

**KARADENİZ TECHNICAL UNIVERSITY \* THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**APPLIED LINGUISTICS**

**A STUDY ON THE ROLE OF LITERATURE IN LANGUAGE LEARNING:  
SECONDARY SCHOOL EFL LEARNERS' EXPERIENCES ON INTEGRATING  
SHORT STORIES INTO LANGUAGE TEACHING**

**MASTER'S THESIS**

**Gökçe KOLCU**

**JULY -2020**

**TRABZON**

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**JULY-2020**

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## APPROVAL

Upon the submission of the dissertation, **Gökçe KOLCU** has defended the study “**A Study on the Role of Literature in Language Learning: Secondary School EFL Learners' Experiences on Integrating Short Stories into Language Teaching**” in partial fulfilment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** on **07.08.2020**.

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Approval of the Graduate School of Social Sciences.

Prof. Dr. Yusuf SÜRMEŒ  
Director

## DECLARATION OF ORIGINALITY

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July, 2020

Gökçe KOLCU

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## ÖZET

Edebi metinlerin dil öğrenimi için kullanımı dilbilimciler arasında tartışmalı bir konu olarak süregelmiştir. Kısa hikâyeler, şiirler ve romanlar gibi edebiyat metnlerinin, dil öğrenimi için ek kaynak olarak kullanılmasının yararlı olduğu ileri sürülmesine rağmen, bu konuda yeterli çalışma bulunmamaktadır. Dolayısıyla, bu çalışma kısa hikâyelerin İngilizce derslerine dâhil edilmesinin bir örneğini sunmayı amaçlamaktadır. Araştırmanın katılımcıları bir devlet okulunda öğrenim gören sekiz adet ortaokul öğrencisidir. Veriler yarı yapılandırılmış detaylı mülakatlar ve araştırmacı öğretmenin gözlemleriyle toplanmıştır. Buna uygun olarak da, veriler nitel bir çerçevede analiz edilmiştir. Çalışma; kısa hikâyelerin dil öğrenimi için ek kaynak olarak İngilizce derslerine dâhil edilmesinin, hem katılımcılar hem de İngilizce öğretmeni tarafından öğrencilerin motivasyonunu ve derse katılımını artırdığı yönünde etkili olduğu sonucuna varmıştır.

**Anahtar Kelimeler:** Edebiyat, Kısa Hikâyeler, Yabancı Dil Öğrenimi



## **ABSTRACT**

The use of literary texts for language learning has been a controversial issue among the linguists. Although employing literary pieces like short stories, poems or novels as additional language learning tools are claimed to be beneficial for the language learning process; there aren't sufficient studies on the issue. Thus, this study aims to present an example of integrating short stories in English language classes. The participants of the survey are secondary school students of a state school (n: 8). The data was collected through in-depth, semi-structured interviews and teacher-researcher observations. Accordingly, the results were analysed in a qualitative nature. The study concluded that both the participants and the EFL teacher found the integration of short stories as an additional tool effective in promoting learners' motivation and participation in the language classes.

**Keywords:** Literature, Short Stories, Foreign Language Learning

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## **LIST OF ABBREVIATIONS**

<b>CLT</b>	: Communicative Language Teaching
<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>ESL</b>	: English as a Second Language
<b>ELL</b>	: English Language and Literature
<b>MoNE</b>	: Ministry of Education
<b>ICT</b>	: Information and Communication Technologies
<b>USA</b>	: United States of America

## **INTRODUCTION**

The urgent need of learning English as a foreign/second language around the world is so widespread that policymakers, curriculum developers, coursebook authors, EFL/ESL teachers and even software developers have been searching for new tools and contents to prepare the most efficient materials for language learners to utilise from meaningful contexts. Among these contexts, the literature of the target language is one of the rich sources by which teachers/instructors can address directly to the language learners.

Literature, mainly regarded as a source for the reader's pleasure, has much more to benefit from regarding the rich meanings it holds. Apart from enjoying the valuable literary works, the benefits of literature to gain valuable insight into the target community and understand the different aspects of language usages are incontrovertible for many scholars of English. Among the most striking features of literary pieces; providing authentic language usage of the target language, introducing the specific elements of the target culture within a literary sense, offering meaningful context to language learners and leading them to improve their critical thinking and cognitive skills are also highlighted by those scholars. Besides, it also suggested by some linguists that through literature it is possible to create great opportunities to contribute to language learners' sociolinguistic, communicative and pragmatic competences.

However, the use of literature as a confirmed language teaching tool in English learning still holds an uncertain role although there has been a consensus among many scholars on the advantages of studying literature to raise learners' cultural and language awareness as well as their communicative competence, which is a desired output of the foreign language learning process. Similarly, on the teachers' side, it is known from the syllabus of the English Language Teaching and English Language and Literature Departments of the universities that while teacher candidates expose to a rich knowledge of literature before their employment as an English language teacher, it has been a matter of curiosity whether teachers should adapt literary texts to their language teaching or not.

Thus, if they prefer employing the literature for their language classes; how to employ them as a means of language teaching tool in the EFL/ESL setting, how to choose the proper texts for the learners, what are the possible advantages and disadvantages of it as a language learning tool, and what the language learners think about the usage of literary texts for their language learning process are needed to be answered to enlighten the issue of using literature for language learning.

Guided by the related studies conducted on the issue of employing literary texts for language learning, it is seen by the researcher of this paper that there is not enough practice and methods on the issue of employing literature for foreign/second language learning to encourage the EFL teachers to try such practices rather than stick to the syllabus of the coursebooks offered by MoNE. Similarly, among the previous practices reviewed, it is also observed that literature-integrated language classes are mainly conducted with higher levels of language learners such as university-level students, which naturally raises the question that whether the EFL teachers should avoid employing literature as an additional language tool for younger foreign language learners or not.

Having considered the issues and reviewed many studies of using literature as a foreign/second language learning tool in the EFL/ESL setting, the researcher of this paper intends to combine her research process and teaching practice to find out the possible answers for those questions on the issue. Accordingly, the teacher-researcher of this study aims to explain the possible benefits, limitations and consequences of employing literary pieces as a supportive/additional language learning and teaching tool in the English language classes.

Also, to see the effect of linguistic variation and authenticity of the literary texts as additional language learning materials is also intended to be observed by the teacher-researcher, particularly by showing the process of a four-week sample course plan of integrating short stories as literary texts into language teaching classes of younger learners in the EFL setting.

Besides, observing the effect of the short stories as additional language tools in the literature-integrated courses, not only the teachers' perspective and observations but also the young foreign language learners' experiences are highly valued to enlighten the issue and the process of employing literature for the English language classes. Thus, the purpose of the present study is mainly based on the procedure of collecting 7<sup>th</sup>-grade secondary school language learners' experiences on studying English short stories in the regular courses through in-depth semi-structured interviews and teacher-researcher observation.

As a result, to enlighten the issue of using literature as an additional tool for foreign language learning in the EFL setting, it is particularly intended in the current paper to present the effectiveness of employing short stories as an extra language learning tool for young learners' English classes with its benefits and challenges by providing a detailed process of the courses.

## **CHAPTER ONE**

### **1. FRAMEWORK OF THE STUDY**

#### **1.1. Statement of the Problem**

The rationale and the source of the research problem of this study are mainly based on the researcher's current teaching practices at state schools in Turkey as an EFL teacher and her particular interest in learning and teaching literature. As an EFL teacher of secondary school level young learners and having used the official coursebooks offered by the MoNE for several years for the English language learning classes, the teacher-researcher of this paper feels an "uneasiness" (Kayaoğlu, 2015: 158) for the contents of the current coursebooks and looks for efficient methods and materials to enrich her language teaching practices as most of the teachers and instructors need to do.

Among these materials, the literature of the English language is considered as a highly rich source of language including various linguistic contexts which could contribute to language learners' communicative, sociolinguistic and pragmatic competences as well as offering them precious reading pleasure. Regarding the benefits of being engaged in the literature for the improvement of the language learners' proficiency, it is surprising that the use of literary texts is still not a common language teaching method while there has been a constant search for valuable language learning materials in the recent years. Thus, the present paper intends to explore the issue of employing literature for English language learning classes with its all aspects.

#### **1.2. Purpose of the Study**

The present paper aims to present the use of literature throughout the current history, the advantages and the disadvantages of employing literary texts for language learning, fundamental approaches for teaching literature by the scholars, a detailed application of short story-integrated four-week course plan, the observations of the teacher-researcher of this paper and the experiences of the secondary school level young English language learners as a whole context.

The main purpose of presenting that procedure is to observe the effect of short stories as an additional language learning tool for English learners. Thus, this study offers an example of the use of literature for young learners' English classes, on which there exist a small number of practical

studies conducted so far. Similarly, the paper also aims to discuss the literature as an additional English language learning tool with its pros and cons with a reference to the findings obtained from the in-depth, semi-structured interviews and teacher-researcher observations during the research process.

### **1.3. Background of the Study**

As a secondary school English teacher with an experience of seven years, I have always felt disappointed by the inadequate and insufficient content of the English coursebooks that are suggested by the Ministry of Education in Turkey. As far as I get from my observations and practices in the classroom environment so far, I can state that those coursebooks based generally on imposing intense vocabulary knowledge and grammar rules hardly ever attract young EFL learners' attention during the courses due to their lack of diverse language activities and rich content.

This problem is commonly felt particularly by young language learners in primary and secondary schools. The main reason for this can be explained by the fact that the coursebooks are supposed to present information that the students need to be successful in high school placement tests. However, I need to state that these kinds of coursebooks are not efficient enough to attract language learners' attention.

Despite the obvious issues on the effectiveness of those coursebooks offered by the MoNE, there exists an absolute pressure on the EFL teachers to fulfil the requirements of the syllabus being dependent upon the official coursebooks. On this issue, Kayaoğlu (2015: 142) points out to the fact that "in addition to the standard curriculum and syllabus for English courses to be implemented across the country, all foreign language teaching materials, textbooks and, more importantly, examinations are decided or prepared under the patronage of the Turkish MoNE."

However, the urgent need for precious course materials is still apparent in the classroom setting, no matter how much they are pre-determined and limited. As Kitao & Kitao (1997: 3), as cited in Dülger (2016: 1), put; language instruction is composed of five main components "teacher, students, materials, teaching methods and evaluation" and coursebooks are accepted as the essential material of all. Searching for efficient ways to improve learners' English language skills is a common concern for almost all English teachers.

When considering any EFL classroom, in which coursebooks and written materials still hold great importance for teachers and language learners, there is always a necessity to attract students' attention and surprise them by employing striking examples in original contents such as literary pieces. However, there have been controversial approaches among scholars on the issue of whether to include literature in language classes or not. As Moody, (1986:2) puts it "some people view

literature as supplementary material for entertainment and motivation, some as central material because 'literature is language'."

As a product of language, it can be said that literature is highly attached to language usage, which makes it almost impossible to avoid while advancing on a particular language with its all aspects. Since it enables learners to encounter authentic samples of the target language, literature is often considered as an enriching source for language classes due to the linguistic variation and authenticity it has.

Another issue about those coursebooks is that whether they involve enough and proper examples of the target culture and intercultural elements in the language context or not. A few studies seem to focus on the issue by analysing the cultural and intercultural items in the coursebooks. One of them analysed a series of coursebooks of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders accordingly, and it is seen that the 8th graders' coursebook has the most intercultural elements; however, most of these intercultural elements belonged to the Turkish culture, and just a few from the European and Asian countries were included. On the other hand, the 8<sup>th</sup> graders' coursebook has the fewest target culture items while the 5<sup>th</sup>-graders coursebook has the most, and 6<sup>th</sup> and the 7<sup>th</sup> are also found lack of these elements leading to question whether it is more appropriate to involve inter/cultural aspects in the upper or lower classes more. (Demirbaş, 2013)

As is relevant to the issue, coursebooks are also supposed to be attractive in terms of physical appearance mainly to attract young learners' attention. Since they are the main component of the EFL classes, the way they offer language activities in harmony with the given visuals hold great importance for the fluency of the courses. In the same sense, when examined a 7th-grade coursebook regarding its appearance and language activities in the pre-determined goals, it is seen by both the teachers and the learners that the coursebook is insufficient to present the new structures in a clear way making it possible to reconsider them out of the class. As a reason for this, it is also obvious that the varieties of language activities are not found enough to draw attention to the course. (Arıkan & Tekir, 2007)

On the other hand, when we consider the fact the coursebooks are changed or developed continuously by the MoNE, there also exist ones that are successful in presenting a particular aspect of the target language or culture. In the same vein, a few years later, another series of coursebooks of secondary school level are also examined by some scholars regarding the included cultural elements. Unlike the previous coursebooks reviewed, the inter/cultural items are found highly satisfying to meet the needs of the language learners. (Erbay & Çelik, 2013).

Keeping the results of the studies in mind, it is necessary to say that the coursebooks analysed in the studies above were changed with the new ones a few years ago. Therefore, there aren't any



current studies on the current coursebooks so far. Judging from my experience as an EFL teacher, I need to say that the current coursebooks seem to include topics better in various contexts when compared to the previous ones. However, cultural and intercultural elements are generally included when introducing holidays and the cuisines of the other nations, particularly in 5<sup>th</sup> and 8<sup>th</sup> graders coursebooks.

However, even if the learners are exposed to particular vocabularies related to some cultural events in the target culture, they are mainly not able to get a sense of fitting that information in a different culture because of the insufficient discourse of the given texts and examples in the coursebooks. Similarly, the texts are generally short dialogues, recipes or short paragraphs, so it is hardly ever possible for language learners to encounter a short story, a simple poem or a joke of few sentences in the coursebooks.

Thus, considering the needs of language learners to improve their language skills and promote their motivation to learn a foreign language, I believe language learners should be exposed to all aspects of the target language, not just the everyday language structures they need to communicate for practical purposes. So, it has been a must for me to try employing various additional supplementary materials for a more enriched language learning environment. Besides using multiple audio or visual materials for language teaching, I believe one of the useful stuff to utilise in language classes would be literary texts in the target language. There exist a few reasons for the rationale of this idea.

First, it is widely known that children are supposed to read several stories, books, tales etc. when they learn reading and writing in their mother tongue and then since these reading practices enable children to internalise language and see various linguistic usages of the language. In other words, the use of stories enables young learners to expose various language forms almost unconsciously in an enjoyable way. Besides reading/writing stories, storytelling is also considered as an effective method to contribute young learners' self-expression skills by promoting their creativity to use language elements in the early ages.

Since the habit formation of individuals begin in the very ages as it is stated as "human actions do not belong necessarily to the highest and the most advanced level of development", the habit of reading should also be formed at an early age through employing stories and other materials in various ways. (Vygotsky, 1986: 140). Similarly, the same procedure can be employed to students when they learn a foreign language, and learners can be introduced to the graded or simplified literary texts in the target language regarding their language levels.

In a similar perspective, I often suggest my pupils read and tell graded or simplified stories, jokes and poems in the English language as an extra free time activity believing that it would

contribute to their foreign language acquisition since "literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language." (Lazar, 1993: 17).

Thus, from the observations I have had so far as an English teacher, I can mention a few benefits of reading short stories in the target language. On vocabulary learning, I observe that those learners who are involved in reading texts in the target language can memorise various vocabularies and language usages quickly when compared to those who do not prefer reading in the target language.

Considering the possible gains of this reading practice, it is needed to search for similar studies to enlighten the process. As a result of empirical research on using of stories and storytelling for young learners, Kirsch (2012: 19) concluded that "children recalled a significant number of words and sentences." Similarly, Kırkgöz (2012: 110) conducted a study on English language university students employing short stories for the courses and found out that the process "contributed to students' reinforcing effectively and meaningfully their knowledge of grammar and vocabulary while it helped students to be more creative and imaginative in their writing..."

Holmes et al. (2019: 244) also found "significant connections between children's storytelling, language abilities, play, and creativity" as a result of their study encouraging young learners for storytelling. In a similar perspective, Kirsch (2012: 2) indicates that stories support children to "develop an understanding of syntax and story structure which, in turn, enables them to narrate their own stories with greater success." From the results of the studies conducted before, reading and studying short stories in language classes seem to have multiple benefits for all levels of language learners.

Another benefit may be that the students can be encouraged to ask questions about the literary texts and interpret the meaning of the text freely during the language courses, while they are supposed to follow pre-determined instructions in the coursebooks during the English classes. Thus, it may increase learners' interest and willingness to participate in the language classroom remarkably in time, so their success in language activities and exams would also be affected positively. As I have seen the positive effects of reading short stories as literary texts in the target language on young language learners, I have decided to employ short stories as a motivating language learning tool during my language classes, as it is stated by Ye Wang et al., (2010: 105-109) that "educational research will not have any practical value if it does not affect teaching and learning in classrooms, no matter how brilliant the design or how magnificent the result."

#### **1.4. Research Questions**

Considering the prospective gains that can be deduced from the study at the end of it, the following research questions are regarded as necessary to be answered:

##### ***Major research question:***

1. What are the opinions/attitudes/experiences of the students on studying short stories in the language classes?

##### ***Minor research questions:***

1. Is it effective/motivating to integrate short stories into language classes through the eyes of the students?
2. What are the advantages/disadvantages of using short stories in the EFL context?

#### **1.5. Significance of the Study**

As discussed in the literature review chapter, it is seen that there have been a few studies (Kırkgöz, 2012; Timuçin, 2001) presenting both a sample course, including any literary text and English learners' experiences on studying those texts. Although, having encountered several studies and articles presenting convincing information on how literature is beneficial and important for the language learning process, just a few studies seem to focus on proving the effectiveness of using literature for language learning by showing any sample application of literary texts in the EFL/ESL setting. Hence, this study aims to present an example of using short stories as an additional language tool for young language learners' English classes.

Regarding the literature reviewed for this study, it is also realised that on the one hand praising using literary texts for language learning as a worthwhile approach creates a certain dilemma when it is observed that it is not excessively preferred by ELF/ESL teachers/instructors for language teaching as a tool, on the other hand. In this sense, it is considered necessary to contribute more to the literature about the issue regarding the lack of practical studies conducted by EFL/ESL teachers/instructors.

Another contribution of the current study may be on the issue of preparing coursebooks regarding learners' interests and needs for literary texts. When examined the Turkish language coursebooks from the first grade to the twelfth grade, it is highly possible to encounter many short stories, proses and poems of well-known writers even in the first-grade Turkish language coursebooks studied at the primary schools in Turkey.

While it is seen essential to expose to such texts in the process of first language learning, it is questionable why literary texts are not included by the authors in any level of the coursebooks of English as a foreign language. Thus, along with similar studies, this study aims to create an alternative idea for the use of literary texts as foreign language learning in the coursebooks.

Lastly, as a point to be attracted, this study may also prove an example of the current need for storybooks in English for secondary school level language learners, since it is sadly realised the fact that there exist a limited number of published storybooks regarding the school syllabuses and language learners' requirements. Thus, this study also aims to announce the need for more storybooks in English to be released for young language learners considering their needs and interests.

### **1.6. Limitations of the Study**

The most visible limitation of the present study may be about its duration of four-week because of specific reasons such as having limited time for extra activities regarding the extended course syllabuses in the coursebooks and exams to be conducted. So, this study will offer an idea for further investigations which may be conducted in more prolonged periods. Also, holding the study solely on 7<sup>th</sup>-graders may be a kind of limitation that prevents to observe and compare the attitudes of different levels of language learners.

Another adversity may be the lack of studies on integration of literary texts, that's why it was considered necessary to prepare lesson plans and language activities rather than using or evaluating a lesson plan or a template that was pre-used and found useful and reliable on similar cases. However, as being both the English teacher and the researcher, it was possible to prepare the course plans and record students' attitudes with a close interaction during a four- week sample course which provided rich and reliable data about the process of integrating short stories into English language learning classes.

One salient limitation of the study for the teacher-researcher was the struggle for finding published short stories that are compatible with the syllabus and the coursebook of the seventh grade-secondary school. It was realised by the researcher that just a few a series of storybooks published for students regarding the syllabuses and the students' levels, and those are mostly written by non-native authors. Consequently, the short stories to be studied were selected among simplified stories written by foreign authors, so several short stories were needed to be examined regarding their suitability and relativity with the content of the 7<sup>th</sup>-grade coursebook.

At all costs, it was highly possible to apply a four-week course plan, including short stories as literary texts along with all these limitations. However, for more extended periods of courses, it

would be gruelling and time-consuming for teachers/instructors to prepare lesson plans and to find the most appropriate pieces of literature unless they are pre-organised or published regarding learners'/readers' levels and interests.

### **1.7. Outline of the Study**

As already mentioned, this paper aims to present both theoretical and practical aspects of employing short stories as literary texts for the language learning classes. Thus, the design of the study is based on five main parts. In the *Introduction* part; the main outlines of the research are aimed to be introduced to the readers to make them familiar to the theme of the study. As the first chapter, in the *Framework of the Study*, the rationale and the background of the study are aimed to be proposed by the author to make the purpose and the research questions of the current study meaningful and clear.

In the second chapter *Literature Review*, the main approaches and methods to use literature in the foreign language learning context are intended to be discussed in detail in order to provide a theoretical background to the current study. Then, in chapter three *Methodology*, the research design of the study and the data collection tools are introduced to make the research procedure clear for the readers. In this part, the author of the study also presents a detailed profile of the setting and the participants of the current paper.

As the third chapter, *Findings and Discussion* is the heart of the research process presenting the teacher-researcher observations during the four-week short story-integrated study, outputs of the courses and the comparison of the answers of the pre-experiment and the post-experiment interviews of the secondary school level young language learners who voluntarily participated in the study. Finally, the last chapter *Conclusion* serves to present the main results of the process, pedagogical implications for further studies and the challenges of the study with a reference to experiences of teacher-researcher during the research.

### **1.8. Definition of Key Terms**

In the current study, a few terms come into prominence due to the context and the design of the study. The first one is “*motivation*”, which is made clear by Dörnyei (1998:122), as cited in Thompson & Erdil-Moody (2014: 2), suggesting it as "central mental 'engine' or 'energy-centre' that subsumes effort, want/will (cognition), and task-enjoyment (affect)." In the study, learners' motivation for studying short stories as additional language materials is highly valued and observed via the answers of the pre-experiment and the post-experiment interviews.

Another term which is particularly used for literature in this study is “authenticity” that is defined clearly by Wallace (1992: 145) as the "real-life texts, not written for pedagogic purposes." One of the proposed features of literary texts is regarded as their authenticity of them from which the teacher-researcher of the current study benefits during the study.

“*Sociolinguistic competence*” is also another concept which is often mentioned throughout the study. In the main sense, sociolinguistic competence is defined as the learner’s “knowledge of the sociocultural rules of language and discourse” (Brown, 2000, p. 247). Due to the rich contents literary texts convey to the readers, it is also suggested that literature could contribute to the sociolinguistic development of the language learners.

Lastly, “*pragmatic competence*” is defined by Omanee & Krishnasamy (2019: 80) as “learners’ ability to display their sensitivity to linguistic variation in different social contexts.” From this perspective, the pragmatic development of the language learners is continuously needed to be promoted via various language learning materials, which is also highly related to the purpose and the outcome of the current study.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1. Approaches to Teaching Literature**

Even though rising of studies have emerged since the early of the 20<sup>th</sup> century on the issue of associating literature and language learning, there isn't an absolute agreement on how to adapt literature to language classes. Many scholars such as Duff, Maley, Hill, Carter, Brumfit, Langer, Lazar, Moody, Sullivan, Ghosn etc. suggested various aspects of using literature for foreign language teaching and some offered valuable approaches to make the process perceptible for language practitioners.

Among them, Duff and Maley (1990: 3) suggest three main reasons for the teaching of literature as well as offering 'critical' and 'stylistics' approaches. On the other hand, Carter and Long (1990: 6) focus on the practical usage of literary texts in the classroom setting by comparing their two models: 'language-based' and 'conventional'. Lastly, Van (2009) reviews six main approaches to teaching literary texts by outlining their perspective for the texts. Thus, in this part, a few approaches are briefly summarised to enlighten the operation of the current study.

#### **2.2. Maley's Approaches to Teaching Literature**

As mentioned already, literature is considered to be having several gains for language studies; on which Duff & Maley (1990: 6), as cited in Daskalovska & Dimova (2012: 1185), also state the benefits of literary texts that "they offer a wide range of styles and registers; they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion, and they focus on genuinely interesting and motivating topics to explore in the classroom."

Thus Duff & Maley (1990: 6) offer three main reasons for the use of literary pieces for language learning. The first reason to employ them is stated as "linguistic" based on the idea that "literary texts offer genuine samples of a very wide range of styles, registers and text types at many levels of difficulty." The second reason to use literature for language learning is "methodologic" which based on literature's feature allowing learners to create "authentic interactions by having the opportunity to produce various interpretations".

And lastly, the third reason to prefer literature for language learning is about "motivation" which is supported by the idea that literary pieces offer language learners opportunity to involve in language activities eagerly and they provide enough space to make them engage their own experience in their response to the language learning process. Besides, in the 2<sup>nd</sup> edition of their book "Literature" (2007: 5), as cited in Aydınoğlu (2013: 38), they also add that "we can't learn the culture of a language through its literature, but literary texts are in a very real sense the vehicle for culture." In this sense, literature is seen as a tool to introduce the target culture to the learners.

However, Maley (2001) also emphasises the insufficient empirical research on integrating literature into language learning, which is essential to prove its reinforcing influence on foreign language learning and motivating the language learners. So, to give a path to the EFL/ESL practitioners to include literary texts into their language teaching, Maley (2001) distinguishes the approaches of using literature regarding its purposes in teaching a foreign language.

In his "Critical Literary Approach", the primary concern of using the literary text is examining its literariness like "plot, characterisation, setting, value, psychology, background" etc. However, to employ this approach, upper-intermediate levels of students who have a strong background of linguistic and literature knowledge are required to get efficiency which seems only possible for the university-level learners of English Language departments rather than younger learners. Thus, the critical perspective makes the literature only eligible for high-level learners, also supporting the arguments of the scholars like Edmondson who vehemently opposed to the idea of including literary pieces in the language learning practices due to the advanced level of linguistic difficulties of literature.

On the other hand, in his "Stylistic Approach", the primary purpose is not to make interpretations about only the meaning, but the text itself. In this way, learners are motivated to examine, analyse and interpret the text's literary context since he asserts that literature is a "combination of language varieties" embracing all kinds of language items. This perspective is seen as more reasonable for foreign language learning environments due to the freedom it provides language learners to present their interpretations during language practices. It is also offered that both approaches could also be combined and employed at the same time when the levels and requirements of the learners' are successfully determined by the EFL/ESL practitioners.

### **2.3. Carter and Long's Approaches for Testing Literature**

On the involvement of literature in the language learning practices, Carter (2007: 6) expresses that "from the 40s to the 60s, literature disappeared from the language learning curriculum." The disuse of literature as a language learning tool is mostly associated with the changing focus point of foreign language learning. As linguistics gained more importance in years, and the pragmatic



concerns shifted dramatically during the last few decades, the teaching practices began to be changed and formed in the same way.

As for the ones which have been developed for the integration of literary text Carter & Long (1990: 217) state that "such approaches seek to promote closer integration between language and literature and to support such integration through classroom procedures which foster an activity-oriented, student-centred, and language-sensitive approach." In the same sense, Carter and Long also (1990: 215) aim to present the outlines of the possible models to apply on literature integrated EFL classes. They suggest two main models for employing literature integrated language classes as "language-based" and "conventional" approaches.

In their "language-based approach", literature is regarded as a beneficial tool to improve learners' language skills and language awareness. In this sense, it has common concerns with Maley's "stylistic approach" to the teaching of literature for language learning. However, the primary purpose of this approach is to support language learners to improve their interpretation and critical thinking abilities via the language to the broader meanings that literary pieces refer to. While doing this, Carter & Long (1990: 218) emphasise that "traditions of literature teaching embedded in conventional examination questions" should also be taken into consideration during the process.

Thus, it seems that language learners are independent to interpret the literary texts while they are supposed to be committed to the pre-determined language teaching traditions. As an example, Carter & Long (1990: 218) offer a sample study of a poem as a literary text they indicate that during the study "comment on the poet or poem within any literary-historical or biographical frame will not be invited", on the other hand, "a range of language-based teaching strategies and that some class discussion of its possible meanings has taken place."

Carter & Long (1990: 218) offer three types for language-based approaches: type I as "general comprehension", type II as "text focus" and type III as "personal response and impact." In their type one; language learners are exposed to general questions to promote them to seek for meaning within the text. The purpose here is to make it possible for language learners to respond to context or themes presented within the text and these questions "lay a basis for subsequent exploration, but still require close reference back to the text as the starting point for ideas and perceptions." (Carter & Long, 1990: 219).

In type two; language learners encounter questions based on specific linguistic points hidden in the text. As Carter & Long (1990: 219) state, learners are required to focus on the text "as a linguistic artefact and draw attention to the ways in which language is patterned.", and the language activities as lexical and syntactic questions are allowed to observe "to what extent the learner is

able (and willing) to make inferences." During the last type of language-based "personal response and impact" approach, language learners are exposed to questions that stimulate them to boost their imagination and become more "productive" via task-based activities such as writing to "measure their imaginative response to the text." As a result, the ultimate concern here is to "make connections between the text and potential 'real world' outcomes" via their authentic responses to the literary text (Carter & Long, 1990:220).

On the benefits of language-based approaches, Carter & Long (1990: 220) summarise that these questions on the literary text have a "cumulative" impact since they are related to each other in a particular sequence. Also, they assert that literature which was seen as an "elicit standard" allowing language learners to express their responses freely rather than limiting them in strict structures via language-based activities. Similarly, they (1990: 220) indicate that "experience of literature rather than knowledge about literature is primary" implying that use of literature should be included in language classes as supportive and motivating material.

The other kind of approach offered by Carter and Long (1990: 215) has also three types under the term "conventional approaches." The first conventional approach is "paraphrase and context" in which the language teacher/instructor intends to make language learners "presented with extracts from texts they have studied" by employing frequently asked Wh-questions that learners can easily deduce from the texts.

In the second type "describe and discuss" approach, language learners are exposed to the most typical questions to which they are supposed to answer by commenting on incidents and giving simple essays. As being the last type "evaluate and criticise", it demands a higher level of a language learner profile due to the more critical and particular points in the text are needed to be clarified and discussed by the foreign language learners, which is also not available for lower levels of learners.

For "conventional approaches", Carter and Long (1990: 217) particularly indicate to the disadvantages of this kind of questions claiming that learners are hardly ever supposed to "read the text closely" so even with a simple translation of the texts the language learners will be able to fulfil the requirements of the course without promoting their imagination and cognitive skills sufficiently. Carter and Long (1990) outline the two kinds of approaches by providing examples of poems and questions for each type in their study "Testing literature in EFL classes: tradition and innovation." Accordingly, they emphasise that both models have benefits for foreign language learners if employed and conducted efficiently regarding the language learners' profiles.

#### **2.4. Van's Review on Six Approaches**

In the study "The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom", Van (2009: 2) reviews six main approaches to guide EFL teachers for "interpreting literature and designing effective classroom activities." The first one, Van (2009) records, is called "New Criticism" that emerged in the early years of the 20<sup>th</sup> century, after the First World War in the USA. The main point of this approach is that the readers should only focus on the unique meaning of the text rather than interpreting the text regarding its author's intentions or the text's historical, political or psychological background.

The readers are supposed to interpret the text objectively, so the creativity and freedom of the readers are limited by this approach which makes it a highly controversial approach among the scholars. Thus, for the EFL teachers/instructors employing literary texts to enhance language learners' critical thinking abilities in the EFL setting, "new criticism" approach seems inflexible to adapt due to the limitations it offers for language learners' participation into the process. Another discussion is about the text selection since this approach highly values to the well-known works/authors with a valuable literary language (Van, 2009: 3).

Considering that the language proficiency levels, needs and the interests of the language learners from various age ranges and cultures are significantly different, this approach makes it almost impossible to benefit from the graded or simplified texts for younger language learners with lower language skills.

Another approach which became widespread in the 1950s is "structuralism". In this approach, the main concerns are the structural and linguistic sides of the literary text, so general frameworks that can be applied to all literary texts are aimed to be created. It is similar to new criticism in the way they both deny the reader's subjective interpretations about the texts, so it limits readers'/learners' opportunity to develop their language awareness and critical thinking abilities. As Van (2009: 4) states "it requires learners to approach literary texts scientifically and to use their knowledge of structures and themes to place the work into a meaningful hierarchical system".

Similar to "new criticism", "structuralism" also prevents language learners employ their imagination and interpret the meaning freely regarding their responses to the texts. Since learners are not allowed to create their comment on the literary texts, the development of individual participation, critical thinking skills and cultural enhancement are probably not be achieved successfully regarding this point of view.

In the approach "stylistics", which became widespread in the 1970s, the text is the focal point during the process of analysing the literary pieces. Unlike the former approaches as "new criticism"

and "structuralism", readers are not limited to use their linguistic knowledge to make interpretations or judgements about the literary text, since their opinions and reactions are highly demanded in this approach. In this sense, it supports readers to improve their linguistic knowledge and language awareness, and it can be claimed that this approach is closely related to the integration of literature and EFL/ESL.

Carter & McRae (1996: 6) explains the advantages of stylistics as claiming that "this approach gives students a method of examining texts that allows them to increase their confidence in reading and interpretation". However, since the main concern is the text itself and readers'/learners' awareness for literature is aimed to be improved in this approach, they also suggest that this approach is most suitable for advanced readers, which is a significant limitation for younger learners with basic language skills.

As another approach included by Van (2009: 5), "reader's response" became popular in the 1960s and 1970s as an opposition to the practices of the previous approaches such as new criticism and structuralism. In this approach, the main focus is on the reader who leads the process of examining the literary text, so interpreting the meaning is dependent upon the interaction between the reader and text, and each individual is supposed to produce and reflect authentic responses to the text rather than reaching to the ultimate truth. The readers are highly supposed to play an active role during the process so it can be said that the approach suits the EFL/ESL context regarding the current trends in foreign language learning. On the part of language learners, Dias and Hayhoe (1988: 15), as cited in Van (2009: 5), indicate that "it is precisely the role of the reader in the act of reading that has not been sufficiently and properly addressed."

However, Van (2009: 7) also claims that this approach may be problematic when some conditions such as inappropriate learning materials for learners' language levels, lack linguistic knowledge or cultural differences exist. Accordingly, these may cause readers'/learners to stay silent and indifferent due to the lack of background knowledge or make them "deviate" from the literary text because of the freedom they are given to interpret the text. Regarding these cases in the EFL setting, the language learners probably will not be able to involve effectively in language activities during the literature integrated language courses. Therefore the significance of selecting the most proper materials for the integration process comes first for this approach.

Another approach Van (2009: 7) points out is "language-based" approach which also values highly to the literary language of the texts and focuses on developing the readers' language awareness by stimulating readers to get involved in various language activities such as "jigsaw reading, brainstorming and rewriting" etc. In this sense, Van claims that it is "an excellent vehicle for CLT methods that result in four skill English language development through interaction, collaboration, peer teaching, and student independence".

When compared to the stylistics approach, the language-based approach is more moderate on promoting the individual practices and responses of the learners. Similar to stylistics, this approach also intends to create a taste for the literary genres to make readers/learners familiar with the literature of the target language. Van also argues that the language-based approach may be accepted as a well-balanced approach regarding the practices it offers for the readers/learners (Van, 2009: 7).

Lastly, the "critical literacy" approach was influenced by "Freire's critical pedagogy" (Khatib, 2011: 206) as well as other philosophical and sociological theories such as feminism. In this approach, the main focus is to stimulate learners to develop their critical thinking abilities by uncovering the text's hidden meaning regarding its political, sociological and psychological backgrounds. Unlike the previous approaches, the critical literacy approach attaches priority to the ideology behind the text more than the literary language of the text, the reader's pleasure or achieving the language activities.

On the way it creates an atmosphere that promotes readers/learners to enhance their critical thinking skills via questioning the text and the power relations hidden in the background of the text, it is accepted as a useful approach to be employed for literary texts. On the other hand, it is argued that the readers might not get pleasure due to their lack of knowledge of the certain ideologies around the world and their intolerance for different cultures and traditions due to the possible "fear of assimilation" pointed by Kılıçkaya (2004).

Van (2009) presents a framework of the approaches throughout the recent history for the EFL/ESL teachers who would like their language learners to examine the target language in the literary texts. Offering both pros and cons of each approach, it is also concluded that "elements of stylistics and critical literacy enrich the approaches that are most motivating and communicative for students" Van (2009: 8).

Keeping in mind all aspects of the approaches mentioned here, the teacher/researcher of the present study aims to collect the most efficient practices of the approaches offer to the EFL teachers to enhance language learners' language skills rather than strictly committing on a particular procedure since it is experienced by the teacher/researcher that in the classroom setting the needs of the language learners and the set of the language class are tend to shift inconsistently. Therefore, the short story integrated regular English language courses are scheduled regarding the backgrounds, the needs and the language proficiency of the young participants of this study allowing some flexibility both for the language learners and the language teacher.

## 2.5. Using Literature as a Language Learning Tool

When looked for the history of the teaching of English as a language, Widdowson and Howatt (2004: 4) state that "modern languages like English began to creep into schools in the second half of the eighteenth century and this was exceptional, and the private study was the norm." They (2004: 5) also indicate that the teaching of English in the form of a lesson began in times very close to 1946, in which the journal published by the British Council widely recognised the ELT as a term.

On the other hand, the use of literature for language learning dates back to the early years of the twentieth century, associated often with the Grammar Translation Method. Duff & Maley (1990: 3) point to those times by indicating that "literature of the target language was read, translated, and used as samples of good writing and illustrations of the grammatical rules". The aim of using literary text was mostly to advance in translation skills and learning grammar structures within the texts. Although there was a tendency to benefit from classics of literature as a means of a language learning tool in the early of the twentieth century, the tradition of employing literary texts as a teaching way began to alter due to the particular changes in the purpose of learning a foreign language in later years.

As the years past and the needs changed for language learning, the use of literature decreased significantly with the tendency to shift to the Direct Method in language teaching. After the middle of the century, the tradition was prone to alter again which is stated by Hill (1992: 7) that "in the sixties and seventies, in fact, there was a distinct reaction against the use of any literary English at all in the classroom, but now the pendulum has swung the other way, and there is a renewed interest in literature teaching."

Collie and Slater (1987:2) also point to that as "literature was thought of as embodying a static, convoluted kind of language, far removed from the utterances of daily communication. Because of this it was sometimes tarred with an 'elitist' brush and reserved for the most advanced level of study." However, with the introducing of Communicative Method in the 1970s and 1980s, the need for authentic materials urged language practitioners to look for various sources. So, within the last few decades, the demand for new sources for learning foreign languages has increased dramatically, so have the pragmatic concerns about the usage of languages in the target language context.

Furthermore, with the conference that King's College of Cambridge University hosted in 1993, the issue of literature's function for language learning came into question, and from the midst of the 60s, the perspective of the scholars on the use of literature for language practices moderated accordingly.

Therefore, despite the severe perception about the literature as an isolated source of the language in the past, the constant search for new techniques and course materials in recent years revived the use of literary works to trigger foreign language learners to raise their cultural awareness and language profession through literary texts. Duff & Maley (1990: 3) also support this assumption by stating that "since two decades ago, the interest in literature as a valuable tool in language teaching has been raised."

So, among various modern foreign language teaching methods, the integration of literature may be a precious one that allows students to interpret the meaning and examine linguistic elements through the analysis of the literary texts. As Widdowson (1992), as cited in Aydınoglu (2013: 36), puts it "some people use it for close linguistic analysis and some 'as a starting point for creative activities'", it can be inferred that the main functions of literature as a language learning tool are to enable language learners to read, interpret and write critically within the target culture, as well as imposing semantic and lexical knowledge to the language learners.

Then, in the later 'modern' years, more studies have been conducted on the use of literary texts for language learning as well as proving its positive effects of in the EFL and ESL classes. On the other hand, along with the dramatic developments in educational technologies in recent years, language learners' opportunities for reaching the information have also increased. As Hicks et al. (2001: 143-151) stated almost ten years ago that "trends in technology have indeed altered the educational landscape and have caused changes in the way courses are developed and delivered"; it is known that new learning methods and techniques including ICT, digital tools and smartphone applications for language learners have been popular particularly among the young language learners.

On this matter, Genç-İlter (2009: 137) puts it as "using various kinds of technological devices gives language students the sense of freedom, motivation, and encouragement they need for learning", pointing to the new tendency for employing technology for language teaching and learning. However, it is acceptable for some of these applications or tools that they are mainly developed around a particular schema with a limited context which is discovered by the users/learners in considerably short times as well as giving them quick boredom.

On the other hand; literature, being a rich source, preserves its position as a valuable source of language and pleasure on e-reading applications and digital reading tools with a close interaction to the opportunities that current technology offers. Following the recent developments, one may consider combining well-known teaching practices with the new traditions. On the issue of exploiting literature for foreign language learning, the idea of combining literature and technology is handled by Traore & Kyei-Blankson (2011: 561) in the USA with a study offering "pedagogical

implications for instructors who plan to incorporate literature and technology into their ESL curricula."

In the study, they offer to employ multiple technologies to present a novel to the ESL learners. The researchers included various technologies such as audio-visual devices, a video interview, computer technology, the Internet, and an overhead projector for the teaching of the pre-determined novel. And finally, they concluded that the target ESL students found the combination of literature and the technology highly efficient to learn English as a second language. They also suggested that literature certainly plays a crucial role to motivate learners and contributes to the second language learning process. So, what is beneficial or motivational about the use of literary texts for foreign language learning needs to be clarified in detail to make sense of the rationale to employ them for foreign/second language classes.

## **2.6. Advantages and Disadvantages of Using Literature as a Language Learning Tool**

From the very early of the 20<sup>th</sup> century, several ideas have been produced and many linguists argued the possible advantages and the disadvantages of literature as a language learning source. Regarded mostly as being a rich source of language, literature comes into prominence particularly by its certain features claimed by some of the scholars. One of the most mentioned aspects of it is that literature is considered to be having a significantly motivating effect on most foreign language learners. On the issue of driving language teachers/instructors to employ literary texts as a source for language classes, Collie and Slater (1990: 3) suggest that there are four main essential factors to encourage EFL/ESL teachers to use literature for their language classes.

Those main factors are summarised as "genuine/authentic material, cultural enhancement, language enhancement and personal participation." Besides, other beneficial features of literature in language teaching suggested by Maley (1989: 12) as "universality, non-triviality, variety, personal interest, economy, ambiguity and creativity of literary texts" which are also the components of Maley's approach to integrating literature for language learning.

Concerning the discourse studies, literature has also its specific features such as "authenticity" which allows learners to gain linguistic experience from texts as Ghosn (2002) indicates to the contribution of the literature that it is naturally authentic and it provides authentic input for language learning. In other words, the authenticity of literary texts provides readers to encounter original examples of the target language which contributes language learners to internalise linguistic features and language usages in a specific discourse, and that is closely related to the feature of literary texts' "non-triviality" feature.



Wallace (1992: 145) supports the idea by following the features of authenticity and non-triviality by indicating that literary pieces are "real-life texts, not written for pedagogic purposes." Additionally, many authors claim that authentic materials motivate learners because they are intrinsically more exciting or stimulating than artificial or non-authentic materials produced by non-native writers. Accordingly, Berardo (2006: 8) also states that "one of the main reason for using authentic materials in the classroom is once outside the safe, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used".

Moreover, it is known that communicative, sociolinguistics and pragmatics competencies of language learners are needed to be achieved to fulfil the requirements of the language learning process, and literature is an efficient tool to stimulate the learners to improve their communicative competences. On this issue, Savvidou (2004: 2) points that "communicative competence is more than acquiring mastery of structure and form; it also involves acquiring the ability to interpret discourse in all its social and cultural contexts". This is because when a particular language is proposed to be learned, it is also required to learn how to adapt it to specific conditions to accomplish certain practices that language users do with that language.

Bourdieu (1991: 18) also claims that "on a given linguistic market, some products are valued more highly than others; and part of the practical competence of speakers is to know-how, and to be able, to produce expressions which are highly valued on the markets concerned." Hence exploiting texts from the literature may be a promotive technique while the communicative learning methods have been preferred for language learning practices in recent years. In the same vein, McKay (2001) also defends the idea that thanks to its authenticity literature could contribute to learners' sociolinguistic and pragmatic knowledge as offered in communicative competence approaches.

Along with the improvement of the learners' communicative competence, raising their "intercultural awareness" is also a characteristic of literary texts that promotes students' knowledge of various cultures and traditions while practising the target language. As it is defined in Collins English Dictionary (1991) culture is "the total of the inherited and innate ideas, attitudes, beliefs, values, and knowledge, comprising or forming the shared foundations of social actio" which are eminently attainable in the literary works by the learners/readers. Besides, according to the Mahadi (2012: 232), Sapir-Whorf hypothesis points to the idea that;

A language determines and resolves the thought and perception of its speakers. In the sense that, no language can subsist except it is in the context of culture and reciprocally, the culture which does not have at its centre the structure of a standard and ordinary language cannot survive.

Also, as being the main component of this theory; the term "linguistic relativity" refers to "languages which are completely different in their vocabulary and structure put across and convey different cultural significances and meanings" Mahadi (2012: 232). As for the main emphasis of this hypothesis, it can be concluded that each person has the particular perspectives of his/her native language formed by certain possible semantic and structural linguistic elements produced in a specific society.

Similarly, Erbay & Çelik (2013: 336) suggest that "it is important for language teaching materials to present various cultural elements to pave the way for the development of Intercultural Communicative Competence." As it is seen that literature's feature of raising "intercultural awareness" is indeed highly related to the "universality" feature of literature which points to the function of introducing common values such as death, love, joy etc. to the readers/learners in an exclusive intercultural communicative context also by preserving the values of a particular society.

Another advantage of utilising literature is triggering readers' "motivation" which may be used effectively in language learning classes by EFL/ESL teachers. To make it clear, Dörnyei (1998:122), as cited in Thompson & Erdil-Moody (2014: 2), suggests a clear definition of motivation as "central mental 'engine' or 'energy-centre' that subsumes effort, want/will (cognition), and task-enjoyment (affect)." And for language learning motivation; Gardner (2006: 349) offers that attitudes can be categorised in terms of three perspectives as "societal, activity-centred, and individual."

In the step of "societal motivation", language learners try to make sense of the reasons for learning another language. Considering the needs, the history and the socio-cultural conditions, it is visible that individuals and societies around the world have different motives to learn a second/foreign language. The second step "activity-based motivation" is generally dependent upon the relation between the individual and the task as it "focuses on the task itself and includes emotions, appraisals, and intentions before the task begins and emotions, attributions, and effort reported at the end of the task" (Gardner, 2006: 350).

And on the third "individual motivation" perspective; Dörnyei (2001:7) suggests two views on that motivation as "one focuses on social motivation that treats second language acquisition as a task closely linked with self-identity and ethnic relations, and the other focuses on the individual and classroom interactions." Thus, regarding the internal and external factors affecting language learners' motivation, EFL/ESL teachers/instructors are supposed to focus on the most efficient ways to conduct the language teaching process.

Accordingly, in a language learning environment, "societal motivation" of language learners could be achieved by analysing language learners' needs, the interests and the backgrounds to allow

them to reason their language learning process. Similarly, from the perspective of succeeding learners' "activity-based motivation", it is likely for EFL/ESL teachers to prepare or select the most appropriate language activities enriched by effective feedbacks and rewarding.

For the last step of the "individual motivation"; it is a must to trigger learners' self-esteem, autonomy, and communicative competence to make them participate in their language learning process actively. In this sense, among the various techniques and language learning materials, literary texts may be regarded as a motivating tool to attract language learners' attention to achieve the language acquisition phase.

Peacock (1997: 144) also puts it as "many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials." It is known that finding supplementary teaching materials for their language classes has been a concern for EFL/ESL teachers to draw the attention of language learners, in this sense, literary materials may be used to verify and enrich the language learning environment.

In a similar sense, Daskalovska & Dimova (2012: 1182) put it as "if learners are to be encouraged to participate in a conversation in the classroom, they should be given a meaningful content that will provoke their interest, capture their imagination and give them something important to talk about." Therefore, Ghosn (2002) & Van (2009) also utter that literary texts are considerably motivating due to its 'authenticity' and the 'meaningful context' it provides to the learners during the language learning process. Thus, it can be suggested that those characteristics enable learners to raise awareness to similar emotions, thoughts, values shared by people from other cultures which is also beneficial to improve language learners' motivation to participate in the language activities.

On the other hand, language learners' cognitive abilities such as "critical thinking" are required to be boosted mostly by the teacher/instructor since language learners expose to curriculums which will solely force them to memorise grammar rules and vocabularies most of the time during their language learning process. Considering what is precisely meant by critical thinking abilities there stand several definitions and perspectives, but not a specific agreement on its definition. Schafersman (1991: 3), as cited in Yıldız, (2007: 2), defines critical thinking as "correct thinking in the pursuit of relevant and reliable knowledge about the world." On the position of critical thinking in education strategies, Feuerstein (1999), as cited in Şeker & Kömür (2008: 389) summarise that "modern technological society increasingly requires the development of individuals possessing critical and creative thinking skills...", thus, with the arrival of this current need "the last decade has witnessed an unparalleled effort by educators to establish methods and teaching strategies specifically geared to cultivate thinking skills in the young."

On the relation of critical thinking and language learning; scholars like Vygotsky (1987) and Gardner (1989), as cited in Li (2011), agree that there exists a mutual relationship between 'language learning' and 'critical thinking'. Thus, it seems that there is a definite connection between the two cognitive processes, meaning that any activity that can revive the learners' performance for language learning may also support their critical thinking skills.

On the correlation of literature and critical thinking, Langer (1997: 607) suggests that "when students read literature, "horizons of possibility" come to mind, moving them to reflect on and interpret ideas at hand; students raise questions, recognise problems, seek causes and solutions, and make connections", as a result of these connections she also offers that language learners "explore multiple perspectives and imagine scenarios."

In the same sense, it can be claimed that literary texts that allow asserting 'how' and 'why' questions during the language activities would be valuable to empower learners' critical thinking skills via boosting their imagination as Lazar (1993: 19) states on the literary texts that they help "to stimulate the imagination of students, to develop their critical abilities, and to increase their emotional awareness."

Having counted the benefits and the advantages of preferring literary texts for language teachers/instructors and language learners; integrating literature into English learning classes may also have some limitations or disadvantages. On the usage of literary texts in the classroom environment, Sullivan (1991: 3) suggests two main problems as "the linguistic difficulty of the text and the background knowledge of the readers."

As it is a fact that authentic materials mainly present a portrait of more challenging language structures for language learners to understand and interpret, it is suggested by some scholars like Jordan (1997: 113) that in the earlier stages of the foreign language learning process, "non-authentic materials can be preferred" and depending on the learners' performance on the literary texts, authentic materials should be introduced then.

Related to the cultural background of the language learners, it is known that the different cultural values mostly attract the attention of learners/readers immediately, which may sometimes lead them to react with overcritical or sarcastic attitudes. On the issue, Kılıçkaya (2004) implies that "many students may not want to learn the culture of the target language because of the fear of assimilation into what they perceived something as strange to them."

For the language learners who are not so open-minded for various cultural values, McKay (2001), as cited in Bobkina & Dominguez (2014: 251), also asserts that "literature is saturated with cultural concepts that might frustrate the inexperienced reader". The reason for this possible

rejection of the language learners is aimed to be explained by Lazar (1993: 9) by pointing out to the reading comprehension by stating that it is "a function of cultural background knowledge" which indicates the vital role of the socio-cultural heritage of language learners during the introduction of cultural values in the target language through literary texts.

Another possible challenge of using any literary texts for language learning is the process of text selection which demands an outstanding effort of language teachers/instructors to determine the most appropriate texts for the language learners. One of the main encountered concerns about the criteria for selecting the most relevant texts for the language learners is probably the syntax and the vocabulary of the texts. On this issue, McRae (1997: 49) offers that choosing the texts carefully "is fundamental to the successful use of any kind of representational materials". Thus, for the EFL/ESL teachers/instructors who would like to employ any kind of literary pieces in their language classes, it is a must to choose the most appropriate literary works regarding their students' cultural backgrounds and language levels.

Apart from all challenges and the issues on the using literary texts as language tools for language learning; as an opposite view, Edmondson (1997), as cited in Paran (2008: 468), claims that "literature has nothing special to offer language teaching" defending that "other curriculum subjects probably provide a better insight into the culture than literature does." However, opponents like Edmondson who are against the use of literary texts and the supporters of employing literature as a language learning tool also agree on the fact that there exists insufficient research to prove any negative claim on the issue (Paran, 2008). Thus, this study also aims to present its aspects from the first mouth by conducting experimental research on the issue.

## **2.7. Communicative Language Teaching**

In the 60s and 70s, the prevailing trends in language teaching and learning began shifting due to the rising concerns about the effectiveness of current education traditions on foreign language learning and teaching. Daskalovska & Dimova (2012: 1182) state about the communicative methods that they "emerged in the 1970s stress the importance of using authentic materials and activities in the classroom in order to help students achieve communicative competence that will enable them to use the language for practical purposes in the real world."

Since the ultimate purpose of foreign language learning is mostly to achieve learner's communicative competence properly as well as acquiring linguistic context; new methods and approaches such as Communicative Language Teaching have been dominating the language teaching traditions for almost fifty years. About the role of communicative competence in foreign language learning; Widdowson (1978: 19) indicates to the primary rationale for the changes in the language learning traditions by stating that "students may know the rules of linguistic usage, but be

unable to use the language.” In this sense, the Communicative Language Teaching approach mainly focuses on achieving "communicative competence" of language learners. Unlike Chomsky' definition for communicative competence, it is more like what Hymes (1972: 282) defines communicative competence as "what a speaker needs to know in order to communicatively component in a speech community.”

In CLT, the main concern is to use language efficiently and accordingly, not just to learn linguistic elements or memorise the lexical structures. So, any device that will help language learners to achieve their communicative competence are allowed during the learning process. As a characteristic of this approach, dialogues occur naturally, and language learners are encouraged to employ language from the very beginning without expecting them to memorise specific phrases or statements in a pre-determined order.

In the EFL setting, unlike some of the previous methods and approaches developed before, translation and using learners' mother tongue are also allowed if required to make learners communicate freely without anxiety. Another characteristic of CLT is highly related to the present study on the issue of reading and writing may begin even on the first steps of the foreign language learning process which supports the idea of the present study that young learners should also be engaged in reading literary text in the target language.

Furthermore, in CLT, linguistic variation and authenticity of the language learning materials are commonly suggested which also supports this study regarding the idea of introducing language learners the literary texts as authentic materials in the language classes. Larsen-Freeman & Anderson (1990:162) put it as "another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used.”

Since literary texts also aim to introduce authentic samples of the target language to the foreign language learners, it can be deduced that the CLT approach promotes the use of authentic literary texts as a means to facilitate language learners' participation by stimulating their motivation with the use of authentic language materials, since it is argued previously that many scholars agree on the assumption that authentic materials are seen more motivating by the language learners. Moreover, in this method, learners are motivated to interact with each other, so it enables language learners to communicate in a flexible learning environment which is highly needed for the application of the present study.

Similarly, another significant merit of this approach is that CLT offers language teachers and the learners freedom for the classroom activities as long as they encourage communication in the target language as Richards and Rodgers (1990:76) summarises as “classroom activities are often

designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.” Regarding the opportunity offered by the CLT for producing an infinite number of language activities, any EFL teacher has the flexibility to form the language studies and the linguistic gains that should be acquired by the learners within the proper literary text as well as promoting learners’ communicative, socio-linguistic and pragmatic competences on the target language.

As the ultimate concern here is achieving the communicative competence of the language learners’, Canale & Swain (1980: 39-31) claim that “communicative competence, as the generally accepted goal in ELT, consists of grammatical, sociolinguistic and strategic competence which enables the learners to cope with the most common situations they are likely to face.” Gumperz (1970: 3-4) also makes a clear distinction of linguistic competence and communicative competence by stating that while the linguistic competence is a language learner’s skills to utter grammatically correct structures and sentences, communicative competence is the language learner’s “ability to select, from the totality of grammatically correct expressions available to him, forms which appropriately reflect the social norms governing behaviour in specific encounters.”

Regarding the current study’ requirement for evaluating proper activities on integrating short stories into language classes, this flexibility allows the teacher-researcher to create appropriate exercises to support learners’ development of communicative competence. This flexibility also enables learners to express their ideas freely, which may result in several mistakes during the process. However, the nature of the CLT approach gives EFL teachers the chance to tolerate students’ errors as a natural outcome of their efforts to communicate in the classroom environment. From the perspective of using literary texts in language teaching, learners’ engagement in interaction without the pressure of grammar accuracy is essential to make them active participants in negotiating the meaning of the texts.

On the aspect of cultural values, CLT accepts culture as a matter of lifestyle expressed by language users. Since the CLT approach mainly deals with language functions, interaction among the learners creates an appropriate atmosphere to introduce various language functions for a specific case. In this sense, particularly in speaking activities, the CLT approach allows enough space to introduce cultural/intercultural items by utilising learners’ language usages which also promotes to contribution to learners’ socio-linguistic competences and socio-cultural awareness.

For the other main language skills, Larsen-Freeman & Anderson (1990:164) state that from the very beginning of the language learning process language learners study all of the four skills simultaneously, and they point to the process by indicating that “just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer.” This

testimony is also highly related to the concerns of the current study in terms of introducing language and empowering language learners to interpret meaning through literary texts. Thus, these main characteristics of CLT mentioned above lead the present study to be designed around it during the application of the four-week sample course of short stories.

## **2.8. Teacher's Role in CLT**

In the CLT approach, the EFL/ESL teacher's role is mainly a facilitator to establish settings to contribute to language learners' communicative competence by promoting their language skills. Among the teacher's responsibilities, the use of target language during the activities, assigning the homework and managing the classroom, introducing the linguistic forms to the language learners as well as presenting language as a tool to utilise from, not an object to study and memorise may be counted. However, above all, the essential duty of the teacher is to offer language learners 'meaningful context' from which they can benefit at an ultimate level to contribute to their communicative competence.

In the same vein, the EFL/ESL teacher is also supposed to act as a counsellor by offering proper opportunities to the language learners at the right time to minimise the anxiety of learners during language activities which are also essential for improving language learners' self-esteem and participation to the language activities. On the evaluation process, the EFL/ESL teacher should consider both accuracy and fluency as a co-communicator and a facilitator, not as an authority to detect learners' grammar and pronunciation mistakes, since it is usual for learners to make mistakes in the atmosphere created particularly by verbal interaction. In this sense, language learners' errors can be tolerated by the teacher and the use of mother tongue is allowed when it is necessary to pursue communication.

Regarding the roles of EFL teacher in CLT approach and the integration of short stories into language classes, proper language exercises are aimed to be prepared which would provide the students with enough room to participate in activities such as task-based, vocabulary exercises and reading comprehension questions. Since there is a space for individual interpretation in the CLT, in the process of employing short stories for the class, some valuable tips were taken into consideration from the lesson outline that Finocchiaro & Brumfit (1983: 138-154) offer for learners of beginning level of a secondary school program. They intend to suggest useful teaching techniques such as "learner discovery of rules, oral production activities, copying of mini-dialogues and dramatization of the texts." Finally; as a characteristic of the CLT, it allows language-based "realia" which offers EFL/ESL teacher the facility of selecting authentic language materials such as magazines, newspaper articles, advertisements etc. In the present study, the teacher-researcher benefits from this opportunity by employing authentic a few short stories that provide actual usages



of linguistic forms to introduce learners the language usages of natives that will contribute to their pragmatic communicative competences in the target language.

## **2.9. Teacher's Role as a Researcher**

Besides being an EFL teacher combined the CLT approach and short stories in the language classes; the EFL teacher of the present study also needs to fulfil the requirements of specific processes from a researcher's perspectives during the current study. On this issue; Stenhouse (1975: 123-159) also states that "teachers should be at the heart of the educational research process, as the proper audience for research and as researchers in their own right."

With this in mind, the EFL teacher intends to carry out this study to see whether it can contribute to students' language learning process as a researcher or not. Thus, the EFL teacher of the current research aims to make sense of her role as a teacher-researcher during the process by explaining the need for teachers to become researchers. The idea of involving teachers as researchers in education settings has been a highly recommended suggestion by the scholars that almost a century ago Buckingham (1926: iv) stated that "the teacher has opportunities for research which, if seized, will not only powerfully and rapidly develop the technique of teaching but will also react to vitalize and dignify the work of the individual teacher."

Knowing the fact that the traditions of learning and teaching have been continuously changing and developing, the author of this study believes that it is a must for all teachers to verify their experiential knowledge to offer their learners opportunities to learn by the most efficient way to contribute their communicative competence. So, to detect the learning problems and to find out the proper solutions, the teachers are suggested to act as researchers while they have the appropriate conditions and chance to control the process. In the same vein, action research has been a current tradition in education research for a while. As explained by Gay and Airasian (2000: 603) as "a type of practitioner research that is used to improve the practitioner's practice", conducting such research would guide teachers to develop new techniques for more efficient teaching practices.

Similarly, Kayaoğlu (2015) states that "teachers are empowered to investigate what actually happens in the classroom with a vision of challenging and changing it when/where pedagogically necessary.", therefore teachers are needed to be active researchers since they are the only ones to observe, detect and solve the learning and teaching issues simultaneously in the classroom setting.

Although the researches of the teachers in the classroom setting may often tend to be associated with action research, any kind of representative research is welcomed to overcome the teaching and learning problems as in the study conducted by Kirsch (2012). With the findings of

these types of researches, teachers could evolve solutions for local issues in their educational practices, indeed. On this, Houser cites (2012) from *Learning from Children* (1988: 1) that “teacher-research is not motivated by trying to prove a theory or to generalize from a specific case; rather, teachers seek to describe and discover what engages particular learners in specific contexts and what contributes to their understanding.”

On the other hand, it is also known that the teachers do not mainly prefer carrying out experiments or surveys actively on their students unless it is told or suggested by the authorities or by the MoNE. Although the possible gains that could be produced from such researches, there may be several internal and external reasons for this situation such as the lack of time for extra activities because of the extended syllabuses of the courses, being dependent on the exams to evaluate success in language learning, EFL teachers’ lack of motivation, knowledge or interest in doing research etc.

Thus, all of these factors may result in a certain disconnection between the EFL teachers and the studies in the field. Similarly, it is also observed that many researchers on foreign language learning and teaching are often external researchers who neither participate in the survey in person nor directly observe the participants during the process. Considering the field of EFL, it is thought that being both an internal observer and a practitioner would benefit more efficiently to the outcomes of the survey as a participatory process. In the same sense; Creswell (2012: 4) states that “educators strive for continual improvement. This requires addressing problems or issues and searching for potential solutions.”

Therefore, it is believed that it would be worthy of recommendation for EFL teachers to conduct researches in their language classes to improve their proficiency in teaching and help the curriculum developers. For this purpose; the teacher-researcher of the current study identifies her roles as an observer, a practitioner, and an interviewer to accomplish the requirements of the research. As the practitioner of the research, the EFL teacher intends to get reliable knowledge from the first-mouth for further practices guided by Cochran-Smith & Lytle (2009: 40) who state that teacher-researchers are the ones who “work in inquiry communities to examine their assumptions” and “develop local knowledge by posing questions and gathering data.”

On this issue, Cochran-Smith and Lytle (1999: 273) also offer a map about the knowledge that can be obtained by the teachers’ practising their own research:

Knowledge “for” practice helps educators become informed about new educational research-based practices that have legitimized their worth. Knowledge “in” practice recognizes the importance of practical knowledge and its role in improving teaching practice. Knowledge “of” practice stresses that through systematic inquiry, “teachers make problematic their knowledge and practice as well as the knowledge and practice of others.

In the light of this, to achieve the aims of the current study, it is intended to gather valuable knowledge to improve teaching practices as well as developing learners' language awareness and communicative competence by correlating the teaching and the researching process.

### **2.10. Students' Role**

Inspired by the idea of Hopkins (2008: 48) implying that “the teacher-pupil or pupil–pupil interactions that result in effective learning are not so much the consequence of a standardized teaching method but the result of both teachers and pupils engaging in meaningful action”, in the present study, the students are active participants during the research as language learners and readers in the target language as well as being interviewees. As a requirement of the principles of the CLT approach in foreign language teaching, language learners' role is to engage in the language activities, to fulfil the required tasks and to communicate in the target language as much as possible. Fortunately, most of the participant students are used to carry out these assignments due to the regular English courses they have had so far. Additionally, language learners are given more freedom to express their opinions on the interpretations of the language structures and the texts due to the nature of the pre-designed short story-integrated lessons. Besides, they are supposed to act as a reader-interpreter for the current study, which is independent of their coursebooks and grading.

For an outsider, it may be seen problematic for the participant-students in terms of the language difficulty level of the short stories/activities and focusing on reading in the target language during the language courses. However, it is needed by the teacher/researcher of the present study to state that some of those participants have already read, summarized and retold several graded storybooks to the EFL teacher for almost six months before the application of the current study.

Thus, from the perspective of the EFL teacher, the requirements of this research are not so unexpected for them to accomplish except doing them on the regular English language classes. As interviewees, the participant-language learners are supposed to express their opinions about the usage of short stories as a language learning tool during the courses in the pre-experiment interview and the post-experiment interview they attend voluntarily.

Knowing the fact that those learners are also keen on this kind of interaction with the teachers, they are given the freedom to share their opinions without the pressure of being examined and graded. For the process of carrying out the current research, it can be said that the participant learners are fond of cooperating with the EFL teacher-researcher to enlighten the effects of integration of short stories into the language classes.

## 2.11. The Use of Short Story in the EFL Classroom

The short story as literature genre is described “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” (Poe cited by Abrams 1970: p. 158, and cited by Kırkgöz 2012: 111). From the very early years of the first language acquisition, either at their schools or at homes, children are exposed to various stories in written or oral form.

As Isbell et al. (2004) concluded in their study “young children who heard the stories told demonstrated improved story comprehension in their retelling, while children in the story reading group improved their language complexity” that both types of short story presentation are regarded having a positive effect on developing learners’ language skills. However, on the use of short story for the foreign language learning process, it seems that there is still ambiguity for both EFL teachers and the coursebook writers in the EFL context in Turkey.

Considering the studies mentioned previously in the part of related studies, the teacher/researcher of the current research believes in the benefits of the short stories in the target language if they are used as an extra language learning tool for particularly young learners.

Regarding the rationale for employing short stories for language classes, Erkaya (2005: 3-10) also explains the benefits of using them as;

- Short stories allow teachers to teach four skills to language learners of different proficiency levels,
- Short stories could be used to improve learners’ vocabulary and grammar knowledge,
- Short stories could contribute to students’ motivation as students will continue reading them until they find out what will happen at the end,
- They could be related to learners’ motivation due to the various themes they possess,
- Students can get information about the culture of the target community through the cultural elements in the short story,
- Students will need to analyse what they read in the short stories, reach conclusions, and predict what will happen next; so, their critical thinking and cognitive skills will develop.

As the counted benefits of the short story as a literary genre are seen sufficient enough to employ them as an extra language source apart from the regular coursebooks suggested by the MoNE, the current study is designed around the use of short stories for young learner’s classes.

## 2.12. Related Studies

To enlighten the procedure of the current study, several studies conducted previously are scanned, and the most related ones to the main issue are summarized in terms of their plots, purposes, samples, research designs and conclusions.

Among these studies, the study conducted by Kırkgöz (2012) focuses on the feasibility of integrating short stories in the curriculum of the English language university students to improve their vocabulary, grammar and creative writing skills. The short stories employed in the courses were mainly chosen regarding the needs of the language learners and the current curriculum. In this study, the data were collected by various tools such as students' diary soon after examining each literary text, students' writings on the tasks given and lastly a questionnaire at the end for their perceptions.

From the findings of the study carried out, the author concludes that the process of integrating short stories into the language courses has a meaningful contribution to the proposed skills of the language learners. The author also offers the process as a universal application and suggests that stories should be considered to be included in the EFL curriculums in higher education institutions. This study has similarities with the current research regarding its practice of employing short stories within the regular courses as well as collecting valuable data from the first mouth by getting language learners' ideas.

Another study carried out by Kirsch (2012), dealt with the storytelling focusing on a German language teacher's experience of teaching to 6 learners aged 10-11 in England. Claiming that storytelling as a language teaching approach is not researched enough in England, the researcher of the study proposed to investigate the effect of using storytelling as a language learning approach to see its impact on language learners' vocabulary learning and memorising skills.

So, the author of the study collected the data by employing methods like observations, interviews and post-experiment interviews. From the findings analysed, it is concluded that these young language learners were willing to attend the storytelling activities and those activities had a positive contribution to their vocabulary learning. Considering the age range of the participants and the focus on vocabulary learning, this study has common interests with the present study. One of the studies that aimed to improve young language learners' writing skills by employing short stories is conducted by Bartan (2017). The participants in the study were primary school learners. From the findings of the pre-experiment interview and post-experiment interview analysed, the outcomes of the study indicate that studying short stories have a significantly positive effect on students' writing skills. This study also has similar concerns with the current research regarding the

sample profile and the language tool used as a backup source for the lessons. The other related studies are also included in Table 1.

**Table 1: Related Studies**

	Study	Year	Purpose of the Study	Participants	Data Collection	Conclusion
1	“Incorporating Short Stories in English Language Classes” Kırkgöz, Y.	2012	“How to integrate short stories into an English language curriculum to consolidate students’ knowledge of the English language - grammar and vocabulary - and to promote their creative writing skills.”	“Turkish University Students” (n:21)	“Student Diary” “Questionnaire”	“Short stories are highly beneficial to use in EFL/ESL teaching programs; however, the selection of short stories should be done with reference to the course objective.”
2	“Using Storytelling to Teach Vocabulary in Language Lessons: Does it Work?” Kirsch, C.	2012	“How a London primary teacher used stories in German lessons in a Year 6 class.”	“Primary School Learners.” (n:6)	“Observation”, “Test”, “Interview”	“The findings illustrate the wide range of teaching strategies that allowed for explicit and incidental learning and encouraged meaningful language use.”
3	“Gaining Insight into Alternative Teaching Approaches Employed in an EFL Literature Class.” Timuçin, M.	2001	“To investigate and reflect the responses of Turkish undergraduates to the proposed teaching approach which is hoped to encourage students to experience literary texts directly as a part of a process of meaning-creation.”	“Turkish EFL University Students” (n:60)	“Observation”, “Questionnaire”	“An integrated approach comprising language-based approaches and stylistics can be of great interest for the purpose of research focusing on the practical pedagogical applications of literature.”
4	“Short Stories Use in Language Skills Classes: Students’ Interest and Perception”, Pardade, P.	2010	“The study investigates English teachers training students’ perceptions on the involvement of literary works in their language classes at the Faculty of Education and Teachers Training.”	“Students of the English Teaching Study Program” (n:5)	“Questionnaire”	“The statistical analysis reveals that the students’ interest and perceptions were positively and significantly correlated, and both variables significantly affected each other.”
5	“Literature in the EFL Class: A Study of Goal-Achievement Incongruence.” Akyel, A, Yalçın, E.	1990	“The purpose of the study is to evaluate the present state of literature teaching in the English departments of five selected private higher schools in Istanbul.”	“Students of High School” (n:150) “Teachers” (n:22)	“Questionnaire”	“The study shows that a careful analysis of learner needs is usually neglected; that there is limited use of communicative language teaching methodology.”

**Table 1: (Continue)**

	<b>Study</b>	<b>Year</b>	<b>Purpose of the Study</b>	<b>Participants</b>	<b>Data Collection</b>	<b>Conclusion</b>
<b>6</b>	“The Relationship between Young Children’s Language Abilities, Creativity, Play, and Storytelling”, Holmes, R.M.(et al.)	2019	“The study aims to examine the connection between young children’s social play, creativity, storytelling, and language abilities.”	“European American Preschool Learners” (n:56)	“Observation” “Test”	“The study concludes positive relationships between storytelling abilities and language abilities, relationships between type of play, storytelling, and language abilities, and connections between creativity and language.”
<b>7</b>	“Literary Texts in the Language Classroom: A Study of Teachers’ and Students’ Views at International Schools in Bangkok”, Tasneen, W.	2010	“The study aims to uncover the teachers’ and the students’ views about using literature in the language classes at some international schools in Bangkok”	“English Teachers (n:8) Secondary School Students” (n:70)	“Questionnaire” “Classroom Observation” “Semi-Structured” “Interviews”	“The study concludes that most teachers agreed that they always encourage the students to relate the topics and themes, and the students agreed on that they liked their teachers to focus on activities that would allow them to discuss the literary texts.”
<b>8</b>	“The Effects of Reading Short Stories in Improving Foreign Language Writing Skills”, Şen-Bartan, Ö.	2017	“The study aims to see the effects of reading short stories in improving foreign language writing skills through Read for Writing model.”	“7 <sup>th</sup> grade Students” (n:48)	“Questionnaire”	“Read for Writing model had a significant effect on participants’ foreign language writing skills.”
<b>9</b>	“The Effect of Authentic Materials on the Motivation of EFL Learners” Peacock, M.	1997	“The study investigates to whether authentic materials increase the classroom motivation of learners.”	“Korean University EFL Students” (n:31)	“Observation for on-task behaviour” “Questionnaire”	“The results show that authentic materials significantly increased learner on-task behaviour and overall class motivation.”
<b>10</b>	“Integrating Literature into an EFL Setting: Turkish Students’ Attitudes Towards the Use of Short Story”, Baytar, İ.	2014	“The study aims to present the use of short story in EFL classes.”	“Students of the Department of Tourism and Hotel Management (n:50)	“Questionnaire”	“The results show that students have a positive attitude towards using the short story as a supplementary language learning material triggering their linguistic and critical thinking skills.”
<b>11</b>	“The Use of Literature in Language Teaching”, Mart, Ç. T.	2016	“The study aims to investigate the effect of using literature on learners’ communicative competences, language awareness for foreign language.”	“University Students at the Department of English Language” (n:75)	“Likert Scale”	“The results show that language learners mostly agreed on the statements which suggest that literature develop their language skills.”

**Table 1: (Continue)**

	<b>Study</b>	<b>Year</b>	<b>Purpose of the Study</b>	<b>Participants</b>	<b>Data Collection</b>	<b>Conclusion</b>
<b>12</b>	“Using Literature and Multiple Technologies in ESL Instruction.” Kyei-Blankson, Traore.	2011	“The study aims to describe how multiple technologies were successfully employed in the presentation of a novel.”	“University Students”  (n:10)	“Interview”	“The study offers findings that have pedagogical implications for instructors who plan to incorporate literature and technology into their ESL curricula.”
<b>13</b>	“The Use of Literature in English Language Teaching”, Hayırsöz, M.	2015	“The study aims to investigate the answer to the question of why English teachers prefer or avoid using literature as a means of language learning material.”	“English Teachers” (n:15)	“Interview”	“The results present that the teachers claim literature to be a motivating source to improve learners’ four skills and their class-participation.”
<b>14</b>	“An Analysis of the Attitudes of the Instructors and Students Towards the Use of Literature in English Language Teaching” Özkeçeci, T.	1994	“The study aims to investigate the relationship between literary studies and language teaching in preparatory classes at three universities (Atatürk University, Van 100.Yıl University, and Gaziantep University).”	“University Students of ELT and ELL Departments” “(n:217)” “Instructors” (n:53)	“Questionnaire”	“The results show that both students and instructors agreed that the use of literary works increases learners’ interest the language learning. Also, the students think literature as a motivating reinforcement.”
<b>15</b>	“Teaching English as a Foreign Language Through Literature”, Sapıtmaz, S.	2005	“The study aims to investigate how language learners acquire a foreign language through the usage of literary texts.”	“University Students”	“Observation”	“The study concludes that literature is seen as a motivating tool for the students’ participating in language learning activities.”

In Table 1, the studies that are most related to the current research are aimed to be summarized. It seems that there exist several studies relating to literature and language learning in various aspects such as its contribution to learners’ motivation, classroom participation, enhancing writing skills, vocabulary learning, and raising cultural/intercultural awareness and so on. The main concern of these studies emphasizes the benefits of using literature for language teaching and learning as a tool. It is visible from the included studies that some of them appear to have been designed to prove the benefits of integrating literature in language classes as based on experimental designs, while the others are mainly based on the findings of the questionnaires or interviews for collecting the opinions or perceptions of the participants.



The samples of these studies have a wide range of including primary school children as well as senior university students. A point worth mentioning here is that most of the university-level students who were chosen as participants were supposed to get literary courses anyway. Thus, it seems that not several studies aim to prove the benefits of literary texts as an extra supportive language tool for language learners who are not obliged to study any kind of literary writing. It also appears from the current literature review that literature may still be seen as a source for upper-intermediate levels of language learners as in the past, about which Collie and Slater (1987: 2) state that “literature was accepted as an ‘elitist’ brush and reserved for the most advanced level of study.” Some of the studies also employed EFL teachers/instructors to get data about their opinions on the integration of the literary texts into language classes as a language learning tool.

Among the studies, a few studies included the process of employing literary texts by conducting sample courses and the researchers of these mostly preferred interviews as data collecting method which corresponds to the common concerns of the present study. When examined the overall conclusions of the previous studies, it can be deduced that all of the studies present the using of literature as a beneficial way for language learning, whether statistically or empirically proved. Thus, none of the studies claims a negative approach to the use of literary texts as a source for language learning. However, it is also evident from the results of the studies that although many pieces of the research proposed to prove the benefits of literary texts, they cannot be named as a common language learning tool. Almost all studies suggest for further studies on the issue as Edmondson (1997) and some other scholars agree on the idea that there isn’t sufficient research on the practicability of the issue. Keeping in mind these approaches to the subject, the current study also aims to present an example of the integration of the short stories as an extra language tool to prove its effect on learners.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Qualitative Nature of the Study**

It is known that qualitative research provides a meaningful textual description of human behaviour and experience. Mainly taking place in the natural setting of the attendants or the researchers; qualitative research allows researchers to gather actual detailed experience of the participants. It has behaviour and experience-based nature, as Long & Godfrey (2004: 182) state that the researchers who prefer using qualitative methods intend to collect and analyse data in a sense of and “focusing on visual and verbal data to draw out the subjects' knowledge and perceptions and explore the context in terms of social settings and culture.”

Similarly, the primary purpose of the current study was to observe the effect of the integration of the short stories as an extra tool into the regular language classes of secondary school level learners. Since this study was based on the idea of observing learners' experiences and collecting their opinions from the first-mouth before and after the application of the short story-integrated courses, the study gained a qualitative identity spontaneously. Accordingly, a qualitative sense of data analysis was occurred naturally to be employed throughout the study. In this sense, one main output of the present study was to the comparison of students' thoughts and experiences before and after the short story-integrated courses, which also makes the current study own an experimental process.

To achieve the process of gathering qualitative data for the study, data collection methods such as interview and observation were considered appropriate to get precious insight and enlighten the process. About the role of teacher-researcher on the practice of such qualitative researches, Denzin and Lincoln (2003: 3) claim that “the role of the researcher, the person reading a textual passage, and the individuals from whom qualitative data are collected play a more central role in researchers' design decisions.” In the same sense, the teacher-researcher of this study intended to collect data from the first-hand employing in-depth, semi-structured interviews before and after the four weeks and teacher-research observations during the whole process to reach genuine experiences of the young language learners.

### **3.2. One-Group Pre-experimental Design**

Due to the in-depth, semi-structured interviews applied to the students about their experiences and opinions before and after the four-week short story-integrated courses, the study naturally gained an experimental feature as it is stated clearly by the Hopkins (2008: 48) that “when teachers adopt an experimental approach, they take on an educational idea, cast in the form of a curriculum proposal, and test it out within their classrooms.” In the same sense; for the current study, which was not a strictly experimental one, rather than employing any other control group, a group of language learners were chosen as samples regarding their availability to observe the effects of the process. Since the current study employed only one group to be employed throughout the process to observe the effects of studying short stories on the language learners and collect data about their experiences; it was based on a one-group study which allows the researcher not to create artificial control groups to make comparisons among the various groups.

Similarly, the present study was also based on a pre-experimental design which involves “a pre-test measure followed by a treatment and a post-test for a single group” (Cresswell, 2007: 19). In this study, the pre-test and the post-test appeared as the in-depth- semi-structured interviews to be applied before and after the four-week study of the short stories. Thus, the treatment could naturally be considered as the study of the short stories for four weeks. Here, the effect of the process on the motivation and the participation of the language learners was the proposed output of the study, about which the data was collected by the pre-experiment and post-experiment interviews.

Also, used mainly for behavioural researchers, the pre-experimental research design was seen suitable for the current study since the primary purpose was to see the effect of the process on the language learners in a single group by giving them the same treatment. Guided by Creswell’s perspective on the method, it was seen by the teacher-researcher of this study that one group- pre-experimental design perfectly fitted the requirements of the current research considering the sampling of the participants and the interaction between the EFL teacher and the learners in their natural setting.

### **3.3. Setting and Participants**

Since the qualitative studies are mainly conducted in the natural settings of the proposed participants, the setting of the present study was defined as a typical English language learning classroom at a state school. The proposed secondary school is located in central İyidere, which is a small, coastal town in the province of Rize/Turkey. The number of students at that secondary school was considerably lower due to the population of the town and the available schools for the students living in the villages of the town. For the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders, only one classroom was

highly enough regarding the numbers of the students, while the population of the 8<sup>th</sup> graders were twice of the other grades that made it available to divide them into two classes.

On deciding the participants, purposive sampling was preferred regarding the needs of the research such as learners' availabilities, language backgrounds, motivation and reading habits; because the purposive sampling offers researchers the 'conscious selection of the appropriate participants'. Considering the previously mentioned related studies on the issue; it can be deduced from the findings and the results that it would probably be more efficient to integrate any literary texts to the courses of the higher levels of students.

However, regarding the current conditions of the secondary schools, as the highest level of the learners, the 8<sup>th</sup> graders were mostly under the pressure of preparing for the high school entrance exams which heavily forced them to give their all attention to the test books. Regarding the lower grades of language learners, the extended syllabus of the 5<sup>th</sup> and 6<sup>th</sup> graders' coursebook made it almost impossible to have any time for any extra activities in the classroom setting. Also, having less information about the learners' reading habits of those levels was another drawback making the teacher-researcher not sure about the attitudes and the language practices of those learners.

Thus, for the current study, the 7<sup>th</sup>-grade level of the group was found appropriate to fulfil the requirements of the present study. There exist a few rationales for choosing them as the participants of the study. The first one is that the English courses were much more progressive due to the learners' interests in language learning, which made it highly possible to have extra time to do various activities during the courses. The other reason is the less population of the students in the classroom when compared to the other levels of learners, which also provided the teacher to pay much more attention to the individual development of the students.

And, as the last reason, which was a feature of that class making them different from the other graders also, was their reading guidance provided by the teacher-researcher for about five months before conducting the current study. As being both the EFL teacher and the counselling teacher of the 7<sup>th</sup>-grade learners, the process of guiding learners to improve their reading habits and language skills outside the classroom environment occurred unintentionally. However, with the appearance of the current study, the teacher-researcher decided to employ those learners voluntarily due to the several reasons mentioned already. Thus before the integration of the short stories into the language class, some of the learners at the 7<sup>th</sup>-grade level were experienced short-story readers in English, while the others were also encouraged and tried to read in English so often.

Thus, the participants of the present study were voluntary language learners of 7<sup>th</sup>-graders (n: 8) between the ages of 11-13. Regarding the socio-cultural background of the learners, it was

known by the EFL teacher that the learners were mainly from families of middle-class, and being the graduates of secondary or high schools, their parents were mostly engaged in farming and trading. It is known for sure that none of the learners had the opportunity or wish to get a private language or any other courses. Thus, their English language awareness was mainly dependent upon the English classes at the school and the opportunities the Internet offers to them. As a result, among the four levels of language learners, the 7<sup>th</sup>-graders were found appropriate by the EFL teacher regarding their availability and background.

### **3.4. Data Collection Methods**

As for the data collection methods for the study, observation and in-depth, semi-structured interview were seen valuable to get the data directly about the process. Regarding the comparison of the language learners' attitudes and experiences on short story integrated language courses, the interview questions were designed to be asked in the pre-experiment interview and the post-experiment interview, which allowed teacher-researcher to analyse the difference in learners' attitudes in a more efficient way. On the observation as a data collection method, the teacher-researcher intended to divide the process into two steps for the present study as the teacher's observations and the researcher's observations. Accordingly, it was aimed to associate the two processes and comprehend the learners' experience in detail. In this sense, the observation and the interview as data collection methods were intended to be explained briefly to enlighten the process of the current study.

### **3.5. Observation**

Observation is one of the essential data collection techniques for both qualitative and quantitative research designs. Defined as "the fundamental base of all research methods" by Adler and Adler (1994: 389), observation is also the main component of the present study. It has been already mentioned that the main focal point in this study was on the thoughts and experiences of the EFL students, so the author of this study benefited from observation as a valuable data collection tool from the perspective of an EFL teacher and a researcher in the field.

Regarding the observation as a technique, it can be claimed that it is one of the most commonly used techniques by all teachers intentionally or unintentionally during the lessons. On this issue, Allison and Pissanos (2012: 48) state that; "successful teachers are skilled observers who make meaning from the dynamics of their classrooms." Considering the current study, close-observation of the EFL learners was mostly preferred to catch the details of their attitudes towards the integration of the short stories into their English classes.

As Denzin and Lincoln (2003: 3), as cited by Demir (2019), also explain qualitative research as “a situated activity that locates the observer in the world”, the language teacher was supposed to be in the heart of the research as a participant-observer of the research process to achieve the data collection steps successfully. Having the same concerns for the current study, observation technique was aimed to be employed to get direct data about the process which enabled the teacher-researcher to get reflective and descriptive notes about the learners’ attitudes and experiences.

On the practice, Angrosino (2007: 2) similarly points that “qualitative researchers use observation as a process by which people interacting in their natural settings are studied so that their behaviours and words can be put into their proper context.” In the light of this, the teacher-researcher of this study aimed to divide the process of observation into two steps: the first one was observing the learners during the interviews from the eye of a researcher, and the second one was close-observation of the language learners during the courses. In the first step, the teacher-researcher intended to observe the language learners during the pre-experiment and the post-experiment interviews. The focal point was here to see directly and understand their attitudes to the short-story-integrated courses before and after having the experience.

In the second step of the observation process, which was during the four-week courses, the EFL teacher clearly defined the objectives of the observation procedure. Having the course plans of each week in hand, the EFL teacher made observations and took notes during and after each course regarding the learners’ motivation to study short stories, their willingness to participate to the language activities, their interpretations of the stories and the questions, and their attitudes for the classes. Having a teacher journal by her side, the teacher-researcher of the current study took notes for each course and each student to make the process of short story-integrated courses more meaningful for the study. Thus, in Table 2, Table 3, Table 4, and Table 5, the common outputs of the study included for each step (warm-up, pre-reading, while reading and post-reading).

### **3.6. In-depth, Semi-Structured Interview**

The in-depth, semi-structured interview is regarded as one of the most preferred data - collection method by the researchers. Morris (2015: 3) clarifies it by stating that “the semi-structured in-depth interview is similar to a conversation in that there are two individuals discussing a topic of mutual interest and ideally the discussion is relaxed, open and honest.” In a similar sense, to collect rich data of personal experiences as much as possible from the students, it was believed that in-depth semi-structured interviews before and after the courses were highly necessary.

Similarly, Morris (2015: 3) suggests on the impact of it as a data collection method that “in-depth interviewing, when done competently, is a highly effective method for obtaining data for

social research.” In the same vein, in-depth interviewing allows researchers to understand an individual’s motivations by observing attitudes through body language and intonation. As one of the main components of this study was to seek for the source of the learners’ motivation for studying short stories, employing such interviews was found necessary.

On the side being semi-structured, open-ended pre-determined questions were preferred that allow learners to express their opinions freely without deviating from the main subject and the questions. In this issue, Longhurst (2009: 580) expresses that “although the interviewer prepares a list of predetermined questions, in-depth, semi-structured interviews tend to unfold in a conversational manner. This offers participants the opportunity to explore issues they feel are significant”.

Thus, it was intended to benefit from the in-depth, semi-structured questions to offer the learners time and space to illustrate their opinions on the issue in a sense of naturalistic inquiry. To fulfil this purpose, their voluntary participation and comfort in sharing their opinions were the primary concerns during the interviews.

On the other hand, the interviewing process was intended to be conducted considering the ethical issues. As soon as the teacher-researcher was sure about the voluntary participation of the students, the interview questions were prepared in a form of in-depth, semi-structured interview to make the learners feel free to express their opinions in a conversation setting. Since it was needed to get permission for any kind of application at the state schools in Turkey, along with the parents’ permission paper, it was required to explain the process of the current study to the chiefs working at the Department of the Ministry of Education.

After making them sure about the learners’ privacy and security throughout the research by making promises on not to take and share any photos or videos of the learners and not to digress from the syllabus of the coursebook, it was finally possible to get the official permission paper to consult to the school administration about the time regulations of the study. Having considered all the precautions for the participants’ privacy and benefit, the interviews were applied in one-to-one sessions before and after the four-week short story-integrated English classes.

### **3.7. Short Stories and Course Plans**

Considering the benefits of the use of short stories as a language learning material to reinforce learners’ language skills mentioned before, short stories were employed with various language examples for this study. To select the most proper short stories for the language learners, a significant number of short storybooks and the stories published on the Internet were examined by the teacher-researcher in detail. Among the criteria for deciding the short stories, the primarily

considered one was their correspondence with the curriculum of the 7<sup>th</sup>-grade coursebook offered by the MoNE. To fulfil this criterion, several short storybooks series written by Turkish authors regarding the syllabus of the learners were analysed accordingly.

According to the results, it was seen that considering the context, they were highly conformed to the curriculum of the regular coursebooks. However, it was also realised by the teacher-researcher that the storybooks didn't sound native at all. Since one of the purposes of the study was to offer language learners extra "meaningful context" to exploit rather than simply repeating the dialogues and the texts placed in the regular coursebooks, the teacher-researcher of the study headed towards to the stories written by the native English speakers or authors from different countries due to the possible benefits that can be gained from the 'authentic' texts such as "providing authentic input for language learning.", mentioned by Ghosn (2002: 172-179) before. The reason for accepting the works of the authors from the different nations too was getting a possible opportunity to examine the use of English language by the people from other countries, which may be beneficial to contribute to the language learners' sociolinguistic competences, indeed.

Having intended to select the proper short stories to integrate into the language courses, the teacher-researcher examined several short stories written by native English speakers and other foreign authors. After evaluating several short stories, just a few stories found appropriate for the learners regarding their language proficiency levels and the correspondence of the contexts of the short stories to the syllabus of 7<sup>th</sup>-grade coursebooks. Keeping in mind the benefit of authentic materials also pointed by Peacock (1997: 144-153) as "many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials", a short story named "Edward and Charles" written for children by the English speaking author Elizabeth Semple was preferred to offer language learners as an example of the literary works that their peers from English-speaking countries may read.

Since, there were a limited number of authentic short stories appropriate both for the language learners and the syllabus of the 7<sup>th</sup>-grade coursebooks, employing graded and simplified stories was also considered useful by the teacher-researcher, on which Lazar (1993: 17) similarly stated that "obviously, at lower levels, students may be unable to cope on their own with an authentic novel or short story in English. Any extensive reading we encourage them to do outside the classroom would probably need to be of graded material, such as graded readers" Guided by this point of view, several graded and simplified short stories were examined accordingly.

After the evaluation process, the short story named "The Blind Men and the Elephant" by the American author James Arthur Baldwin was found suitable as a graded story considering the linguistic structures' familiarity with the course syllabus.



Another story “The Giving Tree” written by the American author Shel Silverstein as a children’s storybook was also chosen intentionally to make them familiar with English-writing authors of literature, without making it difficult for them to interpret meaning due to the language difficulty of the texts. As it was a famous story around the world, it was also possible for the teacher-researcher to find a short video of the short story which was also used during the course then.

Lastly, the teacher-researcher wanted to make the learners study a short story that they had been already familiar with their early childhood. Enlightened by the view of Jordan (1997: 113) claiming that in the earlier stages of the foreign language learning process, “non-authentic materials can be preferred”, the English translation of the story “The Little Match Seller” by Hans-Christian Anderson was considered appropriate regarding both the correspondence of its context to the course syllabus and the language learners’ interests at the age of 12-13. This story was also chosen by the teacher-researcher consciously regarding its feature of conveying some cultural elements of the target culture about which the learners had heard a few words in the earlier years but couldn’t make sense at all, on which, Erbay & Çelik (2013: 336) also suggested that “it is important for language teaching materials to present various cultural elements to pave the way for the development of Intercultural Communicative Competence.”

After determining the short stories to study, the lesson plans for the courses were also prepared by the teacher-researcher. Each story was analysed accordingly by identifying the common lexical and grammar structures in both the short stories and the 7<sup>th</sup>-grade syllabus. Since the purpose of the study was not to measure the effect of employing short stories on teaching and learning new grammar or lexical structures, the focus of the plans was mainly on the structures that were familiar to the language learners. Following the analysis of the structures to be given to the learners, several course plans of published coursebooks, including the prestigious ones such as Oxford and Cambridge, were also examined and the final plans were created accordingly.

Then, considering the course plans, language learners’ proficiency levels and the timing; language exercises were prepared by the teacher-researcher since it was aimed to trigger language learners’ “activity-based motivation”, which was previously explained as focusing “on the task itself and including emotions, appraisals, and intentions before the task begins and emotions, attributions, and effort reported at the end of the task.” (Gardner et al., 2004; Heckhausen, 1991; Boekaerts, 2002). In the same sense, language activities about the short stories were determined as a warm-up, pre-reading, while reading and post-reading activities and they were planned to be completed in two-course hours (80 min).

The purpose of creating warm-up activities was to attract learners’ attention to the story and the course while pre-reading activities intended to make them scan their linguistic knowledge and

provoke them for further studies. During the while reading activities, language learners were allowed to express their opinions and interpret the meanings in the texts. Lastly, for the post-reading activities, they were supposed to fulfil the requirement of the language exercises with the help and guidance of the EFL teacher.

In the last part, open-ended questions such as ‘writing an alternative end’ for the short stories were also employed intentionally to promote learners to boost their imagination and critical thinking skills, on which the teacher-researcher inspired by the view Langer (1997: 607) suggested as “when students read literature, "horizons of possibility" come to mind, moving them to reflect on and interpret ideas at hand; students raise questions, recognize problems, seek causes and solutions, and make connections. They explore multiple perspectives and imagine scenarios.”

To conclude, it is worth to say that about the process of selecting short stories and the practicability of the course plans, the whole process was completed in terms of timing and the language learners’ participation in the language activities.

### **3.8. Application of the Pre-Experiment Interview**

Before applying the in-depth, semi-structured interview as the pre-experiment interview to the language learners, the teacher-researcher had a brief conversation with the learners informing them about her plans to carry out a study and an interview with them by using a various source during the lessons for four weeks. Excited by the offer, the language learners demanded more detail about it; however, the EFL teacher didn’t give so much detail in order not to influence their answers on the pre-experiment interview that was applied to them in the next day after being sure about their willingness for the participation to the study.

Considering the age and the lack of previous experiences on the interviews of the young learners, the pre-experiment interview was prepared in a brief and a comprehensible form in order not to make the learners bored or anxious about the process as Morris (2015: 3) clarified this by stating that “the semi-structured in-depth interview is similar to a conversation in that there are two individuals discussing a topic of mutual interest and ideally the discussion is relaxed, open and honest.”

The questions on the pre-experiment interview were designed to serve for two purposes: to get their opinions towards the use of short stories in the English language classes as an extra tool and their experiences about the process regarding its effect on them. The same questions were also asked in the post-experiment interview after the four-week short story integrated courses to see the difference or similarities in their opinions and experiences towards the idea of the short story as an extra language tool for the classes (see Table 6 ). Accordingly, the learners were requested to be

interviewed one by one, and it is realised that by the EFL teacher that some of the students showed more shy behaviours alone when compared to their regular manners in the classroom environment. The EFL teacher explained the whole planned process in detail to each learner as well as making them feel comfortable about the fact that the process wasn't going to change anything about their exams and the grades. The language learners were so used to studying coursebooks and the test books in all of the classes at the school that some of the students were seemed confused and preferred answering to the questions briefly with short answers although the EFL teacher made the process very clear in detail. However, it was also observed by the teacher that none of the students showed any sign of anxiety about the process due to their voluntary participation in the interview without being judged by the teacher. After completing the interviews in a remarkably short time, the learners informed about the date of the first course, which was welcomed by the learners with excitement.

### **3.9. Studying Short Stories**

The language activities were made up regarding some main focus points such as the course plans created for each short story, young language learners' interests and preferences for the activities and the linguistic and cultural elements aimed to be included in the exercises. On the issue of having insight for learners' interests for activities, the EFL teacher utilized from her previous experiences on the learners' reactions to various activities done before. In this sense, language activities such as vocabulary exercises, reading comprehension questions, simple puzzles, true/false questions, matching and fill in the blanks activities involved following the context of the short stories and the 7<sup>th</sup>-grade syllabus; thus, each exercise in the short stories was related to one or two given units of the 7<sup>th</sup>-grade coursebook offered by the MoNE. On the other hand, the process of doing the activities was divided into four steps as a warm-up, pre-reading, while reading and post-reading activities, some of which were regarded as flexible activities that could be shifted when needed by the EFL teacher. All of the course plans shared the same process, however, the language activities varied regarding the requirements of each story; for instance, while the first course included a listening activity, the second course employed watching the video of the story, and the rest two classes didn't include either of them due to the lack of source.

In the warm-up step, the language activities such as introducing the short story and guessing the theme of the short story by looking at the given picture were performed verbally both in English and Turkish without the pressure of forcing the language learners to speak solely in the target language by which the learners' attitude to the short story and their background knowledge about the stories aimed to be understood by EFL teacher. Then, in the step of the pre-reading activities, before reading each short story; students' attention attracted by the vocabulary exercises which included specific words both from the context of the short story and the 7<sup>th</sup>-grade coursebook. The learners were also allowed to interpret the title of the short story by predicting the

theme and the characters of the short story. During the while reading activities, the language learners were in a more limited position when compared to the other steps in the process. In this step, along with the reading, their listening and speaking skills, as well as their focus on following the text, were highly demanded. Finally, in the last step of post-reading activities, the participation and the energy of the language learners were at the maximum level due to the given language exercises which seemed to increase learners' motivation for participation, on which Dörnyei (1998: 122) made it clear as "central mental 'engine' or 'energy-centre' that subsumes effort, want/will (cognition), and task-enjoyment (affect)."

### **3.10. Discussing and Grading the Short Stories**

Since one of the main goals of the current study was to get rich data about the young language learners' experiences and opinions on the short story integrated language courses, it was essential for the teacher-researcher to collect their ideas for the short stories to compare the appropriateness of them for the learners not only from the perspective of the EFL teacher but also from the learners' point of view. Therefore, a short story grading rubric was also prepared by the teacher-researcher to grade the selected short stories and compare the results. (see appendix 5). Soon after each course completed, the language learners were requested to fill in the short story grading rubric regarding their experience in studying the short story. During the first application, the teacher needed to explain some terms given in the rubric to the learners, then in the later evaluations, the language learners were clear about it, and they didn't need any clarification to fill in the rubric.

The given short story rubric was prepared by the teacher-researcher after examining several rubrics used in other studies and activities. It was divided into five main parts regarding the features such as plot and theme, the characters and the setting, the competence to attract the reader, the cultural elements it had and, the difficulty of language and the writing of the short story. Each part also had four criteria to be evaluated over the five points by the language learners. The aim here was to be sure about the suitability and the practicability of the selected short stories for the language learners regarding their individual experiences, on which McRae (1997: 9) offered that "careful text selection is fundamental to the successful use of any kind of representational materials". Thus, along with the short story grading rubric, a brief discussion of the stories were also involved in the process in a conversational atmosphere considering the perspective offered by Lazar (1993: 9) that "reading comprehension is a function of cultural background knowledge." The teacher-researcher also aimed to get information about the previous experiences of the language learners by this evaluating process.

### **3.11. Application of the Post-experiment Interview**

After completing the four-week short story integrated language courses, the teacher-researcher of the study applied the in-depth, semi-structured interview as the post-experiment interview that was previously used in the process of applying the pre-experiment interview. The findings of both interviews were compared in Table 6.



## CHAPTER FOUR

### 4. FINDINGS AND DISCUSSION

#### 4.1. Teacher-Researcher Observations

As the conductor of the current study, the teacher-researcher employed the observation method intentionally as a data collecting technique to get an insight into the learners' attitudes and the experiences during the process. Inspired by the perspective of Allison and Pissanos (2012: 48) who implied that "successful teachers are skilled observers who make meaning from the dynamics of their classrooms", the teacher-researcher divided the process of observation into two steps. In the first one, focusing more on the researcher role required for the study, the data gathered during the interviews, while in the second step it was intended to collect information during the courses as primarily an EFL teacher.

Thus, as in the researcher role during the interviews, the EFL teacher observed the language learners' general attitudes and body language accordingly and concluded that while in the pre-experiment interview the language learners were not sure about the outcomes of the upcoming process offered by the integration of the short stories into the language classes, they seemed to develop an absolute self-confidence and motivation in the post-experiment interview after the four-week. The reason for this uncertainty was detected by the EFL teacher as the fact that the language learners hadn't been exposed to such practices by their previous EFL teachers in their earlier years. Thus, despite the clear explanation of the process in detail, it was not sufficient for them to identify their role as a reader in the classroom setting.

It was also seen by the researcher that the learners were more willing to talk about their experiences in the post-experiment interview than in the pre-experiment interview, on which Daskalovska & Dimova (2012: 1182) put it as "if learners are to be encouraged to participate in a conversation in the classroom, they should be given a meaningful content that will provoke their interest, capture their imagination and give them something important to talk about." So, as an overall comment on the interviewing, it can be deduced from the process that the experience the learners had for four weeks affected their attitudes and opinions positively at the end. Considering the observations during the courses, it was definite that the EFL teacher attached more attention to the observation process compared to the regular courses. The teacher classified her comments by taking notes after each week to create a teaching journal at the end of the process. The teachers'

observations during the language activities in the first week's course were also summarized in Table 2.

**Table 2: Week 1- The Blind Men and the Elephant**

Week 1- The Blind Men and the Elephant by James Baldwin				
Steps	Procedure	Aims	Activities	Outputs
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• “Introduction of the short story.”</li> <li>• “Students look at the picture and tell what they think first.”</li> <li>• “Students predict the main theme of the text by its title and discuss it for a few minutes.”</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• “To students’ backgrounds.”</li> <li>• “To the subject of the text.”</li> </ul>	Before you read; <ul style="list-style-type: none"> <li>• “Look at the picture!”</li> <li>• “Tell your friends what you see.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students enjoyably interpreted the picture.”</li> <li>• “Each student suggested a different idea for the main theme.”</li> </ul>
<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>• “Asking students to predict the main theme of the text by its title.”</li> <li>• “Selecting specific words from the text and asks them to the students to draw their attention.”</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• “Grammatical structures.”</li> <li>• “Unknown words.”</li> <li>• “To achieve a general understanding of the text.”</li> <li>• “To comprehend the main ideas of the text.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Scan the words below and write the meanings of them.”</li> <li>• “Find the ordinal numbers in the puzzle.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Most of the students guessed the words and wrote their meanings.”</li> </ul>
<b>While-reading</b>	<ul style="list-style-type: none"> <li>• “Students read the text following the listening track.”</li> <li>• “Students express their first impression of the text at the end of the reading.”</li> </ul>	<ul style="list-style-type: none"> <li>• “To build reader confidence and enjoyment.”</li> <li>• “To translate the text correctly.”</li> <li>• “Grammatical functions.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Listen to the track.”</li> <li>• “What do you think about the story?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students read and listen to the text carefully.”</li> <li>• “Students made several creative comments on the story.”</li> </ul>
<b>Post-reading</b>	<ul style="list-style-type: none"> <li>• “Students detect and guess the meanings of the unknown vocabulary.”</li> <li>• “Students discuss the characters, ask questions about the text and interpret the incidents in the text.”</li> <li>• “Students tell sentences they find hard to translate and translate them together.”</li> <li>• “Each student offers an alternative end for the short story.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Coherence”</li> <li>• “Content”</li> <li>• “Vocabulary”</li> <li>• “Receiving”</li> <li>• “Answering”</li> <li>• “Criticizing”</li> <li>• “Ordering”</li> <li>• “Translating”</li> <li>• “Public speaking.”</li> <li>• “Group discussion,”</li> <li>• “Pronunciation”</li> <li>• “Fluency”</li> <li>• “Simple Past Tense”</li> <li>• “Simple Present Tense”</li> <li>• “Comparative”</li> <li>• “Animal Parts”</li> <li>• “Adjectives”</li> <li>• “Ordinal Numbers”</li> </ul>	<ul style="list-style-type: none"> <li>• “Write the unknown words in the bubbles with the meanings.”</li> <li>• “Fill in the blanks with the right words.”</li> <li>• “Discuss and write the answers to the questions according to the story.”</li> <li>• “Fill in the blanks with the right words.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students scanned the text and found the unknown words. Then they tried to guess their meanings.”</li> <li>• “Students offered creative ideas for alternative ending questions.”</li> <li>• “Students discussed the disadvantages of having a bias for new situations.”</li> <li>• “Students fulfilled language activities successfully.”</li> </ul>
<b>Related to</b>	“Unit 1: Appearance and Personality, Unit 3: Biographies, Unit 4: Wild Animals.”			

In the first lesson of the study, learners were curious and silent about the course waiting for the EFL teacher to introduce them to the language material. After giving them the print outs of the first short story “Blind Men and the Elephant” and the language activities, they seemed pleased to

have a different source which was not as same as when they were given print outs of homework or multiple-choice tests in the earlier courses. Within a minute, several questions raised by the learners soon after they riffled the papers quickly, and the EFL teacher explained the steps one by one by attracting their attention to the first activities which were primarily designed as the warm-up and pre-reading activities. For the first a few minutes of the pre-reading activities, the learners hesitated in speaking about the first activity which asked them to talk about the picture and tell what they understood, but they adapted more quickly to the exercises by making imaginative and funny comments on the image than the EFL teacher expected so. During the while-reading activities, the learners were also active by reading and translating the paragraphs in a collaborative atmosphere with the guidance of the EFL teacher. A point that was highly pleased the teacher was the apparent curiosity of the learners for the next sentence and the end of the story since it was a kind of response that couldn't be observed when performing the texts in the regular coursebooks.

As the courses were designed to be completed in two class hours (80 min), the first lesson was enough for the warm-up, pre-reading and the while reading activities for the short story. In the step of post-reading activities, the vocabulary exercises were completed with enjoyment by the learners while the reading comprehension questions took more time and made them force their thinking and writing skills. During the exercises in the whole process, learners were allowed to help each other and use the board to write their answers. The most challenging part of the study for them observed by the EFL teacher was the reading comprehension questions on which they needed to employ their imagination and critical thinking skills due to the questions such as writing an alternative end for the story and offering a similar experience from their daily life.

For these questions, each individual had different answers as expected, and they were discussed by the class in a critical atmosphere. Soon after completing the language exercises, the learners were introduced the short story rubric to evaluate the short story, on which the EFL teacher needed to explain some structures and the grading of the features. This step also excited the learners who critically fulfilled the rubric as well as comparing their results with each other and discussed their reasons. And, although everyone's answers were written and argued sufficiently during the course, language learners' creative discussions on deciding the best end for the short story continued even in the break time, and they also wanted to know about the next week's story, which also pleased to EFL teacher by seeing their pleasure and curiosity for the courses. In this sense, the teacher deduced from these observations that the motivational step of language tool seemed to be achieved.



**Table 3: Week 2- The Giving Tree**

Week 2- The Giving Tree by Shel Silverstein				
Steps	Procedure	Aims	Activities	Outputs
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• “Introduction of the short story.”</li> <li>• “Students look at the picture and tell what they think first.”</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• “To students’ backgrounds.”</li> <li>• “To the subject of the text.”</li> </ul>	Before you read; <ul style="list-style-type: none"> <li>• “Look at the picture!”</li> <li>• “Tell your friends what you see.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students interpreted the picture successfully.”</li> </ul>
<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>• “Asking students to predict the main theme of the text by its title.”</li> <li>• “Selecting specific words from the text and asks them to draw their attention.”</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• “Grammatical structures.”</li> <li>• “Unknown words.”</li> <li>• “To achieve a general understanding of the text.”</li> <li>• “To comprehend the main ideas of the text.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Do you know these verbs?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Most of the students guessed and wrote the meanings of the given verbs.”</li> </ul>
<b>While-reading</b>	<ul style="list-style-type: none"> <li>• “Students read the text and watch the short video.”</li> <li>• “Students express their first impression of the text at the end of the reading.”</li> </ul>	<ul style="list-style-type: none"> <li>• “To build reader confidence and enjoyment.”</li> <li>• “To translate the text correctly.”</li> <li>• “Grammatical functions.”</li> <li>• “Coherence”</li> <li>• “Content”</li> <li>• “Vocabulary”</li> <li>• “Receiving”</li> <li>• “Answering”</li> <li>• “Criticizing”</li> <li>• “Ordering”</li> <li>• “Translating”</li> <li>• “Public speaking.”</li> <li>• “Group discussion.”</li> <li>• “Pronunciation”</li> <li>• “Fluency”</li> <li>• “Simple Past Tense”</li> <li>• “Simple Present Tense”</li> <li>• “Can/Can’t</li> <li>• “Simple Past Tense”</li> <li>• “Simple Present Tense”</li> <li>• “Action Verbs”</li> </ul>	<ul style="list-style-type: none"> <li>• “Watch the video.”</li> <li>• “What do you think about the story?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students watched the video carefully after reading the text and then discussed the story.”</li> </ul>
<b>Post-reading</b>	<ul style="list-style-type: none"> <li>• “Students detect and guess the meanings of the unknown vocabulary.”</li> <li>• “Students discuss the characters, ask questions about the text and interpret the incidents in the text.”</li> <li>• “Students tell sentences they find hard to translate and translate them together.”</li> <li>• “Each student offers an alternative end for the short story.”</li> </ul>	(Aims from the previous row)	<ul style="list-style-type: none"> <li>• “Discuss and write the answers to the questions according to the story.”</li> <li>• “Find the verbs in the puzzle.”</li> <li>• “Write True or False according to the story.”</li> <li>• “Match the pictures with the phrasal verbs.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students discussed the relationship between people and nature in a critical way.”</li> <li>• “Students discussed their consumption habits, considering the natural sources of the world.”</li> <li>• “Students offered creative ideas for alternative ending questions.”</li> <li>• “Students developed a certain empathy for the tree in the story.”</li> <li>• “Students fulfilled the language exercise.”</li> </ul>
<b>Related to</b>	“Unit 4: Wild Animals.”			

In the second week, the learners kept their curiosity, and they didn’t need any explanation about the process due to the experience they got from the previous course conducted a week ago. For the second short story “The Giving Tree”, a short animation video of it also included as an additional activity to attract language learners, about which the EFL teacher observed that it seemed to have a specific effect on reinforcing learners’ understanding and interpreting the

meanings within the text. During the language exercises and evaluating the short story, it is seen that learners were more comfortable with the activities.

**Table 4: Week 3- The Little Match Seller**

Week 3- The Little Match Seller by Hans-Christian Andersen				
Steps	Procedure	Aims	Activities	Outputs
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• “Introduction of the short story.”</li> <li>• “Students look at the picture and tell what they think first.”</li> <li>• “The teacher asks students’ opinions about New Year’s Eve and Christmas.”</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• “To students’ backgrounds.”</li> <li>• “To the subject of the text.”</li> </ul>	Before you read; <ul style="list-style-type: none"> <li>• “Look at the picture!”</li> <li>• “Tell your friends what you see.”</li> <li>• “What do you know about Christmas and New Year’s Day?”</li> <li>• “Did you read the story?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students interpreted the picture successfully.”</li> <li>• “Most of the students didn’t know much about Christmas and New Year’s Day.”</li> </ul>
<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>• “Asking students to predict the main theme of the text by its title.”</li> <li>• “Selecting specific words from the text and asks them to the students to draw their attention.”</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• “Grammatical structures.”</li> <li>• “Unknown words.”</li> <li>• “To comprehend the main ideas of the text.”</li> <li>• “To build reader confidence and enjoyment.”</li> <li>• “To translate the text correctly.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Write the past forms and the meanings of the regular verbs.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Students offered their predictions about the main theme of the story successfully.”</li> <li>• “Students memorized the regular verbs.”</li> </ul>
<b>While-reading</b>	<ul style="list-style-type: none"> <li>• “Students read the text while listening to the track.”</li> <li>• “Students express their first impression of the text at the end of the reading.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Grammatical functions.”</li> <li>• “Coherence”</li> <li>• “Content”</li> <li>• “Vocabulary”</li> <li>• “Receiving”</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about the story?</li> </ul>	<ul style="list-style-type: none"> <li>• “Students developed a certain empathy for the main character.”</li> </ul>
<b>Post-reading</b>	<ul style="list-style-type: none"> <li>• “Students detect and guess the meanings of the unknown vocabulary.”</li> <li>• “Students discuss the characters, ask questions about the text and interpret the incidents in the text.”</li> <li>• “Students tell sentences they find hard to translate and translate them together.”</li> <li>• “Each student offers an alternative end for the short story.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Answering”</li> <li>• “Criticizing”</li> <li>• “Ordering”</li> <li>• “Translating”</li> <li>• “Public speaking.”</li> <li>• “Group discussion.”</li> <li>• “Pronunciation”</li> <li>• “Fluency”</li> <li>• “Simple Past Tense”</li> <li>• “Simple Present Tense”</li> <li>• “Irregular/Regular verbs.”</li> <li>• “Verbs”</li> <li>• “Adjectives”</li> </ul>	<ul style="list-style-type: none"> <li>• “Write the past forms and the meanings of the irregular verbs.”</li> <li>• “Answer the questions according to the story.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Most of the students detected and remembered the meanings of the irregular verbs.”</li> <li>• “Students discussed and criticized the events in the story.”</li> <li>• “Students offered creative ideas and discussed alternative endings for the story.”</li> <li>• “Students offered creative solutions for child labour.”</li> </ul>
<b>Related to</b>	“Unit 1: Appearance and Personality, Unit: 3 Biographies, Unit 6: Celebrations.”			

In the third week, the same procedure was conducted regarding the pre-designed activities for the story “Little Match Seller”. This story presented a difference from the others by its context in which the cultural and religious elements such as Christmas could be realised even at first glance.

During the study of this story, it is observed by the teacher-researcher that language learners didn't seem to have a strong bias for the cultural elements in the text, and they even pitied the protagonist for being alone and cold in such a special evening for her. It was known by the EFL teacher that in the previous years the learners had been exposed to the particular vocabulary about the target culture; however, these were probably not enough the language learners to place them in a meaningful context. During the study of this short story, learners were able to make meaningful interpretations of the traditions given in the text.

**Table 5: Week 4- Edward and Charles**

Week 4- Edward and Charles by Elizabeth Semple				
Steps	Procedure	Aims	Activities	Outputs
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• "Introduction of the short story."</li> <li>• "Students look at the picture and tell what they think first."</li> <li>• "Students predict the main theme of the text by its title and discuss it for a few minutes."</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• "To students' backgrounds."</li> <li>• "To the subject of the text."</li> </ul>	Before you read; <ul style="list-style-type: none"> <li>• "Do you want to live on a farm?"</li> <li>• "What do you think about bullying?"</li> </ul>	<ul style="list-style-type: none"> <li>• "Students' didn't mainly prefer farm life; instead, they were longing for city life."</li> <li>• "Most of the students were exposed to bullying more than once."</li> </ul>
<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>• "Asking students to predict the main theme of the text by its title."</li> <li>• "Selecting specific words from the text and asks them to the students to draw their attention."</li> </ul>	Attention to: <ul style="list-style-type: none"> <li>• "Grammatical structures."</li> <li>• "Unknown words."</li> <li>• "To comprehend the main ideas of the text."</li> <li>• "To build reader confidence and enjoyment."</li> <li>• "To translate the text correctly."</li> <li>• "Grammatical functions."</li> <li>• "Coherence"</li> </ul>	<ul style="list-style-type: none"> <li>• "How many irregular verbs do you remember?"</li> </ul>	<ul style="list-style-type: none"> <li>• "Most of the students detected and remembered the meanings of the irregular verbs."</li> </ul>
<b>While-reading</b>	<ul style="list-style-type: none"> <li>• "Students read the text."</li> <li>• "Students express their first impression of the text at the end of the reading".</li> </ul>		<ul style="list-style-type: none"> <li>• "What do you think about the story?"</li> </ul>	<ul style="list-style-type: none"> <li>• "Students correlated the relationship of the brothers in the story with their family affairs."</li> </ul>
<b>Post-reading</b>	<ul style="list-style-type: none"> <li>• "Students detect and guess the meanings of the unknown vocabulary."</li> <li>• "Students discuss the characters, ask questions about the text and interpret the incidents in the text."</li> <li>• "Students tell sentences they find hard to translate and translate them together."</li> <li>• "Each student offers an alternative end for the short story."</li> </ul>	<ul style="list-style-type: none"> <li>• "Content"</li> <li>• "Vocabulary"</li> <li>• "Receiving"</li> <li>• "Answering"</li> <li>• "Criticizing"</li> <li>• "Ordering"</li> <li>• "Translating"</li> <li>• "Public speaking."</li> <li>• "Group discussion"</li> <li>• "Pronunciation."</li> <li>• "Fluency"</li> <li>• "Must/Mustn't."</li> <li>• "Irregular verbs."</li> <li>• "Simple Past Tense"</li> <li>• "Irregular verbs."</li> </ul>	<ul style="list-style-type: none"> <li>• "Answer the questions according to the story."</li> <li>• "Fill in the blanks with must and mustn't."</li> </ul>	<ul style="list-style-type: none"> <li>• "Student offered their answers for the message of the story."</li> <li>• "Students discussed the way the main character is punished by sending to school."</li> <li>• "Students offered creative ideas and discussed alternative endings for the story."</li> <li>• "Students acted as one of the characters and offered alternative solutions to the story."</li> <li>• "Students understood obligatory sentences."</li> </ul>
<b>Related to</b>	"Unit 3: Biographies"			

Lastly, in the fourth course, the short story “Edward and Charles” was introduced to the learners. During the exercises, the interpretations and the comment of the language learners showed that this was a kind of story from which the language learners could find similarities with their daily life and family affairs. Pleased by seeing that the language learners could place themselves in the shoes of the characters in the text and create various stories accordingly, it was also observed and understood by the EFL teacher that some of the learners were keen on writing their own stories. As an overall conclusion, the learners were mainly observed to be motivated to participate in the activities. It was predictable for the EFL teacher that all of the students were not equally willing to participate in the course, indeed. However, it was also observed that while the anxiety level of learners seemed lower when compared to the regular sessions, their performance in the activities was more intense and creative during the studies of the short stories.

#### **4.2. Results of Pre-experiment Interview and Post-experiment Interview**

As this study aimed to get data about the opinions and experiences of the 7<sup>th</sup>-grade language learners on the issue of integration of the short stories as an extra language tool and as a literary piece; it seemed necessary to make a brief comparison of their experiences regarding their answers for the questions in the interviews. The interviews were applied in the school library which was a highly comfortable and silent place to make a close interaction with the students. Following the last course of studying short stories, the interview process was held in four days by inviting learners to the library during the lunch break. For most of the learners, it took approximately ten minutes to complete the interview; however, a few of the students were more eager to talk about their experiences which took much time for collecting their ideas.

To protect the young learners’ privacy, they were given numbers from 1 to 8. Considering their previous achievements in the English classes and their grades in the exams, Student 1 was regarded as the most successful student in the English class while Student 8 was the last one. Here, the purpose was not to compare the success of the learners but to catch an insight into whether they had a bias for using various language tools due to their exam grades or not. To serve this purpose, the answers of the same five questions that were posed to them both in the pre-experiment interview and the post-experiment interview were translated and summarized by the teacher-researcher to see and interpret the differences or the similarities on their opinions and experiences in Table 6.

**Table 6: Answers of the Pre-experiment and the Post-experiment Interviews**

<b>1) What do you think about using literary texts (short stories, poems, novels, etc.) in English classes besides coursebooks?</b>		
<b>Students</b>	<b>Pre-experiment interview</b>	<b>Post-experiment interview</b>
Student 1	It would be good, teacher. As you know, I read English stories and summarize them to you. So, it would be good to do it during the class, I think.	It was more enjoyable than the regular courses. I wish we would continue to read stories for the next classes.
Student 2	I think it would be nice, I am used to reading books in English, but I don't know the rest of the class.	I enjoyed more when we translate the stories. And I like wondering what will happen in the next paragraph.
Student 3	It sounds good. I like the English lesson.	I hope we will continue to do stories for the next classes.
Student 4	I don't know, but it would be fine, I guess. Why not?	Our coursebook is more tedious. The lessons on Mondays are better than the ones Friday. I prefer dealing with stories.
Student 5	I would like different activities in the classes. Maybe it would be good.	The courses were fun. We don't usually have so much fun in the regular classes. I would like to go on like that.
Student 6	It would be good. I want to understand everything in English I see on the Net. I want to improve my English.	I enjoyed the stories so much. I think it is better than doing the coursebook in the regular classes.
Student 7	It would be good; I need to improve my English to be able to chat more on the Net while playing games.	I remember the words in the stories at the moment. The classes were more entertaining.
Student 8	I am not sure about it.	I had fun in the classes. These courses were better.
<b>2) Do you think using short stories in the English language classes improve your language skills?</b>		
Student 1	Yes, I think short stories develop my English because I have been reading storybook you have suggested to me and I feel the difference in the classes, and I become the first in the exams.	Yes, as I said before, reading stories in English help me to improve my language skills. I can understand harder texts much more quickly, and I can guess the unknown meaning of the words in the texts, that's why I don't forget the words easily.
Student 2	My English skills are so good already, but I think the storybooks you have given me to read certainly improve my translation because I remember the words immediately.	Yes, the best part is I remember the words when I see them in the test books. I think we should also begin writing our own story.
Student 3	At first, I may have difficulty in, but I think I get used to reading.	Definitely. I can memorize the words even in the first story we did a month ago. From now on, I will read books in English and summarize them by translating.
Student 4	Yes, of course. I think I can be better in English exams.	Yes, I still remember the words and the stories. If we do it every week, my English will be better.
Student 5	Yes, of course, but I don't know how to do it.	Yes. I think it improved my English. For example, I learned new words.
Student 6	Maybe, I can chat in English better on the Net.	Yes. Doing stories in the class is much more enjoyable than reading alone. I still remember the words.
Student 7	Yes, why not. It would be different.	Yes, I could remember the words when I see them in the coursebook.
Student 8	I don't know. Well, I am not sure about it.	It was enjoyable; I liked those classes more. I still remember the characters and some words.
<b>3) Do you have difficulties in understanding English short stories or completing language exercises?</b>		
Student 1	No, I don't think I have any difficulty as long as the stories are suitable for our level.	No. The stories were easy to understand. I knew the words and grammar structures from the previous classes we had. It was also easy to guess the meanings of unknown words from the story.
Student 2	No, never. I can do them all."	I can always understand and translate the stories as long as there are a few unfamiliar words, and I guess their meaning in the sentences, that's all, so easy.
Student 3	I think I am not good at making sentences, but I will develop it.	I think it was easier to understand the words and the meaning of the story. But I had some difficulty in writing an alternative end for the story.
Student 4	I will probably have some difficulties, but I think it will get easier with your help, teacher.	I only had difficulty in making sentences while answering the questions.

**Table 6: (Continue)**

<b>3) Do you have difficulties in understanding English short stories or completing language exercises?</b>		
Student 5	My English is worse than some of my friends. Sometimes I miss something during the classes.	There were some words I didn't know so I couldn't understand some sentences. But when you explained them with other students, I understood them. It was hard to write an alternative ending for the story, too.
Student 6	Sometimes I can't understand the things on the due to the unknown words.	I didn't have so many difficulties. I also remember the words. When we explained the unknown words, I could understand the story.
Student 7	If I don't know the meanings of the words, I can't understand the sentences.	It was challenging to read aloud in English, and I had difficulty finding the main themes in the stories, although we translated them together.
Student 8	I don't know some words, so I can't understand the long sentences.	I understand the three stories, but the last story was harder for me, but when we talked about it together, I understood it, also.
<b>4) In which ways the use of short stories in the English classes affect you?</b>		
Student 1	I think my reading and understanding English will improve because I am more successful in English since I have started reading graded English storybooks.	I learned new words, and I use them for regular classes. I can understand English easily since I have been reading English storybooks. I think stories are more entertaining for me, mainly when we translate them as a class together.
Student 2	I guess it will have a good effect on me. I will be an English professor.	I had more fun during the courses. I liked answering the questions about offering an alternative ending for the story. I think it is more creative for us.
Student 3	I have good grades from the exams, but I think I should develop my English more, particularly my writing.	I think it will improve my English, because I know I don't like reading books. But when we do it in the class, it is enjoyable; I learned new words and the same words are in our coursebook. So, it is helpful for me.
Student 4	I think this will improve my English.	I remember the words of the stories when I see them in the coursebook, and sometimes I see them in the test book. I think I will get higher grades in the exams.
Student 5	I think it will be good for me.	I understood that reading stories is fun. I think I will begin reading short stories in English like my other friends, too.
Student 6	It would develop my English.	The classes were enjoyable. I recognize the words when we do the exercises in the coursebook.
Student 7	It would contribute to my English, I guess.	Learning words was much enjoyable with the stories.
Student 8	I don't often read a book, the teacher of Turkish class also gets angry about it, but if I do, it may be useful, I guess.	I think it is helpful for me to translate sentences.
<b>5) Would you like to add anything else?</b>		
Student 1	Not for now.	I hope we would continue to read stories after the holiday for coronavirus because coursebooks are not as enjoyable as them.
Student 2	We can read stories from the smartboard.	I want to continue the stories. I want a horror story for the next time if we continue to do it, maybe after the holiday.
Student 3	I don't know.	I wish this activity would go on for the next classes.
Student 4	Nothing. I guess.	Will we go on stories?
Student 5	I don't have anything to add.	I want this to continue.
Student 6	Nothing."	I don't trust myself when I read English aloud, but translating is better.
Student 7	No.	I am beginning to like English class, I think.
Student 8	Nothing.	I have difficulty in speaking.

For the clarification of the table; each question' answers were considered regarding the learners' profile as a student and a reader. The first question aimed to see learners' attitudes, opinions and also bias about studying short stories for the regular classes as an additional source. Student 1, who was accepted as the most successful student regarding his grades, was also a good

reader of English books having read and summarized all the graded storybooks suggested by the EFL teacher. As for a characteristic of him that he wasn't keen on reading in his native language-Turkish, he was also provided simplified works of the well-known writers by the EFL teacher. Thus, his answer to the first question in the pre-experiment interview was in accord with his previous reading experiences. It was also seen from his response to the first question in the post-experiment interview that the process had a positive effect on him, although he didn't use to studying the stories in the classroom environment. For the second question that intended to get learners' opinion about the possible effects of studying short stories on their language development, Student 1 expressed his ideas relating them to his previous reading experiences and his success in English in the pre-experiment interview claiming that "I feel the difference in the classes, and I become the first in the exams."

He also pointed out the benefits of reading stories on his vocabulary learning and memorizing. On the third question that asked for the possible difficulties that they could have during the studies, Student 1 was conscious and informed enough to indicate the importance of choosing language tools regarding the learners' language proficiency levels thanks to his reading habits in the target language in the pre-experiment interview, while he related his experience during the four-week of courses to the previous knowledge he acquired.

For the fourth question that aimed to get data about the possible effect of studying short stories on learners' in general, Student 1 repeated the particular relation of his success and reading stories in the target language in the pre-experiment interview, while he expressed his enjoyment for studying the stories in the classroom environment. Lastly, the fifth question aimed to allow learners to give additional information they couldn't express in the previous questions. For this question, Student 1 stated his wish to continue for the courses adding that the stories were more enjoyable than the coursebook in the post-experiment interview. To conclude the experience of Student 1 on the whole process, it can be deduced from his answers to the pre-t experiment and the post-experiment interview as well as from the teacher-researcher observations that it was a beneficial and entertaining practice for him.

Student 2 was also a good reader of English short stories who was always in competition with Student 1 on this issue during the term. For the first question that asked their attitudes towards studying short stories in the courses, he responded positively in the pre-experiment interview claiming that he is used to reading stories, while he expressed his enjoyment for translating the text and the curiosity for the course of events within the short story in the post-experiment interview.

On the second question which focused more on the effect of studying stories on their language skills; from the answer he had given in the pre-experiment interview, he seemed to have sufficient competence to deal with the stories in the courses, which was also due to his previous

experience on reading graded short stories pointing out their benefit on his vocabulary learning skills. Having responded to the same question similarly in the post-experiment interview, he also implied his wish to begin writing a story in English which was also observed by the EFL teacher during the whole process.

On the third question, seeking for the challenges of the learners, he also seemed highly self-esteemed to fulfil all of the requirements of the process both in the pre-experiment interview and the post-experiment interview. For the fourth question asking for the general effect of the process on the learners, Student 2 revealed his passion for English for the first time by his answer in the pre-experiment interview stating that he wanted to be an ‘English professor’, while he expressed the pleasure he had gotten from the reading comprehension questions that allowed him to produce creative endings for the stories by employing his imagination.

Similarly, this perspective supported by Kırkgöz (2012: 110) in her study on engaging short stories in the courses and concluding that they “contributed to students’ reinforcing effectively and meaningfully their knowledge of grammar and vocabulary while it helped students to be more creative and imaginative in their writing...” Lastly, for the additional information asked in the fifth question, he offered to use technological devices such as the smartboard probably to make the process more entertaining in the pre-experiment interview. On the other hand, he inspired the EFL teacher by his answer to the question in the post-experiment interview by saying that he wanted to study a horror story as well as wishing to continue studying short stories for the next courses.

From the observations of the teacher-researcher of the current study, it could be said about Student 2 that he was the most excited and motivated student about the process and he produced more creative ideas and answers when compared to the other learners, which reminded the EFL teacher that the source of motivation could vary by various reasons some of which may be undetectable.

Student 3, unlike Student 1 and Student 2, was an excited reader neither in native nor in the target language at all. She was also considered successful in the English courses, mainly focusing on homework and solving multiple-choice tests for her studies. On the first question about studying stories in the class, she presented a positive attitude in the pre-experiment interview, while in the post-experiment interview; she wanted to continue to do stories for the next courses. For the second question, which was asked to see their opinions about the possible effect of the stories on them, it was seen that she was aware of the fact that she needed to get used to reading, about which she responded in the post-experiment interview that she benefited from the stories on her vocabulary knowledge as well as promoting her to read in the target language.



Her answers for the third question in the pre-experiment interview revealed that she was conscious of her weakness in making a sentence that was hoped to be improved. In the post-experiment interview, she also expressed the difficulty she had in writing an alternative end for the stories, which was related by the teacher both with the lack of reading and the lower motivation to boost her imagination. On the fourth question that looked for the overall effect of the process, she had a positive response pointing out the need for improvement of her specific language skills in the pre-experiment interview saying that “I think I should develop my English more, particularly my writing.” She related it to her reading skills which she wished to develop as well as pointing that stories contributed to her vocabulary learning. In the last question, seeking valuable additional information, she wanted to go on the short story integrated courses for the next language classes. To conclude, above all, Student 3 actively participated in the language activities during the sessions and seemed to be having fun according to the teacher’s observations.

Student 4 was also interested in the English language classes, cared for the tasks and the given responsibilities. As being a more introvert student than the others in the group, she seemed more comfortable during the interviews compared to her main attitude in the classroom environment. Her comment on studying short stories sounded positive in the pre-experiment interview, and she clearly stated her opinion in the post-experiment interview pointing out the coursebook as being duller than the stories.

For the second question, on the effect of the process on her language skills, she seemed willing to improve her English language skills by her answer in the pre-experiment interview as well as claiming its contribution to her vocabulary knowledge in the post-experiment interview saying that “I still remember the words and the stories. If we do it every week, my English will be better.” About the possible difficulties she could have, her answers in the pre-experiment interview informed the EFL teacher that she had an absolute trust on the teacher to support her to improve her language skills. Her responses to the same question in the post-experiment interview showed that she was aware of her weakness in making up sentences during the process.

On the fourth question that aimed to see the general influence of the process, she also considered her English language improvement by saying that the process helped her to vocabulary learning. For the last question, while she hesitated to give additional information in the pre-experiment interview, she was curious about whether the study of short stories was going to continue or not. To sum up the main performance of Student 4, it can be deduced from the observations that she was the most silent learner in the group while fulfilling the language activities successfully.

Student 5 was also a homework-focused learner having poor reading habits similar to Student 3. For the first question, her approach to the process seemed constructive in the pre-experiment

interview stating that it would be good to employ various activities, while in the post-experiment interview she told her preferences on studying stories rather than the coursebook by stating that “We don’t usually have so much fun in the regular classes. I would like to go on like that.” On the effect of the stories on her language skills, she seemed hesitated in the pre-experiment interview, although she was sure about the positive impact of them on her vocabulary knowledge in the post-experiment interview.

Being honest with her answers, she explained the difficulties she had both in the pre-experiment interview and the post-experiment interview and her self-conscious about her weaknesses in certain language activities was welcomed by the EFL teacher. As for the effect of studying stories on her, she had a positive manner in both the pre-experiment interview and the post-experiment interview also claiming that she wished to improve her reading habits. Lastly, she added in the fifth question that she wanted to continue to the courses. As an overall comment on this student, it can be deduced from the teacher’s observations that Student 5 did her best to follow up the classes and the activities although she was aware of the fact that she had some challenges in completing some exercises.

When comparing the answers of Student 6, it is needed to say by the EFL teacher that he was interested in learning English but not in doing the assignments and the activities during the regular courses. On the idea of studying short stories, in the pre-experiment interview, he seemed very excited for the process claiming that he needed to improve his English to perform better in his activities on the Internet, and in the post-experiment interview, he was pleased by the process stating that he preferred studying stories to the regular courses stating that “I think it is better than doing the coursebook in the regular classes.”

For the second question, he repeated his concerns about his online activities in the pre-experiment interview, while in the second interview he claimed that the story integrated courses were much fun in the class contributing to his vocabulary knowledge. As for the difficulties he considered to be having, unknown words were mentioned in both pre-experiment interview and the post also by indicating that he could deduce meaning from the text when the unfamiliar concepts were explained. About the effect of studying stories on him, he had a positive attitude to improve his English skills in the pre-experiment interview, and he pointed out to the enjoyment he had and words he remembered.

Finally, he seemed to be conscious of his weakness in pronunciation and reading in English by the response he gave to the fifth questions. For Student 6, it can be said that with proper motivation and various language tools, he can improve his English language skills accordingly.

Student 7 was also curious for English but not for the activities in the regular courses nor the given homework. For the first question in the pre-experiment interview, he stated that it would be good to study stories since he needed to improve English for his online activities like Student 6, as he also indicated that the process contributed to his vocabulary memorizing. On the language skills, like some of the other learners, he also pointed out to the vocabulary learning.

For the difficulties he had, in the pre-experiment interview, he mentioned the problem of unknown words causing him not to understand the sentences. However, in the post-experiment interview, his focus on the challenges was more on the reading comprehension questions. As for the primary impression of studying stories, he was highly moderate about the benefits of the process in the pre-experiment interview, and he also added in the post-experiment interview how he enjoyed learning vocabulary. Lastly, the answer to the fifth question in the post-experiment interview showed that there was a positive shift in the attitude of the learner to the English lesson.

As the last learner, Student 8 was another one who wasn't very fond of reading and participating in the activities during the classes. In the pre-experiment interview, she seemed to be hesitating to answer some questions while in the post-experiment interview, she was more certain about her opinions. For the first question, her response in the post-experiment interview proved the fun she had during the courses, unlike her uncertain attitude to the process previously in the pre-experiment interview. This was as same as for the second question about the effect of studying stories improvement of language skills; she was clearer in the post-experiment interview stating that she could remember the words and the characters from the stories.

On the challenges she had, she was aware of the lack of vocabulary knowledge that caused her not to understand the sentences in the pre-experiment interview, and she claimed to found the last story harder in the post-experiment interview. About the effect of stories on her in general, she revealed her poor reading habits both in native and the target language in the pre-experiment interview believing that it would be beneficial for her that she stated in the post-experiment interview. Additionally, in the post-experiment interview, she claimed to be having difficulty in speaking English which was a common problem shared by some of her peers in the group.

### **4.3. Evaluation of the Short Stories**

To see how motivational and understandable were the short stories from the perspectives of the young language learners, preparing a short story rubric was found necessary by the teacher-researcher. Soon after the study of each story completed, the language learners were given the print outs of the rubrics to evaluate regarding their experiences during the courses for four weeks. After the four-week classes, the average grades of the learner group was estimated by the teacher.

According to the results, the most appreciated story by the learners was the first story studied “Blind Men and the Elephants”. On the features of characters and setting, attracting the readers and the language difficulty and writing; the first week's story gathered considerably high grades. Regarding the cultural elements included in the story, both learners’ and EFL teacher’s grades were lower.

The second story following it was the third week’s short story “Little Match Seller”, which collected the highest grades considering the cultural elements it conveyed to the readers. The second week’s story “The Giving Tree” and the four week’s story “Edward and Charles” shared third place in the rank. Comparing the results of the short story grading rubrics, it was also seen that the language learners were more moderate on grading the short stories than the EFL teacher since the scores given by the teacher were mainly lower than theirs. Also pleased to see that the language tools were appreciated by the language learners, this made the EFL teacher think about for further studies on the other groups of learners.

To conclude the process, apart from the scores, it was observed by the EFL teacher that allowing language learners to evaluate the courses made them feel that their opinions were cared and valued by the teacher, which indeed support learners to improve their self-confidence and attitudes to the class. From the motivational perspective, such practices were considered necessary by the EFL teacher to maximize the motivation of the language learners.

## CONCLUSION

This study intended to investigate the effect of integrating short stories as an additional language tool in the regular English classes of the 7<sup>th</sup>-grade secondary school level students. In the light of the proposed research questions, a four-week study of short stories was applied, and the data was gathered by teacher-researcher observations and in-depth, semi-structured interview conducted before and after the application.

Along with the process of the study and the data collection, the effectiveness of studying short stories was intended to be measured in terms of getting language learners' ideas and observing their motivation and participation in the courses. According to the comparison of the answers in the pre-experiment interview and the post-experiment interview, it was seen that almost all of the students found studying short stories more enjoyable than studying the activities in the regular coursebook offered by the MoNE. The reasons of this joy were regarded by the EFL teacher as the learners' curiosity emerged during the process of understanding/interpreting the stories, and the language activities they involved in which they were given the freedom to create authentic responses. Another factor may be the atmosphere formed by the voluntary participation of the language learners without having the anxiety of being examined and graded as in the regular courses.

Besides, it can be concluded that the process had a positive effect on most of the students in terms of their motivation to study various language tools and participating in language activities. It was seen from the findings that although being young and inexperienced in foreign language learning, the learners were highly open-minded and eager to study various language tools being aware of the possible positive or negative effects of the device on their language skills.

Furthermore, the process had also a promoting influence on the reading habits of a few students, which wasn't an intended result by the EFL teacher. It was also realised that the ones who had already used to reading stories in the target language were engaged in the courses more quickly due to their experiences on the issue. The benefit of reading in the target language for foreign language learning was also proven considering the attitudes of the reader-students.

On the feasibility of the study; regarding the teacher-researcher observations and experiences, it can be said that it was highly possible to carry out the four-week study of the pre-determined short stories and the language exercises for two hours in each week along with the syllabus of the

regular coursebook. However, since the contents of the story-integrated courses were needed to be prepared and planned carefully by the EFL teacher, it was more challenging than following the given coursebook. For longer terms, it would be problematic and time-consuming unless published storybooks with language activities are employed, which is really hard to find in the current conditions, indeed.

About the individual skills of the language learners, it was seen from the comparison of the answers of the pre-experiment, and the post-experiment interviews that most of the students thought that studying short stories had a positive effect on their vocabulary learning and memorizing. According to the observation of the EFL teacher, it was evident that the process benefited to the way the students recognize and use the given vocabularies and the structures in a meaningful context. Besides, as being evaluated mainly by exam grades, students were given the opportunity to assess their development on language skills verbally and freely, which resulted in an absolute improvement of their self-expression and self-esteem.

Another point here to be attracted is the critical thinking skills of the language learners, which were aimed to be boosted by open-ended questions, writing exercises and class-discussions included in the language activities. It was also observed by the teacher that despite having a particular difficulty at some issues, most of the learners were willing to respond to the questions critically and creatively including their personal experiences and opinions into their answers. Thus, it was seen that short stories allow teachers to produce various activities, unlike the limited ones mainly included in the coursebooks.

As an overall result of the study, it can be said that employing short stories as additional language tools was effective in terms of increasing learners' motivation for participating in the language courses, improving their reading habits, enhancing their vocabulary learning and communicative competence as well as raising their inter-cultural awareness. In this way, the outputs of the current study present similarities with the previous studies conducted on the issue of integrating literary pieces as language tools in the EFL/ESL classroom settings. Thus, the current study also offers pedagogical implications for further studies, both presenting the effect of employing short stories in the English language classes and a sample of course plan for similar applications.

Regarding the results of the study, I need to make a few words as the teacher-researcher of the study with a reference to my experiences during the process. As I have stated earlier, feeling an absolute "uneasiness" (Kayaoğlu, 2015: 158) and believing that the needs and the interests of the learners are dramatically different across the country; I, as an EFL teacher intended to see whether short stories as literary pieces could be employed in the English as a foreign language classes as an additional language source or not. I got the idea of hiring a separate tool for language teaching from

the principle that each teacher should be the conductor of her/his teaching process by leaving aside the pressure on following the official coursebooks and standard procedure offered by the MoNE.

In this sense; with an urge to prepare a set of “meaningful context” for the language learners, and also guided by the lesson outline that Finocchiaro&Brumfit (1983: 138-154 ) offered, I decided to employ short stories rather than other literary pieces considering the availability, content and the level of the texts. Taking consideration of the “realia” that the CLT method allows teachers/instructors to integrate into their lessons, and seeing them as a “starting point for creative activities” Widdowson (1992), as cited in Aydınöglü (2013: 36), stated, I took my chance for the short stories as the authentic materials to present to the learners as well as regarding their possible effect on learners’ sociolinguistics and pragmatic developments. While intending to do this, one proposed question to be answered was whether it was possible to convey cultural elements through stories. It was satisfactorily answered during the study of the third week in which a cultural items-involved story was employed. From the results of the teacher-researcher observations and the short story grading rubrics, it was seen that cultural elements are teachable through the stories without putting so much emphasis on them during the reading comprehension process, as Duff and Maley (2007: 5) stated that literature is a “vehicle for culture.”

Another distinct difference in this teaching practice is that it was organized to be researched, observed, documented and analysed at the end. In the light of the principle of being an active teacher “at the heart of the research”, having combined the roles of an EFL teacher and a researcher, it was also essential to get opinions of the learners to evaluate the process since I believe that the teaching and the learning is a mutual interaction which is supposed to be created regarding the needs of both sides.

Therefore, to seek for the answer to the proposed research questions of the current study regarding the effectiveness of the short stories, I valued collecting learners’ opinions on their experience before and after the process. Thanks to the in-depth, semi-structured interviews with the learners, it is primarily proven that the use of short stories as additional language learning items in the EFL setting is mainly useful when the appropriate tools are chosen for the learners; on which McRae (1997:9) previously uttered that “selecting the text carefully is essential to the successful use of any type of representational materials.”

Besides, considering the reactions of the language learners while and after the courses, it was also apparent that presenting various language materials are mainly attractive and motivating for the language learners, particularly when they involve authentic and exciting contexts pushing learners to think and predict the upcoming steps. In this perspective; considering the short stories as “real-life texts, not written for pedagogic purposes” (Wallace, 1992: 145), I observed that short stories enabled language learners something to think about while offering them the opportunity to

go beyond the horizons of their imaginations. If enriched with various language activities, this kind of integrations could also boost learners' critical thinking abilities which also supported by Carter and Long (1990: 218) in their "personal response and impact" approach claiming that this kind of task-based activities allow learners to "make connections between the text and potential 'real world' outcomes" by giving 'authentic responses'.

Similar to this perspective, among the benefits of employing short stories that Erkaya (2005: 3-10) already counted, the opportunity to improve cognitive abilities such as critical thinking and analysing was also seen possible from the answers and interpretations of the learners during the courses even though the process lasted only for four weeks. From the observations I had during the process, I witnessed that the more learners were given a chance to interpret freely and openly, the more creative and authentic responses they produced for the questions, unlike the restricted activities and language exercises they were generally used to before.

In the same sense, when considering the benefits of this type of research, it is now apprehensible why most studies (Kırkgöz, 2012; Kirsch, 2012; Pardade, 2010; Holmes, 2019 on integrating short stories, and Peacock, 1997; Akyel & Yalçın, 1990 on integrating literary texts) concluded with positive outcomes on the integration of the literature into the process of foreign language learning, unlike the perspective offered by Edmondson (1997) claiming that "literature has nothing special to offer language teaching." As the previous studies mainly agreed on the contribution of the integration of literature on the vocabulary learning, the process held in the current study also was seen efficient by the secondary level language learners and, which was also among the demanded benefits of the short stories counted by Erkaya (2015: 3-10). Thus, considering their language skills and gains from the courses, it is evident from the findings that they mainly think to be positively affected by the classes, particularly regarding their responses on vocabulary knowledge and having fun during the courses.

From the perspective of learners, having had a unique experience, they seemed to be benefited from the process considering their reflections to the sessions and their responses to the interview questions. As having been asked their opinions probably for the first time in their education life, it was apparent that they developed absolute self-esteem during the courses, believing in their potential to take control of their language learning process. Thus, their reflections in the post-experiment interview were a clear sign of their improved motivation for language learning and participating in the courses as well as wishing to continue to the stories. As another significance of the current study, the learners were also given the opportunity to evaluate and discuss the course material's effectiveness and context, which is also not a commonly encountered practice in secondary school level state-run schools in Turkey. By this way, learners were intended to be engaged in the process as well as promoting them to realise their capabilities and shortcomings.



As an overall conclusion for the study; I can say that the integration of short stories into the secondary school level foreign language classes could be a valuable teaching practice that supports the improvement of learners' language skills and personal development if chosen and planned carefully regarding learners levels and interests.

About the challenges during the study, as it was stated previously within the study, the most challenging part of the whole process was to find appropriate short stories considering learners' language levels, interests and backgrounds. The main problem is the fact that there is a considerable lack of graded and simplified storybooks in accordance with the syllabus offered by the MoNE, perhaps due to the constantly changing syllabus. Thus, another challenge was to prepare appropriate course plans and language activities for each story which was a time-consuming process.

As another challenge, among the previous studies scanned, there were only a few studies to get an insight into the integration of the literary texts, as some studies seemed too abstract to understand the details of the process. Thus, each step of the study was estimated and planned one by one without a reliable framework published similar to such studies. Another limitation was about the duration of the intended study. Although four weeks were highly enough to see the effectiveness of short stories as additional language materials to be employed in the language classes, it would be more possible to observe and measure language learners' certain language skills in longer periods.

Above all, one limitation which was highly unexpected for me and probably for most of the world was the immediate break for the schools caused by the Covid-19. Although I was able to complete the whole process on time, I wished to observe language learners' attitudes after the study of the short stories, their participation in the regular courses and the expected improvement in their language skills for more a few weeks to get a more unobstructed view on the effect of integrating short stories into the language courses. Fortunately, it was also possible to realise the difference during the classes and the interviews. Despite the challenges and the limitations I encountered during the study, I think it is worth to conduct such studies considering the motivation and the participation of the learners when I compare their past performance in the regular courses with the coursebooks.

About the suggestions this study offers; one salient suggestion for such studies I could offer is that the process of integrating any kind of literary texts into the language courses should be as long as it can be to see and interpret better their possible effects on the language learners' language skills. More extended periods seem more possible for the higher-level language learners such as the university students of the English language department who were also preferred as samples by most

researchers who conducted studies on the issue. This is because the range of options is extensive within the literature for upper-intermediate and advanced level language learners.

Another suggestion could be given to the coursebook writers regarding the participation, and the motivation of the learners I witnessed during the process of this study is that there could be no harm to involve a few short stories related to the context of the given units into the coursebooks. These stories could also be concise and be written by the authors of the coursebook regarding the lexical structures and grammar units of the given syllabus. By this way, the variety of language texts can be increased by offering learners retrieving texts to interpret, rather than just offering them dialogues and informative texts to translate.



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# **APPENDIXES**

## Appendix 1: Course Plan: The Blind Man and the Elephant (Elementary) by James Baldwin

Skill	Process	Procedure	Aims
READING	Warm-up	<ul style="list-style-type: none"> <li>Introduction of the short story.</li> <li>Students look at the picture and say what they think first.</li> <li>Students predict the main theme of the text by its title and discuss it for a few minutes.</li> </ul>	Attention to: To students' backgrounds To the subject of the text.
	Pre-reading	<ul style="list-style-type: none"> <li>Asking students to predict the main theme of the text by its title.</li> <li>Selecting specific words from the text and asks them to draw their attention.</li> </ul>	Attention to: Grammatical structures, Unknown words, To achieve a general understanding of the text, To comprehend the main ideas of the text.
	While-reading	<ul style="list-style-type: none"> <li>Students read the text following the listening track.</li> <li>Students express their first impression of the text at the end of the reading.</li> </ul>	To build reader confidence and enjoyment, To translate the text correctly.
	Post-reading	<ul style="list-style-type: none"> <li>Students detect and guess the meanings of the unknown vocabulary.</li> <li>Students discuss the characters, ask questions about the text and interpret the incidents in the text.</li> <li>Students tell sentences they find hard to translate and translate them together.</li> <li>Each student offers an alternative end for the short story.</li> </ul>	
WRITING		<ul style="list-style-type: none"> <li>Students guess the meanings of unknown words and then compare them with the true meanings.</li> <li>Students fill in the blanks with the right words in vocabulary exercises.</li> <li>Students underline unknown grammar structures and vocabulary in the text.</li> <li>Students write the answers of the text-related questions.</li> </ul>	Attention to: Grammatical functions, Coherence, Content, Vocabulary.
LISTENING		<ul style="list-style-type: none"> <li>Students listen to the story track by following the text.</li> <li>Students give their attention to the teacher and the students when they speak.</li> <li>Students listen to the teacher and students during the reading process and language activities.</li> </ul>	Attention to: Receiving, Answering, Criticizing, Ordering and Translating.
SPEAKING		<ul style="list-style-type: none"> <li>Students express their opinions during the reading process.</li> <li>Students answer the text-related questions verbally.</li> <li>Students explain the main theme of the text verbally.</li> </ul>	Attention to: Public speaking, Group discussion, Proper Pronunciation, Fluency.
GRAMMAR		<ul style="list-style-type: none"> <li>Students try to translate the sentences correctly regarding the tenses.</li> <li>Students try to identify comparison sentences.</li> </ul>	Attention to: Simple Past Tense, Simple Present Tense, Comparative.
VOCABULARY		<ul style="list-style-type: none"> <li>Students correlate the words with Unit 4-Wild Animals and Unit 3-Biographies in the course book.</li> <li>Students explain the meanings of adjectives and correlate them with the vocabulary of Unit 1-Appearance and Personality.</li> </ul>	Attention to: Animal Parts, Adjectives, Ordinal Numbers.

## Appendix 2: Course Plan: The Giving Tree by Shel Silverstein

Skill	Process	Procedure	Aims
READING	Warm-up	<ul style="list-style-type: none"> <li>• Introduction of the short story.</li> <li>• Students look at the picture and say what they think first.</li> </ul>	Attention to: To students' backgrounds To the subject of the text.
	Pre-reading	<ul style="list-style-type: none"> <li>• Asking students to predict the main theme of the text by its title.</li> <li>• Selecting specific words from the text and asks them to the students to draw their attention.</li> </ul>	Attention to: Grammatical structures, Unknown words,
	While-reading	<ul style="list-style-type: none"> <li>• Students read the text.</li> <li>• Students express their first impression of the text at the end of the reading.</li> </ul>	To achieve a general understanding of the text, To comprehend the main ideas of the text.
	Post-reading	<ul style="list-style-type: none"> <li>• Students detect and guess the meanings of the unknown vocabulary.</li> <li>• Students discuss the characters, ask questions about the text and interpret the incidents in the text.</li> <li>• Students tell sentences they find hard to translate and translate them together.</li> <li>• Each student offers an alternative end for the short story.</li> </ul>	To build reader confidence and enjoyment, To translate the text correctly.
WRITING		<ul style="list-style-type: none"> <li>• Students guess the meanings of unknown words and then compare them with the true meanings.</li> <li>• Students fill in the blanks with the right words in vocabulary exercises.</li> <li>• Students underline unknown grammar structures and vocabulary in the text.</li> <li>• Students write the answers of the text-related questions.</li> </ul>	Attention to: Grammatical functions, Coherence, Content, Vocabulary.
LISTENING		<ul style="list-style-type: none"> <li>• Students watch the video of the short story.</li> <li>• Students give their attention to the teacher and the students when they speak.</li> <li>• Students listen to the teacher and students during the reading process and language activities.</li> </ul>	Attention to: Receiving, Answering, Criticizing, Ordering and Translating.
SPEAKING		<ul style="list-style-type: none"> <li>• Students perform in the warm-up activities.</li> <li>• Students express their opinions during the reading process.</li> <li>• Students answer the text-related questions verbally.</li> <li>• Students explain the main theme of the text verbally.</li> </ul>	Attention to: Public speaking, Group discussion, Proper Pronunciation, Fluency.
GRAMMAR		<ul style="list-style-type: none"> <li>• Students try to translate the sentences correctly regarding the tenses.</li> <li>• Students find sentences expressing requests and abilities.</li> </ul>	Attention to: Simple Past Tense, Simple Present Tense, Can/Can't
VOCABULARY		<ul style="list-style-type: none"> <li>• Students try to memorize the verbs they have learned in the 5<sup>th</sup> and 6<sup>th</sup> grades.</li> <li>• Students try to correlate the verbs with the verbs 7<sup>th</sup> grade Unit 4- Wild Animals.</li> </ul>	Attention to: Simple Past Tense, Simple Present Tense, Action Verbs.

### Appendix 3: Course Plan: The Little Match Seller by Hans-Christian Andersen

Skill	Process	Procedure	Aims
READING	Warm-up	<ul style="list-style-type: none"> <li>Introduction of the short story.</li> <li>Students look at the picture and say what they think first.</li> <li>The teacher asks students' opinions about New Year's Eve and Christmas.</li> </ul>	Attention to: To students' backgrounds To the subject of the text.
	Pre-reading	<ul style="list-style-type: none"> <li>Asking students to predict the main theme of the text by its title.</li> <li>Selecting specific words from the text and asks them to the students to draw their attention.</li> </ul>	Attention to: Grammatical structures, Unknown words, To achieve a general understanding of the text, To comprehend the main ideas of the text.
	While-reading	<ul style="list-style-type: none"> <li>Students read the text while listening to the track.</li> <li>Students express their first impression of the text at the end of the reading.</li> </ul>	To build reader confidence and enjoyment, To translate the text correctly.
	Post-reading	<ul style="list-style-type: none"> <li>Students detect and guess the meanings of the unknown vocabulary.</li> <li>Students discuss the characters, ask questions about the text and interpret the incidents in the text.</li> <li>Students tell sentences they find hard to translate and translate them together.</li> <li>Each student offers an alternative end for the short story.</li> </ul>	
WRITING		<ul style="list-style-type: none"> <li>Students guess the meanings of unknown words and then compare them with the true meanings.</li> <li>Students fill in the blanks with the right words in vocabulary exercises.</li> <li>Students underline unknown grammar structures and vocabulary in the text.</li> <li>Students write the answers of the text-related questions.</li> </ul>	Attention to: Grammatical functions, Coherence, Content, Vocabulary.
LISTENING		<ul style="list-style-type: none"> <li>Students give their attention to the teacher and the students when they speak.</li> <li>Students listen to the track while reading.</li> <li>Students listen to the teacher and students during the reading process and language activities.</li> </ul>	Attention to: Receiving, Answering, Criticizing, Ordering and Translating.
SPEAKING		<ul style="list-style-type: none"> <li>Students express their opinions during the reading process.</li> <li>Students answer the text-related questions verbally.</li> <li>Students explain the main theme of the text verbally.</li> </ul>	Attention to: Public speaking, Group discussion, Proper Pronunciation, Fluency.
GRAMMAR		<ul style="list-style-type: none"> <li>Students try to translate the sentences correctly regarding the tenses.</li> <li>Students underline the sentences including Irregular verbs and try to explain them.</li> </ul>	Attention to: Simple Past Tense, Simple Present Tense, Irregular/Regular verbs
VOCABULARY		<ul style="list-style-type: none"> <li>Students try to identify the meanings of New Year's Eve and Christmas.</li> <li>Students correlate the vocabularies with 7<sup>th</sup> grade Unit 1- Appearance and Personality.</li> </ul>	Attention to: Verbs, Adjectives.

## Appendix 4: Course Plan: Edward and Charles by Elizabeth Semple

Skill	Process	Procedure	Aims
READING	Warm-up	<ul style="list-style-type: none"> <li>Introduction of the short story.</li> <li>Students look at the picture and say what they think first.</li> <li>Students predict the main theme of the text by its title and discuss it for a few minutes.</li> </ul>	Attention to: To students' backgrounds To the subject of the text.
	Pre-reading	<ul style="list-style-type: none"> <li>Asking students to predict the main theme of the text by its title.</li> <li>Selecting specific words from the text and asks them to draw their attention.</li> </ul>	Attention to: Grammatical structures, Unknown words,
	While-reading	<ul style="list-style-type: none"> <li>Students read the text.</li> <li>Students express their first impression of the text at the end of the reading.</li> </ul>	To achieve a general understanding of the text, To comprehend the main ideas of the text.
	Post-reading	<ul style="list-style-type: none"> <li>Students detect and guess the meanings of the unknown vocabulary.</li> <li>Students discuss the characters, ask questions about the text and interpret the incidents in the text.</li> <li>Students tell sentences they find hard to translate and translate them together.</li> <li>Each student offers an alternative end for the short story.</li> </ul>	To build reader confidence and enjoyment, To translate the text correctly.
WRITING		<ul style="list-style-type: none"> <li>Students guess the meanings of unknown words and then compare them with the true meanings.</li> <li>Students fill in the blanks with the right words in vocabulary exercises.</li> <li>Students underline unknown grammar structures and vocabulary in the text.</li> <li>Students write the answers of the text-related questions.</li> </ul>	Attention to: Grammatical functions, Coherence, Content, Vocabulary.
LISTENING		<ul style="list-style-type: none"> <li>Students give their attention to the teacher and the students when they speak.</li> <li>Students listen to the teacher and students during the reading process and language activities.</li> </ul>	Attention to: Receiving, Answering, Criticizing, Ordering, and Translating.
SPEAKING		<ul style="list-style-type: none"> <li>Students express their opinions during the reading process.</li> <li>Students answer the text-related questions verbally.</li> <li>Students explain the main theme of the text verbally.</li> </ul>	Attention to: Public speaking, Group discussion, Proper Pronunciation, Fluency.
GRAMMAR		<ul style="list-style-type: none"> <li>Students write sentences expressing obligations.</li> </ul>	Attention to: Must/Mustn't, Irregular verbs, Simple Past Tense
VOCABULARY		<ul style="list-style-type: none"> <li>Students explain the meaning of the verbs.</li> <li>Students memorize irregular verbs.</li> </ul>	Attention to: Irregular verbs.

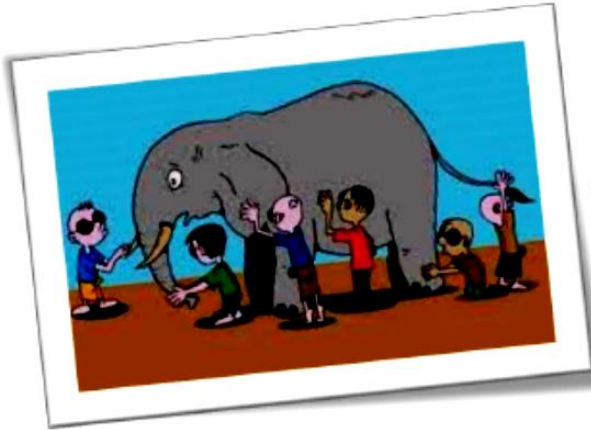


## Appendix 5: Short Story Grading Rubric

FEATURES							T
	Plot & Theme	Characters & Setting	Attract the Reader	Cultural elements	Language Difficulty & Writing		
1	“The plot is clear”	“The characters and the setting are clearly described”	“The problem/dilemma is clear to the reader”	“The story includes traditional/national elements”	“The language of the story is easy to understand and the linguistic elements are familiar to the reader”		
2	“The theme is easy to understand”	“The characters and the setting are easy to imagine”	“The story uses imaginative descriptions. The story not only tells but also shows”	“The story includes religious elements”	“Adjectives, adverbs, nouns, verbs and cohesive devices are used”		
3	“The plot is related to the theme of the story”	“The characters and the setting are related to the events”	“The story gives a lesson to the reader and the story contributes to the reader's enjoyment”	“The story conveys certain cultural elements to the reader”	“The author uses questions, exclamations, orders and dialogues”		
4	“The theme fits the events and the characters”	“The setting and the characters are appropriate for the events”	“Resolution ties up the story. There is a reflection on what happened in the end”	“The story includes international elements such as love, death, war, joy, sorrow etc”	“Simple Past Tense or/and Simple Present is used”		
T							

Appendix 6: Course 1: The Blind Men and the Elephant

COURSE 1



**⚠ Before you read:**

- Look at the Picture!
- Tell your friends what you see.

**⚠ Scan the words below and write the meanings of them.**

- |                |                |
|----------------|----------------|
| ♣ blind _____  | ♣ happen _____ |
| ♣ smooth _____ | ♣ touch _____  |
| ♣ owner _____  | ♣ hold _____   |
| ♣ stick _____  | ♣ sharp _____  |
| ♣ reach _____  | ♣ rope _____   |
| ♣ tail _____   | ♣ spear _____  |

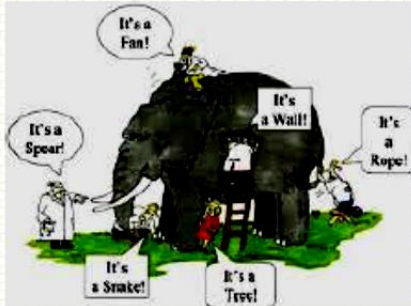
**⚠ Find the ordinal numbers in the puzzle.**

- 1<sup>ST</sup>                      2<sup>ND</sup>                      3<sup>RD</sup>
- 4<sup>TH</sup>                      5<sup>TH</sup>                      6<sup>TH</sup>
- 7<sup>TH</sup>                      8<sup>TH</sup>                      9<sup>TH</sup>                      10<sup>TH</sup>

F W A S E C O N D V T E G  
 I N Y I I T F O U R T H E  
 F Z E X G H I N I N T H E  
 T A R T H I R Y C A I L M  
 H M O H T R S E V E N T H  
 X F U Y H D T E N T H Z E

Appendix 6: (Continue)

## *The Blind Men and the Elephant*



There were once six blind men who stood by the side of a road every day and asked the people who went by for money. One day they heard the sound of many people coming along the road and called out to find out what was happening.

A woman told them that an elephant was being brought down the road to work in the nearby forest. They had often heard of elephants, but they had never seen one. How could they have, for they were blind?

They asked the woman to tell them when the elephant was getting close to them. When she told them it was near, they walked out onto the road and called to the owner.

They asked if he might stop for a short time so that they could see the great animal. They could not see it with their eyes, but they thought that by touching it with their hands they could learn what it looked like. The first one happened to put his hand on the elephant's side.

- "Well, well!" he said, "Now, I know all about elephants. They must look just like a wall."

The second felt one of the long teeth that were sticking out of the side of the elephant's mouth.

- "My brother," he said, "you are wrong. It is not at all like a wall. It is round and smooth and has a sharp point at one end. It looks more like a spear than any other thing I can think of."

The third happened to take hold of the elephant's long nose.

- "Both of you are wrong," he said.

- "Anybody who knows anything can see that an elephant must look like a fat snake."

The fourth reached out his arms and put them around one of the elephant's legs.

- "Oh, how blind you are!" he said. "It is very clear to me that it is round and tall like a tree."

The fifth man was very tall, and he happened to take hold of one of the elephant's big ears. "Even without eyes you should be able to see that this animal is not like any of the things that you name," he said.

- "It looks like a very big fan."


The sixth man was very old and slow, and it was some time before he could find the elephant at all. At last he took hold of the animal's tail.

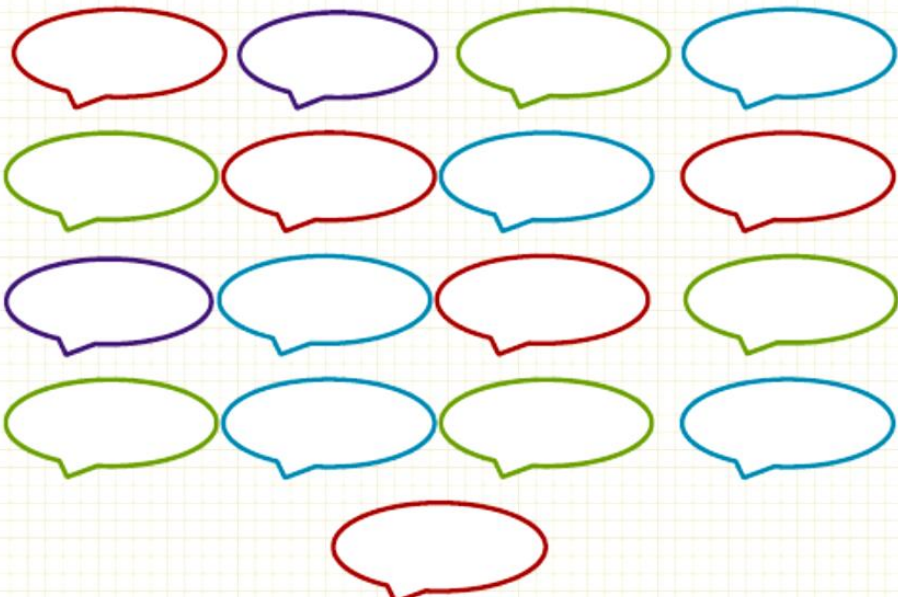
- "Oh foolish men!" he cried. "You can't be thinking right today. This elephant is not like a wall, or a spear, or a snake, or a tree; and it does not look like a fan at all. Any man who sees it must know that it looks just like a rope."


Then the elephant moved on. The six blind men sat by the side of the road all day, and talked to each other about what they thought it looked like. They could not agree, and called each other bad names for thinking something different. Each believed that he knew the answer, but all were wrong because they only knew part of the truth. People who have eyes sometimes act just as foolishly.

James Baldwin

Appendix 6: (Continue)

 **Write unknown words in the bubbles with the meanings.**




 **Fill in the blanks with the right word.**


sharp round legs slowly look like blind first smooth

- ✚ My grandmother can't see anything, she is.....
- ✚ The moon has a.....shape, but its surface isn't.....
- ✚ What does your sister .....?
- ✚ Helena broke her two.....and an arm, she is at the hospital now.
- ✚ I became the .....person to win the golden medal in archery.
- ✚ You should obey the traffic rules and drive .....
- ✚ The crocodiles hunt their animals with their .....teeth.

Appendix 6: (Continue)

 Discuss and write the answers of the questions according to the story.

- ✚ Why did the six blind men stand by the side of the road?
- ✚ Why did the first blind man think the elephant looked like a wall?
- ✚ What is the message of the story?
- ✚ Can you give us a similar example from your life?
- ✚ Can you offer an alternative ending for the story?

 Fill in the blanks with the right word.

bigger taller slower longer sharper

- ✚ The giraffes are .....than most of the wild animals living on the land.
- ✚ My father is 1.75 meters, he is .....than me.
- ✚ I don't prefer buying train tickets, because trains are.....than other vehicles.
- ✚ The sharks have .....teeth than other sea animals.
- ✚ My sister has.....hair than I have.

Appendix 7: Course 2: The Giving Tree by Shel Silverstein

COURSE 2

Before reading:

- Look at the Picture!
- Tell your friends what you think.

Do you know these verbs?

- ✚ climb \_\_\_\_\_
- ✚ come \_\_\_\_\_
- ✚ swing \_\_\_\_\_
- ✚ buy \_\_\_\_\_
- ✚ give \_\_\_\_\_
- ✚ leave \_\_\_\_\_
- ✚ carry \_\_\_\_\_
- ✚ take \_\_\_\_\_
- ✚ cut \_\_\_\_\_
- ✚ make \_\_\_\_\_
- ✚ wish \_\_\_\_\_
- ✚ need \_\_\_\_\_

 **The Giving Tree** 



Once upon a time there was a tree which loved a little boy. Every day the boy would come to see her. He would pick up her leaves and make things with them.

He would climb up her trunk and swing from her branches. He would eat her apples, and they would play games together.

And when he was tired, he would sleep in her shade. The boy loved the tree very much, and the tree was happy. But time went by. The boy grew older, and the tree often had nobody to play with. Then, on day the boy came again to the tree.

- "Come, Boy," said the tree. "Come and climb up my trunk and swing from my branches. Eat apples and play in my shade and be happy!"

- "I am too big to climb and play," said the boy. "I want to buy things and have fun. I want some money. Can you give me some money?"

- "I have no money," said the tree, "I have only leaves and apples. But take my apples, Boy. People in the city will buy them from you. Then you will have money and you'll be happy."

And so the boy picked her apples and carried them away. And the tree was happy.

- "I am too old and sad to play", said the boy. "I never have fun anymore. I want a boat that will take me far away from here. Can you give me a boat?"

- "I have no boat", said the tree. "But you can cut down my trunk and you can make a boat. Then you can go far away across the sea and be happy". And so the boy cut down her trunk and made a boat and went away. And the tree was happy. And after a long time the boy came back again.

- "I am sad Boy", said the tree sadly, "for I have nothing left to give you. My apples are gone".

Appendix 7: (Continue)

- "My teeth are not good enough to eat apples now, said the boy.

- "My branches are gone too", said the tree. "You cannot swing on them".

- "I am too old to swing on branches", said the boy.

- "Even my trunk is gone", said the tree. "You cannot climb".

- "I am too tired to climb", said the boy.

- "I wish that I could give you something," said the tree, "but I have nothing left. I am just an old stump."

- "I don't need very much now", said the boy. "Just a quiet place to sit. I am very tired".

- "Well", said the tree, straightening herself up as much as she could, "well, an old stump is good for sitting on. Come, Boy, sit down... sit down". And the boy did. And the tree was happy.




Shel Silverstein



Discuss and write the answers of the questions according to the story.


- ✚ What is the message of the story?
- ✚ What do think about the relation of people and the nature?
- ✚ Can you give us a similar example from your life?
- ✚ What would you do if you were in the shoes of the tree?
- ✚ Can you offer an alternative ending for the story?

Appendix 7: (Continue)


 Find the verbs in the puzzle.

C	O	M	E	X	Z	I	R	A		
L	E	A	V	E	O	N	E	E	D	
I	Y	K	S	V	G	I	V	E	T	R
M	T	E	W	I	S	H	M	S	A	G
B	U	Y	B	C	U	T	A	G	K	H
S	W	I	N	G	V	E	K	U	E	
C	A	R	R	Y	S	P	E	A		






climb come buy swing  
give  
leave carry  
take cut make wish  
need

 2) Write True or False according to the story.

- +  The boy cannot climb the tree because he is older now.
- +  The boy wants to climb the tree before he gets the apples.
- +  The tree is always thoughtful and understanding to the boy.
- +  The boy wants to cut down the tree in the end of the story.

 2) Match the pictures with the phrasal verbs.

sit down go away cut down pick up come back



Appendix 8: Course 3: The Little Match Seller by Hans-Christian Andersen

COURSE 3



Before you read:

- Look at the Picture!
- Tell your friends what you see.
- What do you know about the Christmas and the New Year's Day.
- Did you read the story ?



Write the past forms and the meanings of the Regular verbs.

✚ walk	_____	_____
✚ carry	_____	_____
✚ light	_____	_____
✚ seem	_____	_____
✚ disappear	_____	_____
✚ burn	_____	_____
✚ cover	_____	_____
✚ jump	_____	_____

## The Little Match Seller



It was terribly cold and nearly dark on the last evening of the old year, and the snow was falling fast. In the cold and the darkness, a poor little girl walked through the streets. She had no covering for her hair and no shoes on her feet.

She had been wearing shoes when she left home, but they were not of much use. They were her mother's, and were very large.

So large that the poor little girl had lost them when running across the street between two carriages that were traveling too quickly. She could not find one of the shoes, and a boy picked up the other and ran away with it, saying that he could use it as a baby's bed when he had children of his own.

So the girl went on without shoes. Her little feet were quite red and blue with the cold. In her pockets were boxes of matches that she was trying to sell. She also carried one in her hands. No one had bought anything from her the whole day, or given her even a penny. Shivering with cold and hunger, she walked slowly along. The snow fell on her long fair hair, but she took no notice of it. The poor little child looked the picture of misery.

She could see lights in every window, and her mouth watered from the smell of roast goose, for tomorrow was New Year's Day. Yes, she remembered that. In a corner between two houses, one of which came out a little further than the other towards the road, she sat down. She had pulled her little feet under her, but she could not keep out the cold. She was scared to go home, for she had sold no matches, and could not take home even a penny of money. Her father would certainly beat her. Besides, it was almost as cold at home as here.

They had only a roof to cover them, which did nothing stop the wind. Her little hands were almost frozen with the cold. Ah! Perhaps a burning match might be some good, if only she could get one from the box and rub it against the wall, just to warm her fingers. She took one out and rubbed. Oh! How it burnt! It gave a warm, bright light, like a little candle, as she held her hand over it. It really was a wonderful light.

It seemed to the little girl that she was sitting by a large fireplace. How the fire burned! It seemed so beautifully warm that the child put out her feet as if to warm them. Then, suddenly, the match went out. The fireplace disappeared, and she had only what was left of the burnt match in her hand. She rubbed another match on the wall. It also burned brightly, and where its light fell upon the wall it was as if she could see through the wall into the room. The table was covered with a snowy white cloth, on which stood a wonderful dinner.

## Appendix 8: (Continue)

In the centre of the table was a large roast goose. And what was still more wonderful, the goose jumped down from the table and walked across the floor, with a knife and fork still in it, towards the little girl. Then the match went out, and there was nothing left but the thick, wet, cold wall in front her. She lighted another match, and then found herself sitting under a beautiful Christmas-tree. It was larger and had more things on it than the one which she had seen through the glass door at the house of the rich shop-keeper.

Thousands of candles were burning upon it, and coloured pictures, like those she had seen in the shop windows, looked down upon it all. The little one put out her hand towards them, and the match went out. The Christmas lights seemed to go higher and higher, till they looked to her like the stars in the sky. Then she saw a star fall, leaving behind it a bright line of fire.

-*"Someone is dying,"* thought the little girl. Her old grandmother, the only one who had ever loved her, and who was now dead, had told her that when a star falls, a soul was going up to God. She again rubbed a match on the wall, and the light was all around her. In it stood her old grandmother, looking kind and loving as she always did. "Grandmother," cried the little one,



-*"Oh, please take me with you! I know you will go away when the match burns out, like the warm fire, the roast goose, and the large, wonderful Christmas-tree."*

And she quickly lighted a whole box of matches, for she wished to keep her grandmother there.

The matches shone with a light that was brighter than a summer's day, and her grandmother had never appeared so large or so beautiful. She took the little girl in her arms, and they both happily flew far above the earth. They went to a place where there was no cold or hunger or pain, for they were with God. In the early morning light, there lay the poor little one, with white face and smiling mouth, sitting against the wall.

She had been frozen to death on the last evening of the year. The New Year's sun shone upon her body. She sat, in the cold stillness of death, holding the burnt matches in her hand.

-*"She tried to warm herself,"* said some. No-one knew of the beautiful things she had seen, or into what wonderful place she had gone with her grandmother, on that cold New Year's Day.



**Hans-Christian Andersen**

Appendix 8: (Continue)



Write the past forms and the meanings of the Irregular verbs.

✚ leave	_____	_____
✚ sit	_____	_____
✚ come	_____	_____
✚ have	_____	_____
✚ go	_____	_____
✚ give	_____	_____
✚ fall	_____	_____
✚ find	_____	_____
✚ take	_____	_____
✚ buy	_____	_____
✚ stand	_____	_____



Answer the questions according to the story.

- ✚ Why did she have no shoes that night?
- ✚ Why was she afraid to go home?
- ✚ What would you do if you were in her shoes?
- ✚ Can you offer an alternative ending for the story?
- ✚ Do you dream when you feel miserable?

COURSE 4

Before you read:

- ❖ Do you want to live on a farm?
- ❖ What do you think about 'bullying'?

How many irregular verbs do you remember?

- ✚ said \_\_\_\_\_
- ✚ knew \_\_\_\_\_
- ✚ saw \_\_\_\_\_
- ✚ took \_\_\_\_\_
- ✚ ran \_\_\_\_\_
- ✚ found \_\_\_\_\_
- ✚ began \_\_\_\_\_
- ✚ did \_\_\_\_\_
- ✚ hit \_\_\_\_\_
- ✚ thought \_\_\_\_\_
- ✚ went \_\_\_\_\_
- ✚ came \_\_\_\_\_
- ✚ bought \_\_\_\_\_
- ✚ swam \_\_\_\_\_
- ✚ gave \_\_\_\_\_

Edward and Charles



Edward and Charles were brothers. They lived happily with their mother and father on a large farm. The farm was a long way from the nearest school. It was so far that the boys did their studies at home. One day their father called the two boys. He told them that he was going away for a month. He said that they must be very good when he was away.

They must help their mother by doing as she asked. And they must not do anything to make her unhappy. He also said that they must be kind to Ben. Ben was a boy who worked on the farm. His family were very poor and he had to work to help them. Edward and Charles both said they would do as their father asked. Charles was a good boy. He was sad that his father was going away.

Edward, who was bad boy, was happy. He was not going to help his mother by doing as she asked. He was going to do what he wanted. And he was not going to be kind to Ben. He was going to do bad things to Ben every time he saw him. The boys' mother was not well. She stayed in her room most of the time. She knew very little of what the boys did all day.

Every morning, Edward would take his hat and go outside. He did not say where he was going. He did not tell anyone when he would come home. One day, Charles took his dog for a walk. He had not walked very far when he heard Ben crying. He ran to where the sound came from. There he found Ben carrying some large pieces of firewood. Edward was hitting Ben and telling him to carry more. Ben was crying that he could not carry more.

## Appendix 9: (Continue)

Charles began to take some of the wood away. Edward said that he would hit him if he did not stop. But Charles was not to be stopped. He told Edward that he would have to fight to make him stop. Edward did not want to fight Charles. He did not like being hurt, so he never hit anybody but Ben.

The boys' father would make Ben go away if he hit Edward back. So Edward walked away. He sat by the river and thought of ways to hurt Charles. There was a small boat under a tree near where he was sitting. This gave Edward an idea.

The next morning, Edward asked Charles to walk with him. They went down to the river and came upon the boat. Edward said that he had played on the boat the day before. He said that he may have dropped some money on the boat. Then he asked Charles to help him look for it. Charles was happy to help his brother.

He jumped into the boat. When he did this, Edward cut the rope that held it to the tree. The boat went out into the river. Then the water began to carry it away. Edward's idea was a bad one. He did not know where the boat would go. Also, Charles did not swim very well. He could die if a big wind came up and turned the boat over. Ben, who was working nearby, saw the danger. Ben could swim like a fish.

He took off his clothes and swam out to help Charles. He took hold of the rope. Then he pulled the boat to the side of the river. Charles happily jumped off onto the ground. Edward's mother did not know about the bad things he did. And Edward knew that Charles would not tell his father about them.

But an old man who worked on the next farm saw everything. He told the father how bad Edward had been. The father saw that studying at home was not good for the boys. It was time for them to go away to school. And he could see that Edward needed to learn to be kind to others.

He put Edward in a school that was far from their farm. It was so far that he could only come home at Christmas. Charles was put in the nearest school to their farm. He came home many times in the year. His father bought him a small horse that he could ride around. He often let Ben ride with him, for they were now good friends.

Elizabeth Semple

Appendix 9: (Continue)

Answer the questions according to the story.

- ✚ What is the message of the story?
  
- ✚ Why must Ben work on the farm?
  
- ✚ Do you think it is true to send Edward to a school to punish him?
  
- ✚ Can you offer an alternative ending for the story?
  
- ✚ What would you do if you have a brother like Edward?

Fill in the blanks with must/mustn't.

- ✚ We \_\_\_\_\_ be rude to our friends.
- ✚ You \_\_\_\_\_ help our parents.
- ✚ I \_\_\_\_\_ do our homework.
- ✚ People \_\_\_\_\_ hunt animals.
- ✚ We \_\_\_\_\_ save our nature.
- ✚ You \_\_\_\_\_ be kind to other people.

## Appendix 10: Permission from the Participants, the Students' Parents, and the MoNE



T.C.  
RİZE VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 57774812-619-E.1981809  
Konu : Tez Çalışması İzni

28.01.2020

### VALİLİK MAKAMINA

- İlgi : a) Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Ana Bilim Dalı Uygulamalı Dil Bilimi Tezli Yüksek Lisans Programı öğrencisi Gökçe KOLCU'nun 17.01.2020 tarihli dilekçesi.  
b) Millî Eğitim Bakanlığının 21/01/2020 tarihli ve 81576613-10.06.02-E.1563890 (2020/2) sayılı Genelgesi.

Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Ana Bilim Dalı Uygulamalı Dil Bilimi Tezli Yüksek Lisans Programı öğrencisi Gökçe KOLCU'nun "Dil Öğretiminde Edebiyatın Rolü Üzerine Bir Çalışma; Yabancı Dil Olarak İngilizce Öğrenen Ortaokul Öğrencilerinin Dil Öğrenme Sürecine İngilizce Kısa Hikayelerin Dahil Edilmesi Üzerine Tecrübeleri" konulu yüksek lisans tezi kapsamında ekte sunulan yarı yapılandırılmış mülakat çalışmasını 2019-2020 Eğitim Öğretim Yılında ilimiz İyidere ilçesi Merkez Ortaokulu 7. sınıf öğrencilerine uygulama isteği ilgi (a) dilekçe ile bildirilmektedir.

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Müdür a.  
Şube Müdürü

OLUR  
28.01.2020

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## Appendix 10: (Continue)

Sayın Veli,

2019-2020 Eğitim Öğretim yılı, 03.02.2020- 13.03.2020 tarihleri arasında İyidere Merkez Ortaokulu İngilizce öğretmeni Gökçe Kolcu tarafından İyidere Merkez Ortaokulunda öğrenim gören 7.sınıf öğrencileriyle haftada iki ders saati (80 dk.) olmak üzere bir İngilizce hikâye işleme çalışması yürütülecektir. Bu çalışma; İngilizce öğretmenin “Dil öğretiminde edebiyatın rolü üzerine bir çalışma: Yabancı dil olarak İngilizce öğrenen ortaokul öğrencilerinin dil öğrenme sürecine İngilizce kısa hikâyelerin dâhil edilmesi üzerine tecrübeleri” adlı Yüksek Lisans çalışması kapsamında düzenlenecek olup, çalışmanın öncesinde ve sonrasında öğrencilerle yarı yapılandırılmış kısa görüşme yapılacaktır. Bu çalışmanın amacı öğrencilerin edebi metinler üzerinden dil öğrenimine katkıda bulunup, bu konudaki fikirlerini ve tecrübelerini öğrenmektir. Bu araştırma, TC Milli Eğitim Bakanlığı ve okul yönetiminin de izni dâhilinde yürütülecektir. Bu uygulama tamamen gönüllülük esasına dayalı olup, öğrencilere maddi manevi herhangi bir zarar verecek nitelikte değildir. Çalışmada öğrencilerden kimlik belirleyici hiçbir belge veya fotoğraf istenmeyecektir. Süreç boyunca elde edilecek veriler tamamen gizli tutularak, veriler sadece araştırma için kullanılacaktır. Bu çalışmaya katılıp katılmama durumunda öğrencilerin akademik başarı, karne notu veya öğretmenle ilişkileri konusunda herhangi bir değişiklik yaşanmayacaktır. Öğrenciler istedikleri zaman çalışmadan ayrılma hakkına sahip olacaktır. Çalışma esnasında ve sonrasında öğretmene ulaşip görüşlerinizi bildirebilirsiniz. Bu konudaki kararınızı aşağıdaki izin formunu imzalayarak bildiriniz.

Araştırmacı: Gökçe KOLCU (İngilizce Öğretmeni)

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Adres: Hazar Mah. No:83. İyidere/Rize

İyidere Merkez Ortaokulu, 7/A sınıfında öğrenim gören ..... numaralı kızım/oğlum  
.....'ın yapılması planlanan çalışmada yer almasını;

Onaylıyorum

Onaylamıyorum

Bilgilerinize arz ederim.

  
Selçuk TORPİL  
Şube Müdürü

## Appendix 11: Semi-Structured Interview

Yarı Yapılandırılmış Görüşme Formu	
Görüşme Amacı	Yüksek lisans tez çalışması kapsamında uygulanan İngilizce hikâye çalışma etkinliğiyle ilgili öğrenci görüşlerini almak.
Görüşmeyi Yapacak Kişi	İngilizce Öğretmeni Gökçe KOLCU
Görüşmenin Yapılacağı Yer	Okul kütüphanesi.
Görüşmenin Yapılacağı Kişiler	Okulda öğrenim gören 7. sınıf öğrencileri.
Görüşme Tarihleri	2019-2020 Eğitim Öğretim Yılı, Ön görüşme tarihi: 03-07 Şubat 2020. Son görüşme tarihi: 09-13 Mart 2020.
Öğrenci Görüşme Soruları	<p>1. İngilizce derslerinde; ders kitabının yanı sıra İngilizce edebi metinler (kısa hikâye, şiir, roman) işlenmesi hakkında ne düşünüyorsunuz?</p> <p>2. İngilizce derslerinde kısa hikâyeler işlemenin dil becerilerinizi geliştireceğini düşünüyor musunuz?</p> <p>3. İngilizce kısa hikâyeleri anlamakta veya dil çalışmalarını yapmakta zorluk çektiğiniz oluyor mu?</p> <p>4. İngilizce derslerinde kısa hikâye işlemek size ne şekilde etkiler?</p> <p>5. Eklemek istediğiniz başka bir şey var mı?</p>

  
Gökçe KOLCU

  
Selçuk TORPİL  
Şube Müdürü

## **CURRICULUM VITAE**

Gökçe KOLCU was born in Rize, in June 1989. She graduated from Sabancı Primary School in 2003 and Nevzat Karabağ Anatolian Teacher Training High School in 2007. Then, she graduated from the Department of English Language Teaching at Atatürk University in 2011. She started her master's degree in Applied Linguistics Program at Karadeniz Technical University in 2017. Currently, she works as an English teacher.

KOLCU, is single and speaks English.

