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THE IMPORTANCE OF LITERATURE IN LANGUAGE TEACHING



MA THESIS

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ÖZET

Yüzyıllardır devam eden üretim süreci ve okunma talebi nedeniyle insanlar edebî eserleri sadece okumak için değil, eğitim çalışmaları ve dil öğrenimi gibi birçok amaçla da değerlendirmiştirlerdir. Eğitim ve edebiyat daima iki yönlü fayda içeren bir iş birliği içerisinde olmuştur. İyi bir eğitim geçmişi edebiyatın geniş bakış açılarına hâkim olabilmek adına elzemdir. Ayrıca konu özellikle yeni kültürleri ve dilleri keşfetmeye geldiğinde, edebiyat ilham kaynağına ve bilgiye açılan kapı olarak bütününe ayrılmaz bir parçası haline gelmiştir. Özellikle dünya çapında birçok kişi tarafından iyi bilinen ve kullanılan yeni bir dil öğrenmek, bireylerin hayatı bakış açılarını nasıl genişletebileceklerinin önemini vurgulayan önemli bir husustur. Günümüzde İngilizce dili, dünyanın her bir köşesindeki insanlar tarafından sıkça kullanılan anlamına gelen ‘Lingua Franca’ olarak addedilerek büyük bir önem arz etmektedir. Yeni bir dil öğretmek adına yaklaşım, yöntem ve tekniklerin gelişim sürecine bağlı olarak, öğrenme süreci çok daha etkili ve kolay bir hal almaktadır. Edebiyat, birçok yaklaşım ve yöntemlere ilâveten, yeni bir dili öğretme ve öğrenme süreci boyunca pek çok yönden yardımcı olarak önemli bir rol üstlenmektedir. Bir kısa hikâye, genç bir öğrencinin dikkatini hemen çekebilirken, edebî bir şaheser, yetişkin öğrencilerin bağılamsal öğrenme yoluyla kelime kazanımını geliştirmelerine yardımcı olur. Bu tezde sınıf iklimi ve edebiyat arasındaki ilişki konusunda detaylı bilgi verilerek dil eğitimi sürecinde edebî metinlerin kullanımı inceleneciktir.

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THE IMPORTANCE OF LITERATURE IN LANGUAGE TEACHING

ABSTRACT

Due to the production process that has been going on for centuries and the demand to be read, people have evaluated literary works not only for reading, but also for many purposes such as educational studies and language learning. Education and literature have always been in a mutually beneficial cooperation. A good educational background is essential to master the broad perspectives of literature. In addition, literature has become an integral part of the whole, as a gateway to inspiration and knowledge, especially when it comes to discovering new cultures and languages. Learning a new language, which is well known and used by many people around the world, is an important issue emphasizing the importance of how individuals can broaden their perspectives on life. Today, the English language is of great importance, being considered 'Lingua Franca', which means that it is frequently used by many people around the world. Depending on the process of developing approaches, methods and techniques to teach a new language, the learning process becomes much more efficient and easier. In addition to many approaches and methods, literature plays a key role that can help in many ways throughout the process of teaching and learning a new language. A short story can grab a young learner's attention immediately, while a literary masterpiece helps adult learners improve vocabulary acquisition through contextual learning. In this thesis, the integration of literary works into the language education process will be examined by giving detailed information about the relationship between classroom climate and literature.

Keywords: Education, Literature, English Language, Teaching, Communication

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SİMGELER VE KISALTMALAR DİZİNİ

Bu çalışmada kullanılmış kısaltmalar, açıklamaları ile birlikte aşağıda sunulmuştur.

Kısaltmalar	Açıklamalar
CEFR	Common European Framework of Reference
CLT	Communicative Language Teaching
CPH	Critical Period Hypothesis
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ICT	Information and Communications Technology
L1	First Language
L2	Second Language
TL	Target Language
YL	Young Learners

INTRODUCTION

In order to communicate harmoniously with people from all over the world, it is essential for individuals to learn and use a widely spoken language. As a second language learner or a foreign language learner, one can use various learning techniques and strategies. Literature can enrich the process of learning a new language in many ways. Literature has always been an important part of civilization since the first written literary work was produced in history. It can be regarded as a source of self-esteem, motivation and education, too. It also plays an important role in learners' self-improvement once they become deeply committed to the reading activity. This kind of effort has a beneficial effect not only on personal growth but also on the learning experience as a whole. Reading literary works is important for language learning education as well as for the target language's cultural aspects and reflections. Adhikari states that the study of literature is expected to greatly increase learners' language skills. The reason for this is that a well-written piece of writing is linguistically varied, respectful to other cultural perspectives, cognitively demanding, and emotionally compelling (Adhikari, 2019, p. 4). Although literary works continue to play an important role in teaching English, the idea of reading in terms of language learning has changed and developed over time. Many teaching methods and strategies in educational systems around the world today highlight the significance of literary competence and linguistic abilities. The increased reliance on personal skills, which can bring into question the importance of literature, necessitates a greater understanding of how literary works can be used in classroom teaching and how instructors perceive teaching through literary texts. Furthermore, activities involving literary works in educational settings contribute to existing textbooks and teaching methods and offer valuable opportunities for what is effective and enjoyable rather than what is explicitly learned. Explaining the place of literature in the language teaching process requires not only examining texts but also how literary works are used in classroom teaching. According to the information based on Rahimipour's research, the impact of literature on the language teaching process can be seen in these ways:

Regarding the real impact of literature on language and language skills, reading has been confirmed by many other researchers who have, for example, asserted that emphasis on reading, particularly the reading of culturally authentic texts, has become one of the central claims for curriculum reform in EFL teaching. This paves the way for many intellectuals including teachers, researchers, and curriculum developers to confirm that the inclusion of literature in the English language classroom for some plausible reasons e.g. Literature is useful in developing the students' linguistic knowledge both on a usage and use level; it may increase their motivation to interact with a text and thus, ultimately, increase their reading proficiency. (Rahimipour, 2019, p. 22)

Educational programs share a variety of features linked to a range of facts that can be seen commonly in today's world, including rapid media growth, learner interaction, and modern instructional technologies. In addition, the positivist perspective emphasizes the importance of educational plans and practices that focus on cognitive development, where learning outcomes can be evaluated scientifically. Although gaining the habit of reading is an important issue that improves the cognitive and personal development process, it can sometimes be difficult to direct students to active reading. Current technological developments have made it relatively complicated for instructors to improve their students' interests and love for literature, especially as younger students become more interested in the virtual world. According to the study of Daskalovska and Dimova, it can be stated that using literature throughout the language learning process has the advantage of opening the door to comprehensive reading that increases students' exposure to the target language and culture (Daskalovska & Dimova, 2012, p. 1185). Literature plays an important role in the intellectual development of learners and provides them with both language acquisition opportunities and self-development activities. When the subject is considered in connection with cultural life, as in the field of literature, learning through literary works can also raise learners' awareness in terms of culture. In order to better understand the target language, learners need to be acquainted with the cultural life and literary works of the target language.

Learning a new language is often a relatively difficult task to accomplish, as it takes effort, time, and attention. People born in a country where any mother tongue other than English is spoken face the process of learning a foreign language at some point in their lives. The Turkish education system sets a good example for this process. Learning English is an important topic for almost every individual in Turkey due to Turkey's international relations and geographical location. On the other hand, there are differences in how English is used in various national contexts, so the learning

goal is not entirely similar for all nations. Although English is a widely used language in the world, learning a foreign language depends on factors such as the location of countries and political views, or personal preferences of individuals. Whatever language is preferred by people, an appropriate learning and teaching process in language acquisition requires a systematic and well-organized style of study. These requirements have led to the developmental process of various teaching methodologies and approaches throughout the history of language training programs. While many different types of methodologies and techniques have been developed and used over the decades, choosing the most effective and appropriate methodology for a particular student group can sometimes be a complex factor. Detailed information will be given on how to select an appropriate literary work for different types of classes in the following chapters.

Furthermore, developing the basic four skills of the target language is an integral part of language education. In order to improve the basic four skills of the target language, learners need to be introduced to a set of learning activities and strategies. These techniques may include listening to a song, reading a story or speaking activities in an authentic context. EFL learners need to take their learning styles into consideration to efficiently improve their basic four skills. There are various activities and learning strategies as a means to develop the four skills of the target language. In the second part of this thesis, detailed information will be given on how to develop both receptive and productive skills. In addition to developing the basic four skills of the target language, being aware of various approaches, methods and techniques can help the learning process in many ways. For instance, every person and every learner has their own thinking style, motivation level and intelligence type. According to multiple intelligences theory, every learner differs from each other in terms of learning styles and intelligence types. In order to maintain an optimal motivation level during the learning process, there are numerous techniques and activities to achieve learning outcomes. Besides, various approaches and techniques can provide learners with guidance in exploring their own learning styles. In addition to multiple intelligence theory, the communicative language teaching approach is of great importance today. CLT approach focuses on developing learners' communicative competence with the help of various beneficial speaking activities that

involve real-life scenarios. Eclectic approach, on the other hand, is another supportive way of language teaching that covers all other approaches and methodologies. The second chapter also includes these educational aspects of teaching a new language.

When it comes to learning a new language, society and culture can be seen as two vital components of the whole picture. The cultural elements of a specific society are a reflection of their lifestyle and language. That's why cultural backgrounds and norms differ from one another depending on the countries and nationalities of people. One needs to be introduced to the culture, traditions and customs of the target language in order to learn and use it fluently. Linguistic elements and other types of communication, such as body language and sign language matters, are other aspects of cultural studies belonging to particular societies. Opeoluwa noted that "Language, verbal or non-verbal, is central to the survival of mankind because it is an important tool for communication, negotiation and the transfer or preservation of the literary as well as cultural heritage of a people from one generation to the other. The relationship between language, literature and culture is so strong to the extent that a change in one ultimately affects the other two." (Opeoluwa, 2014, p. 53). This issue shows the importance of cultural awareness in order to build healthy relationships and appropriately communicate in the target language. The term "intercultural communication" can be seen as another important element for establishing healthy relations with foreigners with appropriate language use. The following sections will provide detailed information on the relationship between language and culture, including the relationship between literature and culture.

Motivational and inspirational aspects are considered as one of the research areas of this thesis because motivation is important for both language learning and developing literary competence. Motivation level can boost and enhance the language learning process because it affects learners' performance and understanding. Since motivation is important for creative thinking and inspiration, efforts should be made to keep it high throughout the education process. Integrating literary works into a language learning class can motivate learners in many ways since literature is regarded as a creative activity that improves one's world of imagination. Motivation is also important for instructors in order to maintain an effective and proper level of the teaching process. In addition to the motivation level of the instructors, the different

types of motivation of the learners is another important factor that affects the whole process of learning a new language. Motivation can be subcategorized into extrinsic and intrinsic types in a broad sense. The instrumental and integrative motivation categories, on the other hand, consist of an educational point of view. Studies on this subject are of great importance since the motivation levels of both students and teachers play a vital role in the realization of an academic goal. Motivational aspects are covered in detail in the following chapters of this thesis study.

Today, technology is regarded as an integral part of every person's life, as it has an undeniable influence on people's lifestyles. Technological developments have become indispensable thanks to innovations that make life easier for many people in every field. Due to the rapid development of technology, educational aspects are also included in these areas. Today, technology has made it easier to carry out educational studies by contributing to education at advanced levels. If we start with the example of Turkey, the smart board application, which has been integrated into schools in the recent past, has provided great opportunities to increase the variety of classroom activities and to make them more beneficial. It is important to use various activities throughout the learning process to ensure permanent learning. Thanks to technological advancements, students have the opportunity to reinforce their learning by doing many different activities. The benefits of technology to education are not limited to this, but in recent years, it has ensured that education can continue during the Coronavirus pandemic. During the Coronavirus pandemic, many disruptions have occurred in daily life, including educational areas. Thanks to technology, educational studies have at least been saved from the risk of coming to a standstill because of curfews. In addition to this great benefit of technology in the recent past, the opportunity to receive education in homes, workplaces and wherever people are has started to take its place today. In the first and second chapters of this thesis, detailed information will be given about the benefits of technology in educational studies and literature.

CHAPTER I

1. USING LITERATURE

1.1. Definition of Literature

Traces of literature can be found as far back as the first attempts at written materials. Literature is a broad term that refers to any selection of written material, but is often used to refer to what is known as a work of art, such as novels, prose, stories, poetry, and plays. Literature can be described as the aesthetic portrayal of life through the use of texts. Despite the fact that authors use their creativity to enhance their works of art, these imaginations are relatively generated from the realities of life. Reflections from everyday life can be seen in literature as a mirror of society and culture. Works of literature are considered to be the best illustrations of a language since literature is a form of art. The language is not only used in its simplest form, but also in its most sophisticated and genuine form. According to the *Literature Now: Key Terms and Methods for Literary History* book, it can be stated that the layers of literature have changed and expanded throughout history (Bruyn, Delville, & Bru, 2016, p. 4). It is a kind of information and entertainment source and also a way of describing oneself. However, not all written works are called literature, even though they are arranged and clearly stated. Many, but not all, critics would dismiss works that are merely enlightening, academic, or journalistic-from the definition of literature. Many styles of fiction, on the other hand, are widely considered to be part of literature as works of art. Because achieving aesthetic value is a difficult task, certain efforts in these genres can be considered successful if they have aesthetic value. In the following lines, William Wallace Robson tries to define the term "literature" in a broader aspect:

...I have suggested practical arguments against the descriptive kind of definition of literature, as not useful for critical purposes, and argued in favor of the honorific kind, which commits its user to decisions about value and quality; and, within that kind, for the type of definition which picks out transcendence of originating contexts as a central characteristic of literature; and within that type, for definitions which turn on ideas of 'textuality' linguistic adequacy, propriety, and excellence. This recommendation may be criticized on the ground that it is too formalistic, too neglectful of subject-matter. But it does have the advantage that it is equally compatible with a 'high', a 'middling', and a 'low' view of the subject-matter of literature. It is compatible with the high view, which sees literature as the pre-eminent means for giving form and outline to what Sartre (1979) has called the most important questions: what is man?

what does he want? what does he expect? It is compatible with the middling view, which sees literature as an open forum for the free exchange of thoughts, the 'current of ideas' so much longed for, in closed societies, by the authors and consumers of samizdat. And it is compatible with the low view, which finds the value of literature in its contribution to happiness, in its capacities as entertainment or pastime or anodyne, and judges it according to how far it promotes or prevents human cheerfulness and contentment. And it seems to me that all these compatibilities are essential, because literature - or even, at different times, one single work of literature - can be all these things. (Robson, 1984, pp. 18-19)

Literature is the subject of studies in a variety of research fields that are similarly relevant to education. The literature field is a topic that is addressed by language studies, psycholinguistics, morphology, linguistic anthropology, historical studies and belief system, although each approach takes a different perspective on it. For instance, linguistic fieldwork focuses on sentence structures, syntax and semantic viewpoints in order to reveal linguistic aspects of literary works. Besides, it can be said that the term “literature” is imprecise and broad; numerous researchers have examined definitions of what it is. Since a literary text's key characteristics are housed in its style, literariness is the idea of both verbal and stylistic characteristics that set it apart from non-literary texts. Moreover, several studies show that literary works reflect people's perspectives and depict all aspects of life, including wellness, sadness, emotional health, social transformation, and society. Literature thus creates opportunities for both educational and spiritual satisfaction. It also supports personal growth while serving as a reflection of ideals. Literature, with its aesthetic value, provides wisdom and depth of understanding by purifying the emotions and enlightening the mind. As a result, it is regarded as an indispensable component of education.

The ability of people to interact with each other is as infinite as the substance of literary works. When mankind produced the first communication thousands of years ago, relations between people began to take shape as cultures of their own. A language is more than a collection of ideas in a dictionary; it is the personal nature of living people, a limitless set of similarities. Words that convey concrete perceptions of observable reality are the most basic components of language, and in addition, highly complex definitions are its most complex concepts. Writings, along with all other human endeavors, are ultimately affected by present cultural and socio-economic circumstances. In other words, literature reflects a specific culture's traditional lifestyle and history. Because writings reveal and describe reality, people's

interpretations and classifications change as their lifestyles change. The world writers portray does not arise directly from them since reality affects their perception of the world. Concepts may also convey one's expectations of what literature should be. It is wise to have an analytical perspective because there isn't a clear-cut definition or concept of literature. It's also important to consider several of the topics that literature includes when analyzing what it is. In fact, literature is a reflection of society; while enabling people to evaluate themselves and their society, it allows them to feel the harmony of language and aesthetics. Despite many attempts to describe the term, it is clear that the recognized meaning of literature is continually shifting and changing. Detailed information on how literature can enhance the language learning and teaching process will be given in the remainder of the first chapter.

1.2. The Role of Literature in Classroom

The use of literature in ELT classes has always been an effective and enriching method of teaching. It can be said that the use of literature as a valuable and effective resource in the language learning process is a widely accepted fact. Literature connects learners to relevant environments with rich language and appealing figures. Aydinoğlu states that literature creates the opportunity for vocabulary learning and intercultural understanding, and written works can be used to improve the language acquisition process in various ways (Aydinoğlu, 2013, p. 39). Using literature throughout the learning and teaching process also contributes to the development of analytical thinking skills in learners. Literature provides learners with the chance of recognizing and making sense of their surroundings, including foreign cultures. Learners are able to discover the social conditions of others and analyze the thinking styles of people from around the world thanks to literature. It also allows learners to think creatively by keeping their minds open. Learners can observe the world through the perspectives of many authors from various cultures, and they can learn how to cope with situations that occur in their own lives. One can't properly understand human nature without literature because it holds a great deal of importance in human life that covers a great deal of past experiences and knowledge.

Instructors need to be mindful of their students' age, cultural background and demands in order to make an informed decision about choosing the appropriate

material to use during class time. The first step to addressing this issue requires instructors to be aware of different genres of literature. By considering literature as a set of categories, theorists have devised a range of different genres. These styles have been developed in order to make the definitions less complex and more precise. Literature ideas need to be centered on first-hand contact with existing documents and therefore be adaptable enough to handle their diversity and creativity. The right approach may be contextual or contemporary. According to Stein Olsen's "The Concept of a Literary Genre" study, another thing to keep in mind is that the term "literary genre" as it is used in literary studies refers to a set of literary works rather than a collection of texts (Olsen, 2018, p. 47). Thus, a literary genre is a grouping of different literary works. Literary methodology, content, style and even length of written works can help to identify genres. They normally begin with more complex, all-encompassing groups and then split them down into more specific categories. When it comes to considering various kinds of literary works, it can be said that poetry is one of the main genres of literary works. Each poem has its own distinctive features. Poetry is composed of lines and stanzas rather than phrases and paragraphs. Most poems follow rigid standards regarding the number and length of lines and stanzas, while others are more free-form. Poetry also has a harmony that makes one feel emotions through words and lines. These feelings and emotions may be able to touch a learner's inner world. Which means it can raise one's awareness of the target language's literary works. Not only can this interaction let them explore the target language's culture and traditions, but this process can also make the vocabulary-acquiring process easier and more effective. With the guidance of pre/while/after reading exercises given by instructors, learners' skills in writing and reading can achieve their utmost progress.

The determination of the literary work and genre to be presented in EFL classrooms is an essential starting point in the process of integrating literature into language learning. If they want to use literature as a potential educational tool, they should select the most appropriate genres for the task. For example, novels can be considered one of the most attractive sources that grab one's attention in many ways. Due to the fact that they accurately portray the target culture's traditions, lifestyle and historical background, novels make excellent authentic content providers for

classroom instruction. EFL learners have a remarkable opportunity to learn about deeper meanings by examining the lives of others as well as contrasting their local society with that of the target language's society. They also have the chance to study either contemporary or traditional English. Reading books has several advantages, including increased cognitive and mental ability. Every book a learner reads provides him or her with several opportunities to explore and discover new concepts. A learner may get knowledge and ideas, as well as a variety of additional advantages, once they begin reading novels. It is an undeniable fact that individuals who read books consistently from a young age acquire a wide range of vocabulary. When learners are able to acquire a broad vocabulary, they can improve their self-confidence and academic performance while having a broad knowledge of the cultural diversity of many other nationalities. Gerard Steen states his opinions about different materials and genres of literature in the following quote:

There is a direct relation between genres of discourse and the definition of literature. A prototype-theoretical perspective on the classification of discourse can reveal that such genres as the novel, the poem, and the play, as well as such superordinate classes of discourse as literature, advertising, and academic writing, are all distinct classes of discourse but at different levels of abstraction. More important, superordinate, basic level, and subordinate classes of discourse have different numbers of typical values for the range of possible discourse attributes. (Steen, 1999, p. 113)

John Steinbeck's writing style and the language that he uses in his novels can be a good example when it comes to using this kind of literary work in classrooms. A masterpiece by Steinbeck, *The Grapes of Wrath*, that proceeded to get numerous awards like the Pulitzer Prize, portrays the trouble of migrant workers during the Great Depression and Dust Bowl. Despite being a fictional story, this novel accomplishes describing the real hardships people encounter in many different ways. Also, the extremely detailed style of Steinbeck's narrating skills makes the reader feel like he or she is one of them while they migrate to California. He expresses every detail related to the characters, ongoing incidents around them, and especially the environment, in such a blunt manner that it can be understood that the omniscient technique is used by Steinbeck. He is able to describe Joads' feelings and thoughts during their disappointing journey to their destination. This means a reader can clearly understand and see their struggle directly from their point of view. Even minor details about nature can be found in almost every chapter, allowing the reader to paint a picture of the Dust Bowl era and the lives of immigrants at the time. When it comes

to connecting the dots between literature and the classroom, novels play a key role in enriching the learning process.

Furthermore, theater has always been a source of joy among other literary works since ancient times. Not only does it give rise to happy feelings, but it can also make the reader or audience feel the dramatization of real life that includes many other emotional situations like anger, fear, sadness, hate or love. Theater in Ancient Greece consisted of three types of drama: satyr play, comedy, and tragedy. Theater has changed and developed by means of literary devices and many other new forms of entertainment have been created. The lines between genres and divisions are blurry and inadequately categorized and the facts that describe genres vary over time and are fundamentally uncertain. Fictional genres of literature such as poetry, novels, prose, short stories and drama are just a few examples of many other genres that classify literature under certain sorts of types, like theater. Besides, non-fiction forms such as memoirs, journals, autobiographies and prose can all be considered part of literature. In addition to various literary genres, poetry is one of the most distinctive among others in terms of the terminology and phrases it uses and the stylistic components it incorporates. Poets often use fascinating and unusual language that encourages language learners to express themselves more creatively and helps them to handle both linguistic and cultural obstacles in language lessons. Learning various linguistic nuances begins with reading and comprehending works of art in language lessons. Additionally, by examining the use of metaphors and figures of speech in the target language, students practice expanding their understanding of the literary works' deeper messages. In the "Analysis and Use of Figures of Speech" study, Regmi shares his views on this topic in the following lines:

Figures of speech basically deal with the vehicles which primarily make the expression of language more beautiful and effective. In a traditional way, these devices have been described as poetic ornaments in a traditional way of analyzing the poem. The author in poetry, using these devices; metaphors, images, symbols, personification, etc. can deliver the message indirectly to the readers. As a result language becomes connotative and or referential. As we look at these figures of speech from linguistics point of view, we find them full of language features. Supporting this view, Gautam (2014) points out, "A figure of speech is a way of saying something other than the literal way. It adds extra dimensions to language and reveals one thing by relating it to something else". (Regmi, 2014, p. 77)

Concisely, valuable clues and facts about a culture, a language and the history of a specific nation can be mirrored through literature. In addition, literature is more significant than simply being a cultural or historic representation of human life.

Readers are introduced to new dimensions of experience through literature. Through an entertaining journey with literature, one may evolve and grow in inner aspects, experience the tragedies and dramas of poetry, novels and plays. Even life itself is built upon the core elements of literature. Literary works emphasize a wide range of subjects, including human tragedies and stories about hardships and the realities of life. Although it is written in words, the words become alive in the minds of the readers. Literature provides readers with the ability to experience the world from the perspectives of others. Thus, it serves as a window into how others perceive the world. Exploring various works of art is indeed a voyage represented on paper and inspired by the reader's creativity. Therefore, literature gives readers a window through which to learn about life experiences, from the most uplifting to the most heartbreak. The following sections dive deeper into this issue, especially given the advantages of short story activities over other genres of literature, in order to achieve success in the process of integrating literature into language teaching.

1.3. The Role of Short Stories

There are certain advantages to using short story activities in EFL classrooms over other genres. Short stories are generally taken into consideration as an effective way of exposing learners to literature in language classrooms due to their ease of access and viability. A short story is a work of fantasy that is relatively easy to read. Because it has fewer words than many other written works, it could be read in a shorter length of time. Some of the classic short stories have been reprinted for decades. They were initially narrated orally and then handed down through the generations until someone chose to write them down. In order to improve language skills, learners may refer to using literary works such as stories and short stories. Stories can be considered an amusing source that provides a great deal of real-life practice since they are both easy and short. Many writers, like Washington Irving and Edgar Allan Poe, produced many short stories that are now famous worldwide. Short stories are useful for practicing four essential skills of language learning: speaking, listening, reading and writing. When learners see the vocabulary in a context, they can improve their vocabulary learning and they can be aware of the correct usage of structures. A learner can improve his or her composition abilities by sharing their creative ideas.

They can also have the chance of practicing their listening and speaking skills thanks to several pre-while-post activities. In the following lines, Pardede shares his thoughts about using short stories in language classes:

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002: 9) indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues. (Pardede, 2011, p. 18)

Literature, especially short stories, is an excellent way to learn both the cultural background of the target language's society and the key details of its communication styles. It allows learners to increase their knowledge and introduces them to genuine content, enabling them to learn about a variety of topics. Short stories are able to serve as a language model for learners to better understand how language works and to enhance grammar, structure and comprehension. In addition, they can provide valuable information about the culture of the target language. Literary works reflect a society's lifestyle, from traditions to ideologies. One advice would be to look for short stories preferred by different nationalities. Several writers from several cultures and countries have received honors like the Pulitzer Prize. A reader will learn about cultural nuances as well as linguistic elements by reading those literary works. Collaboration also provides opportunities for learners to share their thoughts, develop their speaking and writing skills and explore cultural and historical perspectives. Communication skills can be enhanced by teaching new phrases and expressions that give students more confidence, especially during oral activities. Furthermore, a wide range of short story activities can provide students with a fun-filled lesson time that can motivate and inspire them from the beginning to the end of the learning process. Owing to their easier language and shorter length, they are less intimidating for learners to complete and they provide them with a greater sense of accomplishment. It can sometimes be hard to maintain an effective and positive learning environment towards the end of a class, day or week. A surprise short story activity can quickly rectify the situation in such situations.

Increasing learners' consciousness and ability to think creatively would be achieved by adapting various short story activities by asking the learners whether they have ever encountered something related or by examining the characters. In order for learners to become aware of diverse cultures and languages around the world, short

stories provide learners with cultural aspects. Students can be unfamiliar with a culture that they have never seen before. Any unknown aspect of the culture of the target language and not having sufficient communication skills in the target language may prevent the story activities from being carried out. In such situations, a carefully prepared lesson plan can greatly improve the situation. With the preparation of a lesson plan that includes preliminary information about the target language and culture, short story activities can be carried out in a much more fun and efficient way. At this point, determining a lesson plan that includes pre-while-post activities to support the learning process can be an appropriate solution. According to the “Use of Literature in EFL Classes” study by researchers, pre-reading and while-reading instructions are very important for learners in order to better understand the text. Post-reading instruction is also important to help the learners retain what they have learned. Before reading the text, learners could do some pre-reading activities, such as previewing and skimming it, to get a sense of the new vocabulary and to revise information they learned from other readings. Reading activities may include: summarizing the main themes of the text; analyzing the characters and linguistic features of the text; and making predictions for the rest of the story. For the post-reading stage, learners can answer comprehension questions that were asked in previous stages, revise information presented in the text, and listen to lectures about the text (Basar & Küçük, 2021, p. 172). In order to address cultural issues in all literature genres, including short stories in EFL lessons, the need for before-reading, while-reading and post-reading exercises cannot be underestimated.

1.3.1. Pre-While-Post Reading Tasks for a Short Story Activity

Several exercises will help learners develop their four basic language skills, critical thinking ability, creativity and cultural recognition while doing short story activities. Learners will become more familiar with the major aspects of short stories as works of art. Encouragement for pre-reading practices and reading with an aim should be provided to learners at the beginning of lessons. Pre-reading practices with a proper framework are especially crucial for learners who have difficulties in reading. Instructors can provide less assistance and let students complete pre-reading practices on their own as they gain reading proficiency. Pre-reading exercises can provide

learners with the opportunity to activate previous knowledge and supply any essential background knowledge to understand the material. In addition, motivating learners to make predictions using the title and the visual representations as a guide can be a good beginning for a short story activity. Before starting the short story activity, the introduction of unknown words in the target language can be considered. Additionally, many instructors might feel the need to introduce language before learners read a short story. In spite of teaching unknown words at the beginning, it is preferable to provide them with as many chances as possible to guess and identify the unknown words from context or pictures in order to improve learners' reading abilities. In the while-reading stage, these abilities can be actively addressed and taught.

In addition to pre-reading practices, while-reading and post-reading practices play a vital role for learners in better understanding a short story activity and improving their reading comprehension. For learners to understand how to engage with the material and interpret messages, it is crucial to feature specific reading practices during the while-reading stage. Rather than just giving learners the proper pronunciation or meaning of a word they are having trouble understanding or reading aloud, utilizing letter-sound correlations and encouraging them to infer meanings can be a better way of teaching. Instead of simply translating a term or directing learners to use translation tools when they don't understand its meaning, another solution might be to teach them how to guess the meaning of an unknown word from its context or sentence. Learners can easily infer the meaning of an unknown word by looking at other familiar words in the sentence. Learners need to master how to predict what they will read during the exercise in order to better understand a short story activity and improve their reading comprehension. Instructors can also provide an example of how to read effectively by addressing thought-provoking questions during the while-reading stage. While-reading activities may include research into literary devices used in stories. Since literary devices and figures of speech enable readers to construct visuals in their minds, they are employed to enhance the beauty and memorability of a story. A knowledge of these resources will lead to enjoyable reading experiences. Understanding why a literary device is used by writers to achieve a certain impact is equally as valuable as recognizing literary elements in a story.

There are several exercises that instructors might plan to improve readers' learning after they have completed a short story activity. Using various levels of thinking skills such as understanding, remembering, analyzing and creating can be a guide for creating activities during the post-reading stage. According to Bloom's Taxonomy model, there are various stages of processing new information in order to achieve permanent learning. Post-reading activities that involve Bloom's Taxonomy model can achieve success in both reading and learning activities. According to researchers, Bloom's Taxonomy model can be explained in brief in the following quote; "...The first level of both of these are based on knowledge, whereby mere information imparting is focused to ensure that learners should have the knowledge of a phenomenon; the next level is about establishing an understanding of that phenomenon, the third application stage is where the knowledge is applied in the real life context. Then comes the analysis of that phenomenon and how its connections can be made with the other set of information. Once that is done, comes the stage of evaluation to enable learners to evaluate the acquired information with respect to its utilization and critically appraise how it can be modified to suit the need. Lastly, is the stage of creation, which is considered the highest stage of level of achievement, whereby new information or idea is generated based on the experiences of learning from the past levels." (Paul, Naik, Rane, & Pawar, 2014, p. 147).

Role-play exercises can set a good example of post-reading activities. The primary characters of short stories can be brought into classrooms through an exercise called role-playing. Learners' comprehension of the characters, the progression of the storyline and the use of creative skills are all important. The performers who are portraying the story's characters must imagine themselves as the characters. In the role-play activity, students not only show how much they understand the short story, but they also have the opportunity to practice the target language a lot. Thanks to plenty of rehearsals, students who have the opportunity to practice in the target language also have the opportunity to increase their self-confidence by appearing on the board or on the stage. In addition to the role-playing activity, writing activities are also useful tasks to enhance learning. There are numerous writing exercises that learners might complete after completing pre-reading and while-reading activities. Instructors can give learners the simple assignment of writing a review or a summary.

Instructors might also create writing assignments that demand students show their comprehension of the text in more imaginative ways in order to further challenge their students. For instance, teachers might assign the task of writing a letter to the characters in the story or come up with a different ending for the storyline. Almost every short story exercise, including pre-while-post reading activities, has the potential to inspire learners to think creatively and improve their reading comprehension. Creative thinking and reading comprehension are of great importance when it comes to practicing the target language. Instructors need to spot these opportunities and create applicable short story activities that advance learners' comprehension and enjoyment of the story. The following chapters will provide detailed information about reading comprehension and ways to improve it.

1.4. Improving Reading Comprehension

Today, as in the past, efforts to improve reading ability are of great importance in terms of educational activities and self-improvement of individuals. While reading habit provides many personal development opportunities to individuals, it also helps them increase their academic success. Therefore, the skills of reading comprehension stand at an important point. The practice of obtaining and forming meaning through engagement and interaction with written materials is known as reading comprehension. Reading comprehension is the concept through which readers form relationships with literature to make sense of it using a variety of the text's content, their own opinions about it and their prior education and knowledge. Instead of trying to interpret the meaning of a single utterance or word, the goal is to comprehend the entire text. The result of reading comprehension is the reader's cognitive interpretation of a written work's meaning in accordance with their background knowledge. The ability of readers to enhance reading comprehension is influenced by a number of factors. There are numerous causes that can contribute to it, including internal and environmental ones. Learners' perception of the English language as a challenging subject and underestimating English as an area of study is an example of internal causes. Instructors' inability to effectively explain the information, the repetitive style of learning and teaching the English language via traditional methods and other external influences are all issues that can affect reading in the target language, in

addition to internal ones. Emmanuel Hans focuses on the importance and definition of reading comprehension in his “Different Comprehension Strategies to Improve Students' Reading Comprehension” study in the following quote:

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences. There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise? When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. (Hans, 2015, p. 63)

The traditional approach to reading comprehension instruction involves the teacher translating an English text with the class before requiring students to share their own ideas about the given text. This practice will result in a boring classroom environment and learners that are tired and unmotivated to study the target language and reading activities. In order to enhance reading comprehension, instructors need to assign reading materials with a new and appealing theme. Then they can attempt to accomplish the task of identifying the overall and earlier knowledge of learners related to the theme by responding to questions or requesting their views about those themes so that learners can get an idea of what will be debated in detail. Therefore, learners can use their prior experience with the subjects during the process to aid in their comprehension level. This technique emphasizes the first step, which involves determining how to capture learners' attention in the subject matter, getting them to guess what will be in the text, and inspiring them to develop a reading habit. By making appropriate assumptions, readers can infer meaning from written material in order to improve reading comprehension.

Applying background knowledge and experience to the material in an effort to gain an understanding of it is an initial step in the process of reading. The term “schema” is commonly used to define the whole system of activating background knowledge. It is much harder to understand what learners are reading when the subject

is completely new to them. Giving learners prior information on the subject and assisting them in the schema activating process is one technique to help improve their reading comprehension. Readers can use predicting to connect new data in a text with what they already know in order to derive meanings from what they are studying. For example, readers can predict the subject matter of a written work before beginning to read by using what they already know about the author. The subject of a work can trigger previous learning experiences about texts with similar content, allowing readers to infer what will be in the present text. Readers can also enhance their anticipation skills by predicting what will happen next or what viewpoints the authors will present to strengthen the topic of the text as they are reading. Reading activities can be divided into two different types according to their purpose as extensive reading and intensive reading. In the following sub-headings, detailed information will be given about both extensive reading and intensive reading, as they are considered to be important categories of reading activities.

1.4.1 Extensive Reading to Cultivate a Reading Habit

Extensive reading can be best described as reading in the target language for pleasure and enhancing basic reading skills. The main goal of this reading style is to improve reading skills and comprehension. Instead of focusing on the structure of the target language, learners are given the opportunity to read interesting and engaging literary works of their choice. Extensive reading allows learners to study greater amounts of literature that they want, at their own schedule and skill level. Learners are also able to expand their vocabulary by reading with this method. When students read frequently, they come across lots of words and word forms that are not covered in textbooks. The extent to which learners are exposed to the target language and its culture is thought to affect their ability to pick up various elements from the input. It is a natural result that individuals who acquire the habit of reading at a young age have intellectual and critical thinking abilities in their later years. Thanks to extensive reading, individuals not only have the opportunity to develop themselves in a versatile way, but they can also achieve academic success in the future. Extensive reading also helps them to become familiar with many different patterns, phrases and vocabulary items of the target language. Timothy Bell expresses his views on the benefits of

extensive reading in his work titled "Extensive Reading: Why? and How?" in the following lines:

The quality of exposure to language that learners receive is seen as important to their potential to acquire new forms from the input. Elley views provision of large quantities of reading material to children as fundamental to reducing the 'exposure gap' between L1 learners and L2 learners. He reviews a number of studies with children between six and twelve years of age, in which subjects showed rapid growth in language development compared with learners in regular language programs. There was a "spread of effect from reading competence to other language skills - writing, speaking and control over syntax," (Elley 1991:404). Nagy & Herman (1987) claimed that children between grades three and twelve (US grade levels) learn up to 3000 words a year. It is thought that only a small percentage of such learning is due to direct vocabulary instruction, the remainder being due to acquisition of words from reading. This suggests that traditional approaches to the teaching of vocabulary, in which the number of new words taught in each class was carefully controlled (words often being presented in related sets), is much less effective in promoting vocabulary growth than simply getting students to spend time on silent reading of interesting books. (Bell, 2020, p. 244)

This technique also involves learners reading longer texts for general comprehension while having fun. Since the goal is for learners to enjoy reading, they are permitted to choose the texts they read based on their preferences and understanding abilities. The more attractive the reading materials are, the more they will like reading and exploring. Reading comprehension and vocabulary knowledge are essential components of language acquisition. The more vocabulary students learn, the better they are able to express themselves while writing and speaking, since extensive vocabulary knowledge helps with communication competence. For both young and adult learners, reading a lot of highly engaging texts has the ability to reinforce and incorporate language studies learned in class. Extensive reading also provides learners with the necessary repetition of new vocabulary items. Research on foreign language learning studies has also shown that reading has a significant influence on the improvement of several language abilities as well as learners' perspectives towards different languages. For extensive reading activities, the process of selecting appropriate reading materials should take into account the demands, preferences and desires of the learners in order to capture their interest and encourage them to cultivate a lifetime reading habit. Building a reading culture and habit develops the individual not only mentally but also physically. Detailed information will be given about intensive reading, which has an important role in promoting and building a reading culture.

1.4.2 Intensive Reading to Effectively Present Ideas

Learners that are engaged in intensive reading are able to read plenty of texts while working on targeted learning objectives and activities. Intensive reading is comparable to extensive reading, which has students read written works for pleasure and to increase their basic reading comprehension abilities. In contrast to extensive reading, the purpose of this concept is to read a short piece of writing work for a more comprehensive understanding. Reading short materials intently and with specific goals in mind, such as determining how words are connected or responding to issues of reading comprehension, is one of the main goals of intensive reading. In addition, trying to read with great effort and attention is what is meant by the term intensive reading. It represents one of the most important competencies readers can learn to improve their reading comprehension. Intensive reading can have a variety of objectives in addition to reading comprehension, such as trying to learn a new subject, acquiring new words, or analyzing the intent of the writers. Cárdenas argues that the value of reading encourages learners to think and shift their perspective from one that is traditionally teacher-centered to one that is more analytical and all-encompassing. Instructors and students can work together to make reading more valuable in their lives. The effect of intensive reading is then investigated with university students that haven't had the chance to apply reading strategies in their major-required English courses. Productive and receptive skills are rarely practiced in these English classes since instructors tend to concentrate more on grammar. Therefore, applying intensive reading strategies seems to be a way to enhance the learning process of students. Learners are believed to improve both their productive and receptive skills through reading activities, as well as to acquire proficiency that will enable them to develop a critical thinking style when expressing their thoughts (Cárdenas, 2020, p. 70). It is necessary to take into account the length and attractive factors in the selection of suitable texts for an intensive reading activity. For instance, a short story, a newspaper article or a magazine column can be used for this activity in order to grab readers' attention. Learners' reading comprehension abilities and their reading techniques have a significant connection. The use of different reading techniques can help and enhance students' reading comprehension. Thus, it can be stated that the reading

comprehension skills of readers are positively impacted by both extensive reading and intensive reading activities.

1.5. The Integration of Literature as a Motivating Factor

Motivation can be described as people's attitude toward events and how it affects their behaviors and thinking styles. A person's inner wish to do something plays a key role in their actions because it is definitely the thing that motivates them to achieve their goals. With the support of motivation, the ability to think positively increases and this allows individuals to take action. Motivation arises from the desire to meet an unmet need or achieve a goal. Learning, on the other hand, is difficult to accomplish without positive thinking. If a learner has disruptive behavior or is bored, the instructor needs to employ a variety of techniques to reduce the boredom. In order to create an internally motivated classroom climate, the instructor needs to employ exterior tactics to draw the students' attention. Literature encourages learners to focus their consciousness on the instructional content, whether it be a poem, short story or novel, and to discover their learning potential. The instructor can also employ visual and auditory classroom teaching activities such as playing games, watching interesting videos, or reading classic short stories. One of the major goals of engaging learners in relevant literature is to motivate and integrate them into activities related to the target language. Literature does not only enable students to learn about the traditions of the target language's culture but also lets them develop an awareness and tolerance that is essential for building good social relations in the world community. Jacob Filgona emphasizes the importance of motivation during lessons in the following lines:

Learning the motivation of students in education is important. A learner learns best when he/she recognizes the need and develops the desire to learn. This is through motivation. Motivation stimulates learners to think, concentrate, and learn effectively. Motivation increases the performance of learning. Learning is an active process requiring a participative role. It influences the rate of learning, the retention of information, and the desire to learn. (Filgona, 2020, p. 22)

When it comes to evaluating a successful learning process, not only EFL teachers but also all other instructors are often responsible for motivating their learners to teach any subject during lessons. Since high motivation in education is a factor that will affect the education process from the beginning to the end, it is

necessary to be sensitive in this regard. In English language teaching classrooms, literature can be a useful tool for motivating students. Lindsay Clandfield states that there has lately been a growing interest in literature as a useful, inspiring and successful language learning resource in her “Teaching materials: using literature in the EFL/ESOL classroom” work (Clandfield, 2019, p. 2). Hence, we may presume that literary works, particularly short stories, might boost language learners' interest. Nobody can really concentrate on and/or achieve a task to meet their target if they are not motivated in an ELT class. If the learners are uninterested, the lesson will become tedious, causing a cascading effect. The instructor begins to lose enthusiasm and the entire learning and teaching process becomes difficult. Thus, motivation and inspiration can be regarded as one of the most important parts of the teaching process and it has a significant impact on education. Additionally, the empathy ability and active engagement in social contexts begin to increase as readers build a strong connection with both the writer and the characters of a literary work. Learners may be more inspired to advance their cultural and intellectual awareness.

In addition, motivation can be divided into two different parts: extrinsic and intrinsic motivation. Intrinsic motivation can be defined as the desire to set and achieve goals because it provides personal satisfaction and fun. When learners participate in activities because they find them beneficial, this is known as intrinsic motivation. Once a learner does something for the purpose of completing a task successfully, instead of doing it for the sake of getting anything else, it can be said that he or she is intrinsically motivated. If a learner is encouraged to complete the task in order to get appreciation as an additional reward, it can be given as an example of extrinsic motivation. A learner's objective in this situation is outcome-oriented and does not meet his or her personal demands. Instead, it is about obtaining external rewards like getting paid, gaining a reputation and getting a compliment. In order to maintain an appropriate lesson time, motivation is an essential issue that affects the learning process. It's not only important for learners to stay motivated to succeed, but also important for instructors. According to Lisa Legault's research on this subject, the following question comes to mind: Which motivation type is better: extrinsic or intrinsic? It is a question with no correct answer. Some individuals seem to be more intrinsically motivated than others, and some people will prefer external motivation.

In actuality, the primary distinction between these two types of motivation is that extrinsic motivation is derived from external sources while intrinsic motivation emerges from the inside. Additionally, researchers have discovered that these two forms of motivation can have a variety of effects on individuals' actions and produce a variety of results (Legault, 2016, p. 2). They can both be useful and efficient motivation types that can help with the learning process. In addition to the extrinsic and intrinsic types of motivation, there is another subcategorization of motivation in terms of educational aspects. Instrumental motivation and integrative motivation types are two other elements of motivation that cover the attitudes and willingness of learners toward educational studies, including the process of language learning and teaching activities. There will be given a piece of detailed information about instrumental and integrative motivation types from an educational aspect in the second chapter of this thesis study.

1.6. Using Literature as a Source of Inspiration and Creativity

The power and beauty of literature lie in its ability to use language to create or discover environments, fictional characters, and entire worlds that live only in readers' imaginations. This wealth of literature is ready to be discovered again and again with new perspectives that are able to feed one's inspiration. It can be said that literature undeniably has an inspiring effect on readers since the universe of literature is infinite and broad. Literature can be regarded as a window into the mind of the reader that provides new experiences and perspectives. It introduces them to different opinions and senses. Each reader develops their unique perspectives as a result of exposure to literature. One of the most notable benefits of utilizing literature for educational purposes is that various literary works can serve as sources of crucial learning concepts and techniques that instructors want to enhance. The literary works' value as an inspirational factor is the main justification for using them through academic activities. Educators can engage learners in reading activities that pave the way for creating personal ideas about written texts in order to increase their confidence. Inspiration and motivation are two key elements in boosting self-confidence. Thus, it is a clear fact that various literary works focus on inspiring readers. As a sign of this fact, there is a genre in literature called "inspirational fiction". The purpose of

inspirational fiction is to inspire and enlighten the reader. The inspiration for characters may come from within or from something else that influences readers. The majority of this genre is made up of spiritual fiction. Readers can find engaging characters that have similar values while avoiding offensive themes and inappropriate language.

Creativity and literature are two significantly linked terms that provide the opportunity for self-exploration and self-development to readers. Creative thinking is often the first element that appears in one's mind when addressing the impact and value of literature. Creativity is necessary and important in daily life in order to interact with other people and share personal views with them. One of the best methods to encourage and boost imagination is through reading. People's capacity to grow and enlarge their awareness and knowledge increases as they read more. Literary works enlarge the capacity to understand different perspectives and broaden their perception of reality. Reading allows people to develop their imaginations by allowing the letters to form a picture as the reader shapes their own ideas. This activity strengthens the mind as it reveals a creative thinking style. Almost every aspect of life requires critical thinking along with creative thinking. It enables individuals to deal with the difficulties of life. The ideal way to develop critical thinking abilities is through research and reading. It is up to the reader to catch specific nuances, identify the divergence and establish their own conclusions about what is happening in the text. Instructors commonly conduct reading activities to foster good critical thinking in their learners. The use of literature in the curriculum might serve a broader educational purpose by encouraging learners' imaginations, fostering the growth of their critical thinking skills and raising their level of social sensitivity. According to the "Literature and Creativity in an ELT Context" study, the researcher emphasizes the importance of creativity in the following lines: "Employing literature as the content of instruction is believed to bring about numerous advantages, e.g. a higher degree of motivation, authenticity of the input, personal relevance, economy, social and cultural awareness, extended linguistic knowledge, higher degree of CR, and better performance in writing. Literary language may be considered more indirect and more elevated with more creative sound structure, choice of words used, and word combinations." (Zaker, 2016, p. 179). Learners will gain more confidence in their

ability to convey their own thoughts and feelings in the target language if instructors encourage them to freely comment on literary works. In the next section, detailed information about the creative writing activities will be given.

1.7. Creative Writing and Fiction

The act of creating and conveying distinctive ideas in an attractive style is known as creative writing. The author critically analyzes and transforms his or her inner thoughts into a new and unique piece. The goal of creative writing is to please readers as well as relate to feelings such as joy or sorrow. Through many kinds of literary works, authors seek to reach a large audience. Each work of literature eventually has a certain function and is aimed at a specific audience. Creative writing is a form of fiction writing. The fact that creative writing always has a unique style is what sets it apart from other types of writing. It's a work that isn't formal or professional yet appeals to a broad audience. Although the concept is a little unclear, creative writing is often defined as self-expressive and innovative writing. A creative writing style can be used in many genres of literature, like short stories, poetry, writing, novel writing, plays, and more. In order to make the writing process more fun, playing an entertaining game can be a good idea. In his *The Cambridge Introduction to Creative Writing* book, David Morley exemplifies a creative writing activity in the following quote:

Go to your nearest library, but make your way adventurously to a subject or genre area that you have never previously visited. Select two books, the titles of which, by their language alone, interest or intrigue you. (Many people find poetry is a good place to start.) Take these books home and read them through as quickly as you can, even if you find the process difficult. Make notes on parts of the book you continue to find interesting; these are your 'findings'. Then write a story or a poem that fuses both sets of findings, even if the poem or story feels somewhat forced or artificial. Repeat this process until the reading begins to become a habit, and/or the writing begins to feel easier or more natural. Morley states the aim of this activity as: creative reading does not come easily to everybody; sometimes you have to compel yourself to read work that is not familiar or useful. Yet some of a writer's best ideas arise from serendipity, and you have to make space for that serendipity to happen! Reading widely, even randomly – picking books out for qualities that many non-writers find slightly wayward – is a way to surprise you into making creative connections that have not existed before. This is one path to creating originality of perception and of voice. As some birds weave their nests from objects that offer them visual stimulation, so a writer weaves ideas and books from many sources which are often unconnected but which excite them at the time. It is also vital to force yourself to read beyond what you know, to open up new ways of writing but also of perception; to begin to write what you do not know. This kind of reading strategy, coupled with reading the books you like, makes reading first a habit, then a hunger almost like an addiction. Writers are compulsive, even wayward, readers and misreaders. We are nest-weavers, pillaging other writers for material. (Morley, 2007, p. 41)

Creative writing does not strictly require a piece of writing to be well-formed and semantically correct in terms of structure and grammar. That's why teachers can use this technique to encourage learners to use creative writing throughout the English language teaching process. A creative writing activity not only motivates learners to freely portray their imagination and thoughts, but also provides them with the opportunity to share their unique thinking styles with everyone else in the classroom. Working as an English Language Teacher for the Ministry of National Education, the researcher feels that producing a short story by using creative writing techniques is a fun activity in the classroom. Learners are able to express their own points of view about any imaginative subject in an entertaining way. This kind of activity makes them feel motivated and it also helps them reduce stress and unwanted situations that prevent learners from having a smooth learning experience. In addition to writing activities, developing a reading habit can help ignite creativity and improve language, as well as help with intellectual development, personality development, and more. Cultivating a reading habit also provides learners with the chance to improve their writing abilities since they are able to encounter many words and phrases in written works.

Furthermore, fiction is any work of writing that is based on a creative approach and usually contains a plot. It portrays fictional situations and characters. This is usually done through novels, plays, short stories and so forth. As an integral part of literature, fiction is produced by the author's imagination. The writer creates the plot from scratch, including the figures, the scenario or plotline, the dialogues, and even the environment. A work of fiction does not always claim to be based on true events. Rather, it captivates readers with events they may never have in the everyday world, connects them to characters they could never see normally, and brings them to a rich environment they might never see. A story's creator may not always provide the reader with all the information they require. For instance, writers may choose to simply convey what a hero has said or done, rather than depicting the characteristics of a hero. To create the figure in their minds, readers should utilize their creativity and imaginative skills. Learners benefit from this activity by having a greater understanding of a story's theme and characters. They will appreciate written works more if they can imagine themselves living in the fictional universe of the character.

Fiction also has the power to inspire, amuse, shock and involve readers in new worlds. It has the potential to help one better understand themselves and their surroundings in unusual and exciting ways. In order to have an understanding attitude towards foreign cultures that are from around the world, fiction can provide readers with many opportunities. Since it is an essential issue for one to live in harmony with other people, showing respect for their lifestyle is important.

1.8. The Importance of Children's Literature in Teaching Young Learners

Literature has an indisputable effect on young learners' early stages of development. Since young learners are just starting to form their creative and individual opinions, they are highly innocent and naive and will trust whatever they hear and read. For this reason, selecting books that will have a beneficial effect is significant. Reading books provides young learners with a much broader way of viewing the world that can enable them to become more caring and empathetic. Access to a diverse range of literary works is critical for young learners to achieve life goals and a successful education during their developmental years. Their enthusiasm and interest in reading ought to be fostered by instructors, family members and the community. Reading literary works is beneficial for a variety of reasons, including the development of cognitive abilities necessary for success in school and future life. Young learners' literature is significant because it gives them the chance to pay attention to world literature, teaches them to understand both their own and other people's cultural identities and fosters the advancement and improvement of their unique characters and sociocultural skills. Literature offers learners the chance to react to a work of art and form their own thoughts on the subject, which can exemplify one of the benefits of literature. This improves intellectual growth skills by fostering more in-depth literary analysis. The audience is not given all the information they demand by a good-quality work of art; some room for personal opinion and imagination is left. Depending on the various readers' individual perspectives and experiences, one may derive an entirely different meaning from the literary text than the other. In addition to summarizing and forming hypotheses about the content, learners can learn how to analyze and interpret literary works. This creates the opportunity for young learners to freely share their imaginative thoughts and feelings during activities.

The world of literature offers young learners an excellent means of learning about cultures, including both different people's and their own. Youngsters should indeed acquire these principles because having a good perspective on their own culture as well as the cultures of others is essential for both personal and intellectual growth. On the other hand, instructors need to be very cautious when deciding which reading materials to select for young learners when educating them about other people's cultural history. Numerous writings, including short stories and epic myths, include fairly obvious misconceptions and disinformation about particular communities. On the other hand, there are many writings presenting culture as an essential component of society that should be respected and praised and learners can benefit much from reading these literary works. In addition to the cultural aspect, instructors need to be wary of the language, style and theme of written works, as well. In the "Value of Children's Literature and Students' Opinions Regarding Their Favorite Books" study, Bayraktar shares enlightening findings and opinions about selecting appropriate materials for young learners in the following quote:

Another important recommendation is that teachers and parents play an extremely important role in choosing books which are suitable for children's cognitive and affective development, interest, and curiosity. As a result, teachers and parents should pay attention to students' interests when choosing books for them. Additionally, children's literature has many positive effects and can be a very comprehensive resource for teachers, which puts more importance on the different tasks of educators. Therefore, teachers need to know what makes up quality children's literature, and at the same time, they should consider the interests and development levels of their students when choosing books for them. Furthermore, the teachers' archives should be rich, and they should also keep up with current and newly released books. Thus, in light of the results from this current study, it is also recommended that the authors of children's literature should keep children's views in mind to meet what are ultimately the interests and expectations of their readers. (Bayraktar, 2021, p. 354)

According to data mentioned in Ruxandra Viorela Stan's study of "The Importance of Literature in Primary School Pupils' Development and Personal Growth" when compared to teaching literature to students at other age groups, teaching literature to primary school-aged children has many advantages because young learners are more energetic, playful and enthusiastic (Stan, 2014, p. 9). In order to create an attractive environment that involves literature and these advantages during the language learning process, using a fun short story activity can set a good example. Short stories are always a fun and attention-grabbing activity for young learners when there is a need for an effective activity. When selecting short stories, it is essential to consider learners' level of language competence and areas of interest in order to

choose ones that are suitable for them. Young learners may have less awareness and understanding of the world and environment because they are merely starting to study a new language and short stories at school and are still improving intellectually. It clearly shows that instructors should use themes and resources that are familiar with their background knowledge when introducing the English language, which might be a completely new and unusual language. Young learners may find it easier to relate to an entirely new language with the background information they already have if contexts and short stories from their native language are translated into the target language and used during lesson time. Although teaching the target language's culture and lifestyle to learners is one of the ultimate goals of teaching a new language, directly involving the target language's cultural elements during short story activities might not be appropriate. Instead of using unfamiliar foreign cultural elements, instructors may prefer to link new cultural content to learners' lifestyles and experiences in a minimalist way.

1.9. The Relationship between Cultural Perception and Literature

It takes more than simply memorizing vocabulary and structure to communicate in the target language. Students need to learn how to interact and communicate beyond words by learning the target language's culture. Thus, when learning a language, learners should also understand the culture of the country. Being aware of cultural differences allows learners to identify and respect the beliefs, traditions and values of others and to connect with them without judgment. As learners understand different cultures and languages, they start to make connections and notice how similar their own beliefs, traditions and behaviors are to those of other cultures, according to "The Role of Intercultural Competence in Foreign Language Teaching" study conducted by various authors (Atay, Kurt, Çamlıbel, Ersin, & Kaslıoğlu, 2009, p. 132). Proficiency in cross-cultural communication is crucial due to the diversity of cultures and standards of spoken and gestural behavior. The ability to communicate effectively in a foreign cultural context can be developed by using literature, which reflects elements of its original culture. Cultural studies have become increasingly significant in foreign language teaching.

Language, beliefs, gastronomy, socioeconomic status, music, and literature are all aspects of a specific group of people's knowledge and characteristics that create a unique culture. The concept of culture covers a broad range of relatively invisible dimensions of the daily life of a society. It can be defined as a group of people's shared beliefs, ways of thinking, linguistic patterns and traditions that bring them together as a whole. The properties shared by that group of people or community are also considered to be a part of its culture. Culture is essential for building and maintaining social stability, affecting how individuals perceive the universe and their place in it and guiding their day-to-day behaviors and interpersonal relationships. It mainly consists of both material and immaterial components.

Thanks to many developments in human relations and lifestyles, there are no longer any borders between people from different countries and cultures. As opposed to now, people in history did not need to interact with someone from a different culture. People now travel worldwide for a variety of reasons, including medical reasons, entertainment and work. Individuals must acknowledge the various ways in which cultures differ since they might interact with people belonging to different cultures. In a specific culture, anything that is regarded as normal, respectful and appropriate might not be regarded in the same way in another. Different interpretations of the concepts of morality and social interaction can be seen in behavioral patterns. People from various cultural backgrounds might perceive situations in different ways.

In order to comprehend and communicate fluently in the target language, one needs to understand the cultural elements of that language. In addition to phrases, sentences and appropriate usage of language, body language and facial expressions can be considered integral parts of communication. People may sometimes use these gestures to convey their messages without using any words. These expressions may differ from one culture to another and may cause misunderstandings. Considering specific elements of a language or body language that carry particular meanings and connotations within a society, it is important to be aware of differences in order to prevent misunderstandings in communication. Thus, culture and language are regarded as integral parts of each other. They can be considered as a reflection of each

other to the point that language content is usually lost if cultural norms are not recognized. When studying a language via a communicative approach, many elements of the target language's culture need to be introduced. Because cultural background has such a significant impact on people of any age, it is unavoidable to face its good or negative effects in education, as culture fosters some behaviors while suppressing others. In addition, colloquialism, slang and jargon are important components of a culture and language. These elements affect learners' comprehension skills in the target language.

1.9.1. The Effect of Literature on Society

Literature can be thought of as the source of imagination and open-mindedness. As the saying goes, reading opens doors to new worlds. There are worlds beyond one's own society and culture that are worth sparing plenty of time to explore. In today's world, a wide range of literary works are available, including books for education, pleasure or self-improvement. Every reader can easily find a book that they enjoy. If literature is studied and used wisely, it can be quite beneficial to the development of society. The real sign of a society's advancement and improvement depends on how literature shapes and enlightens it. Literature contributes to the community and lifestyle, along with reflecting reality as it is. The traditions and norms that are accepted in a society are portrayed in works of literature. Classical works of art that are considered to be must-read masterpieces make a valuable contribution to new ideas as well as provide a boost to creativity and imaginative thinking. Giving a learner access to quality literature is similar to offering them the best possible opportunities for education. Concisely, literature is everything that is created to inspire and enlighten the mind. It captures the emotions and feelings of the readers. It grabs the attention of readers in two different ways: through its content and through its style. The content needs to catch the readers' interest in some way. The design and writing style should be in such a way that it will satisfy the reader and broaden his depth of knowledge. Every person can arguably produce a piece of writing if they have the ability to use words to convey their emotions. However, portraying a wholesome picture of a specific society requires professionalism in a literary manner. It is clear that one of the indicators of a truly developed society is that writers can freely reflect

the facts and characteristics of that society to their readers. To put it another way, society can be thought of as one of the main aspects of literature to some extent.

Furthermore, it can be said that there are two primary components of literature: an involving, active approach and a reflecting, passive approach. The involving role is the representation of reading itself. This position plays a crucial role in someone's personal advancement. Through reading, the reader develops thoughts and conceptions about the world they live in. They combine these conceptions and ideas to create a kind of worldview. Personal motivation, engagement and interaction are all outcomes of this concept. This concept gives rise to developments in the cultural elements of a community. The inactive effect of literature upon readers can be distinguished from the active role since it involves observation rather than taking action. Literature's reflective function is to reflect society in a manner of beliefs, ideas, thinking styles and behaviors. It demonstrates what individuals felt and how they reacted at a specific moment in history. Thanks to these factors, readers are able to realize how and why a society progressively formed in a certain way. Literature conveys interpersonal connections, so it is simply obvious that it can have both positive and negative effects on individuals' attitudes and thoughts. The way society adapts and reacts to literature is dynamic. For instance, a stirring and inspirational work of art has a great impact on society and broadens the perspectives of people. It can awaken one's inner feelings and inspire their passion for wellness. In general, literature accomplishes this in a sophisticated and subtle style. It is well recognized that literature has the power to change human cognition and can start movements that affect the way humans live. Hence, literature can be considered a source that surrounds and determines the lives of people from different societies. Herbert Grabes, in his book *Society/Society and Literature in Literature*, expresses his views on the impact of literature on society in the following lines:

To sum up what literature more or less exclusively has to offer to society is a possibility of self-reflection by way of presenting a double of what is held to be reality, a distorted image that strengthens some features and weakens or eliminates other, or an imagined world as unlike the one people live in as possible. In all these cases the readers are confronted with modes of thought, models of behaviour, and varieties of feeling they can either sympathize with, experience as strange, or detest – quite similar to the way they react in the life world, with one important difference: the artificial world they encounter has been construed in a manner that will efficiently influence their intellectual and emotional response. They will, of course, forget at times that what they experience is only imaginary, yet as more recent findings

*of cognitive psychologists have shown, the reaction of the brain to imagined experiences is hardly any different from those made in the life world, and Keith Oatley in his quite recent study *Such Stuff as Dreams: The Psychology of Fiction* (July 2011) has been able to show how reading fiction can improve the chances to change ourselves and strengthen our social abilities. (Grabes, 2012)*

The impact of literature on society can be clearly seen, either directly or indirectly. For instance, *The Grapes of Wrath*, as a masterpiece written by John Steinbeck, prompted legislators to take action to rectify the tragic lives of migrant workers. As a result of Steinbeck's harsh portrayal of the migrant farmers' hardships all through the Great Depression, more citizens began to call for legislative action, and lawmakers eventually approved legislation to support and aid migrant workers. Besides, Virginia Woolf has worked to raise public awareness of women's rights for many years. These two authors can be thought of as accurate examples of both the direct and indirect influences of literature on society. As a matter of fact, it is clear that the involvement of people in reading literary works will undoubtedly enable them to see society from an obvious point of view. In addition, the greatest resource that will enable one to see how societies change and evolve over time is literature. Mitrivinda states that human societies have not remained inflexible about their standards and characteristics over time, as evidenced by the appearance of new developments and changes in circumstances, both of which are explained by the progression of time and by the emergence of diverse forms of literature (Mitrivinda, 2020, p. 13). The wisdom of life serves as the basis for literature. Realist authors, without a doubt, reveal the unique and dense parts of life excessively. But in order to properly understand the lifestyle and culture of a society, one must be aware of its various aspects. Literature is produced as a result of society. It can be conceived as society's mirror. Some details of a culture are important because they are unique to them. As studies are carried out to master these details, the success rate in the target language studies increases. Therefore, it is essential to increase reading comprehension and the time devoted to reading activities in the target language in order to have an idea about a society and its culture. In the following section, the elements that are difficult to understand and not suitable for educational activities will be mentioned when carrying out studies to explore a society's culture.

1.9.2. Colloquialism, Slang and Jargon

A writing style that creates the impression of informal everyday language as opposed to formal or academic English is referred to as colloquialism. The colloquialism term is suitable for most informal situations and frequently used in everyday conversations, including messages, letters and daily talk because it is considered to be an informal language. It is frequently seen in literature as well. It might not be an appropriate decision to use colloquial elements in scientific articles, formal communications, speeches, conferences, or situations where a person needs to behave professionally. Besides, colloquialism can be found in literary works, particularly in dialogues between characters. It can be seen in plays, songs and movies, too. Gaiman gives detailed information about traces of colloquialism that can be seen in literary works in the following quote:

In Mark Twain's classic story Adventures of Huckleberry Finn, the author uses the colloquial style of nineteenth-century America to establish the setting and develop his main character: 13-year-old Huck Finn, an undereducated boy in rural Missouri. Finn's informal speech is rough: "And the way I lit out and shinned for the road in the dark there ain't nobody can tell." That's Huck's way of saying he got out of there and ran to the road. Also, The Age of Innocence written by Edith Wharton set in New York City in the early 1900s, the novel relates the story of a love triangle that plays out among the upper classes, where colloquial phrases mimic those of European royalty, incorporating French phrases like "des quartiers excentriques." This use of high-class colloquialisms makes readers feel isolated and disconnected from the characters: which is exactly what Wharton intended. (Gaiman, 2021, p. 4)

In addition, jargon is known as a particular combination of words and phrases that are utilized in a particular environment. Jargon is particularly widespread in fields like sports, health services or the law. As the words are either complex terminology or have distinct meanings from the ordinary usage of words, someone who is not a member of that field or organization may not be able to understand the specific words that are being used. Nicolov states that there are phonetic and morphological differences between spoken and written languages. The language and phrases that are used in a literary work make the biggest distinction between spoken and written English. There are several terms and phrases that are more commonly used in books than in everyday speech. When colloquialism, jargon or slang are employed in writing, they immediately have a noticeable stylistic impact and can be implemented for things like speech characteristics. In the spoken language, on the other hand, strengthening words are frequently used. These are expressions and phrases with strong emotional connotations, such as offensive language, slang, and adjectives

having secondary meanings (Nicolov, 2016, p. 117). When these expressions are used in literary works, they become much more difficult to understand by readers who are unfamiliar with the target language and its culture. Jargon words are intended to enable more effective interaction among members of a specific group. Besides, it can sometimes be used to exclude others or to indicate someone's status in the group. The important factor in properly using jargon is to keep it from turning into misunderstandings. For those who are familiar with the terminology and phrases, using practical or contextual jargon can be a simple approach to express ideas easily, but it may cause ambiguity and confusion for a larger number of people who are unfamiliar with the specific terms. As a result of its nature, literary works contain many examples of jargon words that might not be appropriate and understandable for every individual. Thus, instructors should be careful about the literary works they will use in classroom activities in order to prevent unwanted situations.

1.10. Literary Devices and Figures of Speech

Literary tools are also an integral part of literature, helping writers convey the deeper meaning of words to the reader. Literary devices are certain strategies used by authors to express a deeper message than what is written on the lines. In addition to the storyline and character types, literary devices can enrich a literary work and encourage readers to consider various aspects of society, culture, life and history. For example, using flashbacks can provide writers with the ability to explain complicated situations and events. Abie states his opinions about using flashbacks in written works in the following lines: "Authors use flashbacks to give readers necessary background information or to create tension or contrast. It is an interruption that writers use to move the audience from the present moment to the past via inserting events in order to provide background or context to the current events of a narrative. Authors use flashbacks as a means of adding background information to the present events of their story. They interrupt a specific event within their story by using events that have already occurred or that have not been presented. This gives the reader added information about a character's past, including his or her secrets, inner or external conflicts, or significant events that affected his or her life. If the author is able to do this well, the reader will begin to convey the reasoning for the actions of the characters

throughout the story and develop a better understanding of present events.” (Abie, 2019). Using literary devices can be described as a technique that writers apply to make connections between important concepts, subjects and contents that are written in a work of art. Literary devices come in a variety of forms, each with a specific function. While some of them work at the level of the word and sentence, others enhance the text in the whole picture. Literary devices are commonly used in combination by creators. Being aware of various literary elements and understanding how they function in texts can not only assist learners in analyzing literature, but can also let them use these techniques in their own creative writing. In order to enhance their storytelling and leave a mark on their writings, almost every author uses literary devices such as alliteration, colloquialism, foreshadowing, personification, flashback, hyperbole, *in medias res* and irony.

When it comes to analyzing one of the most used literary devices in literature, different types of irony can set a good example. Irony is also known as an important part of both real-life situations and literary works. When used correctly, irony is a strong technique for adding layers of complexity to a work of literature. A condition in which there is a difference between intentions and realities is defined as irony as a figure of speech. The distinction between what something looks to mean and what it actually means can exemplify irony. Both drama and comedy are related to irony. Ironic settings are used by writers to provide amusement, excitement and a focus on a specific issue because they can make readers cry, laugh, cheer or hold their breath. There are three types of irony, each with a seemingly different meaning. Dramatic irony occurs when the audience is provided with hidden information that is unknown to the character. Furthermore, according to Gibbs and Coleton’s study of “Irony in Language and Thought: A Cognitive Science Reader” it can be stated that when the speaker implies something completely different from what they are actually stating, it means he or she uses verbal irony (Gibbs & Colston, 2007, p. 35). Also, situational irony refers to a scenario in which events have the opposite impact of what was intended, resulting in an unexpected situation. The skills required to better understand a literary work, including such rhetoric ones, will be discussed in the following section.

1.11. Literary Competence

Reading and understanding a work of art or a literary text requires various competencies, such as background knowledge, cultural awareness and linguistic abilities. These requirements are not only related to reading activities in the target language but are also necessary for understanding texts written in one's native language. This fact alone suffices to reveal the importance of the term literary competence. Although a reader may understand the phrases in a piece of literature, without a particular understanding of the norms by which literary works are read, the reader would not be able to comprehend the relationship between the contents provided. Foreign language learners may find it challenging to comprehend specific literary elements that are unfamiliar to them. A written work's peculiar elements are directly linked to the society and culture to which the creator has been exposed. Particular expressions, symbols, cultural beliefs, the aforementioned jargon and slang terms may be unique to a particular culture and not present in other societies. It should be underlined that understanding the basic components of a literary work that make it special is the first step in developing literary competence. Obtaining historical and cultural information about the written work can help with overall comprehension. Thus, it is important to have cultural development as well as higher level language skills in order to better understand literary works.

In order to be a knowledgeable and capable reader, one needs more than just language proficiency and an appropriate level of background knowledge. This mission demands experience with a wide range of literature and, frequently, several kinds of instruction. Depending on what skills are required for developmental work, literary competence can be easily improved by readers. For instance, developing a reading habit can be an initial step in order to better understand literary works. According to the researchers, the qualifications for having an advanced literary competence are described in the following lines: "Pupils with advanced literary competence have plenty of experience of reading literary novels. They are able to understand, interpret and appreciate complex texts, including old literary work from before 1880 and exchange ideas on reading experience, interpretation and taste with others. Their general, historical and literary knowledge is progressed sufficiently to break through

and understand complex modern and old classical texts. They are prepared to read these texts and commit themselves not only to researching themes and structures, but also the literary-historical background and the style. They are aware that text functions within a cultural-historical context and literature provides the means to becoming familiar with the past and the different cultural identities that have existed. The attitudes to reading displayed by these pupils is characterized by interest in the right book, literary conventions, cultural-historical background and certain classical authors. The manner of reading at this level can be typified as literate reading. (Wite, Jansen, & Rljlarsdam, 2006). In addition, instructors should practice being objective when observing how their learners progress towards developing a general understanding of literature. Additionally, instructors can also help students develop their literary competence so that they become prudent and responsive since having the habit of reading increases the ability to empathize.

1.12. Literature in the Digital Age

Ink, paper and printing presses might be considered the fundamental roots of world literature since they are known to be integral parts of printed materials. People used to spread knowledge and ideas through printed materials such as books, newspapers and encyclopedias until recent years. These materials are still preferred by readers and publishers, but the digital era has impacted the way people access literary works, news and many other written materials. Technological advancements have made it possible to read a wide range of literary works anywhere, anytime. According to Sarangi's study on how technology made it easier to access written works, it can be stated that the way people read has undergone a significant change as a result of technological advancements. The digitalization of texts has decreased their size and cost while increasing their accessibility to everyone worldwide. The technology company Google offers the greatest collection of books, novels, and other literary works available through Google Books. Reading novels does not require one to spend time in front of a desktop computer. Tablets are portable electronic gadgets that allow individuals to easily carry thousands of books in their hands. Readers can download and read books from the Amazon website using devices like e-book readers (Sarangi, 2015, p. 191). The popularity and influence of literature have grown as a

result of the Internet's influence. Thousands of literary works are now readily available worldwide thanks to online shopping. The fact that more people are reading books has positively impacted the world of literature as a whole. The development of today's technologies has also dramatically altered the publishing industry. Information is exchanged in a quicker and more effective way than ever. The easily reachable and reasonably priced types of leisure activities have altered as a result of current forms of communication. The idea that using a smartphone or an e-book reader is preferable to reading a paper book is a widespread one nowadays. However, not everyone chooses to believe this; many readers still prefer paper copies of books. Therefore, it is an issue of individual choice and decision. Besides, people with a preference for classic literature find it challenging to keep up with the rapid advancements in technology.

The digital era's influence on literature has relatively reformed its character. Literature and literary works were at their purest form during the Middle Ages. However, the rapid development of technology has impacted literature in all of its forms. The daily routines and lifestyles of people have changed significantly as a result of technological advances. The concept of modernization has reshaped the way people see, understand and analyze the world. It would be accurate to state that progress in technology has rearranged human values and ethics. There is a significant distinction between printed literary works and online materials when considering literature. Life moves so fast, and everyone tends to keep up with the changing conditions. Online materials are more frequently used because of their ease of access. Many literary sources can even be accessed for free thanks to the Internet. Instead of concepts and theories related to technological aspects, people are strongly connected to the usage of modern technology. Literature, as we all know, mirrors society and culture. To keep up with the inevitable necessities of the period, practical adaptations were made to the literature. Literature has changed since the development of new genres and writing techniques. The digital transformation affected both the creation and consumption of literature, not only the technical aspects. Many authors have either incorporated technology into their works or chosen to make it the focus of their imagination. As a consequence, the environment in which written works are created

today includes technological advancements. Thomas McMullan's quote below exemplifies how the process of creating literary works has evolved over time:

From typing on a rolling stream of white space to editing in a cloud, shifts in hardware have altered the way writers research, draft, refine and, ultimately, conceive of their work. The basic mechanism may stay the same, but new tools have led to new relations between authors and the words they use. With the internet, the barrier between the writer and the world has become as thin as skin. It's a skin that strokes and soaks but it's also a skin that's watched and recorded. One of the main outcomes of new hardware may be that, unlike Seidel's secure five minutes with the Defense Department mainframe, the contemporary writer is no longer alone in the room. (McMullan, 2014, p. 2)

Apparently, technological developments have a positive impact on literature in various aspects. It used to be difficult to publish and distribute innovative works of literature in former times. The printing, publishing and distribution processes were time-consuming and difficult. Conversely, modern technology has made all of these processes fast and simple. Technology has provided the global publishing industry with rapid and effective opportunities. It has also provided authors with a platform to reach a wide audience, including people from all over the world. In the current global world, almost all written works are available online in e-versions. Today's ease of communication thanks to information technologies enables readers to share their opinions and criticism about a work of art with other readers from all over the world without a lot of effort.

CHAPTER II

2. EDUCATIONAL PERSPECTIVES

2.1. Teaching English as a Foreign Language

In today's world, English has become one of the most important languages learned by millions of people. The phenomenal rise of the English language is directly tied to the growing trend of globalization and the relatively fast cultural exchanges taking place around the world. People of various nationalities are becoming more interested in learning English as it is so important both academically and commercially. Language learning helps one to be able to communicate and interact with people from all over the world. Whether they are watching TV, watching a commercial or even communicating in their native language, non-native speakers are constantly exposed to the English language. However, just being exposed to the target language is inadequate for proper language acquisition, so appropriate approaches and methodologies need to be used in an educational context. Learning English as a foreign language isn't always simple. Educators need to involve learners in learning activities and inspire them to achieve the best possible learning results. A number of approaches and techniques have continued to evolve and transform throughout history, and traditional ways of teaching have faded with the passing years. Learners were given grammar rules with word lists and were directed to learn by repeating them in traditional methods. Since they weren't able to connect learning to real-life experiences, earlier methodologies were considered to be unsuccessful. In order to keep up with new concepts of teaching language, it is crucial to follow educational advancements in the area of language studies. Thanks to these developments, instructors can enhance the process of teaching English as a foreign language since the English language holds a great deal of importance today. In the following quote from the *Teaching English as a Foreign Language* book, researchers emphasize the importance of learning the English language as follows:

Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second

language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population. There is, however, a further reason why English enjoys world-wide currency, apart from political and historical considerations. The rapidly developing technology of the English speaking countries has made British and American television and radio programs, films, recordings and books readily available in all but the most undeveloped countries. Half the world's scientific literature is written in English. By comparison, languages like Arabic, Yoruba and Malay have been little equipped to handle the concepts and terms of modern sciences and technology. English is therefore often the only available tool for twentieth-century learning. (Broughton, Flavell, Hill, & Pincas, 2003, p. 3)

Many English language learners, particularly foreign language learners in an educational institution, can perceive English as a lesson to pass the exam since they are not exposed to the real life usage of the target language. However, ESL learners are able to use English in daily situations and develop their speaking skills on a regular basis. According to Çakıcı's study, ICT allows EFL learners to participate in authentic situations where the English language is used in daily life situations, and EFL learners can easily find materials suitable for their learning styles (Çakıcı, 2016, p. 75). It can be stated that teaching English as a foreign language requires much more effective and attention-grabbing teaching strategies than those used in ESL instruction since EFL learners are not directly exposed to real-life learning experiences. There are various strategies and methodologies to apply to EFL classrooms. Movies, games and various engaging classroom activities can be used to develop linguistic abilities and inspire learners to acquire language without exerting effort. For example, musical activities, puzzles, Simon Says games, word games and so forth can be used to teach vocabulary. As students are exposed to the target language, they need to participate in interactive task-based exercises that help them expand their knowledge while making their experience fun. Besides, learners can develop their language skills by studying the target language's culture and literature thanks to engaging teaching methodologies, although they do not have the chance to use the language in real-life situations.

The aim of teaching English as a foreign language is to provide learners with the proficiency to use English fluently to communicate with people from different nationalities. According to the researcher of the "Teaching English as a Foreign Language: An Exploration of English Language Teaching Pedagogy" study, the importance of EFL instruction is stated in the following lines: "... Crystal maintains that in 'inner-circle' countries where English is spoken as a native language, there are

approximately 320-380 million native speakers of English. He explains that in outer circle countries where English has an official role, as in India and Singapore for example, there are roughly 150-300 million second language speakers of English. In ‘expanding circle’ countries, where English is used as a foreign language, there are as many as millions of learners of English. There are approximately 670 million people in the world today who have a native or native-like command of English. No other language has spread around the globe so extensively, making English a truly international language. Crystal estimates that well over a third of the world population were routinely exposed to English. The number of English users is developing at a faster rate as a language of international communication than as a language of intra-national communication. A more recent International Association of Teachers of English as a Foreign Language publication suggests that communication in English between non-native speakers now represents 80% of global English use.” (Suleiman, 2009, p. 22). The two main differences between instructors are another aspect of teaching English as a foreign language. EFL instruction is basically carried out by two main groups of instructors: the first group is teachers who speak English as their mother tongue. The second group is not those who learn English in childhood, but individuals who learn it as a foreign language. When countries like Turkey are taken as an example, the number of teachers whose mother tongue is English is much less than those whose mother tongue is not English. With globalization, rapid progress in ICT and English being spoken and learned by a large number of people, a significant difference can be seen between speaking English as a mother tongue and speaking it as a foreign language, which was a very important distinction in English language teaching until a while ago. While it used to be undisputed that native speakers of English were thought to teach the language better and become better teachers, many studies, especially in recent years, have questioned this assumption and have begun to reveal the important role of English-speaking teachers in language teaching. In addition, these two groups of teachers have both advantages and disadvantages at some points. This distinction may also cause non-native English speakers to face a disadvantage when employed. However, regardless of whether they speak English as a mother tongue or not, both groups of teachers have the ability to teach the language effectively.

2.2. Teaching Methodologies

Learners differ from each other when it comes to learning and acquiring a new language in terms of thinking styles, perceiving and learning. Which means teaching English is a complicated and long process that considers these differences as a necessity of the teaching process and tries to find and analyze them. According to Martinez's "Methods, Approaches and Techniques in English Language Teaching: from Past to Present" study, the need for more efficient techniques to teach English has influenced language teaching throughout history (Martínez, 1992, p. 44). A lot of research is being conducted to solve these critical problems in language teaching, and the field is still looking for new approaches to solve fundamental problems in classrooms. In order to find solutions to these obstacles, different kinds of teaching methods and techniques can be used during teaching. Several teaching approaches and methodologies have been tried and tested in the history of language teaching, with some becoming more common and successful than others. Instructors need to consider these concepts of teaching English as one of the most critical issues to be understood since it is a matter of reaching educational goals. These concepts can be used in order to help learners enhance their language comprehension skills.

As mentioned earlier, learners differ from the teaching staff in educational institutions and from each other in various ways. These differences may include their age, religion, nationality, socio-economic status or gender. Their perspectives, cultures, beliefs and personal characteristics may differ from each other as well. Principals and instructors of educational institutions must assure that all learners receive equal opportunities and there should not be inequality or discrimination based on the stated differences. Academic performance should be the main factor taken into account while assessing and evaluating the performance of learners. These essential factors will give rise to a positive classroom environment where learners can improve their academic success. Learners will be able to discover their own strengths and weaknesses, so they will have the chance to independently develop their language skills. Students' capacity to interact in the TL can be influenced by the activities that are preferred during the teaching process. Teachers' training programs are another significant aspect that affects the whole process. A well-educated and professional

English language teacher reveals the importance of this topic. In order to enhance students' learning experiences, instructors need to build an appropriate method of teaching and assist them in improving their strengths. The focus of this issue entails not only the need to create a comfortable and interactive learning environment but also the ability to provide opportunities for learners to participate in classroom activities. Thus, selecting proper learning methods to enhance and improve teaching activities plays a vital role in EFL instruction. The methodology should meet the needs of learners' personal expectations, be delivered in a constructive and optimistic way, and the learners should be aware of its intent. Instructors also need to consider whether the approach allows students to explore themselves during the teaching process. Praveen shares his views on this subject in the following quote:

There is a need for considerable amount of effort required to create an innovative approach for learning English. Nevertheless eclectic way of learning English speaking primarily involves the four skills. Several theories have been embraced more enthusiastically by EFL teachers for several years one of them is Gardner's theory of multiple intelligences is one of the major theories relevant to the present teaching methodology. Strategies and methods of instruction are included within the parameters of whole language learning and eclectic method of learning components. Weston defines that both have the same features as the personal and professional histories of the authors are different. (Praveen, 2013, p. 3)

In addition to various methodologies, learning a new language through any related content that cooperates with other educational programs can be seen as a content based instruction lesson. According to Jack C. Richards and Theodore S. Rodgers, the definition of content based language teaching is stated in the following lines: "Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (Richards & Rodgers, 2001, p. 204). The main purpose of content based instruction is to help learners improve both their language skills and their content knowledge by giving them access to real-world, relevant academic contexts. Learners are actively involved in learning a topic or subject whilst also improving their language skills. The topic or subject can be anything that captures their attention, from a complex scientific concept to their preferred literary works or even a current political event. Instead of using their first language to learn about various topics, they need to use the target language they are currently learning. This practice enables them to improve their linguistic competence in the TL. This method is believed to be a sustainable

approach to learning a new language and one that is closer to how individuals first learn their own native tongue. The concentration of the teaching activities needs to be on meaningful and relatable input rather than the structure of words or sentences in order to achieve the aim of improving linguistic skills. A lesson plan that is created with the principles of content-based instruction can increase the motivation and interest of language learners. They can use the language to accomplish a daily life related objective, which can increase their independence and self-assurance.

English has increasingly gained popularity and is commonly spoken everywhere around the globe. English is also studied as a foreign language in universities, schools and courses all around the world. Maria Dakowska, in her “Teaching English as a Foreign Language. A Guide for Professionals” study, states that: “If we know enough about human learning and communicative interactions, we should be able to recreate the conditions for foreign language learning in the school environment” (Dakowska, 2018, p. 264). In this context, an effective solution is required that takes into account all current strategies and methodologies in order to make English language learning more successful for learners from diverse ethnicities and countries. The eclectic method combines several different learning and teaching strategies. Since each theory has its own advantages and disadvantages, the eclectic method can be viewed as an optimal selection. Eclectic approach combines all of the current approaches and incorporates them into the teaching process while maximizing the benefits of each technique and methodology. The main purpose of it is to use all possible techniques and methods in various situations depending on the classroom setting. Eclectic Approach incorporates various language-teaching techniques based on the situation of the classroom and the learners' capacities. This method is effective for almost all types of learners, regardless of their ages or academic levels. There will be given detailed information about several approaches and methodologies in the following topics, including communicative language teaching and eclectic approach.

2.3. Communicative Language Teaching

The goal of Communicative Language Teaching approach, which emphasizes student interaction, is to foster communication skills rather than grammatical

knowledge. This approach of teaching languages is founded on the idea that in order to acquire the target language, a learner needs to practice using it to interact fluently with other people. Furthermore, communicative language teaching approach involves a set of categories that emphasize its origins and purposes. Savignon argues that the foundation of communicative approach comes from a multidimensional strategy that at the very least integrates sociology, linguistics, psychology and academic research. The creation and application of approaches and programs that encourage the acquisition of functional language skills through learners' involvement in communicative activities has been the main focus. Recognizing language acquisition as a social and cultural issue is essential to communicative language teaching. Language policy and language instruction go hand in hand. Numerous sociopolitical situations necessitate not only a different set of language-learning objectives but also a diverse set of teaching methodologies when viewed from a multicultural and global perspective (Savignon, 2002, p. 18). Trainees who are learning English as a foreign or a second language are encouraged to use English by their instructors who apply the CLT strategy. Instructors may use motivating and engaging activities to communicate while carrying out relevant responsibilities to encourage authentic language production. The purpose and technique of English as a Foreign Language education in terms of communicative language teaching is to ensure the active involvement of learners. The majority of the conversation takes place between learners in a language training classroom that applies the CLT approach. Instead of paying too much attention to the instructors' lectures, CLT allows learners to freely and actively engage in conversations in the target language with their classmates. Instructors are expected to allow and motivate learners to communicate with their classmates while providing less direct correction. The purpose of intensive speaking activities taking place during the learning process is to let learners speak English without worrying about feeling weird or making a mistake while they are learning the target language.

The concept of applying CLT approach incorporates writing, speaking and reading, among its several other aspects. Instructors can, for example, advise learners to watch a movie and then write a few sentences related to a summary of the relevant activity afterward. Following that, learners will read each other's comments and share their reactions to the activity. This makes it possible to practice key skills and tasks at

the same time, which improves learners' capacity for effective interpersonal communication. Additionally, communicative language teaching incorporates group work for tasks, fostering cooperation in the language learning contexts. Learners can study, exercise and grasp content without feeling alone while learning the target language by working in groups. When learners cooperate, they frequently feel more at ease working on their communication skills than on their grammatical errors. With the opportunity to collaborate and learn from each other, this technique makes sure that learners are moving toward fluency in the target language. Technological advancements and resources are also employed in the CLT for a customized learning model. Through CLT, instructors can customize teaching activities to better suit the requirements of their learners since every individual learns in different ways and has various interests. Learners may prefer discussing games or fashion, for instance. This way, instructors can encourage them to do so through a variety of activities, including role-playing real-world situations, group discussions, or pair discussions, along with other exercises that foster cooperation. In his *Communicative Language Teaching Today* book, Jack C. Richards focuses on current issues in communicative language teaching along with the several learning outcomes of this approach in the following quote:

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows: Activities focusing on fluency. Reflect natural use of language. Focus on achieving communication. Require meaningful use of language. Require the use of communication strategies. Produce language that may not be predictable. Seek to link language use to context. Activities focusing on accuracy. Reflect classroom use of language. Focus on the formation of correct examples of language. Practice language out of context. Practice small samples of language. Do not require meaningful communication. Control choice of language. (Richards, 2006, p. 14)

Almost every actively working teacher and teacher candidate who is studying in teacher training programs at an undergraduate degree can recall information gap activity when it comes to examining the details of the communicative language teaching approach. The concept of information gap activity is actually regarded as one of the key factors to interaction in CLT approach. This activity is meant to

emphasize the point that in actual interactions, individuals usually communicate in order to obtain knowledge they do not already have. The necessary factors for performing this activity exist in this situation. When learners engage their communicative and language skills to gather information instead of just practicing linguistic elements for their personal enrichment, more realistic and meaningful conversation is likely to take place in the classroom. Learners will have the chance to use the language, vocabulary and structure aspects in a combined way to accomplish an information gap activity in this way.

2.4. Eclectic Approach

Methods and approaches for teaching a foreign language keep evolving in order to provide the best educational process and meet the demands of learners. Many attempts have been made throughout the history of language learning to determine the most successful methods for teaching language. Several language teaching methods have been used since the first traces of Grammar Translation Method can be found. Despite being a goal-oriented approach, it has been criticized for its limits on speaking and listening activities. Later on, Direct Method and Audio-lingual approaches emerged for several reasons and purposes, like training military personnel. The development of various methods kept going until Communicative Language Teaching method came out in the 1980s. Tabassum states that: “the Communicative Approach focuses on fluency at the expense of grammar rules and drills. Nevertheless, to remedy the imperfections of these approaches and to benefit from their strengths, there is need for a holistic, pluralistic and comprehensive approach” (Tabassum, 2018, p. 139). In certain situations, Communicative Language Teaching is considered restrictive and obsolete since language education methods and approaches cannot be dictated. Instructors also need to be motivated to function well in a changing atmosphere.

Each of the existing teaching approaches has its own set of advantages and disadvantages. The advantages of the eclectic approach outweigh the disadvantages of using only one methodology, because single methodologies can be regarded as being narrow due to their limited concepts and range of activities. The theory of eclecticism was created given that none of the earlier methodologies could be employed successfully in an isolated way from other techniques. In the classroom,

there was merely an effective language instruction approach that covered every aspect. Hence, the eclectic teaching method arose, which can be considered to be one of the key strategies for language education. By using eclectic approach, instructors can freely choose content that functions successfully during their classes within changing environments and situations. Additionally, a range of language teaching exercises can be used during class time. Although most activities have separate features and functionalities, they may be able to motivate learners that are different from each other. This approach is preferable since it does not depend on a particular teaching style or technique. It is also based on a broad conceptual perspective and includes a wide variety of activities.

When considering approaches as the supporters and enhancers of learning processes, it can be inferred that instructors should focus their attention on assisting students in their learning, not on following the rules of the methodologies. The aim of instruction is ultimately for students to learn and understand the subject. As aforementioned in the teaching methodologies section, learners differ from each other. Because learners differ and have different preferences, instructors should consider learner characteristics when selecting instructional methodologies. Methodologies should adapt to meet the requirements of the students rather than the students adapting to meet the expectations of the methodologies. It is a well-known fact that every methodology offers guidelines and recommendations for how instructors should train students and what teaching and learning necessarily involve. The issue is that the recommendations offered by various approaches are rather generalizations that fail to take into account the actual variations between classrooms and learning environments. As aforementioned earlier, instructors are able to choose among a wide variety of resources and approaches within the scope of an eclectic concept rather than being constrained by the recommendations of a certain method.

2.5. The Theory of Multiple Intelligences

The language education process requires a multidisciplinary approach that includes several perspectives in order to maintain a successful level. When we consider language as a living phenomenon, it is important to keep in mind that it is always possible to forget earlier learning. Maintaining earnings in a cumulative way

necessitates a broad approach that will be able to have an impact on different preferences and learning styles of learners. Learners were recognized and educated in earlier academic settings as having the same characteristics and intelligences. However, one of the notable improvements in teaching occurred in the latter decades of the twentieth century. According to Howard Gardner's multiple intelligences theory, there are eight different intelligence types that distinguish learners from each other. This theory suggests that the language teaching process needs to be linked with various disciplines, including literature, art, music or physical activities, because the intelligence types of learners can be different from one another. Multiple intelligences theory can be an effective and sustainable language learning approach. Thomas Armstrong approaches this theory from a particular perspective in the following quote:

Each person possesses all eight intelligences. MI theory is not a "type theory" for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences. Of course, the eight intelligences function together in ways unique to each person. Some people appear to possess extremely high levels of functioning in all or most of the eight intelligences for example, German poet-statesman-scientist-naturalist-philosopher Johann Wolfgang von Goethe. Other people, such as certain severely impaired individuals in institutions for the developmentally disabled, appear to lack all but the most rudimentary aspects of the intelligences. Most of us fall somewhere in between these two poles-being highly developed in some intelligences, modestly developed in others, and relatively underdeveloped in the rest. (Armstrong, 2009, p. 15)

The trend fostered by the Multiple Intelligences theory gave rise to a different point of view in perceiving and recognizing learners' personality traits and different learning styles. Multiple intelligences theory supports this concept, suggesting that a learner's thinking style is pluralistic instead of homogeneous and that learners will develop more swiftly on almost any topic if they are given the chance to use their personal strengths to obtain the required information. From this perspective, Multiple Intelligences Theory is viewed as a methodology that can assist instructors in realizing and identifying the multidimensional character of learners and addressing different learning styles. It gives instructors the ability to set up several scenarios that provide students with various opportunities to engage with content and improve cognitive processing. Multiple Intelligences Theory is additionally claimed to be a useful instrument for lesson preparation that can make language teaching activities more appealing and motivating. According to the concept of Multiple Intelligences, humans are versatile individuals who must train not only their mental skills but also their

creative, spiritual and physical capabilities. When considering a wider perspective, it is incorrect to think of language acquisition as solely a cognitive process, and it may have an adverse effect on educational and social implications. The emotional and cognitive terms are actually hard to distinguish from one another. Words reflect feelings and emotions, which have an impact on language. A learner's personality is composed of a wide range of behavioral factors that are found inside the emotional area. Therefore, major factors such as confidence, self-awareness, tolerance, motivation, fear and worrying are taken into account to have an influence on language comprehension.

Multiple Intelligences Theory is a progressive concept that views intelligence as adaptable and adjustable. Earlier considerations of intellectual capacity are rooted in the belief that the overall ability of intelligence is an inherent talent that does not evolve with time, while the Multiple Intelligences theory claims that there are different kinds of intelligence and they advance with time, experience and education. This theory can be viewed as a response to former biological perspectives that push learners to consider intelligence as unchangeable and may lead them to believe that making further effort to achieve academic aims is impossible. Language training activities can be created around various kinds of intelligences, according to subject matter theory. For example, applying this theory to lesson plans has a number of effects on how teachers should train students in the classroom. According to this concept, each of the eight intelligences is necessary for productive social interaction. The verbal-linguistic, the logical-mathematical, the musical, the spatial-visual, the bodily-kinesthetic, the naturalistic, the interpersonal and the intrapersonal intelligences are the eight different types of comprehensive categories of the theory, as Thomas Armstrong mentioned in his *Multiple Intelligences in the Classroom* book (Armstrong, 2009, pp. 6-7). Thus, instructors should consider and value each learner's intelligence equally. The training and implementation of mathematical and verbal intelligence types are often highly prioritized in older educational systems, which stands in opposition to the current educational model. The current educational model focuses on the overall development of students from a multidimensional perspective, including their cognitive and physical development. For this reason, it is of great

importance to give due importance to the different types of intelligence that learners have and to help their individual development in this respect.

2.6. Instrumental and Integrative Motivation in Foreign Language Learning

One's personal space is where one finds their motivation. Nobody else can influence or alter the existence of an individual's motivation since it is based on their mentality. According to the motivational aspect, motivation is a drive towards personal aims that can be independent, oppositional, or friendly. It is believed that motivation is a form of willingness that reveals why students choose to work harder and how far they are eager to engage in learning activities. Every learner is motivated differently, and until each of them makes the decision to improve it, no one can shift it on their behalf. When studying to acquire a foreign or second language is the objective, motivation, an already complicated issue, becomes even more complicated. Studying a foreign language is significantly distinct from studying other academic concepts since it takes into account a variety of factors, including cultural factors that completely influence how a language is learned. Hence, the importance of psychological factors, particularly motivation, increases. When it comes to considering motivation in terms of language learning, it is divided into two categories: instrumental motivation and integrative motivation. Learners studying English as a foreign language or as a second language are motivated by one of these categories even if they are not aware of them. They learn new languages for a variety of reasons. Some do so for career advancement, while others do so because they have a personal connection to the culture and its language.

As aforementioned in the teaching English as a foreign language section at the beginning of the second chapter, learners frequently regard language instruction as just a little more than an academic requirement for a degree. However, EFL instructors and integratively motivated learners are commonly aware of the professional and personal benefits that language competence can provide. An extra payment or enrolling in a university are two examples of general purposes why students with just an instrumental motivation would desire to learn a new language. The goal of achieving language competence for a university degree is a common instrumental

motivation for most undergraduate L2 learners. Even those learners who consider the language teaching process boring will study it in order to get a high score on tests since they know how crucial it will be for their professional life. Instrumental motivation is achieved since it has advantageous effects in the long run. On the other hand, students with integrative motivation are those who wish to acquire a language in order to thoroughly comprehend and connect with the native speakers of the target language. Integrative motivation has been identified as a powerful driver of effective language training in an intellectual aspect. Some learners are integratively motivated to do their best in exploring other cultures and traditions as they understand the value of being world citizens. In addition, several learners find mastering a new language both enjoyable and beneficial to their future. They are driven by both instrumental and integrative motivation types. In the next section, the subject of teacher motivation, which is as important as the motivation of the students, will be discussed.

2.7. The Importance of EFL Teachers' Motivation

The building blocks of a good education are the educational institutions that provide the academic support necessary for everyone's life. Every academic institution plays a special role in helping students develop their ideals, prepare for the hardships of life, learn how to use their rights and live in the global world, and be productive and respectable members of their communities. This important issue indicates that in order to accomplish learning goals, instructors must not only be experts in the subject field they are teaching but also reflect the kind of character that will make them an exemplary role model for their learners. So, in order to accomplish the task as effectively as possible, instructors need to optimize their efficiency. Instructors, on the other hand, need to be capable of constructive leadership skills. They generally put these skills into practice and serve as guides to the students in the classroom. Teachers' responsibilities in the classroom go beyond simply teaching academic knowledge to the students. However, they must take on a leadership role, manage activities and exercises, organize resources, keep the discipline and properly guide the students towards accomplishing their personal and professional goals. In some cases, learners sometimes also ask educators for advice on their personal lives.

Teachers should demonstrate leadership qualities and assist learners in overcoming challenges, especially when it comes to achieving their educational targets.

Teachers' motivation is correlated with the challenging duties and expectations of reaching educational targets; therefore, positive visions will inspire teacher activity. It is also essential for instructors to maintain their level of motivation during classes. Teachers can be considered the key figures that have a significant impact on students' education and the future of educational studies. Their motivation effects both learners and lesson time in various ways. They are undoubtedly the most influential group of experts for the years ahead. Motivation plays a vital role in supporting teachers once they face any hardships during both lesson time and outside of school. In order to strengthen the quality and sustainability of education, teachers need to be motivated to accomplish their job. Their lack of enthusiasm has a direct negative impact on their ability to collaborate productively with learners, limiting their ability to advance professionally. Motivation is a mental phenomenon that is crucial to academic performance and has a significant impact on the quality of both learners' and instructors' performance. Learners are able to perform and react in a motivated way thanks to their instructor's level of motivation and encouragement, which makes them feel self-reliant. In the next section, strategies that can increase the success rate of the language learning process will be discussed.

2.8. Language Learning Strategies

Education and learning can be considered as a life-long process that continues to develop day by day thanks to some basic strategies. As people differ from each other in terms of various aspects, such as cognitive skills, educational level and readiness level, it is important to orient learners to appropriate strategies. Learning strategies can be used both in an academic subject and for language learning. Learning strategies improve the learning process way much more efficiently and easily for one's progress. It is therefore important to research and find suitable learning environments and strategies for better academic success. Besides, they play a vital role in providing learners with the chance to successfully acquire a foreign language. Language learning strategies include intentional, scheduled actions to achieve a

specific purpose, and the use of these strategies is dependent upon the activity being implemented. Chamot states that: “Learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the strategy to conscious awareness. Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners” (Chamot, 2005, p. 112). Language learning strategies are commonly used in real-life scenarios to analyze, retain, acquire and apply new knowledge. These practices are also used by learners to improve their sense of independence, self-esteem and self-control when studying foreign languages. Moreover, learning strategies involve a set of cognitive abilities that may be fostered, enabling students to enhance their learning process in their particular style.

2.9. The Four Skills of Language Learning

When it comes to speaking the target language fluently, having a strong foundation in all four fundamental skills is critical for improving language comprehension. Furthermore, since the English language holds a great deal of importance in today's world and is used in many different environments, one who lacks proficiency in any four language skills will be greatly limited in their educational life and career prospects. The basic skills of a language can be divided into four, although new research by the Common European Framework of Reference (CEFR) shows that these skills consist of five elements. According to CEFR's definition of five skills, speaking skills are divided into two different parts: spoken interaction and spoken production, to focus on both the production and listening ability of a learner while speaking in the target language (Europe, 2020, p. 59). Instead of focusing on the details of two different speaking skills, in this part of this study

there will be given a short overview of four basic language skills, including reading, listening, speaking and writing. These four basic language skills can be described under two main topics: receptive skills and productive skills. The receptive category includes reading and listening skills, while the productive skills include speaking and writing. According to the study conducted by Lorena Manaj Sadiku, importance of four basic skills is emphasized in the following quote:

Teachers should set high standards for an ESL classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively. (Sadiku, 2015, p. 29)

Four basic language skills need to be developed simultaneously, although their acquisition process is usually uneven. Listening skills are relatively more challenging for learners than reading and, as output skills, speaking and writing can be seen as difficult skills to practice. For instance, learners might not recognize familiar words or sentences that they have already seen in written form while they are listening. Besides, learners can figure out the meaning of a piece of writing but cannot comprehend it or use it effectively. Thus, it's essential to look into the strong connection between four language skills with the aim of understanding the proper combination ways among them. Combining the basic four skills, including speaking, listening and reading with writing can help students become better writers, authors, presenters and music lovers so they can communicate competently. These abilities must be gradually mastered. For example, instructors should progressively expose learners to more difficult tasks and materials. The following sections will focus on two different categories of language skills: receptive and productive skills.

2.9.1. Receptive Skills

Listening and reading can be considered as two primary components of receptive skills. They help learners with the acquisition, comprehension and processing of knowledge. The formation of words, phrases, sentences and essays

occurs when speaking and writing, so receptive skills are frequently overshadowed by those activities. Nevertheless, improving listening and reading skills is essential for enhancing capabilities like having an intellectual mind, logical reasoning, and comprehension of the connection between linguistic features and notions. It can be difficult to develop receptive skills, especially when speaking with a fluent speaker of the target language. Although starting a conversation can be done quite easily, keeping one going presents more difficulties. In the same way, reading becomes difficult if the terminology or structure is overcomplicated. The main distinction between reading and listening skills is that when learners are engaged with a written text on a page, they receive far more support. While listening, there is no simple way to go back and check the message again after the phrase has ended, compared to a reading activity. Receptive skills allow students to better understand and grasp the role of the receiver, while productive skills create the opportunity to convey personal ideas and express themselves in real-life situations in the target language community.

In addition, being exposed to the target language can be considered as one of the most effective techniques to develop receptive skills, whether it is from a course book or an authentic literary work. For instance, media such as movies, audio recordings and novels are excellent resources for expanding vocabulary while also encouraging active learning. In a research paper published in 2018, Sreena and Ilankumaran state the importance of both receptive and productive skills as integral parts of each other. Course books that are customized for ESL learners can offer a basic learning activity, but realistic and captivating resources like a masterpiece of art can provide learners with the usage of real-life language (Sreena & Ilankumaran, 2018, p. 670). Nevertheless, authentic resources might make learners feel uninspired if they aren't suitably evaluated or relevant to their areas of interest. For this reason, cultural relevance is a crucial factor for instructors to take into account when selecting content that is neither too easy nor too challenging. In the following section, information will be given about productive skills, which are another category of the four basic language skills.

2.9.2. Productive Skills

Communicating and comprehending in a foreign or second language not only depends on understanding any given input such as written texts or audible materials, but also requires one to produce and actively use the target language in any context. Productive skills are basically comprised of writing and speaking skills that can also be identified as active skills. Speaking and writing fluently are crucial because they provide instructors with observable clues about a language learner's acquisition process. The more accurate and fluent a speaker or writer produces, the more evidence of improvement can be seen in the language acquisition process. Additionally, as verbal and written interaction are common language skills being used by everyone in daily life, it is crucial to improve productive skills. People commonly need to express themselves by sharing ideas in the everyday world. In some cases, they might also need to write things down, compose texts, essays, or messages and convey their opinions by speaking up. Speaking skills especially motivate and increase learners' self-confidence, which makes them feel the achievement emotion. In this way, it becomes easier for learners to reach a better point in the target language.

Productive skills are crucial because language acquisition requires that learners write and speak clearly. By listening to dialogues, songs, movies and recordings as well as by reading novels, stories, journals and other written texts aloud, the basic four skills of a learner start to make progress. As mentioned earlier, basic productive skills are considered essential because they let students practice real-world tasks during the lesson, and they can also enhance daily interactions, particularly in a different cultural environment. To communicate more easily, one needs to at least have a relatively basic understanding of how sentences are put together in the target language. Productive skills, on the other hand, enable learners to freely communicate and meet with people from the target language community as a result of technological advancements, social media, and mobile applications. When an idea needs to be composed, a speech needs to be given or instructions need to be followed, productive and receptive skills go with and fulfill one another in every possible aspect. Instead of relying just on one specific skill and expecting to apply that competence in every circumstance, learners need to be able to use the target language in a variety of contexts. In this regard, it is essential to ensure the participation of learners in activities

prepared within the framework of contexts adapted from daily life. Both receptive and productive skills are equally required to achieve effective communication. Since one cannot construct sentences or effectively convey messages about a particular topic without productive skills, improving them is an integral part of learning a language.

2.10. Teaching English Language to Young Learners

Despite on-going debates about the most efficient age for learning a new language, it is an undeniable fact that learning English at an early age is easier and more permanent. Learning a new language requires plenty of practice and a clear mind that will focus on the learning process. Thus, young learners are more capable when it comes to learning new things. According to Gürsoy's "The Critical Period Hypothesis Revisited: The Implications for Current Foreign Language Teaching to Young Learners" study, the critical period hypothesis claims that there is a certain period of time that allows one to fully comprehend when learning a new language (Gürsoy, 2011, p. 759). This time ranges from infancy until adolescence. CPH also claims that adult learners may also learn and speak a new language, but they might not be able to comprehend fluently in the TL as young learners do. It is an undeniable fact that learning an L2 and the language acquisition process evolve into more effortful and harder work as one gets older. According to the acquisition hypothesis, grown-ups are not able to learn English as well as adolescents do due to environmental and inner variables. Although the critical period hypothesis has significance for instructors and educational institutions, it is not widely accepted. Besides, a young learner is required to be provided with care and assistance in his or her social environment, enriching their communicative environments and stimulating their physical and mental development. Increasing their sense of love and safety enhances their cultural and social development and provides them with the self-assurance to encourage and make the most of learning opportunities. If they don't get positive, supportive motivation during their developmental years, they might end up adapting to any kind of unpleasant experience they face, and that can have long-term negative impacts.

Since education begins the day a person is born and it continues during their whole lifetime, it is always possible to learn new things and a new language. However,

an early start to language learning has various benefits. At a young age, people are capable of developing and learning rapidly. Hence, YL can be considered the owner of effective advantages. Young learners build instinctive capability because they can depend on the inherent process of acquisition and learn languages more easily, particularly the sound system of a language in the first place. They are surely more capable of picking up the patterns and sounds of the language they are being taught, and that paves the way for good pronunciation ability. Young learners are also more instinctive and less nervous than older learners and they have a relatively lower emotional filter. Additionally, young learners have more time to engage in learning the target language and a higher potential to be aware of intercultural sensitivities. They will also benefit from the long-term advantages of starting early that will help them get better in time, according to the teacher trainers in the study of “Teaching English to Young Learners: Through the Eyes of EFL” (Gürsoy, Atak Damar, & Çelik Korkmaz, 2013, p. 103). Young learners, on the other hand, have short attention spans, which means they have to engage in various activities during a lesson to maintain their attention.

2.11. The Relationship between Language and Culture

The meanings and connotations of a specific language reflect the culture of a specific community. Language inherently includes meanings and references that go beyond its own limits. Communicating fluently and in an understandable way with a language demands the culture that serves as its philosophical basis. Also, because of their close relationship, individuals could not perceive a culture without being exposed to its language. A specific language gives several insights into the culture of that specific community in many ways, such as traditions, habits, customs and values. Hence, learning a new language involves not only learning the phonetics, semantics, grammatical structures and syntax, but also learning about social behavior and cultural values. That's why clear and direct references to the culture should always be included in language teaching and learning. According to *Studies in Language Learning; an Interdisciplinary Review of Language Acquisition; Special Issue on Language and Culture* book, it can be stated that the difference between an EFL course and a cultural course is that the former can employ literary works as examples of cultural patterns,

while the latter can and should incorporate cultural elements whenever appropriate to clarify meanings that might not be obvious to those who are not familiar with the culture. To put it another way, cultural elements should be seen as an essential tool for teaching a literature course and a language course, but they shouldn't interfere with the study of literary works as fiction (Marchand, 1979, p. 83). A particular society is brought together by culture and language, yet these factors also allow for self-expression and free thinking, which gives each individual a distinctive characteristic. Language allows individuals to spread cultural elements around the world thanks to globalization, cultural blending, and intercultural awareness. Additionally, it is an undeniable fact that learners' perspectives about the target culture, its language and literature, as well as the learning environment in which they participate, appear to be an essential element that may affect their failure or accomplishment, particularly in an EFL classroom.

Language and culture both play vital roles in determining and developing one's personality. Culture instructs individuals' social behavior and influences their moral values. Additionally, it gets one closer to people who share their interests, strengthening a sense of belonging and connection to society. Meanwhile, language functions as a medium of communication through which people can represent their cultural identity. In fact, language can be seen as a vehicle by which cultural and national beliefs and values are transferred. Moreover, language and culture offer everyone a window into history and help them form their opinions. Core factors of culture shape the way people think, communicate and connect with those around them. The same can be said for how language affects the way people think. It also needs to be emphasized that both culture and language change and develop continuously day by day. Learning a new language can be considerably enhanced and assisted by having a thorough grasp of the target language's culture. The cultures of the selected nationalities need to be studied if a learner intends on learning foreign languages. A language can be learned faster and more efficiently once learners are more familiar with its cultural roots. Due to a cultural structure, it contains many elements such as the lifestyle, clothing style, traditions and norms of the society to which it belongs. In the following lines, Kövecses emphasizes the inseparable bond between language and culture:

Language, on this view, consists of a set of linguistic signs, that is, pairings of form and meaning (which can range from simple morphemes to complex syntactic constructions). Learning a language means the learning of such linguistic signs. Thus, language can be regarded as a repository of meanings stored in the form of linguistic signs shared by members of a culture. This lends language a historical role in stabilizing and preserving a culture. This function becomes especially important in the case of endangered languages and it often explains why minorities insist on their language rights. (Kövecses, 2010, p. 341)

In addition, non-verbal messages such as gestures, body language, intonations and facial expressions that are used during any kind of communication are known as paralanguage. There are certain variations in the paralanguage based on where one was raised. The behaviors, facial expressions and speech patterns of other people around them are generally acquired by them. In one culture, nonverbal cues that indicate disagreement might be regarded as friendly in another. Because of this, using nonverbal messages during conversation might lead to misunderstandings between different cultures. Since many of our ideas and words are sent through paralanguage, human communication is relatively complicated. If the wider cultural context is not taken into consideration, interaction with individuals from other communities or nationalities is vulnerable to the possibility of misunderstanding because these additional communication perspectives are special to a unique culture. Living in a specific society, people subconsciously learn how to apply facial expressions, gestures, minor adjustments in the tone of voice and other additional communication methods to enhance or strengthen what they do and say. Over a long period of time, mainly through observation and imitation, people master these sociocultural practices. Linguistic and cultural richness are valuable in the modern era. Globalization of cultures can lead to a rise in linguistic diversity, cultural exchange and tourism. One becomes more knowledgeable of numerous cultures and peoples' perspectives the more languages they study. However, if more widespread and influential cultures manage to seize the attention of the people, any smaller communities might be assimilated. Cultural heritage is of great importance for the continuity and permanence of a nation because nations that lost their language and culture have been erased from history. Therefore, it is important for minority communities to preserve and communicate their cultural and national uniqueness. Since the link between culture and language is a very important issue, the following section will cover this issue in more depth in terms of intercultural communication.

2.12. Intercultural Communication

It is an obvious fact that both visible and invisible elements of culture have an impact on how individuals think and behave in both verbal and nonverbal ways. These factors influence how individuals foresee and understand the language and facial expressions of others during face-to-face communication. As Nelson Mandela said, “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” (Blessinger & Enakhs, 2020, p. 204). There are relevant individual examples as culture influences people's behavior and how they perceive the behavior of others. For instance, various types of gestures might show positive intentions in a specific community, while the same sort of gestures might be perceived as offensive and inappropriate in another culture. The analysis and exercise of communication among different cultural settings is known as intercultural communication. It stands for both local cultural differences like those based on race and gender in the same country and global cultural variations like those based on different nationalities. Intercultural communication is a method of interacting with people from different communities that emphasizes understanding and respecting cultural differences; seeks multicultural education as opposed to simple cultural integration; and encourages the growth of intercultural sensitivity in both organizations and individuals to enable empathic comprehension and proficient action collaboration among different cultures.

Physical boundaries can be seen as a barrier that separates people in certain areas. These boundaries not only separate areas but also create cultural boundaries that create different communities and societies. Every person is a member of a community within its boundaries. People interact with one another differently inside a boundary than they do outside of it. The differences generally include many types of agreements on understanding and behavior, regardless of whether they also use a separate language or terminology. When two groups are separated by a cultural boundary, there is likely to be more exchange of information and cooperation required. Reading allows learners to write better, which enhances their ability to communicate in a broad sense. It also appears to apply to oral communication as well as written communication. Whether in a daily life situation or an intercultural context, effective interaction is essential in every aspect of life. Early introduction to literature

enables people to start communicating effectively at earlier ages. Thus, literature can assist people in developing intercultural competence.

As communication refers to the cooperative expression of meaning and culture refers to the coherence of meaning and behavioral aspects within a group, intercultural communication can be viewed as constructing social relationships between cultures. Thus, intercultural communication is the process of perceiving and gaining a deeper understanding between people of different nationalities and backgrounds. Lustig & Koester define intercultural competence in the following quote: "Intercultural communication is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings" (Lustig & Koester, 1999, p. 78). Even if there is no assurance that individuals will accept the contrasts they come across during this process, it is unquestionably a sign of effective communication when individuals make an effort to recognize and respect each other's ideas without prejudice. Therefore, intercultural communication provides opportunities that allow one to see equal humanism and uniqueness in those who do not belong to one's own community. Specific sorts of conditions, such as teaching in culturally heterogeneous schools, delivering public assistance in diverse societies, traveling for vacation or business and studying abroad, are the most common purposes of improving intercultural communication. In certain situations, foreigners need to understand differences between cultures that affect daily communication, anticipate possible misunderstandings caused by those variations and adjust their attitudes as needed to engage in the interaction appropriately. The ability to notice differences between cultures that affect communication is essential to intercultural communication. The undeniable effects and benefits of technology on education will be covered in the following section.

2.13. The Impact of Technology on Education

In today's world, technology is considered to be one of the most significant factors that show whether a nation is well-developed or not. Today's technology is actually a vital part of every human's life. It is regarded as the cornerstone of strong economic growth, too. In the current environment, a technologically underdeveloped economy cannot even survive. This is due to how much faster and simpler technology

has made human life. Every conceivable field is affected by technology and education can be thought of as one of them. The usage of modern technological tools and resources boosts students' learning and active involvement during lesson time. The way students use technology today, as well as the impact of technology on their education, are extremely important. They can also have a much more engaging and exciting learning experience with the help of technology. Information is effectively transferred in a very simple and convenient way. It is critically vital for instructors to be conscious of the advantages of web-based technologies in order to use them successfully in the process of transmitting both conceptual and functional knowledge to learners in an era where being virtually proficient is no longer a preference but a necessity. As a result, educators need to be able to foster conditions that effectively encourage the productive application of new technologies in the classroom, especially in the learning of languages, as this subject area has long been perceived to be consistent with the evolving steps in the era of information technologies. This factor indicates that, in every area of life, including learning and teaching a new language, learners' minds tend to function more successfully when supported by technological advances. The dependence on technological innovations in every academic degree that ultimately makes the education process a smooth and simple journey is simply inevitable.

The Covid-19 pandemic has literally changed the way people live and make decisions about their lives since it affected almost every individual all around the world in different ways. The internet and technological advancements have made it possible to continue educational activities. If it weren't for the internet, millions of students would have to deal with an enormous achievement gap because of contagious disease. Instructors can use distance education as a strong teaching tool by incorporating it into current educational programs rather than using it only as a crisis management plan. Over the past years, the value and significance of the internet have increased tremendously. According to Alemi's research on this field, it can be stated that the significance of technological developments in the field of education cannot be underestimated at this point. The employment of current technology in various forms for basic EFL teaching and learning has progressively become a common procedure throughout the world as a result of the new generation of students having

grown up in a technological and modern era. Moreover, it is undeniably true that technology appears to be crucial to the growth and advancement of our society. Utilizing cutting-edge technologies to aid in the process of English language instruction seems necessary and expected. Machines, robots, smart devices, and Information and Communications Technologies have all been employed in order to improve language teaching and learning in schools. It is obvious that learners aiming to learn and improve their language skills need additional linguistic support. They need to actively participate and practice the basic four skills of the target language if they want to increase their knowledge, abilities, and competence (Alemi, 2016, pp. 13-14). It is crucial to use a variety of tools and approaches that can effectively help students learn the English language in order to fulfill these responsibilities. Utilizing ICT in order to teach and learn the English language can enhance the acquisition process. The internet can be thought of as a great privilege for learners, despite the dangers of cybercrime and other issues. The internet is a component of practically everything people use today. It is basically available everywhere, including phones, computers, televisions and many other devices. Learners who can use the internet will find incredible ease of access to various courses, learning aids, and other resources that will help them learn and succeed in academic life. Learners will be capable of acquiring and analyzing further skills needed for research activities that strengthen their cognitive skills and foster a spirit of teamwork if they are correctly inspired to use online services, social media platforms, technological devices and similar alternatives. Robert L. Moore states his opinions about distance educational courses in today's world and emphasizes the importance of them in the following lines:

Online education is a double-edged sword. It provides an opportunity, unparalleled in the history of education, for students to learn at a distance and on their own schedules. That opportunity can come at a large price, however, with the feeling of isolation. If the online course design has been structured in such a way as to allow students asynchronous access to course material, then this can make students feel as if they are learning the material on their own without the benefits of the shared experiences of their peers. For example, the first day of a traditional higher education course typically acts as an orientation, involving some type of icebreaker activity that allows for students and instructors to get to know one another. Instructors seek to find out more about students' personalities and their experiences in other courses. Students attempt to learn more about their classmates and discover common interests. The instructor goes over the course requirements and reviews the course syllabus. The intention is to let students know what it will take to be successful in the course. For many distance education programs this type of first day orientation is not possible. (Moore, 2014, p. 21)

Distance education is currently a very major factor as a result of the Covid-19 pandemic. People are interested in participating in distance education courses for learning and training purposes. Schools, universities and other institutions use web-based education programs and a variety of tools to provide remarkable online lessons. As it gains increasing acceptance and recognition, this idea will gain more ground. Learners who work and seek modular and dynamic study options are more engaged with the online course environment than other groups of learners. Technology has transformed education from being immobile and passive to becoming participatory and active. Both academic and professional environments require decent training and good education. Education, in today's world, is designed to spark learners' curiosity. Using technology can improve students' understanding and memory of subjects in either situation. Technology makes educational materials and resources available around-the-clock. Using a technological device, classes can be taken completely online. Hybrid learning methods, on the other hand, blend the use of technological capabilities from any location with routine in-person classroom instruction. According to researchers of "The Hybrid Learning Model – A Framework for Teaching and Learning Practice" study, it can be stated that hybrid learning methods can act as a motivating factor for spotting opportunities, materials and technologies for evolving and enhancing practice, such as formalizing learning design procedures, revising or changing current procedures, and providing artifacts to encourage discussions among instructors and among learners (Alan, Murphy, Aine, & Vilinda, 2008). Both alternatives allow customization of learning programs for individual students using technology. Lessons can be developed by instructors using the interests and skills of their participants. Additionally, learners can study according to their personal schedule. Learners can access the instructional videos if they wish to repeat the content they've learned in the classroom to better comprehend key ideas. Thanks to the data obtained by these online interactions, instructors are able to identify which learners had difficulty in particular courses and provide further help and guidance. All these opportunities not only reveal the positive effects of technology on education but also show how important they are now.

CHAPTER III

3. ARGUMENTATIONS

As an English Language Teacher who is actively working in a secondary school, the researcher thinks applying literature to the English language teaching classroom as a resource can make the teaching process more fun for learners and help them explore not only the language but also the target language's culture. It will easily attract the learners' attention, encouraging them to work harder to accomplish the target. One of the most efficient ways of motivating students to learn English is to use literature as a strategy. Learners who are eager to explore English literature along with its cultural aspects can acquire the English language in a much more effective and permanent way. Learners are introduced to a new and exciting world that contains plenty of new cultures, activities, destinations, experiences and different issues through literature, which motivates them to read. It is indeed an opportunity to learn much more about the world we are living in because authors are able to reflect on their characters' lives in a literal manner. Encouraging learners to analyze, examine and explore literature may offer up new worlds of opportunity. Reading not only allows students to develop a broad vocabulary, but it also helps them develop excellent conceptual understanding. Literature provides learners with a rich language that gives rise to the development and discovery of great skills and expressions, assists in the discovery of a new personality, and develops a brilliant writing ability. Communication and comprehension abilities grow significantly when learners have a broad vocabulary.

Literature can be defined as the historical and cultural knowledge of a society from generation to generation and language can be referred to as the source of communication. This means literature can be the identity of any culture that can be analyzed through the use of a language. Learning literature does have a very positive impact on language acquisition, so they cannot be divided. Reading and analyzing a book, a poem, or a novel in the target language will help students to understand the community of that language. A reader can learn about the various dialects of a language by reading a work of literature composed in that language. Literature's

importance derives largely from its potential to extend learners' sociolinguistic understanding of the target language by introducing them to a diverse variety of language variations.

According to the eclectic approach that is covered in the second chapter, instructors can incorporate more than one methodology during language teaching lessons in order to improve and enhance the process of language learning. As aforementioned in this study, there are several methods and approaches to teaching a new language, such as Communicative Language Teaching, Content-Based Instruction and Multiple Intelligences Theory. Communicative language teaching approach provides learners with opportunities such as plenty of speaking activities, chances of using the target language in real-life experiences and the sharing of their personal opinions in an independent way without the fear of making mistakes. Several attention-grabbing advantages of communicative language teaching approach have made it popular in recent years. Today, educational institutions widely use communicative language teaching approach in order to increase the success rate of linguistic and communicative studies. Multiple intelligences theory, on the other hand, focuses on the differences between learners that actually need to be taken into account for understanding the diversity and uniqueness of every individual. According to multiple intelligences theory, each learner has a different mindset and learning style in their own world. An appropriate combination of several techniques and methods can create equal learning opportunities for different learners. It is important for the instructors to be aware of these situations and to react correctly to such situations that may be encountered during language teaching. Such considerations ultimately emphasize the importance of using the right methodologies and techniques for various teaching contexts. The researcher thinks that using eclectic approach that puts together various beneficial methodologies can be the best solution for teaching a new language with the integration of motivational literary works.

In addition, as aforementioned earlier in the first chapter, culture has a vital role in literary competence and during the language teaching process. Readers and learners of a new language cannot fully achieve a task in a desired way without being aware of cultural elements, traditions and customs of the target language. Another aspect of this issue is intercultural communication. As mentioned earlier in the second

chapter, intercultural communication reveals the importance of being experienced and well trained in language and cultural aspects. Millions of people today live in a world where anyone can start a conversation with people from faraway places and nationalities with the ease of a click. Intercultural communication can be considered as an interaction beyond the exchange of words; it means communicating harmoniously with foreigners thanks to a variety of information that includes cultural, social and intellectual aspects. Taking into consideration these elements, one can properly learn new languages and grasp how to correctly communicate in the target language. The advantages and disadvantages of integrating literature into educational processes will be covered in the following chapters.

3.1. Advantages of Language Teaching Through Literature

As aforementioned in the first chapter, learners who study literature are able to analyze the outside world through the perspective of literary works. It helps them comprehend how each civilization and culture works, as well as provides historical context. It leads to new and exciting adventures. The aim of integrating literature into the learning process is to bring about an interactive EFL class, and it can be said that an actively engaging lesson may significantly increase the participants' linguistic skills and make an impression on their memories. Furthermore, another benefit of teaching via literature is the shift in classroom atmosphere that leads to an efficient teaching process. Hence, learners will have a positive perspective on a wide range of schemes. Besides, the personal development of learners can be considered as one of the main goals of using literature in the lesson plan. Literature instructs readers and aids in the development of their values and perspectives toward other cultures. Since good literature explores various dimensions of humanity and society, it can aid in a young learner's cognitive growth and develop good social mindsets. Literature can act as a reformer that creates the opportunity to enhance real-life experiences and social relationships. One learns about life by reading such outstanding works of art. They enable one to observe various features of life itself broadly. It has the power to alter someone's view on life in numerous ways. For instance, biographical books demonstrate notable achievements and people who have

significantly impacted society. These writings serve as both a book of inspiration and a window into the lives of these notable individuals for the readers.

Learning a new language is a great opportunity to understand people from different cultures in an intercultural context that requires a common language. Literature, on the other hand, can be a source of inspiration that does not only raise awareness of living a life that is satisfied but can also be a great helper in the process of acquiring a language. Learners who give importance to literature and read for fun have greater language knowledge, stronger comprehension skills and improved interaction abilities, including the ability to write. People's communication abilities have an effect on any aspect of their lives, including daily interactions or professional meetings. Students will be able to tell the difference between their culture and the target language's culture and apply analytical reasoning techniques as they review literature. They can analyze the characters mentally or sociologically when they are reading a work of art. They can reveal hidden motivations by analyzing a novel that can increase their awareness and curiosity about how the target language's culture is shaped. Students use problem-solving skills to develop a topic and complete their studies while planning an article on a literary work. Analytical skills are required to find support for their ideas in the text, and organizational skills are required to present their rationale in a reasonable way.

It is an obvious fact that learners who are reading literary works have more empathy for other people because literature lets the reader see other people's points of view. Empathy for other people encourages individuals to interact more effectively, manage disagreements in a peaceful manner, work more collaboratively in the workplace, act morally and possibly become involved in improving their society. It can also be said that there is a link between empathy and readers that affects them in a positive way. In addition, the need for strong English programs in schools is a significant issue, particularly while people are spending more time surfing the internet today than reading books. Usually, unwilling language learners may not like reading written works in their studies because they find learning a foreign language by coping with such texts to be challenging and time-consuming, as well as pointless. Students usually fail to deal with the principles that the learning process necessitates even in the absence of such a work of art. In spite of the fact that literary elements can be

difficult in language lessons, they can help any language learner enhance their abilities.

Since literature focuses on textual expertise and is built on complicated grammar and sophisticated terminology, it will aid in the development of four basic language skills. The more learners like studying books, the more literature may improve their enthusiasm to connect with a literary text and significantly enhance their reading ability. Literature can be helpful in improving linguistic competence at a level of knowledge. Additionally, it might deepen learners' understanding of other cultures and inspire them to come up with original ideas by themselves. Reading literary works provides the most effective and enjoyable way to gain language proficiency since learners are more likely to discover language expressed in the broadest variety of settings in literature. Moreover, learners may come across phrases in literature that carefully and artistically portray emotions and thoughts since they incorporate a wide range of verbal expressions. Therefore, literature offers readers an ample quantity of authentic texts across a variety of genres. In conclusion, literature, as the ultimate representation of societies and languages, is a priceless resource to improve the learner's communicative ability thanks to its many aesthetic qualities. Reading literary works may broaden EFL learners' linguistic competence. The related culture can also be understood better by studying literature, which is a precious resource.

3.2. Disadvantages of Literature Based Teaching

As mentioned earlier, there are several benefits to integrating literature into language learning classes. However, a number of theories indicate hesitations about including literary works during lessons because they believe that short stories, novels, plays and poems include complicated grammatical structures and metaphorical language. Another issue arising at this point is that teachers avoid using literature since they lack the background knowledge needed to teach using literature. Furthermore, their busy and stressful work schedule can make it even harder for them to integrate literature into the classroom considering their already low confidence levels. Besides, a classroom that is entirely centered on a literature-based education system might have some disadvantages. Literature, by its nature, consists of a wide variety of written works, not all of which are suitable for educational purposes. Which

means it may give rise to several difficulties for instructors before and during class time. For instance, it can be considered a compulsive effort for an instructor when it comes to finding a proper and favorable work of art that fits young learners' classes. Although literature-based lesson plans and activities may be a motivating and efficient teaching technique, it can sometimes be difficult to catch every single learner's attention at the same level in an overcrowded classroom. Integrating an appropriate literary work into the classroom can also challenge an instructor working with groups of students who do not have the same degree of reading skills.

As mentioned earlier in the first chapter, traces of colloquialism and slang words can be found in various literary works that may give rise to inappropriate situations during classroom activities. Colloquial elements can be useful to some extent, but slang words or abusive language facts need to be avoided during class time. In addition, jargon undoubtedly plays a significant role when it comes to communicating in an easier and faster way. It makes the interaction easier for those in the same field to understand one another and convey opinions more effectively. Yet, jargon words also cause isolation for the same reason that they may bring people together. Depending on the author and the background of their culture, literary works may contain examples of these elements that might not be appropriate for learners and lessons. In addition, evaluating literature solely as a work of imagination creates controversial views in the field of educational aspects. It can be thought that literature does not truly portray a society's culture and lifestyle in the target language since it contains fictional elements. Additionally, literature can seem weird to foreign language learners due to its strong cultural connotations, making it challenging for them to comprehend the basic ideas it conveys. From a linguistic perspective, literary works can also be regarded as being inappropriate as an approach for EFL classrooms. They may contain plenty of unknown jargon and complicated syntax that can make them very difficult to understand for EFL learners. The real-life language use that EFL learners need to communicate effectively can be considerably different from the discourse of some literary works. Therefore, a careful attitude is required when it comes to reading literary works that reveal striking facts or inappropriate elements of a culture.

3.3. Selecting Appropriate Texts for the Language Classroom

As aforementioned in the earlier sections, the decision-making process for choosing a work of literature is complicated and should take into account a variety of elements that are relevant both to the instructor and learners. This point of view can lead to an appropriate determination process that will benefit the learning process. Hence, foreign language instructors need to be mindful of the learners' current language proficiency levels, including their background knowledge and primary goals for studying the target language. The language used in the literary text shouldn't be too difficult nor too easy. In addition, variables that have an impact on the learning process, such as learners' cognitive skills, level of education, cultural background, age and preferences, hold significance when it comes to selecting proper texts. It's possible that the learners' cultural background will help or hinder their ability to comprehend a work of art. Their comprehension level plays an important role in achieving learning outcomes with the help of literature. This factor indicates that instructors have to choose literary works that the learners can relate to on a social and cultural level. This factor indicates that instructors have to choose literary works that the learners can relate to on a social and cultural level. The literary work's content, plot, or style that is relevant to the learners' own culture can greatly assist in connecting their background knowledge, allowing them to increase their level of understanding.

When a selection of written work has features that are set in an unfamiliar period of time and location, it is inevitable to lose the attention of learners since they may become confused. Besides this, cultural gaps between learners and the literary work may lead to a classroom situation where learners rely entirely on the instructor's explanations and lectures. This is, to some extent, actually necessary for young learners to better understand the given activity. Moreover, instructors should consider the communicative competencies of their learners when choosing materials. Learners will have difficulty understanding texts that are grammatically and semantically challenging. Therefore, it is crucial that instructors take into account how hard the grammar and language of the chosen material are. As a consequence, they need to select written works that correspond to the level of degree they are going to lecture on.

3.4. Misconceptions about Language Learning and Literature

Although language learning is a time-consuming and effortful process, there are various techniques and practices to make the task easier and more understandable. These practices can also help with dealing with misconceptions arising from hearsay and misunderstandings. Every language and its culture have their own different conditions and styles that might give rise to misunderstandings in one's personal view. As mentioned earlier in this thesis study, language and culture go along with one another. Word choice, intonation, and diction all demonstrate how people spend their lives, the aspects they emphasize, and other daily practices. First of all, a learner needs to reduce his or her prejudices against the target language and culture based on their previous experiences. Every human being from any culture or nationality deserves to be respected for their unique and different lifestyle. Individuals can only fully comprehend the way others see the world by mastering their language. As learners start to explore nations and cultures that are unlike their own, they become conscious of the distinctive lens that has been formed by their backgrounds and experiences. Thus, being aware of differences that shape a society and make it peerless is the key issue for a language learner when it comes to fully understanding and comprehending in the target language.

There has been an ongoing process of developing new approaches and methods to teach a new language in a successful way for decades. One of the main reasons for this research and studies is the different learning styles of learners. Every learner does not acquire languages in the same manner. As mentioned in earlier pages under the multiple intelligences theory title, there are numerous intelligence types that clearly demonstrate the difference between learners. For instance, one learner may be good at drawing, learning new expressions or building relationships, while another may have high logical-mathematical intelligence. Additionally, learners also vary in terms of personality traits. It is commonly believed that personality traits like being sociable and outgoing encourage individuals to learn languages more effectively. Outgoing learners are more likely to have some distinguishing characteristics that may help them learn a new language. However, they might be willing to focus on developing fluency rather than accuracy. All in all, personality traits like self-confidence, timidity and others do clearly affect the kinds of learning environments

that are most likely to motivate and inspire learners. For this reason, respecting and choosing appropriate teaching techniques for each learner is an important issue in terms of correcting misconceptions.

In the previous pages under the heading of teaching young learners, it is stated that there are several advantages that make the language learning process of young learners more efficient and permanent. When it comes to mentioning the advantages of young learners, it can be said that there is no doubt young learners acquire languages more readily than adults sometimes do. Youngsters do have a unique edge on the subject of pronouncing words, too. They frequently have better hearing and copying abilities, possibly with even less exercise. Pronunciation is relatively a minor component of the whole language learning process, though. High pronunciation skills might give the impression that a person has more advanced linguistic competence than they actually have because it is one of the first aspects of language proficiency that people notice. Additionally, weak pronunciation might conceal a high level of vocabulary and structural knowledge. Thus, pronunciation can be viewed as an integral part of the language learning process, but this is not enough by itself. At this point, it can be said that adult learners may not be able to develop their pronunciation skills as quickly as young learners do, but they can master a wide vocabulary, grammar rules and a high level of language accuracy more consciously.

In addition, another advantage of young learners can be the level of preparedness, motivation and stress-free conditions. As aforementioned in the second chapter, affective filter theory states that learners' feelings and emotions are crucial because this issue affects their success in learning foreign languages. Low motivation, low self-esteem, and study frustration are all examples of emotional states that prevent and block language learning. Young learners usually tend to have fewer affective filter problems. Although young learners have some advantages, the language learning process for adult learners proceeds with more learning outcomes and broader perspectives. These statements generally cause a common misconception about language learning. Adult learners may feel that they cannot learn a new language as efficiently as young learners do. This claim about the complex process of language acquisition is quite shallow, which should make adult learners aware that it cannot be

definitely correct. Adult learners have the ability to find higher motivation and concentration on the subject they are studying due to their age.

As the famous saying goes, never judge a book by its cover. While this famous idiom is often used by people in everyday situations, it can reveal a common misconception about literature. Although it is used to express various meanings in daily life situations, this idiom indicates that readers may be biased towards a literary work in the first place. The literary world offers readers millions of literary works that are easily reachable thanks to technological advancements. Today, reading one particular literary work can be regarded as a matter of choice, but ignoring another can be a missed opportunity. The reader may be prejudiced against a work of art even though there is nothing in it that causes undue displeasure. Every author and almost every literary work has its own unique style, theme and mood. An author's style might seem elusive and difficult; however, the deep meanings of the writing may differently broaden readers' perspectives. For this reason, it would be a more correct approach to look at the personal development opportunities that individuals can benefit from instead of being prejudiced against literary works, authors or genres.

CONCLUSION

This thesis study emphasized the importance of focusing on literature in classrooms where language teaching studies are conducted. It also tried to provide information in different areas, such as methods used in educational processes, motivation levels of students and teachers, intercultural communication and the basic four skills of a language. In terms of literature, the thesis study has aimed to explore many subjects, such as the contribution of literary works, the connection between literature and culture and the state of the literary world in today's technology. From an educational point of view, many different methods and approaches have been developed in order to achieve a successful language teaching and learning goal. Although communicative language teaching has been in great demand in recent years, it has been mentioned that the use of the eclectic approach can greatly improve and enhance educational activities. Its goal is to provide inspiration for future studies and research by providing information about the importance of motivation in educational activities as well as in all aspects of life. It is an undeniable fact that the motivation factor is not only limited to an approach to students, but also that teachers' high motivation plays a vital role in achieving educational goals. It aims to draw attention to the area of young learners by making a special study since they represent the foundation of a nation and have great importance from the past to the present. By mentioning the unique characteristics of young students, detailed information is given to increase the success of their education process. The basic four language skills, which are the basis of effective communication, were included and attention was drawn to how these four skills could be developed. In addition to the importance of mastering the basic four language skills, recent studies conducted by the Common European Framework of Reference in this field are also included.

In this thesis, a general definition of literature was made in the first place and information about different genres was included. In addition to various educational perspectives, it is an undeniable fact that literature can contribute to the educational process by selecting the right written text. Despite the opposing views and situations on this issue, the benefits of literature for language education studies come to the fore if a careful integration process is considered. The researcher observed the role of

literature in the educational process and how literary works can enrich educational activities throughout his career and conveyed this information in the first chapter. In addition to many written works, the researcher had to focus specifically on short stories, based on the fact that he had trained mostly young learners throughout his career. Short stories can benefit many EFL learners, including adult learners, in different ways. For example, a well-known short story activity across different cultures can not only be interesting but also contribute by expanding the vocabulary. In addition to these facts, literature contains elements of colloquialism and jargon by its nature. Since colloquialism and jargon-containing terms do not constitute a suitable structure for educational environments, attention has been paid to this issue. Information on this subject is given in this sense and the points to be considered while including literary works in the education process are mentioned. As aforementioned in the second chapter, literature and culture are inextricably linked and reflect each other's characteristics. While the traces of the factors surrounding culture can be easily found in literary works, the influence of a society's culture and traditions on literature is important at a level that it cannot be ignored. The relationship between literature and culture is handled in detail and examples are given about the connection between the two. In addition to all these, in the last part of the first chapter, the multifaceted interaction between literature and today's technology is mentioned. Today's technological developments not only facilitate access to literary works but also continue to offer many opportunities for writers. In addition, since the implementation of classroom activities has become much easier thanks to technological developments, it has also prevented strenuous efforts to integrate literary works into classroom activities.

As a consequence, literature plays a key role in the process of teaching a foreign language, despite being a debatable issue among language instructors. Education and literature can work in harmony, which helps with the teaching process. The details that are mentioned earlier in this thesis can guide both an instructor and a learner about how literary works can contribute to the process of education in various ways. According to the fact that literature can provide language learners with many beneficial factors, such as carrying out a mission as an introducer to the target language's culture and as a supportive material, it can be an appropriate method to

use in the classroom. Besides, literature can help with the process of learning new vocabulary and grammar, and it can improve a learner's reading and writing skills. Giving learners real-world feedback and using genuine resources during language education helps to better motivate students to acquire the target language. It is beyond doubt that one of the most accurate resources for the language being taught is its own culture and literature. Even though there are methods for using literature to teach a foreign language, teachers need to be wary of including literary works in their curricula because there are misconceptions about how to choose literary texts that are appropriate for the learners' choices and levels. In addition, instructors can use the literature to improve students' language comprehension and fluency skills by using strategies and activities appropriate to their level. It needs to be remembered that literature can satisfy the inner worlds of people with its fulfilling and enriching mission, as well as being a very useful resource for the learning process of foreign languages.

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STATEMENT OF ORIGINALITY



VAN YÜZUNCÜ YIL ÜNİVERSİTESİ
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Tez Başlığı / Konusu:

03/10/2022

THE IMPORTANCE OF LITERATURE IN LANGUAGE TEACHING

Yukarıda başlığı/konusu belirlenen tez çalışmamın Kapak sayfası, Giriş, Ana bölümler ve Sonuç bölümlerinden oluşan toplam 94 sayfalık kısmına ilişkin, 03/10/2022 tarihinde şahşim/tez danışmanım tarafından TURNITIN intihal tespit programından aşağıda belirtilen filtreleme uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 1 (bir) dir.

Uygulanan Filtreler Aşağıda Verilmiştir:

- Kabul ve onay sayfası hariç,
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- İçindekiler hariç,
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- Gereç ve yöntemler hariç,
- Kaynakça hariç,
- Alıntılar hariç,
- Tezden çıkan yayınlar hariç,
- 7 kelimedenden 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.

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