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LANGUAGE TEACHERS' PERCEPTIONS ON THE INTEGRATION OF LITERATURE INTO EFL TEACHING

DİL ÖĞRETMENLERİNİN İNGİLİZCE ÖĞRETİMİNE EDEBİYATIN ENTEGRASYONUNA İLİŞKİN ALGILARI

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ÖZET

Bu çalışma, İtalya ve Türkiye'deki İngilizceyi Yabancı Dil olarak öğreten (EFL) eğitmenlerinin, edebiyatı dil öğretimine entegre etmeye yönelik tutum ve algılarını araştırmaktadır. Araştırma, EFL müfredatına edebi metinlerin dahil edilmesinin algılanan faydalarını ve zorluklarını inceleyerek, iki ülke arasındaki ortak bakış açılarını ve farklı bağlamsal farklılıkları ortaya çıkarmayı amaçlamaktadır. Ögeyik (2007) tarafından geliştirilen bir anket kullanılarak tanımlayıcı-karşılaştırmalı nicel bir yaklaşım benimsenmiş olup, bu ankete İtalya ve Türkiye'den çeşitli devlet üniversitelerinden eşit şekilde dağıtılmış 88 EFL öğretmeni katılmıştır. Bulgular, Türk ve İtalyan EFL öğretmenleri arasında dil öğretimine edebiyatın entegrasyonunun faydaları konusunda güçlü bir fikir birliği olduğunu ortaya koymaktadır. Edebi metinlerin dil öğrenimini kültürel yeterlilik ve kelime dağarcığı gelişimi yoluyla iyileştiren çok yönlü araçlar olarak görüldüğünü belirtmektedirler. Kültürel yeterliliği artırma ve kelime dağarcığını geliştirme konusundaki yüksek uzlaşı, öğrencilere çeşitli kültürel bakış açılarına ve karmaşık dil yapılarına maruz kalmalarını sağlayaran edebiyatın potansiyelini vurgular. Hem Türk hem de İtalyan öğretmenler, edebiyatın analiz edilmesi ve yaratıcı düşünmenin teşvik edilmesi arasında önemli bir bağlantı

olduğunu kabul etmektedirler; bu da edebiyatın dil öğrenimini daha keyifli ve anlamlı hale getirdiği fikrini destekler. Genel olarak olumlu tutumlara rağmen, zorluklar arasında karmaşık kelime yapıları ve örtük metinlerin anlaşılması yer almaktadır. Karşılaştırmalı analiz, edebiyat entegrasyonuna yönelik tutumlar arasında hafif farklılıklar olduğunu ortaya koymaktadır. Türk öğretmenler, edebi kelimeleri daha zor bulurken, İtalyan öğretmenler örtük metinleri anlama ve edebi analiz yapma konusunda zorlukları vurgulamaktadırlar. Sonuç olarak, bu çalışma Türk ve İtalyan EFL öğretmenlerinin dil öğretimine çeşitli edebi türlerin entegrasyonunu destekleyen evrensel bir onayını vurgulamakta olup, özellikle kısa hikayeler ve romanlara karşı büyük bir ilgi göstermektedir. Araştırma, etkili EFL öğretim uygulamalarına yönelik değerli içgörüler sunmakta, edebiyatın dil yeterliliğini ve kültürlerarası anlayışı geliştirmedeki potansiyelini vurgulamaktadır. Ayrıca, müfredat geliştirme ve öğretmen eğitiminde bağlamsal özelliklerin dikkate alınmasının, edebiyatın EFL eğitimine entegrasyonunu optimize etmek için önemli olduğunu vurgular.

Anahtar Kelimeler: EFL (Yabancı Dil Olarak İngilizce), Dil Öğretimi, Edebiyat entegrasyonu, Kültürel yeterlilik, Öğretmen tutumları

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ABSTRACT

This study explores the attitudes and perceptions of English as a Foreign Language (EFL) instructors in Italy and Turkey towards integrating literature into language teaching. The research investigates the perceived benefits and challenges associated with incorporating literary texts in EFL curricula, aiming to uncover both shared perspectives and distinct contextual differences between the two countries. A descriptive-comparative quantitative approach was employed, utilizing a questionnaire developed by Ögeyik (2007) with 88 EFL instructors from various state universities evenly split between Italy and Turkey. The findings reveal a strong consensus among Turkish and Italian EFL instructors on the benefits of integrating literature into language teaching. They view literary texts as multifaceted tools that enhance language learning by improving cultural competence and vocabulary development. High agreement on literature's role in extending cultural competence and vocabulary enhancement underscores its potential to expose learners to diverse cultural perspectives and complex linguistic structures. Both Turkish and Italian instructors perceive a significant connection between analyzing literature and fostering creative thought, endorsing the notion that literature makes language learning more

enjoyable and meaningful. Despite overall positive attitudes, challenges such as difficult vocabulary and comprehension of implicit texts are noted. Comparative analysis highlights slight differences between attitudes towards literature integration. Turkish instructors find literary vocabulary more challenging, whereas Italian instructors emphasize difficulties in comprehending implicit texts and conducting literary analysis. Overall, the study underscores the universal endorsement among Turkish and Italian EFL instructors for integrating diverse literary genres into language instruction, with notable enthusiasm for short stories and novels. The research contributes valuable insights into effective EFL teaching practices, emphasizing literature's potential to foster language proficiency and cross-cultural understanding. Moreover, it underscores the importance of context-specific considerations in curriculum development and teacher training to optimize the integration of literature into EFL education.

Keywords: EFL (English as a Foreign Language), Language Teaching, Literature integration, Cultural competence, Teacher attitudes

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

TEFL: Teaching English as a Foreign Language

ELT: English Language Teaching

SPSS: Statistical Package for the Social Sciences

CHAPTER 1 – INTRODUCTION

1.1 Presentation

The current chapter introduces the background of the study to succinctly explain the integration of literature into the foreign language classroom. Subsequently, it delineates the purpose of the study along with its significance. The last two parts of the chapter address the research questions intended to be answered by the study and brief descriptions of key terms.

1.2 Background to the Study

Throughout the annals of history, humanity has lived in communal settings and interacted with one another. As inherently social beings, humans have had to communicate with other people to fulfill their needs, exchange emotions and thoughts, and sustain their social lives. The paramount significance of language lies in its indispensable role as a tool for fulfilling this communication need. In the contemporary era marked by broad globalization encompassing various aspects from economy to tourism, education to commerce, the necessity for people to communicate with different societies, and consequently use a common language has never been higher. This necessity has naturally elevated the importance of foreign language learning and teaching to beyond a debatable issue, making it an essential requirement (Acar, 2013; Şahin, 2016; Günday & Aycan, 2018; Ersan, 2018). As we delve into the pivotal role of language in societal interaction, it becomes apparent that overcoming challenges in language education is essential for fostering linguistic competence. The absence of an environment where students might be exposed to or utilize the language as well as the inability to experience the culture of the target language are perhaps the major obstacles in teaching and learning a foreign language (Littlewood, 1986). Textbooks with various themes and related exercises are utilized by English language teachers to overcome such obstacles. However, expecting students to fully understand without exposure to newly taught grammatical subjects or words in a real context and atmosphere is unrealistic. Stereotyped pedagogical materials such as textbooks and worksheets may not be adequate to provide students with the opportunities and situations that they need to practice their vocabulary (Collie & Slater, 1987). Such

materials might be replaced by literature as an instructional material in English language classes to break the tediousness of a typical language course and attract students' attention.

From the early 1980s onwards, there has been a notable rise in interest regarding the utilization of literature within the ESL/EFL context. Several prominent researchers, including Widdowson (1986), Collie and Slater (1987), Duff and Maley (1990), Brumfit and Carter (1991), Carter and Long (1991), Kramsch (1993), and Lazar (1993), have examined the integration of literature into language education and have acknowledged the multidimensional benefits it offers to language learners. At the forefront of these benefits is the structure of literary works containing rich linguistic input. One of the primary references in the field of language acquisition, Krashen (1985) puts forward the view in his book titled *The Input Hypothesis* that individuals might be able to acquire language "by understanding messages, or by receiving comprehensible input" (p. 2). Language learners might receive linguistic input through either oral or written means (Ellis, 2003). Oral linguistic input is received when they actively communicate with native speakers of the target language, language instructors, or fellow learners. This interaction might occur during conversations, language exchange sessions, or while engaging in language-focused activities like listening to music or watching films in the target language. These experiences particularly contribute to speaking and listening skills. Written inputs, on the other hand, which are focused on developing reading and writing skills, are typically provided through traditional textbooks or authentic materials like literary works. Not only is it limited in the development of four basic skills, namely reading, writing, listening, and speaking, but also plays a major role in the development of sub-skills such as vocabulary, pronunciation, and grammar. Lazar (1993) highlights the fact that literature serves as a rich reservoir of quality linguistic input, thereby facilitating foreign language teaching and learning experiences. Inundated with a plethora of grammar rules, standardized usages, formulaic structures, and word patterns, essential materials in foreign language education such as textbooks and worksheets have inevitably acquired a restrictive structure throughout the evolution of foreign language education. Consequently, students often find themselves mastering grammatically

correct yet overly standardized constructions that an ordinary native speaker wouldn't use in everyday speech. Literary texts, on the contrary, present a diverse tapestry of vocabulary and structures, offering students a more nuanced and vibrant linguistic landscape to explore. As a result, literary texts emerge as the most accessible resource, guiding students toward the most effective and authentic methods of organizing words and constructing sentences (Meletli, 2007).

Besides offering authenticity and enhancing language skills, literature also grants learners insight into the culture of the target language, as literary texts include and illustrate various cultural elements. Each literary work is a valuable material shedding light on various social, cultural, political, intellectual, and linguistic characteristics of the era in which it originates. Among numerous studies on the subject (Seelye, 1974; Byram, 1988; Kramsch, 1993; Lazar, 1993; Tarakçıoğlu, 2003; Eren, 2004; Acar, 2013), the prevailing consensus among them is that language and culture are intertwined and shape each other. At a point where culture comes to the fore in foreign language teaching, it is inevitable that literary texts, which are sometimes written and sometimes verbal products of culture and might be considered the heart of the target language, are used to enrich the language teaching process (Oran, 2014).

Grasping the dynamics of how language and culture interact is fundamental in the journey of foreign language acquisition. In real-life language usage, meaning is not solely conveyed through linguistic rules or forms; rather, it's the cultural context surrounding language that shapes meaning. Meaning creation and interpretation happen within a cultural framework. In foreign language classrooms, students must explore how context influences communication because of the fact that language is not just a set of rules and words yet instead "social practice of meaning-making and interpretation" (Scarino & Liddicoat, 2009, p. 16). This perspective underscores that mere knowledge of linguistic structures such as words and grammar is insufficient. Alongside understanding language rules, learners must also internalize the social and cultural contexts where the language is used. Language gains meaning through its cultural associations, where specific concepts are linked to linguistic expressions, shaped by how language is employed in various situations within a culture (Sell, 1995). According to Kramsch (1993), literature fosters multicultural comprehension,

resulting in socio-linguistic, intercultural, and pragmatic proficiency. Offering rich and diverse collection of written material, literature has been included both in the preparation of teaching materials and in the implementation of instructional activities, intending to enable learners to become acquainted with the culture of the target language and to understand its implications for language use. Consequently, learners are expected to develop intercultural competence while learning a foreign language (Byram, 1997; Günday & Aycan, 2018).

Another significant point to consider as a benefit in guiding non-native students to success in the target language with the help of literature is undoubtedly enabling them to develop positive attitude towards learning. A foreign language course integrated with literature provides the motivation and non-threatening environment necessary for students to acquire the target language, thanks to its suitability for the interests and needs of the students and eliminating the monotony of the usual courses (Dörnyei, 2001).

Diverse forms of literary genres, including but not limited to narratives, novels, poetry, and dramatic works, exert a captivating allure on students, serving as potent catalysts for their engagement with textual materials. This allure emanates from the inherent capacity of literary texts to delve into and articulate universal human experiences and emotions, thereby affording students the opportunity to forge intimate connections with characters and storylines. Such connections not only kindle a fervor for reading but also facilitate a profound cognitive and affective immersion in the textual world. This immersive engagement fosters a process of internalization wherein students discern reflections of their own lives, identities, and cultural backgrounds within the literary tapestry. Through this process, students undergo a transformative journey of cultural and linguistic assimilation, wherein the boundaries separating them from the target language and its associated cultural milieu gradually blur. Moreover, the act of empathetically immersing oneself in the lives and experiences of fictional characters serves to erode preconceived biases and prejudices towards the target language. This multifaceted process of engagement, internalization, and acquisition constitutes a pivotal juncture in students' linguistic development, heralding a paradigm shift in their attitudes towards the target language and its cultural moorings. Ultimately,

the motivational potency of literature in foreign language classes lies in its ability to transcend traditional pedagogical boundaries and inspire students to embrace the language learning process with passion and enthusiasm (Picken, 2007).

According to Lazar (1993), literature as a motivational language teaching material frequently facilitate interactive activities, encouraging learners to engage in discussions, share their thoughts and opinions, and collaborate in group tasks. Guariento and Morley (2001) emphasized that the utilization of authentic materials not only enhances students' communicative skills in the target language but also boosts their motivation to learn English effectively if they perceive that the activities they engage align with their language learning objectives and requirements. By harnessing the motivational force inherent in literary texts, educators might cultivate a dynamic and engaging learning environment that fosters linguistic proficiency, cultural sensitivity, and a strong motivation for language learning.

Upon recognizing the various advantages that arise from the incorporation of literature into English language instruction, it becomes increasingly apparent that such pedagogical strategies must be examined within the diverse cultural and educational landscapes in which they are implemented. While the benefits of utilizing literary texts in language learning, such as fostering linguistic proficiency, cultural awareness, and heightened motivation, are well-documented, it is equally essential to acknowledge the diverse perspectives and practices of EFL instructors across different regions. This acknowledgment is important in understanding the dynamic interplay between pedagogical approaches and cultural contexts, which ultimately shapes the learning experiences of students. By exploring the attitudes and approaches of educators towards literature integration, valuable insights into the complexities of language education and the varied strategies employed to engage learners effectively are gained.

Moreover, the examination of EFL instructors' perspectives on literature integration extends beyond a mere exploration of teaching methodologies; it offers a profound understanding of the socio-cultural dynamics that influence language education practices. Recognizing the diverse perspectives and challenges faced by instructors in different contexts, particularly in countries with distinct cultural and

educational traditions like Italy and Turkey, allows for a more detailed analysis of effective pedagogical practices. By contextualizing the attitudes and practices of instructors within their socio-cultural milieus, this study aims to shed light on the intricate relationship between literature, language learning, and cultural identity. Through this comparative analysis, an endeavor is made to uncover not only the similarities and differences in pedagogical approaches but also the underlying factors that shape instructors' perceptions and decision-making processes, ultimately contributing to the advancement of language education scholarship and the refinement of pedagogical practices.

1.3 Purpose of the Study

The present study mainly endeavors to delve into and juxtapose the attitudes of EFL (English as a Foreign Language) instructors towards the integration of literature into their pedagogical practices, with a nuanced examination of the educational landscapes in Italy and Turkey. By scrutinizing the perceptions, ideologies, and instructional methodologies of instructors operating within these distinct cultural and educational milieus, this research aims to offer profound insights into the multifaceted role of literature in the realm of EFL education. In this direction, the study is conducted with the participation of 88 instructors currently working in foreign language schools of different universities in Turkey and Italy. Quantitative research method is applied in order to gain perspective on instructors' attitudes towards the subject.

Moreover, this study aims to touch upon the importance of English, which responds to the need for a common language, where communication between countries has reached its highest level as a result of societies with different social structures and cultures becoming increasingly closer in our changing and developing world. By exploring the intricacies of English language pedagogy, particularly within the framework of literature integration, this research aspires to elucidate the potential pathways for optimizing the efficacy and efficiency of EFL teaching practices, as well as to contribute to related literature. Through a judicious synthesis of theoretical frameworks, empirical findings, and pedagogical strategies, this research endeavors to furnish educators with actionable guidance to navigate the complexities of EFL instruction in an increasingly globalized and interconnected world. Through the

dissemination of evidence-based practices and pedagogical innovations, this research endeavors to catalyze positive change within the EFL teaching field, empowering educators to cultivate a more inclusive, culturally responsive, and effective learning environment for non-native English learners with the help of literary texts.

1.4 Significance of the Study

Given the brief background outlined previously, the significance of the present study becomes evident through several ways. First of all, this study holds significance for both theoretical and practical implications within the field of English language teaching and literature studies. Secondly, the comparative research aims to contribute to a deeper understanding of the role of literature in language pedagogy and cross-cultural educational contexts by shedding light on the attitudes and practices of EFL instructors in Italy and Turkey. Furthermore, as will be discussed in greater detail within the literature review section, a body of research exists that offers insights into the utilization of literature in EFL classrooms in Turkey, providing perspectives from both educators and students. Similarly, there are studies addressing this topic from the vantage point of Italy. However, what distinguishes this study is its comparative examination of views across different countries where English is taught as a foreign language. Such cross-country comparative analyses are relatively scarce in the existing literature. By undertaking this comparative approach, the study aims to fill this gap in scholarly research, offering a nuanced understanding of the varying attitudes towards literature integration in EFL instruction. Therefore, this study not only contributes to the existing body of literature on language teaching methodologies but also provides valuable insights into the cultural and pedagogical dynamics shaping EFL education in diverse contexts. Last but not least, this study endeavors to inform pedagogical practices and contribute to the ongoing discourse on effective language teaching strategies by elucidating the similarities and differences between instructor attitudes in Italy and Turkey, both of which exhibit suboptimal performance levels in the English Proficiency Index survey. Ultimately, the findings of this study hold implications for curriculum development, teacher training programs, and educational policies aimed at enhancing the quality of EFL instruction worldwide.

1.5 Research Questions

In alignment with the research objective of meticulously scrutinizing the attitudes of EFL instructors in both Italy and Turkey regarding the integration of literature into their language classrooms, this study aims to address the following research questions:

1. How do EFL instructors in Turkey perceive the role of literature within the framework of language instruction, and to what extent do they consider it integral to the language teaching process?

2. What is the perception of EFL instructors in Italy regarding the role of literature in language instruction, and to what extent do they view it as essential to the process of language teaching?

3. Are there any commonalities or discrepancies in the perceived advantages, disadvantages, and instructional strategies associated with the integration of literature into EFL teaching within these disparate contexts?

By addressing these research questions, this study seeks to provide a comprehensive understanding of the attitudes, practices, and contextual influences shaping literature integration in EFL classrooms in Italy and Turkey. Moreover, it aspires to contribute to the broader discourse on effective language teaching methodologies and the role of literature in promoting language acquisition and cultural competence.

1.6 Definitions of Terms

English as a Foreign Language (EFL): Refers to the teaching and learning of English in a non-English-speaking country where English is not the primary language of communication (Richards & Schmidt, 2002).

Literature Integration: The incorporation of literary texts, including fiction, poetry, drama, and non-fiction, into language teaching and learning activities. This encompasses various pedagogical approaches aimed at utilizing literature to enhance language proficiency, cultural understanding, and student engagement in EFL classrooms (Carter & Long, 1991).

Pedagogical Practices: The methods, techniques, and strategies employed by educators to facilitate teaching and learning activities in the classroom (Richards & Rodgers, 2001). In the context of this study, pedagogical practices refer to the specific approaches adopted by EFL instructors in Italy and Turkey for integrating literature into their language instruction.

Intercultural Competence: The capacity to engage in effective communication and interaction with individuals from diverse cultural backgrounds, encompassing skills such as cultural sensitivity, adaptability, and proficiency in intercultural communication (Byram, 1997).

Linguistic Proficiency: The ability to effectively comprehend, produce, and communicate in a language, encompassing skills such as listening, speaking, reading, and writing (Canale & Swain, 1980). Within the scope of EFL instruction, linguistic proficiency refers to the development of English language skills among learners to achieve communicative competence in diverse social and cultural contexts.

Motivation for Language Learning: The internal drive, interest, and enthusiasm that individuals possess towards acquiring and mastering a new language (Dörnyei, 2001). In the context of this study, motivation for language learning relates to the factors influencing students' engagement and perseverance in learning English as a foreign language, particularly through the use of literature-based activities.

Attitude: A psychological tendency or disposition shaped by beliefs, emotions, and experiences, which influences individuals' perceptions, responses, and behaviors towards specific objects, people, or situations (Ajzen, 2005). In this study, "attitude" refers to EFL instructors' opinions, feelings, and inclinations regarding the incorporation of literature into their language teaching practices.

CHAPTER 2 - LITERATURE REVIEW

2.1 Presentation

This chapter provides a comprehensive review of the existing literature relevant to the integration of literature into English as a Foreign Language (EFL) teaching. By examining various perspectives and empirical studies, this literature review aims to provide a comprehensive understanding of how literature might be effectively integrated into EFL teaching.

The chapter begins by exploring the link between language and literature, emphasizing the symbiotic relationship where literature serves as a rich source of language in its most authentic and varied forms. Following this, the focus shifts to the principles and methodologies of Teaching English as a Foreign Language (TEFL), providing a foundation for understanding the pedagogical context in which literature integration is considered. The integration of literature into EFL teaching is a focal point of next chapter. This section is further divided into several sub-sections to provide a detailed examination of various aspects related to this integration. It begins with a historical perspective (Section 2.4.1), tracing the evolution of literature's role in EFL contexts and highlighting key shifts and trends over time. The discussion then moves to the advantages and opportunities presented by literature in EFL teaching, each outlining the unique benefits literature brings to language learning such as the portrayal of authenticity, cultural awareness, linguistic development, and personal engagement. On the other hand, next section addresses the challenges and considerations involved in using literature in EFL teaching. It discusses the potential downsides, providing a balanced view of the integration process. This is followed by a discussion on the criteria for selecting literary texts, emphasizing the importance of choosing appropriate materials that align with learners' language proficiency and cultural backgrounds. The final section examines the perceptions and attitudes of EFL teachers toward the use of literature in their classrooms. It reviews studies on teacher beliefs and practices, highlighting how these attitudes influence the integration of literary texts and the overall effectiveness of literature-based instruction.

Overall, this chapter aims to provide a thorough understanding of the interplay between literature and language teaching, offering insights into both the theoretical underpinnings and practical applications. By examining the benefits, challenges, and teacher attitudes, it seeks to contribute to the broader discourse on effective language teaching methodologies and the role of literature in enhancing language acquisition and cultural competence.

2.2 Language and Literature

Throughout history, language has served as the paramount means of direct or indirect communication for humankind. Aksan (1998) underscores this significance, defining language as a multifaceted and sophisticated system facilitating the transmission of thoughts, emotions, and desires within a society through shared elements and rules. Human beings, as social creatures, have relied on language to fulfill their needs, share thoughts and emotions, and sustain their existence within communities (Şahin, 2016). According to the dictionary of TDK (Turkish Language Association), language is delineated as a system of vocal or visual signs constructed based on consensus among individuals, enabling communication. Similarly, the Dizionario Italiano defines language as an articulation of human faculty within a linguistic system, encompassing words, phrases, and expressions arranged in lexical and morphosyntactic structures to facilitate communication among community members. These definitions converge on common themes of communication, social relations, and functionality, emphasizing pivotal role of language within societal contexts.

Language serves as an indispensable tool for human interaction and understanding, enabling individuals to communicate, collaborate, and engage with both their own communities and others. As global interconnectedness permeates every aspect of life, the necessity for multilingualism has become increasingly pronounced, extending beyond written communication to encompass verbal exchanges facilitated by modern transportation and communication technologies. This evolving landscape incentivizes individuals to acquire proficiency in widely spoken languages (Günday & Aycan, 2018). People have made efforts to learn foreign languages for various purposes throughout history. The necessity for an individual to sustain life in another

society, the desire to convey one's cultural values to people who speak other languages, or the curiosity to learn their cultural values, along with the need to establish and maintain various relationships in areas such as commerce, politics, military, science, art, work, tourism, education, culture, and communication have created a need to learn languages other than their mother tongue (Demircan, 1988; Erdem et al., 2015).

Comprehending the intricate bond between language and culture is fundamental to learning a new language. According to Scarino & Liddicoat (2009), beyond mere linguistic structures, meaning arises from the cultural context in which language is situated. The construction and interpretation of meaning occur within the expansive framework of culture, elucidating the profound interplay between language and societal norms. Gladstone (1969, p.114) defines language as an output of culture and states that while language shapes culture, it also reflects cultural phenomena and value systems. Culture, described as an element encompassing everything nations express through language, both orally and in writing, harbors the codes of tradition, belief, and information about life by reflecting most of its values in language. As an important means of transmission in written and oral cultural communication, language serves as a carrier of literary, artistic, historical, and religious elements (Zeyrek, 2020).

Considering the symbiotic relationship between language and culture, literature emerges as a natural focal point. Moody (1983) defines literature as "constructions, or art affects, in language which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used" (p. 19). This definition indicates that language and literature are complementary disciplines. As stated by Lazar (1993), “Literature is a world of fantasy, horror, feelings, thoughts, visions…put into words. It is the use of language to evoke a personal response in the reader or listener” (p. 1). Bulut (2017) supports these definitions by stating that if language is likened to a river, literature is one of the most important tributaries that nourishes this river. This metaphor emphasizes the strength of the relationship between literature and language, indicating that the finest examples of a language are derived from works written in that language, and literature plays the most effective role in ensuring the healthy transmission of language to future generations.

Literature, being an abstract concept, has led to variations in its definitions. The common points are succinctly summarized by Karaalioğlu (1983): "Literature refers to all works of art in verse and prose such as poetry, novels, short stories, and plays, which elevate people in terms of emotion, thought, and imagination, arousing aesthetic feelings that stir excitement/movement; the science that examines these works" (p. 190). This definition highlights the role of literature in enriching human experience and culture. It serves as a medium through which individuals and societies express emotions, thoughts, and values, reflecting the aesthetics and creativity of a language. Literature not only captures the essence of a language but also contributes to its evolution by introducing new linguistic forms and expressions. Duff & Maley, (1990, p. 6) further emphasize the direct and inseparable relationship between language and literature by their interplay as literature is fundamentally composed of language and represents its various styles, registers, and text-types at multiple levels of complexity. They are akin to the two sides of a medallion, each influencing and enhancing the other. The study of literature, therefore, inherently involves studying language in active use (Elyıldırım, 1993).

As an authentic reflection of its artistic merit, literature epitomizes the pinnacle of language utilization. Within literary works, language transcends mere communication to become a mirror of the real world, imbued with authenticity and depth. From the colloquial exchanges of everyday life to the intricately woven tapestry of elevated and sophisticated language in contextual settings, literature encompasses a rich spectrum of linguistic expression (Avara, 2021). Through its portrayal of diverse characters, settings, and narratives, literature offers a multifaceted exploration of language in its myriad forms and functions. Literature plays a crucial role in preserving the culture and ideas of a linguistic community. Within literary works, the lifestyles, behaviors, beliefs, and interactions among speakers are intricately woven into the words they choose and the linguistic forms they employ. As Bulut (2017) points out, literary texts contain rich insights into the characteristics of a linguistic community, offering a detailed and profound portrayal of its cultural and social fabric.

2.3 Teaching English as a Foreign Language

The contemporary imperative for foreign language use has intensified compared to the past. Historically, languages other than one's mother tongue were acquired by select communities for reasons such as politics, trade, and culture. However, various factors such as advancements in international relations leading to widespread encounters with diverse linguistic communities, and the rapid proliferation of information and communication technologies, have incentivized individuals to learn widely used languages beyond their native tongues (Erdem et al., 2015; Günday & Aycan, 2018). Crystal (1987) underscores English as the favored language in this context for individuals who endeavor to keep pace with the evolving global scenario.

Moreover, Crystal (2003) elucidates the concept of a global language, emphasizing its widespread adoption and acceptance across different nations. He posits that a language achieves global prominence when it assumes a distinct role in each country, either as an official language or as a prioritized language in educational curricula. English exemplifies this phenomenon, being adopted as an official second language in various countries and receiving priority in foreign language education worldwide. Crystal (2003) further attributes the ascendancy of a global language to the economic, technological, and cultural influence wielded by its speakers. English's status as a lingua franca stems from the economic and cultural dominance of English-speaking nations, which propagate its usage through various mediums such as music, films, business, and the Internet. This trend of widespread English learning is part of a broader historical pattern of multilingualism. Richards and Rodgers (2001) note that a significant portion of the world's population today is multilingual, and this has been "the norm rather than the exception" (p. 3). Foreign language learning has always been crucial, with different languages dominating at various times. For instance, 500 years ago, Latin was the predominant language for education, commerce, religion, and governance in the Western world. However, due to political shifts in Europe during the sixteenth century, English language began to rise in importance, gradually replacing Latin in both spoken and written communication.

Teaching of English as a Foreign Language (EFL), which is particularly sought after for its utility in global interactions (Elyıldırım, 1993; Köroğlu, 2022), revolves

around grammar, vocabulary, and pronunciation as well enhancing comprehension and expression skills. Comprehension involves continuously receiving information and fully grasping it in all its dimensions, while effective expression must be clear, precise, and impactful. Understanding relies on listening and reading, whereas expression encompasses speaking and writing, with each skill reinforcing the other (Çetinkaya, 2007). Establishing an environment conducive to effective learning, exploring and applying student-centric strategies for their benefit, stand as fundamental objectives within the realm of foreign language instruction (Cook, 1996). To address this growing need, research and initiatives focused on this area have significantly accelerated in recent years, resulting in a substantial increase in the number and scope of studies dedicated to enhancing foreign language teaching, exploring its challanges.

According to Littlewood (1986), one of the most significant challenges in teaching and learning a foreign language is the lack of an immersive environment where students can consistently engage with and use the language. Additionally, the inability to experience and understand the cultural context of the target language further exacerbates these difficulties, making it harder for learners to fully grasp and effectively communicate in the new language. These factors collectively represent major obstacles in the process of foreign language acquisition. Goodman (1971), from a psycholinguistic perspective, sought to answer the same inquiry by examining language skills such as reading, writing, listening, and speaking as interactive processes between language and thought. During this interaction, issues related to grammar and vocabulary might be resolved through grammar books, worksheets, and dictionaries. However, students may find themselves at a loss when it comes to the cognitive context. If a learner fails to establish a cognitive connection with the target language, the desired outcomes of language acquisition cannot be achieved. Establishing a cognitive connection with the target language inherently involves understanding its culture. It is not sufficient to merely comprehend what is written; one must also grasp the intended meaning behind the words, which necessitates a deep familiarity with the culture of that language. By approaching language acquisition in this manner, Goodman (1971) highlights the integral role that cultural knowledge plays in understanding and effectively using a language. The ability to interpret not just the

literal text but also the cultural nuances and underlying intentions behind it is crucial for achieving proficiency. Thus, immersive exposure to the cultural elements of the target language becomes essential for learners to fully appreciate and engage with the language in a meaningful way. Literature, in particular, holds a crucial role in fulfilling essential educational needs, such as providing authentic examples of language use, fostering student-centered learning settings, and emphasizing communication and interaction to give meaningful context to learning experiences (Van, 2009).

2.4 Literature Integration into EFL Teaching

In response to the growing demand for effective English as a Foreign Language (EFL) learning and the challenges posed by non-native contexts, recent years have witnessed a surge in research and initiatives aimed at enhancing EFL education. These efforts have led to the development of diverse methods, approaches, and techniques in foreign language teaching. In line with these advances, traditional teaching methods that focused on direct information transfer have gradually given way to contemporary teaching methods that emphasize skill acquisition through information processing and problem-solving (Sevinç, 2018; Türker & Genç, 2018). Within this modern educational framework, the use of literary texts has emerged as a significant alternative to conventional textbooks, aligning well with the principles of learner-centered constructivist education.

2.4.1 A Historical Perspective on Literature in EFL Contexts

Early foreign language scholars laid foundational principles that resonate with contemporary language acquisition theories. Darian (1972; as cited in Chen, 2014) states that Marcus Fabius Quintilian, an ancient rhetoric teacher, emphasized using literature and students' native language background in teaching Latin. His methods included reading and paraphrasing fables and poetry. Quintilian's idea that language correctness comes from educated usage remains influential. Desiderius Erasmus, a Dutch scholar, followed Quintilian’s approach, advocating minimal formal grammar instruction initially and focusing on engaging, context-rich materials like stories and illustrations. He outlined four key principles: deriving usage rules from actual language use, teaching grammar after intuitive acquisition, providing examples with

rules, and using pictures to illustrate new material. Johannes Amos Comenius, a Moravian bishop, furthered these ideas by emphasizing experiential learning and using a controlled vocabulary. He introduced picture dictionaries, with "Orbis Pictus" being a notable example, aligning visual aids with textual content to enhance understanding (Darian, 1972; as cited in Chen, 2014). The principles established by these early scholars are remarkably aligned with modern approaches to integrating literature into EFL (English as a Foreign Language) teaching. Quintilian's use of literature to foster language skills parallels current practices where literary texts provide rich, authentic language contexts. Erasmus's emphasis on intuitive learning before formal grammar instruction supports the use of literature to engage students naturally with language patterns and vocabulary in context. Comenius's innovative use of visual aids corresponds to contemporary multimedia resources that accompany literary texts to aid comprehension. By integrating literature into EFL instruction, educators continue the tradition of using engaging, contextually rich materials to enhance language learning. This approach not only aligns with constructivist principles but also addresses the need for authentic language exposure and cultural understanding, as highlighted by early language education pioneers.

In education, objectives refer to the desired qualities that are intended to be observed in individuals (Sönmez, 2007). The success of an educational program is contingent upon the extent to which these desired behaviors are instilled. The education system should be continuously adjusted based on the outcomes of each application, with successful aspects retained and ineffective ones either removed or restructured for reintroduction (Senemoğlu, 2004). As a result, literature has historically alternated between being sidelined and brought back into foreign language classrooms. This fluctuation stems from the overarching goal in foreign language education to foster a student-centered learning environment where communication is paramount. The effectiveness of using literature to achieve this goal has periodically come under scrutiny (Ersan, 2018).

The role of literature in language teaching and learning has undergone substantial transformations over the past century in response to evolving pedagogical trends and methodologies. According to Stern (1985), the inclusion of literary texts in

the curricula of non-English speaking countries is not a recent development but rather a longstanding tradition that spans over a century. This historical integration underscores the enduring value placed on literature as a fundamental component of language education.

Throughout this period, literature has served various educational purposes, from fostering linguistic proficiency to enriching cultural understanding. Initially, literary works were central to language instruction, particularly within the Grammar Translation Method, where they were used primarily for translation exercises and grammatical analysis. Stern (1985) notes that the use of literary texts in language education dates back to the era of the Grammar Translation Method, where these texts were valued for their authenticity and educational utility. During this period, literature was predominantly employed as a source of linguistic input. Duff and Maley (1990) explain that the main purpose of using literary texts was to exemplify grammar rules effectively. Consequently, the Grammar Translation Method focused heavily on the mastery of grammar structures and vocabulary, often overlooking the literary and artistic merits and the deeper content of the texts. However, the mid-20th century saw a paradigm shift with the advent of the Audiolingual Method, which prioritized spoken language skills and communicative competence. During this time, the focus on literature waned as educators concentrated on drilling pronunciation, listening, and speaking through repetitive practice and reinforcement. During the era dominated by the audiolingual method, the inclusion of literature in language classrooms was significantly reduced (Collie & Slater, 1987). Widdowson (1982) further notes that this shift contributed to linguistics becoming the central focus of language education programs. As a result, language instruction during this period prioritized linguistic structures and patterns over literary content, reflecting the methodological emphasis of the time. The emphasis on the memorization of language structures and its teacher-centered approach caused its popularity to decline, making way for the Communicative Approach. Textbooks written under this new approach typically featured reading materials as short dialogues from everyday life because main focus was communication, and literature only began to regain its rightful emphasis in foreign language classrooms in the 1990s (Bulut, 2017). Over the past two decades, there has

been a significant surge in scholarly endeavors within literary and cultural theory, laying a robust groundwork for continued exploration into the nexus of literature, language, and education. This period has witnessed the emergence of an entirely new paradigm, which emphasizes the amalgamation of language and culture, with literature serving as an integral component of cultural expression. Originating in the late 1980s and flourishing throughout the 1990s, this paradigm shift has propelled a deeper understanding of the interconnectedness between language, culture, and literature. Consequently, it comes as no surprise that recent years have witnessed a pronounced inclination towards the study of literature, particularly within the context of culture, and its subsequent reincorporation into the foreign language teaching curriculum. Numerous notable scholars, such as Widdowson (1986), Collie and Slater (1987), Duff and Maley (1990), Brumfit and Carter (1991), Carter and Long (1991), and Lazar (1993) highlight the necessity of including literary texts in EFL teaching, or propose an alternative content-based curriculum incorporating literary elements (Liddicoat, 2000, as cited in Bobkina & Dominguez, 2014; Kramsch, 1993) due to its multifaceted advantages for non-native language learners.

2.4.2 The Role of Literature in EFL Teaching: Advantages and Opportunities

As a living and life-giving art form, literature permeates various spheres of life, including the field of education. From its inception, literature has been transmitted through various mediums and has been orally and textually conveyed across centuries to the present day. Its significance in education is underlined by its capacity to enhance artistic appreciation, concretely express cultural values, and convey historical experiences through the medium of language. The educational purpose of literature is to cultivate individuals who can comprehend what they read and articulate their understanding effectively (Aktan, 2019). According to Çetinkaya (2007), language teaching is based on the development of comprehension and expression skills. Comprehension involves continuously receiving information and fully grasping it in all its dimensions, while effective expression must be clear, precise, and impactful. Understanding relies on listening and reading, whereas expression encompasses speaking and writing, with each skill reinforcing the other. To improve comprehension and understanding, as Krashen (1985) noted, it is necessary to provide students with

sufficient linguistic input. Materials and methods used in EFL/ESL instruction to provide linguistic input have been modified over time, considering characteristics such as learners' needs, ages, and proficiency levels. In response to the search for suitable materials, literature, which has long been present in language classrooms, holds significant importance for teachers, especially in non-native contexts, due to its linguistic and non-linguistic contributions. William Littlewood (2000) emphasizes the role of literature in EFL classes as follows:

> "A language classroom, especially one outside the community of native speakers, is isolated from the context of events and situations which produce natural language. In the case of literature, language creates its own context. The actual situation of the reader becomes immaterial as he or she takes on what D. W. Harding calls 'the role of the onlooker', looking on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation (p. 179)."

The language teacher has a crucial role in presenting the foreign language with concrete real-life-like examples to the learners who do not have the chance to be exposed to the target language because there is no such environment in EFL settings. In order to bridge this gap, teachers employ various linguistic, auditory, and visual resources to introduce the target language world into the classroom. Language teaching materials such as textbooks serve as valuable guides and repositories of ideas for educators, offering insights on lesson delivery (Masuhara & Tomlinson, 2008). Thoughtfully crafted and organized textbook chapters might act as a model for structuring classroom instruction. Literature plays a complementary role in language classroom by introducing complexity and depth to language learning, making the educational experience more holistic and enriching. Numerous factors have been identified that highlight how incorporating literature into EFL classrooms might be able to enhance language acquisition processes. Collie and Slater (1987) provide four key reasons for incorporating literature in language classrooms: it serves as valuable authentic material, enriches cultural awareness, enhances language skills, and fosters personal engagement.

2.4.2.1 Portrayal of Authenticity

Language, whether spoken or written, encompasses a variety of discourse types (Avara, 2021). Language instructors strive to introduce as many of these discourse types as possible, recognizing that a diverse range of discourse models might facilitate a multidimensional language learning approach. Since the 1980s, the promotion of authentic materials in language classrooms has elevated the role of literature, which serves as a repository of authentic language usage and enhances students' awareness of the English language. Consequently, there has been a notable surge of interest in exploring literature and its relationship with language and education. The rationale behind incorporating literature into ELT classes lies in its vast and diverse collection of written material which is 'important in the sense that it says something about fundamental human issues and which is enduring rather than ephemeral'. According to Berardo (2006), one of the primary reasons for integrating authentic materials into language teaching is to expose learners to real language as much as possible, which is often lacking in non-native environments. Despite the artificial nature of classroom settings, real-life materials that enable learners to experience authentic situations hold considerable importance (Berardo, 2006). Echoing this sentiment, Lazar (1993) states, ‘‘Literature may provide a particularly appropriate way of stimulating acquisition as it provides meaningful and memorable contexts for processing and interpreting new language” (p.17)

Literary texts are replete with linguistic elements carefully selected to align with the objectives of the lesson, providing students with “opportunities for authentic reading” (Ghosn, 2002, p. 174). This approach allows learners to witness the target language as it is naturally used by native speakers in real-life situations (Hill, 1986), rather than contrived contexts fabricated solely for instructional purposes. Exposure to a variety of styles and language patterns equips language learners with the skills needed to proficiently navigate different communicative contexts (Collie & Slater, 1987; Brumfit & Carter, 1991; Ur, 1996). According to Tarcan (2004), integrating literature into the EFL curriculum turns the classroom into a language laboratory, facilitating students' understanding of how language functions in practice. Building on this idea, Elliot (1990) emphasizes that literature offers learners access to diverse and

authentic linguistic materials, enabling them to enhance both their literary skills and overall language proficiency.

Acquisition of target language skills is fundamentally rooted in practical application. While immersive language learning environments, such as those found in the native-speaking countries, offer optimal conditions for skill acquisition, this is not always feasible in countries where English is spoken as a second or foreign language. Hence, the role of literature as an educational resource becomes paramount. Through texts not specifically designed for pedagogical purposes, students observe the foundational structures of communication employed by native speakers. A student-centered approach to foreign language instruction should move beyond conventional classroom materials like textbooks and worksheets. Rather, by exposing learners to authentic language use in real contexts and encouraging them to actively engage with the language, students can internalize newly acquired concepts. Thus, the use of authentic literary texts that “simulate” genuine language usage is crucial in promoting lasting learning experiences (Stern, 1981; Kırkgöz, 2012; Demir, 2017).

2.4.2.2 Cultural Awareness

Culture and language are deeply intertwined, as described by Brown (1994; p. 165): "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture". Characterized as the embodiment of expressions of a community through spoken and written language, culture encapsulates the essence of tradition, belief, and insights into life, mirroring its values predominantly through linguistic manifestations (Zeyrek, 2020). Culture is embedded in language, and language derives its vitality from its culture. Therefore, the culture associated with the language holds significant value in comprehending its social contexts. Sherman (2003) asserts that the significance of authentic materials in language learning lies in their capacity to serve as a gateway to culture, providing learners with valuable insights into the cultural contexts in which the language is used (p. 12). By immersing themselves in authentic materials, students not only enhance their language skills but also deepen their understanding of the intricate connections between language and culture.

Many scholars (McKay, 1982; Byram, 1988; Aytaç, 1990; Elyıldırım, 1993; Kramsch, 1993; Lazar, 1993; Polat, 1993; Parkinson & Thomas, 2000; Van, 2009) consider cultural enrichment as one of the key benefits of integrating literature into the language classroom. Stern (1985) asserts that literature provides exposure to the culture of its speakers by examining universal human experience within the context of a particular setting and the consciousness of a particular people. Collie & Slater (1987) suggest that literary works might assist language teachers in offering learners a range of creative activities that provide both cultural and linguistic insights, complementing standard course materials. It is reasonable to argue that increased exposure to cultural content, an essential component of language instruction, facilitates language acquisition. Certain scholars contend that it is impossible to teach language devoid of cultural context (Jiang, 2000). Kim (2000) claims that the utilization of authentic materials constitutes a crucial factor in surmounting various cultural impediments encountered during the process of language acquisition. According to Kim, these authentic materials such as literary texts originating from the target language's culture, play a vital role in facilitating learners' understanding and integration of cultural nuances and contexts. By engaging with authentic materials, learners are provided with immersive experiences that enable them to navigate through cultural barriers inherent in language learning. Thus, the importance of incorporating authentic materials as indispensable tools for enhancing cultural competence and proficiency in language acquisition endeavors is emphasized. Built upon Seelye's (1988) "seven goals of cultural instruction", specific goals of culture teaching are listed by Tomalin and Stempleski (1993, p. 89) as follows:

1. develop an understanding of the fact that all people exhibit culturally conditioned behaviours.

2. develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.

3. become more aware of conventional behaviour in common situations in the target culture.

4. increase awareness of the cultural connotations of words and phrases in the target language.

5. develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.

6. develop the necessary skills to locate and organize information about the target culture.

7. stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

One of the primary goals of foreign language learning is to gain the ability to communicate effectively in the target language. This might be achieved by becoming acquainted with cultural examples through reading sources that provide rich input in the target language, as noted by Kramsch (1993). Demircan (2005) emphasizes that effective communication requires understanding linguistic, sociological, and cultural rules, which form the context and content of communication events and interactions. It's not enough to know just the language structure; it's also crucial to understand what, when, and how to communicate appropriately in various situations. In short, communicative competence involves using language in specific social situations and understanding other communicative dimensions. To effectively communicate in a foreign language, learners must acquire cultural knowledge and develop communication skills (Demircan, 2005). As noted by Özdemir (2010), it is an indisputable fact that one must be familiar with the cultural values of the society in which the target language is spoken in order to decode the messages conveyed in a conversation. Günday and Aycan (2018) agrees on the fact that it is necessary to understand the culture of the target language in order to establish intercultural communication between different individuals or societies and ensure mutual interaction. Indeed, isolating a language from the culture and reducing it solely to a set of codes would not be a correct approach because language is "a social practice of meaning-making and interpretation" (Scarino & Liddicoat, 2009; p.15). The role of societal culture is significant in both the formation and use of language.

Language acquisition is most effectively achieved by immersing oneself in the mentality of native speakers through their cultural context. Yürük (2016) posits that teaching culture carries immense educational potential, emphasizing its pivotal role in foreign language instruction to help students grasp native mindsets. Literary texts play a crucial role in bridging cultural gap that arises in foreign language acquisition. By engaging with these texts, students gain insight into the culture of the target language, which they might otherwise find distant in a foreign setting. This exposure enables them to make cross-cultural comparisons, become familiar with everyday language structures, and develop proficiency in the target language by enhancing their awareness of linguistic usage (Oran, 2014).

2.4.2.3 Linguistic Development

The incorporation of literature into EFL classroom not only serves as an element that reflects culture or authenticity but also develops linguistic skills. Numerous researchers have articulated arguments in favor of utilizing literature as a source of linguistic development (McKay, 1982; Widdowson, 1982; Collie & Slater, 1987; Bassnett and Grundy, 1993; Lazar, 1993; Gilroy & Parkinson, 1997; Rosenblatt, 1978; Duff & Maley; 1990). First of all, Collie and Slater (1987, p. 5) suggest that literature offers a range of genuine language features, including “the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas” across multiple levels of difficulty. This observation presents the value of literature in exposing learners to complex and authentic language use, thereby enhancing their overall language competence. Integrating such rich linguistic examples into EFL instruction might significantly aid students in mastering both basic and advanced aspects of the target language. Povey (1972) contends that literature showcases a broad spectrum of linguistic diversity, syntax, and nuanced vocabulary usage. It exemplifies language at its most impactful, intricate, and evocative. Moreover, literature serves as both an inspiration and a roadmap for foreign students with limited linguistic proficiency, guiding them towards unlocking the full potential of the target language. By the same token, Gilroy (1995) advocates for the integration of literature into EFL, arguing that it broadens students' language awareness by exposing them to diverse forms of English. Additionally, literature serves as a catalyst

for language acquisition, aiding in vocabulary expansion and the internalization of grammar structures. By offering a creative and imaginative stimulus, it prompts students to formulate and articulate their responses, which might then be discussed with peers. This interactive approach not only enriches students' understanding of the language but also cultivates a collaborative learning environment where ideas and interpretations are exchanged, further reinforcing their communicative competence.

Krashen (1985) distinguishes between language acquisition, which involves understanding language, and language learning, which focuses on mastering grammar rules to produce correct speech. Both processes are essential: grammar rules are initially acquired intuitively through meaningful language use and then later learned formally (Krashen, 1985). Providing learners with comprehensible input through literary texts such as short stories, poems, or drama facilitates natural language acquisition. By integrating literature into EFL teaching, educators present both comprehensible input for language acquisition and exposure to rich linguistic contexts that foster language learning. Hişmanoğlu (2005) argues that literature offers learners exposure to a wide range of lexical and syntactic elements. Engaging with substantial, contextualized texts enables students to grasp various features of written language. They develop an understanding of sentence syntax and discourse functions, explore diverse sentence structures, and learn different ways to connect ideas. These experiences enrich their writing skills and encourage them to utilize the language more creatively and effectively. As students perceive the richness and diversity of the language they are learning, they begin to harness that potential in their own communication, enhancing their communicative and cultural competence through authentic texts (Hişmanoğlu, 2005).

The objective of language instruction is to cultivate proficiency in language skills in reading, writing, listening, and speaking, as well as to refine sub-skills like vocabulary, pronunciation, and grammar. At this point literature holds the capacity to become the focal point of a classroom unit of study. The reading of a literary work might give rise to a variety of activities that engage students in practicing the four basic language skills (Stern, 1985; Türker, 1991). Engaging with literary texts serves as a gateway to diverse realms of knowledge. This interaction not only broadens one's

intellectual horizons but also enhances reading proficiency across varying skill levels through active engagement. Rather than passively receiving information, students, guided by instructors, actively participate in the interpretive process when engaging with literary works. They are encouraged to interact critically with the text, discern implicit meanings, make inferences, question assumptions, engage in critical analysis, and explore diverse perspectives. According to Okyar (2021), these cognitive processes foster the cultivation of sophisticated reading comprehension which is defined by Grellet (1981, p. 3) as the extracting the required information from a written text as efficiently as possible. Moreover, reading and writing are interconnected within literature, as reading offer plentiful linguistic input that encourages learners to write (Hirvela, 2004). Different writing exercises might be developed to aid the learners to improve their proficiency also in writing by using literary texts as a supplementary source of material (Kırkgöz, 2012). Furthermore, learners might engage in speaking practice through pre-reading warm-up activities, as well as through questions posed during and after reading. These activities assess their comprehension levels and encourage them to articulate their interpretations and responses. which means development of proficiency in speaking. Consequently, students utilize a range of language skills in the language classroom through their interaction with literary texts (Moody, 1971; as cited in Elyıldırım, 1993).

2.4.2.4 Personal Engagement

The integration of literature into foreign language instruction provides benefits beyond just linguistic improvement. Motivation and personal involvement are among the key factors suggested as benefits of literary texts by scholars (Akyel & Yalcin, 1990; Lazar, 1993; McKay, 1982; Parkinson & Thomas, 2000; Dörnyei, 2001; Ghosn, 2002; Picken, 2007). In language teaching, motivation and personal involvement are intertwined in an interdependent relationship, where motivation fuels personal involvement, and active personal involvement enhances motivation. These two factors work synergistically to promote effective language acquisition and learner autonomy in the language classroom.

Motivation, as articulated by Crookes and Schmidt (1991, p. 498-502), is characterized by a keen interest in and enthusiasm for the materials employed in class.

It also involves the ability to persist with the learning task, as indicated by sustained levels of attention or action over an extended duration. Additionally, motivation includes the levels of concentration and enjoyment that learners experience during their engagement with the learning activities. Language teaching resources are significant contributors to shaping motivation as an essential aspect of learning. Picken (2007) assert that learners might establish connections between universal human themes and their own life experiences through literature. Consequently, carefully chosen literary texts serve as motivational resources in language classrooms, enhancing student engagement and enthusiasm for learning. Dörnyei (2001) suggests that materials tailored to learners' needs, aspirations, and interests, as well as their daily experiences and backgrounds, are particularly motivational. Sirico (2020) emphasizes the motivational role of literature in language education, highlighting how literary texts might stir emotions and provoke thought among readers. This emotional engagement enhances learners' interest in the material but also encourages them to actively engage with the language, leading to improved language acquisition and proficiency. Integrating literature into language teaching can thus foster a more active and effective learning environment, where students are motivated to explore and understand the language through meaningful and engaging texts.

Elliot (1990) notes that literature motivates learners to express their own responses, enabling them to engage in interactions in the target language, enhance their literary skills, and achieve effective language mastery. This highlights literature's role in fostering active participation and communication among students, which is crucial for developing fluency and confidence in using the language in real-life contexts. By encouraging personal engagement, literature not only improves language proficiency but also makes the learning experience more “dynamic which involves the students as actively and as personally as possible” (McRae, 1991; p. 8).

Lazar (1993) highlights the profound impact that literature can have on students by exposing them to “complex themes and fresh, unexpected uses of language”. This exposure might be especially engaging, as students become deeply involved in the suspense of uncovering the plot in a well-crafted novel or short story. The level of involvement often surpasses the engagement elicited by the artificial narratives

commonly found in standard course books, making literature a more compelling medium for language learning. Furthermore, plays present students with complex adult dilemmas, prompting them to navigate and understand various human experiences, while poems can evoke strong emotional reactions, fostering a deeper personal connection to the material. By carefully selecting literary texts, educators might ensure that classroom activities resonate with students' own lives, making the learning experience more relevant and meaningful. This relevance not only enhances student motivation but also helps them to see the value in their studies, as they are able to relate the themes and issues explored in literary works to their personal experiences and the world around them. Lazar's observations strengthen the significance of integrating literature into language education to cultivate a richer and more engaging learning environment.

Literature plays a pivotal role in shaping well-rounded individuals by fostering critical thinking, empathy, and cultural awareness. Its integration into educational curricula aims not only to enhance linguistic proficiency but also to promote a deeper understanding of diverse human experiences and societal values. The literary canon of each nation reflects its people's experiences and history, with literary works often providing a glimpse into the sociological and cultural context. By engaging with these texts, whether they are educational or purely for entertainment, students are inherently involved in a process of learning (Benediktsdóttir, 2016; Tarakçıoğlu, 2003). As noted by Elliot (1990) learners seek to feel included in the language learning process individually, and through literary texts, they have the opportunity to express their own experiences and ideas.

According to Aktan (2019), engaging with literary texts encourages students to reflect on their own lives and the world around them, developing a perspective that transcends mere academic knowledge. Moreover, literature as an educational tool helps bridge the gap between past and present, allowing students to explore historical contexts and cultural heritage. This engagement with the literary arts nurtures a lifelong appreciation for the beauty and complexity of language, enriching students' cognitive and emotional development. Thus, the study of literature is not merely an academic exercise but a transformative experience that equips individuals with the

skills and insights necessary for personal growth and social contribution. Through literature, education contributes to the intellectual, emotional, and moral maturation of individuals. In essence, the teaching of literature serves as a preparatory guide for life, providing a comprehensive education in the realms of spirit, thought, behavior, and aesthetic appreciation by imparting the experiences and life stories of others (Aktan, 2019).

Llach (2007) argues that students both deepen their understanding of the text and reflect on their own experiences and perspectives by relating to the themes and characters in literary works. This connection enhances their learning experience, making it more meaningful and relevant to their lives. Moreover, it helps students develop their comprehension skills because a literary text contains a figurative language that enables students to go beyond the surface meaning and explore words and structures that carry deeper meanings (Meletli, 2007). Greene (2017) claims that personal involvement is an invaluable factor to consider, as it renders language learning stimulating, participatory, and contemplative. It fosters individual development in ways that surpass the effectiveness of solely focusing on grammar rules and translation. Furthermore, Duff and Maley (1990) observe that literary texts, due to their susceptibility to multiple interpretations, inherently foster a divergence of perspectives among readers. This divergence creates an inherent "opinion gap" between individual interpretations. The gap might be effectively bridged through meaningful interactions which means the chance of personal engagement. Teaching methods that engage multiple skills through literature provide a non-threatening and student-friendly environment for learners who typically find speaking English in the classroom daunting. By fostering learner engagement and sustaining motivation, these approaches facilitate implicit learning, wherein students undergo unconscious acquisition of language skills. (Lazar, 1993).

2.4.3 The Downside of Literature in EFL Teaching: Challenges and Considerations

Although the previous section of this study highlighted the benefits of incorporating literature into language instruction, several significant challenges warrant further consideration of the issue. In *A Course in Language Teaching: Practice*

and Theory, a widely respected resource in the field of language education known for its practical approach and its focus on the application of theoretical principles in classroom settings, Ur (1996, p. 201) enumerates the various disadvantages and challenges associated with the use of literature in language teaching as follows:

1- Much literature is written in language that may be difficult for foreign language learners to read.

2- We can use simplified versions, but these are a poor representation of the original.

3- Many literary texts are long and time-consuming to teach.

4- The target-language culture on which the literature is based is alien to learners and may be difficult for them to relate to.

5- By using texts as a basis for language teaching, we may spoil learners' enjoyment and appreciation of them as literature.

6- Students of science and technology may find literature irrelevant to their needs.

Despite acknowledging the inherent value of utilizing literature in educational contexts, Enright (1958; as cited in Greene, 2017), one of the earliest critics of using literature in language education, argues that literary language is challenging and questions the benefits of having students grapple with classic texts. Similarly, Colie and Slater (1987) claims that incorporating literature into language teaching also presents challenges, particularly regarding language complexity. Literary vocabulary and grammatical structures are often deemed too intricate, posing difficulties for learners. However, the challenges posed by literature might also be viewed as opportunities for both teachers and students. Literature, being unadapted for language learners, pushes them beyond their comfort zones, exposing them to authentic language and encouraging them to tolerate ambiguity. Despite the lack of resemblance between language found in coursebooks and literary texts, learners benefit from the opportunity to encounter diverse linguistic structures. While this may require additional effort from learners, it might ultimately lead to a more satisfying learning

process and outcome. With extra efforts to develop teaching strategies, teachers can leverage these difficulties to enhance students' linguistic proficiency and critical thinking skills (Colie & Slater, 1987).

Lazar (1990) outlines practical and literary difficulties encountered by both teachers and students when engaging with literary texts. Practical challenges involve selecting appropriate texts in terms of length and vocabulary. Literary obstacles refer to the difficulties students face in comprehending and responding to the text. Lazar (1990), along with other scholars like Akyel and Yalçın (1990) recommends that teachers offer background information about the texts to assist students in achieving meaningful interpretations. They argue that implementing our suggestions will enhance both the literary and language skills of students, under the condition that the literature curriculum accurately reflects student needs and that classroom activities are primarily focused on students.

McKay (1982) criticizes the complexity of structure and the unfamiliarity of language of literary texts, making it challenging to practice grammatical structures or vocabulary. Additionally, literature often portrays specific cultural elements, which can pose difficulties for learners in comprehension and enjoyment, potentially leading to negative consequences. Therefore, teachers should carefully consider the proficiency level and interests of students when choosing appropriate literary works (McKay, 1982). Cook (1986) concurs, stating that literary works possess distinct semantic, grammatical, and lexical systems that are accessible primarily to native speakers and often prove incomprehensible for non-native learners. Kim (2000) raises a valid concern about the use of authentic language in the classroom, which might be incomprehensible particularly at the beginner level. Richards (2001, p. 253) highlights the challenge posed by authentic materials such as literary texts, noting their propensity to feature complex language structures and extraneous vocabulary, which might potentially divert learners' attention. These materials do not adhere to simplified lexical or linguistic guidelines, thereby presenting linguistic examples that may surpass the basic proficiency levels of learners.

On the other hand, if learners consistently read texts that are within their comfort zone, they may lack motivation to employ and refine reading strategies. It is imperative to recognize that learners develop critical thinking skills primarily when engaging with more challenging texts (Ragan, 2006; as cited in Durmuş, 2013). Students derive advantages from encountering language input that is slightly more advanced than their current level of independent comprehension (Krashen, 1982). This type of challenge encourages students to stretch their language abilities, promoting growth in both linguistic skills and overall proficiency. Smith (1972, p. 275) argues that language instructors teaching literature cannot disregard linguistic challenges, just as they do not wish for their students to speak in a stagnant and limited manner. This statement emphasizes the dual responsibility of educators to address both the complexity of language in literature and the practical application of language skills in communication.

Another significant difficulty according to some scholars lies in the length of the texts, which might intimidate students and pose a barrier to comprehension. While longer texts may offer extended contextual support and repetition, shorter texts may lack these features, making them equally challenging for learners (Duff & Maley, 1990). Moreover, the constraints of limited class hours and existing curriculum frameworks further complicate the integration of literary materials into language instruction. The need to cover various language skills within a confined time frame leaves little room for extensive literary exploration. Additionally, aligning literary content with established curriculum objectives requires careful planning and consideration (Kaya, 2004). Despite these challenges, educators recognize the value of literary texts in enhancing language proficiency and fostering critical thinking skills. Therefore, efforts to overcome these obstacles and integrate literature effectively into language teaching remain imperative for providing students with rich and engaging learning experiences.

In addition, language teachers need to be attentive to the cultural content within literary texts, ensuring it is both relevant and align with the diverse backgrounds of learners. Kramsch (1993) emphasizes the role of literature in fostering intercultural understanding, cautioning against the perpetuation of stereotypes or cultural biases.

Collie and Slater (1987: 2) highlight how "undesirable cultural connotations" in some literary texts may limit their suitability for classroom use. According to Duff and Maley (1990), cultural factors might present such significant challenges that they may render some texts incomprehensible to those outside the culture being represented. McKay (2001) asserts that literature is replete with cultural nuances that can prove daunting for inexperienced readers.

In order to overcome this challenge, scholars like Gülcü (2010), Han (2012) and Acar (2013) advocate for the inclusion of both the target and the native culture in language teaching. Acar (2013) asserts that texts reflecting the cultural aspects of the target language often present challenges for students. This difficulty is particularly evident among beginner-level student groups engaged in reading activities in the target language, as they grapple with comprehending both the grammatical structures and vocabulary of the text, alongside the unfamiliar context provided by a foreign culture. The content presented in these texts does not align with their general cultural knowledge, thereby complicating their understanding. Conversely, utilizing reading materials infused with elements from their own culture can facilitate students' comprehension of the content and enhance their enjoyment of the activities. This is essential because cross-cultural communication involves a mutual exchange of information. The objective of foreign language education is to foster intercultural understanding and communication, which necessitates not only comprehending other cultures but also one's own. As cross-cultural communication is bidirectional, English learners should view English as a tool for engaging in cross-cultural exchanges, encompassing both receiving and delivering information (Han, 2012). Hence, they should be knowledgeable about both the target culture and their own native culture.

In conclusion, while literature can enrich language learning by offering diverse linguistic experiences and fostering critical thinking, it requires careful selection and thoughtful integration to address its inherent challenges. Educators must consider selection criteria to maximize the benefits of using literature in the language classroom.

2.4.3 Literary Text Selection Criteria

The role of texts in education, particularly in language instruction, holds significant importance as language learning predominantly revolves around textual materials. Textbooks serve as the primary resource in foreign language classes, second only to the teacher. However, to achieve the intended learning outcomes, language educators may explore various supplementary resources due to the artificial nature of textbook texts, which are crafted for instructional purposes. Among the most readily available alternatives is literature. While literary works offer numerous advantages, they also present some drawbacks. Therefore, careful consideration of several factors is essential when selecting and utilizing texts for educational purposes.

To mitigate the challenges associated with incorporating literary texts in language classes, educators should prioritize understanding the learner profile. This includes assessing factors such as proficiency level, age, needs, interests, motivation, cultural background, and intellectual maturity of the students (Collie & Slater, 1987; Lazar, 1993; Hişmanoğlu, 2005; Kaya, 2018). Understanding students' language proficiency levels helps educators choose texts that strike the right balance of challenge. Texts that are too difficult might lead to frustration, while those that are too easy may fail to provide adequate linguistic stimulation. Additionally, different age groups and levels of intellectual maturity may necessitate varying approaches to engaging with literary texts. Younger students may benefit from simpler language and captivating narratives, whereas older learners might be ready for more intricate texts and themes. Adapting literary materials to students' needs and interests can significantly enhance their engagement and motivation. Students are more likely to be motivated when texts align with their personal interests and language learning objectives. Considering students' cultural backgrounds is essential to prevent reinforcing stereotypes and biases, and it allows teachers to select texts that resonate with students and are understood within their cultural context. Finally, understanding students' levels of motivation helps educators choose texts that are compelling and pertinent to them, fostering deeper engagement and investment in the learning process.

Another aspect to take into account is the complexity of the chosen text and its linguistic intricacy. Collie and Slater (1987) assert that non-native learners may

struggle to connect with a text that they perceive as excessively challenging, given the linguistic and cultural gaps they must navigate. Therefore, it is advisable to select a literary work that aligns more closely with students' proficiency levels. Likewise, Okyar (2021) suggests educators to verify that the literary text is suitable in difficulty level for the students. If the selected literary material contains vocabulary and grammatical structures that are overly complex for the target group, it may lead to student discouragement and hinder their continued reading. Van (2009) further highlights additional factors contributing to complexity for foreign language learners, such as cultural, historical, or social references within texts. Due to students' unfamiliarity with these references, they often rely on the teacher's interpretation, leading to a dependency on translated explanations and written analyses. Consequently, the classroom becomes centered around the teacher and dominated by the native language, resulting in an inefficient approach to English language learning. Duff and Maley (1990) propose a gradual escalation in the text's difficulty level to prevent discouragement. Kaya (2004) supports this notion suggesting that the text's complexity should be manageable for students while still presenting a degree of challenge. As previously mentioned, students benefit from exposure to language input that slightly exceeds their current level of comprehension (Krashen, 1982). This kind of challenge motivates students to expand their language capabilities, fostering development in both linguistic aptitude and overall proficiency.

The length of literary texts presents a significant challenge for language learners, as noted by scholars such as Lazar (1993). Lengthy texts might overwhelm students and hinder comprehension, while shorter ones may lack the necessary contextual support and repetition, making them equally daunting (Duff & Maley, 1990). Considering time constraints, educators must carefully choose texts that align with the planned teaching period to ensure successful completion of tasks (Kırkgöz, 2012; Okyar, 2021). Strategic planning and thoughtful selection might be able to help mitigate the challenges posed by text length. For instance, educators can opt for well-chosen excerpts from longer texts or utilize quotes as condensed yet impactful literary material (Avara, 2021). Additionally, incorporating extensive reading tasks supported by in-class activities can further aid students in navigating lengthy texts. Thus, by

carefully managing text length and employing varied instructional strategies, educators might enhance students' engagement and comprehension of literary materials.

Another consideration is the capacity of a literary work to foster personal engagement motivation. Whether a specific work might engage learners by eliciting positive reactions is a point to keep in mind while selecting a literary text. When reading is meaningful and enjoyable, it is more likely to impact learners' linguistic and cultural knowledge in a lasting way. Therefore, it is significant to select stories, poems, or plays that resonate with learners' life experiences, emotions, or aspirations (Collie & Slater, 1987; Hişmanoğlu, 2005). This situation presents a valuable opportunity for language teachers and learners, as utilizing texts that align with personal interests can be extremely motivating. Language instructors have a wide range of topics or genres at their disposal that cater to the interests of learners. Underscoring the significance of this aspect cannot be overstated according to McCormick (2003). In order to engage students and enhance their participation in language classes, educators should select captivating and enjoyable materials. Additionally, teachers need to thoughtfully design curricula that prioritize student involvement, fostering an interactive learning environment. It is essential for instructors to clearly communicate the objectives, expectations, and benefits of utilizing literary texts in class from the outset. This ensures that students maintain their enthusiasm and commitment to mastering the language at an advanced level throughout the course (Kaya, 2018; Okyar, 2021).

An essential aspect is for a literary text to serve as a catalyst for speaking and writing activities. When a literary piece motivates students to convey their own perspectives in a foreign language and encourages them to utilize their imagination, it enhances language classes, making them more engaging and fruitful (Polat, 1993). Türker (1991) emphasizes the importance of selecting texts thoughtfully, as they may pose challenges in terms of grammar and vocabulary comprehension. Opting for texts that align with students' proficiency levels and offer opportunities to practice newly acquired language skills proves to be more beneficial. Otherwise, classrooms risk becoming environments where the teacher dominates, leaving students merely passive listeners.

These outlined criteria regarding the selection of literary texts aim to delineate the guiding principles for how literary works might be utilized and the objectives they might serve in the context of teaching foreign languages.

2.4.4 Teacher Attitudes

In disciplines encompassing human behavior and learning, attitudes are universally recognized as a fundamental construct influencing individuals' actions and decision-making processes (Ajzen, 2005). Within the realm of educational research and practice, the significance of attitudes extends beyond mere cognitive constructs to encompass deeply ingrained perceptions, beliefs, and values held by educators. These attitudes play a pivotal role in shaping teachers' approaches to instruction, curriculum design, and pedagogical decisions. Moreover, they serve as a lens through which educators interpret and navigate the complexities of their professional environments, influencing their instructional strategies, classroom interactions, and overall teaching efficacy. As such, understanding teachers' perceptions on various aspects of their practice, including the integration of literature in EFL teaching, is essential for informing educational policies, curriculum development, and teacher training initiatives. For this reason, the present section will provide an overview of past research on teacher attitudes toward incorporating literature in language education.

The attitudes, willingness, or reluctance of teachers—who have the opportunity to observe first-hand the material selection, their effectiveness, and adaptability to the classroom—have naturally been the subject of much research. Numerous studies have explored how teachers perceive the integration of literature into EFL teaching, examining their attitudes, challenges faced, and the perceived benefits of using literary texts. One of the earliest and most insightful studies in this area was conducted by Gilroy in 1995, involving 20 native-English-speaking teachers from the University of Edinburgh Institute for Applied Language Studies. The study revealed that teachers were acutely aware of the potential benefits of using literature to enhance reading skills and stimulate engaging classroom discussions. Many educators in the study highlighted the multifaceted role of the teacher in this context, describing themselves as "motivators" who inspire and encourage students, "enablers" who facilitate comprehension and engagement with texts, and "bridges" who connect students'

personal experiences with the literary material. Despite recognizing these benefits, teachers faced significant practical challenges that hindered the regular use of literature in their classrooms. One major constraint was the rigid nature of their syllabi, which often left little room for deviation from prescribed content. The teachers identified several key purposes for using literature in language teaching. Promoting further reading and stimulating discussions were among the most frequently mentioned reasons. Literature was also seen as a valuable tool for illustrating grammatical structures and introducing students to various types of discourse. Furthermore, some teachers valued literature for its ability to provide authentic materials that could elicit genuine and meaningful responses from students, thereby enhancing their engagement and learning experience. Despite these positive attitudes towards the use of literature, the study found that none of the teachers were able to incorporate it as a regular, integral part of their syllabi. The constraints of time and the demands of adhering to a structured curriculum were significant barriers. Teachers expressed a desire to use literature more frequently, but the practical realities of their teaching environments often made this difficult. This study underscores the tension between the recognized educational value of literature and the practical limitations imposed by curricular and time constraints, highlighting a common challenge in the field of EFL teaching.

Greene (2017) conducted a comprehensive nationwide study involving an online questionnaire, in-person interviews, and textbook analysis to explore EFL teachers' perspectives on literature in the classroom. Based on the findings from these studies, it appears that teachers generally view literature as a "beneficial but challenging" tool in the context of language instruction (p.95). This perception stems from several factors. On one hand, learners often find literary texts difficult to understand due to complex language, unfamiliar cultural references, and sophisticated themes. On the other hand, teachers themselves may not feel as confident or well-equipped to teach literature as they are with more conventional language instruction. Common reasons for not incorporating literature included misalignment with syllabi, time limitations, and students' varying literary competence. Novel excerpts were frequently used due to their flexibility and suitability for various classroom activities. Besides identifying cultural exposure as the primary objective of incorporating literature into their

teaching, educators noted that students might deepen their understanding of the foreign language, practice new vocabulary, and enjoy opportunities for creative language use by engaging with literary texts.

In the setting of Spain, Torrano-Guillamon et al. (2019) studied the perceptions of teachers in the use of literature and the application of innovative methodologies. The findings from the study disclosed that English teachers perceive literature as an invaluable resource for fostering the development of essential competencies in students, particularly their linguistic and communicative skills. The activities most preferred by teachers, based on the results, are those that require students to seek information and come to their own conclusions. These activities are designed to enhance students' critical thinking skills. The research proposed that although teachers favored creative tasks and activities promoting critical thinking, they were not fully utilized due to the absence of collaborative teaching approaches. Educators acknowledged the importance of methodologies that encourage creativity and critical thinking but faced challenges in effectively implementing them in practice. The study, carried out by Tasneen (2010) in Bangkok, explored EFL teachers' views on integrating literary texts into language programs. Most teachers expressed a strong preference for incorporating literary texts, particularly short stories, due to their interesting and culturally appropriate content. They list their preferences of text selection criteria as engaging, short, linguistically suitable, and culturally relevant. However, selecting suitable texts and integrating them into the curriculum posed significant challenges. Despite these difficulties, teachers consistently encouraged students to read literature in their free time, highlighting their belief in the long-term benefits of literary engagement for language learning.

In Turkey, one of the countries that forms the setting of the study, many studies have been carried out on the integration of literary works into English teaching. Zengin, Başal, and Yükselir (2019) provided insights from 101 English language teachers across various educational institutions. According to findings, most teachers valued literature for enhancing vocabulary, cultural awareness, and language skills, particularly reading and writing. However, nearly a tenth of the participants did not use literature, indicating a disparity between recognizing its benefits and implementing

it in practice. The study also noted that teachers' educational backgrounds influenced their perceptions of literature's role in language teaching. Additionally, participants had diverse perspectives on how literature could be utilized in English language teaching, including analyzing classical literary works, incorporating short stories and poems, and providing information about influential figures in literature. Conducted with the participation of volunteer 95 trainee teachers from a Turkish state university, the study of Kaya, Han and Aybirdi (2015) attempted to find out attitudes towards the use of authentic materials such as literary texts in EFL reading classes. These future educators believed that authentic texts better meet students' needs, enhance cultural awareness, and motivate learners, despite the challenges in selecting and preparing suitable materials. Most prospective teachers used authentic texts as supplementary tools and favored short stories over other materials. They emphasized the importance of integrating authentic texts into the curriculum, considering factors such as students' language levels, interests, and the percentage of new vocabulary. Although the motivational influence of authentic texts is widely acknowledged, most prospective teachers are uncertain about whether these texts are challenging for learners. The majority of participants believe that exposure to authentic materials should commence at the intermediate stage of language instruction. Examining the factors prospective teachers consider when selecting authentic materials uncovered that they primarily prioritize the learners' language proficiency level. Additionally, they consider factors such as students' interests, the percentage of new vocabulary, students' needs, the length of the text, complexity of grammar structures, course objectives, type of texts, writing style, and cultural content, in that order.

It appears that there are not many studies about teacher attitudes towards the integration of literature into EFL teaching conducted in Italy, which is another country that serves as the setting of the current study. One notable study, conducted by Iacono (2021), investigated the potential development of second language (L2) writing skills, language features, and motivation through the use of literary texts. The study involved students from two high schools in Sicily, with the main objective being to examine the possibility of enhancing L2 writing skills using literary texts as samples of real and rich language. A new course syllabus was devised, incorporating a wide range of

literary texts, it was trialed with two classes of Italian high school students. Results indicated significant improvements in writing skills for both classes, with a higher improvement rate observed in Class B compared to Class A. Additionally, linguistic features targeted during the lessons showed improvement in approximately 90.75% of the writing pieces assessed. The study emphasized the importance of exposing learners to real language, style, mood, and thoughts expressed by authors, allowing them to learn language patterns, vocabulary, and idioms as models. Despite the focus on grammar and vocabulary, the findings demonstrated that exposure to literature led to self-reflection among learners, encouraging them to share their thoughts, feelings, experiences, and insights. Overall, the study provided valuable insights into the positive impact of using literary texts on writing skills, grammar, and motivation among Italian high school students. It underscored the need for further research to explore improvements in personal growth and multicultural awareness, affirming the significance of literature in EFL teaching contexts.

Collectively, these studies highlight a broad consensus on the benefits of integrating literature into EFL teaching, including linguistic enhancement, cultural exposure, and student motivation. However, practical challenges such as time constraints, curriculum demands, and difficulties in text selection often limit its effective use. Addressing these issues through targeted teacher training, curriculum development, and methodological innovation could facilitate the more regular and impactful integration of literature in EFL classrooms.

CHAPTER 3 – METHODOLOGY

3.1 Presentation

This chapter delineates the methodological framework underpinning this comparative study on the attitudes of EFL instructors towards the integration of literature into their teaching practices in Italy and Turkey. It begins with the formulation of research questions guiding the investigation (3.2). Following this, the research design is elucidated, outlining the overall approach and methodological choices made to address the research questions (3.3). The chapter then describes the participants and settings, providing a detailed account of the instructors involved and the educational contexts in which they operate (3.4). Subsequently, the data collection instruments are presented, explaining the tools and techniques employed to gather pertinent data (3.5). Finally, the data collection procedure is explicated, detailing the steps taken to ensure a rigorous and systematic collection of data (3.6). Through these sections, this chapter aims to offer a comprehensive overview of the methodological considerations integral to this study.

3.2 Research Questions

Aligned with the research objective of thoroughly examining the perspectives of EFL educators in Italy and Turkey concerning the inclusion of literature in language teaching settings, this research endeavors to explore the following questions:

1. How do EFL instructors in Turkey perceive the role of literature within the framework of language instruction, and to what extent do they consider it integral to the language teaching process?

2. What is the perception of EFL instructors in Italy regarding the role of literature in language instruction, and to what extent do they view it as essential to the process of language teaching?

3. Are there any commonalities or discrepancies in the perceived advantages, disadvantages, and instructional strategies associated with the integration of literature into EFL teaching within these disparate contexts?

Through investigating these inquiries, this study endeavors to offer an exhaustive comprehension of the attitudes, methods, and contextual factors influencing the incorporation of literature in EFL classrooms across Italy and Turkey. Additionally, it aims to enrich the broader discourse on efficient language teaching approaches and the significance of literature in fostering language proficiency and cultural understanding.

3.3 Research Design

The research design of this study is rooted in a quantitative methodology of a descriptive-comparative nature aimed at systematically investigating the perceptions of language teachers regarding the integration of literature into EFL teaching. This design was selected to ensure a structured and objective collection and analysis of data, facilitating the examination of trends and patterns among a large sample of respondents in a short amount of time, thereby enhancing the generalizability of the findings (Dörnyei, 2007). The comparative aspect of this study is particularly pertinent given its focus on exploring and contrasting the attitudes and practices of language teachers in Italy and Turkey towards the integration of literature into their EFL teaching. By examining these two distinct contexts, this study aims to provide valuable insights into how cultural and educational differences may influence the perceptions and approaches of language teachers towards literature in language education.

Quantitative research methods are particularly suited for this study as they allow for precise measurement and statistical analysis of the data, providing a deeper understanding of the relationships and distinctions that may exist in the perceptions and practices of language teachers. The data analyzed in this study are derived from a questionnaire specifically developed by Ögeyik (2007) for this purpose. This questionnaire was meticulously designed to capture quantitative data that enables accurate measurement of variables and facilitates robust statistical analysis. By utilizing a structured questionnaire, this study ensures a systematic approach to data collection, enhancing the reliability and validity of the findings.

Moreover, this analytical approach aligns with the objectives of the current research by providing a comprehensive and detailed examination of language teachers' perceptions in both Italy and Turkey. By employing quantitative analysis, this study

seeks to uncover both general trends and individual variations in how language teachers perceive and integrate literature into their EFL teaching practices across these two countries. This methodological choice is critical for advancing the theoretical understanding and practical implications of literature integration in language education, as it enables the exploration of relationships and patterns that can contribute to the development of effective teaching strategies and curriculum design.

3.4 Participants and Settings

In the contemporary language education field, numerous publications have introduced innovative pedagogical approaches and authentic materials for integration into language classrooms, emphasizing the teacher's role in selecting the most suitable methods for their classes. Among these materials, literary texts such as poems, short stories, and drama have gained significant attention for their comprehensive vocabulary and syntax, prompting many EFL teachers to recognize their importence in enhancing language skills. Considering the benefits of incorporating literature into the classroom, educators might invigorate otherwise mundane coursework. However, prior to implementation, educators must heed certain considerations, as literary texts may not inherently align with language teaching objectives. It is imperative for teachers to exercise care in utilizing literary texts for foreign language acquisition goals. In this regard, the perspectives of teachers hold significant weight, given their pivotal role in classroom dynamics. As teachers bear the primary responsibility for instructional practices, their insights are invaluable in navigating potential challenges associated with integrating literature into language instruction (Oran, 2014).

Therefore, the study is conducted with the participation of 88 EFL instructors currently working in different state universities in Turkey and Italy. Specifically, 44 participants were selected from various state universities across Italy, while the other 44 participants were drawn from state universities in Turkey. This balanced representation allows for a comparative analysis of instructor attitudes and practices between the two countries, providing valuable cross-cultural insights into the integration of literature into EFL teaching. A purposive sampling method was employed to ensure that the selected participants met these criteria and represented a diverse range of teaching backgrounds and experiences. The data collection process

commenced with the distribution of emails containing information about the objectives and procedures of the study. Participants were assured of their voluntary participation and informed of their right to withdraw from the study at any time to emphasize the confidentiality of their responses.

The settings for this study include a range of state universities in both countries, each with unique educational environments and resources. These universities were chosen to represent a variety of institutional contexts, ensuring that the findings reflect the diverse conditions under which EFL instruction occurs. By including participants from different universities, the study accounts for variations in institutional support, curricular design, and student demographics, which may influence instructors' perceptions and practices regarding literature integration. Additionally, the inclusion of state universities provides findings relevant to public higher education settings, where many EFL instructors are employed.

3.5 Data Collection Instrument

The data collection instrument employed in this study is a questionnaire consisting of 20 items, originally developed by Ögeyik (2007). This questionnaire was selected due to its validity and reliability in assessing the perceptions of EFL instructors towards the integration of literature into language teaching. The items are structured to cover various dimensions of literature integration, such as perceived benefits and challenges, its impact on non-native learners' linguistic and cultural competence, types of literary texts preferred by instructors, and practical utility of literary analysis. Each item in the questionnaire is designed to elicit responses on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," which allows for the quantification of attitudes and perceptions of EFL instructors in Italy and Turkey. This format not only simplifies the process of data collection but also ensures that the responses are standardized, enabling meaningful comparison and analysis. Moreover, the quantitative nature of the instrument aligns with the study's overall research design, facilitating the identification of trends, patterns, and correlations within the data.

To assess the reliability of the questionnaire, a reliability analysis was conducted using SPSS (Statistical Package for the Social Sciences). Initially, several items were identified as negatively worded: items 4, 5, 6, 7, 10, 15, and 16. These items were reverse coded to ensure that all responses were on a consistent scale. Following this adjustment, the reliability coefficients obtained for the questionnaire items surpassed the generally accepted threshold suggested by Dörnyei (2007), with a Cronbach's alpha coefficient of 0.867, indicating a high level of internal consistency and reliability in measuring the attitudes of EFL instructors towards the integration of literature into language teaching. Detailed results of the reliability analysis, including item-total statistics and Cronbach's Alpha if items are deleted, are provided in Appendix 2 following the questionnaire presented in Appendix 1.

The comprehensive design of the questionnaire, combined with its focus on essential components of the research questions, assures that the data collected is both relevant and reliable, supporting the objectives of the study and contributing to the broader understanding of the subject matter.

3.6 Data Collection Procedure

After the Selçuk University Ethics Committee officially approved the study, the data collection procedure commenced with the administration of the questionnaire to the selected participants, utilizing the purposive sampling method to identify 88 EFL instructors from state universities in Turkey and Italy. The sample consisted of 44 instructors from Italy and 44 from Turkey, providing a balanced representation of the two contexts under study.

The quantitative data for this study were collected through an online questionnaire using Google Forms which was chosen mainly due to its practicality. The online format facilitated efficient data collection from a geographically dispersed sample, providing a high response rate. The data collection procedure for this study involved several key steps for the systematic and ethical gathering of data from the selected participants. Initially, emails were sent to EFL instructors at state universities in Italy and Turkey, inviting them to participate in the study. These emails included a brief description of the purpose of the study, the significance of their participation, and

assurances regarding the confidentiality of their responses. Participants were reminded that their involvement in the study was entirely voluntary, and they were free to withdraw at any time without any repercussions.

By following this structured data collection procedure, the study aimed at ensuring the reliability and validity of the data, thereby enhancing the credibility of the research findings.

CHAPTER 4 – FINDINGS

4.1 Overview

This chapter presents the findings from the questionnaire administered to 88 EFL instructors from various state universities in Turkey an Italy. The questionnaire aimed to capture instructor attitudes towards the integration of literature into EFL teaching, comprising 20 items that explored various dimensions of this integration. The responses to each item were measured on a Likert scale, ranging from "Strongly Disagree (1)" to "Strongly Agree (5)." The data are summarized below, with each item's mean ($\bar{x}$) and standard deviation (S) indicating the central tendency and variability of responses, respectively. Frequency and percentage distributions are also presented to help illustrate how responses are spread across different levels of agreement or disagreement, offering a clear picture of the collective stance of the respondents. The results provide a comprehensive overview of the perceived benefits, challenges, and overall attitudes of instructors towards the use of literature in language classrooms. The data collected from Turkish and Italian EFL instructors' responses are presented separately in tables.

4.2 Turkish EFL Instructors' Perceptions of Literature Integration into Language Teaching

This section delves into the detailed results of the survey administered to 44 educators from state universities across Turkey, focusing on their attitudes towards the integration of literature into English as a Foreign Language (EFL) teaching. The data were meticulously analyzed using SPSS, a robust statistical software package that facilitated a thorough examination of the responses. For each survey item, the descriptive statistics—including frequency and percentage distributions, mean scores, and standard deviations—were calculated and are comprehensively presented in Table 1. These statistics provide an overview of the Turkish EFL instructors' responses, shedding light on the general trends and specific variations in their attitudes. By presenting these detailed descriptive statistics, this section aims to offer an in-depth understanding of the perceptions of Turkish EFL instructors regarding the use of literature in language teaching. The insights gleaned from these results are critical for

identifying both the strengths and areas for improvement in the current pedagogical practices involving literature, thus contributing to the broader discourse on enhancing EFL education through literary integration.

Table 1

The Opinions of the EFL Instructors from State Universities in Turkey for "the Attitude Scale for Using Literature in the Language Teaching" (N=44)

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
ITEM	f	%	f	%	f	%	f	%	f	%	x̄	S
Item 1	0	0	0	0	0	0	17	38.6	27	61.4	4.61	.493
Item 2	0	0	0	0	1	2.3	17	38.6	26	59.1	4.57	.545
Item 3	0	0	0	0	0	0	15	34.1	29	65.9	4.66	.479
Item 4	21	47.7	20	45.5	1	2.3	2	4.5	0	0	1.64	.750
Item 5	7	15.9	24	54.5	8	18.2	3	6.8	2	4.5	2.30	.978
Item 6	3	6.8	7	15.9	3	6.8	29	65.9	2	4.5	3.45	1.044
Item 7	14	31.8	22	50.0	6	13.6	2	4.5	0	0	1.91	.802
Item 8	0	0	0	0	6	13.6	19	43.2	19	43.2	4.30	.701
Item 9	0	0	2	4.5	12	27.3	24	54.5	6	13.6	3.77	.743
Item 10	4	9.1	15	34.1	13	29.5	12	27.3	0	0	2.75	.967
Item 11	0	0	4	9.1	4	9.1	24	54.5	12	27.3	4.00	.863
Item 12	0	0	0	0	8	18.2	20	45.5	16	36.4	4.18	.724
Item13	0	0	11	25.0	20	45.5	9	20.5	4	9.1	3.14	.905
Item 14	0	0	3	6.8	4	9.1	29	65.9	8	18.2	3.95	.746
Item 15	5	11.4	20	45.5	5	11.4	14	31.8	0	0	2.64	1.059
Item 16	1	2.3	12	27.3	5	11.4	25	56.8	1	2.3	3.30	.978
Item 17	0	0	0	0	2	4.5	7	15.9	35	79.5	4.75	.534
Item 18	0	0	4	9.1	4	9.1	12	27.3	24	54.5	4.27	.973
Item 19	0	0	0	0	3	6.8	19	43.2	22	50.0	4.43	.625
Item 20	0	0	5	11.4	8	18.2	13	29.5	18	40.9	4.00	1.034

Item 1, "Literature teaching is beneficial for foreign language learning," garnered unanimous agreement among the respondents. A significant majority of respondents (61.4%) strongly agreed, with an additional 38.6% agreeing, resulting in a high mean score of 4.61 (S = .493). It is particularly noteworthy that there were no neutral, disagree, or strongly disagree responses to this item, suggesting that instructors view literature as a valuable tool in language education.

As presented by the responds given to Item 2, large proportion of instructors (59.1% strongly agree, 38.6% agree) believe that "Cultural competence is extended by means of literature teaching", reflected in a mean score of 4.57 (S = .545). The high levels of agreement for this item indicate that nearly all participants from Turkey, except for 1 instructor (2,3%) who remained neutral, recognize the role of literature in fostering cultural understanding and appreciation, which is crucial for comprehensive language education.

Robust agreement was observed (65.9% strongly agree, 34.1% agree) in Item 3, "Reading literary texts has a positive effect on enriching vocabulary". With no participants expressing disagreement, the responses highlight the perceived utility of literature in vocabulary acquisition, an essential component of language proficiency. The mean score of 4.66, close to the maximum, and a low standard deviation of .479, illustrate a strong consensus on the positive impact of literary texts on vocabulary development.

Item 4, "Cultural competence is not developed through the use of literature in language classrooms", saw high disagreement (47.7% strongly disagree, 45.5% disagree), suggesting a clear rejection of the notion that literature fails to develop cultural competence, reflected in a low mean score of 1.64 (S = .750). Only 1 instructor (2,3%) is neutral and 2 instructors (4,5%) disagree with this statement. The instructors' disagreement with this statement further reinforces their belief in the cultural benefits of integrating literature into EFL teaching.

The majority of instructors disagreed (54.5% disagree, 15.9% strongly disagree) with the notion in Item 5, "To comprehend a literary text in a language class does not necessarily foster creativity". Among the instructors participating in the study, only

6,8% agreed and 4,5% strongly agreed the opinion, with 18.2% remaining neutral. Mean score of 2.30 (S = .978) indicates that instructors see a connection between literary analysis and creative thinking.

Item 6 questioned whether "Vocabulary in literary texts may be difficult to learn" or not. Specifically, 65.9% of respondents agreed with the statement, while an additional 4.5% strongly agreed, suggesting that a significant majority of 70.4% find the vocabulary in literary texts to be challenging for students resulting in a mean score of 3.45 (S = 1.044). On the other hand, a smaller portion of the participants, 15.9%, disagreed, and an even smaller group, 6.8%, strongly disagreed, indicating that a total of 22.7% of instructors do not perceive these vocabulary challenges to be substantial. The remaining 6.8% of respondents were neutral, indicating no strong opinion on the matter.

For Item 7, "It is boring to read literary texts", responses reveal that the majority of instructors do not find reading literary texts boring. A significant 31.8% strongly disagreed and 50.0% disagreed with the statement, totaling 81.8% who find literary texts engaging. Only 4.5% agreed, while 13.6% were neutral. The mean score of 1.91 and standard deviation of .802 present a general consensus that reading literary texts is not boring. This positive perception likely contributes to their support for literature integration into EFL teaching.

Item 8 responses demonstrate strong support for the idea that “Reading literary texts enhances creativity”. Both agree and strongly agree received equal endorsement, each with 43.2%, totaling 86.4% in favor. Only 13.6% were neutral, with no disagreement. The mean score of 4.30 and standard deviation of .701 highlight a high level of agreement on this item.

Item 9 explores whether or not "Reading literary texts is more enjoyable than reading other types of texts." Among the participants 27,3% remained neutral and only 4,5% disagreed suggesting variability in personal preferences among instructors.However, a majority of instructors agreed (54.5% agree, 13.6% strongly agree), with a mean score of 3.77 (S = .743), reflecting the enjoyment derived from reading literary texts.

Instructors were somewhat divided responding Item 10 "Literary analysis in language classrooms is difficult". While 9.1% strongly disagreed and 34.1% disagreed, indicating 43.2% do not find it difficult, 27.3% agreed, suggesting a notable minority find it challenging. The remaining 29.5% were neutral. The mean score of 2.75 and standard deviation of .967 reflect diverse views with a slight tendency towards finding literary analysis less difficult. This indicates that while some instructors acknowledge the challenges of literary analysis, it is still seen as a manageable task.

For Item 11, "Literary analysis in language classrooms is enjoyable", responses reflect positive attitudes towards literary analysis as an engaging teaching activity. Over half of the respondents, 54.5%, agreed with the statement, while an additional 27.3% strongly agreed, culminating in a substantial 81.8%, resulting in a mean score of 4.00 (S = .863). Only 9.1% disagreed and another 9.1% were neutral, together making up 18.2% of the responses in total. This relatively small proportion suggests that any ambivalence or negativity towards literary analysis is limited to a minor segment of the instructors surveyed.

Item 12 responses reveal a significant endorsement for the idea that "Reading implicit literary texts enhances creativity". A total of 45.5% agreed and 36.4% strongly agreed, making up 81.9% in favor. Only 18.2% were neutral, with no disagreement. The mean score of 4.18 and standard deviation of .724 reflect a strong consensus on the positive impact of implicit literary texts on creativity.

The responses to Item 13, "Reading explicit literary texts is more enjoyable than implicit texts", indicate a varied perspective among EFL instructors in Turkey. The largest group of respondents, 45.5%, remained neutral, suggesting a significant degree of ambivalence or indifference on this issue. This neutrality with mean score of 3.14, which hovers around the midpoint of the scale, and the standard deviation of .905 may reflect a recognition of the value of both types of texts or uncertainty about their relative enjoyment. A substantial proportion of respondents, 25.0%, disagreed with the statement. Conversely, 20.5% of respondents agreed, and 9.1% strongly agreed that explicit texts are more enjoyable, amounting to a combined total of 29.6% who favor explicit texts over implicit ones.

The responses to Item 14, "Literary discourse is enjoyable to deal with", illustrate a predominantly positive perception among EFL instructors in Turkey regarding the enjoyment of engaging with literary discourse. A significant majority, 65.9%, agreed that literary discourse is enjoyable, while an additional 18.2% strongly agreed. Combined, these figures show that 84.1% of the respondents find dealing with literary discourse to be a pleasant experience. Only a small minority of the participants, 6.8%, disagreed with the statement, while 9.1% of the respondents chose a neutral stance. The mean score of 3.95, and the standard deviation of .746 signifies perceived value of literary analysis in language education, suggesting that such practices can enhance learner engagement.

Item 15 questions whether "Reading literary texts in a foreign language is difficult to comprehend" and instructor responses reveal varied opinions on the issue. While 45.5% disagreed and 11.4% strongly disagreed, indicating 56.9% do not find it difficult, 31,8% agreed, suggesting some find it challenging. The remaining 11,4% were neutral. The mean score of 2.64 and standard deviation of 1.059 indicate diverse views, with a slight leaning towards finding it less difficult.

For Item 16, responses indicate a perception that "Implicit literary texts create difficulties to comprehend". A total of 56.8% agreed and 2.3% strongly agreed, totaling 59.1% in favor of the statement. Only 2.3% strongly disagreed and 27.3% disagreed, while 11.4% were neutral. The mean score of 3.30 and standard deviation of .978 reflect a tendency to view implicit texts as challenging, with some disagreement.

Item 17 responses show strong support for the notion that "Use of short story in foreign language teaching affects reading ability positively". An overwhelming 79.5% strongly agreed and 15.9% agreed, totaling 95.4% in favor. Only 4.5% were neutral, with no disagreement. The mean score of 4.75 and low standard deviation of .534 indicate a strong and consistent belief in the benefits of short stories especially for enhancing reading ability.

For Item 18, responses indicate that "Use of novel in foreign language teaching affects reading ability positively". A total of 27.3% agreed and 54.5% strongly agreed, resulting 81,8% in favor. Only 9.1% disagreed, with 9.1% remaining neutral. The mean

score of 4.27 and standard deviation of .973 show again a positive perception, for using novel in foreign language classrooms especially with the purpose of developing reading ability.

The responses to Item 19, "Use of drama in foreign language teaching affects reading ability positively", illustrate a positive view of this type of literary text. A total of 43,2% agreed and 50.0% strongly agreed, meaning 93.2% in favor. Only 6.8% remained neutral, with no disagreement. The mean score of 4.43 and standard deviation of .625 indicate a strong belief in the benefits of drama especially for reading ability in a non-native setting.

For Item 20, "Use of poetry in foreign language teaching affects reading ability positively", responses indicate a varied perception on the issue. A total of 29,5% agreed and 40,9% strongly agreed, totaling 52.2% in favor. Only 11.4% disagreed, with 18.2% neutral. The mean score of 4.00 and standard deviation of 1.034 show diverse views, with a tendency towards favoring the use of poetry.

4.3 Italian EFL Instructors' Perceptions of Literature Integration into Language Teaching

The detailed results of the survey administered to 44 educators from state universities in Italy are presented focusing on their attitudes towards the integration of literature into EFL teaching. The data underwent rigorous analysis using SPSS, a robust statistical software package that enabled a comprehensive examination of the responses. Descriptive statistics such as frequency distributions, percentages, mean scores, and standard deviations were computed for each survey item and are presented in detail in Table 2. These statistical measures offer a comprehensive overview of the responses from Italian EFL instructors, revealing general trends and specific variations in their attitudes. This section aims to provide a deep understanding of how Italian EFL instructors perceive the incorporation of literature in language teaching. The findings from this analysis are crucial for identifying strengths and areas needing improvement in current pedagogical approaches involving literature, thus contributing significantly to discussions on enhancing EFL education through literary integration.

Table 2

The Opinions of the EFL Instructors from State Universities in Italy for "the Attitude Scale for Using Literature in the Language Teaching" (N=44)

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
ITEM	f	%	f	%	f	%	f	%	f	%	x̄	S
Item 1	0	0	0	0	0	0	12	27.3	32	72.7	4.73	.451
Item 2	0	0	0	0	1	2.3	14	31.8	29	65.9	4.64	.532
Item 3	0	0	0	0	1	2.3	15	34.1	28	63.6	4.61	.538
Item 4	26	59.1	16	36.4	2	4.5	0	0	0	0	1.45	.589
Item 5	7	15.9	27	61.4	9	20.5	1	2.3	0	0	2.09	.676
Item 6	3	6.8	4	9.1	5	11.4	29	65.9	3	6.8	3.57	.998
Item 7	8	18.2	27	61.4	6	13.6	3	6.8	0	0	2.09	.772
Item 8	0	0	0	0	3	6.8	21	47.7	20	45.5	4.39	.618
Item 9	0	0	3	6.8	25	56.8	14	31.8	2	4.5	3.34	.680
Item 10	2	4.5	8	18.2	18	40.9	15	34.1	1	2.3	3.11	.895
Item 11	0	0	4	9.1	20	45.5	17	38.6	3	6.8	3.43	.759
Item 12	0	0	2	4.5	4	9.1	30	68.2	8	18.2	4.00	.682
Item13	0	0	15	34.1	20	45.5	9	20.5	0	0	2.86	.734
Item 14	0	0	4	9.1	11	25.0	26	59.1	3	6.8	3.64	.750
Item 15	3	6.8	14	31.8	3	6.8	24	54.5	0	0	3.09	1.074
Item 16	3	6.8	4	9.1	8	18.2	25	56.8	4	9.1	3.52	1.023
Item 17	0	0	0	0	1	2.3	13	29.5	30	68.2	4.66	.526
Item 18	0	0	1	2.3	2	4.5	16	36.4	25	56.8	4.48	.698
Item 19	0	0	0	0	1	2.3	27	61.4	16	36.4	4.34	.526
Item 20	0	0	2	4.5	3	6.8	22	50.0	17	38.6	4.23	.774

The responses for Item 1 indicate unanimous agreement on the notion that "Literature teaching is beneficial for foreign language learning". A significant majority

of respondents (72.7%) strongly agreed, with an additional 27.3% agreeing. The mean score is 4.73 (S = .451), highlighting a strong consensus on the value of literature in language education. The absence of neutral, disagree, or strongly disagree responses underscores the perceived importance of literature in enhancing language learning.

For Item 2, "Cultural competence is extended by means of literature teaching", 65.9% of respondents strongly agreed and 31.8% agreed. Only one respondent (2.3%) was neutral, with no disagreement, resulting in a high mean score of 4.64 (S = .532). The high level of agreement for this item indicates a strong belief among Italian EFL instructors that literature plays a crucial role in developing cultural awareness beside linguistic benefits.

Item 3 received overwhelming support, with 63.6% of respondents strongly agreeing and 34.1% agreeing that "Reading literary texts has a positive effect on enriching vocabulary". One respondent (2.3%) remained neutral. The high mean score of 4.61 (S = .538) suggests a strong consensus among participants regarding the positive influence of literary texts on vocabulary development.

Responses to Item 4, "Cultural competence is not developed through the use of literature in language classrooms", were predominantly negative, with 59.1% strongly disagreeing and 36.4% disagreeing. Only 4.5% were neutral. The mean score is 1.45 (S = .589), indicating a strong disagreement with the statement and reinforcing the view that literature is indeed beneficial for cultural competence.

In response to Item 5, 61.4% disagreed and 15.9% strongly disagreed the statement "To comprehend a literary text in a language class does not necessarily foster creativity". A smaller portion (20.5%) were neutral, while 2.3% agreed. The mean score of 2.09 (S = .676) suggests that most educators believe literary texts do contribute to fostering creativity in language classes.

Item 6 responses show that 65.9% of educators agreed and 6.8% strongly agreed that "Vocabulary in literary texts may be difficult to learn", resulting in a mean score of 3.57 (S = .998). Conversely, 9.1% disagreed and 6.8% strongly disagreed, indicating a total of 15.9% who do not find the vocabulary particularly challenging. Another

11.4% remained neutral, reflecting a moderate level of concern about the difficulty of literary vocabulary.

For Item 7, a majority of 61.4% disagreed and 18.2% strongly disagreed with the statement that "It is boring to read literary texts", totaling 79.6% who find literary texts engaging. Some educators (13.6%) were neutral, while smaller percentages (6.8%) agreed. The mean score of 2.09 (S = .772) indicates that most respondents do not find literary texts boring. This favorable view of literature presumably serves as a rationale for their support of incorporating literature into EFL instruction.

Responses to Item 8 were highly positive, demonstrating strong support for the idea that “Reading literary texts enhances creativity”, with 45.5% strongly agreeing and 47.7% agreeing. A small percentage (6.8%) were neutral, with no disagreement. The mean score of 4.39 (S = .618) underscores the belief that literary texts play a significant role in fostering creativity.

Item 9, "Reading literary texts is more enjoyable than reading other types of texts," elicited more diverse responses, with 56.8% neutral, 31.8% agreeing, and strongly agreeing (4.5%). Besides, a smaller proportion the participants (6.8%) disagreed, indicating mixed feelings about the enjoyment that reading literary texts offers compared to other text types. The mean score of 3.34 (S = .680) reflects these mixed views.

Responses to Item 10, "Literary analysis in language classrooms is difficult," revealed a division among instructors. While 22.7% (4.5% strongly disagreed and 18.2% disagreed) did not perceive it as difficult, 36.4% (34.1% agreed and 2.3% strongly agreed) found it challenging. The remaining 40,9% chose a neutral stance. Reflecting this diversity, the mean score was 3.11 (S = .895), with a slight tendency towards difficulty in literary analysis within language classrooms.

Item 11 explored whether "Literary analysis in language classroom is enjoyable" or not. The responses reveal a varied but generally positive outlook. The largest group of respondents, 45.5%, remained neutral on the enjoyment of literary analysis, while a combined total of 45.4% (38.6% agreed, 6.8% strongly agreed) were in favor. Only a

small fraction, 9.1%, disagreed with the statement. The mean score for this item is 3.43 (S = .759), indicating a moderate level of agreement overall.

The responses to Item 12 show a strong agreement, with 68.2% agreeing and 18.2% strongly agreeing that "Reading implicit literary texts enhances creativity". Smaller percentages were neutral (9.1%) or disagreed (4.5%). The mean score of 4.00 (S = .682) highlights the perceived creative benefits of engaging with implicit texts.

The responses to Item 13, "Reading explicit literary texts is more enjoyable than implicit texts," reveal a diverse range of opinions among EFL instructors in Turkey. The most significant group of respondents, 45.5%, chose to remain neutral, indicating a considerable level of ambivalence or indifference on this topic. This neutrality, coupled with a mean score of 2.86, which sits near the midpoint of the scale, and a standard deviation of .734, might suggest an acknowledgment of the merits of both types of texts or an uncertainty about which is more enjoyable. A notable 34.1% of respondents disagreed with the statement, while 20.5% agreed that explicit texts are more enjoyable.

Responses to Item 14 were largely positive, with 59.1% agreeing while an additional 6.8% strongly agreeing that "Literary discourse is enjoyable to deal with". A quarter of respondents (25%) were neutral, while smaller percentages disagreed (9.1%). The mean score of 3.64 (S = .750) indicates that most educators find literary discourse to be engaging.

Item 15, which asks whether "Reading literary texts in a foreign language is difficult to comprehend," elicited a range of opinions from instructors. A combined 38.6% of respondents disagreed (31.8%) or strongly disagreed (6.8%) with the statement, indicating that they do not find it difficult. Conversely, 54.5% of respondents agreed, suggesting that they do find it challenging. The remaining 6.8% were neutral on the matter. With a mean score of 3.09 and a standard deviation of 1.074, the responses indicate a diversity of views, with a slight tendency towards finding it difficult.

For Item 16, the responses suggest a general perception that "Implicit literary texts create difficulties to comprehend." A significant majority, 56.8% agreed and 9.1%

strongly agreed, totaling 65.9% in support of the statement. Conversely, only 6.8% strongly disagreed and 9.1% disagreed, while 18.2% of respondents remained neutral. The mean score of 3.52 (S = 1.023) indicates a significant concern about the comprehensibility of implicit texts.

Responses to Item 17, "Use of short story in foreign language teaching affects reading ability positively", were almost completely positive, with 97.7% of agreement, 68.2% strongly agreeing and 29.5% agreeing. Only one respondent (2.3%) was neutral, with no disagreement. The mean score of 4.66 and low standard deviation of .526 reflects a strong and consistent endorsement of using short stories in language teaching especially for the development of reading skill.

Findings of Item 18, "Use of novel in foreign language teaching affects reading ability positively", illustrate a positive view of this type of literary text. A total of 36.4% agreed and 56.8% strongly agreed, resulting 93.2% in favor. Only 2.3% disagreed, with 4.5% remaining neutral. The mean score of 4.48 and standard deviation of .698 show again a positive perception, for using novel in foreign language classrooms especially with the purpose of developing reading ability.

For Item 19, the responses suggest that "Using drama in foreign language teaching positively affects reading ability." A total of 61.4% agreed and 36.4% strongly agreed, meaning 97.8% of respondents in favor. Only one respondent (2.3%) remained neutral, with no disagreement noted. The mean score of 4.34 and standard deviation of .526 reflect a strong consensus on the significance of drama for enhancing reading ability in a non-native language context.

Finally, Item 20 shows that 38.6% of the participants strongly agreed and 50% agreed on the fact that "Use of poetry in foreign language teaching affects reading ability positively", totaling 88,6% in favor. Smaller percentages were neutral (6.8%) and disagreed (4.5%). The mean score of 4.23 (S = .774) highlights the favorable view of using poetry for its positive impact on reading ability.

4.4 Comparison of Turkish and Italian EFL Instructors' Perceptions of Literature Integration into Language Teaching

In this section, a comparative analysis of the perceptions of Turkish and Italian EFL instructors regarding the integration of literature into language teaching will be presented. The analysis is based on the descriptive statistics of the responses to a comprehensive 20-item questionnaire and the results derived from the Mann-Whitney U test. Prior to conducting the Mann-Whitney U test, normality tests, including the Kolmogorov-Smirnov and Shapiro-Wilk tests, were performed. Test results, presented in Appendix 3, revealed a p-value of <.001 indicating that the data do not follow a normal distribution. Consequently, the Mann-Whitney U test, conducted using SPSS, was employed to determine whether there are statistically significant differences between the two groups' responses. Results of this test is presented in Appendix 4. This non-parametric test is particularly suitable for comparing two independent samples that do not necessarily follow a normal distribution. Additionally, the descriptive statistics provide a detailed overview of the frequency distributions, mean scores, and standard deviations for each survey item. By synthesizing the results from both the Mann-Whitney U test and descriptive statistics, it is aimed to present a nuanced understanding of the EFL instructors' attitudes in both countries. This section meticulously presents the statistical outcomes and offers a brief interpretation of each item, highlighting key similarities and differences in the perspectives of Turkish and Italian instructors on the integration of literature into their pedagogical practices.

Table 3

Literature teaching is beneficial for foreign language learning.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	0	0	0	0	0	0	17	38.6	27	61.4	4.61	.493
Italy	0	0	0	0	0	0	12	27.3	32	72.7	4.73	.451

Both Turkish and Italian instructors strongly agree the statement on Item 1 that literature teaching is beneficial for foreign language learning. The mean score for Turkish instructors is 4.61 (S = 0.493), while for Italian instructors, it is 4.73 (S = 0.451). The Mann-Whitney U test result (U = 858.000, Z = -1.127, p = 0.260) indicates no significant difference between the groups, suggesting a shared positive view on the benefits of literature in language learning.

Table 4

Cultural competence is extended by means of literature teaching.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	0	0	0	0	1	2.3	17	38.6	26	59.1	4.57	.545
Italy	0	0	0	0	1	2.3	14	31.8	29	65.9	4.64	.532

The perception that literature teaching extends cultural competence is also widely held among both groups. Turkish instructors have a mean score of 4.57 (S = 0.545), and Italian instructors have a mean score of 4.64 (S = 0.532). The Mann-Whitney U test result of Item 2 (U = 903.500, Z = -0.638, p = 0.524) shows no significant difference between the groups, indicating a consensus on the role of literature in enhancing cultural competence.

Table 5

Reading literary texts has a positive effect on enriching vocabulary.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	0	0	0	0	0	0	15	34.1	29	65.9	4.66	.479
Italy	0	0	0	0	1	2.3	15	34.1	28	63.6	4.61	.538

Both groups agree that reading literary texts enriches vocabulary. The mean score for Turkish instructors is 4.66 (S = 0.479), and for Italian instructors, it is 4.61 (S = 0.538). The Mann-Whitney U test result of Item 3 (U = 938.500, Z = -0.297, p = 0.767) reveals no significant difference, highlighting a common belief in the vocabulary benefits of literary texts.

Table 6

Cultural competence is not developed through the use of literature in language classrooms.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	21	47.7	20	45.1	1	2.3	2	4.5	0	0	1.64	.750
Italy	26	59.1	16	36.4	2	4.5	0	0	0	0	1.45	.589

The negatively worded Item 4 reflects a lower agreement among instructors as presented in Table 6. Turkish instructors have a mean score of 1.64 (S = 0.750), and Italian instructors have a mean score of 1.45 (S = 0.589). The Mann-Whitney U test result (U = 852.000, Z = -1.097, p = 0.273) indicates no significant difference, suggesting that both groups largely disagree with the statement.

Table 7

To comprehend a literary text in a language class does not necessarily foster creativity.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	7	15.9	24	54.5	8	18.2	3	6.8	2	4.5	2.30	.978
Italy	7	15.9	27	61.4	9	20.5	1	2.3	0	0	2.09	.676

There is a moderate level of agreement on Item 5, with Turkish instructors scoring a mean of 2.30 (S = 0.978) and Italian instructors scoring 2.09 (S = 0.676). The Mann-Whitney U test result (U = 893.000, Z = -0.702, p = 0.482) shows no significant difference, indicating that both groups have similar views on the relationship between literary comprehension and creativity.

Table 8

Vocabulary in literary texts may be difficult to learn.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	3	6.8	7	15.9	3	6.8	29	65.9	2	4.5	3.45	1.044
Italy	3	6.8	4	9.1	5	11.4	29	65.9	3	6.8	3.57	.998

Instructors from both countries agree moderately with the statement in Item 6. Turkish instructors have a mean score of 3.45 (S = 1.044), and Italian instructors have a mean score of 3.57 (S = 0.998). The Mann-Whitney U test result (U = 921.500, Z = -0.460, p = 0.645) shows no significant difference, suggesting similar perceptions of the difficulty of vocabulary in literary texts.

Table 9

It is boring to read literary texts.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	$\bar{x}$	S
Turkey	14	31.8	22	50.0	6	13.6	2	4.5	0	0	1.91	.802
Italy	8	18.2	27	61.4	6	13.6	3	6.8	0	0	2.09	.772

Item 7 received lower agreement from both groups, with Turkish instructors scoring a mean of 1.91 (S = 0.802) and Italian instructors scoring 2.09 (S = 0.772).

The Mann-Whitney U test result (U = 842.000, Z = -1.169, p = 0.242) indicates no significant difference, suggesting that both groups generally disagree with the statement that reading literary texts is boring.

Table 10

Reading literary texts enhance creativity.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	0	0	6	13.6	19	43.2	19	43.2	4.30	.701
Italy	0	0	0	0	3	6.8	21	47.7	20	45.5	4.39	.618

Both groups strongly agree with Item 8 that states reading literary texts enhances creativity. Turkish instructors have a mean score of 4.30 (S = 0.701), and Italian instructors have a mean score of 4.39 (S = 0.618). The Mann-Whitney U test result (U = 911.500, Z = -0.521, p = 0.602) shows no significant difference, indicating a shared belief in the creativity-enhancing potential of literary texts.

Table 11

Reading literary texts is more enjoyable than reading other types of texts.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	2	4.5	12	27.3	24	54.5	6	13.6	3.77	.743
Italy	0	0	3	6.8	25	56.8	14	31.8	2	4.5	3.34	.680

There is a notable difference in perceptions for Item 9. Turkish instructors have a mean score of 3.77 (S = 0.743), while Italian instructors have a mean score of 3.34 (S = 0.680). The Mann-Whitney U test result (U = 649.000, Z = -2.897, p = 0.004)

indicates a statistically significant difference, with Turkish instructors finding literary texts more enjoyable than their Italian counterparts.

Table 12

Literary analysis in language classroom is difficult.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	4	9.1	15	34.1	13	29.5	12	27.3	0	0	2.75	.967
Italy	2	4.5	8	18.2	18	40.9	15	34.1	1	2.3	3.11	.895

Both groups have moderate agreement with Item 10 that states literary analysis in language classroom is difficult. Turkish instructors have a mean score 2.75 (S = 0.967), and Italian instructors have a mean score of 3.11 (S = 0.895). The Mann-Whitney U test result (U = 767.000, Z = -1.759, p = 0.079) shows a trend towards a difference, but it's not statistically significant at the common alpha level of 0.05.

Table 13

Literary analysis in language classroom is enjoyable.

	Strongly Disagree (1)		**Disagree (2)**		**Neutral (3)**		**Agree (4)**		**Strongly Agree (5)**			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	4	9.1	4	9.1	24	54.5	12	27.3	4.00	.863
Italy	0	0	4	9.1	20	45.5	17	38.6	3	6.8	3.43	.759

There is a significant difference in perceptions for Item 11 that states literary analysis in language classroom is enjoyable. Turkish instructors have a mean score of 4.00 (S = 0.863), while Italian instructors have a mean score of 3.43 (S = 0.759). The Mann-Whitney U test result (U = 582.000, Z = -3.448, p < 0.001) indicates a significant

difference, with Turkish instructors finding literary analysis more enjoyable than their Italian counterparts.

Table 14

Reading implicit literary texts enhances creativity.

Country	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	0	0	8	18.2	20	45.5	16	36.4	4.18	.724
Italy	0	0	2	4.5	4	9.1	30	68.2	8	18.2	4.00	.682

Both groups agree that reading implicit literary texts enhances creativity. Turkish instructors have a mean score of 4.18 (S = 0.724), and Italian instructors have a mean score of 4.00 (S = 0.682). The Mann-Whitney U test result of Item 12 (U = 844.000, Z = -1.161, p = 0.245) shows no significant difference, indicating similar perceptions of the creativity-enhancing potential of implicit texts.

Table 15

Reading explicit literary texts is more enjoyable than implicit texts.

Country	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	11	25.0	20	45.5	9	20.5	4	9.1	3.14	.905
Italy	0	0	15	34.1	20	45.5	9	20.5	0	0	2.86	.734

Both groups show moderate agreement with the statement in Item 13. Turkish instructors have a mean score of 3.14 (S = 0.905), and Italian instructors have a mean score of 2.86 (S = 0.734). The Mann-Whitney U test result (U = 822.000, Z = -1.305, p = 0.192) indicates no significant difference, suggesting similar enjoyment levels for explicit texts over implicit texts.

Table 16

Literary discourse is enjoyable to deal with.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	3	6.8	4	9.1	29	65.9	8	18.2	3.95	.746
Italy	0	0	4	9.1	11	25.0	26	59.1	3	6.8	3.64	.750

There is a significant difference in perceptions for Item 14 that states literary discourse is enjoyable to deal with. Turkish instructors have a mean score of 3.95 (S = 0.746), while Italian instructors have a mean score of 3.64 (S = 0.750). The Mann-Whitney U test result (U = 740.000, Z = -2.199, p = 0.028) indicates a significant difference, with Turkish instructors finding literary discourse more enjoyable than their Italian counterparts.

Table 17

Reading literary texts in a foreign language is difficult to comprehend.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	5	11.4	20	45.5	5	11.4	14	31.8	0	0	2.64	1.059
Italy	3	6.8	14	31.8	3	6.8	24	54.5	0	0	3.09	1.074

There is a statistically significant difference in perceptions for the statement in Item 15. Turkish instructors have a mean score of 2.64 (S = 1.059), while Italian instructors have a mean score of 3.09 (S = 1.074). The Mann-Whitney U test result (U = 748.000, Z = -1.979, p = 0.048) indicates a significant difference, with Turkish instructors finding reading literary texts in foreign language more difficult to comprehend.

Table 18

Implicit literary texts create difficulties to comprehend.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	1	2.3	12	27.3	5	11.4	25	56.8	1	2.3	3.30	.978
Italy	3	6.8	4	9.1	8	18.2	25	56.8	4	9.1	3.52	1.023

Both groups show moderate agreement with the statement in Item 16. Turkish instructors have a mean score of 3.30 (S = 0.978), and Italian instructors have a mean score of 3.52 (S = 1.023). The Mann-Whitney U test result (U = 846.000, Z = -1.133, p = 0.257) indicates no significant difference, suggesting similar perceptions of the difficulties associated with implicit texts.

Table 19

Use of short story in foreign language teaching affects reading ability positively.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	0	0	2	4.5	7	15.9	35	79.5	4.75	.534
Italy	0	0	0	0	1	2.3	13	29.5	30	68.2	4.66	.526

Both groups strongly agree with the positive impact of short stories on reading ability. Turkish instructors have a mean score of 4.75 (S = 0.534), and Italian instructors have a mean score of 4.66 (S = 0.526). The Mann-Whitney U test result of Item 17 (U = 867.500, Z = -1.096, p = 0.273) shows no significant difference, indicating a shared positive view on short stories in language teaching.

Table 20

Use of novel in foreign language teaching affects reading ability positively.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	4	9.1	4	9.1	12	27.3	24	54.5	4.27	.973
Italy	0	0	1	2.3	2	4.5	16	36.4	25	56.8	4.48	.698

There is strong agreement among both groups on Item 18 which states that use of novel in foreign language teaching affects reading ability positively. Turkish instructors have a mean score of 4.27 (S = 0.973), and Italian instructors have a mean score of 4.48 (S = 0.698). The Mann-Whitney U test result (U = 898.000, Z = -0.655, p = 0.512) shows no significant difference, suggesting similar positive perceptions of the impact of novels.

Table 21

Use of drama in foreign language teaching affects reading ability positively.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	0	0	3	6.8	19	43.2	22	50.0	4.43	.625
Italy	0	0	0	0	1	2.3	27	61.4	16	36.4	4.34	.526

Both groups agree on the positive effects of drama on reading ability. Turkish instructors have a mean score of 4.43 (S = 0.625), and Italian instructors have a mean score of 4.34 (S = 0.526). The Mann-Whitney U test result of Item 19 (U = 867.000, Z = -0.956, p = 0.339) shows no significant difference, indicating shared positive views on the use of drama.

Table 22

Use of poetry in foreign language teaching affects reading ability positively.

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)			
Country	f	%	f	%	f	%	f	%	f	%	x̄	S
Turkey	0	0	5	11.4	8	18.2	13	29.5	18	40.9	4.00	1.034
Italy	0	0	2	4.5	3	6.8	22	55.0	17	38.6	4.23	.774

Both groups also agree on the positive effects of poetry on reading ability. Turkish instructors have a mean score of 4.00 (S = 1.034), and Italian instructors have a mean score of 4.23 (S = 0.774). The Mann-Whitney U test result of Item 20 (U = 880.000, Z = -0.787, p = 0.432) shows no significant difference, suggesting similar positive perceptions of the impact of poetry.

CHAPTER 5 – DISCUSSION

5.1 Overview

This chapter provides a detailed discussion of the findings presented in Chapter 4. It aims to interpret the results within the context of existing literature and the research questions posed in this study. The discussion will focus on the key themes that emerged from the data, highlighting the implications for EFL teaching in Turkey and Italy, and providing insights into how literature can be effectively integrated into language instruction.

5.2 Discussion on the Findings Related to Research Question 1

This section aims at discussing data related to the first research question: *How do EFL instructors in Turkey perceive the role of literature within the framework of language instruction, and to what extent do they consider it integral to the language teaching process?* By delving into the perceptions of 44 Turkish EFL instructors, this discussion seeks to uncover their attitudes towards the integration of literature in their pedagogical practices. The analysis draws on data from the 20-item questionnaire, providing a comprehensive overview of how literature is valued and utilized in the Turkish EFL context, highlighting the perceived benefits and challenges associated with its integration.

The findings from Turkish EFL instructors reveal an overwhelmingly positive attitude towards the integration of literature into language teaching. The unequivocal endorsement on the first item underscores the instructors' collective recognition of the strong impact that literature has on foreign language acquisition. The unanimous support for literature teaching among Turkish EFL instructors, as revealed in the first item, aligns with existing literature that emphasizes the significant role of literature in language education. In particular, the study conducted by Kaya et al. (2005) asserts that the significance of reading is well recognized in EFL classrooms. Relying solely on textbooks in reading classes is inadequate for addressing students' needs and interests because textbooks fail to present real-life situations where language is used naturally. Consequently, incorporating authentic materials such as literary texts into reading courses to enhance the learning experience is substantial.

Numerous scholars (McKay, 1982; Byram, 1988; Aytaç, 1990; Elyıldırım, 1993; Kramsch, 1993; Lazar, 1993; Polat, 1993; Parkinson & Thomas, 2000; Van, 2009) regard cultural enrichment as a major advantage of incorporating literature into language teaching. Similarly, Turkish EFL instructors hold a positive and unified view regarding the integration of literature into language education as a potent tool for cultivating cultural competence. The alignment between the responses to both positively (2) and negatively (4) framed items indicates a clear and consistent belief in the value of literature in enriching students' cultural competence. In a similar study conducted by Zengin et al. (2019) involving 101 English language teachers and instructors in Turkey, most participants expressed the belief that integrating literature into language teaching yields positive results such as enhancing students' cultural awareness. The perspectives of EFL instructors in Turkey reflect the broader educational goal of providing a comprehensive language education that goes beyond mere linguistic skills, encompassing a holistic understanding of cultural contexts.

As emphasized by researchers (McKay, 1982; Widdowson, 1982; Collie & Slater, 1987; Lazar, 1993; Gilroy & Parkinson, 1997; Duff & Maley, 1990), another important benefit of using literature in foreign language teaching process is the opportunity it offers learners to enrich vocabulary of target language. By the same token, it is widely accepted by EFL instructors in Turkey that literary works have the potential to increase the linguistic competence of individuals by serving as a unique resource for exploring the subtleties of language and various forms of expression. The statistical profile suggests a high level of agreement among respondents regarding the positive correlation between literary engagement and vocabulary acquisition.

Another notable finding is the recognition of literature's role in fostering creativity. The statement 'Reading literary texts enhances creativity' received strong support, while most respondents disagreed with the statement 'Comprehending a literary text in a language class does not necessarily foster creativity', indicating that Turkish instructors value the potential of literature to stimulate imaginative and critical thinking. This perception is consistent with Carter and Long’s (1987) viewpoint that literary texts might offer unique opportunities for students to engage with complex ideas and perspectives, thus enhancing creative capacities.

However, while the benefits are clear, it is important to acknowledge potential challenges or limitations associated with integrating literature into EFL teaching. Item 6 and 15 of the questionnaire explored the perceptions of Turkish EFL instructors regarding the complexity of literary texts. The findings of item 6 reveal a significant consensus among respondents regarding the challenges posed by literary vocabulary for language learners. These findings highlight an important consideration for educators integrating literature into EFL teaching practices. While literature offers rich linguistic resources and cultural insights, the complexity of vocabulary can pose significant challenges for language learners. The elevated language often found in literary works may require additional support and scaffolding to ensure comprehension and engagement among students as demonstrated by the findings of item 15. Hence, incorporating literary texts necessitates additional time for lesson planning and execution, a viewpoint echoed by Gilmore (2007, p. 112). This added preparation is a dissuasive element for educators, underscoring the challenge posed by integrating literature into instructional frameworks.

It is important to carefully consider various factors when choosing and using texts for educational purposes. Educators should select captivating and enjoyable materials in order to engage students and enhance their participation in language classes (McCormick, 2003). Item 7 of the questionnaire investigated the perception of Turkish EFL instructors regarding whether reading literary texts is boring or not. The responses overwhelmingly indicate that the majority of instructors find literary texts engaging rather than tedious. This positive perception of literary texts likely plays a significant role in the overall support for integrating literature into EFL teaching among Turkish instructors. The engagement factor is crucial because it suggests that instructors see literary texts not only as educational tools but also as sources of interest and motivation for students. Engaging materials are known to enhance student motivation, provide encouragement for reading, and promote sustained language learning efforts (Sirico, 2020). For Item 9, Turkish instructors showed a high level of agreement that reading literary texts is more enjoyable than reading other types of texts, with a mean score of 3.77. This higher score reflects a preference for literary texts over other reading materials, suggesting that Turkish instructors find literature

not only beneficial but also pleasurable. The enjoyment likely translates into a more enthusiastic and effective use of literature in their teaching practices, as they themselves derive pleasure from the materials they are teaching. This could enhance their teaching methods and students' learning experiences. Item 11 further reveals that Turkish instructors find literary analysis in the language classroom enjoyable, with a mean score of 4.00 (S = 0.863) indicating that Turkish instructors appreciate the depth and critical thinking that literary analysis can bring to the classroom. The appreciation likely influences their teaching strategies, encouraging them to incorporate more analytical discussions and activities, which can foster critical thinking skills and deeper understanding of target language among students. Item 14 shows that Turkish instructors find literary discourse enjoyable, with a mean score of 3.95 (S = 0.746). The enjoyment of literary discourse suggests that Turkish instructors value discussions that involve interpreting and debating literary texts. Such activities can enhance students' language skills, including speaking, listening, and reasoning abilities. By enjoying and valuing literary discourse, Turkish instructors are likely to create a classroom environment that is rich in dialogue and critical thinking.

The overall positive perception of literature's engaging role among Turkish instructors indicates that they consider it integral to the language teaching process. Their enjoyment of literary texts, analysis, and discourse suggests that they see literature as more than just supplementary material. Instead, it is viewed as a central component that can enrich the language learning experience, enhance student engagement, and develop critical thinking skills. This perception aligns with pedagogical approaches that advocate for the use of literature to provide contextualized language learning, cultural insights, and diverse linguistic exposures (Akyel & Yalcin, 1990; Lazar, 1993; McKay, 1982; Dörnyei, 2001; Ghosn, 2002).

Items 12, 13, and 16 explore the views of EFL teachers in Turkey on explicit and implicit literary texts. The analysis of responses to Item 12 demonstrates a strong endorsement among Turkish EFL instructors regarding the belief that reading implicit literary texts enhances creativity. Notably, there were no respondents who strongly disagreed or disagreed with this statement, indicating a general consensus against any outright rejection of the creative benefits of implicit texts. The high mean score of 4.18

further underscores this positive sentiment reflects a robust agreement that engaging with implicit literary texts fosters creative thinking. The small number of respondents (18.2%) who remained neutral may represent instructors who are uncertain about the specific impact of implicit texts on creativity or who believe that the relationship between text complexity and creativity is more nuanced. The relatively low standard deviation of .724 suggests that while there is a strong overall agreement, there is also a slight variation in the intensity of the responses. This variation might be attributed to differences in personal teaching experiences or varying definitions of what constitutes "creativity" in the classroom context. Overall, the agreement on the creative benefits of implicit literary texts among Turkish EFL instructors align with the literature that supports the value of challenging and thought-provoking materials in language education to stimulate higher-order thinking skills (Smith; 1972). The positive reception of implicit texts as tools for enhancing creativity suggests that incorporating such materials in EFL curricula could be beneficial.

The responses to Item 13 indicate a varied perspective among EFL instructors in Turkey regarding the enjoyment of reading explicit literary texts compared to implicit ones. The largest group of respondents (45.5%) remained neutral, suggesting a significant degree of ambivalence or indifference on this issue. This neutrality may reflect a recognition of the value of both types of texts or uncertainty about their relative enjoyment. A substantial proportion of respondents (25.0%) disagreed with the statement, indicating that they do not find explicit texts more enjoyable than implicit ones. This quarter of the instructors possibly appreciates the interpretative challenges and deeper engagement often associated with implicit texts. Conversely, a smaller number of respondents (29.6%) favor explicit texts over implicit ones. These instructors might prefer the clarity and straightforward nature of explicit texts, which could make teaching and comprehension more accessible. The mean score of 3.14, which hovers around the midpoint of the scale, further reflects the mixed feelings among the instructors. The standard deviation of .905 indicates a moderate spread of responses, suggesting a diversity of opinions on this matter.

The responses to Item 16 reveal a moderate agreement ($\bar{x} = 3.30$) among Turkish EFL instructors on the statement that implicit literary texts pose comprehension

challenges. A majority of the participants (59.1%) agreed that implicit texts are difficult to comprehend. This indicates a prevalent belief that the complexity and ambiguity inherent in implicit texts can hinder understanding. This is consistent with the notion that such texts often require advanced interpretive skills and deep cognitive engagement, which can be challenging for both instructors and students. On the other hand, 30% of the respondents disagreed with the statement. This minority suggests that there are instructors who either find implicit texts manageable or possess effective strategies to mitigate these comprehension difficulties. The neutral responses (11.4%) likely represent instructors who recognize the potential difficulties but may feel ambivalent about the extent of the challenges or believe that the benefits of using implicit texts outweigh the comprehension issues. In summary, while a majority of Turkish EFL instructors acknowledge the comprehension difficulties associated with implicit literary texts, there is also a significant minority who do not perceive these texts as particularly problematic.

The responses to items 17 through 20 illustrate a strong endorsement of various literary genres—short stories, novels, drama, and poetry—in enhancing reading abilities among EFL students. The overwhelmingly positive response to Item 17 indicates a strong consensus among Turkish EFL instructors on the efficacy of using short stories in enhancing students' reading abilities. The mean score of 4.75 further highlights the perceived effectiveness of short stories as a pedagogical tool, likely due to their engaging narratives and manageable length, which can capture students' interest and provide rich linguistic input. For Item 18, responses indicate a generally positive attitude towards using novels in EFL teaching, though with less unanimity than for short stories. The majority of instructor agree that novels positively impact reading abilities which is reflected with the mean score of 4.27. The presence of a small number of disagreement (9.1%) and neutrality (9.1%) suggests that while novels are valued, they may also present challenges such as length and complexity, which can affect their perceived usefulness in different teaching contexts. Responses to Item 19 reveal strong support for the use of drama in enhancing as a powerful tool for engaging students and fostering reading skills. The mean score of 4.43, along with a relatively low standard deviation of 0.625, suggests that opinions are fairly consistent. Similar

to the participants in the current study, Sarıçoban (2004) argues that drama might be employed to enrich students' comprehension of life experiences, reflect on particular situations, and achieve profound insights into their environment beyond language. Item 20 reveals a more varied set of responses regarding the use of poetry. While a majority of respondents (70.4%) agree that poetry positively affects reading ability, there is a notable presence of neutrality (18.2%) and disagreement (11.4%). The mean score of 4.00 indicates overall positive perceptions, but the higher standard deviation of 1.034 reflects significant variability in opinions. This mixed response may stem from the unique challenges poetry presents, such as its dense language and abstract themes, which can be both enriching and intimidating for students. The findings of this study align with those of Kaya et al. (2015), who similarly identified poetry as the least favored genre among respondents. This parallel signifies a consistent trend across studies regarding the lower preference for poetry among participants. In sum, short stories received the highest level of agreement from Turkish EFL instructors, followed by drama, novels, and then poetry, reflecting varying degrees of perceived effectiveness. These findings suggest that while all genres are valued for their educational benefits, the specific challenges and advantages associated with each type of text influence instructors' attitudes and highlight the need for diverse teaching strategies tailored to each genre.

5.3 Discussion on the Findings Related to Research Question 2

This section aims at discussing data related to the second research question: *What is the perception of EFL instructors in Italy regarding the role of literature in language instruction, and to what extent do they view it as essential to the process of language teaching?* By focusing on the perceptions of 44 Italian EFL instructors, this discussion seeks to uncover their attitudes towards the role of literature in their teaching practices. Utilizing responses from the 20-item questionnaire, this section provides a detailed analysis of how literature is viewed as essential to the process of language teaching in Italy, emphasizing the perceived advantages and potential obstacles faced by instructors.

The data from Italian EFL instructors reveal a predominantly positive attitude towards the use of literature in language teaching. The majority of instructors strongly

agree that literature teaching is beneficial for foreign language learning. The lack of dissenting opinions indicates a robust and widespread belief in the importance of literature in language education among Italian instructors. This perception is likely influenced by the historical and cultural significance of literature in Italy, where literary traditions are deeply rooted and highly valued. As a result, Italian EFL instructors are be inclined to integrate a variety of literary texts into their teaching practices, recognizing their potential to enhance language learning outcomes. It is consistent with the theoretical frameworks that advocate for literature as a powerful tool for language acquisition, providing learners with authentic linguistic and cultural input that is essential for developing communicative competence (Widdowson, 1986; Collie and Slater, 1987; Duff and Maley, 1990; Brumfit and Carter, 1991; Carter and Long, 1991; Lazar, 1993).

One of the main objectives of foreign language teaching is to develop effective communication skills in the target language. This goal can be accomplished by engaging with cultural examples found in reading materials that offer substantial input in the target language, as highlighted by Kramsch (1993). In line with this, Italian EFL instructors recognize the integration of literature into EFL teaching as a means to cultivate cultural understanding because learners must acquire cultural knowledge and develop communication skills to effectively communicate in a foreign language. Consistent with the teachers interviewed by Gilroy (1995), the perspective of instructors in Italy is reflective of an educational approach that values the holistic development of language learners, emphasizing the importance of cultural literacy as an integral component of language education.

Vocabulary acquisition is recognized as another core component of language proficiency, essential for both understanding and producing language. Engaging with literary texts allows learners to encounter a variety of lexical contexts and subtle language usage (Povey, 1972) that typical instructional materials often lack. This exposure enriches their vocabulary and deepens their understanding of word meanings in various contexts, which is crucial for effective communication. In the context of Italy, almost all (97.7%) EFL instructors responded in favor of utilizing literature as a

source of vocabulary development, emphasizing the significance of literature in language education as a material capable of enhancing overall language proficiency.

The findings of Items 5 and 8 suggest that Italian EFL instructors perceive the engagement with literature not merely as a means of language acquisition but also as a catalyst for creative thinking and expression. Literature, with its rich narratives, diverse characters, and complex themes, provides a fertile ground for students to explore their imagination, think critically, and engage in creative exercises. By interpreting and analyzing literary texts, students are encouraged to go beyond surface-level understanding and delve into deeper, more abstract forms of thinking, which is essential for creativity. Despite the strong consensus on item, the neutral responses (20.5%) and the small percentage of agreement (2.3%) suggest that some instructors may have reservations or face challenges in effectively utilizing literature to foster creativity. These challenges could stem from factors such as the difficulty level of literary texts, the need for appropriate instructional strategies, and the varying levels of students' prior knowledge and language proficiency.

The utilization of literature in language teaching might be considered "beneficial but challenging" (Greene, 2017, p.95), as it poses challenges not only for learners but also for teachers who may feel less confident in their ability to teach literature compared to language. Item 6 of the questionnaire investigated the perceptions of Italian EFL instructors regarding the difficulty of vocabulary in literary texts. The findings highlight varying levels of concern among respondents regarding the linguistic challenges posed by literary vocabulary in language learning contexts. While a significant majority acknowledges the challenges posed by complex vocabulary in literary texts, a notable minority and a portion of neutral respondents suggest differing perspectives on this issue. Item 15 of the questionnaire aimed to explore the perceptions of Italian EFL instructors regarding the comprehensibility of reading literary texts in a foreign language. Findings of item 15 ($\bar{x} = 3.09$) reflects a diverse range of perspectives, with a slight inclination towards perceiving literary texts as challenging to comprehend in a foreign language. This perception of difficulty may impact the selection of literary texts in EFL curricula. Instructors might prefer to choose texts with more manageable vocabulary, or simplified versions of literary texts

which are considered as poor representation of the original (Ur, 1996). Additionally, teachers might provide additional scaffolding to support students' comprehension such as pre-teaching difficult vocabulary, using glossaries, or integrating vocabulary exercises that align with the literary texts being studied.

Another problem that may arise from the use of literature in language teaching is that it makes the reading experience boring due to reasons such as the length of the selected text, not being suitable for the student's level and interests, and not being enriched with various activities. Italian instructors disagree with the notion that reading literary texts is boring, with a mean score of 2.09, suggesting that Italian instructors see the potential of literature to maintain student interest and enhance engagement. Similarly, the study conducted by Zorba (2013) revealed that prospective English language teachers found literature-based courses both enjoyable and essential, as these courses enhance teaching skills and foster critical thinking. The findings of item 9 reflect mixed feelings among instructors regarding whether literary texts offer greater enjoyment compared to other text types. This diversity of opinion suggests that while many instructors find literary texts enjoyable, others may perceive equal enjoyment in different types of texts or may find literary texts less engaging depending on context or student preferences. Item 11 explored the enjoyment of literary analysis in the language classroom. The mean score of 3.43 (S = .759) indicates a moderate level of agreement overall. This suggests that while there is significant interest in literary analysis among Italian EFL instructors, there is also a sizable group who may feel less enthusiastic or neutral about this aspect of teaching literature. The neutrality could be attributed to various factors, such as the complexity of literary analysis or the instructors' varying degrees of comfort and familiarity with the subject matter. While a notable portion of instructors are neutral, indicating ambivalence towards the enjoyment of literary analysis, there is a substantial group that finds it enjoyable. The overall mean score supports the view that literary analysis is generally seen in a positive light, though not overwhelmingly so. Literary discourse, on the other hand, is viewed as enjoyable to deal with by most instructors (Item 14). The mean score of 3.64 (S = .750) indicates a generally high level of enjoyment among educators when engaging with literary discourse. This positive perception underscores the value that

instructors place on the richness and depth of literary discussions in the language classroom.

Items 12, 13, and 16 examine the perspectives of EFL teachers in Turkey regarding explicit and implicit literary texts. The responses to Item 12 from Italian EFL instructors indicate a strong belief that reading implicit literary texts enhances creativity, though with slightly less unanimity than the Turkish instructors. The mean score of 4.00, although slightly lower than the Turkish mean, still indicates a strong agreement on the creative benefits of implicit literary texts. The small number of disagree (4.5%) and neutral (9.1%) responses may reflect uncertainty or a more cautious stance regarding the specific impact of implicit texts on creativity. It could also suggest a preference for other types of texts or teaching methods to foster creativity. Incorporating such texts into EFL curricula could therefore be advantageous, providing students with opportunities to engage with complex material that challenges their interpretive skills and fosters creativity. The responses from Italian EFL instructors to Item 13, "Reading explicit literary texts is more enjoyable than implicit texts," offer valuable insights into their preferences and attitudes towards different types of literary texts in EFL teaching. The results show a significant level of neutrality, with 45.5% of instructors neither agreeing nor disagreeing with the statement. This large neutral group suggests a balanced perspective or an uncertainty about the comparative enjoyment of explicit versus implicit texts. It indicates that a considerable portion of instructors might appreciate the merits of both explicit and implicit texts or are undecided about which they find more enjoyable. A notable proportion, 25.0%, disagreed with the statement, suggesting that these instructors do not find explicit texts more enjoyable than implicit ones. This group may value the interpretative complexity and deeper engagement that implicit texts often require, which can stimulate critical thinking and discussion in the classroom. Conversely, 29.6% of the instructors expressed a preference for explicit texts, indicating that they find them more enjoyable to teach and possibly more accessible for students to comprehend. These instructors might appreciate the clarity and directness of explicit texts, which can facilitate more straightforward teaching and learning experiences. The mean score of 3.14, which is close to the midpoint of the scale, reflects this mixed

sentiment, showing that the instructors' views are fairly divided. Italian instructors (65.9%) substantially agreed that implicit texts are difficult to comprehend, suggesting the prevalent view that the inherent ambiguity and complexity of implicit texts can create significant comprehension hurdles for students. Conversely, a minority of respondents (15.9) does not perceive implicit texts as particularly difficult to comprehend. This minority may represent instructors with extensive experience in teaching literary analysis or those who employ effective strategies to help students navigate complex texts. A notable portion of instructors (18.2%) remain undecided about the extent of the difficulty posed by implicit texts. The mean score of 3.52 indicates a moderate to strong agreement with the statement, suggesting that the majority of Italian EFL instructors find implicit texts challenging.

Finally, the responses to items 17 through 20 demonstrate strong support for the use of different literary genres, ranging from short stories to poetry, to improve reading skills among EFL students. The responses to Item 17 indicate a highly favorable attitude (97.7%) among Italian EFL instructors towards the use of short stories in enhancing reading abilities. The mean score of 4.66 and the low standard deviation of 0.526 suggest a clear consensus on the positive impact of short stories. The favorable reception can be credited to the compelling and succinct quality of short stories, which adeptly capture students' attention and offer diverse linguistic content in a manageable format. Item 18 reveals a generally positive attitude towards using novels in EFL teaching among Italian instructors. A significant majority of (93.2%) agree that novels positively impact reading abilities, resulting in a high mean score of 4.48. However, the slightly higher standard deviation of 0.698 compared to Item 17 indicates some variability in responses. This could be due to the inherent challenges posed by novels, such as their length which may require more extensive classroom time and careful instructional approaches to be effective. Responses to Item 19 show that Italian EFL instructors also hold a positive view of using drama to enhance reading abilities, with 97.8% agreeing in total. The mean score of 4.34 reflects this positive sentiment, and the low standard deviation of 0.526 suggests a fairly consistent opinion among respondents. The interactive and performative elements of drama likely contribute to its perceived effectiveness, providing students with dynamic contexts for language

practice and deeper engagement with the material. Item 20 indicates that Italian EFL instructors view poetry as a beneficial tool for enhancing reading abilities, though with more varied opinions compared to other literary forms. A majority of respondents (88.6%) agree on its positive impact, resulting in a mean score of 4.23. The higher standard deviation of 0.774 reflects a wider range of responses, with some instructors (4.5% disagreeing and 6.8% neutral) possibly finding poetry more challenging due to its dense language and abstract themes. These aspects require comprehensive teaching strategies to fully leverage poetry's potential in language education.

To sum up, the responses to items 17 through 20 illustrated attitudes of Italian EFL instructors for various literary genres in enhancing reading abilities, with short stories receiving the highest level of agreement, followed by novels, drama, and poetry. This alignment highlights the effectiveness of different literary forms in engaging students and fostering reading skills.

5.4 Discussion on the Findings Related to Research Question 3

This section aims at discussing data pertaining to the third research question: *Are there any commonalities or discrepancies in the perceived advantages, disadvantages, and instructional strategies associated with the integration of literature into EFL teaching within these disparate contexts?* By presenting a comparative analysis of the perceptions of 88 Turkish and Italian EFL instructors in total, this discussion investigates shared beliefs and divergent views on the integration of literature in language teaching. The analysis, supported by statistical test results, highlights significant differences and similarities between the two groups, providing a nuanced understanding of how cultural and educational factors influence the use of literature in EFL education.

The comparison of Turkish and Italian EFL instructors' perceptions regarding the integration of literature into language teaching reveals a strong consensus on its benefits in both groups. Item 1, which addresses the belief that literature teaching is beneficial for language learning, garnered high mean scores from both Turkish ($\bar{x}$ = 4.61) and Italian ($\bar{x}$ = 4.73) instructors, indicating widespread agreement on its importance. Moreover, the absence of neutral, disagree, or strongly disagree responses

implies a deep-rooted belief in the efficacy of literature for language learning among the surveyed instructors from both settings. This finding suggests that despite potential cultural and educational differences, both groups share a similar positive view on the importance of literature in language instruction.

The findings from both Turkey and Italy demonstrate a strong endorsement of the role of literature in fostering cultural competence within EFL instruction. The high levels of agreement on the positive impact of literature (item 2) and the clear rejection of its ineffectiveness in cultural education (item 4) underline the value placed on literature as a tool for cultural enrichment. These insights contribute to a broader understanding of the educational priorities in Turkish and Italian EFL contexts, emphasizing the integration of cultural and linguistic learning to provide a well-rounded language education.

The overwhelmingly positive reception of literature's impact on vocabulary development (item 3) underscores its perceived utility across diverse educational contexts, from Turkey to Italy. This shared perspective among instructors suggests a common pedagogical belief in the efficacy of literature as a tool for enhancing language learners' lexical competence. The mean scores approaching the scale's maximum, coupled with low standard deviations, further substantiate the robustness of this consensus. Notably, no participants expressed disagreement with this statement, underscoring a unanimous recognition of literature's role in vocabulary development. This statistical profile suggests a high level of agreement among respondents regarding the positive correlation between literary engagement and vocabulary acquisition.

The comparative analysis of responses from EFL instructors in Italy and Turkey regarding the impact of literary texts on creativity reveals notable commonalities and minor discrepancies in their perceptions. Both groups of instructors strongly believe that literary texts contribute significantly to fostering creativity in language classes. In response to Item 5, which challenges the notion that comprehending literary texts does not necessarily foster creativity, a majority of instructors in both countries disagreed with the statement. The mean scores of 2.30 (Turkey) and 2.09 (Italy) further substantiate this consensus, indicating that instructors in both contexts see a clear link

between literary analysis and creative thinking. The responses to Item 8, which asserts that "Reading literary texts enhances creativity," were similarly positive in both countries. However, a slightly higher percentage of Turkish instructors expressed neutrality or agreement with the statement in Item 5, compared to their Italian counterparts. In conclusion, the comparative analysis reveals more commonalities than discrepancies in the attitudes of Italian and Turkish EFL instructors towards the integration of literature into language teaching for creativity enhancement.

The findings from Item 6 reveal a substantial agreement among both Turkish and Italian EFL instructors that vocabulary in literary texts poses a challenge for learners. The high percentage of agreement (65.9% for both groups) for item 6 underscores a common challenge in EFL teaching: the complexity of vocabulary in literary texts. This consensus likely stems from the rich and often archaic or idiomatic language found in literature, which can be difficult for learners to grasp without extensive contextual knowledge and advanced language skills. Literary texts often contain cultural references, idioms, and sophisticated language structures that are not typically encountered in everyday language use, making vocabulary acquisition a more arduous task. The mean scores of 3.45 for Turkish instructors and 3.57 for Italian instructors suggest a slightly higher perception of difficulty among the Italian instructors, though the difference is marginal. This slight variation might be influenced by different educational backgrounds, training, or exposure to English literature in the respective countries. The similar standard deviations (1.044 for Turkey and .998 for Italy) indicate a consistent agreement within each group, suggesting that this perception of difficulty is a widely recognized issue among EFL instructors, regardless of the country. The findings of item 15, on the other hand, indicates that there is a statistically significant difference between the perceptions of Turkish and Italian instructors with a p-value of 0.048. Specifically, Turkish instructors tend to find reading literary texts in a foreign language more challenging compared to their Italian counterparts. While both Turkish and Italian instructors recognize the challenges of reading literary texts in a foreign language, this statistical difference highlights the need for context-specific approaches in EFL instruction. By addressing these perceptions and challenges effectively, educators can optimize the educational benefits of integrating literature

into language teaching, fostering deeper engagement and proficiency among students. This could include pre-teaching difficult vocabulary, using glossaries, or integrating vocabulary exercises that align with the literary texts being studied. From a different point of view, Krashen (1982) asserts that it is imperative to recognize that learners derive advantages from encountering language input that is slightly more advanced than their current level of independent comprehension. This kind of challenge pushes students to expand their language abilities, fostering improvement in both their linguistic skills and overall proficiency.

The findings from Items 7, 9, 11, and 14 collectively reveal Italian and Turkish EFL instructors' perceptions of the engagement and enjoyment associated with literary texts and activities. Both Turkish ($\bar{x}$ = 1.91) and Italian ($\bar{x}$ = 2.09) instructors generally reject the notion that literary texts are boring, highlighting a shared belief in the engaging potential of literature. This common ground suggests that literature is valued as a means of fostering student interest and motivation in both contexts. There is a notable difference (p = 0.004) in perceptions regarding the level of enjoyment derived from reading literary texts compared to other types of texts (item 9). The enjoyment of reading literary texts is moderately high among Italian instructors, with a mean score of 3.34. While this score is lower than that of Turkish instructors ($\bar{x}$ = 3. 77), it still reflects a positive attitude towards literature. While existing literature often emphasizes teachers' steadfast commitment to utilizing current school textbooks despite underlying reservations (Gilroy, 1995; Köroğlu, 2002; Kaya et al, 2015; Greene, 2017), the data collected in this study present a contrasting perspective. It was found that many teachers actually deviate from this trend, opting not to rely heavily on textbooks despite their perceived alignment with the curriculum, cost and time-effectiveness. Item 11 explored whether literary analysis in language classrooms is perceived as enjoyable by Turkish and Italian EFL instructors. The responses reveal a varied but generally positive outlook. The p value of <0.001 indicates a statistical distinction, with Turkish instructors ($\bar{x}$ = 4.00) finding literary analysis more enjoyable than their Italian counterparts ($\bar{x}$ = 3.43). While a notable portion of instructors from Italy are neutral, indicating ambivalence towards the enjoyment of literary analysis, there is a substantial group that finds it enjoyable. The overall mean score supports the

view that literary analysis is generally seen in a positive light, though not overwhelmingly so. Insights from both countries are essential for understanding how literary analysis is perceived and can inform strategies to make it more engaging and rewarding for educators, ultimately benefiting their teaching practices and student outcomes. Instructors from both countries also show a positive attitude towards literary discourse (item 14), recognizing its potential to introduce varied linguistic and rhetorical elements into language instruction. This indicates an appreciation for the complexity and richness of literary texts in enhancing language learning. Although both groups appreciate the engaging nature of literature in language classrooms, Turkish instructors consistently report higher levels of enjoyment and positive attitudes towards various aspects of literature integration, including the enjoyment of literary texts, literary analysis, and literary discourse. While there is strong agreement that literary texts are engaging and enjoyable for both instructors and potentially their students, there exists variability in the degree of enjoyment found in literary analysis and discourse.

Items 12, 13, and 16 investigate the perspectives of EFL teachers in Turkey regarding explicit and implicit literary texts. Instructor responses, regardless of their country, affirm the positive impact of implicit literary texts on creativity (item 12), supporting their inclusion in language teaching as a means to cultivate dynamic classroom environments. Comparatively, Italian EFL instructors display a robust endorsement of the creative potential of implicit literary texts, aligning closely with the views of their Turkish counterparts. This reinforces the notion that implicit texts are valued across different educational contexts for their ability to stimulate creative thinking. The findings highlight the importance of selecting diverse and thought-provoking literary texts to enhance the overall learning experience and cognitive development of students. Diverse attitudes observed among Italian EFL instructors for item 13, "Reading explicit literary texts is more enjoyable than implicit texts", align with Turkish EFL instructors, as previously analyzed. Both groups exhibit a significant degree of neutrality and mixed opinions on the enjoyment of explicit versus implicit texts. This lack of consensus highlights the importance of offering a balanced approach in the EFL curriculum, incorporating both explicit and implicit texts to cater to varied

instructor preferences and teaching styles. Such an approach can enrich the learning experience, providing students with opportunities to engage with texts of differing complexity and interpretative demands. By integrating a variety of literary texts, educators can address the diverse needs and preferences of both instructors and students, fostering a more dynamic and inclusive learning environment. This strategy can help students develop a broader range of skills, from straightforward comprehension to deeper analytical and critical thinking abilities, enhancing their overall language proficiency and cultural understanding. The analysis of responses to Item 16 from Italian EFL instructors ($\bar{x}$ = 3.52) indicates agreement suggesting that implicit literary texts, with their nuanced and often ambiguous content, pose a substantial challenge in the language learning process. These results align with the findings from Turkish EFL instructors ($\bar{x}$ = 3.30), who also indicated a similar level of difficulty, highlighting a common pedagogical challenge across different cultural contexts. This consistency across different educational contexts enlightens the necessity for targeted instructional strategies and support mechanisms to help overcome these challenges and maximize the educational benefits of literature in EFL teaching.

The responses to the last four items demonstrate strong support for using a variety of literary genres, including short stories, novels, drama, and poetry, to enhance the reading skills of EFL students. Both Turkish and Italian EFL instructors exhibit a highly favorable attitude towards the use of short stories in enhancing reading abilities (item 17). Turkish instructors show a slightly higher mean score (4.75) compared to Italian instructors (4.66), indicating a stronger agreement. However, both groups have no negative responses, reflecting a consensus on the effectiveness of short stories in language teaching. The standard deviations are very close, indicating similar consistency in their responses. Italian EFL instructors have a higher mean score (4.48) compared to Turkish instructors (4.27), indicating a stronger agreement with the positive impact of novels (item 18). Turkish instructors show more variability with a higher standard deviation (0.973) and a notable percentage of disagreement (9.1%). In contrast, Italian instructors have fewer negative and neutral responses, suggesting more uniform support for the use of novels in EFL teaching. Turkish EFL instructors

have a slightly higher mean score (4.43) compared to Italian instructors (4.34), indicating greater enthusiasm for using drama in language teaching (item 19). However, Italian instructors display a higher percentage of agreement (61.4%) compared to their Turkish counterparts (43.2%). Both groups show minimal neutral responses, and no negative responses, indicating overall strong support for the positive impact of drama on reading ability. Italian EFL instructors show a higher mean score (4.23) than Turkish instructors (4.00), reflecting stronger overall agreement on the positive impact of poetry (item 20). The standard deviation for Turkish instructors (1.034) is notably higher, indicating more variability in their responses. This difference is highlighted by a higher percentage of neutral (18.2%) and disagree (11.4%) responses among Turkish instructors compared to their Italian counterparts. Despite this, both groups generally acknowledge the positive effects of poetry in language teaching, though the support is stronger and more consistent among Italian instructors. Although reservations were expressed from both Türkiye and Italy, several researchers contend that the freeform expression found in poetry liberates students from the strict linguistic requirements of grammar and vocabulary (Maley & Duff, 1989; Widdowson, 1992). This freedom enhances their capacity to emulate such texts in creative writing and to use their limited language skills to articulate sophisticated ideas. Overall, both Turkish and Italian EFL instructors demonstrate strong support for incorporating various literary genres into language teaching, with short stories and novels receiving particularly high approval. However, Italian instructors tend to show slightly stronger and more consistent positive attitudes across all items compared to their Turkish counterparts. These findings underscore the general agreement on the benefits of literature in EFL teaching, while also highlighting subtle cross-cultural differences in perceptions and preferences regarding specific literary forms.

In conclusion, the comparison of Turkish and Italian EFL instructors' perceptions reveals several insights. Significant differences are observed in items 9, 11, 14, and 15, indicating that Turkish instructors find reading literary texts more enjoyable, literary analysis more enjoyable, literary discourse more enjoyable, and reading literary texts in a foreign language more difficult than their Italian counterparts. For most items, there are no significant differences between the two groups, suggesting a general

consensus on the benefits and challenges of integrating literature into EFL teaching. This shared understanding underscores the universal value of literature in language education across different cultural contexts.

CHAPTER 6 – CONCLUSION

6.1 Overview of the Study

The primary purpose of this study is an in-depth examination of the attitudes and perceptions of EFL (English as a Foreign Language) instructors in Italy and Turkey regarding the integration of literature into language teaching. This involves examining their beliefs about the benefits and challenges associated with incorporating literary texts into their curricula. The research also seeks to uncover both the shared views and distinct differences between these two educational contexts. The insights gained from this research contribute to the broader discourse on language education, highlighting the potential benefits and challenges of using literature as a pedagogical tool. Furthermore, the comparative aspect of the study offers valuable cross-cultural insights that can inform the development of more effective and culturally responsive EFL teaching practices. To accomplish these objectives, a quantitative methodology of a descriptive-comparative nature was adopted. As the data collection instrument, a questionnaire developed by Ögeyik (2007), comprising 20 items was utilized. The study involved 88 EFL instructors from various state universities in Turkey and Italy. To provide a balanced representation of the two contexts under study, 44 instructors were drawn from Italy and 44 from Turkey.

In summary, the findings indicate a strong consensus among EFL instructors in Turkey regarding the benefits of integrating literature into language teaching. High agreement levels for items related to the positive effects of literature suggest that instructors view literary texts as multifaceted tools that enhances various aspects of language learning. The strong agreement on literature's role in extending cultural competence emphasizes the importance of literature in exposing learners to diverse cultural perspectives. This finding signifies the potential of literature to facilitate a deeper understanding of cultural contexts, which is essential in a globalized world. The positive perception of literature's impact on vocabulary development highlights the rich linguistic input provided by literary texts. The high mean scores for items related to vocabulary enhancement suggest that instructors recognize the value of literary texts in introducing learners to complex and varied language structures. The comparative examination of feedback from EFL instructors in Italy and Turkey concerning the

influence of literary texts on creativity indicates that educators in both settings perceive a significant connection between analyzing literature and fostering creative thought. Additionally, instructor responses endorse the notion that literature can make the language learning process more enjoyable and meaningful. The data indicate that literature provides a rich and non-threatening context for language learning, which can motivate students to engage more deeply with the language. Despite the overall positive attitudes, the findings also reveal some challenges associated with using literature in language teaching. Items related to the difficulty of vocabulary in literary texts and the challenges of comprehending implicit texts received relatively high agreement, indicating areas of concern for instructors.

Notwithstanding these shared views, dissimilarities in perceptions highlight contextual variations. Slight differences are observed in items 9, 11, 14, and 15, indicating that Turkish instructors find reading literary texts, conducting literary analysis, and engaging in literary discourse marginally more enjoyable, and reading literary texts in a foreign language more difficult than their Italian counterparts. Turkish instructors are more concerned with the difficulty of literary vocabulary, whereas Italian instructors emphasize the challenges of comprehending implicit texts and conducting literary analysis. These discrepancies may reflect differences in educational traditions, curricular expectations, and instructor training. Turkish instructors' focus on vocabulary difficulty might be attributed to a more lexically-oriented approach to language teaching, while Italian instructors' concerns with implicit texts and literary analysis may stem from a stronger emphasis on critical reading and interpretive skills.

In conclusion, both Turkish and Italian EFL instructors express robust endorsement for integrating diverse literary genres into language instruction, with short stories and novels garnering significant approval. For most items, there are no significant differences between the two groups, suggesting a general consensus on the benefits and challenges of integrating literature into EFL teaching.

6.2 Limitations of the Study

While this study provides valuable insights into the attitudes and perceptions of EFL instructors in Turkey and Italy regarding the integration of literature into language teaching, several limitations should be acknowledged. Firstly, the study's sample size of 88 instructors, evenly split between Turkey and Italy, may limit the generalizability of the findings to broader populations of EFL educators or different educational contexts. Future research with larger and more diverse samples could provide a more comprehensive understanding of cross-cultural perspectives on literature-based language instruction. Secondly, the reliance on a quantitative methodology, specifically a questionnaire developed by Ögeyik (2007), may have restricted the depth of exploration into participants' nuanced attitudes and experiences. Complementing quantitative data with qualitative approaches, such as interviews or focus groups, could offer richer insights into instructors' perceptions and the complexities of integrating literary texts in language teaching. Thirdly, the study's focus on state universities in Turkey and Italy may limit the applicability of findings to other educational settings, such as private institutions or non-university language programs. Future research could explore how perceptions and practices vary across different types of educational institutions within each country. Lastly, while efforts were made to ensure a balanced representation of instructors from Turkey and Italy, variations in institutional contexts, teaching experiences, and professional backgrounds among participants may have influenced their responses. Further research could consider these contextual factors more explicitly to better contextualize findings.

Despite these limitations, the findings contribute valuable insights into the potential benefits and challenges of using literature in EFL instruction, thereby laying groundwork for future research and informing practical implications for educators and curriculum developers in language teaching settings.

6.3 Implications

The findings of this study carry several implications for language education practices, curriculum development, professional development of instructors, and future research endeavors. Firstly, the strong consensus among Turkish and Italian EFL

instructors regarding the benefits of integrating literature into language teaching underscores the pedagogical value of literary texts in enhancing language learning outcomes. Given the positive perceptions of literature's role in extending cultural competence and enhancing vocabulary development, educators may consider incorporating diverse literary genres, particularly short stories and novels, to enrich students' linguistic and cultural experiences. These findings also highlight the importance of addressing challenges identified by instructors, such as the difficulty of literary vocabulary and the comprehension of implicit texts. Educators and curriculum developers can explore strategies to scaffold these aspects effectively, ensuring that literary texts are accessible and engaging for learners across different educational contexts. Furthermore, the comparative insights into Turkish and Italian instructors' perceptions offer valuable cross-cultural perspectives. Understanding these contextual variations can inform the development of culturally responsive teaching practices in EFL education. This includes adapting teaching approaches to align with the educational traditions, curricular expectations, and instructor training specific to each context. In terms of professional development, the study suggests the need for training programs that enhance educators' abilities to effectively integrate literature into language teaching, address specific pedagogical challenges, and leverage literature as a tool for fostering creative and critical thinking skills in students. Lastly, for future research, this study provides a foundation for exploring additional dimensions of literature-based language instruction, such as its impact on different learner populations or its integration with emerging educational technologies. Further investigations could also delve deeper into the specific instructional strategies and classroom practices that optimize the use of literary texts in diverse EFL settings.

In conclusion, the insights gained from this study not only contribute to the scholarly discourse on language education but also offer practical guidance for enhancing EFL teaching practices through the strategic incorporation of literature.

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APPENDICES

APPENDIX 1: CONSENT FORM FOR THE QUESTIONNAIRE

Dear instructor,

This study aims to investigate your view on the integration of literature into EFL instruction. You are kindly requested to provide your opinions to the following questions. The present study is being conducted by Feyza Nur ÖZTÜRK as part of a master's thesis under the supervision of Prof. Dr. Arif SARIÇOBAN within the framework of the MA program at Selçuk University. Your participation is voluntary, and you may withdraw at any time. The information will be kept strictly confidential and only be used for the purpose of the study. Your participation will provide valuable data for the study.

Thank you in advance for your time and cooperation. If you have any further questions, please do not hesitate to contact me via.

Sincerely,

Feyza Nur ÖZTÜRK

APPENDIX 2: QUESTIONNAIRE (Ögeyik, 2007)

Questionnaire was originally developed by Ögeyik (2007), and it consists of 20 items. The responses to each item were measured on a Likert scale, scoring 1 for 'Strongly Disagree', 2 for 'Disagree', 3 for 'Neutral', 4 for 'Agree', and 5 for 'Strongly Agree'.

	1	2	3	4	5
1. Literature teaching is beneficial for foreign language learning.					
2. Cultural competence is extended by means of literature teaching.					
3. Reading literary texts has a positive effect on enriching vocabulary.					
4. Cultural competence is not developed through the use of literature in language classrooms.					
5. To comprehend a literary text in a language class does not necessarily foster creativity.					
6. Vocabulary in literary texts may be difficult to learn.					
7. It is boring to read literary texts.					
8. Reading literary texts enhance creativity.					
9. Reading literary texts is more enjoyable than reading other types of texts.					
10. Literary analysis in language classroom is difficult.					
11. Literary analysis in language classroom is enjoyable.					
12. Reading implicit literary texts enhances creativity.					

13. Reading explicit literary texts is more enjoyable than implicit texts.					
14. Literary discourse is enjoyable to deal with.					
15. Reading literary texts in a foreign language is difficult to comprehend.					
16. Implicit literary texts create difficulties to comprehend.					
17. Use of short story in foreign language teaching affects reading ability positively.					
18. Use of novel in foreign language teaching affects reading ability positively.					
19. Use of drama in foreign language teaching affects reading ability positively.					
20. Use of poetry in foreign language teaching affects reading ability positively.					

APPENDIX 3: RELIABILITY TEST RESULTS

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	88	100,0
	Excluded[a]	0	,0
	Total	88	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,867	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	72,86	66,004	,449	,862
Q2	72,93	64,501	,567	,859
Q3	72,90	65,978	,418	,863
Q4	73,08	65,660	,325	,865
Q5	73,73	62,752	,466	,860
Q6	75,05	61,285	,462	,861
Q7	73,53	63,240	,464	,860
Q8	73,19	63,813	,516	,859
Q9	73,98	62,505	,566	,857
Q10	74,47	60,321	,577	,856
Q11	73,82	60,334	,647	,853
Q12	73,44	64,411	,421	,862
Q13	74,53	69,148	-,012	,878
Q14	73,74	62,839	,519	,858
Q15	74,40	61,668	,401	,865
Q16	74,94	59,525	,592	,855
Q17	72,83	65,063	,508	,860
Q18	73,16	63,239	,424	,862
Q19	73,15	63,392	,649	,856
Q20	73,42	60,821	,562	,856

APPENDIX 4: TEST OF NORMALITY RESULTS

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	COUNTRY	Statistic	df	Sig.	Statistic	df	Sig.
Q1	0	,455	44	<,001	,557	44	<,001
	1	,397	44	<,001	,618	44	<,001
Q2	0	,412	44	<,001	,644	44	<,001
	1	,377	44	<,001	,678	44	<,001
Q3	0	,400	44	<,001	,657	44	<,001
	1	,421	44	<,001	,599	44	<,001
Q4	0	,371	44	<,001	,695	44	<,001
	1	,279	44	<,001	,717	44	<,001
Q5	0	,326	44	<,001	,806	44	<,001
	1	,323	44	<,001	,824	44	<,001
Q6	0	,395	44	<,001	,725	44	<,001
	1	,404	44	<,001	,720	44	<,001
Q7	0	,342	44	<,001	,795	44	<,001
	1	,273	44	<,001	,821	44	<,001
Q8	0	,294	44	<,001	,749	44	<,001
	1	,274	44	<,001	,779	44	<,001
Q9	0	,328	44	<,001	,809	44	<,001
	1	,302	44	<,001	,839	44	<,001
Q10	0	,222	44	<,001	,879	44	<,001
	1	,213	44	<,001	,866	44	<,001
Q11	0	,261	44	<,001	,852	44	<,001
	1	,318	44	<,001	,796	44	<,001
Q12	0	,364	44	<,001	,740	44	<,001
	1	,235	44	<,001	,799	44	<,001
Q13	0	,233	44	<,001	,804	44	<,001
	1	,264	44	<,001	,857	44	<,001
Q14	0	,345	44	<,001	,801	44	<,001
	1	,365	44	<,001	,752	44	<,001
Q15	0	,347	44	<,001	,737	44	<,001
	1	,294	44	<,001	,812	44	<,001
Q16	0	,339	44	<,001	,803	44	<,001
	1	,355	44	<,001	,763	44	<,001
Q17	0	,423	44	<,001	,629	44	<,001
	1	,476	44	<,001	,521	44	<,001
Q18	0	,341	44	<,001	,708	44	<,001
	1	,318	44	<,001	,735	44	<,001
Q19	0	,378	44	<,001	,687	44	<,001
	1	,318	44	<,001	,740	44	<,001
Q20	0	,271	44	<,001	,773	44	<,001
	1	,242	44	<,001	,822	44	<,001

a. Lilliefors Significance Correction

APPENDIX 5: MANN-WHITNEY TEST RESULTS

NPar Tests

Mann-Whitney Test

Ranks

	COUNTRY	N	Mean Rank	Sum of Ranks
Q1	0	44	47,00	2068,00
	1	44	42,00	1848,00
	Total	88		
Q2	0	44	45,97	2022,50
	1	44	43,03	1893,50
	Total	88		
Q3	0	44	43,83	1928,50
	1	44	45,17	1987,50
	Total	88		
Q4	0	44	47,14	2074,00
	1	44	41,86	1842,00
	Total	88		
Q5	0	44	46,20	2033,00
	1	44	42,80	1883,00
	Total	88		
Q6	0	44	43,44	1911,50
	1	44	45,56	2004,50
	Total	88		
Q7	0	44	41,64	1832,00
	1	44	47,36	2084,00
	Total	88		
Q8	0	44	45,78	2014,50
	1	44	43,22	1901,50
	Total	88		
Q9	0	44	37,25	1639,00
	1	44	51,75	2277,00
	Total	88		
Q10	0	44	39,93	1757,00
	1	44	49,07	2159,00
	Total	88		
Q11	0	44	35,73	1572,00
	1	44	53,27	2344,00
	Total	88		
Q12	0	44	41,68	1834,00
	1	44	47,32	2082,00
	Total	88		
Q13	0	44	41,18	1812,00
	1	44	47,82	2104,00
	Total	88		

Ranks

	COUNTRY	N	Mean Rank	Sum of Ranks
Q14	0	44	39,32	1730,00
	1	44	49,68	2186,00
	Total	88		
Q15	0	44	39,50	1738,00
	1	44	49,50	2178,00
	Total	88		
Q16	0	44	41,73	1836,00
	1	44	47,27	2080,00
	Total	88		
Q17	0	44	42,22	1857,50
	1	44	46,78	2058,50
	Total	88		
Q18	0	44	46,09	2028,00
	1	44	42,91	1888,00
	Total	88		
Q19	0	44	42,20	1857,00
	1	44	46,80	2059,00
	Total	88		
Q20	0	44	46,50	2046,00
	1	44	42,50	1870,00
	Total	88		

Test Statistics[a]

	Q1	Q2	Q3	Q4	Q5	Q6
Mann-Whitney U	858,000	903,500	938,500	852,000	893,000	921,500
Wilcoxon W	1848,000	1893,500	1928,500	1842,000	1883,000	1911,500
Z	-1,127	-,638	-,297	-1,097	-,702	-,460
Asymp. Sig. (2-tailed)	,260	,524	,767	,273	,482	,645

Test Statistics[a]

	Q7	Q8	Q9	Q10	Q11	Q12
Mann-Whitney U	842,000	911,500	649,000	767,000	582,000	844,000
Wilcoxon W	1832,000	1901,500	1639,000	1757,000	1572,000	1834,000
Z	-1,169	-,521	-2,897	-1,759	-3,448	-1,161
Asymp. Sig. (2-tailed)	,242	,602	,004	,079	<,001	,245

Test Statistics[a]

	Q13	Q14	Q15	Q16	Q17	Q18
Mann-Whitney U	822,000	740,000	748,000	846,000	867,500	898,000
Wilcoxon W	1812,000	1730,000	1738,000	1836,000	1857,500	1888,000
Z	-1,305	-2,199	-1,979	-1,133	-1,096	-,655
Asymp. Sig. (2-tailed)	,192	,028	,048	,257	,273	,512

Test Statistics[a]

	Q19	Q20
Mann-Whitney U	867,000	880,000
Wilcoxon W	1857,000	1870,000
Z	-,956	-,787
Asymp. Sig. (2-tailed)	,339	,432

a. Grouping Variable: COUNTRY