writing, listening and speaking. Moreover, Povey (1967) highlights the importance of the vast use of new vocabulary items, which assists learners to improve linguistically. Furthermore, through literature, apart from helping students in learning language skills such as reading, writing, listening, speaking, literature encourages learners to develop their "linguistic and cognitive skills…" (Muthusamy et al. 2010, p. 75). According to Littlewood (1986), use of language in real life context is presented to the learners, learners can have the opportunity to practice language skills, especially reading. In addition, for Ujjwala (2013), literary texts offer input of linguistics, through which learners are able to get familiarized with new words and structures of grammar. Türker (1991) argues apart from the fact that literature helps students to improve their reading skills, it also contributes to their improvement in different skills such as writing, speaking and listening. Additionally, "linguistic and socio-cultural competences" can be developed through the appropriate use of literature in EFL classes (Sell 2005, p. 92). If literary texts are used as additional materials, through certain tasks such as writing essays or dialogues related to the literary pieces, learners can develop their creativity (Kırkgöz, 2012). Furthermore, it is stated that exposure to literature encourages students to learn new lexical items and to expand the learners' vocabulary knowledge (Khatib et al., 2011a). In addition, Hadaway et al. (2003) emphasizes the motivation that results from the use of literary texts which

presents a wide range of vocabulary items. According to Carter and Long (1991, p. 2), "…literature can be an instrument for use in connection with the teaching of specific vocabulary or structures or for foreign language manipulation". It is also indicated that new lexical items and structures in real contexts provided by literary texts will help learners make a better sense of the items that they have learned (Collie & Slater, 1987). Furthermore, Tarakçıoğlu (2003) emphasizes the importance of ideal grammatical structures and use of language presented by the literary texts. To conclude, literature helps students to improve four skills and also grammar and vocabulary knowledge by offering them great input.

2.3.4. Personal Involvement

Literature can be considered useful in terms of the "personal involvement it fosters in readers" (Collie & Slater 1987, p.5). In addition, Llach (2007) indicates that literature helps learners to be motivated since literary texts present personal experience. Additionally, in the process of analyzing literary texts, learners require individual responses, so this process of language learning involves the individual and active participation of the learners (Lazar, 1996). Floris (2004) underlines the crucial role that the literary texts are playing in providing universal themes and topics associated with the readers' own experiences, which help them to be familiar with the social world. In a similar way, in addition to the fact that the use of literature facilitates the language learning process, it also assists students to develop their own standpoints as individuals and offers "the needed literary experiences which can be related to the learners‟ own life and language learning experiences" (Kim 2013, p.130). Another important point to be mentioned is that the sense of individual involvement in the language learning process is motivating for the learners and through literary texts learners can have the opportunity to express and share their own experiences and ideas (Elliot, 1990). Similarly, Cruz (2010) believes that students can familiarize themselves with the language they are learning, and with this way, they are able to consider the notion of language as an organic system which can change depending on the needs and expectations of both foreign and native speakers of the language by using literature in the classes. In addition to helping the students to be able to acquire the language skills, literature also assists them to have individual improvement. In the same direction, as Tarakçıoğlu (2003 p. 219) points out, through literature, the feelings of the learners

are addressed and they consider and see the characters in the texts as characters behaving, thinking and reacting like themselves rather than "being speech models in course books in language classes, hence they can empathize with them -even though they may not be sharing same or many standpoints and/or values due to cultural differences- without much difficulty". In addition, Duff and Maley (1990) state that literary texts play an important role in motivating the students since literature introduces the themes to which people respond individually by relating them to their own lives. Furthermore, with the help of literature, learners improve their personalities, and learn to develop maturity (Carter & Long, 1991). In Lazar's (1993) perspective, a helpful way of providing student involvement in the language learning process is the use of literature since it encourages learners to share their thoughts and emotions. As students have chance to see different ideas in the literary texts they can also have chance to evaluate the ideas and accordingly discuss them with peers and express their ideas freely.

2.3.5. Motivating Materials

In terms of motivating the learners, the use of literary texts in EFL context is beneficial. Khatib et al. (2011a) state that despite the negative aspects of literature, it creates a motivational environment for language learning process. When adapted to the learning atmosphere, the texts can be useful tools for students' motivation (Tseng 2010). Furthermore, according to McKay (1982), when learners deal with literature, it contributes to their motivation and proficiency in reading because learners interact with the texts. It is also important to point out that because of the interaction going on between the readers and the texts, there is an obvious motivational increase at stake (Khatib&Rahimi, 2012). From Ujjwala's (2013) perspective, through the use of literary texts learners feel they are included in the learning process, which in return boosts learners' motivation to learn the target language. By means of literature, students are able to experience and learn the writers' feelings, which increases their motivation in the class (Llach, 2007). It is also pointed out that literature provides motivation because learners have the opportunity to read and write in English not only in the teaching hours but also outside of the school by responding to different texts (Türker, 1991; Kim, 2013). Lazar (1996, p. 773) emphasizes the importance of literary texts by stating that "…, literary texts are rich sources of classroom activities that can prove very motivating

for learners". Using literary texts is a different experience in EFL classes for students, it is also motivation for them.

2.3.6. Teaching Higher Order Skills

Literature also improves the learners' critical thinking skills. Firstly, Cottrell (2005) defines the notion of critical thinking as cognitive thinking and a type of activity associated with making use of the intelligence, which also means critical and analytical thinking by using intellectual activities such as paying attention, categorizing, choosing and judging. Recently, critical thinking has been considered the most important part of the education process and through this activity students have an opportunity to read between the lines and search for deeper meanings in the texts (Khatib et al., 2011a). Pincione (2009, p. 373) states that "evaluating arguments couched in ordinary, non-formal language" can be achieved through critical thinking. In case of literature and critical thinking, it is argued that literature helps students with the improvement of their linguistic skills and awareness of the culture, by also promoting critical thinking on the certain topics like themes, messages and characters (Van, 2009). In addition, Oster (1989) asserts that literary texts broaden horizons of the learners helps them improve critical thinking skills through the introduction of different situations. Moreover, it can be indicated that through the use of literary texts in EFL, learners are offered a complex and meaningful language learning process, so the learners experience the actual use of the target language, which helps them think critically (Keshavarzi, 2012). In addition, literary texts are an effective way of teaching students how to make interpretations, share their opinions about issues and how to analyze the texts thoroughly so as to deduce information, which enables them to learn how to think critically (Spack, 1985).

2.4. Arguments Against Using Literary Texts

As stated in previous sections, the use of literature offers many advantages for language teaching, such as motivating the learners, increasing their cultural and language awareness. However, it also has some drawbacks, which will be discussed in this section. The first drawback to be mentioned is that learners have a hard time in understanding the literary texts due to the difficult language, and everyday use of language and literary language are two different things (Elyıldırım, 1993). In

addition, Kaya (2004) states that some disadvantages of the use of literature in language classes are given below.

- Students have a hard time in understanding the background knowledge about the people and settings presented through literary texts since these the people and settings are unfamiliar to the learners.
- Everyday life language is not presented in literary texts.
- It becomes difficult to cover the texts in the class since they are usually very long.

Furthermore, according to McKay (1982), literature has a complex and the language of literature is not common among students, so teaching grammatical structures through literature is difficult and because of the culture specific aspects of literature, comprehension becomes hard for the students. Additionally, it is stated that considered as a non-practical teaching material since because of the lack of good language use in literature, everyday use of language is not presented to the learners (Widdowson, 1983). Similarly, according to Floris (2004), for most of the teachers, literature gives many obstacles since literary texts make it difficult to understand for learners. In addition, historically, geographically, socially, culturally and linguistically, literature is considered to be far from learners and also language teaching should focus on listening and speaking skills; however, literature presents opportunities only for reading and writing skills (Sell, 2005). Additionally, Lazar (1994) believes that because of the limited amount of time they have, most teachers have a hard time in integrating literary texts into language teaching environment therefore these texts are not considered to be essential. Moreover, for Cook (1986), literary pieces have their own systems of semantics, grammar and lexis, which makes it easy to comprehend only for native speakers of the target language, so they are hard to comprehend and not suitable for the nonnatives.

To conclude, using literature is not a common method in EFL classes, it can be a hard experience for the students. Moreover, some students can have difficulty in understanding the texts as the level of literary texts can be higher than their language skills. Therefore, it is better to start with easy literary texts and start using them in lower grades in order to make students get used to them.

2.5. Previous Studies

In the study conducted by Lao and Krashen at the university of Hong Kong, the purpose was to see and show the importance of using short stories in teaching. The study included two groups - a group of short story readers and a second group of readers of non-literary texts. The study revealed that the group who read short stories developed in terms of vocabulary and reading (2000).

In the study conducted by Tseng (2010), he made a document of a presentations of 24 literary works to a class of EFL senior high school students by a teacher-presenter and came up with a report on perceptions of students about the text which was introduced to them and on students' general attitudes towards literature. As a result of his study, most of the students mostly preferred the novels, plays, short stories and then poems respectively.

The study conducted by Saka (2014) reveals opinions of 40 junior students of ELT department of Akdeniz University about the extent to which of studying short stories contribute to their learning. According to the results of the questionnaire by the students, it was shown that students found short stories fun, easy and necessary.

In the study conducted by Whitener (2019), it was aimed to reveal the recent practices and opinions about the use of literature in the EFL classroom. They study included 11 Chilean English teachers who were doing their M.A studies in EFL. Through data collected from questionnaires and semi-structured interviews, the study revealed the only users of literature in their classes were the ones who were explicitly instructed on how to teach literature or the ones who had teachers as models of appropriate practices.

Tsaia (2012) carried out a research on the use of novels as main material in a college EFL reading course. The main focus of the study was to evaluate the extent to which novel-teaching was effective depending on subjective perceptions of students. In this study, for one semester, two classes of non-English majors read and were instructed on an unabridged novel. According to the results of this study, students improved in attitudes, confidence, interest, and the way they perceived their reading ability.

Another study conducted by Kalyoncu (2016) aimed to demonstrate the extent to which literary texts could be effective and useful in reading courses at universities. The study's main purpose was uncovered the benefits of literary texts over non-literary texts. In the study a qualitative and a quantitative methodology was used. Study group included 60 students at Toros University who were interviewed and asked to answer a questionnaire. The results of the study revealed that literary texts could be more effective and useful in EFL context over nonliterary texts.

CHAPTER 3

METHODOLOGY

In this part within the scope of the aim of the study the participants and research setting, research design and instruments, data collection and analysis procedures are presented.

3.1. Research Design

Mixed method was used in this study. According to Creswell (2003) mixed method is to use both qualitative and quantitative method in a research. Accordingly, triangulation is the most well-known and common approach of mix method (Creswell, Plano Clark, et al., 2003). The purpose of this approach is to "to obtain different but complementary data on the same topic" (Morse, 1991, p. 122) to best understand the research problem. According to Patton (1990) this design enables to bring strengths and weaknesses of quantitative method with qualitative method. In this research in order to present the opinions about using literature in EFL classes semi structured interviews for students and teachers were used. Semi-structured interview forms were used as a kind of qualitative method. Cohen and Crabtree (2006) emphasize the quality of the semi-structured interview guide in not only providing a clear group of instructions for subjects being interviewed but also providing reliable and comparable qualitative data as the person being interviewed can comfortably and freely express his or her own opinion. Accordingly, in this study in order to determine the views of students and teachers, interviews were used. Moreover, to compensate the weaknesses of the results of the interviews, a questionnaire was used. Within the frame of the study the following research questions are the focus of this study.

1. What are the views of high school students about contributions of using literature in English classes to their four language skills?

2. What are the views of high school students about strengths and weaknesses of using literature in English classes?

3. What are the views of high school students about contributions of using literature in English classes to their motivation?

4. What are the views of English teachers about using literature in English classes?

3.2. Study Group

The study group of the study is 25 10th grade high school students studying at a private high school in Ankara. Maximum diversity sampling was used to determine the students who were interviewed and responded to the questionnaire. The aim of maximum diversity sampling is not making generalizations, it is to find out similarities or differences in various situations and reveal the different perspectives of the problem (Yıldırım & Şimşek, 2013). In this respect, the variables as academic success, gender and to be exempted from prep year or not were taken as the source of diversity. For the questionnaires, 25 of the students were the study group of the study. The information related to the 25 students is presented in Table 1.

Table 1

The Participants of the Study Group for Questionnaire

Characteristics of Participants		n
Gender	Female	15
	Male	10
Academic Success	High	9
	Average	8
	Low	7
Prep Year	Studied	13
	Exempted	12
Total		25

When Table 1 is examined, 15 of the students are female, 10 of the students are male. Moreover, their academic success shows diversity. That is, there are 9 students whose academic success is high; 8 students have average success, and 7 students have low academic success. Moreover, 13 students were studied prep class and 12 of them were exempted from prep year. Totally there are 25 students that participated the study.

Furthermore, for the interviews 16 students out of 25 of them were interviewed. The students were chosen based on the maximum diversity sampling as well. The information related to 16 students is be presented in Table 2.

Table 2

The Participants of the Study Group for Interviews

Characteristics of Participants		n
Gender	Female	10
	Male	6
Academic Success	High	5
	Average	6
	Low	5
Prep Year	Studied	9
	Exempted	7
Total		16

When Table 2 is examined, 10 of the students are female, 6 of the students are male. Moreover, their academic success shows diversity. That is, there are 5 students whose academic success is high; 6 students have average success, and 5 students have low academic success. Moreover, 9 students were studied prep class and 7 of them were exempted from prep year. Totally there are 16 students that participated the study.

Moreover, among 13 English teachers 5 teachers were interviewed. In this part of the study, the criterion for the sample size in qualitative studies was based on "data reaching saturation" was used. (Mason, 2010). Therefore, while choosing the teachers after interview with 5 teachers, it was seen that findings were repeated, and new information was not taken so that this part was limited with a number of 5 English teachers. When the characteristics of the teachers are examined, it can be said that 3 of them are females 2 of them are males. Also 2 of them graduated from the department of English language teaching, 1 of them graduated from American literature and 1 of them graduated from the department of Linguistics. Furthermore, 2 of the teachers have 5-year experience of teacher 2 of them have 8-10 years old teaching experience and 1 of them

has 2 years teaching experience.

3.3. Data Collection Instruments

In order to determine the views of students regarding the use of literature in English classes, a semi-structured interview forms and a questionnaire were used. The questions in the interview form were prepared based on the related literature and the purpose of the questionnaire. That is, a semi-structured, interview form consisting of 9 questions was prepared in order to determine the opinions of the students regarding the use of literature in English lessons and to put forward their suggestions (see Appendix 1). While creating the questions in the interview form, the questions that best reflect the use of literature and the purpose of the questionnaire were decided. Opinions of a measurement and evaluation specialist, three program development specialists and three field specialists were taken regarding the content validity of the questions. Also, the comprehensibility of the questions was tested with five students who studied in the 10th grade and who are outside the scope of the research. As a result of the evaluations, the interview form was finalized.

In order to determine the views of teachers regarding the use of literature in English classes, a semi-structured interview form was used. That is, a semi-structured interview form consisting of 3 questions was prepared in order to determine the opinions of the teachers regarding the use of literature in English classes (Appendix 2). Opinions of a measurement and evaluation specialist, three program development specialists and three field specialists were taken regarding the content validity of the questions. the comprehensibility of the questions was tested with three English teacher who are outside the scope of the research. As a result of the evaluations, the interview form was finalized.

Moreover, as another data collection tool, in order to determine the perceptions of students about using literature in EFL classes a questionnaire developed by Yalçınkaya (2011) was adapted after getting the necessary permission (see Appendix 3). There are two parts in the questionnaire. In the first part there are 5 items related to students' perceptions of the learning and teaching process while students experiencing literature. That is, teaching approaches, strategies, and techniques used in their courses are investigated. In the second part of the questionnaire there are items related to the attitude of students toward literature and their preferences related to literary genres. The Cronbach alpha reliability coefficient of the questionnaire was found .71. Moreover, Item 11 had to

be disregarded since the Crombach alpha was .65, which means it decreased the internal consistency. The remaining 19 items were reliable at a level of .71. According to Cortina (1993), minimum level of acceptable Crombach Alpha coefficient is .70 (see Appendix 4).

3.4. Data Collection and Analysis Procedure

Before data collection process first ethic committee approval was taken to conduct the study (see Appendix 5). After getting the necessary permissions for the study, the data for the thesis was gathered from a private high school in Ankara in 2020. In order to receive the opinions of the 10th grade high school students about the English reading and writing course, the interviews were recorded with a voice recorder by obtaining the permission of the school and parents (see Appendix 6) before starting the interview to prevent data loss; Afterwards, each interview was transcribed by the researcher (see Appendix 7). In order to get the opinions of English teachers the interviews were also recorded with a voice recorder. Then they were transcribed by the researcher.

In order to analyze the interviews content analysis was used. Data reduction is the first step of the content analysis (Miles & Huberman, 1994). In addition, through content analysis, it is possible for the collected data to be analyzed, which makes the unclear or undefined themes or categories more visible. Analysis unit can be defined as thematic reflecting a single theme. According to Boyatzis (1998), a theme can be described as a pattern in the interpretation of the aspects of the phenomenon and as a pattern in the information useful to organize the possible observations. Thematic analysis is commonly used to describe the phenomenon by searching for the themes/categories (Daly, et. al., 1997).

In this respect, codes were created by examining the interview data which were transcribed. Codes that are related to each other were brought together and themes were obtained, and frequency tables were created accordingly. Moreover, direct citation for each interview question was also considered to reflect the opinions of the students and the teachers.

The generated data was also coded by another researcher to determine the reliability of the data and the codes of two researchers were compared. The reliability of data generated by two researchers was calculated by using the formula of Number of

consensus unions / Consensus union + Number of consensus proposed by Miles and Huberman (1994). After the calculation the reliability was found for students' interview .87 and it was found .90 for the teachers' interviews.

In order to analyze the questionnaire Statistical Package for the Social Sciences (SPSS) was used. Frequencies and percentages for each questionnaire question was calculated.

CHAPTER 4

FINDINGS

4.1. Findings Related to Interview of Students

4.1.1. Findings Related to the Using Different Genres of Literature in English Classes

The findings related to the use of different genres in English classes are given below. Accordingly, the opinions of students about the use of short stories in English classes and the opinions of students about the use of poems in English classes and their distribution of frequency are presented in Table 3 and Table 4.

Table 3
The Frequency Distribution of Students' Opinions About Using Short Stories in English Classes

Theme	Codes	*f*
Opinions of Students about the Use of Short Stories	Understanding structures of English	6
	Understanding literary devices	5
	Understanding language techniques	4
	Fun way of learning English	4
	Easy to follow	4
	Improving reading comprehension	2
	Helping make inferences	2
	Being interesting	2
	Helping understand different cultures	1
	Improving speed of reading	1
	Developing communication	1
	Developing critical thinking	1
	Hard to understand	1
	Boosting motivation	1
	Stimulating reading	1
	Stimulating writing	1
	Improving four skills	1
	Increasing creativity	1

When Table 3 is reviewed, it is seen that 6 of the students think that using short stories in EFL class help them understand structures of English. Also 5 of the students indicate that using short stories enable them to understand literary devices. 4 of the students think that short stories help them understand language techniques and they are fun way of learning English. Moreover, 4 students think that short stories are easy to follow. 2 of the students emphasize that they improve reading comprehension skills, and they can make inferences by the help of short stories and they find short stories interesting. 1 of the students think that they get to know new cultures through short stories. Moreover, one of the students indicate that by using short stories he'she improves speed of reading and develops critical thinking skills. One student also thinks that using short texts stimulates writing and reading and also four skills, they increase creativity and boot motivation. However, one student thinks that short stories are hard to understand for him/her. Some of the students' opinions on this question are as follows:

ST-5: "Stories that we covered last year, have been a great tool for me to understand different cultures."

ST-12: "we easily get connected to other cultures."

ST-10: "From my perspective, the usage of short stories helped us, students, to improve our literary skills.".

Table 4

The Frequency Distribution of Students' Opinions About Using Poems in English Classes

Theme	Codes	*f*
Opinions of Students about the Use of Poems	Helping understand emotions	2
	Improving writing skill	2
	Improving reading skill	2
	Help making inferences	2
	Memorable	2
	Improving English	2
	Being creative	1
	Being boring to analyze	1
	Improving understanding	1
	Getting better in analyzing texts	1
	Giving new perspectives	1
	Knowing different cultures	1
	Making learning process easier	1
	Making to think metaphorical expressions	1
	Help understanding literary techniques	1
	Difficult to understand	1
	Hardest of the genres	1
	Taking time to analyze	1
	Being boring	1
	Developing thinking skills	1

When Table 4 is reviewed, it is seen that 2 of the students think that using poems in English classes help them to understand emotions, improve their reading and writing skills, help them making inferences. Moreover, 2 of the students emphasize poems are

memorable for them to improve their English and 2 of the students indicate that they improve their English through poems. Besides 1 student think that poems help them be creative, he/she gets better in analyzing texts, one student emphasizes he/she improves understanding of English. One student thinks that poems give him/her new perspective and make learning process easier and make him/her think metaphorical expressions. Besides, one student thinks poems help him/her understand literary techniques. However, one student thinks poems are difficult to understand, they are the hardest of the genres and they take too much time to analyze. Some of the students' opinions on this question are as follows:

ST- 1: "When first being exposed to literature, I think it is important to understand the emotions and understand how emotions can be expressed in many different ways. And I think reading poems teach us these."

ST-4: "depending on the subject of the poem sometimes it can be very boring to try and analyze everything about it."

ST-14: "…I think poems are useful to develop our thinking skills, because we need to understand what the poet tries to say with analyzing limited number of words..."

4.1.2. Findings Related to the Contribution of Using Literature to Critical Thinking Reading and Writing Skills

The findings gathered from the data about the opinions of students whether using literature contributes to their critical thinking skills in English classes and their distribution of frequency are presented in Table 5.

Table 5

The Frequency Distribution of Students' Opinions Whether Using Literature Contributes to Their Critical Thinking Skills in English Classes

Theme	Codes	*f*
Contribution of Using Literature to Critical Thinking Skills	Contributing	16
	Not Contributing	0

When Table 5 is reviewed, it is seen that all the students think that using literature contributes to their critical thinking skills. Some of the students' opinions on this question are as follows:

ST-8: "The way we start to question the underlying meanings of words, improves our critical thinking skills."

ST-16: "I analyze texts by trying to understand what is conveyed to me, the reader, and that improves my critical thinking skills."

ST-13: "I think the use of literature in English courses contributed a lot to my critical thinking skills. With the help of those courses, lessons now I can easily analyze a problem or situation."

The findings gathered from the data about the opinions of students whether using literature contributes to reading skills in English classes and their distribution of frequency are presented in Table 6.

Table 6

The Frequency Distribution of Students' Opinions Whether Using Literature Contributes to Reading Skill in English Classes

Theme	Codes	*f*
Contribution of Using Literature to Reading Skill	Understanding Texts Easily	5
	Widen Knowledge about Vocabulary and Grammar	3
	Looking into a Text Deeply	2
	Improving Fast Reading Skills	2
	Getting to Know Techniques and Expressions	2
	Being More Open to the Idea of Reading in English	1
	Comprehending the Main Idea	1
	Reading Critically	1

When Table 6 is reviewed, it is seen that 5 of the students understand the texts easily and improve their reading skill. Moreover, 3 of the students think that by widening knowledge about vocabulary and grammar they improve their reading skills. 2 of the students improve their reading skill by looking into a text deeply, getting to know techniques and expressions. Besides, 2 students think that they improve their fast-reading skills by the help of literature in English classes. One student emphasizes that by the help of literature he/she becomes more open to the idea of reading in English, so he/she improves his/her reading skill. Furthermore, one student improves his/her reading skill by comprehending the main idea and one student can read critically and improves his/her reading skill by using literature in English classes. Some of the students' opinions on this question are as follows:

ST-1: "The more we read, the wider our knowledge about vocabulary and grammar gets."

ST-2: “I think the biggest impact it has is that it makes us more open to the idea of reading in English because at first it’s such a vague concept to us but as we do it more and more, we get more into it.”

ST-9: “We can see different genres, languages and literary devices in each text. So we have to read carefully to recognize the literature in the text.”

The findings gathered from the data about the opinions of students whether using literature contributes to reading skills in English classes and their distribution of frequency are presented in Table 7.

Table 7

The Frequency Distribution of Students’ Opinions Whether Using Literature Contributes to Writing Skill in English Classes

Theme	Codes	*f*
Contribution of Using Literature to Writing Skill	Getting Exposed to Different Writing Techniques	6
	Helping Analyze Different Samples	6
	Using Newly Learned Words	4
	Getting New Perspectives	2
	Analyzing Texts	1
	Creating Ideas Fast	1
	Giving Different Ideas	1
	Answering Questions	1

When Table 7 is reviewed, it is seen that in English classes they expose to different writing techniques and it helps them improve their writing skill. 6 of the students improves their writing skill by analyzing different samples. Moreover, 4 students think that by using newly learned vocabulary they improve their writing skill. On the other hand, 2 students get new perspectives in English classes and this contributes to their

writing skill. One student improves writing skill by analyzing texts, creating ideas fast, giving different ideas and answering questions in English classes. Some of the students' opinions on this question are as follows:

ST-9: "We learned the techniques of literature. We use these techniques to writing. In classes we learn literary devices and in text we see the use of these techniques and literary devices."

ST-13: "Reading and studying the writing of others helps to expand the range of your imagination, gives you new ideas and offers new perspectives to use in your writing."

ST-14: "Literary texts that we use in classes are pretty good examples for us to learn how we should write short stories and poems."

4.1.3. Findings Related to the Contribution of Using Literature to Learn Target Culture

The findings gathered from the data about the opinions of students about using literature to learn target culture and their distribution of frequency are presented in Table 8.

Table 8

The Frequency Distribution of Students' Opinions Whether Using Literature in English Classes Helps Learn Target Culture

Theme	Codes	*f*
Helping Learn Target Culture	Contributing	15
	Not Contributing	1

When Table 8 is reviewed, it is seen that using literature in English classes helps learn target culture to the majority of the students (*f*=15). Only one student thinks that using literature in English classes does not contribute to their learning of target culture. Some of the students' opinions on this question are as follows:

ST-7: "Yes because nearly all of the literary texts include traces of cultures, so they provide us better understanding about the target culture."

ST-8: “I think the use of literature in English courses assists in learning about the target culture since the topics of texts such as war, a country, the life of a guy etc. enables us to obtain information about the target culture.”

ST-15: “No I don't think that it helps.”

4.1.4. Findings Related to the Effects of Using Literature on Students’ Motivation

The findings gathered from the data about the opinions of effects of using literature on students’ motivation and their distribution of frequency are presented in Table 9.

Table 9

The Frequency Distribution of Students' Opinions About How Using Literature Affects Their English Learning Motivation

Theme	Codes	*f*
Opinions about How Using Literature Affects Students' English Learning Motivation	Learning Literary Techniques	3
	Improving Speaking Skills	3
	Getting a Sense of Accomplishment	2
	Knowing Different Perspectives	2
	Improving English	2
	Bringing Excitement and Emotions	1
	Giving Space to Think	1
	Reading Different Genres	1
	Improving Thinking Ability	1
	Giving Pleasure to Read	1
	Increasing Participation	1
	Feeling Intellectual	1
	Making Creative	1
	Affecting Motivation Negatively	1

When Table 9 is reviewed, it is seen that using literature in English classes increases 3 students' English learning motivation by learning literary techniques. Moreover 3 students think that using literature improves their speaking skill and this increases their motivation. Moreover, 2 of the students said that using literature in English classes increases their motivation by giving them a sense of accomplishment. Also 2 of the students know different perspectives and improve their English through literature, this

affects their English learning motivation. Besides one student thinks that literature brings excitement and emotions, gives space to think, enables reading different genres, gives pleasure to read, increase participation, feels intellectual and makes creative, therefore, their motivation is affected positively. However, one student thinks that using literature in English classes affects his/her motivation of learning negatively.

ST-1: “Literary texts brought excitement and emotions to English classes and definitely increased my motivation for this class.”

ST-7: “…reading a literary text in classes makes me feel that I know English well, that I have learned well, and this really motivates me.”

ST-15: “To be honest I think it has a negative effect on my motivation. Because I am a numerical person, and I don't like analyzing texts and writing new things. Also, literature just makes it harder to understand.”

4.1.5. Findings Related to the Opinions of Students about the Weaknesses of Using Literature in English Classes

The findings gathered from the data about the opinions of students about the weaknesses of using literature in English classes and their distribution of frequency are presented in Table 10.

Table 10

The Frequency Distribution of Students' Opinions About the Weaknesses of Using Literature in English Classes

Theme	Codes	*f*
Weaknesses of Using Literature in English Classes	Being difficulty	9
	Decreasing Motivation	4
	Spending Too Much Time	3
	Being Boring	2

When Table 10 is reviewed, it is seen that majority of the students (*f*=9) think that using literature in English classes is difficult. As another weakness 4 students think that their motivation decreases while learning English when they study literature. 3 students think that they spend too much time when they study literature, and 2 students feel bored in English classes. Some of the teachers' views on this question are as follows:

ST-15: "…after a while using literature in English classes can be overwhelming because it is too difficult."

ST-2: "I feel like some people don't really like to spend so much time on a certain text or to think about everything in so detail, I love that, but I also know a lot of people who feel that way, so I think the bad side to using literature is that it's not for everyone."

ST-5: "Just like, we pay attention to grammar or the words when we talking to someone and try to use them in our daily life, the same has happened for me when reading texts."

4.1.6. Findings Related to the Suggestions of Students about Using Literature in English Classes

The findings gathered from the data about the suggestions of students about using literature in English classes and their distribution of frequency are presented in Table 11.

Table 11

The Frequency Distribution of Students' Suggestions About Using Literature in English Classes

Theme	Codes	*f*
Suggestions About Using Literature in English Classes	Using Text with Different Themes	4
	Reading More Texts	2
	Making a Research Before Coming to Class	1
	Learning More Techniques	1
	Reading Easier texts	1
	Making Group Works	1
	Doing Interactive Activities	1

When Table 11 is reviewed, it is seen that 3 students want to use different text with different themes. 2 students suggest that they can read more texts. 1 student wants to make a research before coming to class, 1 student wants to learn more techniques. Moreover, one student thinks that they should read easier texts, make group works and do interactive activities. Some of the teachers' views on this question are as follows:

ST-9: "I suggest that literary texts can be easier for understand the text…"

ST-11: "Maybe we could analyze more texts without looking deeper to the techniques."

ST-15: "I believe that we should be focusing on texts not for a hole week and do more short but interactive activities because I'm sure that it will keep students more motivated."

4.2. Findings Related to Questionnaire

4.2.1. The Findings Related to The Course Enables Participation in The Course of Literacy

The findings related to "the course enables participation in the course of literacy" are presented in Table 12.

Table 12

The Course Enables Participation in The Course of Literary Texts

	Frequency	**Percentage (%)**	**Cumulative Percentage(%)**
Totally disagree	0	0	0
Disagree	0	0	0
Undecided	2	8	8
Partly agree	6	24	32
Totally agree	17	68	100
TOTAL	25	100	

According to Table 12 nearly all students (%92, *f*=23) agree that the course enables participation in the course of literacy. Moreover, %8 (*f*=2) of them are not sure whether the course enables them participation in the course of literacy.

4.2.2. The Course Increases Students' Interest in Literary Texts

The findings related to "the course increases students' interest in literary texts" are presented in Table 13.

Table 13

The Course Increases the Interest in Literary Texts

	Frequency	**Percent(%)**	**Cumulative Percent(%)**
Disagree	2	8,0	8,0
Undecided	2	8,0	16,0
Partly agree	8	32,0	48,0
Totally agree	13	52,0	100,0
TOTAL	25	100,0	

According to Table 13, %52 of the students (*f*=13) totally agree that English course increases their interest in literary texts and %32 of the students (*f*=8) agree that it increases their interest in literary texts. However, %8 (*f*=2) of the students disagree about this item. That is, they do not think that their interest increases in literary texts in English classes. Also, %8 (*f*=2) of them are not sure whether their interest increases or not in literary texts.

4.2.3. The Findings Related to Reading Days Attract Their Attention

The findings related to "reading days attract my attention" are presented in Table 14.

Table 14

Reading Days Attract My Attention

	Frequency	Percent	Cumulative Percent
Disagree	2	8,0	8,0
Undecided	4	16,0	24,0
Partly agree	9	36,0	60,0
Totally agree	10	40,0	100,0
TOTAL	25	100,0	

According to Table 14 majority of the students agree that reading days attract their attention (%76, *f*=19). On the other hand, small number of students (f=2) do not agree that reading days attract their attention. Moreover, 4 of the students are undecided.

4.2.4. The Findings Related to Literary Texts Are Boring During the Course

The findings related to "literary texts are boring during the course" are presented in Table 15.

Table 15

Literary Texts Are Boring During the Course

	Frequency	Percent	Cumulative Percent
Totally disagree	6	24,0	24,0
Disagree	12	48,0	72,0
Undecided	3	12,0	84,0
Partly agree	3	12,0	96,0
Totally agree	1	4,0	100,0
TOTAL	25	100,0	

According to Table 15 %16 of them (*f*=4) think that literary texts are boring, most of the students (%72, *f*=18) do not find the reading texts boring. Moreover, 3 of them (%12) are undecided.

4.2.5. The Findings Related to Literary Texts in The Course Make Positive Contribution Their Life

The findings related to "literary texts in the course make positive contribution my life" are presented in Table 16.

Table 16

Literary Texts Make Positive Contribution to Their Life

	Frequency	Percent	Cumulative Percent
Disagree	1	4,0	4,0
Undecided	4	16,0	20,0
Partly agree	10	40,0	60,0
Totally agree	10	40,0	100,0
TOTAL	25	100,0	

According to Table 16 great majority of the students (%80, *f*=20) think that literary texts make positive contribution to their life. Only 1 of the students (%4) does not agree that literary texts make positive contribution to his/her life and 1 of the students (%4) is undecided.

4.2.6. The Findings Related to Literary Texts Contribute to Their Language Learning

The findings related to "literary texts contribute to my language learning" are presented in Table 17.

Table 17

Literary Texts Can Contribute to Language Learning

	Frequency	Percent	Cumulative Percent
Partly agree	3	12,0	12,0
Totally agree	22	88,0	100,0
TOTAL	25	100,0	

According to Table 17, %100 (f=25) of the students think that literary texts contribute to their language learning. Among them %88 of them is totally agree and %12 of them is agree that they contribute to their language learning.

4.2.7. The Findings Related to Literary Texts Should Be Less Included to Language Teaching

The findings related to "literary texts should be less included to language teaching" are presented in Table 18.

Table 18

Literary Texts Should Be Less Included in Language Teaching

	Frequency	Percent	Cumulative Percent
Totally disagree	9	36,0	36,0
Disagree	10	40,0	76,0
Undecided	4	16,0	92,0
Partly agree	2	8,0	100,0
TOTAL	25	100,0	

According to Table 18 %76 of the students think that literary texts should not be less included in language teaching. On the other hand, 8 (*f*=2) of them partly agree that literary texts should be less included and %16 of them (*f*= 4) are undecided.

4.2.8. The Findings Related to Literary Texts Develop Their Writing Ability

The findings related to "literary texts develop my writing ability" are presented in Table 19.

Table 19

Literary Texts Develop the Ability to Write

	Frequency	Percent	Cumulative Percent
Disagree	1	4,0	4,0
Undecided	1	4,0	8,0
Partly agree	9	36,0	44,0
Totally agree	14	56,0	100,0
TOTAL	25	100,0	

According to Table 19 most of the students (%92, *f*=23) think that their writing ability develops with the help of literary texts. Only 1 of the students is disagree about this item and 1 of them is undecided.

4.2.9. The Findings Related to Literary Texts Should Be Less Included to Language Teaching

The findings related to "literary texts should be less included to language teaching" are presented in Table 20.

Table 20

Literary Texts Used in The Course of The Target Language Cause More Intense and Long-Term Readings

	Frequency	Percent	Cumulative Percent
Undecided	5	20,0	20,0
Partly agree	10	40,0	60,0
Totally agree	10	40,0	100,0
Total	25	100,0	

According to Table 20 majority of the students (%80, *f*=20) agree that literary texts used in the course of the target language cause more intense and long-term readings. Moreover, 5 of them (%20) are undecided.

4.2.10. The Findings Related to Literary Texts Develop Speaking Skills

The findings related to "literary texts develop speaking skills" are presented in Table 21.

Table 21

Literary Texts Develop Speaking Skills

	Frequency	Percent	Cumulative Percent
Disagree	4	16,0	16,0
Undecided	4	16,0	32,0
Partly agree	9	36,0	68,0
Totally agree	8	32,0	100,0
TOTAL	25	100,0	

According to Table 21, %68 of the students (*f*=17) think that their speaking skills are developed with the help of literary texts. However, %16 of the students (*f*=4) does not think that their speaking skills develop and 4 of the students (%16) are undecided.

4.2.11. The Findings Related to Literary Texts Develop Listening Skills

The findings related to “literary texts develop listening skills” are presented in Table 22.

Table 22

Literary Texts Develop Listening Skills

	Frequency	Percent	Cumulative Percent
Totally disagree	1	4,0	4,0
Disagree	3	12,0	16,0
Undecided	8	32,0	48,0
Partly agree	8	32,0	80,0
Totally agree	5	20,0	100,0
TOTAL	25	100,0	

According to Table 22 %52 of the students (*f*=13) think that literary texts develop their listening skills and %32 of them are undecided. On the other hand, %16 (*f*=4) of the students do not think that literary texts develop their listening skills.

4.2.12. The Findings Related to Literary Texts in The Course Provide Several Examples in The Use of Language

The findings related to "literary texts in the course provide several examples in the use of language" are presented in Table 23.

Table 23

Literary Texts in The Course Provide Several Examples in The Use of Language

	Frequency	Percent	Cumulative Percent
Undecided	1	4,0	4,0
Partly agree	4	16,0	20,0
Totally agree	20	80,0	100,0
TOTAL	25	100,0	

According to Table 23 nearly all the students (%96) think that literary texts in the course provide several examples in the use of language. Only one student (%4) is undecided.

4.2.13. The Findings Related to Poetry Verses Used in The Course Help to Resolve Complex, Inverted, Metaphorical and Missing Phrases More Quickly

The findings related to "poetry verses used in the course help to resolve complex, inverted, metaphorical and missing phrases more quickly" are presented in Table 24.

Table 24

Poetry Verses Used in The Course Help to Resolve Complex, Inverted, Metaphorical and Missing Phrases More Quickly

	Frequency	Percent	Cumulative Percent
Disagree	2	8,0	8,0
Undecided	2	8,0	16,0
Partly agree	4	16,0	32,0
Totally agree	17	68,0	100,0
TOTAL	25	100,0	

According to Table 24 %84 of the students think that poetry verses used in the course help to resolve complex, inverted, metaphorical and missing phrases more quickly. Only 2 of the students (%8) think poetry verses used in the course do not help to resolve complex, inverted, metaphorical and missing phrases more quickly. Mofreover, 2 of them are undecided.

4.2.14. The Findings Related to Inclusion of Literary Texts in the Course Motivates the Student

The findings related to “inclusion of literary texts in the course motivates the student” are presented in Table 25.

Table 25

Inclusion of Literary Texts in the Course Motivates The Student

	Frequency	Percent	Cumulative Percent
Totally disagree	1	4,0	4,0
Disagree	1	4,0	8,0
Undecided	3	12,0	20,0
Partly agree	12	48,0	68,0
Totally agree	8	32,0	100,0
TOTAL	25	100,0	

According to Table 25 %80 (*f*=20) of the students think that literary texts motivate them. However, %8 (f=2) of them do not think that literary texts motivate them. Also, 3 of the students are undecided.

4.2.15. The Findings Related to Inclusion of Literary Texts in the Course Provides Current Knowledge, Consolidation and Class Participation

The findings related to "inclusion of literary texts in the course provides current knowledge, consolidation and class participation" in Table 26.

Table 26

Inclusion of Literary Texts in the Course Provides Current Knowledge, Consolidation and Class Participation

	Frequency	Percent	Cumulative Percent
Disagree	1	4,0	4,0
Undecided	2	8,0	12,0
Partly agree	6	24,0	36,0
Totally agree	16	64,0	100,0
TOTAL	25	100,0	

According to Table 26 %88 (*f*=22) of the students thinks that inclusion of literary texts in the course provides current knowledge, consolidation and class participation. Only %4 (f=1) of the student do not agree with this idea and %4 (f=1) of the student is undecided.

4.2.16. The Findings Related to Literary Texts in The Course Create Difficulty in Learning

The findings related to "literary texts in the course create difficulty in learning" are presented in Table 27.

Table 27

Literary Texts in The Course Create Difficulty in Learning

	Frequency	Percent	Cumulative Percent
Totally disagree	9	36,0	36,0
Disagree	10	40,0	76,0
Undecided	3	12,0	88,0
Partly agree	3	12,0	100,0
TOTAL	25	100,0	

According to Table 27, most of the students think that (%76, *f*=19) using literary texts in the course do not create difficulty in learning. Only 3 of them (%12) are undecided and 3 of them (%12) is partly agree that literary texts create difficulty in learning.

4.2.17. The Findings Related to Literary Texts Develop Vocabulary

The findings related to "literary texts develop vocabulary" are presented in Table 28.

Table 28

Literary Texts Develop Vocabulary

	Frequency	Percent	Cumulative Percent
Partly agree	6	24,0	24,0
Totally agree	19	76,0	100,0
TOTAL	25	100,0	

According to Table 28 all the students (%100) think that literary texts help them develop their vocabulary.

4.2.18. The Findings Related to Reading Literary Books

The findings related to "I generally read literary books" is presented in Table 29.

Table 29

Reading Literary Books

	Frequency	Percent	Cumulative Percent
Totally disagree	2	8,0	8,0
Disagree	6	24,0	32,0
Undecided	3	12,0	44,0
Partly agree	7	28,0	72,0
Totally agree	7	28,0	100,0
TOTAL	25	100,0	

According to Table 29 %56 of the students (*f*= 14) generally read literary books. However, %32 of the students (*f*=8) does not generally read literary books.

4.2.19. The Findings Related to Curiosity, Excitement, Passion, and Other Motivating Factors in Poems and Stories Identify the Reader with The Text

The findings related to "curiosity, excitement, passion, and other motivating factors in poems and stories identify the reader with the text" are presented in Table 30.

Table 30

Curiosity, Excitement, Passion, and Other Motivating Factors in Poems and Stories İdentify the Reader with the Text

	Frequency	Percent	Cumulative Percent
Undecided	3	12,0	12,0
Partly agree	10	40,0	52,0
Totally agree	12	48,0	100,0
TOTAL	25	100,0	

According to Table 30, majority of the students (%88, *f*=22) think that curiosity, excitement, passion, and other motivating factors in poems and stories identify the reader with the text. Only 3 of them (%12) are undecided.

4.3. Findings Related to the Opinions of Teachers About the Use of Literature in English Classes

4.3.1. Findings Related to the Opinions of Teachers About Improving Four Skills by Using Literature

The findings gathered from the data about improving students' four skills by using literature in EFL classes are presented in Table 31.

Table 31

The Frequency Distribution of Teachers' About Improving Four Skills by Using Literature

Theme	Codes	*f*
Improving four skills by using literature	Yes	3
	Partially	2

According to Table 31 all of the teachers think that using literature in EFL classes contributes to improve students' listening, speaking, reading and writing skills. Especially 3 of them agree that it contributes to the improvement of four skills equally; however, 2 of them think that using literature helps students improve four skills partially. Some of the teachers' views are presented below.

Teacher 2: "I believe that using literature improves all language skills although we mainly focus on reading and writing. However, in order to produce something, they need to talk and share ideas with their peers and also listen to them as well."

Teacher 3: "Yes, using literature improves four skills. Actually, you cannot think those skills separately. When students read then they discuss what they read, also literature broadens their horizon therefore they have much to talk. Also, they listen to each other or we also do some listening activities related to the literary texts as well."

Teacher 4: "I think students' reading and writing skills improve more. Speaking and listening activities generally superficial. I do not think that literature helps students to improve their listening and speaking that much."

4.3.2. Findings Related to the Opinions of Teachers About Strengths of Using Literature in English Language Classes

The findings gathered from the data about the strengths of using literature in EFL classes are presented in Table 32.

Table 32

The Strengths of Using Literature in EFL Classes

Theme	Codes	*f*
Strengths of Using Literature in English Classes	Improving vocabulary	5
	Learning different structures	4
	Improving language skills	5
	Learning different genres	4
	Improving higher order skills	3
	Getting to know different cultures	2

According to Table 32 teachers have various ideas about the strengths of using literature in English classes. That is, all of them (*f*=5) think that using literature improves vocabulary and language skills. Moreover, almost all teachers (*f*=4) believe that students learn different structures and genres with the help of literary texts. Moreover, 3 of the teachers think that higher order skills are improved with the help of literature. Also 2 of the teachers believe that students get to know different cultures. Some of the views of teachers are presented below.

Teacher 2: "… Students can learn different cultures through the literary texts. I think this is really important in language classes as in Turkey people speak English, but they do not know anything about the culture of that language so that they do not internalize that language, so language learning is always a problem. However, in our classes students can have a lot of knowledge and I think it makes them to have better language skills."

Teacher 3: “I think the biggest strength is to improve vocabulary. As there are really advanced lexical items in the texts students can use them after a while in their writings and also while they are talking.”

Teacher 4: “I can see that my students have a great vocabulary agenda, and they can use them. Literary texts really help them to know more words so that they do not use the same vocabulary while they are speaking or writing.”

Teacher 5: “My students can produce complex sentences and they can use advanced vocabulary items. Also, they can learn different genres like poems and short stories they help them to think critically and creatively as well.”

Teacher 6: “As I told before, literary texts are great tools for improving their listening, speaking, reading and writing skills at the same time I can see the differences in my students before and after reading literary texts.”

4.3.3. Findings Related to the Opinions of Teachers About Weaknesses of Using Literature in English Language Classes

The findings gathered from the data about the weaknesses of using literature in EFL classes are presented in Table 33.

Table 33

The Weaknesses of Using Literature in Efl Classes

Theme	Codes	*f*
Weaknesses of Using Literature in English Classes	Being boring sometimes	5
	Difficult to understand	5

According to Table 33 all of the teachers(*f*=5) agree that using literature in language classes can be sometimes boring and literary texts can be difficult for students. Some of the views of the teachers are presented below.

Teacher 2: “I think the biggest disadvantage of literary texts are being boring for some students. Although they have the same education, their levels show difference so sometimes some of the students have difficulty in understanding the texts.”

Teacher 5: “It is difficult for some students to be interested in the literary texts and they can be bored.”

Teacher 6: “In my classes some of my students do not like reading and they find activities difficult, so they do not participate.

4.3.4. Findings Related to the Opinions of Teachers About the Effects of Using Literature on Students’ Motivation

The findings gathered from the data about the effects of using literature on students’ learning motivation are presented in Table 34.

Table 34

The Effects of Using Literature on Students’ Learning Motivation

Theme	Codes	*f*
Motivational Effect	Yes	4
	No	1

According to Table 34 majority of the teachers (*f*=4) think that using literature increases the learning motivation of students. However, only one of the teachers believes that using literature do not motivate them. Some of the views of teachers are presented below.

Teacher 1: “Literary texts are challenge for my students and the feeling of challenge motivates them. They can participate the discussions voluntarily more.”

Teacher 3: “Literature is a great method to motivate my students. There are a lot of discussions in the class, and they are motivating for them.”

Teacher 2: “I am not sure, but I think generally as the level of the texts are difficult for some students, they can be demotivated for them they do know what to do during the activities.”

CHAPTER 5

CONCLUSION, DISCUSSIONS AND SUGGESTIONS

This part presents the conclusion of the study in relation with the findings in the previous part. Accordingly, the outcomes are discussed in terms of the qualitative data gathered from the interviews within the scope of the study.

5.1. Conclusion and Discussions

According to the findings obtained from the interviews, it has been determined that reading different genres as short stories and poems are strength of using literature in EFL classes. That is, short stories help students understand language structures of English, understand literary devices and language techniques. Moreover, short stories are a fun way of learning and students can follow them easily. They also improve four skills. Povey (1967) states that literary texts have real examples of grammatical structures and vocabulary and improve students' competence in four skills. Especially, the majority of students point out that using literature improves their reading skill because with the help of reading literary texts, they can understand them easily and they also widen their knowledge about vocabulary and grammar. According to Pardede (2011), by using short stories students improve their vocabulary and reading. Moreover, a research conducted by Lao and Krashen (2000) showed that students who read literary texts at a university in Hong Kong made better improvement in vocabulary and reading compared to the students who read non-literary texts. The results of the questionnaire and teachers' interviews also revealed that students improve their vocabulary with the help of literary texts. Also, according to the findings, students think using literature contributes to students' reading skill in terms of looking into a text deeply and getting to know techniques and expressions, being more open to the idea of reading in English and reading critically. Regarding these conclusions, studies conducted by Hasan and Kheder (2017), Van (2009) and Nasr (2001) also supported these findings in different aspects. Moreover, according to Campbell (2007), many different reading strategies in support of comprehension will be developed with the help of literature. Students mostly stated that using literary texts in English classes contribute to their writing skills in terms of getting exposed to different writing techniques and helping analyze different samples. The research of Pardede (2011) also supports that short stories are a good model for writing in ESL/EFL classes. That is, students can model the original works' content, theme and organization and improve their

writing. Also, some students pointed out that they use newly learned words, get new perspectives, analyze texts, create ideas fast and answer questions, which in return contribute to their writing skill. In accordance with creating ideas, Oster (1989) indicates that students write more creatively with the help of literature. Hişmaoğlu's study (2005) and Spack's research (1985) also supports the importance of literature in developing students' writing skill.

As another strength of using literature in EFL class it was concluded that students can understand how language is used through literary texts. That is, students acquire a native-like competence in English through literature. Moreover, they can express their ideas in good English, learn how the English linguistic system is used for communication (Obediat, 1997). Moreover, as another strength of using literature students' participation increases when literary texts are used in the classes. This may be related to the authenticity of the literary texts.

Similarly, according to Babaee, et al. (2014) for the last ten years while teaching reading, writing, speaking, and listening and also pronunciation, grammar and vocabulary, literature has been important. According to Furr (2004), with the help of book in different genres, students have chance to practice their language skills in the foreign language. Hence, it can be said that literature and literary texts are crucial to improve language skills. However, according to the findings gathered from the interviews and questionnaire it was also concluded that using literature help students improve reading and writing skills more than speaking and listening skills. This can be related to the focus of the course. That is, students work on reading texts and produce writing materials accordingly. Therefore, they may have more chance to practice reading and writing compared to listening and speaking.

Another important finding gathered from the interviews with the students is that short stories boost student motivation, increase their creativity and develop critical thinking skills. Also, the results of the questionnaire and teacher interviews showed that using literature motivates students' English learning and reading days attract most of the students' attention. Another important finding of the research is that students think literature affects their English learning motivation in different ways. Especially, they feel, it increases their learning motivation in terms of learning literary techniques and improving speaking skills. Moreover, with the help of using literature in English classes,

when they know more about different perspectives, they get a sense of accomplishment and their motivation gets higher. Also, they feel they improve their English with the help of literary texts, which helps raise their motivation. A limited number of student state that literature brings excitement and emotions, gives space to think, introduces different genres of literature, improves their thinking abilities, gives pleasure to read, increases participation, gives a feeling of being intellectual and makes them creative. According to Pardede (2011), stories are motivational sources of learning English. In addition, the studies conducted by Antika (2016) and McKay (1982), Erkaya (2005) reveal that using literature in ESL classes has positive effects on students' motivation. However, one student thinks that using literature affects his/her motivation negatively. A similar conclusion in the literature has not been reached.

Another important finding gathered from the interviews with the students is that some students think using poems in English classes help them understand emotions, improve their English in general. That is, they Panavelil (2011) points out that poetry offers chances of showing students' feelings and emotions. Moreover, some students believe that poems help them make inferences and they are memorable. While Parkinson and Thomas (2000) mention the benefits of literature, they indicate that as the words stick in the minds of students without effort, poems are memorable for students. However, some students stated that short stories are boring to analyze, difficult to understand, they take time to analyze, and they are the hardest of genres. Moreover, according to the results of the questionnaire a small number of students also think that literary texts are difficult to understand. In this respect, Antika (2016) stated that using poetry in EFL classes is sometimes difficult because it is hard to find a choice of poetry that suits for all students. Therefore, poetry texts should be in appropriate level of students.

In the study, most of the students think that using literature contributes to their critical thinking skills. Also, Moreover, teachers also indicated that using literature in English classes improves students' higher order skills. Ghosn (2002) indicates that literature is a way of improving critical thinking among language learners. Moreover, literary texts have variety of ideas that students can look at them critically (Antika, 2016). Here the important point is to use appropriate texts and questions to improve higher order skills. That is, depending on the level of the students, teachers can specify the literacy texts and accordingly ask questions to foster higher order skills. Daniels (2002) also stated that in order to engage the text at higher levels of thinking teachers can make students draw

inferences, make judgments, and support conclusions about what they are reading depending on their age. Accordingly, Erkaya (2005) indicates that short stories are a motivational factor for students, and they reinforce higher order thinking skills. Also, students write more creatively with the help of literature (Oster, 1989).

Most of the students and also teachers point out that using literature in English classes helps them learn the target culture. According to Arıoğul (2001), as a type of literary text, short stories help students to know about foreign culture. Moreover, he also states (2001) that short stories give students worldviews about different cultures. Likewise, according to the research of Çetin Avcı and Tütüniş (2012), using poems to teach English in EFL-ESL classes familiarize students with the culture of target language. Literature brings cultural awareness into the language classes (Khatib et al., 2011b). There is a two-way relation between them. They affect each other. In this regard, literature, bridge-builder across cultures‖ in EFL classrooms, helps removing bias against different cultures while cherishing empathy, tolerance and realization of global problems (Ghosn, 2002, p.176). That is, it can be said that with the help of literature students can understand other people's emotions, they can make empathy.

Another crucial finding is that majority of the students think that using literature contributes to their English learning by using different vocabulary and improving their reading and writing skills. Also, some students think they use more complex structures, become creative, improve critical thinking skills with the help of literary texts. The results of the questionnaire also support this conclusion. Minority of students think that they can see beneath the surface, see how English is used daily and learn how to think in English by using literature. Also, according to the results of the interviews with the teachers it was concluded that students learn new structures and different vocabulary. That is, they improve their English. In accordance with this conclusion according to O"Sullivan (1991) literary texts show authentic events and the real use of language and they are suitable tool for the language teaching process.

As for the weaknesses of using literature in English classes, most of the students point out that using literary texts in English classes are difficult. They decrease their motivation; they spend too much time, and they get bored. Also, according to the interviews conducted with the teachers, it was also concluded that literary classes can sometimes be boring, and the level of the texts can be hard for some of the students. Accordingly, the

results of the questionnaire showed that using literary texts makes learning difficult and courses are boring for some of the students. In Hişmanoğlu's study (2011) according to many students using novels in English classes is boring, unmotivating and difficult.

As a last finding of the research students give some ideas as for suggestions. Some students think that texts having different themes should be used in the classes. Moreover, they think that they should read more texts, make research before coming to the classes, learn more techniques, read easier texts, make group works and do interactive activities. Similarly, in order to overcome the difficulties of literary texts McKay (1982) suggested to use easy and simplified texts in the classes. Accordingly, Hasan and Kheder (2017) stated that the success of using literature mostly depends on the selection of reading texts. That is, they should not be very difficult in terms of linguistic and conceptual level.

To sum up, when all the findings are evaluated, it can be said that using literature in EFL classes contributes to students' language learning; however, while using literature in EFL classes some parts also should be reconsidered in order to make learning teaching process better.

5.2. Suggestions

In this part in accordance with the information gathered from conclusion part, some suggestions related to implication for practice and further studies are given.

5.2.1. Implications for Practice

In this research it is concluded that it is hard and boring to use literature for some students in EFL classes. They lose their learning motivation. The basic reason of these results can be the level of the texts. Therefore, if the texts in the classes are chosen according to the level of students these students can benefit from literature in their learning process better. Also, as a method of learning group work can be used effectively in the classes to overcome some difficulties.

As another conclusion of the research students improve their reading and writing skills by using literature. Hence, in all EFL classes some literary works can be added to provide diversity and improve students' reading and writing skills. However, as another conclusion listening and speaking skills are not improved much when compared to

reading and writing skills. Therefore, different activities can be arranged including speaking and listening skills as well.

As another conclusion, texts with different themes should be used in the classes. Regarding this suggestion, it can be said that texts with different themes according to students' level and interest can be selected as learning material for the students.

According to the results of the study, the majority of the students and also teachers think that using literature in EFL classes is advantageous in terms of language learning; therefore, literature parts depending on students' levels and interests can be added in EFL coursebooks.

Moreover, an in-service training can be arranged for the teachers in order to show how important using literature in EFL classes to improve students' success. Therefore, they can use literary texts in their English classes to reinforce students' learning.

5.2.2. Suggestions for Future Researchers

As for suggestion for further studies it can be said that this research was conducted in a private high school in Ankara with 10th grade students about the 9th grade English class program. Similar research can be conducted in different parts of Turkey with different students from different levels. In order to broaden the scope of the study the number of the students' and teachers participating the study can be increased. Accordingly, a deeper evaluation can be made about using literature in EFL classes. Moreover, in future studies, observations can be done to support the data gathered from the opinions from students and teachers. Also, an experimental study can be conducted to check whether using literature increases the success of the students in the exams. That is, a control group and an experimental group can be selected, and their exam results can be compared at the end of the semester. Furthermore, a research can be conducted about useful approaches and lesson plans to show how to use literary texts while teaching English.

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APPENDICES

APPENDIX 1 - INTERVIEW QUESTIONS FOR STUDENTS

Dear Students,

I am making a research on your English classes. That is, what your views are about using literature in your English classes. Accordingly, 9 questions were prepared. Before starting the interview, I would like to mention that your names will be secret and are not be written in the research paper. If you permit, in order not to miss any point I would like to record the interview. Would you mind if I record the interview? The interview will last approximately 10-15 minutes. Thank you very much to spare time for it.

Serkan Elgün

1. What are your opinions about the use of short stories in English classes?
2. What are your opinions about the use of poems in English classes?
3. Do you think the use of literature in English courses contributes to your critical thinking skills? If yes, how?
4. How does using literary texts in your English classes contribute to your reading skill?
5. How does using literary texts in your English classes contribute to your writing skill?
6. Do you think the use of literature in English courses helps you learn about the target culture? If yes, how?
7. How does the use of literary texts in English classes affect your English learning motivation?
8. What are the weaknesses of using literature in English language classes?
9. What are your suggestions about the use of literature in English courses?

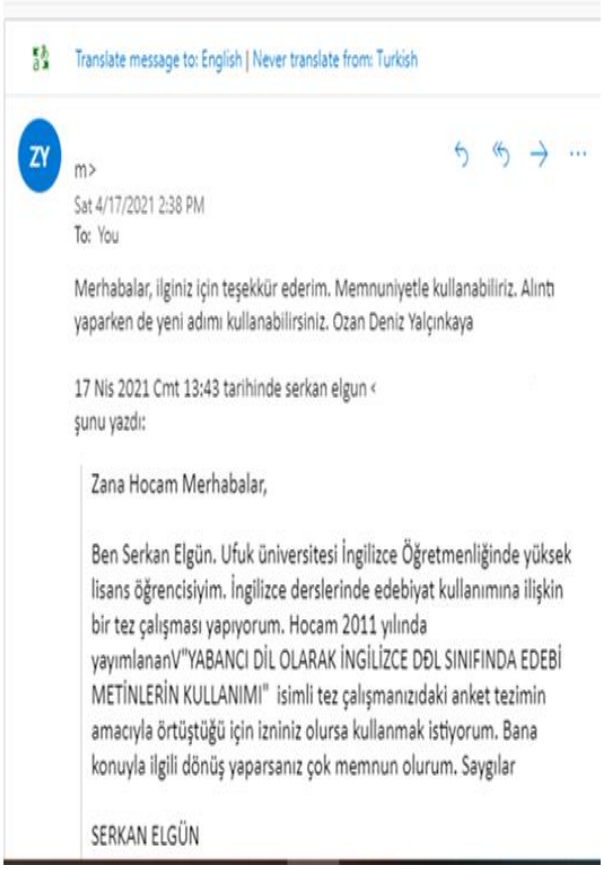
APPENDIX 2 – INTERVIEW QUESTIONS FOR TEACHERS

Dear Colleagues,

O am Serkan Elgün. I am a MA student at Ufuk University at the department of English Language Teaching. I am making a research about using literature in English classes. Accordingly, your views are about using literature in your English classes have great significance. Accordingly, 9 questions were prepared. Before starting the interview I would like to mention that your names will be secret and are not be written in the research paper. If you permit, in order not to miss any point I would like to record the interview. Would you mind if I record the interview? The interview will last approximately 10-15 minutes. Thank you very much to spare time for it.

1. Do you think using literature in EFL classes improve students' four skills? If yes. How?
2. What are the strengths of using literature in EFL classes for your students' English learning?
3. What are the weaknesses of using literature in EFL classes for your students' English learning?
4. How is your students' motivation in English classes in terms of using literature?

APPENDIX 3 QUESTIONNAIRE PERMISSION



Translate message to: English | Never translate from: Turkish

ZY

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Sat 4/17/2021 2:38 PM

To: You

Merhabalar, ilginiz için teşekkür ederim. Memnuniyetle kullanabiliriz. Alıntı yaparken de yeni adımı kullanabilirsiniz. Ozan Deniz Yalçınkaya

17 Nis 2021 Cmt 13:43 tarihinde serkan elgun <
şunu yazdı:

> Zana Hocam Merhabalar,
>
> Ben Serkan Elgün. Ufuk üniversitesi İngilizce Öğretmenliğinde yüksek lisans öğrencisiyim. İngilizce derslerinde edebiyat kullanımına ilişkin bir tez çalışması yapıyorum. Hocam 2011 yılında yayımlananV"YABANCI DİL OLARAK İNGİLİZCE DĐL SINIFINDA EDEBİ METİNLERİN KULLANIMI" isimli tez çalışmanızıdaki anket tezimin amacıyla örtüştüğü için izniniz olursa kullanmak istiyorum. Bana konuyla ilgili dönüş yaparsanız çok memnun olurum. Saygılar
>
> SERKAN ELGÜN

APPENDIX 4 QUESTIONNAIRE FOR STUDENTS

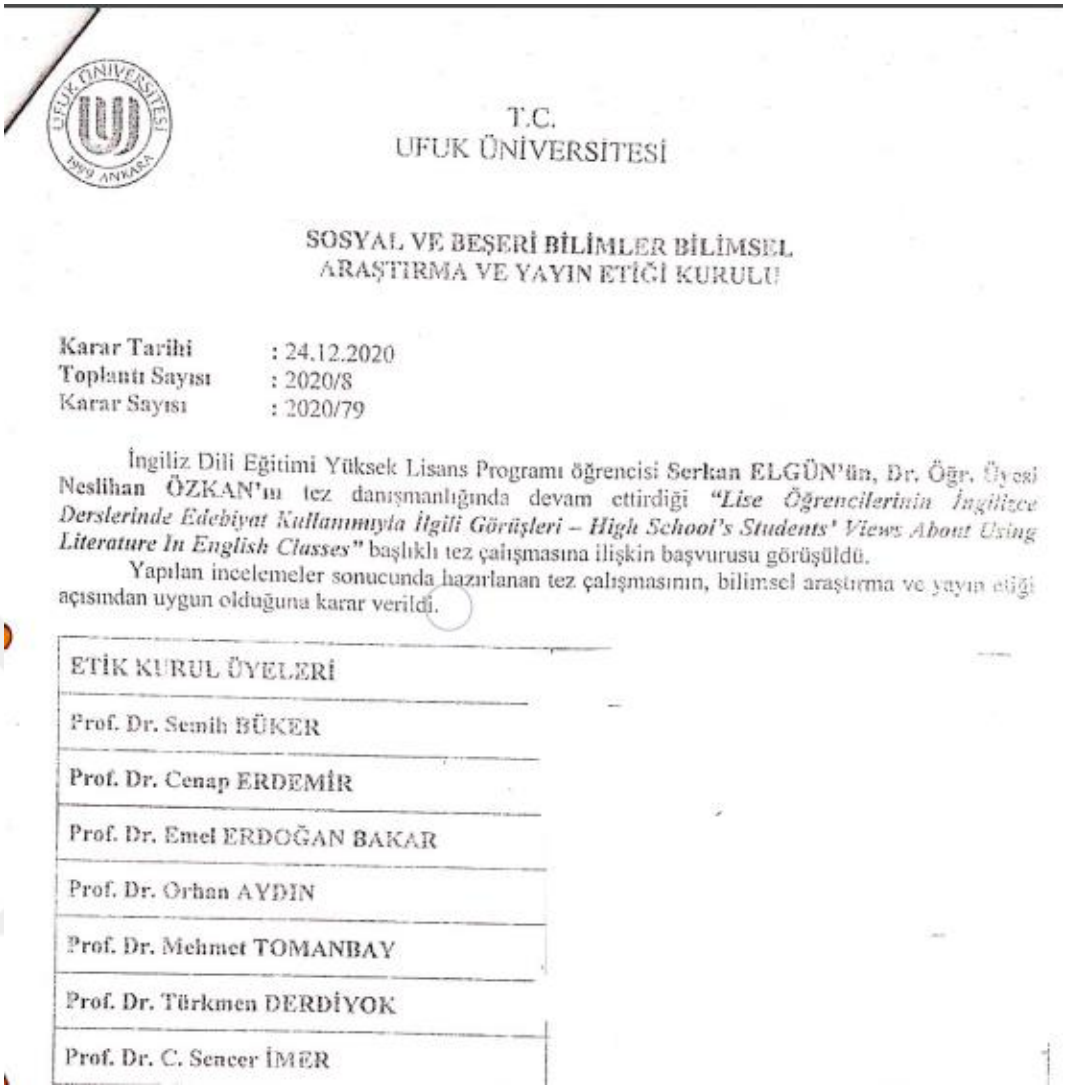
Dear Students,

I am making a research on your English classes. The following questionnaire is designed to get your views are about using literature in your English classes. Accordingly, there are 20 items, and you are supposed to put a tick one of the options as "Totally agree, Partially agree, Undecided, Disagree or Totally disagree". The interview will last approximately 10-15 minutes. Thank you very much to spare time for it.

Serkan Elgün

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

APPENDIX 5 ETHIC COMMITTEE APPROVAL



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 24.12.2020
Toplantı Sayısı : 2020/8
Karar Sayısı : 2020/79

İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Serkan ELGÜN**'ün, Dr. Öğr. Üyesi **Neslihan ÖZKAN**'ın tez danışmanlığında devam ettirdiği ***"Lise Öğrencilerinin İngilizce Derslerinde Edebiyat Kullanımıyla İlgili Görüşleri – High School's Students' Views About Using Literature In English Classes"*** başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ
Prof. Dr. Semih BÜKER
Prof. Dr. Cenap ERDEMİR
Prof. Dr. Emel ERDOĞAN BAKAR
Prof. Dr. Orhan AYDIN
Prof. Dr. Mehmet TOMANBAY
Prof. Dr. Türkmen DERDİYOK
Prof. Dr. C. Sencer İMER

APPENDIX 6 -FAMILY CONSENT FORM

VELİ ONAY MEKTUBU

Tarih: ...../--/--.

Sayın Veli,

Ufuk Üniversitesi İngiliz Dili Eğitimi Bölümünde yüksek lisans öğrencisiyim. Yürüttüğüm çalışmanın başlığı, Lise Öğrencilerinin İngilizce Derslerinde Edebiyat Kullanımıyla İlgili Görüşleri'dir.

Çalışmanın amacı, 10. sınıf lise öğrencilerinin İngilizce derslerinde edebiyatın kullanımına ilişkin görüşlerini ortaya koymaktır. Çalışmanın faydası yabancı dil öğretiminde edebi metinlerin kullanımının etkili olduğunu göstermektir.

Velisi olunan çocuğun çalışmaya katılımının kapsamı, online link aracılığıyla öğrenci görüşlerini almayı amaçlayan online anket/20 dakikalık online toplantı dahilinde ses kaydı alınarak görüşme gerçekleştirmektir..

Katılım sonunda, herhangi bir maddi yarar sağlanmayacaktır.

Gizliliğin korunması yönünden katılımcı öğrencilerin kimlik bilgileri alınmayacaktır.

Katılım tamamen gönüllülük esasına göre yapılacak, velisi olmadığı arzu ettiği takdirde, herhangi bir yaptırıma maruz kalmadan katılımdan vazgeçme hakkına sahiptirler. Veli onayının yanı sıra, öğrencinin kendi gönüllülüğünün de bir ön şarttır.

Çalışmaya yada çocuğunuzun katılımına yönelik daha fazla bilgi için başvurulacak kişiye dair bilgi aşağıdadır:

İsim: Serkan Elgün

Teşekkürler,

Serkan Elgün

APPENDIX 7 -SCRIPTS OF INTERVIEWS

ID	Name	What are your opinions about the use of literature in English classes? a- What are your opinions about the use of short stories in English classes? b- What are your opinions about the use of poe...	Do you think the use of literature in English courses contributes to your critical thinking skills? If yes, how?	Do you think the use of literature in English courses helps you learn about the target culture? If yes, how?	How does using literary texts in your English classes contribute to your reading skill?	How does using literary texts in your English classes contribute to your writing skill?	How does the use of literary texts in English classes affect your English learning motivation?	What are the weaknesses of using literature in English language classes?	What are your suggestions about the use of literature in English courses?
1		a) In 9th grade, it is our first time being seriously exposed to literature in school. It can be tough and hard to understand what is going on, so starting our journey with a short story can benefit us in many ways such as being able to read the entire story and feel the joy of finishing it and from my own experience, I can tell that short stories like "The Story of an Hour" really affected me and increased my interest in literature because it is short, full of emotions and fluent and other short stories include these features that can increase our interest in reading and English classes so I think the use of short stories in English classes is beneficial to us students. b) When first being exposed to literature, I think it is important to understand the emotions and understand how emotions can be expressed in many different ways. And I think reading poems teach us these. We discuss and learn about emotions and become more creative. So I think it is important to read poems in English classes in order for us to think out of the box.	I think the use of literature in English courses contributes to my critical thinking because when reading a piece, I question if I agree with it or not, think about the symbols, language and it encourages me to see what is beneath the surface and to read between the lines.	Reading different pieces helps us get educated on various cultures. Language reflects culture. Literary texts and writing is all about words and language so reading different pieces about different cultures could help us learn about the target culture better.	The more we read, the wider our knowledge about vocabulary and grammar gets. And this helps us analyze and question the texts we read later on in a better way so reading literary texts benefit my reading skills.	When analyzing literary texts, we are exposed to different writing techniques and vocabulary which improves our own writings later on and they set examples for us to get inspired by.	Literary texts brought excitement and emotions to English classes and definitely increased my motivation for this class.	Some students may have less interest in reading which can lower their motivation for the English class.	My suggestion about the use of literature in English courses is that maybe the texts we analyze could change every 2 weeks according to which pieces the students want to analyze those weeks in order to make English classes more fun and for every student to contribute to the lesson more.

2	i love doing short stories because i feel like the length is perfect, it gives people enough space for the writing for themselves to describe the story however they want to but its not so long that it makes you bored i wouldn't say i hate poems but they are not my favorites either, depending on the subject of the poem sometimes it can be very boring to try and analyze everything about it	i think yes because what we do in english classes is trying to be completely familiar with the piece we are working on, we try to get to know the author and understand what they were talking about fully so it makes us more familiar to the concept of thinking	definitely yes, giving the example of an unknow girl i can definitely say we learn lots about what we are working on. i learned a whole lot about indian/pakistan culture, what henna means to them and how western culture affects 3rd class world contries whereas i had no idea beforehand	i think the biggest impact it has is that it makes us more open to the idea of reading in english because at first it's such a vague concept to us but as we do it more and more, we get more into it and a while later it makes you want to read in english yourself	writing in english, especially writing a good essay can be very challenging at first because you don't know how to do anything, however, as we do more analyzing, see more examples when writing ourselves it is easier to recall and imitate what you saw from other writers	last year my favorite class was english just because it gave me so much space to think and work on stuff, we never rushed anything but rather made sure we understood everything about the piece and for me that was very exciting and made me look forward to english classes	i feel like some people don't really like to spend so much time on a certain text or to think about everything in so detail, i love that but i also know a lot of people who feel that way so i think the bad side to using literature is that it's not for everyone y	
3	a- The use of short stories in English classes helps students to improve their ability to imagine and expressing feelings in a clear way. b- The use of poems in English Classes provides an advanced level of understanding while reading any text because every single poem is analyzed deeply. Moreover, students can properly make inferences about why some specific words are chosen to be used in texts.	Yes, I think it contributes to my critical thinking skills. With the analysises of the texts, I can now find the main problem, and solve it easier and faster.	Yes. In the courses, all texts included thoughts and facts about the target culture. For example, in the text "An Unknown Girl" the westernization of an eastern country and its cultural traditions such as "henna" is conveyed.	Using literary texts in english classes contribute to my reading skill as it helps me to comprehend the main idea and think on it affectively.	In writing, English classes help me to fastly create an idea about what to write in my mind before starting writing. Furthermore, since we analyze the texts deeply in classes, I use the new words that I learnt frequently in my writings.	I feel I'm improving my English when I understand a text before its analysis and that motivates me to read, watch and learn English more.	In my opinion, there's not much weaknesses of using literature in English classes. Maybe just sometimes it gets too advanced that just a few of the students understand the text clearly.	Maybe we can research the writer or poet of the text more before reading so that we can understand their view of life.

4	The use of literature in English classes is a rewarding way to deploy to improve your English level and skills. There are a myriad of text types we cover such as short stories and poems. The use of short stories in classes helps students to express themselves in such limited words. Therefore, students may have the tendency to sum up their thoughts and increase their creativity level. I assume that the use of poems in literature classes is so significant since it plays a key role in getting the students be much better at analyzing texts.	Yes, of course. Because we get used to analyzing different types of texts and themes, we turn out to be able to think much more critical. We can criticize texts carefully not only in English classes but also in other lessons.	During English courses, we read numerous texts that demonstrate diverse cultural identities. So, we can figure out different practises and events which belong to cultures.	Thanks to the English classes, I began reading more critical and careful when I read texts.	We write responses which highlight the analysis of texts and this act gets me deploy various techniques and words.	Even though it seems to be hard to learn English literature at the beginning, I adapted this process. The fact that I learn so many literary techniques and texts increases my motivation of English learning.	In the middle school, we learnt English language in terms of vocabulary and grammer. Analyzing texts was something we never covered before. This is the main reason why at the beginning I had a real difficulty in thinking critically and writing responses. This was the weakness of it for me. However, I adapted these in time and got much better at it.	In our school, we read different types of texts and find out diverse cultures, beliefs, religions. We cover the themes of discrimination, the challenges dyslexsic people have. These themes make me have feelings of empathy to people who tackle critical challenges within their lives. Besides, I strongly assume that these kinds of texts we covered should be used in the use of literature in English courses.
	a) I've always loved reading stories in our own language. But I had never analyzed an English story until the 9th grade. Stories that we covered last year, have been a great tool for me to understand different cultures, ways of thinking, or differences in emotions. Also, even it's a short story, it improves my speed of reading. Before 9th grade I was struggling to understand the complex sentences. But, after reading and analyzing short stories I get used to read literary techniques. b) It was very difficult for me to understand and analyze the first poem we covered last year. Poems	The use of literature in our classes definitely contributes to my critical thinking. Because we have to be objective while writing a response. At the same time, we have to see the different perspectives and inner worlds of the characters and make critical comments accordingly. The questions given to us can be very different in our exams at such	Our English lessons added a lot to me in terms of cultural knowledge. One of the best examples for this is the texts called; 'An Unknown Girl', 'A Game of Polo with a Headless Goat' or the article about Bhutan. I learned a lot about those cultures in the 1 month we processed these articles and I use them in my life, for	During my prep year, reading texts was much more difficult for me. Because, I didn't understand the literary techniques in the texts so, I had to make extra effort to understand it. But, when I started the 9th grade, the techniques	development in writing this year. Despite, many essays we wrote during the prep year, my grades were very low and my writing style was much simpler. But the essay that I wrote this year (and we haven't done much work on it), I got a very high grade. This is something that made me very happy. Actually, I know the reason for this development in my	Learning only grammar did not contribute much to my English. That's why I came to Metu college, because I didn't know English despite all my years of education. When I moved to the 9th grade, both my English and my view of English changed a lot thanks to the conversations we made about texts and the texts we read. In the past, I did not like the lesson because I	It had no downsides or weaknesses for me, the full course contributed a lot to both my English learning and motivation. But, if I consider my other friends, the lesson might be boring for someone who doesn't like literature, or if their motivation drops	In my opinion, the use of literature in English lessons is very useful. Because, as I mentioned above, it

5	seemed very different to me because I was used to our own style of poetry. But now, I can easily understand English poems and I see my progress, which is very pleasing. The poems we covered in the lessons both gave me new perspectives and helped me to see different cultures and writing styles. So, the use of poems in English classes are very helpful for me.	times, we need to develop different perspectives in a short time, be critical and answer questions accordingly. So, I can say that it helped me a lot with critical thinking.	example two weeks ago I watched a Ted Talk speech which is about Bhutan, and realized that I've already knew what the speaker mentioned because of my previous knowledge.	and expressions that we saw improved both my reading speed and comprehension skills and made a great contribution to my English.	writing. The literary techniques and complex thinking we learned in the 9th grade have improved my writing skills now. Now, I can apply what I have to do, to make my expression stronger, both from the articles	was not good at English lessons, and that would affect my motivation. But after our first exam and my last year, seeing my grades, (actually that they might think that progress and the happened to me too) they are not able to do engagement of the English. texts, my perspective Maybe, these can be on English lessons also the weaknesses of changed and this using literature in motivated me. English language classes.	was very useful to me both in terms of cultural, writing and reading skills, and because of its contribution to our English.

6	a. Short stories provide us literary devices and show us the importance of language and structure in literature.Without seeing short stories,it is hard for us to examine the usage of literary techniques.But when there is an example in front of us,it is easier to embody and understand. b.Last year we read and talked about lots of poems in our English classes and still i remember nearly all of them.Poems are the most effective and memorable texts for me.It made the learning process way much easier and helped me to remember what we have learnt.	Yes, I do think that the use of literature in English courses contributes to our critical thinking skills because when we read and examine written texts,it makes us understand the usage of literary techiques better.The way we start to question the underlying meanings of words, improves our critical thinking skills.	Yes because nearly all of the literary texts include traces of cultures so they provide us better understanding about the target culture.For exmple one of the poems that we've covered 'An Unknown Girl' by Moniza Alvi emphasized lots of cultural elements and it highlighted westernization.	The more we read literary texts,the better i understand what i read.Without examining the elements we learnt at our English course,it is sometimes hard to understand what you read.But as we read more and more texts and talked about them,i started to feel much more comfortable both understanding the texts and answering comprehension questions.	I think without doing analysis on literary texts,it is hard to know how to write.But when we analize a text,comment on it and argue about it,it becomes easier for us to know how to write.So every literary text is an example in front of us to get to know how we should do it on our own way.	Reading literary texts made it so much easier for me to enjoy English classes.The fact that we were not learning about literary techniques and so on without actually seeing them on texts and were not memorizing them but instead,learning and observing them with examples was so useful and memorable for me.And also,it prevented boredom in long lasting lectures.	I honestly don't think that there is a weakness of using literature in English language classes.In fact I consider it as the strongest way of learning English language.	Especially in 9th grade , when we are unfamiliar with English language classes,it is so beneficial for the students to grasp the subject and the contentwith the help of literature and literary texts.
7	a.Reading short stories not only improves our reading comprehension, but also enables us to learn new information and stories which attracts our attention and makes us to have fun during classes as the topics of short stories are interesting most of the time. For this reason, I think it is a good method to improve ourselves in lessons by reading short stories because it is both useful and fun. b.Poems can generally be more suitable than texts in terms of literary technique use since the poets use their high literature knowledges most of the time. For this reason, I think poems can be more useful than texts for learning and understanding literary techniques although it is harder to analyze a poem than analyze a short story. As a result, the use of poems in classes has advantages in learning such techniques about literature.	I think literature in English courses helps develop critical thinking skills. Reading comprehension and seeing different perspectives are among the factors that develop critical thinking skills. For this reason, literature that provides these factors is a good way to develop critical thinking skills.	literature in English courses assists in learning about the target culture since the topics of texts such as war, a country, the life of a guy etc. enables us to obtain information about the target culture. From a text, it is likely for readers to learn about other countries food, education system, music culture, historicalpast etc. which is related to the target culture. To think in another way, the use of language can also give us information about culture as the way of people talk changes from culture to culture. Also, it is possible for us to get information about the target culture.	Some literary texts can be difficult to understand. However, dwelling on the texts, examining, and analyzing them, and looking at their features make it easier to read. The more you practice these kinds of literary texts. Thus, I can improve my reading skill with the help of literary works we use in English lessons such as reading literary texts, poems, short stories and so on.	assists me in learning new writing techniques, new words,new writing styles etc. which improves my writing skill. In addition,I can get an idea of how the characters, the setting of the story, the speeches etc. should bein a text. At the same time, literary texts also allows me to get to know new writers, wars, cities, and cultures and this makes me learn to look at things from a different perspective which is the factor that inspires me for writing. To sum up, by taking these literary texts as examples, I learn how a literary text should be written in detail. Also, I not only learn how the structure	I guess that reading a literary text in another language requires good knowledge of that language. Therefore, reading a literary text in classes makes me feel that I know English well, that I have learned well, and this really motivates me. In addition, while reading literary texts, it gives me a pleasure to read the subject in the text from a totally different perspective. Not only that, but some inspiring texts also motivates mein English courses. Therefore, the use of literature in English motivates me in lessons as well as encourages me to learnEnglish literature.	can be difficult because of unknown words or idioms. When some part or usage of literary technique is not understood, the whole text may lose its meaning for the reader. In this case, our motivation may decrease, and we may have difficulty in reading this text in the lesson. This kind of situation not only decreases our motivation, but also can cause us to feel insecure and decrease our participation in the lesson. Secondly, learning writing techniques only from literary works and literature lessons may prevent us from learning other writing	from the English courses which related with literature is learning how to read, write, analyze or just how to perceive the topic, the characters, the setting of a text. I think that there is no problem about these in English courses, the English courses allow me to learn them effectively. For me, the use of literature in English courses is used at a sufficient level for our development of reading and writing and for improving the use of techniques. However, it may be better for us to read more literary texts so that we can better understand the use of literature on texts. In

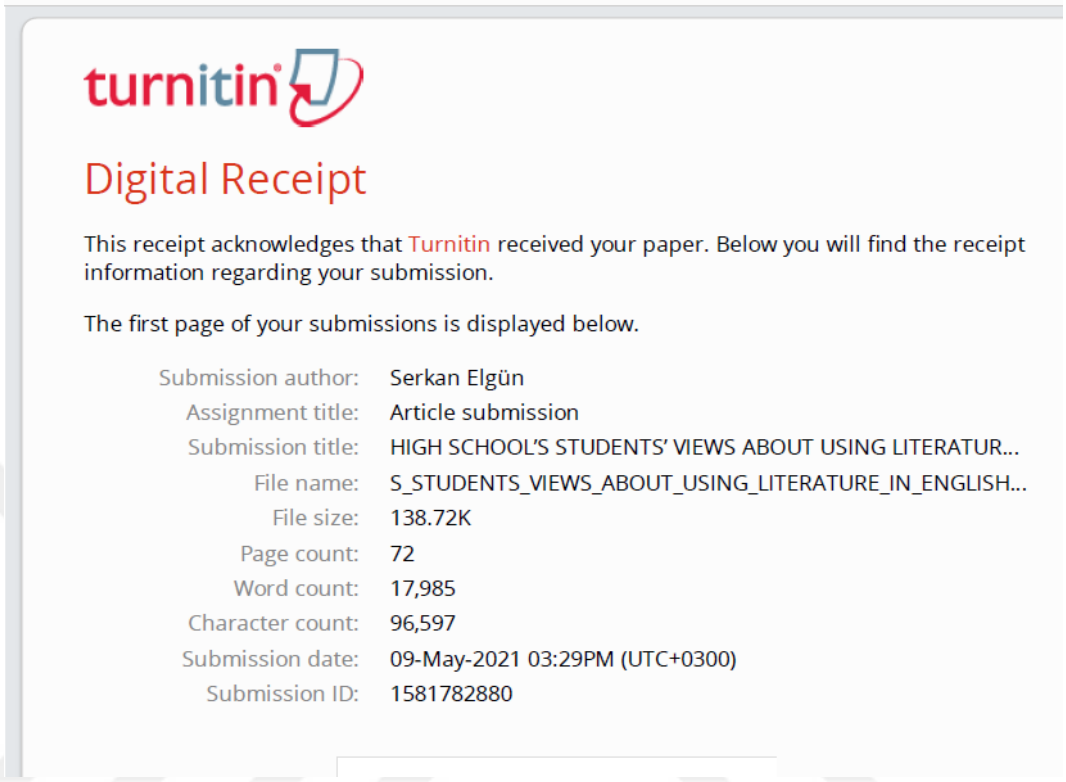
8	a wide variety of uses, English is just one of them. It is very important to use literature in our English lessons because there are poems, articles, stories. We are reading. As we read, we think about the structure and language techniques covered by literature. This helps us improve our language techniques. Therefore, I think using literature in our classes will help us when we have a job in the future because we need the availability of literature to communicate and talk with our customers, bosses, whether our job is related to mathematics, Turkish or science. and great for shaping our thinking of other people and literature. In addition, thanks to the existence of literature, we can write what we think, our creativity in our minds, words, we can read things, we can make inferences. Literature has many different subheadings. Its contribution to reading, writing, understanding poetry, making inferences from stories, and critical thinking are just a few of them. We make inferences and express our thoughts on the writing styles, literary techniques, words and expressions in literature. Literature covers short stories, and as we read short stories in class, we look for structure, language, and literary tools to understand what is happening in the story. I can understand how important and extensive literature is for me, as both words and literary techniques are included in literature. I think reading	vocabulary, organizational skills, reading, understanding, and analyzing texts. I think critical thinking is actually one of the thoughts that should be in every person's life because thanks to it we can criticize what we see, read, hear, see mistakes, and even if I give an example; Critical thinking, that is, literature is needed to criticize and understand something I have written. Critical thinking is as important as understanding something after reading. Literature allows us to criticize because without it we cannot see any linguistic technique, we cannot know or	contributes to our cultural knowledge because the more we read, listen, watch, contribute to our learning, and what we learn can enable us to know the cultural structure. The more we know, the better our general culture level will be. This is always true, I think because a person with a developed and general culture has either read a lot of books or do a lot of research. For example; İlber Ortaylı, a person who lives in our country and is really knowledgeable about many subjects, has always argued that reading and writing are very important. The biggest contributor to	reading by thinking about things. I think reading is not exactly a language because reading contains more than one element. We can read a text that uses literary techniques when appropriate and advanced words when necessary. We improve our reading by learning literary techniques in our lessons because there are many different techniques that we can learn and associate with the texts we read. There are a lot of techniques used differently in poetry, different in story, and in the article. While we are reading them, at the same time, our technical know-how is increasing and we learn	contributions that literature has given us is that we can read, then think and criticize and write. Writing ability, which is really important because we can write our expressions more easily than speaking. Sometimes we improvise words when we speak, but I think some may see writing as a better option than speaking. Not everyone can express themselves while speaking, they may have reservations, but they can use more words or explanations to write what they think. These articles may be related to the lesson or a completely different subject, but	writing skills improve with literature, so does our thinking ability, which allows us to have a variety of opinions on many issues. This increases our motivation because if we can understand and read something, we share our opinions on many different issues and we trust ourselves while sharing our thoughts in his mind. So what I mean is that in order for a person to be highly motivated, they must have confidence and know that they can achieve something. Which can only achieve this with the presence of	I don't think there is a weakness in using literature, but maybe doing literature in our classrooms doesn't help improve every student's language because not every student likes literatureand it can be difficult for them. This may indicate that literature has a weakness for some students. I think if there is one weakness in literature; The students who are not interested in literature, who cannot understand literature, see literature in class.	While I was doing literature in our English class, I wasn't too bored because it was about texts that could really be thought of. I think if it is done exactly as we did in our English classes, that is, if the texts are given about topics that can be considered specifically or thematically, it may be easier for everyone to understand and reflect on.
9	I think that literature in English is the most entertaining topic of classes. Looking for language, literary devices and structure make english classes more enjoyful. I don't like short stories. Sometimes it can be so hard to understand characters and their emotions. I like poems and analyze them.	Yes, in literature students have to think many perspectives to understand the topic, genre, language and make comments to them. I use the informations that I learn in english classes in my life, to make my life standarts more higher. So I use my critical thinking skills in my daily life too.	Yes, in stories and poems we can see many different kind of population, pearson and culture. So we have a chance to analyze the other populations, cultures. Also we can learn the target culture with the genre, use of language.	We can see different genres, languages and literary devices in each text. So we have to read carefully to recognize the literature in the text.	We learned the techniques of literature. We use these techniques to writing. In classes we learn literary devices and in text we see the use of these techniques and understand how we use them to our writings.	Before we learn literature and read literary texts I don't have so much motivation to english. But I like English literature and analyze the literary texts, so myparticipation in classes are increasing so much and this motivates me.	Sometimes the stories and poems can be so hard to understand the literary devices and their use of literature.This makes me feel anxious and stressful. So I think this is weakness of using literature in English language classes.	I suggest that literary texts can be more easyfor understand the text and make critical thinking. Making groupactivities about literary texts are effective, so students can see different perspectives and every student can say his/her opinion.

10	helped us, students, to improve our literary skills. Reading novels in an English class can be rough and too effortful considering in Turkey we students have so many different subjects and challenging exams. Reading a full book can be too heavy for students. However, short stories are limited to a certain point. Since it is short and aims to give a single effect it is easy for us to follow the storyline of the work. And when we can understand the whole storyline it boosts our motivation and makes us want to keep reading and studying. Also, it helps to improve grammar which is perfect for someone whose second language is English. b-Poems are a fun way to develop one's English skills. Since poems are short, have a different beauty and sometimes music, I liked working on them. Some poems describe common experiences. They are an effective way to introduce a topic for discussion. Last year my class and I read this poem called " An Unkown Girl" and the main theme was "westernization" which I have never heard of till I read this poem. Secondly. I experienced that poems help us improve our writing skills. Poetry helps by teaching in rhythm, stringing words together with a beat helps cognitive understanding of words and where they fit. Learning rules for writing, and then breaking them with poetry, can give writing alternative beauty This proves poems	Critical thinking includes skills of analyzing arguments, making inferences, judging or evaluating, and making decisions. And when we do literature in English classes we analyze texts and while doing that you question everyword every phrase and try to discover new meanings. After some time you get used to doing this with everything, like when you are reading books, articles, poems you start to interrogate words and messages. Basically, you are brainstorming and also critical thinking.	Literary work reflects the nature of any society in which they have been written, so readers may observe the cultural traits of that society in those studies. I believe we learn about their culture during the language learning process. For instance, we are reading a book and our intention is to learn something about the language. However, we learn the target culture by observing how everything is described; the way they dress, talk, and behave. Culture and language are interrelated. We learn culture while learning the language.	I have seen improvement in my reading skills since I have been working on literature in my English classes. And I believe literature should form a crucial part of any language teaching class because it offers a rich source for learning reading. It provides context to develop our reading strategies and knowledge of literary texts. It allows an opportunity to explore cultural values. Also, I saw a significant increase in my vocabulary. And with my new extensive vocabulary, I could understand almost everything read.	imitate the style of others and develop your style. When you read something, and you love it ends up echoing in your writingfor a while, till you develop your style. For instance, last year our class read this speech called " The Danger of a Single Story". I liked this speech, and while writing my own I used similar expressions. Then started shaping my style from there. Additionally, literature introduces you to unusual and impressive techniques for storytelling and describing subjects. When I work on literary content I start to imitate some of those methods. Like I started	Literature is truly motivating. Literature holds a high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. This sense of accomplishment and success makes us want to keep studying, writing, reading, etc, English. Also, as a student, I can confirm that literary content is often more enchanting and enjoyable than the texts found in coursebooks.	Analyzing literary texts takes so much more effort than analyzing a non-literary text. And it takes teachers so long to grade our exams.	They could give us more time in the exams because analyzing the texts and writing about them are not easy. If takes teachers so many days to grade the exams, we can hane more minutes to write it.
11	a) Short stories were really funny and easy to analyze. Because they were short we could easily analyze them and talk about the content ... b) The poems we have read in English classes teached me a lot of things. I was feeling amazed when thinking how the poet explained myriads of things in only one or two sentences.	I think the use of literature in English courses contributed a lot to my critical thinking skills. With the help of those courses, lessons now I can easilyanalyze a problem or situation	English courses helped me a lot to learn more about target culture by teaching a lot of cultural phrases and idioms.	Using literary texts inour English classes really helped my reading skills. I can analyze a text and understand it easily.	Reading and analyzing literary texts helped me to see some great examples or models, While reading those texts I was thinking like which techniques can I use from the text, in my exam paper.	Some literary texts like "Bright Lights of Sarajevo" were pretty good. While we were reading these texts I always wanted to talk about them.	I think there are not any weaknesses of using literature in English language classes.	Maybe we could analyze more texts without looking deeper to the techniques.

12	a- I think short stories help us, as students, improve our reading skills and we easily get connected to other cultures thanks to short stories. So when I first started to 9th grade , this is when I got literature lessons first, I was really insecure about the lecture, because when I took a look at the book I was like "WHAT". Then we disussed about the stories in class activities, in progress I learnt how to guess about the unknown words in order to content of the whole paragraph or just he sentence. And reading a text in the language that the story has written just makes the text more impressive, and I really like it. Because we read the story in the original language, it let us build a connection with the other cultures. And it's like traveling, so I like the way that I learn about the other cultures. b- Poems are not like short stories, there are less words but what a poem says much more than a short story. So I think poems are useful to develop our thinking skills, because we need to understand what the poet tries to say with analyzing limited number of words. So we should interpret what is poem about. It makes me more confident about saying my ideas about a topic that I don't know of really much, because I rely on my thinking skills.	Yes, because it's not really memorable if you say something directly, so in literature, writers never say something directly, but show what they want to say. In English courses we analyze those texts, and we have to interpret if we want to understand the text really well, because obviously we can't understand the whole text in details since English is not our mother language. Because of the obligation we have to improve our critical thinking skills. It's the nature of human beings.	I think yes. The literary texts are mirrors of that culture and place, for examle in Russian literature the setting and characters are mostly depressive like Russia. In the texts that we read in courses there is always a part ofthe text that shows the culture of the place, so use of literature is really hepful to learn about target culture	Literary texts are helping us to understand an advanced level text in a detailed way, because there will be always unknown words in a literary text but with progress you learn howto guess the meaning of a word and it helps us to improve our reading skill.	Writing response to a literary text helps us to develop our academic writing skill. To get high grades from a exam we have to learn how to use the grammar and vocabulary in advanced level and it makes us improve our wrting skill. Also the vocabulary, grammar and particular phrases in a literary text help usto improve our writing skill as well.	Reading literary texts and then analyzing it, makes me feel more sophisticated and intellectual, so it affects my motivation of learning English in a good way. Also I feel more confident about my English level thanks to literary texts.	Actually literature is notsomething that everyone is good at it, so according to my observations, in the class there were some friends of mine that really put effort on the course, but can't get high grades from the exams and it affects their motivation and confidence in a bad way.	I like reading and analyzing literary texts and English courses, sofor me , there's no problem with me getting literature lectures in English courses.
13	In my point of view,the technique of using literature in English classes is the most effective way to improve students' fluency and understanding of the English language. Language learning requires the four fundamental principles: reading,writing,listening and speaking. Literature is able to fulfill all of these requirements. Among the wide array of genres, short stories seem to be the best option in stimulating these four areas. It is simple,short and the easiset for the students to follow along. Therefore,students are also more likely to analyze and question the literature aspects of the short stories. However, poetry is generally considered the hardest of the genres among students due to the high level of vocabulary and literary techniques used in it. The message a poem aims to get across its audience is usually hidden so the readers have to examine it thorougly . This takes a long time and usually students are not that patient. Due to these reasons, I believe that the cirriculum should focus more on short stories rather than poetry and that poetry should be taught after students have comprehended short stories. It would be better for them to have a strong background knowledge before moving onto more challenging genres like poetry.	Critical thinking is the ability to think rationally.This involves seeing connections between events, making inferences, analysing events, examining evidence and evaluating both the content of a text and the language used in it. It can also help students to see the bigger picture rather than only the small details. These skill are what the English courses aim for students to have and literature is the best way to do so. We have to use all of these skills to properly inspect literature so critical thinking skills and literature go hand in hand with one another.	Learning the basics of alanguage is not enoughto grasp it completely. Learning about the culture is also a very important and literature is the best way to do so. In every literary text used in English courses, the American or British culture is directly reflected. We can clearly see the traditions and morals they have,their behaviors and the way that society functions. Literature is about culture and society in general so in order to learn about the target culture we could look at the literature of them.	In order to correctly analyze a literary text, we should read it closely and try to see the deeper meanings. Literary texts usually have dimentions to it so reading it carefully and thoroughly makes the examination process easier and faster. My reading skills become enchanced ; when reading I don't just look at it on a surface level but on a deeper level while also reading it faster but in a careful way.	the writing of others helps to expand the range of your imagination, gives you new ideas and offers new perspectives to use in your writing.If we did not use literary texts in our classes then we would only bestuck to our own writing and only ourselves. It would be basic,boring and repetitive. However, with reading and analyzing literary texts in English classes, we broaden our imagination and start to get out of our comfort zone such as using new concepts,new literary techniques, original plots and characters etc.	Motivation is the key to improving students' English including me. If the literary texts are chosen according to the students level and their interests, then they will immediately be drawn to the texts. It should be bit challenging so that it contributes to my English but not too much to point that it overwhelms me. I also think that the literary texts that are chosen should be from a wide array of genres. Stickingto one kind of genre gets boring and repetitive after a while so in order to increase motivation and interest, multiple different genres could be used in the classes.	Though I believe that the advantages outweigh the weaknesses, there are some disadvantages tousing literature in English courses. Teaching literature is much more diffucult than teaching grammar or vocabulary. It takes much longer for the students to completely understand literature, bearing in mind that students learn at different paces. This may lead to students being bored quickly and not wanting to put in the effort that should be put in. They may altogether reject the idea of literature and its benefits.	I strongly believe that literature should be continued to be used in English courses. However, the spectrum of the genres should be widened. Other than this, I have no further suggestions.

14	In my opinion, using literature has several benefits to students and i think it is a neccessity to use literature while teaching/ learning any language. The use of short stories in classes helps students to examplify the techniques, grammar, and structures that they have learned, also find new ones. About poems ın addition to what I said , since they include lots of metaphorical expressions, they make the student think about what these metaphorical expressions mean.	I think it contributes to my critical thinking skills. I analyze texts by trying to understand what is conveyed to me ,the reader, and that improves my critical thinking skills.	Yes it helps me to learn about other cultures. Literature is effected from the events that happens ,culture , daily life of people this is dueto the effort of making the litrary work more realistic and impressive. As a reader these texts halps me to learn about the target culture.	When we were reading literary texts ı knew we were going to answer questions and talk about it this is why I had to take notes, underline keywords and be aware of the implicit meanings. This made me a better reader.	Literary texts that we use in classes are prettygood examples for us to learn how we should write short stories and poems. We can write better texts by imitating what real writers do,the techniques they use , and the way they use language.	It usually motivates me when my teacher uses literary texts unless ıts topic is so dull. That is becouse ı usually learn new things from these texts and also ı love the discussıons we do about these litrary texts.	The only weakness I can think of is that some of these literarytexts being a bit challanging to understand.	Instead of reading shortstories we could read normal stories or maybe novels since they are more fun to read.
15	a) It is way efficient than long stories beacuse at some point long stories bores me. b) I believe that poems are too hard to understand but sometimes thinking about the phrases that writer used may be helpful.	In online classes I don't think that it effects my critical thinking skills but in face to face education the harder literature gets more critical thinking happens. Because reading hard literature texts forces me to think more and take a meaning from it.	No I don't think that ithelps.	I learned the technique scim and scanning which saves time in an exam. It helps me to find the answers quicker. So instead of reading the whole text I just highlight the important keywords and parts.	I started to write with aplan. Before I was just writing but now because of this classes I learned the techniques of writing. So it provided me to write responses and opinion essays more organized.	To be honest I think it has a negative effect onmy motivation. Beacuse I am a numerical person and Idon't like analyzing texts and writing new things. Also literature just makes it harder to understand. So the useof literary texts does not have a positive impact on my motivation.	Some students who may find themselves not self confident can struggle extracting the deep meanings inside literary texts. Also after a while using literature in english classes can be overwhelming because it is too difficult.	I believe that we shouldbe focusing on texts not for a hole week anddo more short but intractive activites beacuse I'm sure that it will keep students more motivated.
	a-In my opinion, short stories are enjoyable to read and analyze in class since they are short, and easier to focus on rather than longer pieces. b-Poems contain strong emotions and that helps me to understand how I can convey my emotions in different, and better ways.	plays a crucial role in terms of critical thinking. Before we start reading the piece, we search for some background information that might help us comprehend it better, and that actually makes us think about possible scenarios that contribute to our critical thinking skills. Moreover, when we are reading, we tend to think about what is likely to happen next in every move of a character which again supports our critical thinking skills. Finally, when we are done reading the piece and start analyzing the piece we brainstorm and come up with	I think it does. Literary pieces include the historical aspects, the culture, the norms of the time and place it is written since authors are influenced and affected by their surroundings. Thus, the use of literature in English courses is valuable for learning about the target culture.	have a limited time to read a text and that enhances our reading speed by using some techniques like skimming and scanningwhich is helpful in many ways such as reading texts of different subjects' exams and reading the assigned book of that month. Also, in English classes, we learn how to read the text effectively in order to understand it the first time reading it, and that is achieved by our teacher showing us what to focus on when reading. We usually identify the importance of the sentence or word by taking a look atthe previous, and next sentence or word, and	read, analyze, and discuss literary texts. The questions we answer for a better understanding makes our writing skills improve as well as when we are reading, we see diverse examples of the usage of punctuation marks, grammar structures, and spelling of the words. Hence, our writing becomes more accurate. To add another point, literary texts provide us different ways of conveying a particular thought. For example, if we think of the same thought as A, a literary text can illustrate the same meaning as B. So, our base of knowledge extends, and later on,	Each time I read a new literary text, I realize that there are new literary techniques that I have not seen before, and also notice other ways that an idea is portrayed. These make me want to learn more and be more knowledgeable. Also, in English classes, I can be creative, and being creative makes me delighted. Furthermore, when we are discussing our ideas and answering questions with our partners, we learn how to cooperate. So, the use of literary texts in English classes affects my English learning motivation in an astonishing way.	Sometimes it is easy to get carried away, and it can be hard to concentrate in class. The reason for that is not everyone is fond of literature and enjoys linguistic subjects, and from time to time abstract ideas can be hard to follow up.	In my way of thinking, sometimes English courses can get a little intense when we are brainstorming about the literary text, so to lighten the course up, we can try to do another activity for a bit and return to where we paused. The activity can be something like playing an online game about the literary piece we are studying at that moment. This way, we can enjoy our time in class more and still learn at the same time.

APPENDIX 8 -ORIGINALITY REPORT



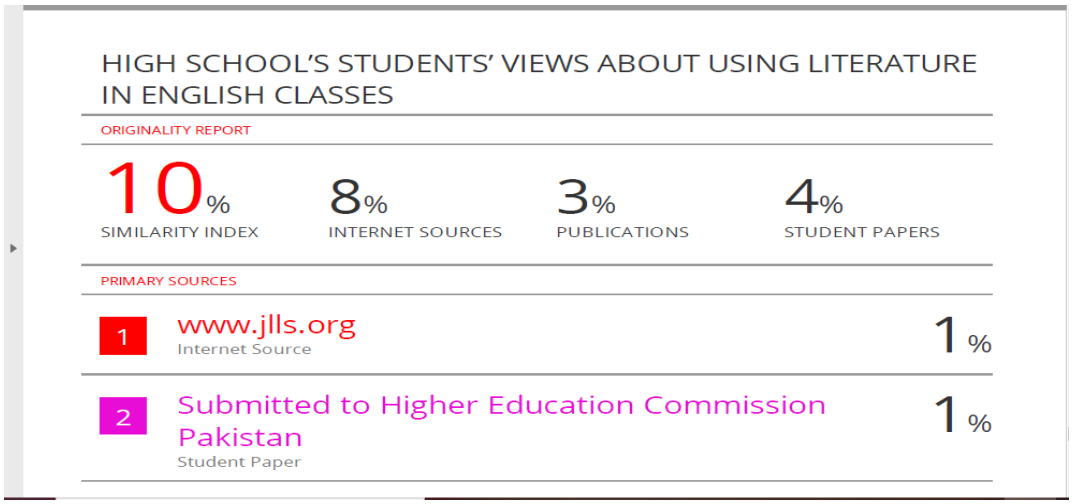
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HIGH SCHOOL'S STUDENTS' VIEWS ABOUT USING LITERATURE IN ENGLISH CLASSES

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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