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**A RESEARCH ON TEACHERS' VIEWS ON THE USE OF LITERARY WORKS
IN ENGLISH TEACHING**

YÜKSEK LİSANS TEZİ

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EDEBİ ESERLERİN İNGİLİZCE ÖĞRETİMİNDE KULLANIMINA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ ÜZERİNE BİR ARAŞTIRMA

ÖZET

İngilizcenin dünya genelinde ortak iletişim dili olarak kabul edilmesiyle beraber birçok dil öğretim yöntem ve tekniği ortaya çıkmıştır. Bu yöntemler tarihsel süreç içerisinde farklı kademe ve seviyelerde denenmiş ve araştırmalara konu olmuştur ancak yöntem ve teknikler kadar, bunları uygulayan öğretmenlerin görüşleri de oldukça önemlidir. Söz konusu bu durum, “Öğretmenlerin İngilizce derslerinde edebi eserlerin kullanımına ilişkin görüşleri nelerdir?” başlığı altında bu çalışmada incelenmiştir. Bu doğrultuda, çalışmada tarihsel olarak dil ve edebiyat, edebiyat ve dil arasındaki ilişki, dil öğretiminde özgün materyal kullanılması gibi konulara odaklanılarak alan yazın taramasında bu konular taranmıştır. Bu çalışmada kartopu stratejisi ve kolay ulaşılabilirlik ilkesi temel alınarak örneklem olarak Millî Eğitim Bakanlığı’na bağlı ortaokul ve liselerde görev yapmakta olan 8 kadın ve 8 erkek olmak üzere toplam 16 öğretmen ile görüşme planı hazırlanmış ve görüşme yapılmıştır. Bu çalışmada nitel araştırma yöntemlerinden birebir görüşme yöntemi kullanılmış olup veri toplamak için yarı yapılandırılmış açık uçlu sorular sorulmuştur. Toplanan verilerin analizinde ise içerik analizi kullanılarak bulgular değerlendirilmiştir. Yapılan çalışmada İngilizce dersinde uygulanabilirlik açısından en kullanışlı edebi türün kısa hikâye, öğretmenlerin en sevdiği edebi türün de roman olduğu ortaya çıkmıştır. Uygun şartlar oluştuğunda edebi türlerin İngilizce dersinde kullanılmasının mümkün olduğu görüşü öne çıkan sonuç olmuştur.

Anahtar Kelimeler: İngilizce Öğretimi, Edebiyatla Dil Öğretimi, Öğretmen Görüşü

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IN ENGLISH TEACHING**

ABSTRACT

With the acceptance of English as the common language of communication worldwide, many teaching methods and techniques have emerged. These methods have been tried at different levels in the historical process and have been the subject of research. However, the teachers' opinions who apply them are as important as the methods and techniques. This situation, in question, "What are the teachers' views on the use of literary works in English lessons?" investigated in this study. In this direction, these subjects were scanned in the literature review, focusing on the subjects such as the historical relationship between language and literature, literature and language, and the use of authentic materials in language teaching. In the study, an interview plan was prepared based on the snowball strategy and the principle of easy accessibility. Interviews were conducted with 16 teachers, 8 women and 8 men, working in secondary and high schools affiliated to the Ministry of National Education as the sample. In this study, one-to-one interview method, one of the qualitative research methods, was used and semi-structured open-ended questions were asked to collect data. In the analysis of the collected data, the findings were evaluated by using content analysis. In the study, it was revealed that the most useful literary genre in terms of applicability in English class was short story, and the favorite literary genre of teachers was novel. The prominent result was the opinion that it is possible to use literary genres in English lessons when appropriate conditions are created.

Key Words: Teaching English, Teaching Language with Literature, Teacher's Views

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ABBREVIATIONS

ELT: English Language Teaching

ELL: English Language and Literature

ESL: English as a Second Language

EFL: English as a Foreign Language

GTM: Grammar Translation Method

CLL: Communicative Language Learning

DM: Direct Method

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INTRODUCTION

Language conveys emotions, thoughts, culture, and meaningful sounds between people. It is a social phenomenon that has arisen for communication. In other words, it has evolved as a systematic way to encode and decode encrypted messages between two communicators. This communication does not have to be verbal. According to Chomsky (1956), language is an endless series of sentences that can be deduced from a finite number of words and rules. In other words, a language is a string of characters made up of a combination of elements and the relationships between those elements. The language system can be reconstructed from all spoken words, but it is not the sum of words. Saussure (2011) explained the concept of a string with the help of chess as follows: “The most important thing in chess is the rules. Hence, the relationship between king, queen, bishop and pawn. In this respect, chess is like a language. In chess, like language, there are rules that must be followed. However, the player can play the game however he wants within the framework of these rules. It is like using a language individually. Language is an essential tool for expressing our feelings and thoughts. It depends on how and at what depth the messages will be transmitted using this tool, as well as the interaction between the transmitter and the receiver (Görünüş, 2021).

The etymological basis of the word "language" is based on the 13th century Old French word “langage”, which means "speaking, words, speech", as well as the word *lingua*, which means "language, speech" in Latin. Linguistic expression has not only been transferred to English, but has also gone through a continuous and unlimited process of change and development. The feature that ensures the continuity and limitlessness of a language means it is alive. Language has changed and developed as a living entity over time with the changes in social life, the influence of various cultures, and these cultures' languages.

Language is an essential element that distinguishes a person from other living beings. By systematizing language, humans have succeeded in developing language to

meet all the complex communication needs in their lives. Therefore, it would be wrong to think of people as language independent. Human feelings and thoughts can also be conveyed in other ways, such as gestures and facial expressions, but they can only express certain feelings and thoughts. On the other hand, language can convey what a person feels and thinks no matter how difficult it is. Indeed, language adventures are as old as those of humanity. In parallel with the existence and development of humans, language also developed, pioneering advances such as inventions and discoveries, and with the spread of communication throughout the world, humans also contributed to their shared heritage with the language turning expressions into ideas and ideas to ideals.

Regardless of whether we are into linguistics or not, we all thought about how the language originated from and asked ourselves: "How was the language born? What is the most ancient language in the world?" Some various questions and points need to be answered on the question of the origin of the language, which has puzzled many people since ancient times and to which many researchers have tried to find an answer to this day.

It should also be noted that one of the facts that makes it difficult, and sometimes even makes it impossible to clarify our topic is that the oldest written documents belong to an entirely new stage and can only shed light on a completely new period. For example, the written texts in the Sumerian language, which are considered the oldest documents, date back only 5500 years. However, there are doubts that some form of colloquialism emerged on average 50 or 100,000 years ago. Nevertheless, all this goes beyond the framework of assumptions, and no trace in the field can tell us what language and how our ancestors communicated. Although ideas have emerged from various observations about the origin of colloquialism, these are just speculations far from the truth (Görünüş, 2021).

English has become an indispensable tool for teaching courses in many schools worldwide. Therefore, it would be wrong to say that academic success depends on knowledge of the English language and its correct use. In this direction, there is no doubt that the effectiveness of teaching English will play a vital role in academic life. Various approaches and alternatives were constantly sought to enhance this efficiency and improve

student performance in this area. The most widely used language in science, aviation, media, diplomacy and communication, English is taught as a foreign language in countries where it is not accepted as an official language. In other words, English has become the language of communication and interaction today.

English is the language most widely taught as a second language in the world, as it has a wide range of uses. In line with the changing needs in a globalized world, teaching English has become an essential part of students' academic life. Johnston (2012) states on the introduction of language teaching in primary schools: "This is probably the greatest achievement in world education policy." There are several reasons for this trend: firstly, according to Nunan (2003) it is better to start learning a language at an early age. As Enever (2009) points out, the second reason is that economic globalization has led to widespread use of the English language, and many states believe that the English-speaking workforce is vital if they want to stay in this economic race. The third reason is that parents pressure governments to start teaching English at an early age so that their children can benefit from an evolving and changing world (Enever & Moon, 2009).

The inclusion of teaching English in curricula from the early years of school life has led to different ideas about the methods and stages of learning. From the past to the present, teaching English has gone through different stages, using different methods and teachers researched to achieve goals such as improving the efficiency of the language learning process, making it more fun and making the results permanent. The general consensus on this issue is that English language teaching methods should do more than just teaching grammar and vocabulary, raising cultural and linguistic awareness, and fostering critical thinking and interpretation skills. However, despite all these efforts, there are still various challenges in teaching English. According to Ihejirika (2014), one of these problems is that literature is excluded from the English language teaching process and taught as a subject in another course. As a result, students are deprived of the unlimited potential of literature, which can be an effective teaching tool in language learning (Ihejirika, 2014).

1. CONCEPTUAL FRAMEWORK

1.1. Statement of the Problem

What are the teachers' views on using literary works in English lessons?" This is the question that was discussed in this study.

For nations or human communities living in a particular region, language plays a vital role in conveying the values that people carry, and it is one of the most essential elements that makes up their identity (Kasap, 2020a) and plays a decisive role in the division. Given that we live in an increasingly globalizing multilingual world, it is known that the need to learn languages is increasing in parallel. In a world with such a dense population and constant interaction, we have an unprecedented need to understand and speak a second language in both formal and informal life. There are thousands of languages that we can classify as "living" in the modern world, which are spoken by various societies and communities. These languages include English, French, Spanish, and Arabic. English ranks among the languages most commonly used as a second language in the world for some social, demographic, economic, political, and scientific reasons. In our rapidly developing and changing world, the first language mentioned was English, which is called the "lingua franca" (common language), which is used not only by individuals, communities or countries but also by international organizations and institutions.

Today and in the past, alternative searches have emerged to make language lessons more consistent, productive and exciting, and as a result, the idea of using literature in language teaching has arisen. Looking closely at literature and language, it can be seen that the two are closely related. Both are cultural products. It is impossible to discuss and adequately understand the literature without sufficient language knowledge. The same can be said about the language. In this direction, we can say that the use of literature in the process of teaching a language and the benefits that it can bring will make a profound contribution to the study of students of the target language. This research aims to collect and examine teachers' views about the use of literature in English teaching.

1.2. Purpose of the Research (Sub-Objectives/Hypotheses)

It has been understood that the use of literature in language teaching is important because it enriches the learner's awareness of the linguistic and rhetorical structure of literary discourse. The primary purpose of this study is to reveal and examine teachers' views about the use and place of literature in facilitating language teaching. To this end, the following questions have been answered.

- What kind of literary works do teachers like most?
- What are the teachers' views on the use of literary texts in language teaching processes?
- Which literary genre is most the suitable for use in teaching English by teachers?
- What are the teachers' views on the adequacy of the literary texts in the textbooks used?
- What are the teachers' views on the applicability of the course contents prepared with literary works?
- What are the teachers' views on how to enrich the lessons with literary works in language teaching?

1.3. Importance and Limitations of The Research

The contribution of the content and the way of teaching in language lessons to students' language learning process is of great importance. In this context, it is necessary to transfer language and culture together. The only way to do this is with examples from the target language's literature, including the target language's culture. In this process, the literature and language teaching program in which related concepts are taught together, permanence in the lessons is increased, and encouraged interest can be effective. This research is vital in terms of addressing the studies on this subject and the role of these studies in language teaching. Unfortunately, not many studies compile teachers' opinions on the use of literary elements in lessons. For this reason, a research on this subject can give a fruitful idea about foreign language education. The current research is limited to scientific studies and literature related to the relevant fields and studies, and was carried out with teachers working under the Ministry of National Education in 2021-2022.

2. REVIEW OF THE RELATED LITERATURE

This section reviews the work done so far on the use of literature in language classrooms.

2.1. The Relationship Between the Literature and Language Teaching

When literature and language are examined, it can be seen that the two are closely related. Both are cultural products. It is impossible to discuss and adequately understand literature without good grammar. The same can be said for language. In this direction, it can be said that the use of literature in a language teaching process and the benefits it can bring will make severe contributions to students' learning the target language. Language creates a nation's literature and literary products by synthesizing them with literature. Concepts such as “Greek Literature”, “Turkish Theatre”, “Persian Poetry” are formed within the framework of their own language as a result of national consciousness. Authentically based on oral communication, language takes its place in human life with the gradual progress of written language simultaneously with various language abilities. Over time, with the accumulation of literary products, the language has developed, and literary works have increased with the development of the language. Language and literature have been the driving force of each other. In other words, language develops by feeding on the products it produces. Language enriches the literature and literature enriches the language. As Martinet says, “language is alive” and the language produced by the society is renewed according to the new situations faced by the society (Küzeci, 2018).

Language reveals literature and they advance each other over time, and this is why the literature dominates language, and people who produce literary products must also become the people who understand the language best. Although some writers ignore the advantages of language, it is essential to understand language in the best way in literary works. The power and profound meaning of language can be found in literary works. Unfortunately, we observe that literary works, which can be seen as the visuals of a

language, are forgotten by some writers due to the benefits of different media and popular culture today, and a debased language is used as a literary work indicator (Doğan, 2016).

2.2. Definitions of Literature for People

The most essential element that makes up literature is language; Literature is the only place where language comes to life. According to Demiröz (2019), literature is the expression of life through the artistic use of words. Literature, which reflects real-life and society, presents scenes from ordinary life. It is possible to see the most diverse forms of language, tangible expressions and cultural values in literary works. While learning the target language, literature can be used as a multifunctional tool through which the speakers' cultures of that language are transmitted. As Bloom (1971) argues, literature is a product of language culture and is used to convey a message. Literature is the language used so it cannot be separated from language. In the literary context, the student can acquire an excellent knowledge of vocabulary and grammar. Students can use certain words in their own appropriate sentences, which helps them incorporate these items into their active vocabulary. Literature allows students to understand the message conveyed and to express their personal views about an event in a fictional text. At the same time, literature can be source material for writing on EFL, both as an example and as a subject. Literature motivates students to use their verbal skills. Therefore, students can practice their language skills effectively.

Salihoglu (1994), argues that literature and language are inseparable in recognising another culture and the study of that culture's language, based on the belief that literature plays a role in reflecting the social and cultural aspects of a country or its relative countries. Carter and Long (1991) also noted three models in their research that illustrate the importance of using literature in language teaching: “(a) a cultural model that shows how literature helps improve understanding and understanding of different cultures and ideologies. (b) a language model that emphasizes emotions and artistic forms as perceptions of language, that language is a literary medium and that literature can be viewed as a tool for teaching various aspects of language, and (c) a self-help model that

emphasizes student understanding and learning about their societies and cultures by reading literary texts.” The value and experience that all these will add to the student in the language learning process should not be overlooked.

2.3. The Relationship Between Language and Literature from A Historical Perspective

Historically, the use of literature in language teaching is not a new phenomenon. When examined before the 20th century, literature was called “humancie litterae” in the Renaissance period and then “belles lettres” or “lelires munaines” (Karakaya, 2014). In the 18th century, the meaning of "literature", which is valuable in the content of writing history and philosophy, was used under the name of "literature". By the second half of the 18th century, literature had been seen as the source of aesthetic philosophy and been used in the sense of imagination. Kant's first work, called *Kritik der Urteilkraft* (1790), made a significant turning point in literature by distinguishing the concepts of beautiful, good, truth and utility (Karakaya, 2014).

Some linguists, including English Prendergast and French C. Marcel, adopted the grammar-translation method, which continues still today, thinking that students would learn foreign language learning as they learn their mother tongue. This grammar-translation method focuses on writing and reading skills, and activities are carried out to develop them. In the language-translation method, the content of the text is not given much importance, but the content of the text is an exercise for grammar and word analysis. In other words, the words, word groups and sentence patterns in the text are given more importance than what the text tells. The reason for this is that it is necessary to know the rules of the language in order to be able to translate correctly (Bekleyen, 2015). In this technique, literary texts are a means, not a goal. It can be stated that with literary products, students' vocabulary knowledge increases, they can understand better what they read, and their writing skills also improve. At the end of the reading texts, which will develop reading skills and the development of translation skills of students who learn languages with the help of literary products, they can answer questions that will help make

connections between texts with understanding, inference, and experience. In addition to these, their vocabulary increases through seeing and using synonyms and antonyms over time. Words that are similar to each other between the language learned and the mother tongue can also help this process. Grammar rules are shown deductively to language learners. For example, language learners can be asked to find the equivalents of the formation of a sentence in the form of S + V + O in the text. In addition, the students can be asked to place the correct answers in the blanks by leaving blanks in the sentences prepared as multiple choice. Students can be asked to learn the meanings of the words in the text in their mother tongue, and they can be made to construct new words with these words. At the same time, students' writing progresses with this method. With the help of the words they have learned, writing exercises can be done about the reading text's theme, subject, and title. With this method, the student “makes progress in terms of reading and writing skills. But they have problems in terms of speaking and listening skills” (Demirel, 2010).

In the twentieth century, however, the Grammar-translation method began to be opposed, and the Direct Method began to be discussed. In this administration, the teacher tells the students an interesting dialogue, a short story or anecdote at the beginning of the lesson. It is stated that learning the target language with the direct method is the same as learning the mother tongue, and oral teaching is given priority (Hengirmen, 2006). Students and the pronunciation features of the language are in the foreground. The parts used in reading texts and reading exercises must carry the characteristics of the culture and daily life of the country that speaks the foreign language” (Demirel, 2010). In the direct method, the teacher is in the centre. The method does not allow the teacher to speak and translate the mother tongue in the classroom. While this method, which does not include grammar explanations, was successful in special courses that provide education to a small number of students with well-equipped teachers, it could not show sufficient success in other schools (Bekleyen, 2015). Success has not been achieved in public schools where the number of students is high and inexperienced teachers are employed. Apart from this method, Auditory Linguistic Method (Audio Lingual Method) in the

1950s and Cognitive-Code Approach in the 1970s were critical in this century. Then, the Communicative Method emerged, which was used from the 1970s to the 1990s, and used as the preferred language teaching method in many educational institutions. This method aims to teach the language with activities that combine communication-oriented culture. As a result, the student will have both the ability and the knowledge to use the language. It is student-centred. Materials, environment and activities are student-oriented. Beside foreign language, foreign culture is also taught. Short pieces such as interviews, fill-in-the-blanks and dialogues can be used as literary products. Keywords and some concepts from the text can be given to make the reading texts easier to understand. In dialogue exercises, students communicate among themselves.

Since there is no only successful language learning method at the targeted level in foreign language teaching in the 21st century, the search for an appropriate language learning management continued; however, the effects of the communicative method continue in the 21st century, and it was thought as “The most appropriate model for today is the period of Communicative Language Teaching.” With this period, the strict opinions and rules of the previous periods were abandoned, and a student-centred foreign language teaching system, in which teachers and students act more easily, was implemented. In today's world, where communication technologies and electronic learning and materials have developed, teacher-student relations have developed, more information about their own field has begun to be learned while teaching and teachers has set an example for their students with the idea of lifelong learning. While teaching the lessons, a single method is not adhered to, and while creating classes in language teaching, attention is paid to the students' age, social and educational status, and personal characteristics. Today, teachers can choose which method is more suitable for them and their students, benefit from more than one method, and follow the process that best suits their environment and personal characteristics.

2.4. Using Authentic Materials in Language Teaching

With the re-emphasis on the use of authentic materials in language teaching, the interest in the use of literary works in language teaching has increased (Carter, 2007; Hall, 2005). In addition to increasing interest, the benefits of using authentic materials in language teaching are known by everyone. For example, Nunan (1988) defines authenticity as, “Authentic materials are materials that are generally produced without the purpose of teaching something.” From this point of view, literary texts are defined as authentic material. In other words, the literature of the language taught is the primary source of the authentic content of that language (Demiröz, 2019).

Authentic materials can be accessed with many different sources. These sources are generally produced without the aim of teaching a language. For example, quotations from television, radio and newspapers, video clips, photographs, pictures are just a few of these sources (Nunan, 1985, cited in Pietila, 2009). Therefore, in addition to the correct selection of the authentic materials used, it should also be suitable for the subject, student level and educational environment.

Most academics in the field of English language teaching agree that the use of authentic materials and real-life examples play an encouraging role in increasing student interest and motivation (Richards, 2001). According to Barnett (1989), “Authentic texts are vital. They motivate students, provide real context, convey the target language's culture, and prepare students for the world outside the classroom.” Students are exposed to critical thinking essential to the practical world through literary texts. Literary texts provide students with authentic material and show actual language use and create the necessary environment to present cultural elements (McKay, 1982).

Literature and literary elements in language classrooms are trendy as they provide students with authentic material and environment. With the authenticity provided by the literary elements, students can expand their knowledge and begin to produce language in real situations. Another reason why literature is used in the language learning process is that literature is an excellent stimulating and motivating resource and entertaining. (Lazar,

1993). Furthermore, authentic materials through literary elements increase students' interactions with each other and also allow them to develop their imaginations.

2.5. The Benefit of Literature for English Language Teaching

Literature also has a motivating effect when appropriate content is chosen for students by offering students the best use of language and supporting foreign language teaching with unlimited resources. Carter and Long (1991) also agree that literature is a practical and valuable resource in language teaching. Again, according to Lazar (1993), literature should be integrated into language teaching because literature itself is a unique material. Collie and Slater (1987) expressed their views on this subject as follows: "There are some reasons for using literature in language teaching. Literature is a valuable, authentic material, it increases the cultural richness, personal participation and enriches the language." Literature reveals the cultural and linguistic background of the language. In most cultures, literature has an important place in students' lives. At the same time, literature is a deep vocabulary, a source of dialogue and prose. Therefore, in addition to improving the student's grammar and literature, it contributes to the accumulation of knowledge, the atmosphere of the area and its knowledge (Abida, 2016).

Since the literature is not included enough in language teaching, students are deprived of such a resource that includes the best examples of language use in the learning processes of the target language. Lazar (1993) listed the contribution of literature to language teaching as follows:

- Motivates students.
- Promotes language acquisition.
- Increases the student's awareness of language.
- Develops students' comprehension and interpretation skills.
- It provides the student with holistic knowledge of the language.

Examples of the use of literature should not be considered as high-level texts written for artistic purposes only. Literature includes not only a literary language but also everyday speech. For this reason, teachers and material designers should make enough space for the literature in the curriculum (Demiröz, 2019).

2.6. Advantages of Using Literature in English Language Classes

For a number of researchers and teachers, the use of literature in language teaching has many advantages. However, students' language level, cultural background and some other difficulties make it almost impossible to achieve great success. There are several factors to consider. For example, the student must be able to understand and evaluate a literary text. If he cannot do this, he will not be able to benefit from the literary text in language learning.

Literature can play an important role not as an end in itself but as a means of initiating a creative process in students' minds and emotions. To achieve such a creative process, the teacher must select available literature that includes some common emotional and experiential elements that students can actively identify with. Literature has a legitimate and profitable place in the English curriculum, although it is inherently different from the role of language. He says that expectations and limitations in foreign language teaching also affect English literature teaching in ESL/EFL programs, especially in relation to teaching foreign literature through translation.

The availability of English literature in translation is an essential factor in evaluating its use at the college or university level. Language enrichment is one of the other benefits sought in literature. Literature provides a rich context for every human being; lexical or syntactic elements become catchier in such a context.

Sentence structure and functions, different types of structures, and different ways of connecting ideas develop and enrich students' own writing skills. By reading the meaningful and contextual corpus of the text, students become acquainted with many features of written language, such as the formation and function of sentences, the variety

of possible structures, the various ways of linking ideas, and all of this expands and enriches your own writing skills. Students will gain a better, deeper, and more comprehensive understanding of English. Literature will provide the student with the broadest variety of syntax, the most prosperous variations in word differences, and language examples. The student can learn about the ideas, feelings, customs and goods of the target country simply by recognizing the country's literary works (Brumfit, 1987).

Brumfit (1987) states: "While the texts used are literary and some of the reader feedback will be discussed in literary terms, the primary purpose is to teach language, not literature, and texts can be used as context for illustration and narration." Thus, he brought linguistic issues unrelated to the work's literary value to the fore. According to Brumfit (1987), the main reason for using fictional texts is to teach language, and texts can be used as material to clearly display linguistic elements, and they may not have literary value.

According to McKay (1982), when students read literary texts, they also need to be interested in the language of a native speaker, thereby gaining additional knowledge of the many different linguistic uses, forms, and conventions of writing: irony, explanation, argumentation, narration, etc. Evaluating literature based on understanding what is involved in the reading process can improve reading skills. As McKay (1982) said: "Reading is not a reaction to the text, but the interaction between the reader and the author through the text." Reading also requires interacting with the text by decoding the language and understanding the concepts presented. In this case, the reader must be prepared to interact with the specific text. Literature is said to provide affective, attitudinal and experiential factors to motivate students to read. Eligibility criteria depend on each student group, their needs, interests, cultural backgrounds and language levels. If the literary work is meaningful and enjoyable, it encourages personal participation, and reading has a lasting and beneficial effect on the linguistic and cultural knowledge of the "learners". Therefore, it is better to balance students' expectations and the work they are asked to read.

In aesthetic reading, the pleasure of participating in the text is vital for the reader. Use only comes into play when it highlights or complicates the experience. Apart from that, it leads to what Widdowson (1979) explains as a lack of authenticity in the classroom;

the improper relationship between text and reader. On the other hand, one of the other benefits of using literary works in language teaching is providing cultural richness to students. Many language learners can easily learn about their ideas, feelings, customs and fluency by studying the literature of the target country. As it is known, reading literature gives the reader a clearer understanding of someone else's culture. Therefore, a program designed to provide valuable cultural information should include literary texts and other sources of information and encouragement, including historical and journalistic materials, art forms, scientific, technical and sociological factors.

2.7. Literature, Language and Culture

Language, culture, literature, society, and education and training, which exist as a result of human life and also surround human beings as a social element, complement each other by intertwining with each other. Culture, which is defined as an element that covers every verbal and written product that nations express with language, reflects most of its values to the language and contains the codes of tradition, belief and life knowledge verbally. Language is an essential tool in transferring written and oral culture. It is the carrier of literary, artistic, historical and religious elements. The unknowns of history become shallow and come to light through literary texts. Future generations build their development on this past knowledge, and they also form the cornerstones of society. Societies develop on these basic elements. Thanks to these basic elements, they exist and carry their existence to the future. Language, culture and literature are the memory of a nation that has dominated a piece of land. The lived histories of nations that exist around a language and their own cultures are conveyed to future generations through this language. No one other than that nation's literature can do this transport task. With this transport, it can be said that the development of either language and culture affects the other (Zeyrek, 2020).

Language develops with literary works. Literature and works of art form the essence of a nation. In other words, the works of art created in the society have a great role in bringing a society to a qualified and contemporary level. Works of literature and

art are the purpose of the existence of societies and the food of a society's soul. Societies grow and develop to the extent that they can protect these values. Societies that cannot protect these values are doomed to disappear from the page of history. The constructive aspect of language and culture, and therefore society, is closely related to the society in which individuals and groups live. The identities of people and societies are determined within the framework of the languages and cultures they dominate. It is argued that a healthy education, which can be formed by introducing the values of the past and gaining skills while making individuals fit into the society, is a kind of acculturation process and even this is the main purpose of education and training. In this context, when considered as a culture teaching simultaneously, language teaching undertakes the task of making sense of everything in contact with the outside world for the person who learns the target language. It is a fact that the elements of the language contain cultural elements in this respect (Zeyrek, 2020, Kasap, 2020b).

If a language is very complex and lacks cultural references, it will undoubtedly be difficult for learners to understand. Yimwilai (2014) argues that literature can help students understand the target culture and participate enthusiastically. Just as a language reflects and determines the culture of its speakers, the literature of that language also reflects the culture of that language. In fact, language, literature and culture are inextricably linked. Literature can contain a lot of cultural information. Literature can be defined as a mirror, a key, or a link to culture.

For this reason, literature can be seen as a window to the culture of the target language. Reading a literary work willingly draws the student into the world it describes because it engulfs it with its characters, plot surrounding it with a setting and language. Morot-Sir (1967) argues that language and culture are interrelated. (Cultural attitudes of native speakers reflect speech patterns). Language is a product of culture, and they reinforce each other. Literature says it has guided many more talented students in their studies, giving examples from reading literary works. Brumfit (1987) claims that the use of literature in language teaching adds depth to the process. From a linguistic, cultural and aesthetic point of view, especially in light of the current emphasis on communication

learning, the use of literature in language lessons offers enormous potential for ESL/EFL. Colley and Slater (1987) argue that the use of literature and other materials used to improve students' understanding can produce good results.

In summary, literature has several advantages for teaching English as a foreign language class. First, this can be beneficial for the development of grammar. Also, as students enjoy reading literature, their motivation to engage in reading the text increases, and their reading skills improve. Finally, they get to know a foreign culture through literature, improve their understanding of this culture and have the opportunity to create works that form their own imagination.

2.8. The Role of the Teacher in the Use of Literature in Language Classes

The teacher plays a vital role in this process because he needs to inform about the author's attitude towards his work and the traditions that underlie it. Teachers should guide students in this learning adventure. The teacher who uses literature should be aware that his ultimate goal is to teach language and give students the attitude and skill to read literary texts. In the literary texts that the teacher uses, excessive daily conversations and long quotations should be avoided, and at the same time, they should not use slang. In addition to these, it will be useful for students who will require a lot of background information to make one-line explanations and not to refer to people they do not know. The teacher should ask questions about the function and organization of the text, what information can be extracted, what students can extract from the text, what language can be taught or what styles can be taught (Williams 1984).

The teacher should be the one who initiates communication with his students. Students should not be bombarded with information but should be helped and guided. While guiding, it should also provide authentic literary texts and authentic situations to ensure that students in language classes become familiar with the interactive and structural structure of the target language. According to Savvido (2004), teachers' giving importance to literature in English teaching benefits students. Teachers should create activities

through literature and provide opportunities for students to encounter grammatical structures as well as cultural elements of the target language. Through literary texts, learners become familiar with the typical uses of the target language. If the teacher wants to develop literary awareness, he should help students generalize from a particular text, explore the relationship between literary text and everyday life, and between types of literary texts. Carter and Long (1991) argue that teachers should build a bridge between students and elective literary texts that can contribute to students' personal development, internalize and comment on easily. McKay (1982) stated that teachers should consider the literary text as an ordinary, natural language to be presented to the students, not to emphasize that it is literary so that the students will finally appreciate the text, that is, the authentic texts written for adults can be simplified in the selection of literary texts and texts written for young adults can be used or that students should choose familiar themes that they can identify. Teachers should use books that are "about the student's life experiences, feelings, or dreams" and "not much above students' normal reading proficiency" to maintain students' interest and enjoyment (Collie & Slater, 1987).

According to Gillian Lazar (1990), the teacher should make the cultural background more accessible to the students. Furthermore, considering the cultural background, it is crucial to include all kinds of fundamental literary and social values such as political, historical, economic facts that can form the basis of the novel and even a complex set of social values. Therefore, the teacher should consider the background and culture of the students when choosing literary texts.

2.9. Language Teaching and Motivation

Motivation plays a significant role in the language learning process. Suppose the student is not motivated in the learning process. In that case, the learning environment, the availability of the necessary learning materials, the qualifications and knowledge of the student about the subject do not matter much, and it becomes difficult to expect successful results. When students are observed in the classroom environment, it is seen that some students are interested in the subject, while some students are indifferent to the

subject and experience difficulties in the learning process. Motivation is an important factor for students to achieve the desired success in their education life. Gilakjani, Leong, and Sabouri (2012) emphasized the importance of motivation by saying, “Students determine the flow of the classroom. When there is no student motivation, there is no pulse, no life in the classroom”.

According to Tatar (2017), motivation is essential in second language learning. With the help of motivation, students have the chance to have the desire to learn the target language. For example, researchers point out that students often read a literary text to enjoy a good story and are motivated to continue reading despite linguistic difficulties. He emphasizes that this motivation helps students subconsciously learn the language.

Literary texts are more interesting for students than textbooks. Emotional, attitudinal and experiential factors in the literature content motivate students (McKay, 1982). Literary texts provide an excellent motivation for learning when they are related to the situations and themes that the author considers necessary and the students' personal experiences they emphasize (Duff & Maley, 1990). In other words, carefully selected student literature offers an alternative motivating environment for learning. Ujjwala (2013) argues that literary works strengthen learners' perception of inclusiveness, thus increasing their sense of motivation in the lesson. They can be counted as an essential source of motivation for learners as they provide both comprehensive input and an effective stimulus.

2.10. The Content and Intensity of Literary Texts

The material chosen in language teaching is critical. The teachers have to keep the student's motivation high during the lesson and make the lessons as enjoyable as possible, so beside using good books, valuable materials and fun activities should be used. If only the textbooks are adhered to in language classes, the lessons become boring for the students. Teachers should ensure that students direct their attention to the lesson with teaching styles that appeal to the auditory and visual aspects of the students. Preparing exciting activities and materials for the lesson falls to the teacher. The teacher's choice of

literary work should be influenced by two critical factors: the length of the course and the language skills of the students. Renate A. Schulz (1981) argues that by carefully choosing literary works according to students' language difficulties, their levels of literary understanding, liking and enjoying literature can be increased.

One of the most critical elements in language teaching is the selection of appropriate materials. The key to success in using literature in the ESL classroom lies in selecting literature. The selection of fictional texts is as important as their use in language teaching. It may be beneficial to select the texts according to the students' views. Texts must be legible. If the word, sentence length, plot, character, or cultural aspects are easy to understand, the reader will use and begin to use them in teaching. If the material used in the lesson attracts the student's attention, language learning will be more accessible. However, if the material used in the lesson does not attract the student's attention, the student will get bored with the lesson and learning a language will feel like a burden. The use of literature as a material in the lessons will not only enable students to discover themselves but also enable them to develop in terms of language and culture. According to Savvido (2004), teachers benefit students in many ways by including literature in language teaching. With the activities they create with literature, teachers can offer students the opportunity to encounter the cultural structure of the language taught and the grammatical structure. Students begin to become familiar with the usual structure of the presented literary texts and the language taught. Using literature as a material for teaching languages offers excellent opportunities for teachers to learn and explore languages stimulate students' imagination and creativity through fun activities.

Teachers can understand students' thoughts and feelings through literature. Ghosn (2002) mentions that literature as a material in language teaching can touch students' emotions. With this feature of literature, it allows students to begin to understand other people's feelings over time and feel like a part of the language they learn. These emotional transfers through literature contribute to the development of students' intercultural behaviour.

In language teaching, having drama activities as a material in the classroom contributes to developing students' communication skills and as an additional resource in recognizing the features of the learned language. Zafeiriadou (2009) states that drama activities enable students to talk and listen to each other in a dramatic play by communicatively displaying language in the classroom. In such activities, students can exhibit themselves by using their bodies and facial expressions to express their feelings and thoughts in the language they have learned. At the same time, there will be a fun atmosphere in the classroom.

Using poetic elements as material in language teaching helps students to develop their speaking skills and makes them active and creative learners. Tomlison (1986) states that including poetry in language teaching is not only teaching by focusing on the part of the language, such as grammar, writing or reading skills but also presenting speaking, writing, reading and listening. In language classes, students actively practice the target language using poetry material, allowing them to develop their speaking skills as well.

Using the novel as a material in language teaching helps students understand the target language's historical, social, political, and economic realities. It can initiate students to make connections with the language they are learning. It helps students to realize the similarities and differences between their own language and the target language and also to be involved in the target language. Tsai (2012) stated that reading novels is an essential factor for language learners to be involved in the target culture and the lives of the natives. Language learners through the novel may encounter the structure of the language and the daily performances of people. Hişmanoğlu (2005) states that using the novel as a language teaching material helps language learners realise the grammatical features of the language and the ordinary means of daily communication. Through the novel in language teaching, students can empathize with people's experiences in other cultures and begin to understand other people's feelings and thoughts. A bridge is built between the novel and the reader. The reader begins to read as much as possible out of curiosity. It only contributes to developing students' understanding of the world, critical thinking skills and imaginations.

Using the short story as a material in language teaching allows students to be aware of other people's lives and experiences. Short stories make students feel emotions such as love, war, friendship that are not found in the books used in the lessons. As Kaya (2014) stated, in literary works such as stories, universal themes such as the love of people or the relationships between people are included in literary works, although they are not included in school books. These covered topics enable students to establish a connection with the text they read. In addition, short stories are short and understandable. This allows learners to quickly understand the target language. Hişmanoğlu (2005), short stories seem to be useful in today's language teaching. Being short makes it easier for language learners to read and the teacher to explain. Being familiar with the words of the learned language and developing their vocabulary is very important in language learning. Short stories provide opportunities for language learners to become familiar with the words of the target language and improve their vocabulary. Khatib (2011) also said that learning vocabulary is one of the most important parts of language learning. As a language learning material, a short story is a good tool for students to develop their vocabulary.

3. METHODOLOGY

The method part of the research includes the research model, study group, data collection process, data collection tools, validity and credibility studies, and data analysis. In this study, the one-on-one interview method, one of the qualitative research methods, was used, and semi-structured open-ended questions were asked to collect data. An interview plan was prepared based on the snowball strategy and the principle of easy accessibility. In the analysis of the collected data, the findings were evaluated by using content analysis.

3.1. Model of the Research

This study was designed as qualitative research to collect and analyze teachers' opinions on the use of literary works in English teaching. Qualitative research methods are used to systematically examine the meanings obtained in research (Ekiz, 2003). In other words, we can define qualitative research as research conducted to obtain perceptions and events holistically and realistically in their natural environment by using document analysis, observation and interview techniques (Yıldırım & Şimşek, 2008). Depending on this qualitative research provides sensitivity in forming the theory within the environment created by the research and allows one to understand and interpret the truth (Yıldırım, 1999). Many disciplines use qualitative research. Qualitative research methods, which are used especially in social sciences, are now being used by many disciplines. In qualitative research, there are stages in the research process that include the purpose of the study, research questions, data creation, data analysis, report writing, validity and evaluation standards. In addition, qualitative research includes many approaches. Different research approaches such as narrative research, theory building, ethnography, case study and phenomenology are used as approaches within the scope of qualitative research. While narrative research focuses on an event or events with a chronological relationship to each other and individual stories told by the participants, phenomenology emphasizes the shared experiences of a group of individuals, and theorizing work goes beyond description to reveal a theoretical explanation of a process

or action. On the other hand, ethnographic research is an approach that identifies and interprets shared and learned models of values, behaviours, beliefs, and language of a group with a common culture.

In contrast, case research is an approach that uses multiple sources of information (observation, interview, document, etc.) It is an approach that presents a situation description by collecting in-depth information through the research method (Creswell, 2012). Especially among qualitative research methods, researchers consider the phenomenological approach more applicable than qualitative research approaches that require more time and experience, such as ethnography and theory building. (Creswell, 2012).

3.1.1. Key Features of Qualitative Research

Although the characteristics of qualitative research are discussed under different headings in the qualitative research literature, some common features are most common. The most basic feature of qualitative research is the realization of the phenomena or events that constitute the subject of the research in a natural environment with "sensitivity to the natural environment". Qualitative research allows the researcher, a natural part of the research, to be a data creation tool with the "role of the researcher", establish one-to-one relationships with the participants within the scope of the research, and gain different perspectives experience in the field. In addition, qualitative research presents a holistic picture by considering the effect of the research variables with other relevant variables, considering that the variables are not meaningful on their own with the "holistic approach" feature. The main purpose of qualitative research is to focus on the participants' experiences and opinions and ensure that their "perceptions and experiences are revealed". Another feature of qualitative research, unlike quantitative research, is that different from cause-effect or a theory and hypothesis to be tested, it enables the researcher to make sense of the data collected by the "inductive analysis" and to form a theory based on these data. In addition to these, qualitative research includes the "flexibility in research design" feature and the selection of methods or methods suitable for the research, that is, the use of multiple methods (Creswell, 2012).

This research, in which teachers' opinions about the use of literary works in English teaching were collected and analyzed, is a qualitative study. Semi-structured interview technique, one of the qualitative research methods, was used in the research. The semi-structured interview is a communication process in which the questions and their ordering are pre-determined by the researchers and allow the interviewees to provide in-depth information in open-ended questions.

In the research, interview questions were asked to the participants using the zoom application and in the form of one-to-one interviews, and they were recorded in the computer environment. The data were analyzed by using the content analysis method, one of the qualitative research methods. Content analysis is to gather similar data within the framework of certain themes and to organize and interpret them (Yıldırım & Şimşek, 2008).

3.2. Study Group/ Participants

In this study, the volunteers consisted of 16 teachers in total, based on the snowball strategy and the principle of easy accessibility. As the sample, a meeting plan was prepared with a total of 16 teachers, 8 women and 8 men, who are still working in secondary schools and high schools affiliated with the Ministry of National Education, and the interviews were done via the remote meeting tool (Zoom). Each of the survey interviews conducted over the Zoom program lasted an average of 15-20 minutes. The interviews with the participants were recorded at their request, and each of them declared that they participated in this study voluntarily. Anonymity was ensured by changing the names of the participants and their information that could directly identify them in the final research. The identity information of the interviewed teachers and the schools they work at were kept confidential in line with ethical rules, and the teachers were coded as "MM1, MM2, MM3, MM4..." while the research was being reported.

This research consists of six open-ended questions about the use of literary works in the lessons of English teachers working in secondary and high schools, which are valid and prepared by using the literature. The teachers' views were determined by conducting

one-on-one interviews with the people in the study group through the Zoom program. The questions were asked to the teachers in the given order. It was tried to provide a suitable environment for the participants to express their thoughts sincerely without any fear or anxiety and to answer the questions in an environment of complete confidence. Furthermore, in order for the teachers participating in the interview to clearly express the points they deem important about the subject and obtain in-depth information about the subject, no restrictions were imposed on answering the interview questions to the teachers. Each of the survey interviews lasted an average of 15-20 minutes. The questions in the interview form are given below.

Table 1. The details of participants

PARTICIPANT	GENDER	AGE	EXPERIENCE	SCHOOL	GRADUATE
1	MALE	28	5 years	High School	ELT
2	FEMALE	28	5 years	High School	ELT
3	FEMALE	28	4 years	Middle School	ELT
4	MALE	26	3 years	High School	ELT
5	MALE	28	4 years	Middle School	ELT
6	FEMALE	28	6 years	Middle School	ELT
7	FEMALE	30	7 years	Middle School	ELT
8	FEMALE	26	3 years	Middle School	ELT
9	MALE	28	5 years	Middle School	ELT
10	MALE	25	2 years	Middle School	ELT
11	MALE	27	4 years	Middle School	ELT
12	MALE	34	10 years	High School	ELL
13	FEMALE	25	2 years	High School	ELT
14	MALE	36	12 years	High School	ELT
15	FEMALE	28	5 years	High School	ELT
16	FEMALE	25	2 years	High School	ELT

3.2.1 Interview Questions

1. Which literary genre do you like the most? Why? (Novels, short stories, poems, etc.)
2. What are your views on using literary works in language teaching?
(if negative)
 - a) Could you explain why do you think so?
 - b) Can you give examples of the negative effects of using literary works?
 - c) Which literary genre would be most inappropriate to use?
 - d) Do you think that the literary works in the textbooks are too many?
3. Which literary genre do you think is the most suitable to be used in English language teaching?
4. How would you evaluate the adequacy of the literary works in the textbooks you use? Can you talk about your personal experiences by giving examples?
5. What do you think about the applicability of lesson plans prepared with literary content? Can you share your personal experiences?
6. How can language teaching be enriched by using literary works? Can you give an example of the methods and techniques that can be used?

3.3. Validity

Validity is related to the accuracy of the research results or the ability to solve problems. In qualitative research, validity is the degree to which the researcher solves a problem in the most open-minded way. In this case, the degree to which the data obtained reflects the actual situation is important. Considering the research problem as a whole or focusing attention on all the features of the case under study are important criteria for reliability. Also, in interviews with the participants: "Did you mean that?" or "Should I figure it out from your words?" Receiving participant confirmation with a refund, for example, extends the validity period. In addition, allowing the researcher to examine the data by another expert, providing confirmation by a colleague or expert, also has a positive effect on credibility (Denzin & Lincoln, 2008; Sandelowski, 1986). In qualitative

research, validity is considered in two ways: internal and external validity. Internal validity: the adequacy of the process followed in achieving research results in uncovering the reality being studied. “Do our interpretations of the events that we think we observe as researchers, or the phenomena that we understand, reflect the real situation in great detail?” Are the research findings consistent and meaningful?”, “Are there specific principles, rules or strategies used to validate the results?” “Were the results considered realistic, and were the people in the study validated?” Such questions aim to increase internal credibility (Morse, 2016; Patton, 1990; Silverman, 2016).

In an acceptable qualitative study, the researcher should have a certain degree of consistency in the data collection process and data analysis and interpretation and explain in detail how he achieved this consistency. It is also important for researchers to critically question the qualitative research process and master the process to minimize possible errors. How the controls in the study were made should be reported in detail and clearly in the research method section (Sheu, 2004). Although researches that provide internal validity are widely accepted in academic circles, providing external validity is also a condition. The degree of transferability or transferability of the results obtained to similar groups or environments is expressed with the concept of external validity. External validity can also be called the universality or generalizability of research results. Based on the assumption that social events change according to the environment, it can be said that no research result can be directly generalized to another situation. However, the generalization mentioned here is the requirement of Popper's reproducibility principle and that the phenomena are similar to each other at similar times, whereas similar events are universal to the extent that they can produce similar results at different times (Baltacı, 2018; Creswell, 2012; Guba & Lincoln, 1994; Merriam, 1998; Teddlie and Yu, 2007). In quantitative research, universal generalization can be made directly, while generalization can only be made through indirect interpretations and analogies in qualitative research.

3.4. Credibility

The reproducibility of research results is related to the concept of credibility. In other words, "could the same results be achieved if the study was conducted for the second time?" This question points to the credibility problem that is frequently encountered in research. Due to the dynamics and variability of human attitudes and behaviours, but they can increase credibility in different measurement situations. Therefore, reliability is one of the prerequisites of credibility and a condition that must be met in research. Research with low credibility has no scientific value, and research with high credibility cannot guarantee the relevance (validity) of the research conducted. However, for a study to be valid, it must first be reliable. In this respect, the credibility of a research is possible by providing (1) its invariance over time (continuity), (2) consistency between independent experts or raters (rater consistency), and (3) internal consistency (Miles & Huberman, 1994; Patton, 1990; Sandelowski, 1986).

Credibility has two elements as external credibility and internal credibility. External credibility can be defined as reaching similar results when the research is repeated in similar environments. In order to ensure external credibility, the research should be reported transparently, and the participants and other data sources should be clearly stated (Connelly, 2016). In addition, it is important to ensure external credibility that the political, social and economic changes that occur during the research process and the psychological and demographic characteristics of the participants are defined in the research report. The fact that the research findings are compatible with the conceptual framework of the research and that different research results support the research results is also a situation that increases external credibility (Golafshani, 2003; Shenton, 2004). In addition, the detailed explanation of data collection tools, data collection process and how the data was analyzed in the method section of the research contributes to external credibility. The situation where different researchers reach similar results using the same data set in the future can be called internal reliability. In order to ensure internal credibility: (1) the data obtained must first be presented directly in the research report with a descriptive systematic, (2) the inclusion of more than one researcher in the same research

increases the internal credibility as it strengthens the perspective of the research and its critical interpretation ability, (3) especially, it is necessary to verify the findings gathered through observation and interviews, and also to confirm the accuracy of these interviews by the participants and experts, (4) to get analysis support from other researchers and experts in the analysis of the collected data, or to increase the consistency of scoring with different encoders, (5) the data of the research should be created before the data were collected and data analysis based on a well-defined conceptual framework will also contribute to internal credibility (Baltacı, 2017; Creswell, 2012; Guba & Lincoln, 1994; Silverman, 2016).

Erlandson et al. (1993) presented some concepts to increase validity and credibility in qualitative research. We use these concepts as "credibility" in qualitative research instead of "internal validity" in quantitative research; "transferability" rather than "external validity"; "consistency" instead of "internal reliability"; They expressed it as "confirmability" instead of "external reliability". Credibility is the clear, consistent and confirmation of the research process and results by other researchers for the scientific acceptance of the research (Yıldırım & Şimşek, 2008). Lincoln and Guba (1985) suggest a number of strategies (long-term interaction, depth-oriented data collection, diversification, expert review, participant confirmation) in order to achieve persuasiveness among these strategies (Yıldırım & Şimşek, 2008).

While preparing the conceptual framework and interview questions in the research, Evaluation of meetings was held with an expert in analysing the data. In interaction with the expert, the entire process in the research was explained in detail, and necessary corrections were made according to the feedback received from him. Finally, "participant confirmation" was given importance in order to increase credibility with a voice recorder and note-taking practices in the interviews.

3.5. Procedure

Since the qualitative research method was used in the research, the literature on qualitative data set analysis and analysis were first scanned. There is no single right way

(a single methodological framework) in data analysis in qualitative research (Punch, 2005). Since qualitative research has different characteristics, new approaches are used in data analysis, and therefore, a data analysis plan should be developed by reviewing data analysis methods based on the characteristics of the collected data (Yıldırım & Şimşek, 2008). In this direction, a data analysis plan was developed according to the data characteristics obtained in the research. Content analysis is used to analyze the data obtained within the scope of the research sub-purpose. The main purpose of content analysis is to be able to explain the concepts and relationships of the collected data. The data summarized and explained in the descriptive analysis are processed in a deeper level in the content analysis (Yıldırım & Şimşek, 2008). Therefore, the facts hidden in the data can be revealed in this way. As stated above, a plan must be made to analyze data in qualitative research. In this direction, a data analysis plan was created in the research, and the process and steps of this plan are shown below, and the analysis process is explained in order.

In this analysis, data obtained through interviews are analyzed in four stages: (1) coding the data, (2) finding the codes, categories and themes, (3) organizing the codes, categories and themes, and (4) defining and interpreting the findings (Miles & Huberman, 1994).

Coding the data: In the data coding phase, the researcher examines the collected data and tries to divide the data set into meaningful parts and determine which concept each part corresponds to. The researcher gives each piece that creates meaningful structures in itself a name. In most cases, sections can be words, phrases, or phrases. In the process of coding the data, a researcher may often need to read a dataset multiple times. Detailed reading makes it easier to understand the meaning of words or phrases repeated by the participants. The coding process is very dynamic, and the researcher repeatedly returns to the data set and goes through the coding process. Although iterative coding varies depending on the depth and size of the data set, it is possible to encounter new codes even after categories and topics have been created, and in most cases, it is seen that the researcher coding during the data analysis (Silverman, 2016).

Miles and Huberman (1994) argue that coding should involve three separate processes. Accordingly, (1) encoding may be performed in accordance with predetermined concepts, (2) encoding may be performed in accordance with concepts derived from data, and (3) encoding may be performed in accordance with the general structure of the research problem. Although the detailed analysis is the result of the researcher's painstaking work on the coding processes, the important question is how detailed the coding should be. Although the coding details differ depending on the purpose and nature of the study, it directly affects the consistency, validity and credibility of the study. Although detailed coding is required in studies of individual communication processes, such detailed coding may not be required in publicly known studies or conducted in another subject (Malterud, 2001; Miles & Huberman, 1994; Sandelowski, 1986).

Finding the categories and themes: Based on the codes found in the first stage of qualitative data analysis, those who can explain the dataset at a more general level and collect codes for specific categories. First, themes need to be identified. In this context, there is a more abstract coding called thematic coding, and, above all, the codes found in the first step are combined, and an attempt is made to identify similarities between them (Baltacı, 2017; Strauss & Corbin, 1990). Thematic coding identifies similarities and differences between codes with different functions and thus the grouping of codes related to each other. This grouping is a categorization process. The same categories make up topics. Internal consistency is an important condition to consider when thematic coding. That is the degree to which the dataset upon which certain themes are based establishes a meaningful relationship should be considered in thematic coding. In addition, the degree to which all of the identified themes, called external consistency, can meaningfully explain the research findings is also important. In other words, although separate from each other, certain themes must be able to form a meaningful whole within themselves. Once the categories and themes are defined, the coding must be again, and the data must be organised according to the codes (Patton, 1990; Silverman, 2016).

Organizing the data according to codes, categories and themes: As a result of detailed coding and thematic coding, the researcher creates a systematic structure in which he can organize the data he collects in a meaningful way. Then, the researcher reorganizes the data he collects based on this structure. Rearrangement of data may also require verification of thematic coding with detailed coding in some cases. At the stage of data editing, the researcher reaches the leading findings, and it may be possible to redefine and interpret the data according to these findings. It is important to describe, explain, and present data in a language that the reader can understand. At this stage, which generally focuses on the information in the findings section of the research, the researcher does not include his own views and comments and presents the collected information to the reader in a processed form (Baltacı, 2017; Denzin & Lincoln, 2008; Miles & Huberman, 1994; Şimşek & Yıldırım, 2008).

Interpretation of results: Qualitative research is a research focus on which the researcher's personal experience is presented, and experience can also provide important data. In this regard, since the researcher is close to the event or phenomenon under investigation and, in most cases, is intertwined with it and has personal experience about this phenomenon, his interpretation and transmission are of particular value. Thus, the researcher is at this last stage; He must make sense of the data he collects and explain the relationship between the results, establish causal relationships, draw some conclusions from the results, and explain the importance of the results. Interpretation is the state of the researcher's awareness of a problem and the act of developing an internal solution to the problem (Connelly, 2016; C. Marshall & Rossman, 2014; Seale, 1999).

3.6. Analysis of Data

Because the qualitative research method was used in the research, the literature on qualitative data set analysis was first scanned. Since qualitative research has different characteristics, new approaches are used in data analysis, and therefore, a data analysis plan should be developed by reviewing data analysis methods based on the characteristics of the collected data (Yıldırım & Şimşek, 2008). In this direction, a data analysis plan was

developed according to the data characteristics obtained in the research. Content analysis was used to analyze the data obtained within the scope of the sub-purposes of the research. (Yıldırım & Şimşek, 2008). In content analysis, the main purpose is to reach the concepts and relationships that can explain the collected data, and the data summarized and interpreted in the descriptive analysis is to be subjected to a deeper processing in content analysis (Yıldırım & Şimşek, 2008). Thus, concepts and themes that cannot be noticed in the descriptive analysis are discovered due to this analysis. Therefore, the facts hidden in the data can be revealed in this way.

As stated above, a plan must be made to analyze data in qualitative research. Therefore, the research carried out the process by paying attention to these steps. In addition to these, an examination was carried out by an expert in the field.

4. FINDINGS

In this section, the findings obtained from the content analysis results were presented by giving frequency values in the tables. While examining the findings obtained from the research, direct quotations about the participants' views were included, and the real names of the participants were not used. Instead, a separate code representing each participant was used depending on the gender and type of the school that they work (MM1, MM2, MM3, MM4... etc.). They are coded as MM: Male teacher working at middle school, MF: Female teacher working at middle school, HM: Male teacher working at high school, and HF: Female teacher working at high school.

The findings obtained from the participants were coded under 6 predetermined themes. These themes are listed as; *“Teachers' opinions about the literary works they like”*, *“Teachers' opinions on the use of literary works in English teaching”*, *“Teachers' opinions on the most appropriate literary genre to be used in English teaching”*, *“Teachers' opinions on the adequacy of literary works in the course books in English teaching”*, *“Teachers' opinions on the applicability of lesson plans prepared with literary content in English teaching”* and *“Teachers' opinions on how English language teaching can be enriched by using literary works”*. The answers given by teachers to the survey questions in this study were presented in tables and quantified below.

Theme 1: Opinions of the teachers about the literary works that they like

Table 2: Opinions of the teachers about the literary works they like

N	Codes	Participants	Frequency
1.	✓ Novel	(MM1, MM2, MM3, MM4, MF1, MF2, MF3, MF4, HM1, HM2, HM3, HM4, HF1, HF2, HF3, HF4)	16
	✓ Immersive	(MF3, HF4, HM4, HM3)	4
	✓ Detailed	(MM3, MM4, HM1, HF2, MF1)	5
	✓ Fluent	(HM3, HF3)	2
	✓ Accessible	(HF1)	1
2.	✓ Short Story	(MF1, MF4, MM1, MM4, HM1, HM2, HF4)	7
	✓ Fluent	(MF4) (MF3)	2
	✓ Clear	(MM4)	1
3.	✓ Poetry	(MM1, MM3, HM3)	3
	✓ Emotion Transfer	(MM3)	1
4	✓ Drama	(HF3)	1
	✓ Clear	(HF3)	1
	✓ Fluent	(HF3)	1

In this section, the participants were asked about their favourite literary genres and why they liked these genres. The answers of the participants are given below. While 16 participants stated that they liked the novel genre more, some preferred short stories with the novel genre, while the answers of only four participants were different from the others. The fact that the novels are gripping has a very important place in the fact that the favourite genre of all 16 participants is novel. It is not surprising that immersive works are preferred by readers because, considering that today's attention span is reduced and people get bored quickly, the immersive nature of the works is an important factor in their preference.

The participants, codenamed MM3, MM4, HM1, HF2, MF1, stated that they liked these genres as novels and short stories were detailed and seemed to contain elements from real life.

MF1: "I read these literary works mostly because of the details in the novels and stories, and when I read the works, it is possible for me to make a connection with my own life since things that are likely to be real are the subject."

MM4: "The fact that there are descriptions and details can be finished in one breath makes me love reading novels."

The participant, codenamed HF3, stated that she liked the drama genre and novels, and she stated that the drama works are fluent and clear as the reason for this.

HF3: "I prefer to read more novels and plays. They sound more understandable and fluent."

As can be seen in Table 2, the participants, codenamed MF3, HF4, HM4, HM3, who think that novels are gripping, expressed their views as follows;

MF3: "I prefer novels. It feels more fluent and gripping."

HF4: "I read novels because I like works with a gripping plot."

HM4: "It is exciting and gripping to go on a journey with the hero in the novel."

HM3: "I generally like to do literary readings in the genre of novels. It happens when I read poetry or a play from time to time. I find the novel more fluent and gripping."

The participants, codenamed MM1, MM3 and HM3, stated that poetry is one of their favourite genres. The participant with the code name MM3 stated with the following words that the poem effectively understands and transfers different emotions.

MM3: I like poetry and novels. I especially like poems. I like how they make people feel emotionally different. I like that they make people feel different and push the reader to understand the lines more deeply. They evoke different emotions in everyone."

Seven of the participants stated that the short story is one of their favourite literary genres (MF1, MF4, MM1, MM4, HM1, HM2, HF4). Furthermore, the participants expressed that the short story is fluent (MF4, MF3) and clear (MM4) as follows.

MM4: "I like reading literary genres in the style of short stories because the stories are told briefly, and they are fluent. In addition, short stories take a shorter route to the message they want to tell."

Theme 2: Opinions on the use of literary works in English teaching

Table 3: Opinions on the use of literary works in English teaching

N	Codes	Participants	Frequency
1	✓ Useful	(MF1), (MF2), (MF4), (MM2), (MM3), (HM3), (HM4), (HF2), (HF3), (HF4)	10
	✓ Improving	(HM4), (HF2), (HF4)	3
	✓ Stimulating Curiosity	(MM2), (HF4)	2
2	✓ Positive	(MM1), (MM4), (HM1), (MM3), (HM2), (MF3), (HF1), (HF4)	8
	✓ Effective	(MM4), (HF4)	2
	✓ Cultural transfer	(MF3), (MF4), (MM3), (HM1), (HM2), (HM3), (HF1), (HF4)	8
3	✓ Negative	(MM4), (HM1), (HM2), (HF1)	4
	✓ Demotivating	(MM4)	1
	✓ Difficult to apply	(HM1), (HM2), (HF1)	3

In this part, participant teachers were asked for their opinions on the use of literary works in English teaching. As can be seen in Table 3, the answers given by the participants were coded and frequency values were given. Most of the participants stated that it would be useful (*MF1, MF2, MF4, MM2, MM3, HM3, HM4, HF2, HF3, HF4*) to use literary works in teaching English. They stated that they thought this would be positive, such as improving (*HM4, HF2, HF4*) and stimulating students' curiosity (*MM2, HF4*). One of the most common expressions in the responses is the comment that it will have a positive effect. It is also stated that this process will be effective (*MM4, HF4*) in teaching and contribute to the transfer of the culture (*MF3, MF4, MM3, HM1, HM2, HM3, HF1, HF4*) of the target language.

In addition to these opinions, some participants presented two different opinions, which can be considered the negative side of the use of literary works in English teaching and their positive opinions. First, they stated that sometimes the use of literary works could be demotivating (*MM4*) and difficult to apply (*HM1, HM2, HF1*).

Ten of the participants stated that they think it would be useful to use literary works in English teaching, and some of the participants' answers are given below.

MF1: "I think it is useful. Using literary works will be beneficial for students."

MF2: "I definitely think it should be used. It will be useful for language teaching."

MF3: "I look at it positively. With literary works, at least the students have an idea about the target language's culture."

HF2: "I think that the use of literary works such as short stories, novels, poems, etc., is beneficial in the lessons, as the skills, we want to awaken in children: speaking, encouraging thinking and revealing their imaginations."

Three of the participants stated that they think that the use of literary works in English teaching will improve students. The answer of one of the participants in question is given below.

HM4: "I think that the use of literary works in language teaching will contribute to language development in so many ways, and it should be integrated into the language teaching environment."

Two of the participants stated with the following words that using literary works in the lessons would arouse the students' curiosity, enrich the lessons, and thus increase the success of the lesson and contribute to the language learning process.

MM4: "When we use literary works in language teaching, I think they have the effect of enriching the lesson and attracting students to the lesson positively."

MM2: "It can be useful to use. It can arouse students' curiosity."

Eight participants stated that the use of literary works, in general, would lead to positive results, two participants stated that using literary works would make language learning more effective, and eight participants stated that the use of literary works could

be a tool for the transfer of the culture of the target language. In addition, it has been stated as follows that permanence, curiosity and success can be increased by transferring more elements of the target language to the students.

MF3: "I look at it positively. With literary works, at least the students have an idea about the target language's culture."

MM1: "I am positive about the use of literary works in language teaching. Since they are authentic materials, they will provide information about the target language's culture. For this reason, using literary texts in the lessons will also be very useful as it will provide a better understanding of the target language culturally."

HM3: "I think it will positively contribute to learning the culture of that language, its context, and its usage areas."

In addition to the positive answers, the participants also had a few negative opinions about the use of literary works in language classes. For example, the participants, who thought that the use of literary works in the lessons would be complex and that if the level of the relevant work was not adjusted well, some of the students in the class would get bored and demotivated, expressed their opinions as follows.

MM4: "...when we look at it from a negative point of view when materials that are not suitable for the interest and curiosity of the students and high-level materials are selected, it can reduce the interest of low-level students in the lessons, it can be difficult to apply in the lessons and sometimes even demotivating."

HM1: "It is positive. It is beneficial for cultural transfer. But from a different perspective, it is challenging to apply in language teaching classes."

Theme 3: Opinions on the most appropriate literary genre to be used in English teaching

Table 4: Opinions on the most appropriate literary genre to be used in English teaching

N	Codes	Participants	Frequency
1	✓ Short Story ✓ Motivating ✓ Creative ✓ Immersive ✓ Useful ✓ Beneficial ✓ Stimulates Curiosity	(MF1), (MF2), (MF3), (MF4), (MM1), (MM2), (MM4) (HM1), (HM2), (HM3), (HM4), (HF1), (HF2), (HF4) (MF1), (MM4) (MF2), (MF3), (MF3), (MM2), (HF1), (HF2), (HM4) (HM3) (HF4), (HM4)	13 2 1 1 4 1 2
2	✓ Fairytale ✓ Interesting	(MF1), (MM1) (MF1),	2 1
3	✓ Drama ✓ Participation	(MM3), (HM3), (HF1), (HF3) (HF3)	4 1
4	✓ Novel	(HM1), (HM2)	2
5	✓ Poetry ✓ Applicability ✓ Creative	(HM1), (HM2), (HF2), (HM4) (HM1), (HM4) (HF2)	3 1 1
6	✓ Biography ✓ Interesting	(HF3) (HF3)	1 1

As the third question, the participants were asked their opinions about the most appropriate literary genre to be used in English teaching. The participants' responses were coded as seen in Table 4, and their frequency values were included. Most of the participants stated that more than one genre is suitable for use in English teaching. 13 respondents preferred the short story as the most popular response (MF1, MF2, MF3, MF4, MM1, MM2, MM4, HM1, HM2, HM3, HM4, HF1, HF2, HF4). In addition, participants stated that short stories are motivating (MF1, MM4), creative (MF2),

immersive (MF3), useful (MF3, MM2, HF1, HF2, HM4), beneficial (HM3), and stimulate curiosity (HF4, HM4).

MF2: "Short stories will be useful depending on both the purpose of the lesson and the level of the students."

MF3: "Short stories are appropriate to be used. Being short provides a time advantage in using it for lessons."

MM2: "The short story will be more suitable for middle school students, both in length and slightly lighter in language."

MM4: "Short stories can reach a conclusion by involving the student without boring the student and by simplifying the language."

HM1: "Short story would be more appropriate in terms of accessibility. A novel may be more difficult in the academic process, even in undergraduate."

Two participants stated that tales are also suitable for use in English teaching (MF1, MM1) and that they are interesting.

MF1: "I think fairy tales are interesting, motivating, and appropriate in English Language classes."

Four of the participants (MM3, HM3, HF1, HF3) stated that it would be appropriate to use drama in English teaching and that students would be more active in lessons in this way.

MM3: I think drama is appropriate. It allows students to learn the language by feeling, doing and experiencing it. The use of drama-type works in the lessons creates a wonderful environment where the student can be in the centre and focus their attention on the lesson. It provides the chance to use the written, verbal and bodily expressions of the language together, allowing students to internalize the authentic materials and target language used in the lessons."

HM3: "I think it would be beneficial for students to use short stories by adjusting their difficulty level. Drama techniques can also be used."

Two (HM1, HM2) participants stated that the novel genre might be appropriate in teaching English. The participants, who stated that the length of the novels is

disadvantageous in terms of being used in the lessons, stated that the novels can be used as term papers.

HM2: "...novels and short stories should be used in English teaching classes. Poetry can be used, too. The short story is more suitable because it is short, but a novel can be used as a term project. If they are used as term papers, it will be more beneficial as it will require students to focus longer. In addition, when they are given as homework because they are long, the obstacle to their application in classes will be removed."

Four of the participants (HM1, HM2, HF2, HM4) stated that it would be beneficial to use the poetry genre in lessons as it is applicable in the lessons and increases creativity.

HM4: "...poetry is more difficult to understand than stories. We can use poems by simplifying them. Choosing poems that students know before and giving examples will attract the student's attention. "

HF2: "We can use poems. Since there is no direct translation of poems, students can use their imaginations better."

Only one (HF3) participant stated that the use of biographies in English teaching might be interesting.

HF3: "Biography is also a genre that can be useful in terms of attracting students' attention. Using the type of biography in English teaching can ensure that students are more active in the lessons by reading the biographies of people interested in the lessons."

Theme 4: Opinions on the adequacy of literary works in textbooks in English teaching

Table 5: Opinions on the adequacy of literary works in the course books in English teaching

N	Codes	Participants	Frequency
1	Insufficient number	(MF1), (MF4), (MM3), (MM4), (HF4), (HM1), (HM2), (HM3) (HF1), (HF2), (HF3)	11
2	Insufficient in quality	(MF3), (MF4), (MM4), (HF4), (HM1), (HM2), (HM3), (HM4) (HF1), (HF2)	10
3	Absent	(MF2), (MM1), (MM2)	3

In this section, as the fourth theme, the participants were asked about the adequacy of the literary works in the English textbooks, and as seen in Table 5, the participants' answers were coded, and the frequency values were also included in the table. As it can be clearly seen in the data in the table, almost all of the participating teachers stated that the literary works in the English textbooks were insufficient both quantitatively and qualitatively. Furthermore, all three participants stated that they did not encounter any works that could be considered as literary works in the textbooks.

Eleven of the participants stated that the literary works in English textbooks are insufficient in number and that some current works reflect Turkish culture, not the target culture.

MF1: *"I think it is insufficient. The number of literary works can be increased."*

HM1: *"There are not enough of them, and the existing works were works of Turkish culture. There are literary works, but I do not think they are enough in number."*

MF3: *"I do not think that the textbooks are sufficient. When we look at the textbooks, we see that there are some literary works, but these are related to our culture, not the target language."*

HF1: *"I think that literary works are not enough in textbooks."*

HF2: *"I do not like textbooks at all. They do not contain enough literary texts."*

HM2: *"I do not find the pieces included in the textbooks effective. I do not find the books used sufficient both in terms of quantity and quality."*

MM3: *"The content of the books in our education system is not very high. I cannot see many literary works, but I came across the song genre once or twice in my textbooks."*

Ten of the participants stated that the literary works in the English textbooks are not qualitatively sufficient and that the literary works in the English textbooks reflect the Turkish culture rather than the target culture.

HM2: *"I do not find the pieces included in the textbooks effective. I do not find the books used sufficient both in terms of quantity and quality."*

MM4: *"The books used in secondary schools are insufficient in terms of quantity and quality. There are one or two works that we can count. Those works are not suitable for students."*

HF4: *"There are some literary works when I look at them quantitatively, but these were literary works belonging to our culture. There is no work belonging to the culture of the target language."*

MF4: *"The content of literary works in the books we use is weak in terms of quality and quantity."*

HM4: *"...the works in the books are very abbreviated and summarized. Therefore, many special points that the student should take in the stories are lost. Besides, instead of the works belonging to the target language's culture, there are literary works belonging to our culture. Therefore, the number and quality of literary works in the textbooks must be increased and students should be given more chance to exposure to the target culture and language."*

Three of the participants stated with the following words that the literary works in the English textbooks do not have the quality of literary works; therefore, they did not come across literary works in the textbooks.

MF2: "I did not see any works that can be regarded as literary works in textbooks."

MM1: "I can say that there are not enough resources. I think that the resources are insufficient in number and quality."

MM2: "When I evaluated the books of the classes I teach, I did not come across a literary text. When it is insufficient in quantity, we cannot look at its quality."

Theme 5: Opinions on the applicability of lesson plans prepared with literary content in English teaching

Table 6: Opinions on the applicability of lesson plans prepared with literary content in English teaching

N	Codes	Participants	Frequency
1	✓ Applicable	(MF1),(MF2),(MF3),(MF4),(MM1),(MM2), (MM3), (MM4),(HM1),(HM3),(HM4),(HF3) (HF4)	13
	✓ Teacher field qualification	(MF1),(MM4),(HM1),(HF4)	4
	✓ Appropriate method and technique	(MM1),(MM3),(HM1)	3
	✓ Appropriate source selection	(MM2), (MM4), (HM3), (HM4),	4
2	✓ Not applicable	(MF2), (MF3), (MF4), (MM1), (HM2), (HF1), (HF2), (HF3)	8
	✓ Curriculum barrier	(MF2), (MF3), (MF4), (MM1), (HF3)	5
	✓ School and student level	(MF2), (MF3), (MM1), (HF3)	4
	✓ Lack of class hours	(MF3), (MF4)	2
	✓ Excess number of students	(HF1), (HF2)	2

In this part, the participant teachers were asked about the applicability of the lesson plans prepared by using literary works in English teaching. As can be seen in Table 6, the participants' answers were coded, and the frequency values were included in the table. Although the participants mostly said that lesson plans with literary works could be used in English teaching, they stated that this might be difficult for various reasons, and even in some cases, it could not be used.

Thirteen of the participants (MF1, MF2, MF3, MF4, MM1, MM2, MM3, MM4, HM1, HM3, HM4, HF3, HF4) stated that the lesson plans that include literary works in English teaching are applicable. However, they stated that it depends on critical factors such as the use of techniques and selecting appropriate resources.

MF1: "Lesson plans can be applied if the teacher's content knowledge is sufficient."

MF2: "I think it can be applied, but the school you work at, the student level or the curriculum expects from the teacher have an impact on the applicability."

MF4: "...it can be applied if the intensity of our curriculum is reduced in addition to increasing the weekly course hours."

MM4: "... this is entirely up to the teacher because the choice of literary work should be determined by student levels, place of residence and socio-economic environment. Only a qualified teacher can do this. Therefore, the role of the teacher here is quite important."

HM1: "A teacher with field proficiency can apply a regular and organized curriculum."

HM4: "Literary works can be applied in books if they are planned correctly or with books prepared in this way."

HM3: "I think the lesson plan prepared with literary content is applicable."

HF4: "Applicable if the teacher is sufficient."

Eight of the participants – among whom some think that it is applicable under certain conditions – stated that the implementation of the lesson plans that include literary works in English teaching is not realistic, and this is due to factors such as the curriculum, school and student levels, insufficient class hours and oversize class sizes. Some of the answers are given below:

MF3: "I think it can be done if enough course hours are given. This is not possible in a regular classroom and program."

MM1: "It cannot be applied due to the high number of students in the classes, the curriculum that needs to be trained, and the writings that need to be done."

HM2: "The curriculum and the number of courses are not suitable for this."

HF1: "...it is not possible to use a literary text-based lesson plan in a classroom with a large number of students because it will be very difficult to involve students in the activities, and it will be increasingly difficult to keep the attention of the crowd in the lesson. But, on the other hand, classroom control will be very difficult if students are given freedom over activities."

HF2: "It is impossible to process a literary text in a classroom with many students."

HF3: "Applicable, but not may not be applied due to lack of enough class hours and activity deficiencies."

Theme 6: Opinions on how English language teaching can be enriched by using literary works

Table 7: Opinions on how English language teaching can be enriched by using literary works

N	Codes	Participants	Frequency
1	✓ Information Gap	(MF1), (MF2), (HM2)	3
2	✓ Discussion	(MF1), (MF3), (HM2), (HF4)	4
3	✓ Role play and dramatization	(MF2), (MF3), (MF4), (MM1), (HM3), (HM4), (MM3), (MM4), (HM1), (HF3), (HF2)	11
4	✓ Sentence Completion	(MF2)	1
5	✓ Summarizing	(MF3)	1
6	✓ Writing a similar story	(MF3), (MM1), (MM4), (HM2)	4
7	✓ Translation	(MF4), (HF1)	2
8	✓ Changing the story endings	(MF4), (HF1)	2
9	✓ Use of dialogues	(MM2), (HM3)	2

In this section, the participating teachers were asked how the lessons could be enriched by using literary works in English lessons, and their opinions on the methods and techniques that could be used were obtained. As can be seen in Table 7, the participants' responses were coded as techniques and methods, and their frequencies were included. Some participants mentioned more than one method and technique.

Three of the participants stated that the course content could be enriched by using literary works in English classes by doing Information Gap (MF1, MF2, HM2) activities.

MF1: "I want students to learn about the subject of the literary text I have chosen. Then we exchange ideas with the students. Finally, we have a second discussion with reading the latest work. Information gap tasks and activities can enrich the classes and raise their efficiency."

MF2: *"Activities such as information gap, role play and sentence completion can be used with the help of literary works. They can be very useful in English teaching classes."*

HM2: *"The background of literary works should be explained better. After the students are taught why this work was read when it was written and under what conditions, a discussion group can be formed with the students. Another activity is to form groups in the classroom, and I start by dividing the short stories into small pieces and distributing them to the groups. The students write these pieces in their own sentences and give them to the next student, in order, each student adds their own sentence to the story. After four rounds of rotation, original works come out. The station technique can be applied, too."*

Four of the participants stated that Discussion activities could enrich the course content using literary works in English classes.

MF1: *"I want students to learn about the subject of the literary text I have chosen. Then we exchange ideas with the students. Finally, we discuss with the reading of the work. This allows my students to see different perspectives and share them with each other. In this sense, discussion activities are very important."*

MF3: *"We can have the students read the short stories first and then have them discuss. The discussion will increase participation in the classes and ensure permanence."*

HM2: *"Creating discussion groups where students can discuss the subject and express their ideas mutually will improve their self-expression skills and increase their interest in the lessons."*

HF4: *"...after choosing the contents related to the students' interests in the lessons together with the students, having a discussion activity about the topics and contents that are interesting to them in the lessons is very beneficial in terms of classroom culture and lesson activities. In addition to the discussion activities, information gap activities will also benefit speaking skills and motivate students since they will create a lesson environment where students are active."*

Eleven of the participants stated that role play and dramatization activities could enrich the course content using literary works in English classes.

HF2: *"The use of dramatization and literary works together in English teaching will be critical as it will create an environment where students can increase their productivity and use the language effectively."*

MF2: *"If students can animate the situations in the source in the target language with role-play activities, the works and target contents will become more permanent for the students."*

MF3: *"Students can have a unique experience by living the moment in the piece with role-play activities. In this sense, I think it is an essential activity for students."*

MF4: *"One of the activities that should be included in an effective lesson is definitely role play. It is a very nice activity to keep the students' interest alive."*

MM1: *"Role plays are one of the beneficial activities in which students' participation in the lesson increases significantly when the characters in the work are chosen as the characters that the students can adopt."*

HM3: *"Students can play Parts from a theatrical work, or students can be made to talk through the characters in short stories."*

HM4: *"After reading the works, we can choose a narrator and ask the student to tell the story to his friends using the role-play technique."*

MM3: *"...drama activities have a very important place in terms of students' learning by doing and experiencing. Therefore, it will be very beneficial for students to participate in the lessons using them in English teaching and drama activities based on literary works."*

MM4: *"Using drama activities in the classroom will create an interactive atmosphere by encouraging students' participation in the lesson. Since students need to be active in English teaching, drama activities are important."*

HM1: *"Drama can act as a bridge in the use of English language teaching and literary works in this teaching process."*

HF3: *"Student success and participation will increase significantly if theatrical works are chosen as literary works in English teaching classes and integrated into the lessons with creative drama techniques. It will keep student interest alive and increase success."*

One of the participants stated that sentence completion activities could enrich the course content using literary works in English classes with the following words.

MF2: "...sentence completion activity is an activity that has the potential to develop students' imaginations and can contribute a lot to students both grammatically and semantically. Therefore, it must be used in the lessons."

One of the participants stated that summarizing activities can enrich the course content using literary works in English lessons.

MF3: "...the most important benefit of this summary activity is listening to the literary works read by the students with their words and highlighting the places they care about. In addition, summarizing activities is very useful for students to repeat the works one last time after reading."

Four of the participants stated that writing a similar story activity could enrich the course content using literary works in English classes.

MF3: "Students trying to write similar stories after reading short stories will increase their permanence by using the expressions and sentence structures they have learned and will contribute a lot to them in the long run."

MM1: "...in terms of the development of writing skills, students' writing similar stories to the works they have read in different ways will enable their imagination skills to emerge and it will contribute a lot in terms of language education."

MM4: "Story writing is a very important activity because it is one of the most appropriate activities to develop writing skills in the target language. Students can produce similar content based on the works they have read before; in this way, they have the chance to improve themselves."

HM2: "Similar story writing technique is very important for students to review the elements, words and sentence patterns that they paid attention to in previous works and to learn new ones while writing."

Two of the participants stated that translation activities could enrich the course content using literary works in English classes.

MF4: *"...translation activities are a very good example of how literary works turn into a good learning resource for students by correctly translating the expressions in the target language into the mother tongue."*

HF1: *"...the translation of literary works to understand them better will be very useful in English teaching, and it will enrich the content of the courses. Moreover, if translation activities are carried out at the right time, but not too much, it will allow students to build a bridge between the target language and their mother tongue."*

Two of the participants stated that changing the story endings activities can enrich the course content with the use of literary works in English classes.

MF4: *"Changing the story endings is one of the activities that can be applied in English lessons and can enrich the lessons."*

HF1: *"Students' changing the endings of the stories according to their own will support their imagination, while on the other hand, it will make their learning processes permanent."*

Two of the participants stated that the use of dialogue activities could enrich the course content with the use of literary works in English classes.

MM2: *"Adding dialogues to the course content in English teaching will contribute to students benefiting from literary works in this sense."*

HM3: *"Changing the dialogues in literary works or using them as they are in the lessons will increase the participation of the students in the lesson and encourage them to speak."*

5. CONCLUSION AND DISCUSSION

This study was conducted to obtain information about the perceptions of English teachers about the use of literary works in English lessons. The research questions under investigation are:

- What are the teachers' views on the use of literary texts in language teaching processes?
- Which literary genre is most suitable for using in teaching English by teachers?
- What are the teachers' views on the applicability of the course contents prepared with literary works?

This section aims to discuss these research questions to evaluate the findings presented in the previous section.

Language and literature are two phenomena that should not be considered independently of each other. The language and literature of a nation create that nation's culture. Culture is one of the most valuable treasures of a nation. Without that treasure the teaching of that nation's language would be devoid of the most critical content. For this reason, it is essential to consider the culture while teaching a language. In the historical process, language has been tried to be taught by using many different methods approaches, and the target acquisitions have been tried to be realized in different ways in each of them. It is a well-known fact that each method has its own advantages and disadvantages. Cultural transfer, can easily be realized due to teaching the language with literature. It is one of the greatest necessities in language teaching and one of the advantages that makes an outstanding contribution to the teaching process when transferred correctly. Therefore, using literature in language teaching is almost a necessity for educators. When all these are considered, it is clear how important language teaching with literature in language teaching processes is.

The results of the study have been discussed under the headings where the interview questions are categorized. In addition, the discussion has been supplemented

from time to time by the information that emerges in the interview data. This is done to make more use of the rich data collected.

When the teachers were asked about their favourite literary genres, it was remarkable that almost all the participants first mentioned the novel genre. Replacing poetry and drama, the novel has become the most popular of literary forms from the eighteenth century, especially since the Victorian era. Perhaps the novel has become much popular because it represents the life of the majority of people most closely. Furthermore, novels became increasingly popular as their social scope expanded and changed to include characters and stories about the middle and working classes. Although there were teachers who said that they liked other genres such as poetry and short stories in addition to the novel genre, there may be several reasons of why all participants love the novel genre. For example, one of the participating teachers says:

" I read these literary works mostly because of the details in the novels and stories, and when I read the works, it is possible for me to make a connection with my own life since things that are likely to be real are the subject. " MF1.

As Hişmanoğlu (2005) states, novels enable the reader to learn about different cultures and groups of people. Presenting a real-life or real-life setting prompts the reader to connect with similarities in his own life. On the other hand, it goes beyond what is written and encourages the reader to use their imagination actively and increase their creativity. It is possible that the novels have become the most widely read genre today due to their accessible, easily readable and understandable nature. Novels were expressed as the most popular genre by the participating teachers, probably because of such characteristics.

On the other hand, another preferred genre, along with novels, was poetry. It can be said that the type of poetry is preferred because it provides emotional transitions for the participants, causes different emotions in each of the readers, and allows individual inferences to be made by interpreting the lines. Poetry can be portrayed as a literary text that shows one's emotions by appealing to the five senses. According to Hoepfer &

Pickering (1990), poetry can be seen as a literary tool influenced by people's feelings and perspectives. One of the participants says:

"I like poetry and novels. I especially like poems. I like how they make people feel emotionally different. I like that they make people feel different and push the reader to understand the lines more deeply. They evoke different emotions in everyone." MM3.

Apart from poetry and novels, short stories were another popular response among the participants. Short stories were preferred for the participants because they reflect real life are short and fluent. As Sage (1987) states, short stories reflect and illuminate human life. In this respect, it is understandable that the readers preferred the short story together with the novel. One participant says:

"I like reading literary genres in the style of short stories because the stories are told briefly, and they are fluent. In addition, short stories take a shorter route to the message they want to tell." MM4.

When the participant teachers were asked their opinions on the use of literary works in English teaching, most of the participants stated that it would be beneficial to use literary works in English teaching. They stated that they thought this would be positive, such as arousing and developing students' curiosity. As Obediat (1997) states, literature helps students acquire a similar proficiency in English to natives, express their ideas in good English, learn the features of modern English, and how the English language system is used for communication. They also see how idiomatic expressions are used, speak clearly, concisely and precisely, become more proficient in English, and become creative, critical, and analytical learners. In addition, literature is a unique resource in that it enables students to internalize and adopt the structures and words in the target language. Participating teachers also thought that using literature in lessons would have effects such as improving and stimulating curiosity. This coincides with the view of Custodio and Sutton (1998) that literature is stimulating, broadening perspective and will contribute to students' asking questions and interpreting them. In this direction, a teacher expressed herself in the following words:

" I think that the use of literary works such as short stories, novels, poems, etc. is beneficial in the lessons, as the skills we want to awaken in children: speaking, encouraging thinking and revealing their imaginations." HF2.

One of the most striking responses of the participants regarding the use of literature in English teaching is how great role the language plays in the cultural transfer process. One of the most important contributions of language is that it enables us to see the phenomena in a particular society through the eyes of the speakers of that language. In this respect, it is very important to learn a language and its culture. In addition, understanding the language well enough and knowing the cultural background for internalizing the expressions in the language will help ensure permanence in the language learning process. It will not be possible to fully understand what expressions detached from cultural context mean. According to some linguists, culture without language and language without culture cannot exist. Language is one of the tools that reflect the culture in the best way. As Brown (1994) states, "A language is a part of its culture, and these two parts are so intertwined that it is impossible to separate them without losing their importance." One of the participants expressed his views on the cultural function of literature and its use in language lessons as follows:

"I am positive about the use of literary works in language teaching. Since they are authentic materials, they will provide information about the target language's culture. For this reason, using literary texts in the lessons will also be very useful as it will provide a better understanding of the target language culturally." MM1.

On the other hand, some of the participating teachers talked about the difficulties of using literary works in English teaching classes. It is vital that the materials to be used in the lessons are chosen in accordance with the language proficiency levels, interests and feelings of the students, as in all other lessons. They stated that, with the selection of texts that they do not see close to them in terms of interest and that are far from them in terms of level, the lessons to be made with literary works are challenging to implement, demotivating and can distract students from the lesson. In support of these views, Alkire (2010) states, the criteria for choosing the appropriate literary text for the ELT should be carefully determined. These texts should have the following characteristics:

- Linguistic accessibility (syntax, punctuation, vocabulary, etc. do not interfere with reading)
- Literary accessibility (for example, a traditional narrative is more likely to succeed)
- Cultural accessibility (how connected is the novel to its own culture?)
- Storytelling quality (is it a book page-turner?)

Participating teachers also summarized their views on this situation with their answers to the questions asked. For example, one of the participants says:

“...when we look at it from a negative point of view when materials that are not suitable for the interest and curiosity of the students and high-level materials are selected, it can reduce the interest of low-level students in the lessons, it can be difficult to apply in the lessons and sometimes even demotivating.”MM4.

When the participant teachers were asked which literary genre is more suitable to be used in teaching English, it was seen that the most popular answer was the short story, followed by drama, poetry, novel and fairy tale. One participant also stated that works in the type of biography could be used in English teaching. The main reason why the short story is the most suitable genre to be used in English lessons is that its content is understandable, short and applicable. As Arıoğlu stated (2001), students can do the tasks related to these stories more easily because the use of short stories in lessons motivates students as they are authentic materials, and they are shorter and more understandable than other literary genres. The use of short stories in language teaching helps students improve their vocabulary, encourage their creativity, and increase their motivation by increasing their speaking skills and critical thinking skills (Cunningham, 2005). In a study conducted by Yang (2009) in Hong Kong, it was seen that short stories, when selected at appropriate levels, make lessons more enjoyable and have a motivating effect on students. Yılmaz (2015) stated that when he integrated short stories into lessons with the help of technology, students' interest in lessons increased thanks to reading passages that caught their attention and prompted them to cooperate with their friends. The teachers who participated in this study also expressed similar points of view. One of the participants says:

"... short stories motivate students by including them in the learning process without boring the student and simplifying the language and enable students to participate actively in the lesson. When short stories suitable for students' interest and language proficiency level are selected, the efficiency of the lesson will increase." MF1.

Poetry, another genre that is thought to be suitable for use in lessons by the participants, is a genre that stands out as it encourages creativity and is applicable in lessons. Poems are significant for teaching pronunciation, vocabulary, and intonations and accents. As can be understood from the data, today, some of the teachers are hesitant to use poems in lessons because of the danger that some students may be indifferent to the lesson because students find the poems complex and challenging. However, as Hirvela and Boyle (1988) stated, the opposite effect is also possible for some students. According to a study conducted by Bintz & Henning Shannon (2005) in high school, a student who did not attend the classes in the classroom, who was silent and difficult to access, initially refused to read his poems in the classroom during the activities on poetry writing. However, it was observed that his voice was heard in the classroom for the "first time", and he participated in the activities after he was persuaded to read them aloud in the classroom and started to attend the lessons. Based on such case studies, it can be said that the use of appropriate poetry activities in the lessons and the participation of the students in the lessons can enable students to develop a positive attitude towards language in the language learning process. Among the participating teachers, some stated that simplifying the poems and using the poems that the students knew before would enable the students to participate more in the lesson. One of the participants says:

"...poetry is more difficult to understand than stories. We can use poems by simplifying them. Choosing poems that students know before and giving examples will attract the student's attention. " HM4.

Two participants also stated that novels could be used in teaching English and other literary genres. It has been emphasized that since the length of the novels is disadvantageous in terms of being used in lessons, they can be used in homework assignments. Novels are literary genres that appeal to higher-level individuals in terms of language proficiency. Reading a novel in the target language will reflect the daily life of the speakers of that language and enlighten the reader on many issues. Since it is an

authentic material, it will be more suitable for course use when it is selected at the appropriate level for the students and has topics that will interest them. However, as the participating teachers have stated similar things before, the most disadvantageous aspect of the novels is that they are long and cannot fit into a single lesson or even several lessons. In this sense, maybe certain parts of the novels can be selected and used in the lessons. The selected sections should be interesting and can be simplified if the selected sections are above the level of the students. As Helton, CA, J.Asamani and E.D. Thomas (1998) stated, using novels in lessons will allow and help students activate their creativity, become familiar with the oral and written forms of the language, be exposed to the culture of the target language, and become a reader at every stage of their lives. Participating teachers also stated that the general opinion of the novels is that they can be used, but more efficiency can be obtained through extracurricular assignments. One of the participants says:

"...novels and short stories should be used in English teaching classes. Poetry can be used, too. The short story is more suitable because it is short, but a novel can be used as a term project. If they are used as term papers, it will be more beneficial as it will require students to focus longer. In addition, when they are given as homework because they are long, the obstacle to their application in classes will be removed." HM2.

Literary works in the drama genre, which enable students to learn by living and experiencing, were another literary genre that was deemed appropriate by teachers to be used in lessons. The use of drama works in lessons will increase students' awareness of the target language. Using these works in the classroom will require effective listening skills and allow students to develop themselves in this area. Thanks to the lessons they actively participate in, it will enable students to acquire language skills more permanently and effectively. Today, students whose attention spans are reduced in classes and who have difficulty in concentrating on lessons can be attracted by drama activities and attend classes more. It will be very productive for teachers who want to make their lessons more colourful, meaningful and permanent to benefit literary works in the type of drama in their English teaching lessons. As Mengü (2002) points out, the use of drama-type literary works in English teaching will have benefits such as conveying authenticity to the

classroom environment, exposing students to the target language, preparing an environment that will improve their creativity, improving their flexibility and speaking skills, and developing new ideas in different contexts and involving students actively in these lessons. Participating teachers also defended similar views. One of the participants says:

*"... I think drama is appropriate. It allows students to learn the language by feeling, doing and experiencing it. The use of drama-type works in the lessons creates a wonderful environment where the student can be in the center and focus their attention on the lesson. It provides the chance to use the written, verbal and bodily expressions of the language together, allowing students to internalize the authentic materials and target language used in the lessons."*MM3.

Another question asked to the participants was whether they found the literary texts in the textbooks they used in their English classes sufficient in terms of quantity and quality. Although none of the participants found the literary texts in the textbooks sufficient, some stated that the literary texts in the books could not be considered as literary texts. In contrast, others stated that the existing literary texts were translations of literary texts in Turkish culture rather than literary texts in the target culture. At this point, the common opinion is that textbooks, regardless of the level, are books devoid of literary works. Participants agreed that more literary works should be included in the textbooks in terms of quantity and that these works should be suitable for the target language's culture. It is crucial for the language learning process to expose students to the target language more through the materials included in the textbooks used in language teaching. It is said that language is a mirror of culture and that people see culture when they look at language. Another metaphor used for this relationship is the iceberg metaphor. A visible part of society is language with a small part of the culture; hidden beneath the surface, much of it is the overlooked aspect of culture. Language teachers have begun to understand the inextricable link between culture and language. He also emphasized that teaching a second language without teaching culture is wrong and incomplete. For L2 students, learning a language will not be enough if nothing is known about the native speakers of the target language or the country in which the target language is spoken. Learning a new language requires much more than manipulation of syntax and vocabulary. According to Bada

(2000), the need for cultural literacy is mainly because people who are not familiar with the cultural elements of the society in question have great difficulty conveying meaning to native speakers. In addition, today, the second language culture is shown as an interdisciplinary core in many projects of curricula and textbooks in the second language (Sysoev & Donelson, 2002). Considering all this, culture has played a crucial role in language learning until today; that is, scholars and teachers began to discuss the importance and effectiveness of incorporating cultural knowledge into their teaching. The teachers participating in this study also stated that the literary works in the target language are not sufficiently included in the school textbooks in the language teaching process and stated that the content should be enriched. One of the participants says:

"...the works in the books are very abbreviated and summarized. Therefore, many special points that the student should take in the stories are lost. Besides, instead of the works belonging to the target language's culture, there are literary works belonging to our culture. Therefore, the number and quality of literary works in the textbooks must be increased and students should be given more chance to exposure to the target culture and language."HM4.

When the participant teachers were asked their opinions on the applicability of the lesson plans prepared with literary content in English teaching, it was seen that the teachers agreed that this is possible when the appropriate conditions are met. The participants defended the view that the course contents prepared with literary content can be applied when appropriate methods and techniques, appropriate material selection are made, and most importantly, if the course teacher has sufficient qualifications. However, after realistically evaluating today's conditions, they stated that it would be difficult to implement the lesson plans prepared with literary works. They stated that this would be very difficult due to the curriculum, school and student levels, the lack of sufficient course hours and the number of students in the classroom. Our world is changing, and our needs and desires continue to change similarly. Curriculums, hours and materials must change to meet our current needs, so do language teaching methods. At this stage, it is possible to diversify the activities in the lessons by addressing the issues that participant teachers draw attention to. It will not be possible for a teacher who has not received a qualified education on language teaching with literature to use literature in his lessons. Regardless

of which literary genre the work is chosen, it is not possible for the lessons to be productive under the leadership of a teacher who is not equipped to enable the background, cultural values and transfer of that text to the student. When choosing a literary text, the English teacher should ensure that the relevant text is appropriate for the students' level and background. This will only be possible by taking a qualified education that the teacher will receive. In this sense, it can be said that participant teachers have similar views. One of the participants says:

"... this is entirely up to the teacher because the choice of literary work should be determined by student levels, place of residence and socio-economic environment. Only a qualified teacher can do this. Therefore, the role of the teacher here is quite important." MM4.

On the other hand, one of the most important factors for implementing the lesson plans prepared with literary works is the lesson hours. If the weekly lesson hours are insufficient, it will be impossible for the teacher to implement such lesson plans and make them efficient. Therefore, one of the important criteria for teaching lessons in an efficient and unhurried environment will be increasing weekly lesson hours. Designing the curriculum content according to these lesson plans or free activities and increasing the weekly lesson hours will make it possible to apply the lesson plans prepared with literary works. As a matter of fact, one of the participants expresses a similar opinion as follows:

"...it can be applied if the intensity of our curriculum is reduced in addition to increasing the weekly course hours." MF4.

Another vital issue apart from curriculum density and course hours were class sizes. The participants emphasized the importance of the number of students in the classroom and stated that it is difficult to implement the lesson plans prepared using literary works in classrooms where the number of students is high. For example, one of the participants says:

"...it is not possible to use a literary text-based lesson plan in a classroom with a large number of students because it will be very difficult to involve students in the activities, and it will be increasingly difficult to keep the attention of the crowd in the lesson. But, on the other hand, classroom control will be very difficult if students are given freedom over activities." HF1.

How to enrich the lessons with the use of literary works is one of the most important factors that plays a role in the use of literary works. Perhaps one of the biggest obstacles to use literary works in lessons is that teachers do not know how to use them. When it is not used correctly, it is inevitable to experience problems in practice even if the materials are well-chosen and the lesson is well planned. In this sense, the participating teachers were asked their opinions on this subject, and they were asked to give examples of the methods, techniques and activities they used or thought could be used. The most popular answer among the teachers was that role play and dramatization activities could be done by using drama works. The benefits of staging and animating literary works and processing them in classrooms by taking active roles by students are unquestionable from the aspect of teaching English. The use of such works in lessons is very valuable in terms of better understanding the plot, improving speaking skills and motivating students (Kasap, 2019). As the participant teachers mentioned, dramatization is one of the methods that can enrich the course content in this sense. Dramatization is the performance of existing written works by students in the classroom. Based on the existing texts, students can write their own texts by adapting the characters, which can also be beneficial for creativity. Improvisation and role-play activities are also activities that can enrich students' language learning processes. Unlike dramatization, without a ready-made text, in improvisation, students are required to improvise and perform scenarios in which they are free within the framework of certain criteria and have a certain beginning and end. In role-playing activities, students try to portray the characters in certain works. All these activities will reinforce the use of correct pronunciation and body language, as well as verbal language development, and will be useful in eliminating speech anxiety and phobia of expressing oneself in front of the public (Kasap, 2021). As Yimwilai (2014) stated, all these group activities will enable students to develop their speaking skills and pronunciation skills. Teachers will have opportunities to correct mistakes during such activities, and in this sense, they will have extra benefits for students. Participating teachers also have similar views. One of the participants says:

“...drama activities have a very important place in terms of students' learning by doing and experiencing. Therefore, it will be very beneficial for students to participate in the lessons using them in English teaching and drama activities based on literary works.”MM3.

For the participant teachers, other activities that can be used to enrich the course content are discussion and information gap activities and they enable students to take an active role in the lessons interactively. For example, a discussion topic related to the literary content selected and read according to the level and interest of the students can be determined so that the students can absorb the literary content and enjoy the discussion activity by brainstorming about the work. In the information gap activity, just like the discussion activities, the students can interact with each other, and it can offer lessons enriched with literary works in the language learning process. According to the research of İsmaili and Bajrami (2016), it was revealed that students were more motivated and active in the lessons in which information gap activities were applied. In addition, it was reported that they were more willing to learn and improve their speaking skills and listening skills. Participating teachers also have similar views. For example, one of the participants says:

“...after choosing the contents related to the students' interests in the lessons together with the students, having a discussion activity about the topics and contents that are interesting to them in the lessons is very beneficial in terms of classroom culture and lesson activities. In addition to the discussion activities, information gap activities will also benefit speaking skills and motivate students since they will create a lesson environment where students are active.” HF4.

Literary works are powerful and motivating resources as models and subjects for developing writing skills in English language teaching courses. It can be said that a literary work can be used in lessons to enrich the parts of the lesson for the development of writing skills and to motivate students. Although it is sometimes challenging for teachers to find suitable material to work on in English teaching classes, literary works will be unique resources for these lessons. When the participating teachers were asked what they could do to enrich the content of their English language teaching lessons by using literary works, they suggested activities such as summarizing, sentence completion, changing story endings and writing similar stories. In writing studies based on literary

works, the fact that the sources on which students work, think and make inferences are literary works will enable them to be more creative and meticulous. Such studies will improve students' ability to make logical inferences, their independent thinking skills and their ability to make alternative inferences, and will ensure that the learning processes in the lessons become more permanent (Spack, 1985). We can understand from the following words that the participating teachers also have similar views:

"...sentence completion activity is an activity that has the potential to develop students' imaginations and can contribute a lot to students both grammatically and semantically. Therefore, it must be used in the lessons." MF2.

"...in terms of the development of writing skills, students' writing similar stories to the works they have read in different ways will enable their imagination skills to emerge and it will contribute a lot in terms of language education." MM1.

"...the most important benefit of this summary activity is listening to the literary works read by the students with their words and highlighting the places they care about. In addition, summarizing activities is very useful for students to repeat the works one last time after reading." MF3.

Translation, which has been one of the important points in language learning for many years, is one of the teaching techniques that has been the subject of various disagreements about its use for a long time. Although the translation method has been abandoned in private institutions in many countries where English is taught, there are countries where it is still widely used in public schools. When properly designed, translation activities can play an important role in the development of students by contributing to the development of accuracy, clarity and flexibility (Duff 1989). With the increasing interest in student-centred language teaching, the view that everything that contributes to the student in the learning process is valuable. The translation technique is highly likely to contribute for students with an analytical focus. Therefore, its use can be encouraged for these students. Also, according to Friedlander's (1990) research, it is helpful to encourage ESL writers to use their mother tongue when drafting and then to encourage them to translate what they have written. Although there are various opinions about the translation technique, the participants of this research stated that carrying out

translation activities in the lessons with the course contents prepared with literary works can enrich the lessons. Participants express their opinions as follows:

“...translation activities are a very good example of how literary works turn into a good learning resource for students by correctly translating the expressions in the target language into the mother tongue.” MF4.

“...the translation of literary works to understand them better will be very useful in English teaching, and it will enrich the content of the courses. Moreover, if translation activities are carried out at the right time, but not too much, it will allow students to build a bridge between the target language and their mother tongue.” HF1.

As stated by the participating teachers above, translation activities and the use of literary texts can enable students to understand the language better when they translate the expressions in the target language into their mother tongue. In addition, the use of literary texts in English teaching with translation activities can enrich the content of the courses and act as a bridge between the target language and their mother tongue when used appropriately and as needed.

6. CONCLUDING REMARKS AND SUGGESTIONS

In this study, teachers' views on the use of literary works in English language teaching were investigated. The data that emerged as a result of semi-structured interview questions were interpreted. It has been revealed that the teachers' personal favourite literary genre is the novel, and the most applicable genre in English teaching classes for teachers is the short story. Although the teachers have stated that literary works can be applied in various conditions in English lessons, it has been concluded that the application is challenging due to reasons such as the curriculum, insufficient course hours, high-class sizes, and insufficient quantity and quality of the literary works in the textbooks. Furthermore, it has been revealed that teachers have deficiencies in implementing lesson plans prepared with literary works, and they need various training and activity books. Finally, the teachers were asked how they could enrich the course content by using literary works, and their opinions were received and shared. In this regard, various recommendations are listed below.

6.1. Suggestions

- Previous studies had clearly revealed the contribution of literary genres to teaching English. However, in this study, it was seen that teachers could not use literary genres sufficiently. For these genres to be practiced by teachers, they first need to receive adequate training on literary genres such as drama, novels, poetry, short story. This training can be given either through university or in-service training.
- When teachers' opinions are examined, it is seen that literary works are not included in the books sufficiently in quantitative and qualitative terms. The works included are about the local culture, not the target language's culture. As it is understood from the studies, culture, which is an important part of the literature of the target language, is not given enough space in the books. In this sense, it should be taken into account that the Ministry of National Education's consideration of this issue while preparing textbooks may benefit language teaching.

- Experts from the university can give various seminars to English teachers on how to teach the language with literature. In addition, education on these subjects can be given by the English language literature or English language education departments in the form of paid and free courses on subjects such as language teaching with literature and creative drama.
- An activity book about literary genres and their use can be prepared as a supplementary resource in English teaching courses.
- An increase can be made in the course hours which teachers see as insufficient so that English teachers can have the opportunity to do more activities related to literature.
- The crowded classrooms in Turkey affect English education and all other education negatively. For literature to be a part of English teaching, class sizes should be reviewed and adjusted according to the ideal levels in language teaching. If class sizes cannot be reduced, it may be considered to put large multi-purpose halls at the disposal of English teachers so that activities that require a comprehensive environment such as drama activities can be used.
- Literary texts to be used by teachers should be appropriate for the level of students and exciting and motivating for them. The Ministry of National Education should prepare the books by considering these issues while preparing the books. Due to the close relationship between language and literature, experts in this field can be included in the book commissions.
- Students' readiness can be increased by providing awareness training by experts in the field on the relationship between literature and language.
- Drama, poetry recitals and shows with songs prepared with English content can be organized to make students love it. In addition, literary works can be added to school libraries according to student interests and levels.
- Films adapted from English literary works can be watched periodically to keep students' interests and curiosity alive.

In the light of the above recommendations, the use of literature, which is an indispensable part of the language, can be encouraged by spreading it under the leadership of teachers with the necessary education, resources and motivation.



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INTERVIEW QUESTIONS

1. Which literary genre do you like the most? Why? (Novels, short stories, poems, etc.)
2. What are your views on using literary works in language teaching? (if negative) a) Could you explain why do you think so? b) Can you give examples of the negative effects of using literary works? c) Which literary genre would be most inappropriate to use? d) Do you think that the literary works in the textbooks are too many? 3. Which literary genre do you think is the most suitable to be used in English language teaching?
4. How would you evaluate the adequacy of the literary works in the textbooks you use? Can you talk about your personal experiences by giving examples?
5. What do you think about the applicability of lesson plans prepared with literary content? Can you share your personal experiences?
6. How can language teaching be enriched by using literary works? Can you give an example of the methods and techniques that can be used?

ETİK KURUL KARARI

Evrak Tarih ve Sayısı: 28.02.2022-7605



T.C.
VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLERİ YAYIN
ETİK KURUL BAŞKANLIĞI

ETİK KURUL KARARLARI

TOPLANTI TARİHİ: 23.02.2022

OTURUM SAYISI: 2022/05

TOPLANTIDA ALINAN KARAR SAYISI: 12

Sayfa: 01/12

Van Yüzüncü Yıl Üniversitesi Sosyal ve Beşeri Bilimleri Yayın Etik Kurulu'nun 23/02/2022 tarihinde saat 14.00' da zoom üzerinden Prof. Dr. Orhan DENİZ başkanlığında online yapmış olduğu toplantıda aşağıdaki karar/kararları almıştır:

KARAR NO 2022/05-01.Danışmanlığını, Sosyal Bilimler Enstitüsü, İngiliz Dili ve Edebiyatı Anabilim Dalı öğretim üyesi Dr. Öğr. Üyesi Mehmet Metin BARLIK'ın yaptığı, yüksek lisans öğrencisi Barış GÖRÜNÜŞ'e ait " Edebi Eserlerin İngilizce Öğretiminde Kullanımına İlişkin Öğretmen Görüşleri Üzerine Bir Araştırma "adlı tez çalışmasında kullanılacak olan anket ve ölçekler incelenmiş olup, söz konusu araçların ilgili kişilere uygulanmasında Sosyal ve Beşeri Etik Kuralları ve İlkeleri çerçevesinde herhangi bir sakınca olmadığına toplantıya katılan üyelerin oy birliğiyle karar verilmiştir.

	BAŞKAN Prof. Dr. Orhan DENİZ Edebiyat Fakültesi	
ÜYE Prof. Dr. Mehmet Şirin ÇIKAR İlahiyat Fakültesi	ÜYE Prof. Dr. Zihni MEREY Eğitim Fakültesi	ÜYE Prof. Dr. Zafer KANBEROĞLU İktisadi ve İd. Bil. Fakültesi
ÜYE Prof. Dr. Gülsen BAŞ Edebiyat Fakültesi	ÜYE Prof. Dr. Mehmet KARATAŞ Eğitim Fakültesi	ÜYE Prof. Dr. Muhammet Cevat YILDIRIM Eğitim Fakültesi (Katılmadı)

ÖZGEÇMİŞ

Kişisel Bilgiler

Soyadı, Adı : Görünüş, Barış

Uyruğu : T.C.

ORCID :

Eğitim Derece	Eğitim Birimi	
Yüksek lisans Lisans	Van Yüzüncü Yıl Üniversitesi Yıldız Teknik Üniversitesi	08/04/2022
İş Deneyimi		
Yıl	Yer	Görev
5 yıl	Van	İngilizce Öğretmeni
Yabancı Dil		
İngilizce, Fransızca		

Yayınlar

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TEZ ORJİNALLİK RAPORU



VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

LİSANSÜSTÜ TEZ ORJİNALLİK RAPORU

11/04/2022

Tez Başlığı / Konusu:

"A Research on Teachers' Views on the Use of Literary Works in English Teaching"
Yukarıda başlığı/konusu belirlenen tez çalışmamın Kapak sayfası, Giriş, Ana bölümler ve Sonuç bölümlerinden oluşan toplam 70 sayfalık kısmına ilişkin, 11/04/2022 tarihinde şahsım/tez danışmanım tarafından **Ithenticate** intihal tespit programından aşağıda belirtilen filtreleme uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %7 (yedi) dir.

Uygulanan Filtreler Aşağıda Verilmiştir:

- Kabul ve onay sayfası hariç,
- Teşekkür hariç,
- İçindekiler hariç,
- Simge ve kısaltmalar hariç,
- Gereç ve yöntemler hariç,
- Kaynakça hariç,
- Alıntılar hariç,
- Tezden çıkan yayınlar hariç,
- 7 kelimeden daha az örtüşme içeren metin kısımları hariç (Limit match size to 7 words)

Yüzüncü Yıl Üniversitesi Lisansüstü Tez Orijinallik Raporu Alınması ve Kullanılmasına İlişkin Yönergeyi İnceledim ve bu yönergede belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içemediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini bilgilerinize arz ederim.

11/04/2022
Barış Görünüş

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11/04/2022

ENSTİTÜ ONAYI
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11/04/2022
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