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A RESEARCH ON TEACHERS' VIEWS ON UTILIZING ALLEGORICAL LITERARY WORKS IN ENGLISH TEACHING

YÜKSEK LİSANS TEZİ

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ALEGORİK EDEBİ ESERLERİN İNGİLİZCE ÖĞRETİMİNDE KULLANIMINA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ ÜZERİNE BİR ARAŞTIRMA

ÖZET

Uluslararası statüsü ve yaygın olarak tanınmasıyla birlikte, İngilizce, modern ve küreselleşsen dünyada daha belirgin bir rol oynamaya başlamıştır. Bu nedenle, büyümekte olan bir alan olarak İngilizce öğretimi ülkemizde uzunca bir süredir sorgulanmaktadır. Bu çalışma, söz konusu durumu "öğretmenlerin Alegorik edebi eserlerinin İngilizce öğretimde kullanımına ilişkin görüşleri nelerdir?" başlığıyla incelemeyi amaçlamaktadır. Çalışma için bir mülakat planı oluşturuldu. Mülakata 8 açık uçlu soru dâhil edildi. Röportaj Van ilinde farklı okullarda çalışan 8 erkek öğretmen ve 7 kadın öğretmenle gerçekleştirildi. Öğretmenler tarafından verilen yanıtlar incelenirken Alegorik eserlerdeki mecaz, semboller ve deyimsel ifadelerin sözel iletişim ve konuşma yetkinliği üzerindeki etkisi üzerinde duruldu. Ülkemizde yabancı dil öğretimi tarihi boyunca öğrencilerin iletişim becerilerini geliştirmek için çok sayıda yöntem, teknik ve materyal sunulmuştur ancak söz konusu yöntem, teknik ve materyalleri en çok kullanan öğretmenlerin görüşlerine henüz yeterince ilgi gösterilmemiştir. Ülkemizdeki yabancı dil öğretmenlerinin niteliklerinin arttırılması gerekliliğine çok fazla odaklandığı için, bu çalışmanın, öğretmenlerin konuya ilişkin görüşlerine inandırıcılık katacağına ve gelecek öğretmenlere rehberlik edeceği kanaatine sahibim.

Anahtar Kelimeler: İngilizce Öğretimi, Mecazi Yeterlilik, Alegori, Edebi eserler

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ABSTRACT

Due to its international status and widespread recognition, English has taken on a more prominent role in the modern globalized world. Because of this, the teaching of English as a growing field has recently been called into question. This study aims to have a look at the situation in question, "What are the teachers' views on the utilization of Allegoric literary works in English teaching?" An interview plan was created for the study. Eight open-ended questions were added to the interview. The interview was carried out with eight male teachers and seven female teachers who are working in different schools in the district of Van. The answers given by respondents were examined in the literature review focusing on the relationship between metaphors, symbols, and idiomatic expressions in allegoric works and communicative competence. To enhance communicative competence of learners, a large number of methods, techniques and materials were offered. However, the opinions of the teachers who use them haven't taken enough attention yet. Because there has been a lot of focus placed on the requirement for highly qualified language teachers, this study lends credibility to the teachers' views on the subject to guide upcoming teachers.

Keywords: Teaching English, Metaphorical Competence, Allegory, Literary works

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ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

USA: United States of America

UK: United Kingdom

FVR: Free Voluntary Reading

QDA: Qualitative Data Analysis

CLT: Communicative Language Teaching

FL: Foreign language

FLL: Foreign Language Learners

ELF: English as a Lingua Franca

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INTRODUCTION

From the dawn of time, language has always been a basic component of human communication in the highly interactive world. There are numerous definitions of human language. According to Wardhaugh (2002), Language is a communication system that consists of the usage of words and the association of those words into sentences (Wardhaugh, 2002). Different languages are used to communicate in various communities. That is why a need for a common language has emerged to meet common demands. With the emergence of a common language, people tried to learn new languages other than their mother tongue. Naturally, this led to a demand for methods and materials to learn a foreign language. In this respect, Literature has been employed from the very beginning of the language learning and teaching process. Naturally, many definitions of literature exist. Kristal asserts that maps, sermons, comic strips, cartoons, speeches, pictures, movies, war memorials, and music all fall under the umbrella of literature (Krystal, 2014). Accordingly, literature does not only refer to written materials but it also encompasses a wide variety of material types. For this reason, it provides a great opportunity to teach various idioms, phrases, and grammatical structures in a raw state. Every society has created its literature and the literature on target language serves many benefits: First, it provides ultra-authentic material in which language is presented in its pure form. Secondly, Literature motivates language learners because of the meaningful content it includes. Motivation is a key factor to drive learners further and fortunately it is quite possible with literary works thanks to the interesting elements they provide. Thirdly, literary works, allegorical ones, in particular, remove cultural barriers by including universal elements. Allegorical literary works also provide ESL/EFL learners from all walks of life with some moral messages. Additionally, Allegoric literary works raise cultural awareness. ESL/EFL learners learn the fundamentals of the target language as well as the target culture by exposure to the target language through Allegorical literary works. Instead of focusing on personal needs, there is an increasing awareness of universally shared needs and goals in the age of globalization because Literature addresses themes (Maley, 1989).

Like many other concepts, literature is becoming more universal with each passing day. This is mainly because of some common languages. Obviously, for the last 3 centuries, the English language and Literature have come into prominence. In a sense, English has been a lingua franca by which people from different nations can communicate with each other since 20th century. When all these factors are combined, literature and literary works turn into great materials.

Of all literary works such as novels, short stories, poems, and comics, allegorical literary works such as “The Little Prince” and “The Tortoise and the Hare” differ from other literary works in terms of being more inspiring. This is mainly because of their authentic and absorbing content. It is a well-known fact that those beginning to learn a foreign language which is full of grammatical structures and chunks display a negative attitude towards the process. This demotivates them. EFL and ESL teachers can overcome this challenging process by employing allegorical literary works as a motivational force, because allegoric works fascinate readers with their absorbing content. Grammatical structures are hidden in sentences and they can be unconsciously understood by the readers rather than being presented individually.

The narrator in allegorical works tells a symbolic and fictional story with a simplified language rather than a text full of grammatical or academic concepts which are difficult to understand. Furthermore, the hidden messages in allegorical works not only take the attention of young learners and readers but also fascinate adults. In this sense, allegoric literary works provide peripheral learning. They also create curiosity among readers thus keeping them awake in the process of reading. The visuals in allegorical works stimulate the imagination and promote critical thinking which is also essential for learning a foreign language. Taking all of this into consideration, allegorical literary works can be utilized as great material to learn or to teach a foreign language.

1. CONCEPTUAL MAP

1.1. Statement of the Problem

What teachers' views on utilizing Allegorical Literary Works are is the main focus of this study. The inspiration for this study comes from metaphorical meaning and figurative language theory. According to Farjami (2017), examining the metaphors L2 learners use to describe their learning might provide insight into how they view the language they are learning, the learning process, and in particular, the challenges and setbacks they encounter along the "learning journey." For probing learners' thoughts and emotions, metaphors act as "widows." They may be less vulnerable to misrepresentation than students' direct remarks regarding learning because they are typically used without students' knowledge (Farjami, 2017). From this point of view, this study aims to reveal teachers' views on utilizing Allegorical Works in English teaching, because teaching a foreign language with only instructional materials would be unrealistic. To make the teaching process effective, some authentic materials such as Allegorical Literary Works are needed.

This study aims to gather teachers' views on utilizing Allegorical Literary Works in English language teaching with the hope of making the teaching process more effective.

1.2. Sub-titles/Hypotheses

From the dawn of civilization, language has acted as a medium of expression. It bridges the gap between the receiver and the sender. With an increasingly globalized world and highly interactive population, the need to learn a foreign language has been overwhelming. Being able to speak a foreign language has been a must from early ages and in pursuing this goal, people have been seeking ways of teaching and learning a foreign language. Although it has been a professional field of linguists and language teachers in the recent past, almost everyone who has interacted with someone who does not share a common language puts great effort into learning a foreign language, because being able to speak a foreign language provides so many advantages.

These advantages include:

- Being able to speak a foreign language builds up self-confidence.
- Being able to speak a foreign language helps to improve self-efficacy.
- Being able to speak a foreign language increases opportunity in business life.
- Being able to speak a foreign language broadens your horizon.
- Being able to speak a foreign language improves creativity and imagination.
- Being able to speak a foreign language raises cultural awareness.
- Being able to speak a foreign language contributes to an academic career.
- Being able to speak a foreign language deepens your connection with others.
- Being able to speak a foreign language facilitates traveling.
- Being able to speak a foreign language provides a chance to read from original sources (Nabievna, 2022).

Even if everyone speaks a foreign language, two issues still need to be resolved. Which language needs to be taught or learned? A Lingua Franca becomes necessary. Most English speakers are non-native, about 80%. As a result, English is a global language. English is taught, learned, and used as a contact language (or common method of communication) by speakers of many other languages. This practice is known as English as a lingua franca (ELF) (Nordquist, 2022). The status of English as a Lingua Franca has been popular with the dominance of the USA and UK 19th century. The popularity of English Literature and Literary Works didn't fall behind. Having addressed the first question, a second one arises "How to teach or how to learn it?" English literary works, allegorical ones particularly, have always been a benefit in teaching and learning process. This paper reveals how effective and helpful utilizing allegorical literary works is by providing several unknown facts about them.

1.3. Purpose of the Research

The main purpose of this research is to elicit how helpful and how effective utilizing allegorical works is in EFL/ESL classrooms. It is quite evident that those who newly start to learn a foreign language can feel demotivated at first and lack of motivation leads to negative attitudes. Negative attitudes become permanent and prevent learners, especially young ones, from acquiring the language.

This research aims to reveal to what extent language teachers utilize allegorical literary works and to what extent allegorical literary works are motivating.

1.4. Importance of the Research

Even though so much research has been conducted on employing literary works in EFL and ESL classrooms, very few of them deal with allegorical ones. Therefore, this research is of great importance as it contributes to teaching English in EFL and ESL classes. This research is also expected to contribute to the field of language learning materials. Even if there are lots of literary materials in the market, very few of them are utilized properly, so this research also includes some valuable ideas as to how to utilize allegorical literary works in EFL/ESL classes.

English teachers always need a guide to help them to light their way while conducting their lessons, because there are some procedures to follow while integrating Allegorical Literary Works into the teaching process. This study aims to shed light on the subject. Much research has been done in integrating Literature into the teaching process. However, none has individually focused on Allegorical Literary Works.

1.5. Limitations of the Research

This research is limited to secondary school students in the central districts of Van city in the east of Anatolia for the 2022-2023 academic year.

2. A REVIEW OF RELATED RESEARCH

This chapter surveys academic works which have been done up to now concerning using literary works in EFL and ESL classrooms.

There has been a lot of research on using literary works in EFL/ESL courses, but almost none deals with allegorical ones. A similar research conducted by Benarba & Hadji, focuses specifically on "The Role of Using Allegories in Enhancing EFL Learners Critical Reading Skills".

2.1. History of Foreign Language Education in Turkey

In the Ottoman period, English wasn't as popular as today. In those days, Arabic, and Persian were mostly used in formal affairs. They were also the language of art and literature. Later, other languages such as French, Spanish, German, and English were taught in different types of schools. The primary foreign language in Turkey has always changed throughout history. This is mainly because of political and geographical reasons. This is the main reason behind the problems in teacher education. The problems led to a demand for English teachers training in 1938. For the first time in Turkish educational history, foreign language teaching departments were established at two educational sciences institutes in the ensuing years (Gazi Institute in Ankara and APA Institute in Istanbul). The goal of the training program for foreign language teachers in the 1950s was to increase enrollment in these departments. In universities, four year foreign language programs first became available only after 1970 and more foreign language teaching departments only after 1965. After 1975, educational departments increased the number of students to supply additional teachers. But it was found that this unanticipated approach did not lead to high-quality training for international workers (Nergis, 2011). With no proper preparation available, foreign language teaching is not free of flaws. Having not been established on a good philosophical and academic basis, the Turkish educational system does not seem to possess any well-formed political approaches to foreign language teaching (Nergis, 2011). However, Atatürk attached great importance to foreign language teaching and that is why there has been a considerable improvement since the foundation of the republic.

As it is stated above, the geographical position of the country also created a need to learn a foreign language. Being an intersection among three continents makes foreign language learning a must.

Fortunately, with each passing day, foreign language teaching in Turkey is developing. Even if this development is incomplete it has gotten better with reforms that have been made since the declaration of the republic. Westernization movements also played a key role in foreign language teaching. With the latest technology, it has been possible to communicate with anyone from a long distance. As is seen, foreign language teaching has historically been a serious concern. In today's world, curriculums are not free from a foreign language. Foreign language takes its place from kindergarten to university level. Authorities are well aware of the importance of foreign languages. Modern teaching techniques are now used to teach a foreign language. The main focus now is on communicative skills rather than grammar structures, contrary to conventional approaches in which grammar translation was focused now an eclectic method which focuses on fluency rather than accuracy is employed.

2.2. The Relations Between the Literature and Language Teaching Process

As both Literature and language are cultural products, they are interrelated. Literature without grammar cannot be imagined. Language teaching with no literary materials would be incomplete. In today's world, literature in language teaching might be rather diminished because of modern language teaching methods but utilizing Literature or Literary works dates back to the Grammar Translation Method. According to GTM-based approaches, literature is a pure material, and language skills are supposed to improve by translating literary works.

Regarding the connection between language and literature, Ihejirika (2014) asserts that the two are interconnected and promote the integration of the study of the English Language and Literature because the latter is completely and inextricably anchored in the former. They believe that because there can never be a clear distinction between a parent and a son, there can never be a clear distinction between language and literature (Ihejirika, 2014). For these reasons, it sounds weird to study literature without language and to teach language without literature.

That is why language and literature are closely interrelated. Literature plays the role of stimulus and it provides many motivating elements in it. Therefore, it is found in many syllabuses and curriculums. Language teachers utilize literature as a useful material. In this respect, Literature has long been employed in teaching English. As it is quite obvious Languages include many different skills such as reading, listening, writing, and speaking, and some sub-skills such as skimming and scanning. Literature helps to develop extensive and intensive reading skills. It also contributes to writing skills, because it is a well-known fact that it is necessary to be a good reader before being a good writer.

Literature also improves vocabulary knowledge, accelerating the process of acquisition. Authentically based on oral communication, language enters human life as written language develops gradually with a range of linguistic abilities. (Görünüş, 2022). The authenticity of literary works promotes these abilities by providing genuine language with no artificial pressure. On one hand, literature enriches the language learning process. On the other hand, language enriches literature as it is alive and constitutes the content of literary works.

As literature and language nurture each other, it would be unnatural to separate the former from the latter one, because literature cannot exist without language as language cannot exist without literature.

2.3. The Advantages of Allegorical Literary Works in English Teaching

There are many literary works that can be used in the process of English teaching. Novels, poems, short stories, and dramas are only some of them but Allegorical Literary works such as ‘‘The Little Prince’’ by Antoine de Saint-Exupéry and ‘‘The Tortoise and The Hare’’ are relatively simplified literary works. They include lots of symbols, metaphors, and allegories which arouse curiosity among readers so that they want to keep reading. Literature that uses allegory also conveys a variety of moral lessons that influence society and readers. Allegorical literary works do not have lots of grammatical structure, nor they are extremely detailed material. Instead, they are rather simple to understand and contain some illustrations to stimulate the imagination. Furthermore, the dialogues found in allegorical works improve metaphorical competence and conceptual fluency.

Other literary works' dense language elevates allegorical works to the top. The term "allegory" is generally accepted to indicate a method of saying or exhibiting one thing while meaning another (Machosky, 2013). In this way, allegory promotes figurative meaning which is essential for a language.

There are also several literary devices such as Simile, Hyperbole, Syncode, and Personification in Allegorical Works. These literary devices enable language learners to learn metaphorical meaning in literary texts. Allegories include “Literal Meaning” and “Hidden Meaning”. This is a characteristic which helps to convey complex ideas into a simple and accessible story.

Most of the allegorical Literary Works such as The Little Prince not only appeal to young learners but also take the attention of adults. This makes Allegorical Literary Work a material that fits into more than one level. Moreover, having universal elements in it, literary works such as “The Little Prince” do not raise cultural challenges or barriers.

> *“The grown-ups advised me to leave aside the drawings of boa constrictors from the outside or the inside, and to interest myself instead in geography, history, calculation, and grammar. Thus, at the age of six, I abandoned a magnificent career as a painter. I had been discouraged by the failure of my first drawing and my second drawing. Grown-ups never understand anything on their own, and it is tiring for children to always have to give them explanations.* (Saint-Exupéry, 2016)*”*

As it is clear from the short passage taken from The Little Prince by Antoine de Saint-Exupéry, Allegorical Literary Works are mostly written from the perspective of children. That is why it does not lead to a negative attitude toward the book. As a matter of fact, they are even read by adults as well as children. Moreover, The Little Prince as an Allegorical Literary Work is attributed to adults.

2.4. The Importance of Language Teaching Materials

The importance of materials in language teaching has always been a subject of hot debate since the period of the Grammar Translation Method. Since the dawn of civilization, communication has been a need because of cooperation and interaction among human beings. This need was officialized with Silent Way Method. When different countries cooperated for military reasons, they felt in need of learning a foreign language but this had to be achieved in a short period.

This created a need of teaching language in a quick way. This is the period where GTM with Silent Way Methods come from. Just because of originating from military purposes, Silent Way Method is also known as Army Method. To teach a language under such serious conditions, utilizing proper materials was a must. So, the question of why language teachers attach such significant importance to teaching materials has found many different answers. Some of them include:

- Language materials provide guidance both for teachers and learners.
- Language materials save time.
- Language material prevents wasting time and helps teachers organize the teaching process.
- Language materials continue to be a major medium for practicing language content.
- Without language materials, teachers would feel desperate to provide visuals.
- Language materials accelerate and facilitate the learning/teaching process.
- Language materials motivate by offering visuals, tables, etc.
- Language materials make the learning process individual.
- Language materials bring desirable outcomes.
- Language materials specify teachers' and learners' roles.
- Language materials give a sense of security and self-confidence.
- Language material provides a more controlled teaching environment and it prevents unexpected content.
- Language materials end the silence in ESL/EFL classrooms because they are highly engaging.
- Language materials also promote a more predictable process by satisfying students' curiosity (McGrath, 2013).

2.5. Authentic Materials vs. Textbooks/Course books

Throughout history, linguists and language teachers have been using many elements as language teaching materials. Some of these materials have been created by teachers consciously to teach language while others are already available. Even though both types of materials provide many benefits, neither fulfills all the needs of language learners. There is still an ongoing debate on which one is better.

For learners to communicate as effectively as native speakers, they need to experience real-life materials. In this respect, authentic materials help teachers and learners.

Real-world texts that were not written for educational reasons are what have been called authentic texts (Wallace 1992). They consequently use "genuine" language and are written for native speakers. Unlike non-authentic texts that are created specifically for language learning reasons, these resources have been created to fulfill some social functions in the language community. According to Berardo (2006), language in non-authentic texts is artificial and monotonous, focuses on what needs to be taught, and frequently includes several “false-text signs" like the following (Berardo, 2006).

- A question with grammatical structure receives a complete response;
- Structures that are repeated;
- Does not "read" correctly a lot of the time.

According to Berardo, authentic texts are not prepared for educational reasons; in contrast, non-authentic materials are made intentionally to be used in language instruction. There is some difference between the two groups. The benefits of using authentic materials include:

- Authentic materials provide real-life content.
- Authentic materials are motivating and engaging.
- Authentic materials expose learners to real language.
- Authentic materials do not lead to memorization.
- Authentic materials raise awareness towards the target language.
- Authentic materials keep students engaged during the teaching process.
- Authentic materials are more process-oriented.
- Authentic materials might be above or below students’ levels.
- Authentic materials enable learners to be familiar with the target language as well as the target culture (Berardo, 2006).

On the other hand, the advantages of non-authentic materials include:

- Non-authentic materials do not include overrated vocabulary.
- Non-authentic materials have simplified language.
- Non-authentic materials are not culturally biased.

- Non-authentic materials do not include unneeded grammatical structures.
- Non-authentic materials are more outcome-oriented.
- Non-authentic materials are easy to apply in short periods.
- Non-authentic materials are standardized according to levels.
- Non-authentic materials provide a more controlled teaching environment.
- Non-authentic materials do not have to go under material development processes such as simplification, dedication, addition, division, and subtracting.
- Unexpected content is less likely (Widya Febrina, 2017).

2.6. The Advantages of Allegorical Works in English Teaching

English teachers have been utilizing many kinds of literary works since the GTM period. Each one of these literary works fits into a different level. This study reveals how effective Allegorical Literary works are for the secondary school level. Some of the advantages of Allegorical Literary Works are as follows:

- Having an understandable language improves extensive and intensive reading skills.
- Depictions in them enhance imagination.
- Having simplified dialogues enable students to communicate daily.
- Moral messages in Allegorical Literary works motivate learners.
- Allegorical Literary Works keep students engaged and interested.
- Allegorical Works provide some memorable quotes for example: “Well, I must endure the presence of a few caterpillars if I wish to become acquainted with the butterflies.” (Saint-Exupéry, 2016) This quote from The Little Prince by Antonie de Saint-Exupéry implies “patience” İs a quality of good people.
- Being relatively short makes them attractive to readers.
- Having a relatively simple language is another factor that makes Allegorical works worth reading.
- Having many symbols enable students to understand the metaphorical meaning.
- It helps readers to talk about invisible concepts because allegory, in a sense, is telling or showing reality figuratively.

- As in the pictures and text from The Little Prince by Antonie de Saint-Exupéry what is understood is not always what is told. In this respect, Allegorical works develop a sense of empathy between teachers and learners.

Figure 1 Saint-Exupéry, A. (2016) Little Prince

"I showed my masterpiece to the grown-ups and asked them whether the drawing frightened them.

But they answered: "Frighten? Why should anyone be frightened by a hat?"

My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant.

But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of a boa constrictor so that the grown-ups could see it. They always need to have things explained. My Drawing Number Two looked like this:" (Saint-Exupéry, 2016)

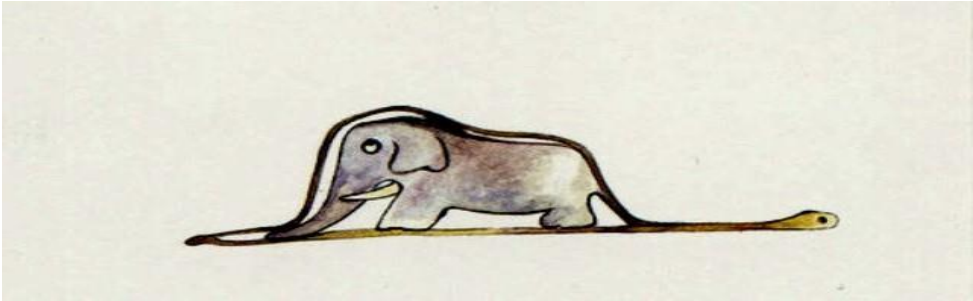

Figure 2 Saint-Exupéry, A. (2016) Little Prince

- As is shown in the picture above, everyone can get something different from the allegedly same thing. That might help teachers to change their methods from time to time as it would address individual learner styles.
- Utilizing Allegorical Works let the teaching process out of monotony because allegorical works enable students to look from a different perspective.

- From the departure of the allegory hidden message that emerges in it through symbols and metaphors is understood by the public.
- By improving imagination, Allegorical Literary Works play a key role in developing cognitive skills.
- Allegorical Literary Works also include many Literary Devices such as Smile and Personification which help readers try to figure out the hidden message.
- Including many metaphors, Allegorical Works allow readers to gain the ability of deduction.
- Including many symbols with multiple meanings, Allegorical Works enable readers to capture hidden meanings.
- By enhancing metaphorical meaning, Allegorical Works help readers to make interpretations and to reach full meaning.
- Having fun and interesting themes, Allegorical Works keep readers absorbed and engaged.
- The characters in Allegorical Works are also easy to understand because they mostly represent real-life figures.
- The symbols let students reach a deeper meaning (Benarba, 2020)

2.7. Types of Allegories

Allegory has been used since ancient times. The word “allegory” comes from the Latin word “allegoria” meaning to imply something else. Allegory is similar to Metaphor in that both make a comparison between what is said and what is intended to be said. In some cases, it would be dangerous to tell something explicitly as in the example of the political allegory of Animal Farm by George Orwell. In time, different types of allegories have emerged.

2.7.1. Biblical Allegories

In Biblical Allegories, generally, themes are from the holy book, the Bible, and the struggles between evil and God is explored. One of the best-known Biblical Allegorical Works is C.S. Lewis’ The Chronicles of Narnia.

2.7.2. Classical Allegory

Plato's Allegory of the Cave is among the best-known allegories in classical literature. In this parable, Plato imagines humans living in caves and only seeing things as shadows cast by a fire on the wall, as opposed to actually seeing things. Plato contrasted reality with our perception of it by using the cave as a symbol of how people live in the world (Dan Brown, 2021).

2.7.3 Medieval Allegory

The Cave Allegory by Plato is among the most well-known allegories in classical literature. In this parable, Plato depicts individuals living in caves who can never see things directly, only as shadows that are cast by a fire on a wall. In order to contrast reality and our perception of it, Plato utilized the cave as a metaphor for how people interact with their environment (Dan Brown, 2021).

2.7.4. Modern Allegory

The term "allegories," which refers to the interpretation of works as allegorical without necessarily being the intention, is frequently used to describe modern allegory. For instance, there is a raging argument among readers about whether or not J.R.R. Tolkien's The Lord of the Rings volumes is allegories for World War I (Dan Brown, 2021).

2.8. Teachers' Roles in Utilizing Allegorical Literary Works

When Allegorical Literary Works are utilized in EFL/ESL classes, language teachers need to guide the process, because students or readers might feel desperate to understand long literary texts the teaching process might drift away from its original purpose. While Allegorical Works are tools to teach language, they might turn the teaching process into a reading session. If it happens, students develop an antipathy against the target language and ultimately a meaningless teaching environment comes into existence.

There are many ways to establish a framework for the instruction of usable language, but the teacher ultimately decides how the lesson will be taught in the classroom. Of course, no teacher expects his or her students' learning to be meaningless in the classroom (Naibaho, 2019). As a decision maker a teacher needs to show the way in order to prevent the process from being meaningless.

To be able to help the students, language teachers need to have a comprehensive knowledge of allegory, literature, target culture, and target language. Unexpected vocabulary or grammatical structure or even jargon might spring up. Language teachers must have a look at the literary works in advance in case of unknown language content.

In this section, the main emphasis is on clarifying the true roles of language teachers. Some of the primary roles are as follows:

- Language teachers need to work as a facilitator to help readers to understand literary devices and figurative language.
- Language teachers need to guide, allowing students to figure out unknown proverbs and phrases.
- Language teachers need to be Controllers rather than a ruler to make students feel motivated.
- Teachers are also Organizers who implement the curriculum properly. In this role, the teacher integrates allegorical work into the teaching process as supplementary material rather than placing it in the center.
- Another role of language teachers is being an Adviser helping students decide on the right material.
- From time to time teachers work as a Prompter, because students feel helpless about hidden meanings. In this case, teachers whisper into the ear of readers, they give clues in case of a need.
- A language teacher sometimes plays the role of Participant to make students feel safe and to give them a sense of empathy.
- As an Observer, language teachers need to encourage and support readers without interfering with the teaching process (Hamoudi Benarba, 2020).

In any of these roles, teachers need to adhere to previously committed purposes. To reach previously established learning outcomes, a language teacher always plays a crucial role.

2.9. What does Literature Mean for Educators

Because literature has changed so much over the last few decades, this question has baffled many intellectuals. Despite these circumstances, numerous academics have provided various definitions of literature; nevertheless, none of these definitions should be considered to be the only valid ones because each individual has their definition of literature based on their understanding of the subject. The definition of literature in Collin's English Dictionary is “written material such as poetry, novels, essays, etc., especially works of imagination distinguished by the perfection of style and expression and by themes of wide or enduring interest.” (Dictionaries, 2015).”

Unquestionably, there are numerous definitions of Literature. Every one of different backgrounds and different views has come up with a different definition. Naturally, there is no need to decide on the most ideal one. Each definition has its validity to a certain extent. Regardless of how challenging it is, according to Meyer (1997), the word "literature" will always provide some difficulties that words like "furniture" and "bird" do not. The educational system has served as a sort of certifier of what literature is, and many Native speakers would refer to any works they were exposed to in their high school English studies as "literature" without regard to any other criteria. However, since "literature" is a word in the English language and we use it to communicate with one another. It should be feasible to describe it as such (Meyer, 1997).

The word literature has been derived from the Latin word “literature” which means writing broadly speaking. The term literature is used to describe anything, from creative “writing” to more technical or scientific works.

Literature, in a nutshell, is a reflection of the culture and traditions of a language or a people. Although many have attempted to define the idea explicitly, it is obvious that the generally accepted definition of literature is always changing and evolving.

Many people believe that the term "literature" refers to a more advanced type of art than simply writing words on paper. The canon is the recognized body of writing for a certain author. Some literary works are regarded as canonical, which means they are culturally representative of a certain genre. (Lombardi, 2020). But in a true sense, the term is mostly used for the creative imagination including works of poetry drama fiction, and non-fiction but the term is not confined only to published works but it also encompasses what is called oral literature. It is a universally accepted fact that literature is a reflection of our lives. Literature in its most comprehensive meaning includes all the activities of the human soul in general within a particular sphere period. Country or language literature is that form of writing which arouses our feelings of the beautiful by the perfection of form or excellence of ideas or by both. Literature is divided into four major classes namely poetry prose fiction and non-fiction. It is also divided according to historical periods, genres and political influences. The important historical periods in English literature are all English periods the Renaissance period, the Middle English period, the Shakespearean and Elizabethan period: the Restoration period, the Victorian period, and the modern period. There are also many important movements of philosophies and ideologies in English literature such as romanticism, feminism, post colonialism, poststructuralism, postmodernism, psychoanalysis, and Marxism among others. All these periods of movements and different ideologies tried and are still trying to define literature in their terms. The scope of literature is very wide; it covers everything that is on the earth. Literature has the capacity to incorporate within itself the entire universe. The scope of literature is everything that can come into the human mind. It includes everything from mathematics to philosophy and other intricate sciences. Since literature reflects life so the scope of literature covers the whole life of man. Literature can be best understood in the context of what Leo Tolstoy, a Russian writer, said about literature. He said that literature fails if it cannot answer the two fundamental questions: who we are and how shall we live? If literature does not teach us how to live and does not tell our identity as human beings then it is something else, not literature. In a true sense, this statement defines literature and tells us about the function and aim of literature as well as its scope.

It is believed that these two questions drive all literature and should be guiding principles upon which all literature is based. A frequently asked question is why should we study literature in this modern age when man has conquered the moon? Does it make sense, in the world of imagination, studying literature while there are a number of other things to know and study which are based on reality and which can benefit the whole society of the world? Isn't it a waste of time and energy to read a poem, novel, short story, or drama in this age of science and technology? Literature is a reflection of the social and political life of the age in which it is produced. It represents the life of its age so literature is a kind of document that contains the social as well as the political history of its time.

2.10. Characteristics of Allegorical Literary Works

An allegory is a figure of speech in which abstract concepts and ideas are explained through the use of fictional people, objects, and circumstances. It is possible to use stories in both poetry and prose to explain or teach a concept, or a rule, or the goal of the story's youth is to impart some sort of moral lesson. A lengthy tale called an allegory carries a second meaning in addition to its obvious meaning, and it often contains more meaning than is immediately apparent. According to Miller and Stam (1999), classical history gives us an idea of allegory, which is derived from the Greek words allos (other) and agoreuein (to speak in public), as a type of utterance in which someone says one thing but means another or gives a strong reference to another (Miller & Stam, 1999).

An allegory is a work of written oral or visual expression that uses symbolic figures objects and actions to convey fruits or generalizations about human conduct. Our experience of the word is derived from Greek. It came to Layton from Layton it came to all friends and from all French, it came to late Middle English and become allegory in 1382. The function of allegory for a writer is to use allegory to add different layers of meanings to their words. Allegory makes its own stories and characters in a multi-dimensional setting so as to convey a larger meaning than what it stands for.

Allegory allows writers to put forward their moral and political points of view a careful study of an allegorical piece of writing can give us an insight into its writer's mind, how he views the world and how he wishes the world to be examples of allegory.

Example number one is *Animal Farm* by George Orwell. *Animal Farm* is an allegory that uses animals on a farm to describe the trove of lost Russian czar Nicholas II and the communist revolution of Russia before World War I. The actions of the animals on the farm are used to expose the greed and corruption of the revolution. It also described how powerful people can change the ideology of a society. One of the cardinal rules of the farm is that all animals are equal, but a few are more equal than others the animals on the farm represent a different section of Russian society after the Revolution. The pigs represent those who came to power following the revolution. Mr. John, the owner of the farm, represented our throne tsar Nicholas II while the boxer, the horse, represents the laborer class. The use of allegory now allows speaker to make his position clear.

Example number two is *Faerie Queen* by Edmund Spenser. The *Faerie Queen* is a moral and religious allegory; the good characters of the book stand for various virtues while the bad character represents the wisest. The Red Cross might represent holiness and Lady Yuna represents truth wisdom and goodness, her parent Samwise the human race, the dragon which has imprisoned them stained for evil. The mission of holiness is to help the truth find evil and death regain its rightful place in the heart of human beings. The Red Cross might at this point also represent the Reformed Church of England.

Example number three: Pilgrim’s Progress by John Bunyan. John Bunyan's Pilgrim's Progress is an example of a spiritual allegory. The ordinary sinner Christian lived in the city of destruction and travels towards the celestial City where God resides for salvation he finds a faithful companion who helps him on his way to the city. In many instances many characters, including Hypocrisy Apollyon Mr. Worldly wise men obstinate and playable try to discourage or stop him from achieving his aim. Finally, he reaches the celestial city. The road to heaven is not easy and it is full of obstacles; a Christian has to be willing to pay any price to achieve salvation; a man is full of sins but this does not stop him from achieving glory.

A common figure of speech employed in literature is an allegory. An allegory is a whole story or poem that conveys a moral lesson, as opposed to the more limited symbolism that is frequently associated with it.

Characters and incidents are shown in such a way as to impart a moral lesson that transcends the plot and necessitates some degree of reader interpretation. The following are among the most critical concepts for allegorical works.

2.10.1. Writer's Values

The author's political or moral ideas are infused into an allegory, which is one of its main characteristics. In the wake of soviet Russia's 1917 revolution, George Orwell expressed his anti-Stalinist political ideas in his famous book "Animal Farm," which is a well-known metaphor.

2.10.2. Variety of Meanings

A story with several meanings is told in an allegory. The literal story offered in the words and the figurative story portrayed in the manner in which the author wants readers to understand the surface story are the two stories that the story must necessarily have at least two of.

2.10.3 Polarizing Relationships

It is often important for the narrative to describe polarizing relationships, or at least opposed viewpoints between individuals or objects in the story, to produce the moral impact the author desires. Because moral, ethical, or political statements frequently refer to competing viewpoints or contentious points of view, this quality is crucial.

2.10.4. Object Personification

Personification is a literary device that gives human characteristics to inanimate things or animals. Personification occurs frequently in allegories due to the shared idea of concealing a worldly story using non-human beings.

2.10.5. Figurative Elements

The strength, depth, and quality of figurative language in a literary work are increased through the usage of a variety of aspects. Figurative language frequently uses similes, metaphors, analogies, hyperbole, symbolism, personification, allusion, imagery, and rhyming.

2.10.6. Expanding Meaning

In order to go beyond the literal narrative in the story, some figurative language is used.

2.10.7. Creative Additions

Some figurative language devices in creative works just boost the writer's originality. One of the easier concepts to comprehend is imagery. To paint a picture in the reader's mind, utilize detailed, emotional language.

These are the characteristics that make allegorical works allegorical. The use of these concepts in language teaching classes will also benefit students.

2.11. General Purpose of Allegorical Literary Works

As aforesaid, allegory is a work where the author uses characters, places, and places to deliver a deep meaning while entertaining the readers simultaneously. Allegories, particularly, fables, use animals to convey political, social, and moral messages. Animals represent a character who tries to deliver a moral lesson. Metaphors, Personification, and other literary devices like Simile and Allusion are frequently employed to deliver a moral message. Mostly, the ultimate purpose of Allegories is to reveal a hidden message, typically a moral or political one, by using symbols and metaphors.

As a specific type of allegory, the fable has existed for a very long time. Fables are a part of the oral storytelling tradition. They exist in almost every culture to convey a political, social, or moral lesson. Authors have always been under pressure from the government or those who are in power, which is why they have always preferred to express their feelings with the help of Allegory. So, Allegorical Works are mostly written to signify hidden meanings.

2.12. The Motivational Force of Allegorical Literary Works in EFL Classrooms

Learning and motivation are closely related to one another. It takes a while to learn a new language. Therefore teachers must naturally push their students. To keep students motivated, teachers use a variety of resources.

Allegorical Works are a motivating force that comes to mind in this area. Allegorical literature serves as a motivating force. Gardner (1982) identified three components that make up a student's motivation: effort (the amount of time spent studying and the learner's motivation), desire (the desire to become fluent in the language), and affect (the emotional reactions of the learning towards studying). Therefore, it may be described as the different objectives that make up the objectives of learning a second language. Integrative and instrumental motivation can be broadly categorized into two categories. Positive attitudes about the target language group and a desire to fit in with the community are characteristics of integrative motivation. A more practical justification for learning a language is implied by instrumental motivation, which refers to the desire to receive some sort of social or financial reward through L2 proficiency (Pastor & Mestre, 2013).

The reasons for the motivational force of Allegorical Literary Works are listed below:

- Authenticity of Allegorical works provides students with real-life experiences.
- Allegorical Works include many moral messages which push up students' reading desire.
- The visuals in Allegorical Works enhance imagination.
- The metaphors and other literary devices in Allegorical Works enable readers to reach deep meaning.
- Allegorical Literary Works have figurative language which helps to understand abstract concepts.
- Rather than having a dense and academic language, Allegorical Works have a relatively easy language. This encourages learners to read more.
- Allegorical Works also include engaging content that promotes young learners' vocabulary knowledge.

2.13. Teachers' Self-efficacy on Allegorical Works

Learning a foreign language is a long and challenging adventure and it is the teacher who guides the learners in the course of this adventure. That is why teachers play a vital role in the process. For this reason, Dinçer *et al*, (2013) maintain that there are some procedures which a language teacher needs to be aware of. Some of these procedures are as follows:

- Teachers who are determined to utilize Allegorical works in their classes, first need to set clear instructions for reading Allegorical Literary Works.
- A language teacher needs to be the one who encourages students to read.
- A language teacher should provide his or her students with an environment in which they face grammatical structures in a meaningful context.
- A language teacher should convince his or her students that understanding the literary text leads to understanding the language itself.
- To foster a good mindset, the teacher should choose an allegorical work that encourages aesthetic interaction between the reader and the text (Dinçer *et al*, 2013).

As stated by Savvidou (2004), our main goal as ESL instructors is to support students in developing their communicative competence. For this reason, we frequently concentrate on teaching standard verbal patterns. Though they have improved their linguistic accuracy, it is clear that EFL speakers still struggle to understand the nuances, innovation, and diversity that distinguish even minor and major forms of English (Savvidou, 2004).

A teacher is a kind of psychologist who uses some things to reduce anxiety levels during classes because one of the major obstacles in speaking is anxiety. All foreign language lessons may include some speaking, but in the speaking class, the main goal is to communicate in that language; the L1 (the speaker's first language) may be used very little or not at all. For people who find it difficult in any manner to talk and communicate in a foreign language, this offers a challenging situation. (Kasap & Power, 2019). So, with the help of Allegorical Literary Works, the language teachers can motivate students to acquire communicative competence.

During the process, a language teacher needs to be careful not to bombard students with unnecessary grammatical usage. Rather, he or she needs to make learners feel greedy to read more.

2.14. Students' Views on Allegorical Literary Works

Allegorical literary texts from different cultures provide students with a lot of benefits. Some of those benefits can be listed as imagination, knowledge of different cultures, different perspectives of worldview, and aesthetic pleasure.

According to Weda (2018), some research findings indicate that numerous literary works have substantial effects on increasing students' English achievement and creative thinking. Literature is "the efficient use of language under appropriate circumstances." Because the language employed in literary writings is appropriate for the contexts of the events, he believes that they can be used in language training. The incorporation of literature and literary texts (particularly novels and short tales) into language classrooms would provide EFL/ESL learners opportunities to advance all facets of their English language skills (Weda, 2018).

Inclusion of literature in language curricula might lead to appealing content, he added. This is due to the fact that literature, in its different forms of prose (fiction), poetry, and theater (plays), can provide some engaging tasks in the classroom setting. Numerous studies show how prose, story, poetry, and theatre can improve students' English communication skills. (Weda, 2018)." These statements show that English language teaching through allegorical literary works is an effective and cost-efficient way of teaching. Students' views about the topic are another crucial point.

The students participated in the Weda's research, and made the following interpretations:

1. "Literature can help me improve social harmony and tolerance"
2. "Literature can help me improve my social value"
3. "Literature can help me improve my social awareness."
4. "Literature can help me improve my vocabulary"
5. "Literature can help me improve my reading skills."
6. "Literature can help me improve my writing skills."

7. “Literature should be a component of the syllabus for English courses in the EFL classroom” (Weda, 2018).

The comments made by the students show that allegorical literary texts not only help them to improve their academic skills but also improve their social skills and integrate them into society. With the contributions of the statements above, it seems safe to say integrating literature into the language learning/teaching process leads to beneficial outcomes both for teachers and students. Of all the literary works, the Allegorical ones catch the attention of young learners the most. This is because of their engaging themes and motivating content as young learners do not really like long and intensive texts. Rather, short and interesting texts take their attention more. Additionally, having an understandable language and simple grammatical structures, Allegorical works help students to acquire language in an authentic context. Furthermore, the students who start reading Allegorical works develop a positive attitude toward reading. It is a well-known fact that extensive reading promotes communicative competence, as well. According to Guo (2012), several studies have established a link between extensive reading and specific linguistic skills such as a variety of reading options, enhanced writing skills, comfort in oral communication, and development in other parts of language, Literature already includes a considerable amount simplified reading content that would attract even the most beginner readers to participate in extensive reading (Guo, 2012). That also applies to Allegorical Literary Works, because they can motivate even beginners and reluctant students to feel enthusiastic to read.

Since some of the Allegorical Works are adapted to cartoons, students’ perceptions are positively affected and familiarity also exists among the readers. Just as cartoons are watched voluntarily, Allegorical Works will be watched voluntarily rather than in a compulsory way. Because Allegorical Works are mostly read for pleasure, Reading for pleasure does not lead to damage to students’ perceptions about reading. According to Krashen (2004), FVR means reading for the sake of reading. For school-age students, FVR means no book report, no questions at the end of the page, and no searching for every new word. FVR is throwing away a book you don't like and picking up another. It is the type of reading that highly educated individuals perform all the time.

I am likewise sure that FVR is the best technique to obtain advanced second language ability. It is one of the most effective things a second language learner can do to bridge the gap between starting and very advanced levels of language skills (Krashen, 2004). As it is stated by Krashen, reading for pleasure is highly recommended and Allegorical Works fit best into FVR. Students feel free to read and they subconsciously acquire a second language. There are also some allegorical works such as Animal Farm by George Orwell and Faerie Queen by Edmund Spenser which are more appealing to adult learners or advanced-level students. Readers can enjoy the content and themes which are provided by Allegorical Works. Therefore students generally like the content and themes of Allegorical Works.

3. METHODOLOGY

A flawed research design or methodology would mean flawed results. This is why, the purpose of the research, the model of the research, and the data collection processes are presented.

In this methodology section, the model of research, study group, data collection process, data collection tools, validity, credibility, and data analysis are presented. One-to-one interview, a qualitative research method, was employed. Some semi-structured interview questions were directed to teachers with different backgrounds and different experiences to collect data. An interview outline was utilized during the process. The collected data was analyzed with great care. Then the findings were analyzed by utilizing the content analysis technique.

3.1. Model of Research

The goal of this study is to gather and analyze teachers' opinions on the usage of Allegoric literary works in English teaching through a qualitative research project. According to Lune & Berg (2017), in qualitative research, meanings, concepts, definitions, traits, metaphors, symbols, and descriptions of objects are discussed. (Berg & Lune, 2017). To put it in other words, qualitative research is conducted to collect data holistically. According to Patton (2015), Qualitative research examines how individuals and organizations create meaning. In doing so, qualitative methodology pays close attention to the process through which qualitative analysts choose what is significant. Qualitative analysis entails evaluating interviews, observations and documents — the data of qualitative research – to identify fundamentally relevant patterns and themes (Michael Quinn Patton, 2015). The qualitative research method, which was primarily employed in social sciences, is currently applied by many different disciplines. Qualitative research is both a method for acquiring data and a kind of view into the real world. To comprehend how the people they are studying see things, qualitative researchers identify and empathize with them (Taylor, Bogdan & Devault, 2016).

As the interview is one of the best data-gathering techniques of qualitative research, it was utilized in this research paper, because it needs to be recognized that qualitative research can serve a wide range of data from a wider perspective. The qualitative research method include stages such as the purpose of the study, research questions, data creation, data analysis, report writing, validity, and evaluation standards.

3.2. Key Features of Qualitative Research

An overview of the qualitative research methodology, which differs from quantitative research, is offered in this section. It must be acknowledged that qualitative research enables researchers to view things from several angles. Qualitative research, according to Draper (2003), focuses on the nature or character of human experiences and what these events signify to specific people. Thus, rather than asking "how much" or "how many," qualitative research frequently begins with "what," "how," and "why" questions. It also focuses on assessing the answers each person gives to these questions in the context of their own lives (Draper, The principles and application of qualitative research, 2003).

Qualitative research is mainly naturalistic and realistic because it presents the beliefs and thoughts in the way they happened. It is not inclined to manipulate the original content. Additionally, qualitative research generally provides a holistic picture rather than an individual one. The ultimate purpose of a qualitative research method is to grasp the beliefs and thoughts of the participant in an untouched way. Qualitative research demonstrates the importance of understanding the opinions and experiences of participants to achieve their true perceptions. Another key feature of qualitative research is providing flexibility in research design. Qualitative research allows the researcher to see social phenomena as they take place in their natural contexts. When it comes to the theory generation process, according to Draper (2003), the process of analytical induction, in which the researcher moves from observation to generalization and draws conclusions from specific observations to more general rules to construct a hypothesis or theory, can be used to generate theory or explanations in qualitative research (Draper, 2003).

This is qualitative research in which teachers' views on utilizing Allegorical Literary Works in English teaching were collected and analyzed.

Some semi-structured interview questions were directed to teachers with different backgrounds and different experiences to collect data. A 15 people voluntary group was pre-determined and 8 open-ended questions were asked to the participants to obtain specific information about Allegoric literary works in English Teaching. These questions were designated as an interview which includes mutual communication between the interviewer and interviewees. The questions were pre-ordered and pre-determined by the researcher then the answers given by participants were recorded electronically to be interpreted later. The validity was ensured by asking eight semi-structured questions two experts in the field in order to test whether the questions in the semi structured interview form were understood correctly and whether the interview was suitable for its purpose. It was determined that the questions in the interview form were sufficient, clear and understandable (Kasap, 2019). Content analysis is utilized in the process. Stemler, (2000) asserts that content analysis is a potent method of data reduction. Its main advantage is that it is a methodical, repeatable process for condensing a large amount of text into a small number of content categories based on defined coding criteria. It offers the appealing qualities of being discrete and practical for handling enormous volumes of data (Stemler, 2000). For these reasons above, the content analysis provided a practical and relatively effortless data analysis during the process.

3.3. Study Group/ Participants

In this study, 15 voluntary teachers who are working at different secondary schools were interviewed either face-to-face or on Zoom platform. Face-to-face interviews ensured high reliability while Zoom interviews were highly practical. 7 female, as well as 8 male teachers, were selected to be gender neutral. 8 pre-prepared questions were asked to respondents. A meeting plan was prepared in line with the accessibility principle. In order not to damage privacy, teachers' names were coded as "FT1, FT2, FT3, MT1, MT2, and MT3…" In line with ethical rules, anonymity was ensured in this way. While teachers replied to the questions, their answers were recorded electronically, with their permission.

Interviews lasted on average of 10-15 minutes. Interviews consisted of 8 open-ended questions and the list of questions is provided below. Interviews were carried out in a silent and safe environment not to impress their ideas. Also, interviews were conducted one-to-one so as not to violate the privacy of participants. A chart including details about the interviewees is also provided below. To ensure that respondents expressed their ideas clearly and in an unbiased way, no restrictions were imposed on them. Participants were selected according to the criteria of qualitative research technique: semi-structured interview.

According to Sergeant (2012), in order to exclude the potential impact of outside variables and assure the generalizability of results, quantitative research has to standardize processes and randomly choose participants. In contrast, participants are chosen for qualitative research with a specific goal in mind; they are those who will contribute most to comprehending the phenomenon being studied and the research questions. Consequently, selecting appropriate volunteers is one of the phase's most crucial duties. The study's theoretical stances, supporting data, and research questions all play a role in selecting decisions (Sargeant, 2012). And the answers given by respondents were kept confidential and were only used for goal-oriented ends in line with ethical rules. Under these conditions and statements, teachers' views on utilizing Allegorical Works in English teaching were obtained.

Table1. The details of participants

Participant	Gender	Age	Experience	Graduate	The Number Languages Known
1	*Male*	*28*	*4 years*	*ELT*	*3*
2	*Male*	*27*	*4 years*	*ELT*	*3*
3	*Male*	*29*	*7 years*	*ELT*	*3*
4	*Male*	*35*	*7 years*	*ELT*	*3*
5	*Male*	*37*	*11 years*	*ELL*	*3*
6	*Male*	*35*	*7 years*	*ELT*	*3*
7	*Male*	*28*	*4 years*	*ELT*	*3*
8	*Female*	*28*	*4 years*	*ELT*	*3*
9	*Female*	*26*	*2 years*	*ELL*	*2*
10	*Female*	*30*	*7 years*	*ELT*	*3*
11	*Female*	*29*	*5 years*	*ELT*	*3*
12	*Female*	*24*	*2 years*	*ELT*	*3*
13	*Female*	*26*	*3 years*	*ELT*	*2*
14	*Female*	*27*	*4 years*	*ELT*	*3*
15	*Male*	*29*	*5 years*	*ELT*	*2*

3.4. Interview Questions

1. What are your opinions on utilizing Allegorical Literary Works in English teaching?

(If negative)

a) Could you explain why you think so?

b) Can you please give examples of downsides?

2. What are the advantages of utilizing Allegorical Literary Works in English teaching?

3. What kind of guidance do you provide for your students while utilizing Allegorical Works in class?

4. What do you think about the applicability of Allegorical Works to the current curriculum?
5. What kind of moral messages do the Allegorical Works give? Are they helpful for language acquisition?
6. What are the effects of Allegorical Works on foreign language enjoyment and anxiety?
7. How does an Allegorical Work develop the “metaphorical competence” of learners?
8. How do students’ attitudes change upon being exposed to the Allegorical Works in EFL/ESL classes?

3.5. Validity

This section explains validity, one of the naturalistic approach's requirements, and how it relates to the topic of the study. Even while many academics believe that quantitative research is valid, this line of inquiry uses non-numerical data to examine and characterize the "quality" and "nature" of how people act, perceives, and comprehends (Alshenqeeti, Interviewing as a Data Collection Method: A Critical Review, 2014). For this reason, validity is a needed criterion for scientific research, and that applies to this study, as well.

A kind of measurement instrument to check the accuracy of the study, it is validity. Although validity has many different definitions, in my opinion, validity refers to the degree to which something is accepted and true. Hammersley's definition is one of the most frequently used. An account is legitimate or true if it accurately depicts the characteristics of the phenomenon that it is meant to describe, explain, or theorize (Winter, 2000). There are five different types of validity: descriptive validity, interpretative validity, theoretical validity, generalizable validity, and evaluative validity. It is beyond the scope of this study to attempt to explain each one in detail. Here, the primary goal is to accurately express the opinions of the teachers. In conducting interviews, as a researcher I tried to minimize researcher bias. Researcher bias is generally caused by deliberate observation and recording of information, as well as enabling one's personal beliefs and opinions to influence how information is understood and how research is conducted (R. Burke Johnson, 2019).

In ideal qualitative research with high validity, the researcher should collect the data without a personal interpretation. The findings of the research should have consistency to minimize data analysis errors. Adequate effort in search of validity has been put to reflect teachers' real views on utilizing Allegorical Literary Works in English teaching. It would be needless to say validity is an essential criterion to determine the accuracy of research findings.

3.6. Credibility

For a study to be recognized as scientific research, credibility is an absolute requirement. Each researcher performing a study will view the data from a different angle and may interpret the findings differently. (Labianca, Gray & Brass, 2000). However, research with a low credibility level would have no scientific value. For research to be acknowledged as scientific research, it needs to be credible and reliable enough. The credibility and reliability of a scientific study are determined by its replicability. In other words, if a study reflects the same results when it is conducted a second time under roughly similar conditions, then it is possible to say it is credible.

Credibility is enhanced by the researcher describing his or her experiences as a researcher and verifying the research findings with the participants. A qualitative study is considered credible if the descriptions of human experience are immediately recognized by individuals that share the same experience (Sandelowski, 1986). To support credibility when conducting this study based on the qualitative research method, as a researcher I collected data with the help of interviews and analyzed it with content analysis.

Qualitative research is word-based while quantitative research is number-based. This is the main reason behind the claim that the credibility of qualitative research is difficult to test. Those who agree with this claim say that in qualitative research, the reality is unique to each observer, in other words, the reality is observed subjectively. Comparing qualitative research to quantitative research, which employs experimental, objective methodology, critics have historically attacked qualitative research for lacking scientific rigor. Qualitative research, on the other hand, takes a different approach to research people than quantitative research.

Exploring individual experiences, characterizing phenomena, and formulating theories are prioritized in qualitative research. (Cope, 2014). In this study individual experiences are reflected with high-level of credibility.

3.7. Procedure

There are certain reasons to collect data such as description, explanation, and prediction. Naturally, there should be a way of evaluating and examining collected data which is called “procedure”. In each type of research, a different procedure is followed.

Since the qualitative research method is utilized in this study, the data which is collected is mostly verbal. Therefore with the help of the semi-structured interview method, it is aimed to answer research questions. For example: “Is utilizing Allegorical Literary Works effective for acquiring communicative competence?”

First, the research area of the study is defined then the research topic is presented with specific and general research questions. A simple model of research as well as a hierarchical order of concepts is provided. A well-known characteristic of qualitative research is that the data which is intended to be collected is not numerical rather it is mostly personal experiences which are expressed verbally. So, the data collected through an interview might be iterative because David Silverman contends, interviewers presume "emotions" are easily accessible if you ask someone when they ask inquiries of the respondents. Undoubtedly, if you ask an adult, they can name the "emotions" they were experiencing at the time. But do we act out of emotion every time? And do we not unavoidably "rewrite history" when we reflect on our previous deeds because we try to make sense of the past in light of the present (Silverman, 2003)? Because of these limitations, the aim is for the data should be collected when it is still fresh and memorable. In this respect, one of the most preferred techniques of qualitative research, “interview” fits best here.

A single correct way of data analysis does not exist for qualitative research. That is why a unique plan which is based on the characteristics of collected data needs to be prepared by the researcher. In this respect, a data analysis plan was created in line with the characteristics of collected data, and content analysis was beneficial to explain and reflect the collected data.

Thanks to the interview technique which is applied in this study, it has been possible to ask a range of questions. These questions allowed me, as a researcher, to gather rich data. Using semi-structured interviews provided respondents the freedom of saying what they want. And respondents did not have a set time limit, which enabled them to reflect on their deep experiences. The face-to-face interview method ensured the quality of the obtained data and increased the response rate.

In this study, content analysis was employed to improve the ability to conceptualize the data that was gathered. Content analysis is a very adaptable research technique that has been widely employed in library and information science (LIS) studies with a variety of research goals and objectives, according to White & Marsh (2006). The research method uses a variety of analytical tools to produce findings and contextualize them. It is utilized in qualitative, quantitative, and occasionally combined types of research frameworks. (White & Marsh, 2006). It is shortly transforming a large amount of text or images into a highly organized and concise conceptual structure. As it is explained above, a plan was prepared and the collected data was analyzed in line with the prepared plan.

Thereafter, 8 pre-prepared open-ended questions were asked to the interviewees and they were not restricted by a time limit so that in-depth feelings could be revealed.

After the data was collected, the following steps were taken: (1) coding the data, (2) finding the codes, categories, and themes, (3) organizing the codes, categories and themes, and (4) defining and interpreting the findings.

Coding the data: This process involves gathering the targeted information through a semi-structured interview technique. Malterud (2012) states qualitative analysis, knowledge is developed from experiences by interpreting and summarizing the organized empirical data. By articulating the aim of the study, our interpretations are already guided by preconceptions when we interpret data co-constructed by participants and researchers. Intersubjectivity implies that analysis is conducted and presented so that others can follow procedure and progress, and understand the conclusions (Malterud, 2012). Thus collected data was coded systematically.

However systematic it is, some unexpected themes might show up so it is necessary to examine the collected data repeatedly. As stated above, to enable the readers to understand the message, coding is an indispensable part of qualitative research.

Findings of the codes, categories, and themes: After codes were identified, themes and categories were specified accordingly. Because, according to Connelly & Peltzer (2016), qualitative research is utilized to carry out a thorough investigation of a topic of interest. Qualitative research methods collect and analyze data inductively or deductively, and the results describe and/or interpret the extensive body of evidence that contributes to understanding the topic being studied. Following the collection and coding of data, the conclusions are typically presented as themes, subthemes, and categories which call for analytical consideration and study. Themes are typically words or phrases that describe deeper, underlying processes present in all of the study's instances. Meaningful data points are first coded; the codes are then examined and categorized. Data that contribute to resolving the research topic are meaningful data. Reviewing categories and subcategories and establishing connections between them helps to generate themes, which in turn helps to develop concepts. Themes offer a description or reinterpretation of the phenomenon. Underdeveloped themes restrict the message they are supposed to communicate (Connelly & Peltzer, 2016).

Organizing the codes, categories, and themes: Vaismoradi *et al* argue that "Theme" is the main product of data analysis that yields practical results in the field of study (Vaismoradi *et al*, 2016). That is why it is highly important to organize the codes and themes systematically to uncover meaningful parts.

Defining and interpreting the findings: Enhancing understanding of phenomena is one of the qualitative research's objectives, according to Byrne (2001). It is critical to examine the findings for plausibility and believability when presenting or evaluating qualitative research. (Byrene, 2001). Findings must be analyzed in a methodical manner for a researcher to guarantee plausibility and credibility. According to Peshkin (1997), in qualitative research, the researcher interprets findings and comes to a conclusion based on the information gathered.

To demonstrate how a researcher's self, or identity in a circumstance, interacts with his or her understanding of the object of the investigation, reflection on the formation of an interpretation is crucial. (Peshkin, 2000). For this reason, the interpretation of the findings is of great value.

3.8. Data Collection Instrument

Another point at which qualitative research and quantitative research differ is the data collection instruments or tools. Quantitative research uses data collection instruments such as surveys and experiments while qualitative ones use interviews and observations. In this sample study, the interview was used to reach an in-depth understanding of perceptions or opinions on teachers' views on utilizing Allegorical Works in English teaching. According to Kelly (1999), nonverbal communication can be crucial for achieving a deeper shared meaning, in which both the interviewer and interviewee raise their awareness of the contextual nature of the voice. The voice of the interviewee is still the most significant aspect of all interviews. When nonverbal and verbal communication is combined, Verstehen is frequently increased, with nonverbal communication (such as facial expression and hand gesture) helping to make clear the meaning of spoken words and verbal communication helping to make clear the meaning of nonverbal communication (Kelly *et al*, 1999). Thus non-verbal communication, as well as verbal communication makes the interview one of the most common data collection instruments for qualitative research. Using the one-to-one interview technique provided me with nonverbal information as well as verbal. For each interview 10 open-ended and pre-determined questions were asked to interviewees and their inner thoughts were reached. The importance of non-verbal information should not be underestimated, because Anthony, Nancy & Kathleen stated that just as cultural groups have their unique folk terms, so too do they have special symbolic gestures that often are used instead of speech, although they can also accompany speech either by emphasizing a spoken word or phrase (Onwuegbuzie, Leech & collins, 2010). Since qualitative research is based on a naturalistic and positivist approach, with the help of the interview technique, this study aimed to accumulate a detailed account of human behavior and beliefs within the contexts they occur in.

Interviewing is "a powerful tool for studying the production and negotiation of meanings in a natural situation," according to Alshenqeeti (2014). In other words, the value of interviews comes from allowing respondents to "talk in their voice and express their thoughts and feelings", in addition to creating a holistic portrait, analyzing language, and reporting specific opinions of informants. (Alshenqeeti, 2014). For all the reasons stated above, interviewing was utilized in the study.

3.9. Analysis of Data

Qualitative research methods differ from Quantitative research methods in that the former refers to everything other than numbers. That is why the needed data which is to be collected through observation and personal experiences rather than numerical data or empirical experiments. It does not necessarily mean that it is easy to collect and analyze qualitative data. On the contrary, collecting and analyzing qualitative data is much more time-consuming and difficult to integrate into the process. Making sense of collected data is no small task. Qualitative Data Analysis known as QDA is conducted in two ways: primary data which is created by one or secondary data which is published by someone else. This present study was mainly conducted with primary data. Consequently, if it is not numbers and statistics what it is? It is words, observations, and experiences.

A content analysis of six QDA approaches was utilized to make an interpretation of teachers' opinions regarding the usage of allegorical works in English instruction. Although the goal of content analysis is generally acknowledged to be to examine content obtained from any kind of communication, content analysis has not focused exclusively on doing so. (Mayring, 2014). Rather, it also provides some objective, systematic, and quantitative description of the communication.

The content analysis method was preferred in this study because it is highly recommended to reveal embedded messages in the texts or interviews. So with the help of the content analysis method, the collected data was analyzed and emulated subsequently. The interviewee's identity was kept secret while the data was analyzed and presented in the research report. Because there is no direct manipulation of people involved in this research method, the teachers who were questioned were coded as "J1, J2, J3" to protect their privacy, and it was ensured that their responses

would only be used for specific purposes. Being an ethically adept qualitative researcher, according to Brinkmann & Kvale (2005) entails more than just respecting the participants' integrity. The cultural setting of the researcher's work is another factor that must be considered (Brinkmann & Kvale, 2005). Also, in this study, as a researcher, I remained faithful to the ethical rules. Teachers were ensured of this sensitivity before interviews started.

4. FINDINGS

The findings from the content analysis results were provided in this part by providing frequency values in the tables. Direct quotations about the participants' opinions were included while reviewing the research's findings and the participants' true names were not used. Instead, a unique code representing each depends on the "gender, identifying the participant was used. (FT1, FT2, FT3, MT1, MT2, MT3… etc.). They are coded as FT: Female teacher, MT: Male teacher.

The findings which were obtained from interviewees were coded under 8 predetermined themes. These themes include; "Opinions of the teachers about the Allegoric literary works", "Opinions of teachers about advantages of utilizing Allegoric literary works in English teaching", "Opinions of the teachers about the guidance to be provided", "Opinions of the teachers about the applicability of Allegoric literary works to the curriculum", "Opinions of the teachers about applicability of Allegoric literary works to the curriculum", "Opinions on the messages that Allegoric works provide and their helpfulness", "Opinions about the effect of Allegoric works on foreign language enjoyment and anxiety", "Opinions on the contributions of Allegoric works to the metaphorical competence" and "Opinions on the changes in the students' attitudes students upon being exposed to Allegoric literary works in ESL/EFL classes". The responses given by interviewees were analyzed and coded into the tables below. Then the frequency of answers was also coded and all were presented in the tables below.

Theme 1: Opinions of the teachers about the Allegoric literary works

Table 2: Opinions of the teachers about the Allegoric literary works

N	Codes	Participants	Frequency
1	✓ *Improves imagination*	*(MT1, FT1)*	*2*
2	✓ *Interesting* ✓ *Fun*	*(MT2, MT4)* *(MT2, FT3)*	*2* *2*
3	✓ *Provides meaningful context*	*(MT3)*	*1*
4	✓ *Helpful*	*(MT6, FT1, FT4, FT5, FT6)*	*5*
5	✓ *Understandable* ✓ *Facilitating*	*(MT7, FT3)* *(MT7, FT3, FT7)*	*2* *3*

In this section, interviewees were asked what their opinions are about Allegoric Literary works. The answers of participants are coded and listed above. Additionally, the answers are also given below. Although most of them are of positive opinions about Allegoric works, their positive ideas differ from one another in that MT1 and, FT1 believe that Allegoric works improve imagination since they involve metaphoric elements.

FT1: "I guess, Allegorical literary works enhance students' imagination so they are useful to be used in English teaching. As Allegorical works are comprehensive by means of including extended metaphor, they make the texts, and plots more understandable that's why they are useful when teaching English"

Also, MT2, MT4, and FT3 stated that Allegoric works are fun and interesting as they inspire interest among readers which is vital to be enthusiastic about reading.

MT2: "First of all, when I was a child, when I was at primary school, we had a teacher and he came to class with different kinds of stories I really liked the way he taught us allegorical literary things. First, we even didn't know Kurdish. Thanks to those Allegoric Literary works I got interested in Turkish class more and more so did I for English."

MT3 stated that Allegoric works provide a meaningful context which is also important to engage learners in reading.

MT3: "When we teach English, we need lots of materials; first we need a meaningful context in which everything makes sense. Allegoric Works are one of those materials. Because we teach something in a context, students use them to improve their knowledge and they can improve their background knowledge. They provide a meaningful context."

MT6, FT1, FT4, FT5, and FT6 stated that Allegoric works are also helpful now that they facilitate teachers' tasks because a teacher who uses Allegoric works in ESL/EFL classes does not have to worry about the authenticity of materials.

FT5: "Allegories are part of what makes literature rich and thus makes language rich too. So ı think it is useful to use allegorical literary Works in ELT classes."

FT6: "I think, they are helpful for ESL students to use Allegorical Literary Works because English teaching should have a variety of methods and techniques in class."

According to MT7, FT3, MT7, FT3, and FT7, Allegoric works are understandable and facilitating because most of Aesop's Fables are translated into multiple languages and thus readers are familiar with the content they present. The simplified language of these works facilitates reading.

MT7: "*As you know Allegory; is the expression of a thought, behavior, feeling, concept, or object with symbols and symbols. By using allegory, we can help our young students better symbolize and internalize concepts. In addition, this technique can be used very well, especially in the teaching of abstract concepts.*"

FT7: "The use of allegory studies in the foreign language teaching process has an important place in both: facilitating language acquisition, reducing students' anxiety levels, and developing positive attitudes toward language learning."

Along with positive ideas, some negative ones are also expressed by some respondents. For example; FT1 has some concerns about imaginary content.

FT1: "They sometimes may be complicated as they contain more imaginary depictions (using every detail) particularly for students study at primary and secondary schools."

Theme 2: Opinions of teachers about the advantages of utilizing Allegoric literary works in English teaching

Table 3: Opinions of teachers about the advantages of utilizing Allegoric literary works in English teaching

N	Codes	Participants	Frequency
1	✓ *Provides grammatical structures in a meaningful context*	*(MT1, MT4, FT1)*	*3*
2	✓ *Familiar* ✓ *Enjoyable* ✓ *Motivating*	*(MT3)* *(FT2, FT7)* *(MT2, FT1, FT2)*	*1* *2* *3*
3	✓ *Provides metaphors and symbols*	*(FT4, FT5, FT7)*	*3*
4	✓ *Provides idiomatic language*	*(MT5, M57, FT3)*	*3*
5	✓ *Promotes critical thinking*	*(FT3, FT5)*	*2*
6	✓ *Promotes cultural/intercultural awareness*	*(MT5, MT6)*	*2*
7	✓ *Addresses multiple intelligences*	*(FT5)*	*1*

In this section, participants were asked about the advantages of Allegoric works in English teaching. Literary texts are crucial for language learning because they improve students' motivation, raise their knowledge of other cultures, and help them communicate more effectively. Studies have revealed the possible benefits of utilizing literary texts in EFL classrooms that provide authentic materials to aid in the improvement of language proficiency and the expansion of linguistic knowledge (Khan &Alasmari, 2018). Most of the respondents stated ideas in favor of Allegoric works as they believe the advantages are many.

MT1, MT4, and FT1 think that Allegoric works provide grammatical structures in a meaningful context so readers acquire language without consciously focusing on grammatical rules.

> *MT4: "Allegoric works can be utilized for advanced learners. I think allegories are exciting for readers because of using of animal characters."*
> *FT1: "Allegorical literary works convey different messages so they help students improve their imagination skills as well as enjoying the context particularly when they are used in a classroom; they create more enthusiasm and fun for students."*

According to MT3, FT2, FT7, MT2, FT1and FT2, Allegoric works are familiar, enjoyable, and motivating. Familiarity is important in that it does not create fear of failing in understanding. Benarba and Hadji (2020) said that Allegories, rather than being utilized as literary works to be studied literarily, should be used as reading aids to improve students' reading abilities and methods. In other words, educators must remember that these texts are intended to be used as a tool to teach students advanced reading techniques, including critical reading, rather than as literary works that require the inclusion of extensive theoretical elaborations on the work itself (Benarba & Hadji, 2020).

> *MT3: "The biggest advantage is that most students have already heard about them. So they have background knowledge about them. They can compare their background knowledge with the books so that they can learn quickly."*
> *FT2: "The use of Allegorical works in the lesson courses enable students to experience internal conflict among them, and students search for a cause-effect relationship, which helps them to think critically.*
> *FT7: "Through the use of allegory studies in English teaching, students realize that this process is more enjoyable. In addition, they can be successful in acquiring abstract concepts in particular."*
> *MT2: "it enhances your ability to learn a new language. It motivates you and it motivates students. So sometimes in my classes, I do some exercises as well."*

MT5, MT7, and FT3 think that Allegoric works include metaphors and symbols which improve readers' figurative language. Azuma (2004) highlights the importance of metaphorical competence with the following words: How well learners understand and employ metaphorical terms in English can be described as their level of metaphorical competency in an EFL situation. It may be important for learners in an EFL situation to recognize English metaphorical expressions in discourse, news, academic texts, or other materials. It may also be important for learners to use English metaphorical expressions appropriately in writing and speaking, as well as to comprehend the ideas behind English metaphors (Masumi Azuma, 2004).

MT7: "First of all, they are fun for students. Also, they are a quick way to squeeze the meaning into a single short narrative. Furthermore, because the human brain has the ability to jump from literal to figurative language, allegories tap into that."

FT3: "I believe Allegoric works are advantageous in terms of including metaphors and symbols. Also, using animals or other symbols to convey an idea enable students to get the hidden message in reading text. Thus promotes critical thinking."

MT5, MT7, and FT3 are of the opinion that Allegoric works provide an idiomatic language which is necessary to learn idiomatic expressions and phrases in the target language. Hinkel (2017), states that in order to help learners become more aware of common phrases, teachers may use a variety of examples from speaking while teaching linguistic patterns for L2 writing. Grammar and vocabulary practice can take place concurrently with writing training. One of the most effective techniques to increase L2 writers' vocabulary is to use common idioms and short sentences in academic writing (Hinkel, 2017).

MT5: "Well, there are many advantages. First, Allegoric works have an idiomatic language that enables learners to understand figurative language. Next, Allegoric works promote cultural and intercultural awareness. Being an authentic material, Allegoric works involve authentic content for EFL/ESL learners."

FT3 and FT5 think that Allegoric works promote critical thinking. Khatip (2012) expresses critical thinking is essential for learning because it is essential for students to develop their critical thinking skills because it is an essential component of teaching any subject. When students enroll in higher education programs, the importance of this very important learning component tends to increase because they are largely responsible for their education. Therefore, the students must develop their critical thinking abilities (Khatib, 2012).

FT3: "I believe Allegoric works are advantageous in terms of including metaphors and symbols. Also using animals or other symbols to convey an idea enable students to get the hidden message in reading text. Thus, promotes critical thinking."

FT5: "Allegory's purpose is to convey a deeper and metaphoric meaning and so Allegorical Works help students enhance their critical reading skills and also help them broaden their perspective. They also ensure students' response and involvement at emotional, intellectual, linguistic, and cultural levels."

MT5 and MT6 agree on the fact that Allegoric works promote cultural/intercultural awareness. Being aware of the target culture enables the reader to understand cultural elements.

MT5: "Allegoric works promote cultural and intercultural awareness."

MT6: "Allegorical works are crucial for the language learning process since they improve communication skills, broaden cultural awareness, and inspire pupils. This increases our understanding of language."

FT5 is of the opinion that Allegoric works address multiple intelligences so every student gets involved in the process. For example, visuals in Allegoric works take the attention of those who have visual intelligence.

FT5: "They also ensure students' response and involvement at emotional, intellectual, linguistic, and cultural levels."

Theme 3: Opinions of the teachers about the guidance to be provided

Table 4: Opinions of the teachers about the guidance to be provided

N	Codes	Participants	Frequency
1	✓ *Helps students to interpret moral messages*	*(FT1, FT3, FT4, FT5, FT6)*	*5*
2	✓ *Provides unknown vocabulary when it is needed*	*(MT1, MT2, FT5)*	*3*
3	✓ *Encourage students to read*	*(FT1,MT6)*	*2*
4	✓ *Helps students to pick the books at their own level*	*(MT2, FT3)*	*2*
5	✓ *Advises students to make inferences from the context*	*(MT3, MT5, MT7)*	*3*

In this section, as the third question, the participants were asked their opinions about the type of guidance they provide and their responses were coded in table 4 as well as frequency values. FT1, FT3, FT4, FT5, and FT6 think that Allegoric works help students interpret moral messages that pop up in Allegoric works.

FT1: "Students have attention deficit so I try to use the works that contain more visuals and try to use contexts which are mostly used for grammatical structures"

FT3: "Yes, actually I help them to infer the meaning from the context. For example, they may face a word they don't know and I force them to infer the meaning by looking at the sentence. With a wider perspective, they can learn easily."

FT5: "As a teacher, I provide my students with a list of Allegoric works. I encourage them to start with simple ones. I also advise students to figure out unknown vocabulary from the general context."

MT1, MT2, and FT5 stated that they provide unknown vocabulary when it is needed which prevents students from falling into hopelessness.

MT1: "I give a short and informative overview of the text and its author."

MT2: "You can provide them with pre-knowledge about vocabulary. If they know the vocabulary, it will be much easier to understand the allegorical things."

FT5: "I provide them with vocabulary knowledge and Allegorical literary texts and act as a facilitator whenever they need help."

FT1 and MT6 encourage students to read as much as possible. However, this should be done without forcing students. In this subject, MT6 and FT1 express the following ideas.

FT1: "Students, as their age required, are namby-pamby (mostly used for shy and timid people) in the classroom I try to help them to take part in fun activities by interpreting the moral messages given by Allegorical literary works."

MT6: "First, I talk about the characteristics of Allegoric works and I try to explain their benefits of them to urge me to read more. I allow my students to read as much as they can read without forcing them. Because forcing somebody to do something might result in unwillingness."

MT2 and FT3 help students pick the books at their level so that they can grasp the allegories, metaphors, and symbols included in the text.

MT2: "First of all, you should choose the right book according to your students' level."

FT3: "As a teacher, I advise my students to have Allegoric work with appropriate level so that they can easily understand the content."

MT3, MT5, and MT7 advise students to make inferences from the context. Being able to infer meaning from context is of paramount importance in order to get the hidden meaning.

MT3: "I force them to guess the meaning with the help of skimming and bottom-up techniques.

MT5: "I also advise students to figure out unknown vocabulary from the general context."

MT7: "Before using allegorical works with my students, I expect them to keep in mind what our context is and to examine the works from this context when reading or examining the works, and in this way, I motivate them towards the work."

Theme 4: Opinions of the teachers about the applicability of Allegoric literary works to the curriculum

Table 5: Opinions of the teachers about the applicability of Allegoric literary works to the curriculum

N	Codes	Participants	Frequency
1	✓ *Applicable*	*(MT1, MT2, MT3, MT4, MT5, MT6, MT7, FT1, FT2, FT3, FT4, FT5, FT6)*	*13*
2	✓ *Applicable but needs extra efforts*	*(MT1, FT3)*	*2*
3	✓ *Not applicable*	*(FT7)*	*1*
4	✓ *Applicability depends on the skills which are going to be taught*	*(FT4)*	*1*
5	✓ *Practical and affordable*	*(MT3, FT1, FT5)*	*3*

In this section, participants were asked about the applicability of Allegoric works in ESL/EFL classes because to what extent Allegoric works are applicable is one of the key points in this paper. Most of the participants are in favor of utilizing Allegoric works in English teaching and they believe it is applicable.

MT1: "Well, even if the curriculum is intensified, it is still helpful and possible to integrate Allegoric works into the curriculum because reading comprehension is one of the key skills which have paramount importance for language acquisition."

MT2: "I think they are. There should be hard work on it. But it is applicable. I did it before."

MT3: "Yes, actually they are. For example, in 8th-grade students, we teach Friendship. In Allegoric works, many themes attach importance to friendship. So it is useful to utilize them in classes because they comply with our teaching outcomes."

MT1 and FT3 believe that it is applicable but it needs extra effort. Their ideas are:

FT3: "Well, it is possible to integrate Allegoric works into the curriculum but it might require some time because the curriculum is already dense enough. So both teachers and students may need to allocate some extra time and put the effort in it."

MT1: "It might be tiresome to apply them to the intensified curriculum."

FT7 is of the opinion that it is not applicable to utilize Allegoric works because of the density of the curriculum.

FT7: "When we look at the curriculum, I can say that grammar rules are included very intensely and there is not much time left to include activities that can be useful to students such as allegorical studies."

FT4 stated that applicability depends on the skills which are going to be taught in classes.

FT4: "it is possible to apply to the current curriculum but still it depends on the context you're teaching and the language skills that you want to give to the students and at the same time the moral values that you will stress out."

Being practical and affordable is another criterion that needs to be taken into account while using them in EFL/ESL classes. MT3, FT1, and FT5 think that Allegoric works are practical and affordable to use.

FT1: "Because of being short and including many more imaginary visuals, they are practical and they are more affordable."

FT5: "Yes, I think they are applicable to curriculum because they can substitute reading text and I also think they will be good examples of authentic materials."

Theme 5: Opinions on the messages that Allegoric works provide and their helpfulness

Table 6: Opinions on the messages that Allegoric works provide and their helpfulness

N	Codes	Participants	Frequency
1	✓ *Helpful*	*(MT1, MT2, MT3, MT4, MT5, MT6, MT7, FT1, FT2, FT3, FT4, FT5, FT6, FT7)*	*16*
2	✓ *Inspiring*	*(MT2, MT3, MT5, MT7, FT1, FT3, FT5, FT6, FT7)*	*9*
3	✓ *Engaging*	*(MT2)*	*1*
4	✓ *Stimulating and motivating*	*(MT5)*	*1*
5	✓ *Provides a role model*	*(MT6, FT4, FT7)*	*3*

In this section, participants' opinions on moral messages in Allegoric works were asked and presented with codes in the table above. All of the participants find moral messages helpful.

MT5: "Yes, another plus for utilizing Allegoric works is the moral messages they include. They motivate and stimulate learners to have favorable attitudes. The Little Red Hen by Mary Mapes Dodge is an illustration of a literary fable that teaches kids the importance of perseverance and hard work. Justice and equality are some other common themes in Allegoric works."

MT6: "Yeah, they are helpful for sure. For instance, foxes in often depicted as tricksters or villains, but in The Little Prince by Antoine de Saint-Exupéry, fox simply needed companionship and friendship. So unlike common assumptions, evil doesn't necessarily need to be always bad. "Judge yourself before you judge others" is another message. From this point of view, students avoid judging others."

FT5: ". I think they are helpful for language acquisition because they can lead classroom discussions and offer more communicative tasks in EFL classrooms owing to their multidimensional nature in interpretation which can be assessed based on flexible relevance instead of exact correctness."

Most of the participants find those messages inspiring. Employing Allegoric works and the moral messages in them as an inspirational force, facilitates teachers' work. MT2, MT3, MT5, MT7, FT1, FT3, FT5, FT6, and FT7 are those who find moral messages in Allegoric works inspiring.

FT3: "There are tons of messages Allegoric messages teach, for example from the Animal Farm by George Orwell it is understood that it is easier to control ignorant people rather than educated ones. This message urges students to learn more thus they put more effort into learning English."

FT6: "Aesop's Fables, for example, as allegorical works teach students how to behave. A very famous one "The Tortoise and The Hare" uses animals to teach a moral lesson: the slow but steady will win the race so in this Allegoric work students can understand that "however slow you are, keep working."

MT2: "Of course, In Aesop's fables or the Little Prince, children say adults have difficulty understanding them. And also in The Rabbit and Turtle, it says hard work pays off. You should work hard and do your best."

MT2 thinks that Allegoric works are also engaging. Readers engage in them for a relatively long time.

MT2: "Learning a new language, all students get more engaged in lessons stories and allegorical things"

One of the participants finds moral messages stimulating and motivating. Employing Allegorical works as a motivational force makes teachers' jobs much easier.

MT5: "They motivate and stimulate learners to have favorable attitudes."

According to MT6, FT4, and FT7 being a role model is another pro of moral messages. Reading from a role model makes the learning process shorter and more memorable.

FT4: "Moral messages that are given depend on what the context is but generally moral messages are like being truthful and Fair having the ability the assessment of human behavior difference between right and wrong and social environmental values"

FT7: "I can say that there are behaviors such as telling the truth, keeping the words, being determined, being respectful to people and I can say that these behaviors have a very important role especially in gaining the concept of value to the students."

MT6: "Judge yourself before you judge others" is another message. From this point of view, students avoid judging others."

Theme 6: Opinions about the effect of Allegoric works on foreign language enjoyment and anxiety

Table 7: Opinions about the effect of Allegoric works on foreign language enjoyment and anxiety

N	Codes	Participants	Frequency
1	✓ *Promotes enjoyment and reduces anxiety level*	*(MT1, MT2, MT3, MT4, MT5, MT6, MT7, FT1, FT2, FT3, FT4, FT5, FT6, FT7)*	*16*

As a sixth question, participants were asked about the effect of allegoric works on foreign language enjoyment and anxiety, because the content in foreign language classes must be applicable, attractive, and relevant to foreign language learners. In other words, it should promote foreign language enjoyment and reduce anxiety levels in EFL/ESL classes.

MT5: "Learning something new and demonstrating skill in front of a crowd generates a high level of anxiety. Allegoric texts work great here because they involve relatively short and simplified language. Aesop's Fables, for example, take the attention of young learners and they also have some visuals which can create a desire to read more."

MT6: "It is thought that learners' feelings when learning a foreign language generate complex dynamic relationships that affect their motivation and linguistic outcomes. So reducing anxiety levels by using Allegoric works is helpful. Allegoric works, Aesop's Fables, in particular, don't lead to any anxiety. On the contrary, they create a joyful learning setting."

FT6: "I think, Allegoric Works have a positive effect on language learning enjoyment. I believe, they also reduce the anxiety level in classrooms. So students enjoy the learning process."

Theme 7: Opinions on the contributions of Allegoric works to the metaphorical competence

Table 8: Opinions on the contributions of Allegoric works to the metaphorical competence

N	Codes	Participants	Frequency
1	✓ *Enhances metaphorical competence*	*(MT1, MT3, MT4, MT7, FT1, FT2, FT3, FT5, FT6)*	*9*
2	✓ *Raises awareness about metaphors and symbols*	*(MT2, MT3, FT4, FT7)*	*4*
3	✓ *Helps readers to acquire figurative language*	*(MT5, MT6)*	*2*

In this section, participants were asked about the effect of Allegoric works on "metaphorical competence". According to Sabet (2016), the majority of L2 learners employ their L1 conceptual system to translate the word or sentence since they are not familiar with metaphorical notions. This may lead to a misunderstanding or incorrect application of terms or expressions (Sabet, 2016). In order to understand metaphors, idiomatic expressions, figurative speech, and abstract concepts in the target language, foreign learners should reach a certain degree of metaphorical competence and conceptual fluency. This makes it inevitable to encode the idioms and phrases in the target language. According to Aleshtara & Dowlatabadi (2014), detecting similarities between different domains and using one domain to discuss or comprehend another domain are two examples of metaphorical competence (Aleshtara & Dowlatabadi, 2014).

Most of the participants think that Allegoric works enhance the metaphorical competence of readers. Their answers were coded and presented in the table above. MT1, MT3, MT4, MT7, FT1, FT2, FT3, FT5 and FT6 express their ideas as follow:

MT3: "Exposing students to Allegoric works improves critical thinking and critical thinking is vital for "metaphorical competence". The allegories and metaphors in Allegoric Works enhance the ability to understand abstract concepts."

MT7: "An allegory is a narrative in which the agent, actions, settings, etc are put in such a manner that they not only make a sense in themselves but also signify a second co-related sense of persons, things, concepts, and events. In this way, students can easily develop their metaphorical competence."
FT6: "Maybe at first, students may not understand the metaphorical meaning of an allegoric work however, in time, as teachers help students to acquire metaphorical meaning; they will be able to get the hidden message. Besides, the more learners read Allegoric works, the more they have metaphorical competence."

MT2, MT3, FT4, and FT7 think that utilizing Allegoric works raises awareness about metaphors and symbols. Being aware of metaphors and symbols enables readers to improve metaphorical competence and conceptual fluency.

MT2: "If you chose the right allegoric book that fits into the level, they will start to think about abstract concepts, and they will figure out metaphors."
MT3: "The allegories and metaphors in Allegoric Works enhance the ability to understand abstract concepts."
FT7: "When students read and are exposed to allegorical works, they become especially aware of how abstract concepts are symbolized, and this increases their metaphorical competence if they are constantly exposed to them."

MT5 and MT6 are of the opinion that utilizing Allegoric works helps readers to acquire figurative language.

MT5: "As in every other language, English contains metaphors and symbols, and learners can only acquire these by reading. Allegoric work would be a good solution to acquire "metaphorical competence" because Allegoric works have a context in which many metaphors symbols, and other literary devices exist."
MT6: "One-to-one translation is not the goal of language learning. It frequently uses metaphors. Learners must have some level of metaphorical competency in order to comprehend these expressions. Additionally, it may be useful to examine how effectively students can recognize words with various meanings and how deeply they can go into meanings. Allegoric works are valuable teaching tools for English because they are loaded with allegories, metaphors, symbols, and literary devices."

Theme 8: Opinions on the changes in the students' attitudes students upon being exposed to Allegoric literary works in ESL/EFL classes

Table 9: Opinions on the changes in the students' attitudes students upon being exposed to Allegoric literary works in ESL/EFL classes

N	Codes	Participants	Frequency
1	✓ *Enables readers to look from a different point of view*	*(MT3, MT6, MT7, FT7)*	*4*
2	✓ *Enhances language proficiency*	*(MT2, FT5)*	*2*
3	✓ *Increases interest in reading*	*(MT4, MT6, FT1, FT3, FT5)*	*5*
4	✓ *Inspires readers to apply what they read into real life*	*(FT4)*	*1*
5	✓ *Prevents prejudice against target language*	*(FT6)*	*1*
6	✓ *Makes readers to feel eager or insecure*	*(MT1, FT2)*	*2*

In this last section, participants were asked about the changes in readers' attitudes after reading Allegoric works. Participants' answers were coded and presented in the table above. MT3, MT6, MT7, and FT7 stated that utilizing Allegoric works in English teaching enables readers to look at it from a different point of view.

MT3: "Their point of view changes and they start to think more critically. Their interest in reading increases. They start to look from a different perspective at the same topics. That's why it improves language proficiency."

MT7: "When students are exposed to allegorical works, they can see that language learning is not only about learning grammar rules and acquiring four basic skills but also as a discipline in which different moral characteristics are acquired and different concepts are depicted in a very different way."

FT7: "Students become aware of the importance of different moral concepts through allegorical works, and they realize that language learning is not only about learning the rules but also is a good place to learn values."

Two of the participants stated that utilizing Allegoric works in English teaching would enhance language proficiency.

MT2: "When students get a moral lesson from those Allegoric works, it changes their attitude to some extent. Also their language proficiency increases and day by day it becomes better and better."

FT5: "students have a desirable attitude towards the use of literary texts, namely allegories, in reading classes as they represent a more effective type of reading materials that can greatly enhance their comprehension skills and strategies."

Four of the participants stated that utilizing Allegoric works in English teaching increases interest in reading thus making it appealing.

MT6: "From my previous experiences, I can say that students get closer to the learning process by reading Allegoric works because students enjoy learning. Allegoric works allow readers to look through different characters thus it enhances imagination and creative thinking as well."

FT3: "As I know from my previous experiences, students generally are prejudiced against reading. Language teachers can overcome the prejudice with the help of Allegoric works because they are more engaging and the animal characters in Allegoric works give a gameful learning impression."

One of the participants stated that Allegoric works inspire readers to apply what they read to real life. Putting what have you learned into practice is one of the learning objectives.

FT4: "A positive school and classroom environment would be the result of exposure to allegoric works and students get the moral values and apply them to their life."

One of the participants is of the opinion that utilizing Allegoric works prevents prejudice against the target language which is one of the responsibilities of the teacher.

FT6: "In my opinion, if learners are provided enough guidance, they develop positive attitudes. It also prevents prejudice against target language."

Lastly, two of the participants stated that utilizing Allegoric works makes readers feel either eager or insecure.

MT1: "it can change either way. They might like the Allegorical Literary Works and be eager to learn the Target Language or they might feel insecure about it and thereby lose attention."

FT2: "Seeing and examining Allegorical works intensively in EFL/ESL classes can change students' attitudes either positively or negatively. It depends on how clearly allegorical works are explained and how much they are compared with Allegorical works."

4.1. The Effect of Allegorical Literary Works on Motivation

In the journey of the language teaching and learning process, both teachers and students need to feel a stimulating force to push them forward. This must be something that stimulates both stakeholders. Just as human beings need to eat to maintain their lives, learners need to have a motivational force to maintain their learning process.

According to Dörnyei (2001), the one factor that has been considered to determine success or failure in second and foreign language learning is motivation (Dörnyei, 2001). Allegoric literary works can serve this purpose since they include motivational elements such as moral messages. For example, the Tortoise in “The Tortoise and The Hare’’ motivates learners to work hard. Additionally, the businessman in “The Little Prince” by Antonie de Saint-Exupéry inspires readers not to get lost in daily work life. Thus the learners who read Allegoric literary works create self-awareness about the nature of the language they are learning. This provides readers with learning autonomy and it is known autonomous learners are more likely to reach the learning outcomes easily. Xhaferi (2011) states a recent development in education places an emphasis on students' involvement in their own learning, or "learner autonomy." Getting students to take ownership of their own learning is one of the biggest obstacles that language teachers confront (Xhaferi, 2011). So it seems safe to conclude that Allegorical literary works foster students’ inspiration and motivation.

4.2. The Effect of Allegorical Literary Works on Communicative Competence

Along with writing, speaking, listening, and reading skills, learners also need to reach a certain level of communication skills. This is mostly possible by means of communicative competence and language proficiency. Language proficiency refers to the abstract system of language rules, whereas communicative competence refers to the ideal speech situation. Communicative competence is also defined by familiarity with the universals that make up an ideal speaker's dialogue and is independent of practical limitations under empirical conditions (Habermas, 2008).

Receptive skills such as listening and reading do not require communicative competence. On the other hand productive skills such as writing and speaking necessitate a high-level communicative competence and conceptual fluency. Alatis (1993) states that according to my argument, understanding how a language reflects or encodes concepts based on a metaphorical organization are a requirement for conceptual fluency in that language. Like grammatical and communicative information, this type of knowledge is largely unconscious in native speakers (Alatis, 1993). Allegoric literary works can rush to help here as there are lots of metaphors, symbols, and figurative language elements which improve conceptual fluency. They would be appealing and practical in EFL/ESL classes.

4.3. Allegorical Literary Works as Authentic Materials

Authenticity is one of the most important criteria for the materials of English teaching. According to Huda (2017), since the concept of Communicative Language Teaching (CLT) first emerged in the 1970s, the use of Authentic Materials (AMs) in teaching English has been examined by numerous academics. The purpose was to address the use of written instructional materials in language teaching.

The issue of authenticity stems from the anthropological goal of collecting, describing and interpreting pure language evidence (Huda, 2017). Of all the materials used in English teaching, authentic ones meet the deficit of reality principles. Richards (2006), states that activities in the classroom should be as similar to those in the "real world" as possible. The message, not the medium, should be the focus as language is a tool for communication. Reading tasks given in class must have the same goals as reading tasks outside of class (Richards, 2006). He also provided statements in favor of using authentic materials including:

- They give the target language's cultural context.
- They expose readers to native-like language.
- They are more relevant to the demands of the students.
- They advocate for a more innovative method of instruction (Richards, 2006).

It seems safe to say that utilizing Allegoric works as an authentic material would yield many benefits for both teachers and students.

5. CONCLUSION AND DISCUSSIONS

The purpose of this study is to learn how English teachers feel about utilizing Allegoric literary works in English lessons. The following research questions were addressed:

- What are the teachers' views on the use of Allegoric literary works in English teaching?
- How does an Allegorical Work develop the “metaphorical competence” of learners?
- What are the advantages of utilizing Allegoric literary works in English teaching?
- How do students need to be guided while using Allegoric works in English teaching?
- What is the applicability of Allegoric literary works to the curriculum?

This section will discuss these research questions in order to evaluate the conclusions that were stated in the preceding section.

Language is one of the most important prerequisites for verbal communication. Communication used to be mainly among the individuals living together in a community. However, with the globalization of the World, communication among communities became necessary. As a result, the need for a common language emerged, therefore the efforts put into learning and teaching language increased. So did methods and techniques. The target acquisitions have been attempted to be accomplished in each of these historical attempts to teach language using a variety of diverse methods and approaches. Naturally, every approach has unique benefits and drawbacks, and each method utilizes different materials. Allegoric literary works come first because of their authenticity and meaningful content. As well as metaphors and symbols, the idiomatic language used in Allegoric works enable readers to acquire the target language in a meaningful context. This creates an effective and relatively effortless learning and teaching process. Once all of these contributions are taken into account, it seems quite safe to conclude that utilizing Allegoric literary works in English teaching yields many benefits for both stakeholders.

The study's findings have been presented under the sections where the interview questions are classified. The data obtained from interviews with teachers were also added to make the results more obvious.

When the participants were asked about their opinions on utilizing Allegoric works in English teaching, almost all made positive remarks on the subject. They also stated the reason why they think so. This would provide other teachers with useful clues on the implementation of Allegoric works in English lessons. Interviewees put down many reasonable arguments to utilize Allegoric works in the teaching process. For instance, one of the participants says:

"The use of allegorical works in English lessons can provide simple and understandable structures to be presented to the students in the lessons. The texts chosen in accordance with the level of the students will make the lessons more interesting and increase the level of participation in the lesson." MT8.

Being able to communicate effectively in the target language without cultural proficiency would be limited to a few dialogues. As Keasner (1999) states, Intercultural communication may be necessary for survival in many instances. As a result, for many immigrants, a job interview can be a big culture shock. A job interview is a highly structured socio-linguistic event with numerous culturally specific customs (Krasner, 1999). Therefore, Allegoric works can bridge the gap between local culture and target culture. Thus contribute to cultural competence. One of the most noticeable responses of the participants to the use of Allegoric works in English teaching is the importance of language in the cultural transfer process, because one of the most essential contributions of language is that it allows us to observe things in a specific civilization through the perspective of its speakers.

"…Allegoric works promote cultural and intercultural awareness." MT5.

Promoting cultural and intercultural awareness will remove cultural barriers, which allows students to communicate in a hedgeless context. On the other hand, some participants stated their worries about using Allegoric works in the classes. For example, one of the interviewees says:

"However, adapting allegorical works to lessons may require difficult and time-consuming work." MT8.

When participants were asked about the advantages of Allegoric works in English teaching, the answers were full of positive remarks because most of the participants' opinions are that allegorical works promote critical thinking as well as enhancing imagination. As Shirkhani and Fahim state, an Individuals' ability to think and make proper conclusions independently is known as critical thinking. Because of its importance in foreign language classes, fostering critical thinking in students is now regarded as one of the objectives of foreign language teachers. Language learners' critical thinking skills are influenced by a variety of circumstances. The assessment methods utilized are one of these factors. Language teachers can help language learners develop critical thinking skills by regulating the methods used to evaluate their aptitude (Shirkhani & Fahim, 2011). In line with Shirkhani's remark, one of the participants says:

"Allegory's purpose is to convey a deeper and metaphoric meaning and so Allegorical Works help students enhance their critical reading skills and also help them broaden their perspective. They also ensure students' response and involvement at emotional, intellectual, linguistic, and cultural levels." FT5.

According to another participant, metaphoric expressions and animal characterization in Allegoric works also promote critical thinking.

"I believe Allegoric works are advantageous in terms of including metaphors and symbols. Also using animals or other symbols to convey an idea enable students to get the hidden message in reading text. Thus, promotes critical thinking." FT3.

Then, participant teachers were asked how they guide the students, pre and while utilizing Allegoric literary works in lessons. According to their responses, it can be seen that they mostly help readers to choose the books at their levels. Teachers also explain unknown vocabulary. Most teachers are of the opinion that students should be guided in order to make correct interpretations. In this regard, one of the participants says:

"Allegorical works are generally works written to give a message. The messages contained in the text should be interpreted correctly and the students should be guided about the meaning of the words in the text." MT8.

As well as functioning as transmitters of information, teachers also function as mentors and awareness-raisers in many cases. Delaney (2012) noted that mentoring relationships can have a positive impact on mentees' early teaching experiences (Delaney, 2012). Another participant says:

"...I try to explain the benefits of them to urge my students to read more. I allow my students to read as much as they can read without forcing them. Because forcing somebody to do something might result in unwillingness." MT6

Getting actively involved in the reading process would provide a model for students. This will turn into a desire of reading in time. As Allegoric works, particularly Aesop's Fables, include visual and animal characterizations, they create an enjoyable and fun setting where readers do not get bored easily.

When it comes to the applicability of Allegoric works to the curriculum, participant teachers are divided into three categories. Some of them felt anxious about the density of the curriculum and lack of teaching hours. For example, one of the participants says:

"When we look at the curriculum, I can say that grammar rules are included very intensely and there is not much time left to include activities that can be useful to students such as allegorical studies." FT7.

On the other hand, some participants are in favor of using Allegorical works in classroom settings. They are of the opinion that Allegoric literary works could substitute for reading texts in the course books.

"Yes, I think they are applicable to the curriculum because they can substitute Reading text. And I think they will be good examples of authentic materials." FT5.

The third group is of the opinion that the applicability of Allegoric works in English teaching depends on a few variables such as the density of the curriculum, students' level, and the number of students. For instance, one of the interviewees says:

> *"Using allegorical works or any literary work in English lessons is not an easy process. Suitable course content should be prepared by the teacher regarding the factors such as course time, the number of students, and the level of the text, and the prepared course content should be integrated into the current curriculum. Honestly, it's not impossible, but it's not easy either." MT8.*

One of the most essential issues in this study is how to enrich the teachings with the inclusion of Allegoric literary works. As it is known, Allegoric works mostly include moral messages and give moral lessons for readers. When participant teachers asked how helpful they are, participants mostly made positive remarks. To give an example, one of the participants says:

> *"...another plus for utilizing Allegoric works is the moral messages they include. They motivate and stimulate learners to have favorable attitudes. The Little Red Hen by Mary Mapes Dodge is an illustration of a literary fable that teaches kids the importance of perseverance and hard work. Justice and equality are some other common themes in Allegoric works." MT5.*

Another participant noted that the animal characters in the Allegoric works inspire readers to display positive attitudes.

> *"...foxes in often depicted as tricksters or villains, but in The Little Prince by Antoine de Saint-Exupéry, fox simply needed companionship and friendship. So unlike common assumptions, evil doesn't necessarily need to be always bad. "Judge yourself before you judge others" is another message. From this point of view, students avoid judging others." MT6*

As Kilpatrick (1992) states, adults should not explain a moral story's lesson since the stories have a way of doing it on their own. In other words, an adult conversation may undermine the stories' intrinsic impact. In fact, this view assumes that learning the virtues by reading the treasure of moral tales is necessary (Kilpatrick, 1992). So letting readers make inferences from moral messages in the Allegoric works would create self-acting individuals.

The effect of Allegoric works on foreign language enjoyment and anxiety is another center of focus in this study. When participant teachers were asked about the effects of Allegoric works on foreign language enjoyment and anxiety, some outstanding answers were received. Based on teachers' answers, it is possible to say with the help of Allegoric works anxiety level in class reduces while enjoyment level increases at the same time.

For example, one of the participants says:

"Learning a new language can be seen as an anxiety-provoking process as well as fun. Allegorical works can be used as a tool to make the language learning process more enjoyable. The use of images of related works in lessons can attract students' attention and make the process more fun and reduce anxiety in the process of learning something new." MT8.

As MacIntyre and Mercer (2014) noted, the importance of enhancing each learner's experience of language learning by supporting the growth and maintenance of their motivation, perseverance, and resiliency, as well as the positive emotions required for the long-term effort of learning a foreign language, is widely recognized by language educators. Additionally, teachers are well aware of the critical role that good student-teacher relationships play in the classroom, particularly in environments where interpersonal interaction and communication are prioritized (MacIntyre &Mercer, 2014). So it is essential for teachers to establish a warm and anxiety-free environment in which they feel comfortable. On this subject, another participant teacher says:

"It is thought that learners' feelings when learning a foreign language generate a complex dynamic relationship that affects their motivation and linguistic outcomes. So reducing anxiety levels by using Allegoric works is helpful. Allegoric works, Aesop's Fables, in particular, don't lead to any anxiety. On the contrary, they create a joyful learning setting." MT6.

When it comes to the effect of Allegoric works on metaphorical competence, participant teachers are of the opinion that Allegoric works are cut out for this purpose because Allegoric works are full of metaphors, symbols, and figural elements, they enhance the metaphorical competence of the readers. As MacArthur noted, although it is acknowledged that learners must comprehend the metaphors used by native speakers, learners must also be able to produce them when under communicative pressure (MacArthur, 2010). So, as well as contributing to understanding metaphoric expressions, Allegoric works also enable readers to produce them under communicative pressure. In this respect, one of the participant teachers says:

"Symbols and metaphors in allegorical works help increase students' awareness of metaphorical competence. It can enable students to understand and use symbols and metaphors in written and spoken language over time." MT8.

Another participant teacher is of the opinion that metaphors can come with a different meanings in different contexts. Therefore, students need to reach a competence level to make correct interpretations. Here are his ideas:

"An allegory is a narrative in which the agents, actions, settings, etc. are put in such a manner that they not only make a sense in themselves but also signify a second co-related sense of persons, things, concepts, and events. In this way, students can easily develop their metaphorical competence." MT7.

The ideas of FT1 coincide with the ideas of Shirazi and Talebinezhad (2013) stating from a psychological perspective, metaphors and idioms emphasize the idea of semantic creativity and demonstrate the speaker's ability to comprehend and construct word combinations that may be absurd when taken literally. As a result, metaphor interpretation is a cognitive process. Because of this, cognitive linguistics studies language from the viewpoint of human cognition based on cognitive science and cognitive psychology (Shirazi & Talebinezhad, 2013).

On the subject, FT1 says:

"Allegoric Works help students to improve their meta-cognitive ability to analyze and think about abstract things. So it is really important because the more students are being exposed to this kind of work the more they get metaphorical competence." FT1.

Lastly, the shift in the attitudes of readers who were exposed to the Allegoric works was questioned. It is worth saying teachers mostly speak for positive changes in attitudes after exposure to Allegoric works. One of the participants says:

"Although reading is important in the language learning process, it is generally not an enjoyable activity for students. Since allegorical works have an easier and more understandable language than other materials, they can direct students' attention to reading pieces, and students who do not normally like reading can change their attitudes." MT8.

It seems safe to conclude that Allegoric works play a lead role in cultural transfer and promote metaphorical competence. This is essential to enhance the effectiveness of communication. As Shirazi and Talebinezhad (2013) state, the mutual understanding between the speaker and listener who are attempting to transmit their meaning is directly related to how well communication takes place. It is clear that culture and language are interrelated, and they both have a place in society. Thus, incorporating cultural elements into lessons becomes increasingly crucial. The L2 learner can accurately understand the second language if they are familiar with its culture (Shirazi & Talebinezhad, 2013). As stated by participant teachers above, utilizing Allegoric works in English teaching can yield many benefits for foreign language learners.

6. CONCLUDING REMARKS AND SUGGESTIONS

In this study, the opinions of teachers regarding the application of Allegoric literary works in English language instruction were looked at. Questions from a semi-structured interview that produced data were interpreted. It has been unearthed that teachers are willing to use Allegoric works in their classes owing to aforesaid reasons and benefits. Despite the fact that numerous studies have been done on using literary texts in EFL and ESL classrooms, very few of them focus on allegorical works. As a result, this study is crucial to improve English instruction in EFL and ESL programs. The field of language learning materials is also anticipated to benefit from the findings of this study. Despite the abundance of literary resources available, very few of them are used effectively. As a consequence, this research also offers some invaluable suggestions for using allegorical literature in EFL/ESL lessons. As Shirazi and Talebinezhad (2013) noted, idioms are important to consider among all the linguistic aspects that are related to the culture. Idioms fill the most crucial gaps in daily dialogues and are frequently utilized in everyday communication (Shirazi & Talebinezhad, 2013). As a consequence, English teachers must be aware of teaching the language culture as well as information about that language because such idioms are hard to acquire and comprehend due to their confused character. Judging by previously explained reasons, it looks secure to conclude that Allegoric literary works answer the need hereof. Regarding this, various suggestions are listed below for different stakeholders.

6.1. Suggestions for Teachers

- In order for language teachers to guide their students, they need to be well trained. In this regard, teachers can be trained through in-service training given by experts in the field in terms of literature and allegoric works.
- When using English most students feel competent, extrovert, and agreeable. So, teachers can encourage FLLs to be competent by exposing them to Allegoric literary works.
- Foreign language teachers can be given informative periodical seminars about using literary works to prevent fatigue and weariness.
- Teachers can spare extra time on Allegoric texts during the classes to provide students with a sense of pleasure in reading and consequently metaphorical competence.
- Based on the answer given by participant teachers, it looks secure to say Allegoric works are of an immersive nature. It is advisable for teachers to take advantage of this feature to appeal to students.
- Despite a growing number of researches on SLA, teachers are still uncertain about how to enhance students' communicative competence. Therefore, it is advisable for teachers to follow academic studies on the subject.

- It is worth noting that foreign language teachers play a leading role in foreign language learning. Accordingly, teachers can increase their self-efficacy in Allegoric works.
- As is evident from the answers given by teachers, cultivating language skills through Allegoric works can be promoted by the teachers.
-By using allegoric studies, teachers can utilize cross-cultural awareness-raising activities to bridge the gap between local culture and the target language.
- The engaging dialogue and interesting content of Allegoric works can be used to enhance foreign language enjoyment. This would reduce anxiety levels in the classroom.
- The literary books that teachers choose to utilize with their students should be engaging and inspiring to them.

6.2. Suggestions for Students

- Based on the teachers' views, students can make interpretations about metaphors, symbols, and idiomatic expressions to get hidden messages.
- As it is known, Allegory means conveying a hidden meaning by using symbols and making comparisons. That is why students should widen their perceptions about metaphors and symbols with the help of allegoric works.
- Students can act out a play which is based on allegoric works.

6.3. Suggestion for Parents

- Allegoric works can be made affordable and accessible by parents and other authorities.
- Parents can periodically view movies that are based on English Allegoric literary works to keep students' interests and curiosities alive.
- Parents' busy schedules are partly to blame for not attaching enough importance to their children's SLA process. So, parents might allocate more time to allegoric works with their children, as well.
- Teachers who are using flipped classroom techniques to enhance ESL/EFL learning through using the literary works can be supported by the parents at home.

6.4. Suggestions for Curriculum Committees

- In the answers given to interview questions in the conducted study, it was seen that teachers are in favor of utilizing Allegoric works in their classes, but they have some concerns about how to integrate them into the curriculum. This is mainly because of the density of the curriculum and shortage of hours allocated for teaching outcomes.

So it is advisable for curriculum committees to include Allegoric works in the curriculum.

- As has been found in the previous sections, the effectiveness of communication depends on the understanding of the speaker and listener who are attempting to transmit their messages. These messages might include idiomatic expressions, metaphoric phrases, and figural elements. That is why it is highly recommended that the curriculum committee place Allegoric literary works in the center of the curriculum and syllabus to enhance the metaphorical competence of foreign language learners.
- Based on the answer given by participant teachers, Allegoric literature as content for ESL/EFL classes can be incorporated by the curriculum committee.

6.5. Suggestions for National Education

-Class sizes should be examined and modified in accordance with the ideal levels in language education if Allegoric texts are to be taught in English classes.

- The value of literary genres in English language instruction had been amply demonstrated in the prior research. However, it was found in this study that teachers were not effectively utilizing Allegoric works. In order for teachers to engage in these works, they must first get proper training in the instruction of Allegoric literary works.
- The number of course hours that educators believe to be inadequate could be increased to give English teachers additional time to engage in allegoric literature-related activities.
- Turkish classroom overcrowding has a negative impact on English education. Class sizes need to be examined and modified in accordance with the appropriate levels for language education if allegorical works are to be included in English instruction.
- The Allegoric literary books that teachers want to utilize with their students should be engaging and inspiring to them. These concerns should be taken into account by the Ministry of National Education while creating the books.

In light of the aforementioned suggestions, utilizing Allegoric literary works in English teaching which is believed to be helpful can be promoted by making necessary modifications.

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INTERVIEW QUESTIONS

1.	What are your opinions on utilizing Allegorical Literary Works in English teaching? (If negative) a) Could you explain why you think so? b) Can you please give examples of downsides?
2.	What are the advantages of utilizing Allegorical Literary Works in English teaching?
3.	What kind of guidance do you provide for your students while utilizing Allegorical Works in class?
4.	What do you think about the applicability of Allegorical Works to the current curriculum?
5.	What kind of moral messages do the Allegorical Works give? Are they helpful for language acquisition?
6.	What are the effects of Allegorical Works on foreign language enjoyment and anxiety?
7.	How does an Allegorical Work develop the “metaphorical competence” of learners?
8.	How do students’ attitudes change upon being exposed to the Allegorical Works in EFL/ESL classes?

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

TOPLANTI TARİHİ: 07.12.2022

OTURUM SAYISI: 2022/25 **Sayfa: 01/04**

TOPLANTIDA ALINAN KARAR SAYISI: 04

Van Yüzüncü Yıl Üniversitesi Sosyal ve Beşeri Bilimleri Yayın Etik Kurulu'nun 07.12.2022 tarihinde saat 14.00' da zoom üzerinden Prof. Dr. Orhan DENİZ başkanlığında online yapmış olduğu toplantıda aşağıdaki ek kararı almıştır:

KARAR NO 2022/25-01. Danışmanlığını Sosyal Bilimler Enstitüsü, İngiliz Dili ve Edebiyatı Anabilim Dalı, öğretim üyesi Doç. Dr. Mehmet Metin BARLIK'ın yapmış olduğu, yüksek lisans öğrencisi Yücel YILDIZ'a ait, " Alegorik Edebi Eserlerin İngilizce Öğretiminde Kullanılmasına İlişkin Öğretmen Görüşleri Üzerine Bir Araştırma" adlı tez çalışmasında kullanılacak olan anket ve ölçekler incelenmiş olup, söz konusu araçların ilgili kişilere uygulanmasında Sosyal ve Beşeri Etik Kuralları ve İlkeleri çerçevesinde herhangi bir sakınca olmadığına toplantıya katılan üyelerin oy birliğiyle karar verilmiştir.

	BAŞKAN Prof. Dr. Orhan DENİZ Edebiyat Fakültesi	
ÜYE Prof. Dr. Mehmet Şirin ÇINAR İlahiyat Fakültesi	**ÜYE** Prof. Dr. Gülsen BAŞ Edebiyat Fakültesi	**ÜYE** Prof. Dr. Zafer KANBEROĞLU İktisadi ve İd. Bil. Fakültesi
ÜYE Prof. Dr. Zafer KANBEROĞLU İktisadi ve İd. Bil. Fakültesi	**ÜYE** Prof. Dr. Murat ÜNAL Eğitim Fakültesi (Katılmadı)	**ÜYE** Prof. Dr. Muhammet Cevat YILDIRIM Eğitim Fakültesi

ÖZGEÇMİŞ

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Eğitim

Derece	Eğitim Birimi	Mezuniyet Tarihi
Doktora		
Yüksek Lisans	İngiliz Dili ve Edebiyatı Ana Bilim Dalı	
Lisans	Van Yüzüncü Yıl Üniversitesi İngilizce Öğretmenliği Bölümü	2017

İş Deneyimi

Yıl	Yer	Görev
2019 - …	Alaköy Fatih İHO	İngilizce Öğretmeni

Yabancı Dil

İngilizce

Yayınlar

Yıldız, Y. (2021). Morphology. Süleyman Kasap (Ed.), ***The linguistics of English Language***. İçinde (s. 45-50). Ankara: Anı Yayıncılık.

Hobiler

Kitap okuma, yabancı film izleme ve seyahat

VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

LİSANSÜSTÜ TEZ ORİJİNALLİK RAPORU

Tez Başlığı / Konusu: 30/12/2022

"A Research on Teachers' Views on Utilizing Allegorical Literary Works in English Teaching"

Yukarıda başlığı/konusu belirlenen tez çalışmamın Kapak sayfası, Giriş, Ana bölümler ve Sonuç bölümlerinden oluşan toplam 69 sayfalık kısmına ilişkin, 12/12/2022 tarihinde şahsım/tez danışmanım tarafından **Turnitin** intihal tespit programından aşağıda belirtilen filtreleme uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 3 (üç) tür.

Uygulanan Filtreler Aşağıda Verilmiştir:

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

Yüzüncü Yıl Üniversitesi Lisansüstü Tez Orijinallik Raporu Alınması ve Kullanılmasına İlişkin Yönergeyi İnceledim ve bu yönergede belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal İçemediğini; 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. 30/12/2022

Yücel YILDIZ

Adı Soyadı : Yücel YILDIZ

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Anabilim Dalı: İngiliz Dili ve Edebiyatı

Programı : İngiliz Dili ve Edebiyatı

Statüsü :Y. Lisans ✖ Doktora□

DANIŞMAN	**ENSTİTÜ ONAYI**
Doç. Dr. Memet Metin BARLIK	U Y G U N D U R
30/12/2022	30/12/2022
	Prof.Dr. Bekir KOÇLAR
	Enstitü Müdürü