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ÖZET

ÜNİVERSİTE SEVİYESİNDEKİ OKUMA DERSLERİNDE EDEBİ METİNLERİN KULLANILMASININ ÖĞRENCİLER TARAFINDAN ALGILANIŞI

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Bu çalışmanın temel amacı, üniversitelerdeki okuma derslerinde edebi metinlerin kullanımının ne derece etkili ve faydalı olabileceğini ortaya çıkartmaktır. Ayrıca bu çalışma, İngilizce Eğitimi'nde edebi metinlerin kullanımının diğer metinlerin kullanımından daha faydalı olabileceğini de ortaya çıkartmaya çalışmaktadır. Bu amaçlar doğrultusunda, hem nitel hem de nicel bir yöntem takip edilerek çalışma daha geçerli hale gelmiştir. Bu çalışma Toros Üniversitesi'nde 60 öğrencinin katılımı ile gerçekleştirilmiştir. Nitel yöntem, 4 açık-uçlu sorunun dâhil olduğu bir görüşme ve nicel yöntem, toplamda 20 maddenin bulunduğu 2 anketten oluşmuştur. Edebi metinleri temsilen uygun bir kısa hikâye kullanılmıştır. Bu çalışmanın sonucu olarak da edebi metinlerin diğer metinler ile kıyaslandığında İngilizce eğitiminde daha etkili ve faydalı olabileceği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Edebiyat, İngilizce Eğitiminde Edebiyat / Edebi Metinler Kullanımı,
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ABSTRACT

THE STUDENTS' PERCEPTIONS OF LITERARY TEXTS IN UNIVERSITY LEVEL READING COURSES

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The main aim of this study is to show how effective and useful the literary texts may be in reading classes at universities. Above all, this study tries to reveal the advantages of literary texts over non-literary texts. In order to reach these aims, a qualitative and a quantitative methodology was followed, which makes the study more valid. The lessons were conducted at Toros University with 60 students. The qualitative part of the methodology includes an interview which has 4 open-ended questions. On the other hand, the quantitative part consists of two questionnaires, which include 20 items in total. A convenient short story was selected to represent literary texts. As a result of this study, when compared with the non-literary texts, it has been found out that literary texts may be more effective and useful in English as Foreign Language Teaching.

Key words: Literature, Using Literature in EFL, Literary Texts in ELT, Reading at
University

ABBREVIATIONS

EFL : English as a Foreign Language

ELT : English Language Teaching

L1 : First Language

L2 : Second Language

SPSS : Statistical Packages for Social Sciences



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CHAPTER I

1. INTRODUCTION

This study tries to explore how effective the use of literary texts in English language teaching is. This chapter includes the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the research questions, the scope and limitations of the study and the definition of terms.

1.1. Background of the Study

Both for the teachers and learners, learning and teaching English language has always been a long and difficult process as it involves developing the required four skills effectively. Reading is one of the most significant skills in learning a language to be discussed in this study and there has been an increasing interest of using literary texts as a source in EFL recently. Literature has been used as a source in English as a first language (L1) to improve the language and it can also have the same effect as source in English as a second language (L2) classes in terms of short stories. However, it is not exactly known how efficient and how useful it can be. This study searches some answers for the problems that have been mentioned above.

1.2. Statement of the Problem

There is a tendency among English teachers' to avoid applying literary texts in their teaching activities. It is possible to state that they may see literature as a completely separate field from language as a reason for this tendency. However, this cannot be true because literature consists of language so language can be literary. In addition to this, literary works include every moment of our lives such as communication, culture and daily life of the target language. In other words, literary texts contain everything that a language teacher needs in order to teach a new language.

1.3. Purpose of the Study

In this qualitative and quantitative study, the purpose is to investigate the use of literary texts as materials to be used especially in EFL reading courses. This study is going to provide a comprehensive point of view for the use of literature in EFL classes by trying to answer whether it can be useful or what level it can be useful and whether it can be a good source in EFL classes or not. The purpose of this study also includes discussing whether

literature is a tool to make the classes more enjoyable or not for the students. Most importantly, in this study, the readers can find the advantages of using literary texts as materials in reading classes especially by concentrating on short stories.

1.4. Significance of the Study

Most of the reading teachers have difficulties in finding quality materials for learners. All the materials and texts may not be attractive for the learners because most of the materials are not interesting enough for them (Howard, Major, 2005). Teachers need a range of tools to assist and support student learning. These materials play a crucial role in making knowledge accessible to a learner and can encourage students to engage with knowledge in different ways (Brinkley et al., 1999). Therefore, it can be pointed out that teachers need to have quality and useful sources as the students expect attractive and interesting materials for the learning process. Hence, literary works can compensate for this great gap with its huge, useful and interesting source so they may be considered as materials to be used in teaching. This may be useful for the teachers who would like to follow modern teaching theories, approaches and methods to make their classes more attractive and it is also important for the learners who are expecting more enjoyable learning environments and atmosphere in EFL. Therefore, this study may be important for the teachers and the learners. If this study is effective for EFL reading classes, it may be true to argue that teaching and learning process may be more enjoyable for teachers and students. It can be possible as a result of this study that EFL reading lessons are more interesting for the students and for teachers.

1.5. Research Questions

This study aims to address the following research questions:

- What are the advantages of using literary texts in EFL reading classes from the students' perspective?
- How do students respond to EFL lessons conducted with literary texts?

1.6. Scope and Limitations of the Study

There are some limitations of this study. First of all, this study was conducted in a private university by implementing a questionnaire and an interview-based survey about conducting a lesson with a non-literary text and afterwards conducting another lesson with a literary text including a short story in English as Second / Foreign Language Class. Therefore, this is a

small-scaled study. Its results can be limited to the mentioned foundation so it cannot be generalized internationally. Thus, the scope of this research was limited in terms of the number of the participants. As a result, we cannot come to a conclusion that the usage of literature in the Reading skill of English as Second / Foreign Language Classes affects the success levels of learners and their attitudes towards language learning. It would be worthwhile to include more participants from different schools to be able to generalize the results of this research in a later and broadened study about the subject.

Secondly, it can be a problem to be solved for the instructors to guess the type of literary texts that will suit the literacy and language objectives of the classroom. In addition to this, it may take time and effort to adopt these literary texts for the levels of learners.

Thirdly, the texts and lesson plans which were used in this study (see Appendices) are not prototypical texts and lesson plans. In other words, it may be argued that these texts and lesson plans can be replaced by other ones and this can influence the outcomes of this study. This variable can affect the result of different studies.

In addition to this, the style of the teacher and techniques or methods which were used in the lesson cannot be generalized, so this factor may influence the results of other similar studies. Above all, if a researcher uses different lesson plans, different techniques or methods, he/she can reach different results because the lesson plans which were used in this study cannot be generalized.

Finally, the level of the participants in this study cannot be generalized. This study was conducted among elementary level students. As a consequence, this can be a problem to interpret the results of the study by referring all the levels in language learning.

1.7. Definitions

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).

Non-literary Texts: Non-literary texts depend on the delivered messages and transmit information. They do not intend to create beauty in language. For example, scientific texts, magazines and recipes are non-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).

Bloom's Taxonomy: Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and mastery. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities. As with most theoretical models, they are controversial even while commonly used (Clark, 1999).

CHAPTER II

2. LITERATURE REVIEW

The truth of the matter is that about 99 percent of teaching is making the students feel interested in the material. Then the other 1 percent has to do with your methods. And that's not just true of languages. It's true of every subject. (Chomsky, 1988: 181).

As Noam Chomsky stated, it is our duty as an English as a Foreign / Second language teachers to make the learning environment or classroom more attractive, more interesting and more enjoyable for the students. It may be stated that curiosity is the starting point for learning, if you trigger it, learning starts automatically. Literary texts can be used in order to trigger the curiosity students need for learning. As Brumfit and Carter stated, literature is “an ally of language” (Brumfit and Carter, 2000). The doyenne of English Language and Literature in Turkey, well-known writer and translator Mina Urgan, supports Brumfit’s idea in her famous book, *Memoirs of a Dinosaur*: “The reason why I am poor in languages is that naturally, I did not use to read Turkish books. As I always say to my students that they can learn a language by reading its literature. Spoken language is limited to 1500-2000 words. Even if you live in France, England or the USA for 40 years, if you do not read books, you cannot really learn either French or English” (Urgan, 1998). As Urgan and Brumfit argued, literature is an indispensable part of a language. Therefore, it always supports foreign language teaching either in the traditional way of a foreign language teaching or its current condition within the communicative method.

2.1. The Definition and Scope of Literature

The Oxford Concise English Dictionary defines literature as “written works, especially those whose value lies in the beauty of language or in emotional effect”. However, the definitions of literature have been drastically broadened recently, especially since two decades. In some traditional ones, it is defined as the art of written work or great works and it is defined in newer definitions as sources to be worked on and to be used in other branches because literature is not a thing for itself, it must be for people more. Taking this definition as a starting point, it may be true to state that literary texts can be considered as materials to be used in teaching English as Second / Foreign Language Classes as an influential tool and trend. Brumfit has a study about the subject and he states that practical criticism and stylistic

analysis of a literary text can be the first for the study. He states that of course these concepts are interrelated because literary texts are made from language and the main concentration of practical criticism to analyze is the clauses, statements, patterns, collocations etc. created by language (Brumfit, 2000). Similarly, some researches and studies have been made in the use of literature in Reading as a skill in EFL. In this part, there is a synthesis of some of these studies about the relation between stylistics and literature.

It may be inferred from these studies that four main factors can be proposed when it comes to using literature in language classrooms in order to convince an instructor or a teacher to use literary texts in the teaching process. These four factors are genuine material, cultural enhancement, language enhancement and personal participation. Apart from these factors, universality, non-triviality, variety, interest, and creativity may be counted as other factors to use literature in language teaching (Collie, Slater 1990). On the other hand, Duff and Maley discuss that three reasons can be shown for literary text usage in teaching. Among these three reasons, the prominent one is linguistic reason because of the fact that it supplies real language phrases, structures and syntax for the readers (1990). The next reason is the methodological one that can lead the readers or learners to make different interpretations and comments about what they read. Because of the fact that literary texts are not facts, everybody can reach their own destinations about them and this leads the learners to creativity (Widdowson, 1983). The final reason is about motivation. Motivational factors are essential to start teaching. To satisfy curiosity, it may be argued that literature provides strong motivation for learners. Thanks to literary texts, students can divert their personal experiences into the real world (Babee and Yahya, 2014). Some teachers may believe in the significance of teaching by concentrating it mainly on linguistic advantages therefore their students can communicate in the target language. However, there is another type of instructors who believe that teaching EFL adopts a new dimension by integrating literature in it. In short, the literature includes what the learners need to motivate themselves for teaching.

2.2. The Advantages of Literary Texts as Materials in Teaching

Using literature in teaching curriculum can have some disadvantages. First of all, pedagogical materials used in teaching language through literature are insufficient. Secondly, there is little preparation in the literature field for teaching with literature. Finally, the absence of goals to define the importance of literature use in teaching can be the final disadvantage of using literary texts in teaching (Babee and Yahya, 2014).

Although it has a few disadvantages, using literary texts in teaching in ESL classes can have more advantages than disadvantages. Literary works can be considered as materials to be used in teaching most of which are not created for teaching. However, recently developed course books include many authentic materials like magazine articles and travel timetables. As a result, the students are subjected to real life materials. Naik claims that literature can be effective as a complementary material just after the beginning levels passed by the students. He also mentions about the advantages of literature in teaching like cultural and language enrichment and personal involvement (Naik, 2011). On the other hand, Brumfrit takes poetic language into consideration in teaching with literature by using poems, proverbs, children songs and games and advertisements for example, “You’ll never bite a better bit of butter in your life” (Brumfrit, 2000). As in the example taken from Brumfrit, using literary resources in teaching can contribute enrichment to the students in terms of learning some structures that are grammatically correct and learning vocabulary.

Another researcher, who studies on this issue, Unoh states that ‘using literary texts in EFL’ has many advantages. As it was mentioned above, to trigger the curiosity is very important to start learning, so Unoh underlines the importance of this trigger by arguing that using literary texts in teaching can arouse and maintain desire in students to read for pleasure, interest and information both for relaxation and self-education (1972). It can be stated that learning can happen if there is no obligation or necessity to study, so the students can feel free to read. By that means, instinctive teaching can start and the students learn the structures or vocabulary of the language by themselves. Most importantly, they learn as they do their free time activities.

Another point that Unoh stated about the advantages of using literary texts in EFL classes is that it develops a personal taste for reading and personal response to what they read with the students. It is clear that teaching language through literature motivates students for learning. Scott (2004) shares one of his teaching experiences about literary usage in teaching and states that when he teaches advanced French grammar course, he makes it necessary for the students to read a novel which can be selected by the students according to their experiences, the taste of reading and styles (p. 278). Then, he sees that the students can use grammar more accurately and actively than the traditional approaches.

The other two advantages that Unoh underlines about using literary texts in EFL classes are that it develops through systematic training, the ability to read with understanding

at an appropriate speed. Furthermore, it develops the ability to take notes on what they read in response to specific questions or needs (1972). For about two decades, literary texts have become popular in each skill and sub-skills of teaching such as grammar, vocabulary and pronunciation. Apart from these sub-skills, literary texts may be useful in translation classes. The instructor wants students to translate literary texts into their mother language. Thanks to this kind of an activity, pragmatic, syntactic, stylistic and semantic knowledge of the students may be improved (Babee and Yahya, 2014). In brief, these studies make students show reaction what they read. Besides, in time they can develop the reading speed of students day by day.

There are some processes that can be proposed for using literature for teaching a language. Hadaway et al. proposed three advantages of this process. One of them is the contextualization of language. This term happens when the students read a literary work and find out the phrases and adopt them like collocations (2002). If an example is needed to be given, it may be easy to memorize the word “afraid”, but it may be difficult to use it in a sentence. Contextualization works at this point by using literary texts. In these texts, the student reads that the word is not used just as itself but it is used as “be afraid of”. This type of a development can be achieved through literary texts. The next step of the process is social factors that are hidden under different genres of literature. The final step of the process is to set up the meaningful side of language by using examples and descriptive side of language (Hadaway et al., 2002). Learners can have a competence in the target language and learn the accurate usage of idiomatic expressions. They can speak accurately and fluently thanks to literary texts (Obediat, 1997). On the other hand, literature diverts the learners to question, to criticize and to comment. In brief, literary texts can be great materials for learners with the mentioned outcomes (Custodio, Sutton, 1998).

Literature is the art of a language. In order to learn a language, it can be claimed that one should learn a language with its literature. A language and its literature are indispensable. Halemane sees literature in teaching as the interpretation of a language, thus it improves the interpretation skills of the students. The writer also underlines the importance of similes and metaphors in teaching language (Halemane, 2008). The relationship between literature and language is interrelated, literature cannot exist without a language likewise a language cannot be without its literature (Adejimola, Ojuolape, 2013). In the same way, Naik sees literature as the cloth of language. We can see the reflections of a language in its literature. It is a widely

known fact that literature carries a culture's characteristic and language originates from the culture and its components namely; customs, tradition, religion and the norms (Naik, 2011).

2.3. Literature in Reading as a Skill

Although this study focuses on only one skill (reading), literature is useful in every step and skill of EFL. Literature is important in teaching speaking, listening, reading and writing skills. Babee and Yahya proposed that the four skills should not be taught separately but should be taught in an integrated way (2014). Adejimo, Ojuolape emphasized the literature use in language teaching in terms of reading, listening, writing and speaking and he mentions about sub-skills like comprehension, vocabulary development, recognition, perception, oral reading, spelling, pronunciation, visual and audio-visual perception and enunciation. As a functional example, if a student knows the story, he / she can be familiar with the subject and recognize the words in the reading text. Then he / she can be easily canalized to the text, and reading comprehension becomes easier and as a result of the activity, many new words are learned by the learners. The writer concludes that the influence of literature is immense in language teaching (Adejimo, Ojuolape, 2013). On the other hand, Johnson and Chang focused on the influences of literature in classes with cultural diversity to create common points among different students and combine them in a line. (Johnson, Chang, 2012). They discuss the use of literature in ESL classes to overcome the differences. Literature is a common point for human beings to come together and why is literature not used in gender or culturally different ESL classes. The writers propose the teachers to show respect diversity among the students and motivate them and create a secure and respectful learning environment. The students can talk about, write a summary, rewrite a story and turn poetry into a prose after reading a literary text. Literature is also a great source for the production skills –writing and speaking. In addition to improving students' language skills, using literary texts appeals to students' imagination, develops cultural awareness and encourages critical thinking about plots and characters (Truong, 2009). To sum up, literature helps students to write more creatively.

One of the most remarkable essays was written by Aly Anwar Amer from Tanta University in Egypt published in 2012 about using literature in EFL reading classes. The aim of this article is to argue the advantages of using literature in EFL reading classes. Moreover, it intends to promote knowledge over on what content literature is used in EFL reading classes. The writer thinks that "literature has long been used as a source for reading materials

in English as a first language (L1) classes as in other languages. In recent years, there has been a growing interest in using literature in the second language (L2) classrooms, as well” (Amer, 2012). The use of literature in second language reading can have the same effect as in the first language. In this article the writer tries to count down all of the benefits and while doing this study he takes some researches into consideration about the subject made in different foundations and universities around the world. Using literature in reading classes enlarges the learners’ vocabulary development and using what they learned and promoting their thoughts (Adejimola, Ojuolape, 2013). Another researcher who studied on reading comprehension is Widdowson. The researcher states that modern teachers use more materials from daily life than traditional teachers (1983). In traditional discourse, the sentences are direct, short and natural but literary texts force readers to interpret to find evidence to reach reality and what is going on in the text. This interpretative reading procedure can be gained by reading more literary texts during learning a foreign language.

Teachers should adopt crucial roles in teaching with literary texts by trying to find solutions to the above-mentioned problems in this study. They should define the goals for their teaching processes by depending it on interests and demands of their students with a suitable language teaching approach or method. Then, it is time to choose the right literary text in accordance with their teaching target (Babee, Yahya, 2014). This procedure seems simply linear. First of all, the teacher tries to find the learners’ general competence and challenges the learners’ beliefs about the target culture. Then it comes to the implementation of the process. The teacher presents activities, tasks or projects in the classroom. Among these activities, tasks or projects we can talk about films and projects but it is undeniable fact that literature is the greatest source to attract the students.

In such a method, teachers should select a student-based and dynamic method for understanding texts. In the class, an active conversation starts among students about setting, plot and characters of the selected texts. This level is called as “literal level” by Babee and Yahya. After the discussions about the text, the students are directed to the second step by the teacher. This level is to interpret the text or as Babee and Yahya called “inferential level”. At this level, the students can read what the writer wrote and try to infer the meaning by adding their point of view on the writer’s. After understanding the text both literally and inferentially, the teacher diverts the students of the group work in which the students can share their assessments about the work (2014). This process may expand to writing skill by inspiring the readers for their own writings. On the other hand, the process always includes listening and

speaking skills with some activities such as oral reading, dramatization, pantomiming, discussion, and group activities.

2.4. Advantages of Teaching Different Genres of Literature

Indeed, the use of literary texts in teaching second or foreign language has a deep history. It started in the nineteenth century with Grammar Translation Method. The process was that learners used to translate the literary texts from the second / foreign language into their native language. Then, this method was replaced by the methods that used to give importance to structures and vocabulary more. As a result of this trend, literary texts were no longer used by EFL instructors. Methods such as Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response and the Natural Approach did not use literature in the teaching process. However, literary texts started to be used in teaching again about two decades ago. But this time, it was not as it used to be in the nineteenth century, namely, it was not in Grammar Translation method. This time, it was for reinforcing the skills and supplementing the language teaching process (Erkaya, Rocha, 2005). On the one hand, it can be used for language practice and reading comprehension in teaching the beginner and intermediate level students. On the other hand, it can be used for the development of knowledge of world literature, practice in reading and critical thinking in advanced students.

Different genres of literature have been used in teaching until now such as poems, short stories and dramas. Some of them became effective and some did not. One can state that some of them were not used effectively by the teachers and could not complete their missions in teaching. Also, there is another group of genres that are not convenient for teaching in the classroom such as novels.

As one of the earliest literary genres, poetry has been used in teaching. It can contribute enrichment for teaching activity with many advantages. First of all, it may be argued that it supplies different point of views for the learners towards language applications. Secondly, it motivates students / learners to make their own inferences and explanations about what they read. In addition, it can evoke feelings and opinions in both heart and mind. Last but not least, it lets the students know about or find out the figures of speech such as metaphors and similes (Babee, Yahya, 2014). Because of the fact that poetry conveys the feelings of “love and appreciation for the sound and then the power of language”, learners can

become familiar with many features such as stress, pitch, juncture and intonation of the foreign language (Çubukçu, 2001).

The second genre that is going to be discussed about teaching is drama which can be very useful in classes. This genre can be effective in communication-based language teaching. It is important because students can learn the application of language thanks to the drama usage in the teaching process. In addition, by using drama teachers can create awareness and interest towards the second language and its culture (Sarıçoban, 2004). Lenore mentions about the advantages of using drama in teaching. According to Lenore, it triggers creative and critical thinking and improves them. Also, it is good for listening skills. It increases empathy and awareness in students so it is useful in self-conception of them. On the other hand, it helps teachers or instructors to lead a new perspective on teaching. As it helps to develop creativity, originality, sensitivity, flexibility, cooperation, it also improves communication skills and level of competence of learners. By that means, learners can develop fresh thoughts and ideas (1993).

Apart from poetry and drama, one of the most useful genres in literature is novel to be used in teaching as material. This genre can be useful in developing linguistic structures in the learning process of the language. However, curiosity is something that should be triggered in starting the learning process. Therefore, an appropriate novel should be selected to motivate the entire class for the target language. While choosing the appropriate novel, the instructor should consider characters, themes, and settings of a novel. Also, particular themes, ideas, motifs and concepts may be taken into consideration to do so. Among the advantages of using novels in teaching as materials, Babe and Yahya mention different matters. First of all, this genre develops knowledge about different cultures, traditions, societies, and people in the learners. Secondly, it offers real life like settings. Thirdly, it gives the learners a chance to use their creativity. Also, it helps critical thinking of learners to improve. In addition, it stimulates the learners' imaginations. Finally, it develops both oral and written language skills (2014). Although it sometimes seems as boring by the learners, the use of novel in teaching is an important tool to improve reading comprehension and to build vocabulary.

Finally, it may be true to state that a short story is one of the most effective genres in teaching through literary texts. Short stories are kind of reflections of real life situations because of the fact that characters in a short story are authentic and symbolic just like individuals in our daily lives. Indeed, short stories illuminate and mirror real life situations

(Sage, 1987). Using short stories in teaching has a lot of advantages. Ariogul mentions these advantages and states that it makes reading tasks easier for the learners because the texts are shorter and simpler when compared with the other genres. This genre may increase the learners' attitudes and knowledge about different cultures. In addition, it offers them a world of wonders and mystery. It improves critical thinking ability in learners. On the other hand, the learners may feel comfortable and free with short stories (2001). Finally, like other genres of literature, this genre improves cognitive analytical abilities as well (Sage, 1987). Briefly, in a foreign language, application of short fiction is very effective. It is also easy to use in a classroom because it does not need too much time to conduct a lesson with short story text. As a result of this, students do not get bored during the lesson and they try to participate in the course. For these reasons, short stories are one of the most practical, effective and useful genres that can be used in teaching especially in reading courses.

2.5. Benefits of Using Short Stories in the EFL Context

Lao and Krashen conducted a research at a university Hong Kong in order to see and show the importance of using short stories in teaching. There were two groups in the study - a group of students that read short stories and a second group that read non-literary texts. As a result of the study, the group who read short stories showed development in vocabulary and reading (2000). This was just one example from a vocabulary and reading point of view about the benefits of short stories in teaching. The advantages of using short stories in EFL teaching may be categorized in four main points. According to Erkaya and Rocha these advantages are motivational, literary, cultural and higher-order thinking benefits (2005).

As it was mentioned above, curiosity is very important to trigger the learners to start the learning process. Short stories are broad materials for the learners for motivation because they encourage the students to continue reading until the end of the story. This is because short stories have a starting point, a development and also a conclusion waiting for the learners to discover. Vandrick states that students are motivated by literature by exploring their own feelings through experiencing the feelings of the others (1997). On the other hand, in many cultures and societies, literature represents high status, as a result of this, the students can feel understanding of achievement through highly respected literature (Erkaya, Rocha, 2005). In addition, it is a widespread accepted fact that literary texts are usually more interesting than course books. Therefore, short stories can be selected for the learners to read more according to their proficiency levels and preferences for motivation. At this point,

choosing the most suitable short story in accordance with the interest, need or preference of the students becomes important. According to Akyel and Yalçın, short stories should have various themes that will offer different things for different interest, need or preference of learners (1990). However, to avoid conflicts, Widdowson emphasizes that themes should be “consistent with the traditions that the learners are familiar with” (1983). In conclusion, short stories can be good motivators if they are selected appropriately by the instructors.

After motivating the students, the second advantage of short stories in teaching is introducing the basic literary elements such as character, setting and plot into teaching. Also, conflict, climax and resolution may be added to these elements in advanced classes (Erkaya, Rocha, 2005). According to Gajdusek, literature can be introduced into teaching by following this order of activities; pre-reading activities, factual in-class work, analysis and extending activities. To begin with, in pre-reading activities, students can have a chance to have information about the story in terms of its background and vocabulary (1988). If an example is needed to be given, in the event that the main theme of the short story to be read is peace, then the instructor asks some basic questions about peace such as:

- What is peace?
- Can people live in peace around the world? Why? Why not?
- How can peace become stable in the world?

Secondly, setting, characters and point of view are introduced to the students in factual in-class work part. This time, the questions will be like this:

- Who is the main character of the story?
- Where does the story take place?
- When does the story happen?
- Who is narrating the story? (Gajdusek, 1988)

The final step of this process is extending activities and the analysis section. The first two activities which are pre-reading and factual in-class work analysis can be assigned for beginner or pre-intermediate level students because these activities do not need any analysis skill. On the other hand, extending activities and analysis section needs involvement and experience such as writing, in-class group work such as role-play (Gajdusek, 1998). Therefore, this step may be implemented to advanced level or intermediate level students. If an example is needed to be given for extending activities:

- Imagine that you are the president of one of the dominant countries of the world. What would you do to keep peace around the world?

The third advantage of using short stories in teaching is teaching the culture of the target language. A learning culture is important for learners because they learn about past and present and traditions and customs by learning culture. In addition to this, culture teaches the students to understand and respect the differences among people (Erkaya, Rocha, 2005). They have a chance to compare the new culture with their culture and interpret the two cultures. In this process, there may be some misinterpretations among the students. In order to avoid misinterpretations, the instructors had better do some studies to enlighten the students (Gajdusek, 1998).

The final benefit of short stories in teaching is teaching higher-order thinking. This one addresses for intermediate or advanced level students because it needs analyzing and then critical thinking. However, Young claims that the children's stories can be used for college students to improve critical thinking. He supports this idea because the stories are entertaining and critical thinking appears in an easily remembered context (1996). On the other hand, Howie agrees with the use of short stories to improve critical thinking through developing cognitive skills such as "making judgments, being decisive, coming to conclusions, synthesizing information, organizing, evaluating, predicting, and applying knowledge" (1993). When it comes to higher-order thinking, the skills of thinking called as Bloom's Taxonomy is significant to underline. According to Bloom's Taxonomy, the teachers or instructors can activate lower-order or higher-order thinking of the students. The first step of Bloom's Taxonomy is knowledge. Beginners can remember and respond to the questions about dates, events and places. Therefore, they can respond to any questions easily. The second step of Bloom's Taxonomy is comprehension in which the students can compare, interpret, and give descriptions and state main ideas. The third step is the application in which the students try to solve problems by using their knowledge about the story. The fourth level of Bloom's Taxonomy is the analysis which needs at least intermediate level. In this step, the students analyze, compare, contrast, explain and infer facts or ideas about the story. The more the students are competent in the language, the more advanced skills they can practice. The last two levels of the taxonomy are synthesis and evaluation for which advanced level of proficiency is needed. The possible questions for Bloom's critical thinking questioning strategies can be such as:

- How would you change the plot?
- What would happen if . . . ?
- What changes would you make to solve . . . ?
- Do you agree with the actions . . . ?, with the outcomes . . . ?
- Why did they (the character) choose . . . ?
- What choice would you have made . . . ? (Erkaya, Rocha, 2005).

In conclusion, apart from the main four skills of teaching, short stories are useful in teaching literary, cultural and higher-order thinking aspects. Literature expands students' linguistic and cognitive skills, cultural knowledge and sensitivity (Shanahan, 1997). Briefly, by integrating short stories into the schedule, instructors foster their students to learn the language in many aspects.

2.6. Conclusion

To sum up, according to many writers and researchers, literary texts present new opportunities and resources for learners of foreign languages. One can comment that these texts are valuable materials both for teachers while preparing for the class and thereby for students to learn a foreign language. Using literature in teaching is advantageous due to the fact that it appeals to the students with various learning styles. Another point that makes literary texts important materials is that they can be practiced in every four skills of teaching; speaking, listening, reading and writing. In addition to the mentioned aspects, these texts are helpful for the learners to be aware of other cultures and societies. Apart from teaching, these texts are good to consider authentic subjects such as love and war that may be experienced in the real world. Because of the fact that literature is referential and expressive, literary texts do not have the only informational aspect of language. Therefore, thanks to literary texts the learners can be more active in the class by expressing their feelings and perception of the real world. From this point of view, it may be argued that literary texts are representational because they help the students to activate their imagination and develop their emotions.

CHAPTER III

3. METHODOLOGY

In this part of the study, the applied methods in order to conduct this study are discussed with regard to the research design, participants, instrumentation, procedure and data analysis.

3.1. Research Design

Because of the fact that the main objective of this study is literature and it is a concept which addresses to our emotions, experiences, thoughts, beliefs and ideas, using a qualitative research provides a better understanding for this study and its results. Therefore, one of the best approaches to discuss something abstract is conducting a qualitative research. Denzin and Lincoln underline the importance of qualitative studies and state that researchers can investigate the participants in their natural environment and give meanings to the expressions and facts via qualitative researches (1998). Also, Lincoln and Guba (1985) (as cited in Maykut & Morehouse, 1994) gives a definition to the qualitative researches as “an emergent research design that you will begin with an initial focus of inquiry and an initial sample, and refine your focus of inquiry and sampling strategy as you engage in an ongoing process of data collection and analysis” (p.59).

The type of qualitative method which is used in this study is a semi-structured interview. According to Cohen and Crabtree (2006), the semi-structured interview guide provides a clear set of instructions for interviewers and it can provide reliable and comparable qualitative data because of the fact that the interviewee can express his or her own opinion comfortably and freely.

This study attempts to conduct qualitative and also quantitative methodologies including questionnaires and an interview to gather information about the participation and perceptions of students in EFL reading classes in terms of using a non-literary text and after that a text including a literary text. Quantitative methods are additionally used to increase the validity and reliability of the study as Golafshani stated. He says that the use of reliability and validity are common in quantitative research (2003). Due to the fact that literature is difficult to scale, quantitative methods become necessary in this study. As Gay and Airasian (2000) state, quantitative methodology depends on the collection and analysis of numerical data

(p.8.). As a result, a combination of qualitative and quantitative methodologies has been included in this study.

The aim of this methodological process is to reveal the usefulness of literary text use in EFL reading classes. To begin with, a reading lesson which includes a non-literary text was conducted with the students. After that, a reading lesson which includes a literary text (see Appendix 2) was implemented to the students. After these lessons were conducted, the questionnaires which evaluated the two lessons were delivered to the students. Finally, an interview including four open-ended questions was delivered to the students in order to get the evaluations about the lessons.

This study includes both qualitative and quantitative data collection tools. Furthermore, triangulation method is a concept which is essential to mention about at this point of the study. It is a method which is used for improving the validity and reliability of research or evaluation of findings. Mathison defines it by stating:

Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology. (p. 13)

As a result of both methods which were used in this study, triangulation has contributed to the validity of this study.

3.2. Participants

The study was conducted at Toros University in Mersin. The school was established in 2009 as a foundation university and it has been active since then. Today, Toros University has more than 3000 students and about 400 staff. I have been working there as an English instructor for three years.

About 60 participants from two separate classes of Toros University Preparatory School participated in this study. The number of female and male students is homogeneous. These students are from different cultures and different backgrounds. The ages of the participants vary between 17 and 25 and these students have had English lessons for more than 10 years before they started their bachelor degrees at Toros University. They study in preparatory classes as their departments require them to have at least 60% knowledge of

English (about B2 level band) to be able to carry on their education in their majors. They have four reading hours a week. The level of English of the participants is in A2 level band according to the Common European Framework. Non-probability sampling method is preferred in the sampling process. Therefore, neither A1 nor B2 levels but A2 level was selected in this study in order to observe a medium group of students who form the majority of our school. We name this elementary group as ‘Edinburgh’ classes in Toros University. It would be better to bear in mind that one teacher –the researcher- conducted the lessons in this study.

3.3. Instrumentation

In this study, there are two types of instruments including two questionnaires and one interview -in total three instruments- to collect data. First, a reading lesson including a non-literary text was conducted. This non-literary text was designed by the Toros University Testing Office. This text was suitable for my study to represent non-literary texts because of the fact that it is suitable for the levels, ages and interests of the students.

After a questionnaire about reading instruction with a non-literary text applied to the students, reading lesson including a literary text and the second questionnaire about reading instruction with literary text was applied to the students. After the implementation of two questionnaires, an interview including four open-ended questions was delivered to the students.

The first questionnaire (see Appendix 3) is designed to measure the ideas and feelings of the students towards the lesson which is conducted with non-literary reading instruction. It was developed by Krueger and Ranalli (2003), and it was adapted by the researcher in accordance with the research questions. In this study, a scientific text (see Appendix 1) is selected as a non-literary text. There are ten items in this questionnaire and five options (always, generally, sometimes, hardly ever, never) for each item to measure the attitudes of the students towards the reading lessons including non-literary texts. The items in the questionnaire were adapted in accordance with the research questions in order to evaluate students’ enjoyment, motivation, comprehension and their attitudes towards unknown words about the lesson which includes a non-literary text. Meanwhile, the questionnaire was administered in English and the pilot study was conducted by Özbek (2014).

The second questionnaire (see Appendix 4) is designed to measure the ideas and feelings of the students towards the lesson which is conducted with reading instruction with literary texts. It was developed by Krueger and Ranalli (2003), and it was adapted by the researcher in accordance with the research questions. In this study, a short story (see Appendix 2) is selected among literary genres to conduct the lesson. There are ten items in this questionnaire and five selections (always, generally, sometimes, hardly ever, never) for each question to measure the attitudes of the students towards the reading instruction with literary texts. The items in the questionnaire were adapted in accordance with the research questions in order to evaluate students' enjoyment, motivation, comprehension and their attitudes towards unknown words about the lesson which includes a literary text. Meanwhile, the questionnaire was administered in English and the pilot study was conducted by Özbek (2014).

After the implementation of questionnaires, an interview was implemented to the students about the lessons which were conducted with non-literary text and the one with literary text (see Appendix 5). This interview consists of four general open-ended questions. The purpose of this interview including open-ended questions is to get the students' ideas and feelings at the end of the questionnaires. In other words, the aim is to triangulate in order to support the questionnaire data. They were asked to the students after applying two lessons. The questions were prepared in accordance with the ones in the questionnaire to clarify their views about the lessons.

3.4. The Procedure

This study has been carried out in a preparatory school of a foundation university for a period of time of two weeks with the aim of observing literary texts usage in reading classes. The lessons with a reading instruction which includes a non-literary text and a reading instruction with literary text including a short story implemented to the students respectively. Sixty students were divided into two separate groups each includes 30 students. There were 4 lessons in total of this study –two lessons for literary text and two lessons for non-literary text. It should be noted that student responses were used in the procedure of the study.

At the first week of the study, the students were given a reading instruction including a non-literary text (see Appendix 1). At the end of each lesson including a non-literary text, the questionnaires were given to the students and they were wanted to fill them realistically in order to measure their reactions about the lesson.

Afterwards, the reading lesson including a short story (see Appendix 2) as literary texts was applied to the same group of students at the last week of the practice. Again, at the end of each lesson including a literary text, the questionnaires were given to the students and they were wanted to fill them realistically in order to measure their reactions about the lesson. Finally, after these lessons and questionnaires, interview questions were given to the students.

It should also be noted that the two lessons were tried to be conducted in the same way. First of all, the lessons started with pre-reading part as a warm-up activity which includes conversation questions about the subject. After these speaking activities, the lessons continued with vocabulary studies as while reading activities. After that, comprehension questions about the texts were given to the students as post-reading activities. Finally, both lessons ended with writing activities including writing the theme and summary of each text.

3.5. Data Analysis

The data analysis process of the quantitative part of the study started with the analysis of questionnaires about both learning instructions. Firstly, the papers were gathered after the implementation of the questionnaires to 60 students respectively. Secondly, the results of two questionnaires were converted into a numeric system which allowed the calculation of scores for each question and for each student. Finally, after the data was collected, it was analyzed in detail and the results were analyzed statistically with SPSS. By that means, the data about the attitudes of the students towards reading instruction which includes non-literary text and reading instruction which includes literary texts were gained.

The data analysis process of the qualitative part of the study started with the analysis of student interviews. In the first section, the answers of the students for the interview questions were collected. Afterwards, the process of categorization the answers started by using grouping for the categorization of the responses. This method is called content analysis. Content analysis as a research method is a systematic and objective means of describing and quantifying phenomena (Krippendorff 1980). The evaluation of the same or similar answers happened under the same categories. The results about the opinions of the students for the use of literary texts in teaching were interpreted by categorizing the common responses. All in all, with the help of this type of a categorization, using literary texts in ELT teaching was interpreted properly.

CHAPTER IV

4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter presents the results of quantitative and qualitative data of the study which were mentioned in the previous chapter. The outcomes of this study are discussed in terms of the concepts under investigation by benefiting from the qualitative and quantitative data collection tools which are questionnaires and interviews by using literary texts in teaching. The questionnaires (see Appendix 2, Appendix 4) and interview (see Appendix 5) used in this study can be seen in the appendices.

4.2. The Results of the Interview

The results of the interview form the findings of the qualitative analysis part of this study. The questions which were asked in the interview and common answers which were given to them by sixty students are as followed with discussion.

4.2.1. Findings and Discussion of Interview Question 1

Which lesson did you enjoy mostly: the one that the teacher used non-literary texts or the one that the teacher used literary texts? Why?

When the answers to the first interview question are reviewed, it can be clearly seen that most of the students stated that they enjoyed mostly the lecture in which the teacher used a literary text. Forty-Eight out of 60 students expressed their positive opinions on the lesson that the teacher used a literary text. For example, one of the students stated that he did not get bored even a minute and he was always alert throughout the lesson including a literary text. When it comes to the reasons for the students to choose literary texts over non-literary texts, it may be true to state that most of the students have found the lesson with literary text more interesting. The second most given reason is that the lesson conducted with the literary text is more enjoyable than the other one. For example, one of the students stated that the lesson including a non-literary text was more boring than the one including a literary text. In short, the students enjoyed the lesson including a literary text more than the lecture including a non-literary text.

4.2.2. Findings and Discussion of Interview Question 2

Which lesson did you get motivated mostly: the one that the teacher used non-literary texts or the one that the teacher used literary texts? Why?

The answers given to the second interview question showed almost equal results both for the lesson that the teacher used non-literary texts and the lesson that the teacher used literary texts. While 35 out of 60 students stated that they were more motivated in the lesson in which the teacher used literary texts, the rest of the students stated that they were motivated mostly in the lesson that the teacher used non-literary texts. To give an example, one student stated that she lost her motivation easily in the lesson including a non-literary text but she did not have the same experience in the lesson including a literary text. The most striking reason why the lesson that the teacher used literary texts was liked more can be that literary texts triggered their curiosity. Furthermore, 4 students stated as a reason that literature diverts them to self-education, so they were more propelled in the lesson that the teacher used literary texts. In conclusion, it may be argued that literary texts may start instinctive learning in students, in other words, these texts can be useful in order to make the students concentrate on the lesson more.

4.2.3. Findings and Discussion of Interview Question 3

Which method provided permanent learning: the one that the teacher used non-literary texts or the one that the teacher used literary texts? Why?

After analyzing the answers given to this question, it can be seen that 39 out of 60 students stated that the lesson in which the teacher used a literary text provided permanent learning more than the lesson that the teacher used a non-literary text. Among the most popular reasons, most of the students (18 out of 60 students) stated that they learned new structures in the lesson that the teacher used literary texts. One can infer that literary texts helped the students learn new phrases and collocations. To give an example, a student stated that he/she learned the phrase 'giving birth' and this phrase has become permanent for him/her. The second popular reason is that the lesson in which the teacher used literary text presented diverted them to think critically. This reason can be interpreted in the way that Bloom's Taxonomy worked at this point, and as a result of this process of taxonomy, they could learn permanently. All in all, it can be concluded that literary texts can provide slightly more permanent learning when compared to non-literary texts.

4.2.4. Findings and Discussion of Interview Question 4

Which teaching style is more effective for you in terms of new words: the one that the teacher used non-literary texts or the one that the teacher used literary texts? Why?

Fifty-one out of 60 students specified that the lesson in which the teacher used literary text was more effective in teaching new words. There are striking reasons for the formation of this gap. Most of the students stated that pre-reading activities and while reading activities as well as post-reading activities and writing exercises lead them to learn new vocabulary. The second majority of the students stated that even though they did not know the meaning of unknown words, they could easily extract their meanings from the context of the story (contextualization of language). For example, one of the students stated that she learned the word “intently” in the text and after doing the pre-reading activities. To sum up, it can be understood that literary texts contribute to the imagination and this helps students guess the meaning of new words.

4.3. The Results of the Questionnaires

The results of the questionnaires form the quantitative analysis part of this study. The questionnaire items which have the same numbers in the questionnaires have been compared in tables by using SPSS. The questionnaires were developed by Krueger and Ranalli (2003), and they were adapted by the researcher in accordance with the research questions.

4.3.1. The comparison and discussion of the 1st items of the questionnaires

Table 1. Percentage of students' enjoyment in the reading instruction with non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I enjoy the reading text in reading instruction with non-literary text.	13.3	18.3	26.7	25	16.7
2. I enjoy the reading text in reading instruction with literary text.	23.3	26.7	25	13.3	11.7

As it can be clearly seen in Table 1, we asked the students about their ideas about their enjoyment in terms of the reading instruction with non-literary texts and literary texts. We requested them to answer the questions in a rank with 5 selections from always to never. While 13,3% of the students replied that they always enjoyed the reading instruction with non-literary text, 23,3% of them replied that they always enjoyed the reading text in reading instruction with literary text. Secondly, 18,3% of the students stated that they generally enjoyed the reading text in reading instruction with non-literary text while 26,7% of them stated that they generally enjoyed the reading text in reading instruction with literary text. Thirdly, 26,7% of the students declared that they sometimes enjoyed the reading text in reading instruction with non-literary text; on the other hand, 25% of the students stated that they sometimes enjoyed the reading text in reading instruction with literary text. Then, 25% of the students stated that they hardly ever enjoyed the reading text in reading instruction with non-literary text while 13,3% of the students stated that they hardly ever enjoyed the reading text in reading instruction with literary text. Finally, 16,7% of the students stated that they never enjoyed the reading text in reading instruction with non-literary text while 11,7% of the

students declared that they never enjoyed the reading text in reading instruction with literary text.

As a result of the data obtained from the questionnaire, a tendency among the students that they enjoyed reading instruction in which the teacher used a literary text could be clearly seen. It may be true to state that this tendency is significant because 75% of the students selected always, generally and sometimes selections. In brief, one can comment that most of the students enjoyed the reading text in reading instruction with a literary text.

4.3.2. The comparison and discussion of the 2nd items of the questionnaires

Table 2. Percentage of the students' understanding of the reading text in reading instruction with non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I can understand the reading text in reading instruction with non-literary text.	23.3	23.3	21.7	18.3	13.3
2. I can understand the reading text in reading instruction with literary text.	18.3	21.7	23.3	20	16.7

As it is seen in Table 2, the students were asked about their understanding of the reading text in reading instruction with a non-literary text and a literary text. Firstly, 23,3% of the students replied that they could always understand the reading text in reading instruction with non-literary text while 18,3% of them replied that they could always understand the reading text in reading instruction with literary text. Secondly, 23,3% of the students stated that they could generally understand the reading text in reading instruction with non-literary text while 21,7% of them stated that they could generally understand the reading text in

reading instruction with literary text. Thirdly, 21,7% of the students declared that they could sometimes understand the reading text in reading instruction with non-literary text, on the other hand, 23,3% of the students stated that they could sometimes understand the reading text in reading instruction with literary text. Then, 18,3% of the students stated that they could hardly ever understand the reading text in reading instruction with non-literary text while 20% of the students stated that they could hardly ever understand the reading text in reading instruction with literary text. Finally, 13,3% of the students stated that they could never understand the reading text in reading instruction with non-literary text while 16,7% of the students declared that they could never understand the reading text in reading instruction with literary text.

As a result of the questionnaire, one can comment that reading instruction with either non-literary text or literary text is not a significant factor for the students. On the other hand, it can be argued that regardless of the type of the texts, the students did not have any difficulty to understand the texts in both instructions. However, there is a tendency towards non-literary texts according to the results of the study. This slight difference can be interpreted that literary texts are more complicated to understand at the first glance when the levels and interests of the students are taken into consideration, because of the fact that these texts are not direct, but they are indirect. On the other hand, non-literary texts are generally direct and they can be easily understood by the students at the first glance. Therefore, it can be stated that these texts are superior to literary texts in terms of being comprehended at first glance. All in all, one can conclude that the second questions of the questionnaires do not give a significant result to interpret the difference between literary and non-literary texts.

4.3.3. The comparison and discussion of the 3rd items of the questionnaires

Table 3. Percentage of the students' understanding of the main idea of the text in reading instruction with non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I can understand the main idea of the text in reading instruction with non-literary text.	33.3	25	16.7	13.3	11.7
2. I can understand the main idea of the text in reading instruction with literary text.	30	28.3	31.7	6.7	3.3

In this question, the students were asked about their understanding of the main idea of the text in reading instruction with non-literary texts and literary texts. Firstly, 33,3% of the students replied that they could always understand the main idea of the text in reading instruction with non-literary text while 30% of them replied that they could always understand the main idea of the text in reading instruction with literary text. Secondly, 25% of the students stated that they could generally understand the main idea of the text in reading instruction with non-literary text while 28,3% of them stated that they could generally understand the main idea of the text in reading instruction with literary text. Thirdly, 16,7% of the students declared that they could sometimes understand the main idea of the text in reading instruction with non-literary text, on the other hand, 31,7% of the students stated that they could sometimes understand the main idea of the text in reading instruction with literary text. Then, 13,3% of the students stated that they could hardly ever understand the main idea of the text in reading instruction with non-literary text while 6,7% of the students stated that they could hardly ever understand the main idea of the text in reading instruction with literary text. Finally, 11,7% of the students stated that they could never understand the main idea of

the text in reading instruction with non-literary text while 3,3% of the students declared that they could never understand the main idea of the text in reading instruction with literary text.

As it can be seen in Table -3, the answers which were in favor of the non-literary texts were steadier while there is a huge gap in the answers belonging to the literary text in positive way. Because of the fact that there is not an immense difference between the data about the answers given for ‘always, generally and sometimes’, this table can be better interpreted from the reverse side. It can be commented that while 25 percent of the students had some difficulties in understanding the main idea of the text in reading instruction with non-literary text, only 10 percent of the students had difficulty in understanding the main idea of the text in reading instruction with a literary text. As a result of the data obtained from the 3rd item, it may be true to argue that literary texts can be more effective for the most of the students in terms of accurate comprehension of the main idea of the text in reading classes. Due to the fact that there is not a great gap between the results in a positive way, non-literary texts can be effective in terms of understanding the main idea. However, in order to achieve the understanding of the whole class, literary texts can be more effective.

4.3.4. The comparison and discussion of the 4th items of the questionnaires

Table 4. Percentage of how easy the students’ have found supporting ideas in non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I can easily find supporting ideas of non-literary texts.	21.7	21.7	26.7	18.3	11.7
2. I can easily find supporting ideas of literary texts.	15	15	35	18.3	16.7

Table 4 shows the data about how easy the students’ found supporting ideas in non-literary text and literary text. Firstly, 21,7% of the students replied that they could always find

supporting ideas of non-literary texts easily in reading instruction with non-literary text while 15% of them replied that they could always find supporting ideas of literary texts easily in reading instruction with literary text. Secondly, 21,7% of the students stated that they could generally find supporting ideas of non-literary texts easily in reading instruction with non-literary text while 15% of them stated that they could generally find supporting ideas of literary texts easily in reading instruction with literary text. Thirdly, 26,7% of the students declared that they could sometimes find supporting ideas of non-literary texts easily in reading instruction with non-literary text, on the other hand, 35% of the students stated that they could sometimes find supporting ideas of literary texts easily in reading instruction with literary text. Then, 18,3% of the students stated that they could hardly ever find supporting ideas of non-literary texts easily in reading instruction with non-literary text while 18,3% of the students stated that they could hardly ever find supporting ideas of literary texts easily in reading instruction with literary text. Finally, 11,7% of the students stated that they could never find supporting ideas of non-literary texts easily in reading instruction with non-literary text while 16,7% of the students declared that they could never find supporting ideas of literary texts easily in reading instruction with literary text.

As it can be seen in the table, most of the students were able to find supporting ideas of non-literary text more easily than literary text. On the other hand, 35 percent (hardly ever + never) of the students claimed that they had some difficulties in finding supporting ideas of literary texts. These data can be interpreted in the way that literary texts cannot be superior to non-literary texts in terms of finding supporting ideas of a text. It may be argued that because literary texts are not direct texts and they mostly say something indirectly, it may be difficult for the students to find the supporting ideas. Another argument about this result can be that non-literary texts such as scientific texts are more pragmatic texts, thus the students can find the supporting ideas more easily than literary texts. All in all, it can be true to state that literary texts cannot make any differences in terms of finding supporting ideas more easily in reading classes.

4.3.5. The comparison and discussion of the 5th items of the questionnaires

Table 5. Percentage of the students' focus on the reading comprehension questions and finding the answers easily in reading instruction with non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I can focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary text.	16.7	20	20	21.7	21.7
2. I can focus on the reading comprehension questions and find the answers easily in reading instruction with literary text.	33.3	30	26.7	5	5

In this part of the questionnaire, the students were asked whether they focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary text or literary text more. Firstly, 16,7% of the students replied that they could always focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary text while 33,3% of them replied that they could always focus on the reading comprehension questions and find the answers easily in reading instruction with literary text. Secondly, 20% of the students stated that they could generally focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary text while 30% of them stated that they could generally focus on the reading comprehension questions and find the answers easily in reading instruction with literary text. Thirdly, 20% of the students declared that they could sometimes focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary

text, on the other hand, 26,7% of the students stated that they could sometimes focus on the reading comprehension questions and find the answers easily in reading instruction with literary text. Then, 21,7% of the students stated that they could hardly ever focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary text while 5% of the students stated that they could hardly ever focus on the reading comprehension questions and find the answers easily in reading instruction with literary text. Finally, 21,7% of the students stated that they could never focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary text while 5% of the students declared that they could never focus on the reading comprehension questions and find the answers easily in reading instruction with literary text.

It can be clearly seen from Table -5 that students can focus on the reading comprehension questions and they can find the answers more easily in reading instruction with literary texts. It can be stated that the results are significant about this part of the questionnaire. As it is seen from the table, non-literary texts are effective in concentrating on the reading comprehension questions and finding the answers easily but literary texts are more effective than non-literary texts owing to the fact that only 10 percent (never + hardly ever) of the participants had difficulties in focusing on the questions and finding the answers easily about literary texts. The reason for this result can possibly be because of the productivity and effectiveness of literary texts. This is because these texts lead students to think critically and then to find the answers more easily.

4.3.6. The comparison and discussion of the 6th items of the questionnaires

Table 6. Percentage of the students' feelings about motivation and relaxation by comprehending non-literary text or literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I feel motivated and relaxed by comprehending a text including non-literary texts.	8.3	13.3	20	33.3	25
2. I feel motivated and relaxed by comprehending a text including literary texts.	36.7	31.7	25	5	1.7

Table 6 shows the percentage results of the students' feelings about motivation and relaxation by comprehending non-literary texts and literary texts. Firstly, 8,3% of the students replied that they always felt motivated and relaxed by comprehending a text including non-literary texts while 36,7% of them replied that they always felt motivated and relaxed by comprehending a text including literary texts. Secondly, 13,3% of the students stated that they generally felt motivated and relaxed by comprehending a text including non-literary texts while 31,7% of them stated that they generally felt motivated and relaxed by comprehending a text including literary texts. Thirdly, 20% of the students declared that they sometimes felt motivated and relaxed by comprehending a text including non-literary texts, on the other hand, 25% of the students stated that they sometimes felt motivated and relaxed by comprehending a text including literary texts. Then, 33,3% of the students stated that they hardly ever felt motivated and relaxed by comprehending a text including non-literary texts while 5% of the students stated that they hardly ever felt motivated and relaxed by comprehending a text including literary texts. Finally, 25% of the students stated that they never felt motivated and relaxed by comprehending a text including non-literary texts while

1,7% of the students declared that they never felt motivated and relaxed by comprehending a text including literary texts.

As it can be clearly seen from the table, one can comment that there is a striking difference between literary and non-literary texts in terms of motivation and relaxation. As the data has allowed us, we can state that the majority of the students felt motivated and relaxed by comprehending a text including the literary text. Also, it can be stated that the results are significant. The reasons for this result can vary but the most logical reason of this can be that literary texts have generally a story to follow and that they have a beginning and an end; thus, these texts keep the students more motivated and stimulated in the class. In addition to this, the students can feel more relaxed because literature gives pleasure and it is used for entertainment unlike non-literary texts such as scientific texts. Non-literary texts can also make students feel motivated and relaxed, whereas literary texts are more powerful in this aspect.

4.3.7. The comparison and discussion of the 7th items of the questionnaires.

Table 7. Percentage of the students' learning new words and using them in sentences after a lesson presented with reading instruction with non-literary texts and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I can keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts.	16.7	20	26.7	21.7	15
2. I can keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with literary texts.	16.7	21.7	23.3	18.3	20

In the seventh item, the students were asked about how well they can keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary and literary text. Table 7 shows the data results of question 7 of both questionnaires. At first, 16,7% of the students replied that they could always keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts while 16,7% of the students replied that they could always keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with literary texts. Secondly, 20% of the students stated that they could generally keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts while 21,7% of them stated that they could generally keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with

literary texts. Thirdly, 26,7% of the students declared that they could sometimes keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts, on the other hand, 23,3% of the students stated that they could sometimes keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with literary texts. Then, 21,7% of the students stated that they could hardly ever keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts while 18,3% of the students stated that they could hardly ever keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with literary texts. Finally, 15% of the students stated that they could never keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts while 20% of the students declared that they could never keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with literary texts.

As it can be seen from the table, it may be true to argue that the results about this part are not significant to reach an exact and concrete result. The answers do not show striking differences between the two concepts. If an example is needed to be given, while the percentage of the 'always' answers is the same, the other answers for the other selections of the questionnaires do not show any huge gap. For this reason, one can comment that literary texts or non-literary texts do not make a difference for the students about keeping the meaning of new words in memory and use them in sentences.

4.3.8. The comparison and discussion of the 8th items of the questionnaires.

Table 8. Percentage of the students' answers about when they learn the meaning of new words directly in reading instruction with non-literary text or literary text, which is more effective and permanent?

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. When I learn the meaning of new words directly in reading instruction with non-literary texts, it is more effective and permanent.	8.3	11.7	21.7	30	28.3
2. When I learn the meaning of new words directly in reading instruction with literary texts, it is more effective and permanent.	28.3	36.7	28.3	3.3	3.3

Table 8 shows the data about the eighth items of both questionnaires. In question 8, the students were asked about when they learn the meaning of new words directly in reading instruction with non-literary texts or literary texts, which one more effective and permanent is. When the table is analyzed, it is seen that 8,3% of the students stated that when they learn the meaning of new words directly in reading instruction with non-literary texts, it is always more effective and permanent while 28,3 of them stated that it is always more effective and permanent when they learn the meaning of new words directly in reading instruction with literary texts. Second, 11,7% of the students declared that when they learn the meaning of new words directly in reading instruction with non-literary texts, it is generally more effective and permanent while 36,7 of them stated that it is generally more effective and permanent when they learn the meaning of new words directly in reading instruction with literary texts. Third, 21,7% of the students declared that when they learn the meaning of new words directly

in reading instruction with non-literary texts, it is sometimes more effective and permanent while 28,3 of them stated that it is sometimes more effective and permanent when they learn the meaning of new words directly in reading instruction with literary texts. Then, 30% of the students stated that when they learn the meaning of new words directly in reading instruction with non-literary texts, it is hardly ever more effective and permanent while 3,3 of them stated that it is hardly ever more effective and permanent when they learn the meaning of new words directly in reading instruction with literary texts. Finally, 28,3% of the students declared that when they learn the meaning of new words directly in reading instruction with non-literary texts, it is never effective and permanent while 3,3 of them stated that it is never effective and permanent when they learn the meaning of new words directly in reading instruction with literary texts.

According to the percentages of the answers of the question 8, it can be easily seen that students can learn the meanings of new vocabulary with literary texts better than non-literary texts. Again, the results are significant because there is an outstanding difference between the data. Therefore, it may be argued that literary texts are superior to non-literary texts in terms of new vocabulary learning. One can comment that the other texts are also effective and permanent but reading instruction including a literary text is better at permanent and effective vocabulary learning as a result of this item of the study.

4.3.9. The comparison and discussion of the 9th items of the questionnaires.

Table 9. Percentage of the students' comprehending the meaning more easily and more effectively when the lessons are conducted by the teacher in reading instruction with non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. Comprehending the meaning is easier and effective when the lessons are conducted by the teacher in reading instruction with non-literary texts.	10	13.3	23.3	28.3	25
2. Comprehending the meaning is easier and effective when the lessons are conducted by the teacher in reading instruction with literary texts.	20	20	21.7	18.3	20

Table 9 shows the results of the data about item nine of both questionnaires. In question 9, the students were asked if the comprehension process of the meaning is easier and more effective or not when the lessons are conducted by the teacher during reading instruction with non-literary texts and literary texts. First, 10% of the students stated that comprehending the meaning is always easier and effective when the lessons are conducted with non-literary texts while 20% of the students stated that comprehending the meaning is always easier and effective when the lessons are conducted with literary texts. Second, 13,3% of the students stated that comprehending the meaning is generally easier and effective when the lessons are conducted with non-literary texts while 20% of the students stated that comprehending the meaning is always easier and effective when the lessons are conducted with literary texts.

Third, 23,3% of the students stated that comprehending the meaning is sometimes easier and effective when the lessons are conducted with non-literary texts while 21,7% of the students stated that comprehending the meaning is sometimes easier and effective when the lessons are conducted with literary texts. Next, 28,3% of the students stated that comprehending the meaning is hardly ever easier and effective when the lessons are conducted with non-literary texts while 18,3% of the students stated that comprehending the meaning is hardly ever easier and effective when the lessons are conducted with literary texts. Finally, 25% of the students stated that comprehending the meaning is never easier and effective when the lessons are conducted with non-literary texts while 20% of the students stated that comprehending the meaning is never easier and effective when the lessons are conducted with literary texts.

When the data in the table is analyzed, it can be clearly seen that the results are significantly striking between literary and non-literary texts. It is clear from the table that most of the students could comprehend the meaning easily and effectively when the lectures are given providing literary texts. On the other hand, it can also be stated that most of the students had difficulties in comprehending the meaning easily and effectively when the lessons are conducted with non-literary texts. As a result of Table 9, it can be commented that literary texts can be better resources for students for comprehending the meaning more easily and in a more effective way.

4.3.10. The comparison and discussion of the 10th items of the questionnaires.

Table 10. Percentage of the students' participation in the reading lessons with non-literary text and literary text

Items:	Always %	Generally %	Sometimes %	Hardly ever %	Never %
1. I mostly participate in the reading lessons with non-literary texts.	11.7	8.3	20	31.7	28.3
2. I mostly participate in the reading lessons with literary texts.	25	28.3	26.7	11.7	8.3

Table 10 shows the results of the data about the tenth items of both questionnaires. In item 10, the students were asked whether they participate in the reading lesson with non-

literary texts or literary texts. As it is seen from the table, 11,7% of the students stated that they always participate in the reading lessons with non-literary texts while 25% of the students declared that they always participate in the reading lessons with literary texts. Second, 8,3 of the students declared that they generally participate in the reading lessons with non-literary texts while 28,3% of the students declared that they generally participate in the reading lessons with literary texts. Third, 20 of the students declared that they sometimes participate in the reading lessons with non-literary texts while 26,7% of the students declared that they sometimes participate in the reading lessons with literary texts. Next, 31,7 of the students declared that they hardly ever participate in the reading lessons with non-literary texts while 11,7% of the students declared that they hardly ever participate in the reading lessons with literary texts. Finally, 28,3 of the students declared that they never participate in the reading lessons with non-literary texts while 8,3% of the students declared that they never participate in the reading lessons with literary texts.

When the data in the table is analyzed, again it can be clearly seen that the results are significantly striking between literary and non-literary texts. Most of the students declared their idea that they could participate in the lessons more in the lesson involving a literary text. Therefore, one can state that literary texts can encourage students to participate in lessons more than non-literary texts.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter includes an overview of the research, conclusion and discussion of the study in accordance with the findings of the study and the discussion of the research questions which were presented in the introduction. At the end, it also presents some suggestions for possible further studies about this subject.

5.2. Overview of the Research

The main aim of this study is to learn whether using literary texts can be effective and useful in reading classes as compared to non-literary texts. In addition, this study tries to reveal the advantages of literary texts over non-literary texts. Furthermore, this study claims that literary texts can be utilized as materials to be used in reading classes. First, a literature review was prepared to show the related studies that were done about this subject from different authors with the different point of views. After that, in order to prove these points, a qualitative and quantitative methodology was followed to make the study more reliable. The qualitative part of the methodology includes an interview, which includes 4 open-ended questions which were asked to 60 students in 2015-2016 Academic Year at Toros University Preparatory School. The quantitative part consists of questionnaires which include 20 statements in total. A short story (see Appendix 2) was selected to represent literary texts and a non-literary text (see Appendix 1) was selected to represent non-literary texts. Four lessons were conducted similarly at a foundation university with 60 students. After the data was collected, they were interpreted and discussed in findings and discussions. Finally, it is time to conclude with the study in this part with some discussions and interpretations of the overall study in consideration of the research questions which were mentioned in the introduction part.

5.3. Conclusion and Discussions

In this part of the conclusion, research questions which were stated in the introduction will be discussed one by one in terms of the findings obtained after the implementation of the methodology part. In addition, information gathered and interpreted in the literature review will also be considered.

The first research question of this study was about the advantages of using literary texts as reading materials in EFL reading classes from the students' perspectives. In consideration of the literature review including the views of various writers about literary text usage in English as Foreign Language classes, it may be true to state that literary texts can be effective and rich materials for teaching. When it comes to the findings, which are obtained from the results of questionnaires and interviews, the group of students who participated in this study declared their opinions on advantages about literary texts. For example, when the answers given to the interview question 4 are reviewed, it can be observed that the students revealed their reasons to prefer literary texts about learning new vocabulary. They stated their reasons and reported that literary texts are effective at learning new vocabulary. For this reason, one can infer that they found the lesson with literary texts better when compared with the lesson including a non-literary text. All in all, when the answers of the interview and the questionnaires, it may be stated that this study is similar to Babee and Yahya's study (2014). They stated that literature can evoke feelings and opinions in both heart and mind. One can reach similar results from this study. Also, it can be commented that the results of Unoh's study are similar to this study. He stated that literature can arouse and maintain desire in students to read, interest and information for relaxation. This study can reach the similar outcomes with Unoh's study (1972).

The second research question was about students' responses to EFL lessons conducted with literary texts. In accordance with this research question, most of the students responded positive reactions for most of the questions and statements. For example, when the common answers for the first interview questions are analyzed, it is clear that they found the lesson with a literary text more enjoyable than the lesson including a non-literary text. Also, most of the students got motivated in the lesson including a literary text. Vocabulary and permanent learning are the other interview answers for which the students demonstrated positive reactions. On the other hand, the same group of students stated positive reactions against reading comprehension, finding the main idea and supporting ideas in the lesson including a literary text in the questionnaires. Also, most of the students focused on the reading comprehension and participated in the activities more in the lesson including a literary text. In terms of these aspects, this study is similar to Vandrick's study. He states that the students are motivated by literature (1997). Also, Young's study is in line with this study, in that he states that short stories are entertaining and critical thinking appears in an easily remembered context (1996).

5.4. Implications of the Study

The conclusions of the study have shown that literary texts can be used more in university-level EFL classes because it has various advantages both for the teachers and the students. Literature has many advantages in EFL classes. For example, it is good to improve vocabulary; it has benefits on comprehension as well. Also, motivation is another concept that literary texts contribute to.

The conclusions of this study have also shown that teachers need more materials in EFL reading classes and they can prefer literary texts to compensate for this gap because of the fact that literary texts provide permanent learning and motivation.

Finally, among the implications of this study, one can comment that EFL reading classes can be more enjoyable by using literary texts. As a result, the students can participate in the lessons more.

5.5. Suggestions for Further Researches

This study can help us to see the advantages of literary texts in reading classes. First of all, this study has been implemented in a Preparatory School of a private university so it cannot be overgeneralized for all grades of ELT. The possible advantages have been discussed elaborately through interview questions and questionnaires in order to get stronger findings to be discussed with 60 students. The number of students who participated in research can be increased for further studies by prolonging the period of implementation time. If more students are employed, researchers can get more reliable and valid outcomes. Furthermore, it would be more effective and detailed if the study focused more on gender and age-based issues. This type of a study would also be more extensive if it considered the variables such as age range, socioeconomic and cultural background of the students.

In addition to this, given the similarities between the two lessons, it did not appear that the lesson differences were significant or that they might significantly influence the outcome of the study. However, in retrospect for future research, in order to eliminate all concerns in the area, I advise the researchers to use exactly the same lessons and lesson plans for both literary text and non-literary text groups.

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7. APPENDICES

7.1. APPENDIX 1. NON-LITERARY TEXT

LEARNING FOR ADULTS

Many adults are **reluctant** to go abroad to learn English. Some learners in their 20s or 30s think they are past the age of travelling abroad to learn English. This might be because the last time they went on a study trip was when they were teenagers. But memories of teenage learning, worries that they are too old to “go back to school” should not stop adults from taking a course to improve their English.

First of all, adults should forget the idea that language schools exist **exclusively** to teach younger learners. While it is perfectly true that British language schools are largely dominated by younger learners during the summer vacation period, most schools which operate all year round are set up to teach adults only. Schools usually classify adults as people over 18 years of age, and their general English courses, which are available throughout the year, specify adult students only.

If you have not been inside a classroom since you were at school, you are likely to get surprised. Today, most language schools use the “communicative” style of teaching which aims to get students using the language by taking an active role in their learning rather than just sitting behind a desk and listening to the teacher. Often, students play a part in deciding the content of each lesson, as well as participating in role-plays and small group activities.

Adults may also be surprised to find that this type of learning is fun. Many schools note that adult learners are often fearful about going into a classroom, either because they have bad memories of their school days, or because they are worried they will be expected to compete with other students. Communicative teaching is one way of overcoming these problems as it allows students to progress at their own pace, and teachers are trained to encourage and motivate students.

At Anglolang Academy of English of Scarborough in the north of England, the principal, Gustav Edner, gives special attention to the materials he uses for teaching adults. Instead of using course books produced by the EFL publishers-which are often more appropriate for younger learners- Edner finds authentic texts more appropriate. “We prefer to use authentic materials in classes for adults” he explains. “We use things like newspapers and television,

and adult learners find these more **stimulating** than course books which tend to be for younger learners, and they are encouraged to be more active.”

In adult classes, the teacher also has an important role to play in finding out which subjects are of interest to students. The teacher will then use these subjects as the basis for lessons. When adults start to exchange views on issues which are important to them, they are achieving the first aim of communicative learning: using English.

Outside the classroom, adult learners need to be able to practice English in real-life situations, and this is why the social programme provided by a school can be just as important as classwork. Social programmes vary widely in content, but most include group visits and **excursions** to places of interest and social gatherings. While most younger learners want to go to a disco in the evening, schools typically offer more “grown up” activities for adults. Celestine Rowland, Principal of Galway Cultural Institute in the west of Ireland says her adult students are keen to mix socially. Her main role is to provide enjoyable activities for groups of adults, and she says there are many cultural events and festivals for them to attend in Galway. “We organize trips to concerts to hear traditional Irish music. Galway city also has its own arts festival and even an oyster festival,” she says adding that “these events are a chance for students to practice English in a relaxed way.”

Adults also have special **requirements** for accommodation. Most schools offer “host families” style accommodation, where a student lives with a local family. “This is very important for adult learners,” says Gustav Edner at Anglolang. “Younger learners are happier to go out in the evenings, but older learners want to get to know the people they stay with.” This requirement means that Edner takes special care in selecting appropriate host families for his adult students to make them feel “at home” (Toros University Testing Office, 2015).

7.2. APPENDIX 2. LITERARY TEXT

“The Wisdom of Solomon”

As the two women came to King Solomon to *plead* their case, one of **them** spoke first. “I plead with you, Sir, to hear what I have to say!”

“Speak!” said the King. “What is your problem?”

She pointed to another woman who was standing near **her** with a tiny baby in her arms. “Sire, this woman and I live in the same house. About two weeks ago I gave birth to a son. She helped me. She and I were the only ones there.” As she spoke, tears came to her eyes.

“Go on, my daughter,” said the King.

“Three days later, my lord, this woman also had a baby. And it, too, was a son. I helped her give birth. There were still only two of us in the house.” Tears streamed from her eyes as she continued.

“A few days later, her baby died in the night because she accidentally lay on it as she slept. And then she took my son from my bed while I was sleeping and put her dead child beside me.” She continued to weep as she spoke. “When I got up in the morning to *nurse* my son, I found that **it** was dead; but when I examined it, I discovered that it was not my child.”

“That’s not the way it was!” the other woman *interrupted*. “That’s not the way it was at all! **She’s** just making up an emotional story for you, Sire, and she has produced some tears to go with it! This is my son; the dead child is hers!”

“You’re lying!” said the first woman. “And you know it! The living son is mine and the other is hers!”

“Oh no it isn’t!” said the other woman, as she held the child close to her. “It’s the other way around! This is my son!”

And in this way **they** argued back and forth in front of the King. Solomon had listened and observed carefully and it seemed as though he had made up **his** mind. However, he asked the woman to lay the child down in front of him. He looked *intently* at the child and then at each of the women as though he was trying to determine by appearance whose child it was. Then, to the great surprise of all who heard, King Solomon said, “Bring me a sword.” One of his guards came with a sword in his hands. “Divide the child in two parts!” he said coldly.

“Give half to one and half to the other!”

As the guard raised the sword to obey the King, the first woman cried out, “Don’t kill the child, my lord! Please don’t do it! Let him live and give him to her.”

The other woman, however, thought Solomon’s idea was a good one. “Cut it in two!” she shouted. “Then neither one of us will have it!”

Then the King *raised* his hand and spoke. “Don’t kill the child! Give it to the first woman!” he commanded, pointing to her. “She is the mother!” (Erkaya, Rocha, 2005).



7.3. APPENDIX 3. QUESTIONNAIRE FOR THE READING INSTRUCTION WITH NON-LITERARY TEXT

1. I enjoy the reading text in reading instruction with non-literary texts.

always () generally () sometimes () hardly ever () never ()

2. I can understand the reading text in reading instruction with non-literary texts.

always () generally () sometimes () hardly ever () never ()

3. I can understand the main idea of the text in reading instruction with non-literary texts.

always () generally () sometimes () hardly ever () never ()

4. I can easily find supporting ideas of non-literary texts.

always () generally () sometimes () hardly ever () never ()

5. I can focus on the reading comprehension questions and find the answers easily in reading instruction with non-literary texts.

always () generally () sometimes () hardly ever () never ()

6. I feel motivated and relaxed by comprehending a text including non-literary texts.

always () generally () sometimes () hardly ever () never ()

7. I can keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with non-literary texts.

always () generally () sometimes () hardly ever () never ()

8. When I learn the meaning of new words directly in reading instruction with non-literary texts, it is more effective and permanent.

always () generally () sometimes () hardly ever () never ()

9. Comprehending the meaning is easier and effective when the lessons are conducted by the teacher in reading instruction with non-literary texts.

always () generally () sometimes () hardly ever () never ()

10. I mostly participate in the reading lessons with non-literary texts.

always () generally () sometimes () hardly ever () never ()



7.4. APPENDIX 4. QUESTIONNAIRE FOR THE READING INSTRUCTION WITH LITERARY TEXT

1. I enjoy 'reading texts' in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

2. I can understand 'reading texts' in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

3. I can understand the main idea of the text in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

4. I can easily find supporting ideas of the text in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

5. I can focus on the reading comprehension questions and find the answers easily in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

6. I feel motivated and relaxed by comprehending a text including literary texts.

always () generally () sometimes () hardly ever () never ()

7. I can keep the meaning of new words in memory and use them in sentences after a lesson presented with reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

8. When I learn the meaning of new words directly in reading instruction with literary texts, it is more effective and permanent.

always () generally () sometimes () hardly ever () never ()

9. Comprehending the meaning is easier and effective when the lessons are conducted by the teacher in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()

10. I mostly participate in the lessons presented in reading instruction with literary texts.

always () generally () sometimes () hardly ever () never ()



7.5. APPENDIX 5. INTERVIEW QUESTIONS

- 1.** Which lesson did you enjoy more: the one in which the teacher used non-literary texts or the one that the teacher used literary texts? Why?
- 2.** In which lesson did you get motivated more: the one in which the teacher used non-literary texts or the one that the teacher used literary texts? Why?
- 3.** Which method provided permanent learning: the one that the teacher used non-literary texts or the one that the teacher used literary texts? Why?
- 4.** Which learning style is more effective for you in terms of new words: the one that the teacher used non-literary texts or the one that the teacher used literary texts? Why?