

**Student Teachers` Attitudes toward Using Literature
as a Means of Language Teaching in a Multicultural
Context**

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ABSTRACT

Literature is an integral component of any language class as it represents the culture of the target language where students will have more exposure and that what lead to a better communicative competence which is the ultimate goal of language teaching. Thus, it was worth considering what do future teachers think about using literature as a means of language teaching in language classes.

The current study is an attempt to investigate what do student teachers of ELT undergraduate program think about using literature in language classes especially in a context with students from different cultures and backgrounds as the case is in the university where this study was conducted. The study explored the student teachers` attitudes toward using literature from two different aspects; as learners enrolled in ELT program, and teachers in the near future willing to use literature in their language classes.

According to the findings of the study, it was suggested that as a result for the misuse or the inappropriate selection of literary text in language classes, learners may be drifted behind some misconceptions, stereotypes, or cultural clashes as they are experiencing new culture. Thus, the study explored, as well, what consideration participants are going to keep in mind while choosing a literary text for language classes?

The results of the study showed positive attitudes toward using literature as a means of language teaching and the participants are willing to use it in their literature classes as they believe that literature is a rich source of cultural authentic exposure. The results

also suggested that there is no difference in the way of choosing literary text for a class of students from one culture or for a multicultural class. The consideration has only to do with students` level of proficiency and their own backgrounds.

The very important and highlighted result of the study was the participants` belief about literature as it is a universal language that can be used anytime and anywhere and all people whatever their culture is can understand it.

Keywords: Literature, Attitudes, Student teachers, Authentic materials, Multicultural context.

ÖZ

Edebiyat, öğrencilerin daha fazla maruz kalacağı hedef dilin kültürünü temsil ettiği ve dil öğretiminin nihai amacı olan daha iyi bir iletişimsel yetkinliğe yol açan şeyin, herhangi bir dil sınıfının ayrılmaz bir bileşenidir. Bu nedenle, gelecekteki öğretmenlerin, edebiyatı dil derslerinde bir dil öğretimi aracı olarak kullanmaya ilişkin düşünceleri dikkate değerdi.

Bu çalışma, ELT lisans programının öğrenci öğretmenlerinin, bu çalışmanın yapıldığı üniversitede olduğu gibi, özellikle farklı kültür ve geçmişlerden gelen öğrencilerle bir bağlamda dil derslerinde literatür kullanımı hakkında ne düşündüğünü araştırmak için bir girişimdir. Çalışma, öğretmen adaylarının edebiyatı iki farklı yönden kullanmaya yönelik tutumlarını incelemiştir; ELT programına kayıtlı öğrenenler ve yakın gelecekte öğretmenler edebiyatı kendi dil derslerinde kullanmaya istekli.

Araştırmanın bulgularına göre, dil derslerinde edebi metnin yanlış kullanılması ya da yanlış seçilmesi sonucu, öğrencilerin yeni kültür yaşadıkları için bazı yanlış anlamalar, basmakalıp ya da kültürel çatışmaların arkasına sürüklenebileceği önerildi. Bu nedenle, araştırmada, katılımcıların dil dersleri için edebi bir metin seçerken akıllarında nelere dikkat etmeleri gerektiği araştırıldı.

Çalışmanın sonuçları, edebiyatı dil öğretimi aracı olarak kullanmaya yönelik olumlu tutum sergilemiştir ve katılımcılar, literatürün zengin bir otantik maruz kalma kaynağı olduğuna inandıkları için, edebiyat derslerinde kullanmaya isteklidirler. Sonuçlar ayrıca, bir kültürden gelen bir öğrenci sınıfı için veya çok kültürlü bir sınıf için edebi

metin seçme yolunda hiçbir fark olmadığını göstermiştir. Düşüncenin yalnızca öğrencilerin yeterlilik düzeyi ve kendi geçmişleriyle ilgisi var.

Çalışmanın en önemli ve vurgulanan sonucu, katılımcıların her zaman ve her yerde kullanılabilecek evrensel bir dil olduğu ve kültürlerinin her ne olduğunu anlayabildikleri için edebiyat inancıydı.

Anahtar kelimeler: Edebiyat, Tutum, Öğrenci öğretmenleri, özgün materyaller, Çok kültürlü bağlam.

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Chapter 1

INTRODUCTION

1.1 Introduction

This chapter aims to introduce the background of the study, the statement of the problem, the purpose of the study, the significance of the study, and the research questions. In addition to that, the definition of the key terms of the study will be addressed as well.

1.2 Background of the study

With the advent of literature, humanity commenced to find new ways through which they can criticize and ridicule reality, document their tournaments, revolutions, and victories. Enlighten and entertain people and teach them about their own culture and others` are also essential roles for literature where people will be open to investigate new realms around them and to discover more about themselves. Culture, with its different components such as traditions, beliefs, and rituals, is the lenses by which people see the world around them. If the language class can be the place where culture and literature are taught, then it is the place where the vision will be with crystal clarity. I believe that literature is aiming at fashioning out the culture in the best way.

Teaching and learning a language requires being aware of other different aspects such as the culture of the language itself. A language teacher must know more than the linguistic aspects of the language. S/he should teach the students how to use the

language in different contexts and for different communicative purposes which is the ultimate goal of teaching a language. It is also important to help students to see things from different perspectives, and to respect other cultures and backgrounds. One of the best ways to learn the target language and culture is to use literature, as it is the space where learners can live and experience the language from different perspectives. Also, it is one of the best means, if not the best, to enhance the process of language acquisition among learners within a meaningful context (Carter, 1999; Cahn, 2006; Johnston, 1996).

Literature is the microcosm of a whole society. It can be the window that gives us the opportunity to experience the social life, the culture, the values, and the traditions of people from different cultures as it projects their lives (Keshta, 2001). Through literature, one can travel into different cultures and look into the lives of people of those cultures. Literature holds a unique deal of knowledge about others` lives and cultures which is brought to the readers in different literary pieces. Poems, short stories, plays, and novels are the reflection of a society where readers can go through and discover new ways of thinking and living (O'Neill, 1990). Moreover, Carter (2012) suggests that literature can provide an authentic and simplified material which can construct the content in a non-trivial way which gives voice to things that are not found in other types of texts.

The effective learning environment must ensure engaging the students in the learning process in order to enrich their awareness and understanding (Chan, 2010). In language teaching and learning, particularly, learners must be involved as they are learning the culture of the language as well. For a long time, literature in EFL/ESL classes was an interest of many studies for its different advantages such as helping to

develop the creative skills of learners as well as contributing to a better linguistic understanding (Keshta, 2001).

Literature can be a fruitful way to involve learners and give them a good space to express their opinions and to reflect on their own experiences and backgrounds. Through reviewing different contexts, it was obvious that literature has been playing an essential role in ESL/EFL classes. For example, Chan (1994) in a study conducted in China suggests that literature is the way where learners can develop their critical thinking abilities as well as their cultural awareness in addition to language development.

Selecting literary texts to be taught in ELT undergraduate program requires a great deal of attention as the students are the teachers of the near future where they have to learn literature and to learn how to teach it. In an international university with students from different cultures, selecting the literary texts can be more challenging as it has to ensure meeting the needs and interests of these different cultures. This study investigates students` attitudes toward using literature as a means of language teaching and their willingness to apply it in their own teaching contexts in the near future.

1.3 Statement of the Problem

While selecting a literary text many things must be taken into account such as the linguistic needs of the students, their culture, and their traditions. The current study aims to examine how a literary text can meet the needs and interests of students from different cultures. Also, it aims to investigate student teachers` attitudes toward teaching the English language through literature, considering:

- Their own attitudes toward using literature within a multicultural context.
- Their willingness to use literature in their own teaching context.

1.4 Motivation of the study

It is worth mentioning that the study is not the spur-of-the-moment. I remember in one of the literature classes within my bachelor program, as a witness in a class of students from one cultural background, the professor asked: what is the unforgettable literary text for you? I answered many, and I mentioned Oedipus as the turning point for me to start reading literature in an insatiable way. The teacher asked me to tell the story in a few words for those who were not familiar with it. I told it in short, and one of my classmates, out of the blue, said: so you are recommending a story talking about incest! At that moment, I was transfixed and I thought if I was asked a similar question from one of my future students regarding an issue addressed in a literary text that contradicts the ideology or the belief of the crowd, how would I respond? Later on, and after deciding that I will be working on literature and start searching the related studies, I came across an interesting study conducted in Saudi Arabia by Alfauzan & Hussain (2017) about undergraduate students' attitudes toward using literature in English classes. The results of the study showed negative attitudes as the students believe that there are some literary texts that do not suit their Islamic conservative culture. The study provoked my attention to contemplate about how teachers can ensure that using literature in language classes can prevent the cultural clashes as students are introduced to a different culture, which may differ from their own.

1.5 The purpose of the study

Teaching language through literature is a real need for ELT undergraduate students as they are the teachers of the near future, whatever the context they will be teaching

in, they will need to be able to teach specific aspects of literature as teaching the language requires teaching its culture. Teaching literature to ELT undergraduates in an international university with students from different cultures requires being aware of their own cultures and backgrounds. The study aims to investigate student teachers' attitudes toward teaching language through literature, and to investigate to what extent they think they can use and adapt what they have learned in their own future teaching context. The current study is dealing with the participants from two different perspectives; as current learners of language and literature and as prospective teachers who will be dealing with literature for teaching purposes. Thus, the contribution to the field will be reached as the study deals with the participants as learners and prospective teachers where investigating the two roles at once is lacked in the related literature.

1.6 Significance of the study

As mentioned earlier, literature in ESL/EFL classes receives a great deal of attention as a research area. However, there is not adequate research conducted to investigate the student teachers' attitudes toward using literature in their future classes, nor their attitudes while learning how to use literature for teaching purposes, and most importantly in a multicultural context such as the context of the current study. Considering these factors, the current study will investigate how student teachers perceive learning literature for teaching purposes, and if they believe that selecting literary work to meet the needs and interests of students from different cultural backgrounds will be challenging or it will be an easy process.

1.7 Research questions

The study aims to investigate the following questions:

- 1- What do student teachers of ELT undergraduate program think about using literature as a means of language teaching?
- 2- How can literature meet the needs and interests of the students from different cultures, and enrich the cultural awareness in a multicultural university?
- 3- As prospective teachers, how can the participants use literature in their EFL classes, and what criteria do they think must be taken into account in order to choose the literary text in EFL class?
- 4- What challenges do the participants encounter while learning how to use literature for teaching purposes?

1.8 Definitions of key terms

This part of the chapter will identify the main key terms that will be addressed in the study: Literature, Attitudes, Student teachers, Multicultural context, and Authentic materials.

1.8.1 Literature

According to Oxford dictionary, literature is “the written works, especially those which are considered as superior or lasting artistic merit” (p. 692). The origin of the word comes from the Late Middle English (in the sense of knowledge about books via French from Latin Literature from the word “littera.” According to Longman Dictionary of Contemporary English, Literature is: “books, poems, and plays which people think they are important” (p.391). Accordingly, different scholars define literature based on considering two aspects of it; literature with capital “L” and literature with small “l”. Further explanation will be provided about the two aspects in the second chapter.

1.8.2 Attitudes

Attitude is an abstract concept which is widely used by sociologists and psychologists (Pratkanis & Greenwald, 1989). On the other hand, Bohner & Wänke (2002) argue that attitudes include cognitive, affective, and behavioral responses which mean that the attitudes encompass thoughts and feelings besides the behaviors and these elements are all interrelated. Harren (2004) also suggests that the positive attitudes of people put them on the way of success while their negative attitude may lead them to failure.

The behavior will be affected on three levels; the individual, the interpersonal, and the societal level. The individual level refers to the way that people tend to achieve what they are in favor, thus, they respond negatively to particular things they have negative attitudes toward. People with similar attitudes usually tend to be together and they may influence each other as well, this is what is referred to as the interpersonal attitudes. Regarding the societal level, the common attitudes for a particular group of people can lead either to conflict or to harmony. Lee (2016) refers to the school atmosphere as the harmonic society if its members have shared attitudes. The current study aims at exploring the individual attitudes of the participants and how it affects their responses toward learning literature and as a result, impacts the overall context.

1.8.3 Student teachers

Student teachers, in different studies they also referred to as pre-service teachers, or prospective teachers. They are those who meet the qualities of being a teacher according to university degree requirement, and they are at the stage of doing their practicum to be official teachers. At this stage they are receiving different trainings

and pre-service support in order to qualify them for a teacher`s positions. The trainings they receive may include micro teaching practices, supervision, and monitoring (Aksu et al., 2010; Coultas & Lewin, 2002).

1.8.4 Multicultural context

In terms of education, multicultural context refers to the community of learners and teachers from different cultures and backgrounds. This community is affected by the different responses of individuals toward education. These differences can also impact the achievement and development in the context within which individuals have to interact (Hoy & Woolfolk, 1990).

1.8.5 Authentic materials

Authenticity means that language learning goes beyond knowing the structures of language only. The communicative competence must be in the first place through providing students with materials where the forms of communication is illustrated more than the linguistic one. Therefore, the authentic materials or the authentic texts are the texts which were not prepared for teaching purposes such as magazines, newspapers, and stories. However, they can be used as effective materials which provide students an exposure to language in a meaningful context (Chomsky, 1965, cited in Gilmore, 2007).

1.9 Summary

This chapter provided an outline for the whole study considering the background of the study, the importance of the study, and what is the expected significance of the study. Also, the research questions were mentioned and they will be addressed within the third and fourth chapter. In addition to that, the main key terms that will be used in the study were defined.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review on some related studies concerning second language acquisition (SLA) whereas no single study about language learning or teaching can be free of reviewing SLA. Also, the chapter will provide a review on culture integration into language classes as it is the umbrella where literature lies under. The related literature to the main focus of this study, literature as a means of language teaching, will be emphasized in terms of learners' attitudes and perceptions. Different EFL contexts where literature is used will be highlighted in addition to the reasons of using literature in language classes. The different literary genres will be provided as well in terms of their applicability in language classes. In addition to that, multicultural literature as a suggested way to teach literature in multicultural context will be explained.

2.2 Second language acquisition

English became the universal language for communication, technology, commerce, and education. Most of the governmental or private schools and universities, in many countries in the world, apply English as the medium of instruction. Thus, the study of Second Language Acquisition, hereafter will be referred to as SLA, is an abundant field with diversified research in respect to different contexts of language acquisition such as the social context which was discussed by Hymes (1972). Also, Cummins (1978) investigated the relationship between bilingualism and the cognitive growth.

Other researchers such as Vygotsky (1992) were concerned with the relationships between language learning and culture and they believe that acquiring a second language requires acquiring a second culture. Similarly, it is argued that acquiring the language requires more exposure to the culture where learners can develop their linguistic and communicative language abilities.

The field of SLA is a wide indispensable field as it includes studies related to language teaching and learning that there is no research in the two mentioned fields free of reviewing SLA. However, the main focus of the current study is literature as a means of language teaching; thus, it is worth considering the related studies which deal with the relationship between SLA and literature. Scott & Tucker (2002) for example, lay emphasis on the importance of integrating literature in different language classes as a way to foster dialogue within the classroom environment and to establish solid pillars and foundations for communication, and as a result, enhances the process of second language acquisition. They also believe that language is a tool of communication; hence, it cannot be isolated from its role as a device of organizing the different contexts within which the speakers encounter different experiences. Therefore, it is believed that literature can provide students with the different contexts where they will be exposed to the language.

Onukaogu (2010) believes that there are different countries such as India, his own context, facing major problems in language literacy, in acquisition and in instruction. He believes that this is due to the separation between language and literature, and suggests that the relatedness of language and literature must not be ignored and one can even say that they are two sides of one coin and they cannot be separated.

2.3 Literature as a main component of culture

Language and culture cannot be separated, and one cannot be taught or learned without the other. Therefore, it is not possible to deal with literature in isolation as it is an essential component of culture. Culture is a varied and extensive concept; it is a powerful human creation that embraces different aspects of human life. It affords its members a mutual identity and a consistent framework where they can select, construct, interpret conceptions, and assign meanings and values to the different objects in a cohesive fashion (Galloway, 1992). There is a real need for bringing mutual understanding and acceptance to the world; thus, the Standards of the New Foreign Language Teaching and Learning lay emphasis on the need of integrating culture in language curriculum. The rationale behind this need is two-fold; the first one is that language can lead to a more cross-cultural understanding, and the second is that language and culture are intertwined. Therefore, integrating culture must be among the essential components of any language curriculum. Similar opinion was provided by Taran & Phan (2018) who argue that the participants of their study, regarding the role of culture in language classes, believe that a language class without considering cultural matters makes no sense.

Genc & Bada (2017) believe that when culture is included in language classes, the results will be significantly different in terms of acquiring more language skills, raising more cultural awareness, and changing some false perceptions and attitudes toward the culture of the target language and toward different cultures. In their study on culture integration, Genc & Bada (2017) argue that a clear transformation in the way students think and perceive things was touched after attending culture classes. Moreover, Culpepper (2015) emphasizes the need for teaching culture as a way to

prepare global citizens with high cultural responses. In this regard, Crise (2016) also agrees with the American Council on the Teaching of Foreign Languages (ACTFL) which includes culture as the fifth standard of the essential instructions of language teaching. These instructions include communication, communities, comparison, and the connections. The five mentioned instructions are referred to as the five (C).

Cultural resources are the most effective authentic materials that help students to master the language skills while being integrated into language course books (Crise, 2016; Lin, 2017; Tobin, 2018; Tylor, 2000). Moreover, Liu (2018) suggests that teaching any language should include the capital (C) of culture which refers to the music, art, and literature of the target language and that it is not only limited to teaching English language, but also to any second language class. While investigating Chinese teachers' experiences in teaching Chinese to American students as a second language, the study of Liu (2018) touched upon the importance of introducing the culture of the target language. Similarly, in a study in a multicultural class of Brazilian and American students, Sivla (2013) believes that the language class is the place where students do not only learn grammar features about the target language, but also it is the place where they can interact with other students from different cultural backgrounds. She adds, this kind of interaction is the bridge to the mutual understanding which is the envisaged result of teaching culture. However, Snodin (2016) believes that culture is neglected in EFL classrooms within different contexts especially in the Thai context which is the context of her study where she examined integrating culture into English curricula. The results showed that the new course offered within her study gave students new intercultural, linguistic and cognitive insights.

Some scholars such as Malgwi (2003) and Salim (2018) argue that cultural materials must not only be an ancillary in language syllabi, but also they must be the cornerstone of the process of developing language materials. They also suggest that literature is the best way of presenting the target culture which ensures the permanence of what students learn about this culture. Literature, as the spokesman of the nation, is the most honest to tell about it as it tackles people`s life, history, victory, pleasure, grief, triumph, in addition to their latent experiences as well as their deeply ingrained values and morals. Therefore, literature can reveal the cloudiness of what is embedded in the target culture and presents it in the most creative and attractive way.

Paran (2006) believes that literature is a rich source of cultural information where learners have the opportunity to learn about their culture and others` around them. It can enhance learners` critical thinking skills, thus, they will be aware of the fact that there is no right or wrong way to think, feel, or perceive things, and that we can learn about the world by exploring the perspectives of different cultures and societies. Strong (1996) also believes that studying the literature of other cultures provides learners with insights about the values, traditions, and customs of other societies.

The same of defining culture is applicable to literature in terms of defining the two aspects of it; literature with the capital “L” and literature with small “l”. Literature with small “l” as suggested by Carter & McRae (1996) includes the different kinds of approachable and available texts for students. They also believe that the ultimate goal for teaching literature, whether with the big L or with the small l, is to develop students` abilities to read and to understand the embedded meanings in different texts as they receive both knowledge and enjoyment. On the other hand, literature with

capital 'L' as suggested by Maley (2007) refers to the best of writings which were produced in a particular language or for a given society. These writings make people interested and curious to read and learn about the famous literary works for well-known writers such as William Shakespeare and Charles Dickens.

After many years of debate regarding the use of literature in language classes, Maley (2007) believes that the concept of Literature with (L) extended to include different representational texts. These texts are within which Carter (1999) believes that they require the readers to recreate things and meanings in their own imaginative world. Moreover, the nature of literature goes beyond the "great works" as teachers are required to follow students' needs and interests rather than sticking to the great works (Heath, 1996; Ronnquist & Sell, 1994). For the utilitarian goal of literature, McRae (1998) also considers literary texts as a kind of "representational language" which opens new horizons for learners to think as it stimulates some areas of the brain which are responsible for imagination and for different emotions such as pain and pleasure. On the other hand, other types of texts are considered as a "referential type of language" which gives learners information about already handled situations.

Chan (2006) is echoing the previous suggestions; he recommends the use of literature with small "l" in language classes. This type of literature that includes songs, graffiti, and newspapers provides, as he claims, the exposure to familiar authentic contexts where students can express their feelings and speak up their thoughts. The pleasure and enjoyments these works can bring to students' experiences, make them rich and valuable resources for students' daily life. Regarding the authenticity, literature is considered as one of the best means of

language teaching regardless the fact that it was not prepared for this purpose (Chabers & Gregory, 2006; Khatib et al., 2011).

2.4 A brief review on the history of teaching literature

The use of literature in teaching foreign languages is traced back to more than one century. At the beginning, it was taught through the Grammar Translation Method where students had to translate some literary texts to their first language (Erkaya, 2005). On the other hand, and after the emergence of new teaching methodologies such as the Direct Method and the Audio-lingual Method, literature was no longer utilized. The same was applicable to the methodologies of the seventies which included the Community language learning method, the Silent method, and Suggestopedia. However, literature in language classes reinstated its glory in the last few decades. Erkaya (2005) suggests that the way that literature returned back with is not similar to what it has to be in the time of using the GTM as the teachers became more aware about the use of literature to promote learning different language skills.

Few decades later, the idea of teaching literature was changed. It became a source of learning different language skills, and to know more about the target culture. More reading comprehension was intended and more creative classroom discussions became achievable with introducing the different literary genres. Through the different genres students will be introduced to the literary concepts and terminologies which entail plot, character, and solution. Accordingly, students became more exposed to more creative activities that require a higher level of thinking and interpretation. Thus, one can say that the emergence or in other word, the reinstatement, of literature made the language learning process more affective (Little, 1997; Moody, 1971; Paran, 2006; Pope, 2014). Recent studies such as Lima (2018)

suggests that literature in English language classes does not reflect novelty; yet, it reflects scholars and researchers interests in the reinstatement of literature as they believe that it has approved to be a tool with great impact on the process of language learning.

2.5 The different approaches and methods for teaching literature

According to Van (2009) literature in L2 classrooms can be achieved through one of the different approaches suggested by many scholars during the last few decades. These approaches can be classified under six categories suggested by him. These categories include new criticism, stylistic, language-based, critical literacy, reader response, and the structuralism. Other scholars such as Carter and Long, suggest a model for literature teaching that includes three components; language, cultural and personal growth.

Different studies agree with the stylistic approach proposed by Carter (1999) which means literature through language is considered as the suitable way to teach literature to non- native speakers, where they can explore ideas and interpret them through the linguistic analysis. On the other hand, linguistic manipulation was suggested for the chosen literary texts in order to challenge students through different exercises such as pronunciation practices, cloze, and forming sentences. Through this way, students will be completely engaged with the text and that what helps to increase their familiarity with the different ways language is used, therefore, more accuracy for language use will be obtained. Additionally, the use of basic EFL techniques such as multiple choices, cloze, and jigsaw reading to teach literature are effective means as they can develop language learning and enhance learners` engagement with the text (Butler, 2002; Carter, 1996). Similarly, Lazar (1993) recommends the use of

sentence completion and summarizing as the tools that learners need in order to understand, interpret, and analyze the literary texts they will be exposed to, thus, they will be able to critically judge things. Another suggestion is provided to the field by Whiteson (1996) where he recommends critical writing, group discussions, and role play as effective activities for learning different genres of literature.

The way of teaching literature is not totally matching the traditional way of teaching other language skills, and that what makes sense of learning literature where students` analytical skills will be developed. Students will be also able to apply the skills they gain from learning literature to other activities related to different language skills (Widdowson, 1983). Despite the fact that different scholars are still debating on which approach is appropriate, most of them agree on that the focus of literature classes must be on the process of teaching and learning as an opportunity for discussion and communication rather than the focus on the product. Thus, negotiation and interpretation are required as alternatives for definite types of answers (Fernandez, 2011; Leal, 2015; Mourão, 2009; Van, 2009).

Paran (2008) suggests that there is no one right way for teaching literature, however, learner-centered type of techniques and activities are mostly recommended. Bassnett & Grundy (1993) also agree on the use of learner-centered activities as they provide broader engagement with the text where learners will be encouraged and motivated to argue their thoughts, and at the same time appreciate and respect others`. Additionally, they lay emphasis on the use of self- discovery activities and collaborative group discussions, and whatever technique or activity under the umbrella of the communicative approach is highly preferred. The interactive discussion within literature classes as a student- centered technique of teaching is

more stimulating than the traditional lecturing techniques. It was also suggested that teachers' selection of literary pieces should be from recognized literature in order to promote the classroom discussion. Nonetheless, students must be given the chance to introduce their own preferred works (Carter & McRae, 1996).

Keshta (2001) believes that the most important teaching methods for literature are the audiovisual method and students' performance as they help students to experience the literary work. However, the current status of teaching literature in Middle East universities, as he claims, rarely depends on the audiovisual aids. Similarly, students are not given the opportunity to act out what they are learning. However, to stave off routine and boredom within the EFL classes, Walmsley & Walp (1990) suggest the type of activities that can positively challenge students and advance their writing and reading skills, and literature can provide this kind of opportunity. From the most recent studies, Kataja (2018) suggested literature circle as a good technique to enhance student teachers abilities to be able to teach literature as the main challenge they face, as argued, it to analyze the literary text. Thus, it will be working effectively as a way of learning and learning how to teach.

2.6 Reasons for teaching literature

Teaching culture and more specifically literature, is the way to overcome the false beliefs, stereotypes, and prejudices about speakers of other languages. While EFL students are learning the contents of other cultures, they will be able to create more positive attitudes toward the people of other communities. Therefore, they will be able to appreciate their lifestyle (Jahanforouz, 2018). As described by Keshta (2001), this is the "noble" aim of literature if it is not considered as a way of judging and subjecting others' cultures.

Different studies from the eastern contexts assure the previous merits of literature, for example, Keshta (2001) believes that the power of literature is embodied in its importance as a pedagogical tool where it brings readers to a world of fantasy and excitement and expands their understanding of new cultural values. He adds, being exposed to different pieces of literature for authors from different cultures, enables readers to view life with the eyes of people of that culture. However, seeing things with the eyes of others is not the ultimate goal of literature. It is important to make the readers able to understand, respect, and accept others` culture and lifestyle as literature increases the awareness of accepting people with differences. Johnston (1996) argues that literature can make the readers able to realize that the huge differences between cultures are nothing but superficial, and there are many shared universal morals and values among them. Al- Azzawi (1998) suggests that literature teaches its readers how to be able to realize and recognize that what is appropriate within a culture, may not be appropriate within another depending on the morals which characterize this culture. To be able to appreciate these differences, one must understand his own context at the beginning as understanding self and others is an important role of literature. In this regard, Moody (1971) argues that through literature, students can understand their own culture at the beginning with a greater extent and this understanding will be, later on, the springboard where they can understand other cultures. Moreover, they will be able to understand that people`s behaviors are influenced by their own culture and that what help learners to avoid stereotyping. According to Langer (1995) “Literature plays a critical role in our life, it helps us to explore ourselves and others, to define and redefine who we are, who we might become, and how the world around us might be” (p. 5). Also, he believes

that literature allows us to perceive beliefs and thoughts from different angles as it is an intellectually provocative means.

Strong (1996) argues that integrating literature in language teaching offers a good source for learning reading as its unique advantage lies in readers' ability of interpretation where they can understand and structure the meanings on a thematic level. Vandrick (1996) also argues, "A thinking person is the one who has the ability to analyze, interpret, question, and synthesize what s/he hears and reads" (p. 27). He also adds that literature can be used as an alternative way to introducing life experiences and personal topics, and as a way of contextualizing language use. Leal (2015) believes that literature can make the teachers' role easier as they have to act such as facilitators within literature classes rather than instructors or lecturers as they have to introduce the topic, engage the students, and stimulate them to participate. Most of the time, literature is used to improve students' linguistic skills, on the other hand, it is used for aesthetic reasons where it can enhance students' sensitivity, and raise their aesthetically pleasing awareness (Qudah, 1993).

Moody (1971) claims, based on his study on EFL students learning literature, that studying literature familiarizes students with different values of human life such as happiness, grief, freedom love, life, and death. Additionally, studying literature develops different personal qualities such as imagination, creativity, and resourcefulness. These qualities can make the students capable to understand things with more tolerance and even with sympathy (Moody, 1971). Collie and Slater (1990) summarize the mentioned qualities by referring to four reasons for using literature in the EFL classroom: a) literature is a valuable authentic material, b) it is a good means of language enrichment, c) it enhances cultural enrichment, and d) it

promotes personal involvement. Most of the following reviewed studies emphasize these four reasons. For example, Keshta (2001) believes that if we are not exposed to the first-hand real experiences in our lives and deliver them to another nation and another culture through another language, we will not be able to feel the impact of the new experiences. Additionally, literature is the medium of instruction of morals and different cultural principles of the society of the target language. Carter (1991) suggests that literature can be the motivating key way for students to read as it is an ideal tool to illustrate language use and to introduce the cultural assumptions. Similarly, Tosuncuoglu (2018) argues that literature is the key way to make the students think critically; he adds, all students can think but the issue here is to make the difference. He gives a metaphor on the difference between the thinking and the critical thinking as the difference between dancing and walking; one is by nature and the other needs effort. Literature also serves as an enjoyable activity as well as a motivating factor for language development. Heath (1996) also believes that there is no rival for literature as it creates a reflection on the way language works through providing authentic and meaningful contexts. Hence, using literature in language classroom can help in creating an overall positive motivational climate in the classroom. To a similar extent, Sheikhzadeh & Bejarzahi (2018) assert that literature is the richest authentic source for language teaching. Lee (2016) believes that the reason behind the importance of literature as a tool for language teaching is that it can cover the linguistic, cognitive, cultural, as well as the aesthetic areas. Carrió-Pastor (2018) suggests, as well, that teaching literature is an essential aspect of language teaching that it is recently being integrated in virtual learning environments. He believes that nowadays teachers have the chance to adapt all the available resources for the sake of teaching literature.

Literature is a rich source with different cultural values of the target language. It is a powerful agent for change as it develops students' intercultural awareness, their acceptance for diversity, and their emotional intelligence, in addition to offering the opportunity for a wider exposure to the target language (Ghosn, 2012; Sharma, 2014; Stern, 1991). Also, Corbin (1996) views literature as the imagination of people experiences. Thus, the real literature exposure stimulates learners to be able to reflect on different concepts and to discover causes and solutions. Moreover, they will be able develop their ability to compare between their culture and other cultures (Amer, 2012). Similarly, Sanoto (2017) argues, according to her study on in-service teachers, that teaching literature in EFL classes develop the Pedagogical Content Knowledge (PCK) of teachers as they have to read more in order to be able to teach literature. According to the mentioned reasons and their impact on both the teachers and the learners, literature is applied in different EFL/ ESL classes.

2.7 Language through literature or literature through language

Adesuyi (1999) argues that literature and language are two sides of the same coin and that literature is not as it is widely believed, confined to entertainment rather it enhances the general use of language among students as communication takes place all the time while learning literature. Therefore, teachers must be aware of their aim of using literature whether it is used for its own sake, or it is used as a means to teach language. Maley (2007) argues that the object is the main difference between teaching literature and teaching language through literature; if the object is to teach language, one literary text will be chosen among the different kind of texts, while if the object is literature itself, different literary texts will be chosen. Therefore, when language is taught through a particular literary genre such as short story, the story here is the tool, while language is the object where the teacher has to ensure that this

short story provides opportunities to learn different language skills and areas such as grammar and vocabulary. Sivasubramaniam (2006) suggests using literature as a subject through which students can understand the English language and culture as well as their customs, traditions, and heritage. While on the other hand, the studies that consider literature as a tool, suggest that through literature, students` motivation toward learning the language will be revived (Donceva & Daskalovka, 2014; Leal, 2015; Vandrick, 2003; Van, 2009).

2.8 Different contexts on the use of literature in EFL classes

The field of literature in language classes is wide dealing different ESL/ EFL contexts; the context of the current study is EFL context, thus, the studies related to literature in EFL classes were reviewed. Langer (1997) discusses the absence of literature in most of the EFL classes where learners do not have the opportunity to practice their language through authentic, contextualized, and meaningful engagement. On the other hand, Butler (2009) argues that literature is the key way to compensate the inadequacies of the linguistic competence which learners have. Also, Chan (1994) believes that integrating literature in language syllabus invigorates language teaching. Horovitz (1998) and Nováková (2015) refer to literature as the way to provide exposure to the real language which must be the ultimate goal of EFL classes. In addition to the cognitive and linguistic skills that one can gain from studying literature, a more expanded cultural knowledge and background will be acquired as well. That is the reason why Keshta (2001) suggests that, “culture must be woven” in the EFL curriculum at different levels and literature is the main features of culture that can provide the so-called the added value which goes beyond language acquisition. Therefore, different scholars have been investigating the role and the impact of using literature in different EFL contexts. For example, Butler

(2009) found out that the most frequent advantage for using literature in EFL classes is its role in developing students` grammar and vocabulary as it is provided in the form of authentic texts. Similarly, Sharma (2014) in his case study believes that language assists people to build and sustain relationships, thus, literature is a good means of communication where cultures are transmitted through generations from one offspring to another. His study showed that the use of literature strengthens motivation within the classroom setting and students feel more involved as they are a part of a whole classroom discussion. Kim (2009) believe in the importance of applying literature in EFL classes as a way of developing students` communicative competence where it was touched upon during his investigation and that is the ultimate goal of teaching language.

Other reasons for the use of literature in EFL classes is what provided by Chen (2006) as a result of using different literary texts in his classes. He believes that literature can cover two sides; the input side which refers to listening and reading, and the output side which refers to speaking and writing. As input, it provides authentic materials, as output, it serves as a stimulator for students to express their opinions and write them down. Also, Weber (2009) explains that an “input- to-output” approach can be achieved through building a continuum starting with simple reading tasks (pre- reading) as the input, and ends with either oral production with peers, or written journals as an output. Following this continuum, can guarantee a better quality of knowing the different language skills in an EFL class. The mentioned results are matching what Tomlinson (1985) and Widdowson (1992) believe in, that literature as a communicative action was a motivator to language learning. Yilmaz (2012) also investigated the perceptions of undergraduate students

toward the use of literature in language classes; the results of his study showed that more than 87% of the students enjoyed literature classes and describe it as very motivating especially if they learn in small groups.

Following what was provided by Tomlinson (1985) and Carter (1995), Butler (2002a) presented a ground for the use of literature in EFL contexts. The ground included fourteen statements divided into two groups. The first group examines language through literature which falls under the focus of language teaching and literature is the means. He believes that literature is the best production of the culture, and it is viewed as an authentic resource which motivates students and stimulates them to take place in meaningful discussions. Also, it is a rich authentic resource to teach students about the norms and standards for the use of language which can help them to develop their language awareness and analytical skills. Most importantly, with literature, students will be provided with insights about the different cultural values that are embodied in the target language.

The second group examines literature through language where the literary texts, compared to the non-literary ones, can help students to know more about the culture and literature. Moreover, while learning literature through language, students have to deal with different creative activities such as role- playing, narrating, summarizing, and on higher levels, criticizing the literary texts. Sensitivity toward the different concepts within the language use will be enhanced as well, and as a result, students will be able to appreciate literature and later on, comprehend upon what they have learned.

Within the same context of using literature in EFL contexts, Donata & Boorks (2004) investigated Spanish undergraduate students learning literature in EFL class, and the results showed that students are more motivated to express themselves and participate in class discussion in literature classes than they do in other language classes especially if the discussion is structured by the teacher. Nassaji & Wells (2000) conducted a study on university students learning literature as a part of their language classes, and it was reported that when teachers show their interests in what students say and ask them to explain more, students were enthusiastic to participate and to expand their ideas. Thus, they recommend teachers to be the stimulators for learners in order to assist and facilitate their learning in terms of their linguistic and communicative competence.

2.8.1 Developing language skills through literature in EFL class

Chen (2006) believes that when students are asked about their favorite language classes, the answer will be definitely neither grammar, nor writing. They will refer to the enjoyable classes which do not include grammar drills, memorization, and many assignments. The question here is what if the mentioned skills can be achieved through the enjoyable means of language teaching? Different studies on the use of literature in EFL classes highlighted its critical role in developing different language skills. For example, Çirakli & Kiliçkaya (2011) on their study on pre-service English teachers` perception of using literature in EFL classes found that the participants feel that using literature is the way to the improvement of language skills as well as the development of learners` cultural awareness. If students are enjoying reading the literary text, they will be more motivated to interact and accordingly their reading skills will be improved. Similarly, when students have the chance to examine the different literary works, they will have a deeper understanding about the culture of

the target language. Recent research emphasizes the importance of literature in the second language learning as well. For instance, Bibby & Isozaki (2017) in an interview with Amos Paran who is a professional in literature and language teaching, suggest that he believes that literature can be a very effective way for teaching reading skills, and it works with different level of proficiency whether the text is read silently or loudly. However, he believes that starting with easy texts with more reading time is better than reading a difficult text which will consume more time with no sense. To a similar extent, Danato & Brooks (2004) believe in the importance of literature class where students can develop their speaking skills as they will be part of class discussion. Aydinoğlu (2013) and Hall (2015) emphasize the use of literature for teaching different language skills. Similarly, Krashen (2004) believes that learners of literature show an obvious development in their vocabulary learning and significant ability in reading comprehension as it provides the learners with a mixture of comprehensible and pleasurable texts.

Some case studies on literature in EFL classes such as Lao and Krashen (2001), presents a comparison between two groups of students learning vocabulary at Hong Kong University. The first group learned vocabulary through a literary text (short story) and the other group through non- literary text. Not surprisingly, as they argue, the results showed that the students of the first group showed great improvement in terms of reading and vocabulary learning compared with the second group.

Continuing with the development of language skills, Leal (2015) in a very interesting study conducted to investigate the effectiveness of using children literature in adult L2 classroom, found that children literature was not only a good way to enjoy English classes, but also it has a great impact on students' reading and writing skills

as well as on their linguistic competence. She adds that children literature can be as the springboard for rich discussions and resourceful composition. In addition to the development of different language skill, Bataineh (2014) believes that literature can affect the pragmatic competence of the learners and that what was approved according to his study on high school students studying short stories and drama in their English classes.

2.9 Different genres of literature

Literature is a wide concept which embraces different aspects and genres. These genres have been used in different EFL contexts in the form of poetry, novels, short stories, and drama, as well as in the form of the other aspect of literature which includes folks, songs and personal experiences. Hişmanoğlu, (2005) & Bobkina & Dominguez (2014) assert the use of different genres of literature in language classes. The literary texts can include different forms, for example, Onukaogu (1999) defines literature as the written or oral production that is mirroring the historical experience of a particular society. He also categorizes literature into four areas; facts, Content Area Text (CAT), newsleer, and fiction. The most known form of them is the fiction which includes prose, poetry, and drama. According to Heath (1996), there are different literary genres that can be used in language classes such as short stories, poetry, drama, novels, etc. As discussed, there are different genres that include both the capital “L” and the small “l” of literature; however, the next part will consider the different genres of the capital “L” as the participants of the study were exposed to them as a required part of their two courses of Teaching Language and Literature ELT 307, and ELT 308.

2.9.1 Short stories

According to Wheeler (2001) short story is any piece of writing that can relate fictional events. They are the fundamental pillar for the history of a nation, through the fantasy elements readers will be able to interpret through their own unique way (White, 1993; Fisher, 2006; and Wright, 2007). Wheeler (2001) also suggests that stories have been playing a fundamental role in organizing human experiences in different cultures.

For long centuries and in different countries all over the world, stories have been telling about the history, legend, and myths of the mankind. Falvey (1997) believes that short stories are the best form of literature to be introduced in EFL classes as they are short, clear, and with limited number of characters. Moreover, students can easily relate short stories to their own personal experiences; as a result, they will be more involved in the different discussions that take place within the classroom. Short stories have been used for a long time to develop children literacy as they provide unique language which delights the readers' senses and develop their knowledge, and with the fantasy nature of the short stories, readers can reflect on their own experiences (Bromley, 1998; Kennedy, 2000; & Fisher, 2006).

The importance of short stories lies in the fact that they can provide students with the basics of literature; they will be introduced to the main components of the fiction which include the introduction, the plot (the complication), and the resolution (Groff, 1993). An important issue related to teaching literature is to ensure the sustainability of the different values and language skills that students learn during classes; and that can be achieved through more accessible literary works such as short stories (Collie & Slater, 1993).

Through short stories, readers can develop their understanding about themselves and others as they are enriching their life experiences and this is the reason why stories are passed from one generation to another. White (1993) also believes that short stories are the way where students can feel the excitements and live the drama of the stories as they are experiencing the struggle of the characters. Thus, a story as a genre of literature has its own superficial pedigree, with its nature of polysemy, short stories create challenging atmosphere for students to think about the different meanings and interpret them. Fisher (2006) argues that short stories are created for enjoyment; however, if they are good stories they will challenge the readers to interpret and understand them. From similar perspective, short stories can reinforce learning different language skills as teachers can use short stories to teach the four language skills at different levels of proficiency and different activities can be applied to achieve that such as journal writings and dialogue acting (Lao & Krashen, 2000; & Murdoch, 2002; & Erkaya, 2005).

According to Sage (1987) there are three main benefits of using short stories in EFL classes; they are short and that what makes the reading task easier, they are universal, and they can develop readers` cognitive and the analytical thinking skills. Similarly, Miley (2009) argues that short story is a good means of motivating the unmotivated and unenthusiastic students to be engaged in classroom activities. As authentic material, Little (1997) believe that short stories are authentic kind of texts which were not produced for teaching purposes, yet they can provide significant exposure to language in an easy and approachable way. Elliott (1990) and Vandrick (1997) also believe that the unique aspect about short story is the flow of events where is has beginning part, middle, and an end and that what challenge students to concentrate

more as they are tackling this flow. Also, it motivates students to explore their own feelings with the easy going sequence of event. Thus, teachers must be aware about selecting the appropriate story according to students` level of proficiency, and their interests. Doing so, Schulz (1981) believes that teachers will avoid frustration while students read. However, students` level of proficiency is not the only consideration Widdowson (1973) affirms selecting stories with familiar content to the readers.

Kelly (1990) suggests the use of short stories for new teachers especially with young learners as it is the best way to introduce students to the new culture. Also, she believes that teachers do not only have to select the stories that are provided and recommended as part of the curriculum, but also those which attract students` interest. In her study of investigating the use of short stories in a multiethnic class, she concluded that regardless of students` reading abilities, all of them were able to respond to the literary texts either by written forms such as journals, or orally. Therefore, engaging students in a literary setting help to reveal their latent talents and abilities as claimed by her.

Learning language skills if not the only advantage for using short stories, for example, Décuré (2013) in a very interesting study about the use of short stories as a way to learn about gender, believes that short stories can be a good way to overcome some stereotypes about the gender of the protagonist specially in languages such as English where there is no feminine or masculine forms. Hence, short story is the ideal genre of literature where the author can play on this stereotype; the readers, most probably, will judge the protagonist who is a doctor or a driver, to be a male. However, the obscured sex of this protagonist will not be sustained for a long time. Thus, the high level of thinking which students is exposed to, can expand their

horizons of expectations and increase their awareness about the different ways in which the target language is used.

2.9.2 Drama

The benefits that can be reached through drama are various; enriching learners' imagination and creativity and thus, their ability to interpret critically, develop their communication skills, and promote their cooperative and collaborative skills of students as they will be working in groups (Jackson, 1993; Dadson, 2000; McCaslin, 2006). The power of drama lies in the interests that arouse among students while learning or acting out some plays as they are stimulated to learn more. Additionally, drama evokes students' feelings and emotions to think critically (Ralph, 1997). Cranston (1990) also suggests that drama is the best presentation for human behavior, and it is observed that acting out some plays is applicable in different contexts specially schools where students are willing to be part of their favorite play which will be shown on the school theatre in a creative way. Some other plays are preformed spontaneously or in form of improvisation; these ways of performing also contribute to the development of SLA.

Through reviewing different studies on the use of drama in language classes, most of them referred to the use of drama as the theatrical practice, as they believe that the core of drama would be salient when it is performed. McCaslin (1987) for example, argues that drama, among the different arts, is the most universal and inclusive form as it engages learners mentally, physically, emotionally, and socially. She adds, if students are not engaged in drama activities, it means that they are deprived from the most humanizing and enriching experiences.

There are many scholars who believe that the language used in most of the well-known plays is old language that may not be understandable. However, challenges of teaching plays with difficult language, such as the Shakespearian one, can be manageable through the use of modern resources such as technology in order to reproduce or disseminate the old works to suit the modern contexts. The reason why they suggest that is due to the fact that the rich culture embedded in these works must not be vanished (Seargeant & Chapman, 2018).

2.9.3 Poetry

Poetry is another genre of literature which is used with a lesser extent than short stories and drama, yet Tomlinson (1986) for example, suggests poetry as a way of breaking the ice and removing barriers in the class where students will have the opportunity of thinking, interacting and expressing their feelings. In addition to the aesthetic side of poetry, Martin (2000) believes that it can develop students` abilities to discover the knowledge by themselves rather than making them passive receivers for the knowledge. Holmes and Moulton (2001) use the simple form of poetry to teach grammar structures. Similarly, Watt (1981) on a study about Ghanaian EFL learners found that through learning poetry, they could improve their grammar and vocabulary use.

Permanence is one of the most important characteristics of poetry; it gives the learners the opportunity to feel things in a way that is not possible elsewhere. Therefore, poetry should not be taught in the same traditional ways of teaching language. Through poetry, learners will have insights into life and humanity and will develop a sense of belonging and ownership for the poem and accordingly, for the language. (Adamson et al., 1999)

2.9.4 Novels

Karant (1994) argues that while students have difficulties to remember the unrelated sentences, or even words, they can recall parts of the novels they enjoyed learning and acquired grammar structures from. Different studies such as Boyle & Hirvella (1988), Butler (2009) and Tsai (2012) investigated learners' attitudes to study literature in English language classes; their results showed that novels were the most enjoyed genres by most of the students in their studies. On the other hand, some students had ambivalent feelings about the unfamiliar types of texts, and they preferred the accessible texts and those which are relevant to their own culture. Nash (2006) lays emphasis on the great deal of attention that must be paid while choosing a suitable novel for language class as it is a long text to be covered and that what requires the teachers to think about creative ways to teach it.

2.10 A brief reading on the use of multicultural literature

How should the English language be taught in different parts of the world? Is it the same way? (Keshta, 2001). He also believes that there must be different ways to teach English in order to meet the different needs of students and to make the function of the language useful. This is due to the fact that English culture has its special criteria and should be taught carefully. Stern (1991) suggests literature as a rich source of cultural values of the target language. However, especially for English language as it more than one culture, in addition to the American and the British, careful selection for the literary materials must be taken into consideration as a way of enhancing students' understanding of the popularity of the language and its culture. Kachru (1992) argues that different countries do not teach English language rather than duplicating the language in an attempt to create English people. This attempt may not be an ineffective one due to the clash in ideas and cultures of

English people and others from different backgrounds. In this regard, Pope (2014) in his book *An Introduction to Language, Culture, and Literature* discusses the importance of providing a mixture of selected literary works into language classes. For the sake of teaching literature in the most appropriate way, Carter & Long (1995) and Aghdm, et al. (2014) believe that teachers are required to have a great deal of language awareness, the same as for students. The combination of both language and literature are the most stimulating opportunity to widen the language awareness of the student teachers in order to be able to make the wise selection for the literary works to be taught in language classes. Similarly, Keshta (2001) in his study on Arab students believes that the identity is impacted by the acquisition of another language, which was English, and it also influences the attitudes of the learners. Thus, he emphasizes the importance of being aware while selecting literary texts. As a component of culture, literature carries different values which might be unfamiliar to the learners especially from different religious and cultural backgrounds, and that can be one of the main obstacles that face EFL students of eastern countries (Moody, 1971). Therefore, selecting the literary texts must be “meticulous” process in order to capture students` interests.

It is argued that due to the misuse or the inappropriate selection of literary text in language classes, learners may be drifted behind some misconceptions or stereotypes as they are experiencing new culture. Thus, different scholars such as Harivela (1998) suggest the use of familiar literature to the learners or the so-called “the multicultural literature” as an appropriate way to learn about the different cultures. The current study is aiming to discover how the student teachers will be able to avoid the comprehension problems that are caused by the different beliefs and assumptions

that are embedded in the different literary works. Therefore, it is worth reviewing the related studies on the use of this aspect of literature within the multicultural contexts to serve the role of teaching literature as an instrument of acculturation.

It is believed by many scholars such as Gulmez & Harris (1993) that it is worth teaching the multicultural literature as it can meet the different needs and interests of students. They also suggest that the cultural assumptions that embedded in the selected piece of literature must not be in total contradiction with the culture of the learners as it causes the sense of being unable to taste the literary work. However, in our context, the multicultural context, it is required to deepen the cross-cultural knowledge. Butler (2001) believes that Carter (1985) and Tomlinson (1985) are the first two initiators for integrating multicultural literature in language curriculum through their study “language through literature and literature through language”. They suggest some advantages for using multicultural literature as a resource of language teaching. The different literary genres expose students to rich authentic texts where they can develop their communicative skills as a result of the interaction with the different literary texts, with their peers, and with their teacher. Mohammadzadeh (2009) also suggests the importance of integrating multicultural literature in foreign language classes in order to ensure meeting students` different needs and interests. He believes that most of the literary works taught at language classes are those of the post-colonial era. Thus, teachers, as well as students, cannot avoid the Eurocentric biases. Similarly, Cai (2002) believes that integrating the multicultural literature started in 2000s, and the importance of the multicultural literature lies in its role in challenging the dominant ideologies, enhance people`s acceptance for cultural diversity, assure the values of the underrepresented cultures,

and foster sensitivity toward social and human issues. On the other hand, the western culture does not include the culture and the historical experiences of the marginalized social groups, or as he called them the “disenfranchised”.

Mohammadzadeh (2009) believes that in order to apply the multicultural literature in language classes, teachers should be knowledgeable about the different theories of teaching literature and the different ways of reading, analyzing, and criticizing the multicultural literature. In this respect, Cai (2002) believes that while using the multicultural literature in language curriculum, students are moving from informing stage to empowering. Students` empowerment helps to develop their critical abilities to identify and analyze the problems and make actions to solve the problems which are related to the cultural diversity and differences.

Among the different literary works of the multicultural literature; (French, 1979; Lillis, 1986; & Choh, 2000) agree with the importance of using local literature in language classes as a way of knowing the self before knowing the other. On the other hand, Robinson (2005) suggests the use of a particular literature of an ethnical group with students coming from that group or background. However, the concept of multicultural literature is still loose to encapsulate more literary works, yet, the question to be answered is how teachers can decide whether to apply it in their classrooms or not? An unintentional result of this study through the interviews was that student teachers from different cultures and backgrounds believe in the importance of applying this aspect of literature in language classes, and this is what will be highlighted in the fourth chapter.

2.11 Summary

In this chapter, the most related studies according to the use of literature as a means of language teaching in terms of its role to promote language acquisition were reviewed. Also, the role of literature in the development of different language skills, as a way of adding a sense of pleasure to language classes, and its role as a main component of teaching about the culture of the target language was highlighted as well. Different contexts where literature was used in EFL classes were emphasized, in addition to the different reasons behind the use of literature according to real classroom experiences. The different genres of literature were explained briefly by referring to the applicability of each of them to the language classes. Additionally, multicultural literature as an important aspect of literature was defined with giving some examples.

Chapter 3

METHDOLOGY

3.1 Introduction

This chapter includes (a) the research design, (b) the population and the sample of the study, (c) the instruments that were used in the study, (d) the piloting procedure, (e) the validity and reliability of the suggested instruments, (f) procedure of the data collection, and (g) the data analysis techniques.

3.2 The research design

The main interest of the current study is not how representative the sample is for the population; rather its main focus is on the individual experiences of the student teachers. Therefore, the qualitative method was chosen to address the main focus. Schwandt (2000) describes the qualitative method as the movement which unites a variety of scholars who have little things in common but show their distance from the quantitative approach.

The design of the current study is a qualitative one; qualitative instruments to collect and analyze the data were used. The rationale behind choosing the qualitative method is that the researcher was able to investigate the different attitudes that students have toward using literature where other types of research methods such as the quantitative methods, gives us numerical information. However, the purpose of the current study is to discover the abstract information which cannot be described by numbers. Thus, the open-ended questions of the two instruments which were used in

this study, gave more detailed information. Nevertheless, as suggested by Richard (2005) and Silverman (2016) some numerical data may come out from the qualitative study especially in the part of demographical information of the participants. The numerical data of this study was the number of the participants, the number of years of studying English language, and number of reading hours per week.

According to Dornyei (2007), the qualitative data are verbal that can be described in short textual categories. Additionally, they are flexible to be counted into nuances of meanings that were uncovered during the investigation. The mentioned characteristics of the qualitative design are the reasons behind choosing it where the focus is on detailed information rather than numbers.

3.3 Context of the study

The current study was conducted in a higher education institution in North Cyprus at the department of Foreign Language Education. The department provides both undergraduate and graduate programs of English Language Teaching. The scope of the current study was the undergraduate program, more precisely, the participants are ELT undergraduate students, and it was referred to them as student teachers at the first chapter as they are in their last year and doing their practicum.

The undergraduate program of ELT has received its official recognition and accreditation in 2014 from the Agency for Quality Assurance of the Accreditation of Educational Programs. The aim of the program is to offer a well- balanced opportunity for both theory and practice in the field of language teaching through providing a variety of must and elective courses. The eight – semester curriculum includes introduction to education, principles of teaching, teaching different language

skills, linguistic, measurement and evaluation, testing, and two courses of English literature; ELT 215, and ELT 216. In addition to that, as the main focus of the current study; two courses of literature and language teaching, ELT 307, and ELT 308, this is according to the official website of the university. It is worth mentioning that the main focus is not to evaluate the two courses of literature and language teaching as it is already being conducted through the course evaluation that students have to make each semester for all the courses they attend. Thus, if the focus was to evaluate the two courses, there will be no added value for this study. It is worth mentioning that the participants are also considered as language learners at this place.

3.4 Population and sampling of the study

The interest of the researcher was to examine the different attitudes of students from different cultures toward using literature in a multicultural context. Thus, the student teachers who were enrolled in ELT undergraduate program at the university were the main focus of the study. As the study aims to investigate the willingness of the student teachers to apply literature in their language classes in the near future, the population was the fourth year students. The number of the fourth year students is 29 students included both male and female from ten different countries and five different languages.

Due to the small number of participants, the population of the study was the sample itself. All the students majoring in ELT in their last year were the target sample, however, 17 of them responded to the study through participating in focus group interviews. Six participants out of the 17 were selected deliberately for individual interviews. They were selected based on their interest in the study as they expressed, also, they explained their desire to add more information.

3.5 Instruments of the study

The two instruments of the study lie under the interview technique which is the way to share the cultural knowledge while turn-taking in the conversation between the interviewer and the interviewee. Additionally, it is a common communication routine that can work as a research instrument (Crabtree and Miller, 1999). Similarly, Block (2000) believes that through interviews, researchers can cover a variety of contexts for different purposes, thus, the interview is the most common data collection tool for the qualitative studies. People feel comfortable while being interviewed as it seems to be a way of social interaction. Thus, the first instrument of the study was the focus group interview, and the second instrument was six individual interviews. Triangulation was achieved as the two instruments supported each other.

3.5.1 Focus group interviews

Focus group interview is a subtype of the interviews, it depends on brainstorming technique which inspires and challenges the participants to think and reflect through a)- the so-called “within- group interaction”, and b)- the insightful discussion which ensure providing a better quality of data. Dörnyei(2007) suggests that the number of participants is usually between (6- 12) members and last for 1-2 hours. The good side about the focus group interview is that it is less time consuming to gather a large amount of data. He also adds that focus group interview is versatile, it can be used for a wide variety of studies and areas such as program evaluation or investigating the effectiveness of a specific course where participants enjoy being part of it as they feel it is flexible and stimulating.

The rationale behind choosing this method is not timing issues rather this technique was used in order to gather a variety of students from different cultures and

backgrounds to think, reflect, and share their experiences as they were influenced by others' opinions to express their own. Also, through the focus group interview, the reluctant participants were motivated to share their ideas where the floor is not dominant by anyone; everyone has his/her own turn to talk in a dynamic setting. The focus group interview technique could make a balance in the data gathered from both the inarticulate and the verbose participants. In fact, this is what happened during collecting data where some participants were influenced by their peers to talk about their own ideas and more interactive discussion was achieved during the three focus groups. As mentioned, three focus group interviews were conducted with seventeen participants; two groups of six participants and one group of five, and they lasted for around one and a half hour. The interviews were all recorded after taking the permission of the participants.

The focus group interview of this study consisted of ten open-ended questions adapted from Keshta (2001). They were prepared and submitted with other documents to the ethical committee of the graduate institute as the first step of conducting the research, and the final version of the questions is attached with the appendixes as appendix A.

3.5.2 Semi-structured interviews

As suggested by Dörnyei (2007), the semi-structured interview is the most common form of interviews in the applied linguistic research as it lies in the middle of the two extremes of the structured and the unstructured type of interviews in which they are whether too limited to gather data as in the structures form, or too loose considering the huge amount of data that will be gathered in the unstructured form of interview especially if there is a good rapport with the interviewee.

The current study provides some insights about the participants` experience of learning literature for teaching purposes. Therefore, the semi-structured interview was the most appropriate form where the researcher prepared ten questions and left some space and opportunities for the pop-up questions that the participants may raise during the interview. In fact that what happened; due to the different cultural backgrounds, some interesting points were raised during the interviews and that what gave richer data specially that there are some participants who feel more comfortable to speak in a private atmosphere rather than in groups.

As a way of ensuring good quality for the interview, an interview guide was prepared. McCrachen (1988) suggests that using an interview guide is indispensable; the interview guide of the current study was prepared in order to ensure covering all the required areas of the interview. This guide included some details about the participant, the timing, and the space for additional notes.

Fontana and Ferey (2005) as stated in Dornyei (2007) argues that the neutrality in interviews is a kind of myth. However, the researcher did not impose any personal bias toward any point, nor limit the interviewees with any answer, and that what ensured more neutrality in collecting data. Additionally, to attain the flow of the interview, the researcher kept providing reinforcement feedback about the interview in general and about what the interviewee mentions in particular and it was a good way to debrief the information.

The same case as for the questions of the focus group interviews is applicable to the questions of the semi- structured interviews where they were prepared and submitted with other documents to the ethical committee of the graduate institute. They also

were adapted from Keshta (2001). The final version of the ten open-ended questions of the semi-structured interview is attached with the appendices as appendix B.

Six participants have participated in the interviews; two from each focus group. The six interviews were recorded after taking the permission of the participants, and they lasted for around 30- 45 minutes. The focus of the study which was addressed by the research questions was covered during the focus group interviews and the individual interviews.

Both of the interviews and the focus group interviews were suitable for the current study due to the fact that there is no right or wrong answer for the provided questions as long as the main focus of the study is to investigate attitudes. In addition to that, the two instruments fulfilled the different attitudes of the participants of being in a private atmosphere to express their thoughts freely or being in a group where they can motivate and encourage each other. In other words it can be said that the two data

3.6 Validity of the instruments

The two instruments; the focus group interview, and the semi-structured interview were adapted from Keshta (2001): “Alternative approaches for teaching English literature to undergraduate students in Gaza strip.” The questions were originally developed to be used with undergraduate students of Literature department. However, the current study aims to investigate the attitudes of ELT undergraduate students. Thus, some adaptations were needed to make them suitable for students from department of education. To ensure the validity of the adapted version of the instruments, they were piloted through two sessions for each; two focus group interviews with three participants in each, and two individual interviews. The results

of piloting showed that the instruments could address the research questions clearly and that what ensured providing the related data to the current study. Additionally, the questions of the two instruments were clear to the student that they could understand, interpret, and answer them easily. In addition to that, expert judgment was used as a way to ensure the validity of the two instruments. The supervisor of the current study gave the judgment as he is expert in the field and as he is the teacher of the two courses that were the main scope of the study.

3.7 Reliability of the instruments

Davey et al. (2010) believe that as the qualitative research dismisses the use of the statistical analysis for data, reliability will not be ensured. However, many other scholars believe that there are different ways to ensure the reliability of qualitative research. Lombard et al. (2002) for example, argue that the inter-coder agreement is the extent to which two or more independent researchers, as judges, make the same decisions in term of coding while evaluating and analyzing the content as it is the way where more reliable results can be achieved. Also, Carey et al. (1996) agree with the importance of using inter-coder agreement in analyzing the qualitative data.

The reliability of the current study was achieved through the inter-coder agreement where another researcher from the same department of the main researcher participated in coding the data of one focus group, and two interviews. The agreement of coding between the two researchers was high, more than 80% percent of the codes and themes were agreed upon. Additionally, the transcribed extracts of the recordings were sent to the participants to ensure that what has been transcribed is matching their own ideas and opinions that were mentioned during the focus group interviews and the semi- structured interviews.

3.8 Data analysis

Leung et al. (2004) argue that working with qualitative data is “a messy enterprise”. On the other hand, Punch (2013) believes that diversity is the main characteristic of qualitative research. The divers qualitative data gathered from both the focus group interviews and the semi- structured interviews were analyzed using the content analysis. Dörnyei (2007) suggests that content analysis is the way to examine the written texts. As mentioned, the recordings of both the focus group interviews and the semi- structured interview questions were transcribed as the first step of the analysis.

The second step was the content analysis by setting different codes and themes based on the related questions. The ten focus group interview questions and the ten semi-structures interview questions were analyzed under the four mentioned themes in order to answer the four research questions. This is due to the fact that there were some interrelated and overlapped parts of the analysis as both of the focus group interview, and the semi- structured interview questions together addressed the all the research questions as shown in the table.

Table1: Instruments items mapped according to the research questions

Research question	Focus group questions	Interview questions	The themes of analysis and findings
RQ 1	1,2,9	1,2,4	Positive attitudes
RQ 2	5,6,7,9	3,6,7,9	Literature is a universal language
RQ 3	3,4,10	2,4,5	Students` profile is main criterion
RQ 4	10	19	Different levels, and fear

3.9 Summary

This chapter has introduced the methodology of the study which was qualitative in nature and that was according to the main focus of the study which is to investigate attitudes. In addition to the research design, the context within which the study was conducted was emphasized. Moreover, the procedure for selecting the participants was indicated as well as the two instruments that were used to collect data; the focus group interviews, and the semi- structured interviews. Additionally, the procedure of collecting and analyzing data was highlighted, where it will be more explained in details in the next chapter.

Chapter 4

DATA ANALYSIS

4.1 Introduction

This chapter aims to analyze the data obtained throughout the study. As mentioned in chapter three, the research design was a qualitative one that there is no statistical analysis used. According to Dornyei (2007), the qualitative data are verbal that can be described in short textual categories. Content analysis, coding, and categorization of themes were used to analyze the data of both the focus group interviews and the semi- structured interviews. The inter-coder agreement for the data obtained from the focus group interviews, and the semi- structured interviews was used as a means of ensuring the neutrality of the analysis. It is also worth mentioning that the analysis of the data was based on the main research questions of the study where the instruments addressed them according to different themes.

4.2 Analyzing the data of the focus group interviews and the semi-structured interviews

The target number of the participants of the study was 29 fourth year ELT students, however, 17 students responded. The 17 participants were divided into three groups; two groups of six and one group of five. The following table demonstrates the demographic data of the 17 participants.

4.2.1 Demographic data of the participants

Table 2: Frequency distribution of gender

Gender	N	%
Male	4	23.52
Female	13	74.48
Total	17	100 %

Table 3: Frequency distribution of nationality

Nationality	N	%
Turkish	4	23.5
Turkish Cypriot	7	41
Pakistani	1	6
Arab (including Syrian, Egyptian, Libyan)	4	23.5
Kyrgyzstan	1	6
Total	17	100 %

The rest of the demographic data include the year of learning English language which ranges from 10-15 years, and the number of literature reading hours ranges from 0-3 hours per week.

Out from the 17 participants, six participants were chosen from the focus groups; two students from each group to take part in the semi-structured interviews. Two participants were Turkish, three Arab and one Pakistani.

4.2.2 Analyzing research question 1

What do student teachers of ELT undergraduate program think about using literature as a means of language teaching? The mentioned research question was addressed through question 1,2, and 9 of the focus group, and question 1,2, and 4 of the semi-structured interviews. The majority of the participants of the three groups expressed, to a greater extent, similar attitude. The theme of the responses to this research question was positive attitudes and literature is highly recommended.

In a manner of speaking, it can be said that the participants believe that using literature as a means of language teaching is a very effective means and they suggest that it is the most enjoyable and enriching one. For some of them it is the first time to be introduced to literature, but for others who have been already introduced to literature before, it is a quiet different experience in terms of having malleable space for discussion.

According to their positive attitudes toward literature, the participants feel satisfied with the courses of teaching language and literature ELT 307, and ELT 308, specially that they are supported by another two courses of English literature I, and English literature II (ELT 215, and ELT 216). Participant 1, hereafter will be referred to P1 and the same is applicable to other participants' responses, says "In literature and language teaching classes I learn and enjoy." They believe that the experience of learning literature as learners is not similar to the experience of being prospective teachers. Their experience of learning literature for teaching purposes through the

two courses is more challenging, yet, enriching. They suggest that being in similar experience requires them to be vigorously attentive as they wish to enjoy themselves learning literature at the same time observing with a teacher-eye in order to be able to deliver the knowledge to their future students. Additionally, they believe in the importance of contextualizing the language use, and that the different genres of literature among what they have learned can be the best context where language can be taught. P2 suggests “literature is the most contextualized martial for language classes.”

However, they have some concerns about the different level of students in the class and students here refer to their classmates who are enrolled in the same courses. They believe that there must be some criteria for the selection of ELT undergraduate students in addition to their level of proficiency. This is due to the fact that learning literature, and more specifically, learning literature for teaching purposes is not at ease. Therefore, they must have a general background about literature before being enrolled in ELT program. They have suggested that to be part of the preparatory courses dedicated to ELT prospective students. This idea was raised during the focus group discussion, and I believe that it can't be ignored. This is the unique side of the focus group interviews according to Dörnyei (2007) that the group discussion opens up new horizons to put new thoughts on the table.

Literature is highly recommended by the participants considering teaching literature for its own sake, as the main subject, and as a tool for teaching language. They believe that literature is the way to avoid boredom, refreshing the students, and add flavor to language classes. P1 suggests “literature classes challenge the students to stay awake during the class and motivated and ready for the question: what are you

going to do if you were in the shoes of this character?” In fact, I believe that this question is not asked elsewhere in any other classes and that what gives the students feel of belonging to the class. The majority of the participants recommend both of literature and language teaching 1 and 2 and English literature 1 and 2. They also were commending the combination of the four courses as they are provided in a sequenced way that helps to understand literature at first, and then know how to teach it.

4.2.3 Analyzing research question 2

How can literature meet the needs and interests of students from different cultures and enrich their cultural awareness in a multicultural university? The mentioned research question encompasses different areas related to learners’ needs and interests. The focus group questions considering these areas are 5, 6, 7, and 9. Also, questions number 3, 6,7 and 9 of the semi- structured interviews addressed the same research question. The theme of the responses to this research question was Literature is a universal language and literature as a sense of pleasure.

Most of the participants believe that literature can meet the needs and interests of students as long as it is familiar to them and to their context. This is in addition to some unexpected and suspenseful events to add a sense of pleasure to the text especially if it was selected carefully. P3 says “Literature itself is a language anyone can speak.” The majority of the participants believe that literature is a universal tool that can serve for the different linguistic needs and interests of student. For example, while learning short stories or drama, students will enjoy as they are developing their language skills. In other words, from their experience as learners, literature can improve the oral skills as students will be involved in a whole class discussion and

they can develop their writing skills as they will be required to write a summary or reflection for the literary work they have learned. This way they will be developing their linguistic needs. Moreover, P3 suggested that “the most unique part about literature, unlike other types of authentic texts, is the authenticity which is provided in an enjoyable and meaningful form.” Another important point is the way in which literature is personalizing language learning that the learner can reflect upon his/her own experience or context. Doing so, students will be practicing their interests as well. Additionally, it was suggested that selecting a suitable text according to students` level of proficiency can ensure meeting the linguistic needs of students specially in terms of leaning vocabulary as most of the literary texts are full resources of synonyms and antonyms. They also describe that their own learning experience, as learners, is an example on learning new insights about the world around them.

Another important issue related to ensuring meeting the different needs and interests of students, as suggested by the participants, is their future plan as teachers. They suggest that teachers have to provide a variety of literary texts from different genres and spend the first two or three days of the semester to introduce them for the students and give them the chance to think and to decide upon which of these texts attracted their attention and provoked them to know more about it. P4 says: “this is what was lacked in our classes.” Thus, the students will have a sense of belonging to the literature classes and that what enhance and enrich the learning process.

All the participants of the three focus groups agree with the importance of integrating culture in language teaching curriculum, P5 says: “learning language without culture is meaningless.” Therefore, providing the target culture must be in a versatile way

and that literature, as suggested by most of the participants, is the best way to introduce the target culture. P6, an Arab student believes that being exposed to different cultures provokes students` critical thinking, she adds “as a pervious leaner of Arabic literature, and a current learner of English literature, I believe that I can develop a sense of comparison between the two different literatures, and that what help me to understand the universal themes of literature among the different cultures.” The participants believe that knowing the universal values and morals that literature of different cultures agree upon, develops their cultural understanding and awareness about the world around them.

One of the ways that literature enhances the cultural awareness is what described by P7 that “literature gives the opportunity for learners to be autonomous learners” as learning literature does not end at the door of the classroom, learners will be going deeper to read more and enjoy more as literature is insatiable. They will read about the different cultures and understand their customs, traditions and what is the basis which the values and morals for the target cultures were built upon. This is what the participants feel about what they have gained from their experience.

Nevertheless, P8, an Arab Muslim participant suggests that what literature offers may be a cause of cultural misunderstanding or misconnections especially when it is introduced in a different context. From her experience, she says that she was really enjoying her experience of learning literature at school as she does now. However, she says “while introducing Romeo and Juliet in a Muslim context, the idea of suicide was not accepted as it is forbidden in Islam.” Thus, teaching culture and more specifically literature is a very sensitive issue particularly with young learners and with those who were not exposed to a different culture other than their own before.

Another interesting point of view suggested by P7 from a less conservative context, as he claims, is that “we are all as human being are exposed to such behaviors and reactions; committing suicide and falling in love, which are prohibited actions in the conservative societies are nothing but human reactions.” He adds, no matter what the religion is, the role of literature is to teach acceptance, not to dedicate people what to do.

There were mixed feelings toward the most suitable genre of literature to be used in language class; two participants suggest poetry as it is different in terms of words and sentences use. On the other hand, three of them recommend short stories as the most suitable genre as it is shorter, easier, and less complicated than other genres as well as it is more similar to real life experiences, and this is what meant by personalizing the language use as they claim. One of the interesting responses regarding this question is what P1 suggests: “there must be no difference in the way of selecting a literary text for a class with students from one culture and for another with students from different cultures. Also, P2 says: ‘the role of literature is to teach values and manners, no matter what the context is, so it is even more sparkling discussions.’”

It is believed that teaching literature in a context with students from the same culture differs from teaching literature in a multicultural context. Most of the experiences of the interviewees were learning literature in one-culture context at school. Thus, they can compare between the two experiences. In a multicultural context, learning is more enriching and fruitful discipline. The diversity of languages, cultures, and backgrounds provokes students` curiosity to know more about others. Among the different cultures there are salient differences for instance, the language, the religion,

the way they speak and express themselves, they are all considered as cultural concerns as suggested by the participants. Hence, “teachers must keep in mind all these differences and find a text that can cover one aspect of each culture” said P3. Multicultural literature was suggested in this discussion as a way of satisfying the different interests. P4 suggests “literature which talks about different cultures at one text is more convincing”. In addition to that P5 adds “local literature is also very important, I think it can be the introduction to teaching literature.”

In literature classes, students will be open to see how the world is going around them and “they will have the chance to think with more than one head” as suggested by P3 specially while being in group work as they are listening to different opinions and experiences and realize the importance of differences among people. Therefore their cultural awareness will be enhanced.

4.2.4 Analyzing research question 3

As prospective teachers, how can the participants use literature in their EFL classes, and what criteria do they think must be taken into account in order to choose the literary text? This question has been answered within the entire interview as the participants were trying to link their answers with the rest of the questions to this focus. Shortly, it can be referred to questions 3, 4, and 10 as direct answers to the mentioned research question. Also, question 2, 4, and 5 of the semi- structured interviews concerned this area. The themes of the responses to this research question were: no language classes without literature, and students` profile is the main criterion.

It was reported that real performance is the key way to a successful literature class. “I would like to make my literature class as a piece of theatre” said P10. As prospective

teachers, she is willing to teach literature through acting out the different literary genres especially for short stories and drama, and that what the majority of the participants agreed with. Their experience of learning literature for teaching purposes was not satisfying with acting the different works that they used to do in micro teaching. Nevertheless, according to the limited experience they have, they believe that performing makes the class colorful and full of energy and enthusiasm. It is not compulsory that all the students take part in acting the story or the play as those who feel reluctant toward acting, will have the chance to express their opinions later after the play is performed, and as a result, practice and develop their oral skills.

P11, agreed on using familiar literary texts, and more particularly, those which suit the students` level of proficiency and their background. Therefore, with beginners, she says: “it is worth starting teaching short stories about experience of young people or about school life.” Being aware of the learners` background and lifestyle will be among the important considerations while applying literature in their future classes. In this respect, P 7 suggests “I am a black person, so I prefer the kind of dramatic literature, and I really enjoy reading and learning them as I feel a sense of belonging to the work.” Another suggestion was to adjust the texts in order to suit the linguistic and cultural level of the students.

The first important criterion for selecting the literary text is students` level of proficiency. However, very simple texts are not among the desired ones for language class, nor those with very difficult vocabulary and expressions. Challenging but manageable texts are required as a way of language development specially in terms of reading skills. Another criterion is “students` level of culture” as suggested by P6: “teachers must be aware about what do students know about the culture which the

literary work belongs to.” Also, it is important to keep in mind students’ understanding of the universal values within which literature is addressing. Thus, it is worth talking about the value of respect and acceptance before diving into the literary work.

As they believe in the importance of literature and recommend the courses they have taken to others, participants believe that the most important idea to keep in mind is to organize their literature classes as if they are fine art classes. It was suggested that everything should be different in terms of introducing the text, acting it out, the open discussions that will take place after acting, and the reflections which students will be working on as homework.

It was suggested throughout the interviews that students’ level of proficiency is the most important consideration. Thus, literature classes will be built upon that as the main interest is to teach language and literature is the means. The participants reemphasized that short stories and poems are the best genres to start with. “I think I will start with poetry, and sing it as a song so my students will enjoy and feel that they are not in class” said P3.

According to the different techniques they learned in their literature and language teaching classes, the participants believe that group work is an appropriate technique for literature class as it engages the very active and the motivated as well as the demotivated students at one table where they think and share ideas and learn from each other. “I believe that group work also is a good technique for teaching novels as they are too long and hard to be taught in language class so dividing the effort will make it easier” said P4.

4.2.5 Analyzing research question 4

What challenges did students encounter while learning how to use literature for teaching purposes? The answer of this question was addressed at the beginning of two focus groups interviews and through the question number 10 of the focus group. Participants suggest that among the limited challenges they encounter while learning the two courses of literature and language teaching 1 and 2, is the different level of the students. The theme of the responses to this research question was students with different levels and fear.

The participants argue that the teacher, in some cases, has to simplify the material to be understandable for all the class. However, most of the participants who were outstanding students among their peers, believe that the role of being a teacher is not an easy one especially if you are a language teacher that you have to teach culture as well. Therefore, it is not just a matter of having a high level of proficiency rather than having a good background about the different cultures and more specifically about literature. Accordingly, P6 suggests: “a kind of qualifying exam for how to use literature for teaching purposes must be a key way to select teachers.”

P3 says “I sometimes fear the idea of teaching literature.” She imagines herself in a situation where one of the students asks: why do we have to learn about the love affairs of the characters? She adds that she is aware that students do not have to imitate what they learn from literature, yet, with young learners teachers have to be more cautious, and it is about learning to accept and appreciate other cultures.” Another challenge that the participants encountered, as mentioned in the focus group interviews, is the different level of the students in the class as teachers sometimes need to facilitate and explain with greater extent. However, the participants believe

that as prospective teachers, more effort must be paid; this effort goes beyond the classroom setting through increasing their reading for different literary works.

4.3 Summary

It was obvious in the analysis that most of the results obtained throughout the study were homogeneous according to the main research questions. The majority of the participants agree on the importance of using literature as an essential means of language teaching in language classes. They have positive attitudes toward learning literature for teaching purposes as they are willing to apply it in their future EFL classes. They also believe that there are some considerations to select the literary text for language class. However, this consideration has nothing to do if the students are from different cultures rather it has to do with the students` level of proficiency and their cultural profile as they claimed.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter provides a general discussion on the results of the study according to the researcher`s beliefs and opinions. Also it will present the challenges and limitations that occurred while conducting the study. Some recommendations for further studies and the implications will be provided as well in addition to a summary for the whole study in the last part of the chapter.

5.2 Discussion on the major findings of the study

Before starting conducting the research literature, as one of the essential means of instruction in language classes, was far- fetched. However, the positive attitudes of the participants, as prospective teachers, toward literature as a means of language teaching gives more hope. The valuable conclusion of the study is that it is necessary to bear in mind while teaching language through literature that learners are not losing their identity and individuality. Despite the fact that some participants believe that teaching literature may include some themes or anecdotes which are against the general beliefs and ideologies of a particular society, it can be an influencing means of learning. The responsibility here lies on the shoulders of teachers to introduce it in the most appropriate way as teacher must be eclectic and selective. Thus, it is important to be careful while introducing literary texts that contradict what students have in minds, especially those texts which provide some controversial issues.

The focus of the study was four-fold; a) student teachers` attitudes toward using literature, b) their beliefs about the appropriateness of one literary text within a multicultural context, c) their willingness to use literature in the near future, and d) the challenges they encountered while learning literature for teaching purposes.

It is worth admitting that the participants` contribution was positive, although not all the target sample took a part in the study, but for those who did, they were very helpful and cooperative. Their responses were precisely defined, and their opinions did not vary significantly where the majority lean toward the use of literature. The robust knowledge and background of the participants about the courses they have taken was salient. Thus, I believe the experience of those with previous knowledge about English literature coupled with their passion toward advancing their skills and qualities of being apprentices- teachers in the near future. The participant of the study were at odds on the different ways and techniques literature must be taught , yet, they all agree that literature is peerless, and it must be included in all language classes for different level of proficiency as it can, as they claim based on their experience, promote the development of different language skills.

Data from both resources; the focus group interviews and the semi- structured interviews confirm that:

- 1- The majority of the participants have positive attitudes toward using literature in language classes. Those who were reluctant do not have negative attitudes rather they have some concerns about how to use it.
- 2- According to their positive attitudes, the participants are willing to use literature in their language classes, and they believe starting with familiar simple genres would be more appropriate.

- 3- Using short stories or short and simple poems can be a good way to introduce literature, yet, what is the text to be taught will be decided upon the learners' profile.
- 4- The participants did not encounter many challenges while learning literature for teaching purposes, however, the referred to the different level of proficiency of students within the same class as the main challenge.
- 5- Within a multicultural context, learning literature and learning how to teach literature is more effective and that the selection of a literary text in a multicultural context has nothing to do with the different cultures of students rather than it depends on their profile and level of proficiency.

The mentioned five points were the main results that were confirmed by the two instruments of data collection. However, it can also be confirmed that the responses to the different research questions showed that integrating culture in language classes are indispensable and it enriches students' cultural awareness as learning language in isolation of culture is merely waffling. This is due to the fact that, as suggested by different scholars such as (Culpepper, 2015; and Crise, 2016; Galloway, 1992), language and culture intersect. Culture encompasses different components ranging from food and traditions, to the great works of art and music, and the best way to speak about the culture is through its literature. Additionally, the results showed that participants believe that literature is as a medium of instruction for great values in addition to language skills. This is, in my opinion, what can bring the so-called the mutual understanding as described by Silva (2013). This understanding will be among a context of individuals with nuances or manifest differences even if they

belong to the same culture as long as they are sharing the same values of humanity where they can understand each other.

In a manner of speaking, the majority of the participants have positive attitudes toward using literature as a means of language teaching in their near future EFL classes, whether in a class of homogenous cultures or in a multicultural class. It was also patent from their responses that they believe in the importance of a deliberate selection for the most appropriate text. Additionally, the belief of the participants about the appropriateness of one text in a multicultural class was surprising. They believe that literature is a universal language and it would be more challenging and enriching to provoke students to think and reflect. As suggested by P4 “If I give a text for student from the same culture, they will, most probably, see the text with the same eye; however, if the students were from different cultures, they will see the text with at least ten eyes.” This is the unique side about literature, to allow people to see things from different angles. I believe that the inspiring aspect about literature class is that, out of the blue, one student can ask a question or comment on an idea in a way that adds flavor to the class and enriches debate and, and this is due to the sense of belonging which literature brings to the class. The enriching discussions that take place in literature classes engage the solitary individuals and this is considered, as I believe, among the different merits of literature.

Among the participants, one says: I hope my future students will develop the same desire and enthusiasm I have toward literature.” The lack of desire toward reading literature can be, as I believe, due to two reasons; the first one is that there are some texts such as Shakespearian plays are with intricate language, as suggested by Gleeson (2006), that they were not written to be read, they were written to be

performed to an audience. The second reason is the vastness of technology as there are available filmic versions of different plays and novels. Participants do not agree on one technique on the account of another as it depends on the level of the students, in this respect, what they believe in is matching what was suggested by Gleeson (2011) and by many scholars in the field of education and psychology. They believe in the fact that learners can remember 10 % of what they read, and 20 % of what they hear, 30 % of what they see, 70 % of what they say, and 90 % of what they do. Therefore, as the participants believe that performing the literary texts can be an appropriate way to retain the information that learners gain, it is more recommended than other ways.

With the dramatically waned desire of students toward reading, more theatrical performance for different literary genres must be knitted into the literature classes as an enlightening and sparkling medium of instruction. Thus, I believe, as do the participants, that acting and performing mitigate the sharpness and monotonicity of some literary texts especially those texts of old English, or unfamiliar vocabulary. I believe that, particularly within a class of students from different cultures, the environment will be positively challenging in terms of who will be the painstaking to re-enact the selected literary text.

If the teachers are not ready for acting class, they can start with less complicated texts. I believe that teachers do not only need to lay the emphasis on masterpieces of those who were accredited to be great authors, but also to other literary texts which simulate everyday life and social matters, particularly with beginner or young learners. The veteran skillful teacher is the one who comes well- prepared to literature classes, not only in terms of covering the different language skills and

areas, but also in terms of being able to introduce his learners to originality and creativity through literature as it is a convenient means that teaches morals, sympathy, peace, loyalty and love. I believe that another interesting technique to be used for student teachers classes is the literature circle as suggested by Katija (2018) where they can take the lead to read, analyze and steer the discussion with limited guidance from the instructor unless if it is deemed necessary. Applying this technique, student teachers will be in a context that stimulates the real future classroom as they practicing the role of the leader in the class.

Participants believe that the teacher who has to teach literature must be aware about everything he does. Subsequently, teachers` awareness about the deliberate way of selection and teaching must be with a great deal of attention. Not all teachers can teach language, and not all language teachers can teach literature; succinctly, and in idiomatic manner of speaking I can say that literature teachers must have a kind of hunch on why and how to teach literature. What was mentioned can be dubbed as Teacher Literature Awareness.

5.3 Conclusion of the study

While walking into a library or books shop and inspecting the shelves, you may hear the books, novels, short stories, and the collections of poetry whispering to you to pick them up. At that moment, you will realize, only from reading the title, that this book was written for you or you are the protagonist of that novel. This is literature; to see yourself between the two covers of a book. Some literary texts, in particular contexts, are considered as holy books and the masterpieces of particular cultures are the sacred texts of that culture. I believe that this sanctification is due to two reasons; the first reason is that most of the literary texts are written by indigenous authors.

Thus, as the Chinese proverb says: “every miller draws the water to his mill. The people of the one particular nation, city, or culture are the best to tell about it, so their fictions will be more convincing. The second reason is that some texts are written by the patriot-to-the-bones authors who are highly respected and appreciated in their communities and people believe in what they say and they are whom who were given the homage by their people. At least I can say that this is applicable to the postcolonial literature. There is an old Arabic adage says: the one who did not have past, does not have present, and will not have a future. And it can be judged that literature is the best to tell about the past. In this respect, one can say that literature is the best narrator for the history of a nation.

On the other hand, I believe that speaking about what is embedded in literature, in some contexts, is similar to speaking about the three taboos; religion, politics, and sex. Literature is not contingent to one of them, however, and within some literary works, it can be either metaphorically or literally speaking about at least one of them if not the three. Although, I believe that this is the neutral situation as these three taboos are integral parts of the human reality. This fact is applicable to some experiences as mentioned in the literature review part regarding the conservative and dogmatic societies; also it was highlighted in analyzing the participants’ responses to the appropriateness of literature.

The mentioned reasons are the rationale behind studying literature in as a means of language teaching where, if it is compared to the findings of the study, the participants believe in the importance role of learning literature and learning how to use it for teaching purposes. They also suggest that it is a way to introduce the target language through its culture. It was also important to consider the fact that being a

language teacher who teaches culture and literature in addition to teaching language is an arduous job, yet empowering and enriching in terms of developing one's own personal and intellectual abilities. I believe it is such a big challenge for teachers to turn out a written text into a colorful anecdote in a context where the students are not familiar with literature or with unsatisfactory previous experience. According to the idiosyncrasy of each culture, selecting one literary text among many is more challenging. I believe that the teacher has to have a "helicopter view" on the different literary texts and decide upon which text can cover, to some extents, most of the students' interests. However, teachers can take this adage as a principle: "Do not give me a fish, teach me how to fish" I believe that while teachers are introducing literature to their EFL classes, they are instructing and guiding their students on how to teach themselves as they will take the hook at the class and go back home to fish by themselves. Moreover, teachers have to teach their students that as long as literature is a man-made, it is fallible. However still no right or wrong about it as it projects the state of people, it is the mirror of a society which will be seen, and must be respected by others.

The current study was built upon qualitative research design where two data collection tools were used; focus group interviews, and semi- structured interviews to obtain data from ELT undergraduate fourth- year students. The study started with the introductory chapters where the statement of the problem, the purpose of the study, research questions were highlighted. In addition to that, the main terms and concepts of the study were defined. The second chapter reviewed the related studies in the field from different contexts. According to the third chapter, it included the methodology within which the study was conducted and the data was collected, and

the fourth chapter provided the results in themes according to the main research questions. The fifth, the current, chapter introduced an overall review for the study where the researcher`s comments on the study were provided.

Multicultural, local and translated literatures are worth to be alluded to as essential components of the universal literature. For instance, Russian literature used to be at the fore of literature in the 1930s for what it gave to the world literature with its flourishing poetry and drama. I believe what was suggested by the participants of integrating local literature such translated short stories and poetry would be fruitful way. I believe that it would not be for the sake of lessening or underestimating English literature, but as a way of knowing the self before knowing the other as long as literature is vehicular and a means of acculturation. In addition to that, the local literature is augmented with great values and virtues of altruism, and patriotism. From my own context, according to the Palestinian Arabic literature, this kind of literature creeps the peak of literature as it is the idiosyncratic identity of a nation over the other. I believe that combination of one local translated literary text and English text would be the ideal form for literature class. In this place, and as the findings suggest, multicultural literature is a good means of introducing literature in a multicultural context with students from different cultural backgrounds and with different L1.

From my own experience as literature learner, and as a teacher for short- term period, I believe that literature is no longer contingent to the intelligentsia as it was believed in some contexts. Succinctly, it can be said that what students learn in literature classes whether if it was for its own sake or for the purpose of learning language, will never go in vain. The added value of literature will be deeply ingrained in students`

minds even for those inarticulate students. Being engaged in a literature class full of debates and discussion will develop their qualities and they will be no longer deficient to express themselves. Kachur (1982) suggests that language belongs to whoever uses it; it is not the sole property of its own native speaker. Thus, it is a shared property to the humanity, with literature, students can speak with many tongues, and see with many eyes and that what foster flexibility in the way they perceive things around them as long as people do not tend to be alike in the way they think. According to the findings of the current study, it was suggested that literature is the language which all the people can understand and use, thus it is a good applicable means for different language classes.

There are some argumentations about why to read as long as we can watch the novel or the play as a movie? I believe that the filmic versions of literature would not give the literary text its right as the core or the plot of the story may be lost in the glamour of cinema. Therefore, literature class is the place where students will be asked: what do you think? This question which may not be asked elsewhere, can give the student a sense of self- esteem and belonging to the classroom as they can speak up their voices, and take a stand toward what they believe in. Moreover, their critical thinking, problem-solving, and decision making skills will be developed especially if it is a multicultural context where students can argue more than if they are in a homogeneous context. Also, literature class is the place where students can discover their poetic and creative writing talents as they could be asked to criticize, summaries, or write a different conclusion for the given text. What was mentioned makes literature insatiable and makes both teachers and learners provoked to read more inside and outside the class for the sake of language development as well as for

pleasure. These reasons are matching what was suggested by the participants as they believe in the fact that having the written texts in the classroom help students to improve their language skills such as reading and at the same time thinking about different ways to comment on the text, or to be part in acting it out.

5.4 Implications of the study

The student teachers must be aware about the importance of using literature in language classes either for its own sake or for the purpose of language teaching. According to their double role as current learners for language and literature and as prospective teachers, the participants of the current study provided suggestions for the enrolled students in the ELT program to go through a qualifying exam to ensure their full understanding of literature and its teaching techniques that was a practical implication of the study. In addition to that, it was suggested that the multicultural setting is more enriching in terms of learning language as the students will be open to different cultures as well. Thus, engaging students from different culture in one setting will make the learning process more enriching. The last implication of the current study is that applying multicultural and local literature as a way of knowing the self before knowing the other will be with a good impact on the learning process.

5.5 Limitations of the study

Three limitations can be reported out of this study. The first limitation was the rich literature related to the focus of the study (literature as a means of language teaching), the rich literature must be an advantage; however, over one century of studies was hard to be covered as most of the studies, specially the old ones, were with great deal of valuable debates that must not be ignored. Thus, what the researcher has done is trying to pick a flower from each orchard. It was mentioned that the participants` contribution was valuable; nevertheless, many others did not

respond to the study and this was the second limitations of the study as more number of participants will make the result more reliable. The third limitation was the limited number of male participants; however it was not observed that there is any direct relation to the gender of the participants regarding the responses.

5.6 Recommendations for further research

According to the results of the study there was two directions for recommendations; based on the participants respondents, and for the study as a whole. Despite the fact that literature contributes to the linguistic as well as the communicative competence of the students, it is still marginalized in EFL classes. As suggested by the participants while they were asked: what would you like to see changed if you are the chair of FLE department? , they responded with qualifying criteria for those who will be enrolled in ELT undergraduate program. Additionally, the majority of them recommend integrating more literature and literature and language teaching courses that the total numbers of those courses are four; two courses of English literature and two courses for literature and language teaching. Accordingly, they suggest that each semester includes one course starting from the first semester as an introductory course for literature, and continues till the eight semesters. Thus, the total will be eight courses so they will have the chance to study different pieces of each genre with the suitable teaching techniques and strategies. Moreover, they recommended hosting panels in the field of literature and teaching literature, or hosting modern authors to talk about their own works. More pre- service trainings offered by the department on how to teach literature was recommended as they would overcome the lack of experience and uncertainty the teachers may have which hinder their performance in the classroom setting, and give a privilege to the teachers` apprenticeship.

A recommendation on the study as a whole is to tackle the participants to their real teaching experience in the near future and investigate their perception of and attitudes toward literature in real language classes where field observations from their students can be reported as well. In other words, the recommendation is to extend the current study into a longitudinal one where it can make an added value to the field.

5.7 Summary

This chapter laid emphasis on the most significant outcomes of the study as provided by the participants in respect of matching the focus of the study along with discussion on these outcomes. Also, additional thoughts from the researcher experience as previous learner of English language and literature and a teacher for short- run period were provided as well. The limitations and challenges of the current study were highlighted. Based on the data obtained throughout the study, this chapter included some recommendations suggested by the participants and by the researcher for further studies.

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APPENDICES

Appendix A: Approval letter of the graduate institute

 <p>Doğu Akdeniz Üniversitesi "Erdem, Bilgi, Gelişim"</p>	<p>Eastern Mediterranean University "Virtue, Knowledge, Advancement"</p>	<p>99628, Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 E-mail: bayek@emu.edu.tr</p>
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Etik Kurulu / Ethics Committee

Reference No: ETK00-2018-0322

11. 12. 2018

Subject: Application for Ethics.

RE: Samar T.M. Alzaanin

Faculty of Education

To Whom It May Concern:

On the date of **11.12.2018**, (Meeting number **2018/63-12**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Samar T.M. Alzaanin from the, Faculty of Education to pursue with his MA. thesis work "**ELT undergraduate students' perceptions of using literature as a means of language teaching in a diverse context**" under the supervision of Assist . Prof. Dr. İlkey Gilanlioglu. This decision has been taken by the majority of votes.

Regards,

Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Committee



ŞT/ba.

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Appendix B: Focus group interview questions

- 1- Do you think teaching English through literature is an effective means of language teaching? Please clarify.
- 2- Are you satisfied with the types of literary work you study, and the teaching techniques used for them? Please clarify.
- 3- Do you think encouraging students to act out various parts in literature and language teaching classes help them better understand it?
- 4- Do you think selecting literary items related to your own lifestyle helps you to understand English literature better? How?
- 5- Does providing students with a more detailed cultural background of the work of art to be taught help them to better understand the English language through literature? How?
- 6- Do you think encouraging students to express different views from their own cultural background is useful in learning the English language through literature? How?
- 7- Do you think teaching and learning language through literature gives an understanding and full appreciation of other cultures and helps to understand, evaluate and create new ideas? Please clarify.
- 8- Do you think teaching and learning the language through literature promotes language learning development? How?
- 9- Do you think teaching and learning the language through literature gives a sense of pleasure? How?
- 10- As a prospective teacher, are you willing to use literature as a means of language teaching in your language classes? Please clarify.

Appendix C: Semi- structured interview questions

- 1- In which literature and language teaching class did you learn most and why? For example teaching short stories, poems, etc.
- 2- What are the most effective strategies/ techniques to teach language through literature in your own perception? Please clarify
- 3- What do you think the most suitable piece of literature for teaching language? Please clarify.
- 4- Would you recommend the literature and literature and language teaching classes which you have taken to others? Why?
- 5- Are you willing to use English literature in your EFL classes in the future? Please clarify
- 6- Do you think there are any differences between selecting a literary text to be taught in a class of students from one culture, and in a multicultural class? How?
- 7- Do you think there are any cultural concerns must be taken into consideration while choosing a literary text? Please clarify. Are there any other considerations?
- 8- If you were in charge of the FLE Department at EMU what would you like to see changed in terms of literature and language teaching courses?
- 9- Do you think one piece of literature can meet the needs and interests of different students in a multicultural university? How?
- 10- What challenges did you encounter while learning literature and language teaching?

Appendix D: Consent form for focus group interview

Dear student,

I am an MA student at Department of Foreign Language Education at Eastern Mediterranean University conducting my master thesis on the topic of *Student Teachers' Attitudes toward Using Literature as a Means of Language Teaching in a Multicultural Context*. This interview aims to discover your attitudes toward using literature in a multicultural context within EMU.

Your participation is completely voluntary. No risks and no direct benefits are anticipated as a result of your participation in this study. You are free to withdraw at any time without giving any reason and there will be no negative consequences. In addition, if you do not wish to answer any particular question or questions, you are free to decline.

It is very important that you answer all the questions sincerely. The interview will be recorded with your permission. The audio recording made for this interview will be used only for analysis. Your identity and individual responses will be kept confidential and will be used only for research purpose. Extracts from the interview which you would not be personally identified may be used in conference presentation, report or journal article developed as a result of the research. No other use will be made of the recording without your written permission. Also, no one except the researcher and her supervisor will be allowed to access the original recording.

Further information can be obtained directly from me or my thesis supervisor. Thank you for your participation and cooperation.

Samar T.M. Alzaanin
MA Student
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: samar.zaanin@hotmail.com

Assist. Prof. Dr. Ilkay Gilanlioglu
MA Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: ilkay.gilanlioglu@emu.edu.tr

Consent Form

I confirm that I have read and understood the main purpose of this interview, and how my answers will be used. Thus, I agree to take part in this interview.

Name:
Date:

Surname:
Signature:

Appendix E: Consent form for Semi- structured interview

Dear student,

I am an MA student at Department of Foreign Language Education at Eastern Mediterranean University conducting my master thesis on the topic of *Student Teachers' Attitudes toward Using Literature as a Means of Language Teaching in a Multicultural Context*. This interview aims to discover your attitudes toward using literature in a multicultural context within EMU.

Your participation is completely voluntary. No risks and no direct benefits are anticipated as a result of your participation in this study. You are free to withdraw at any time without giving any reason and there will be no negative consequences. In addition, if you do not wish to answer any particular question or questions, you are free to decline.

It is very important that you answer all the questions sincerely. The interview will be recorded with your permission. The audio recording made for this interview will be used only for analysis. Your identity and individual responses will be kept confidential and will be used only for research purpose. Extracts from the interview which you would not be personally identified may be used in conference presentation, report or journal article developed as a result of the research. No other use will be made of the recording without your written permission. Also, no one except the researcher and her supervisor will be allowed to access the original recording.

Further information can be obtained directly from me or my thesis supervisor. Thank you for your participation and cooperation.

Samar T.M. Alzaanin
MA Student
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: samar.zaainin@hotmail.com

Assist. Prof. Dr. Ilkay Gilanlioglu
MA Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: ilkay.gilanlioglu@emu.edu.tr

Consent Form

I confirm that I have read and understood the main purpose of this interview, and how my answers will be used. Thus, I agree to take part in this interview.

Name:
Date:

Surname:
Signature: