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**A LITERATURE REVIEW ON
THE UTILIZATION OF LITERARY TEXTS IN
FOREIGN LANGUAGE EDUCATION**

M.A. Thesis

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ABSTRACT

USING LITERARY TEXTS IN FOREIGN LANGUAGE TEACHING

Techniques used in the teaching of foreign languages have been the topic of many discussions. Numerous approaches have emerged, ranging from linguistic translation to selective methodology, and each of these approaches has come to the conclusion that foreign language teaching should be done within the framework of certain features. Literary texts have, over time, become an important tool in foreign language teaching and have begun to be used. The purpose of this work is to shed light on future work by giving examples from studies on the use of literary texts in teaching foreign languages.

Key Words: Literary Texts, Foreign Language Teaching, Foreign Language Learning.

ÖZET

YABANCI DİL ÖĞRETİMİNDE EDEBİ METİNLERİN KULLANILMASI

Geçmişten günümüze, yabancı dil öğretiminde kullanılan teknikler birçok tartışmaya konu olmuştur. Dil bilgisi çeviri yönteminden seçmeli yönetime kadar çok sayıda yaklaşım ortaya çıkmış, bu yaklaşımların her birinde yabancı dil öğretiminin belli özellikler çerçevesinde gerçekleştirilmesi gerektiği kanısına varılmıştır. Edebi metinler, zamanla yabancı dil öğretiminde önemli bir araç haline gelmiş ve kullanılmaya başlanmıştır. Bu çalışmanın amacı, edebi metinlerin yabancı dil öğretimindeki kullanımları ile ilgili yapılmış olan çalışmalardan örnekler vererek gelecekte yapılacak çalışmalara ışık tutmaktır.

Anahtar Kelimeler: Edebi Metinler, Yabancı Dil Öğretimi, Yabancı Dil Öğrenimi.

PREFACE

Foreign language education is a field whose importance is becoming clearer day by day, and it is a field with increased interest in terms of research. This study addresses the utilization of literally texts in foreign language education. I would like to extend my sincere gratitude to my esteemed mentor, Prof. Dr. Günseli SÖNMEZ İŞÇİ, who agreed to guide me as my advisor, and my beloved family who provided full support throughout this rocky road to set forth my dissertation through literature review on foreign language education.

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ABBREVIATIONS

A.e.	: ibidem
a.g.e.	: ibid
bs.	: edition
C.	: volume
et.al	: and so on
etc.	: and so forth

INTRODUCTION

Every society speaks its own language. Foreign language learning and teaching has an important place in terms of sharing feelings and thoughts of different societies. The knowledge base for teaching continues to expand, confirming the importance of knowledge for the effective teaching of the teachers. Based on this description, the central role that teachers play in determining the quality of learning in their lessons is of vital importance.

Language is the most important means of communicating between people. Without doubt, people have used other means to communicate outside of the language. But the communication provided by these means is limited. For this reason, people need a language to understand and communicate strongly. Language is a natural tool, has its own laws and is a structure that is constantly developing. People need this natural means. There are many theories about the emergence of the language. There are places where these theories are right and where they are wrong. Whatever happens, the result is precise: People communicate with each other primarily in their native language and then on the foreign language, and this is the most important element of communication.

The advancement of technology in the Information Age was an important tool that brought societies closer together. This rapprochement required different languages to be acquired in order to establish a common communication. It is seen that the most important reasons that lead one nation to acquire the language of another nation are political and economic. In this case, we can say that politics and trade are important actors in foreign language learning.

The main purpose of learning a foreign language or a second language is to provide communication. This communication is mostly provided by speaking skills. In language teaching, all skills are undoubtedly important, but speaking skills are at the forefront of communication skills. There are many methods and techniques that can improve speech skills that can be used in foreign language teaching, and many academic studies have been conducted on these method-techniques. One of the techniques that can be used to improve speech skills is the creative drama.

Determining the effect of this technique, which can also be used in teaching Turkish as a foreign language, to improve speech skill is the main objective of this work. It is very important to motivate and encourage learners in foreign language teaching. Creative drama is known to be a contributing feature to the realization of meaningful learning at the point of motivating and encouraging learners. Through creative drama, learners are brought closer to real life language.

The teacher's way of thinking and their knowledge and how these two aspects are related to each other is actually the two main factors that effects their teaching. In other words, a teacher's knowledge and their way of thinking are interdependent. For example, a native speaker of a foreign language is at a very low level of success in teaching another person without teaching knowledge. Professional knowledge, which influences how teachers teach both their own thoughts and their lessons in order to meet our goals, takes a prominent place.

Focusing on the foreign language teacher education system, this study aims to investigate what new standards and policies can be determined between teachers and educational policy makers. Gathering information on existing work in terms of new standards and policy challenges and proposals is thought to be important for future generations to generate resources.

The study was planned as a literature study in general. In this context, the meaning of teaching and learning along with foreign language teaching and foreign language learning have been examined from the conceptual point of view. The historical development of foreign language teaching was examined and the development in both Turkey and in the world was tried to be explained. The studies and resources made with respect to the subject were scanned and necessary definitions were added to the study.

In the second part of the work, foreign language teaching approaches, the place and importance of literary texts in foreign language teaching are mentioned. In foreign language teaching, there have been some adding to the work that is influenced by the contributions of literary texts in language teaching.

In the last part of the study, the works written about foreign language teaching in general terms were searched and the last section, which is a literature study, was added.

PART 1

FOREIGN LANGUAGE TEACHING AND LEARNING

1.1. Teaching and learning.

There are significant differences between the terms of teaching and learning. According to TDK, learning is “*The work done to obtain the knowledge, skills and habits necessary for any profession, art or business.*” Teaching is “*giving the information according to a specific purpose and preparing the activities which make learning easier, providing materials and guiding.*” In other words, learning is working in order to acquire skills and competencies in accordance with any need. That is, learning is acquiring knowledge, skills, habits and desired benefits in formal and informal education institutions. Teaching is bring individuals skills, habits and competencies in order to reach certain goals in the direction of the needs of the people.

With these definitions, foreign language learning is indeed a necessity. Foreign language learning relies on the former as the birth of the need to communicate with the people of different languages. In every era or every age, societies have acquired and taught their own languages and did everything in their power to make their languages always more preferable, trying to impose this to the other side.

Recently, foreign language education has become a commercial activity. From this point of view, a foreign language learning market was formed. Language for international trade has begun to become an important player. The language of each society provides self-determination and makes it possible to be an actor on a global scale. Various studies have been carried out in order to promote the usage of each language and to make them reach large masses, taking principal steps in this area and to use the language of each country in the most appropriate way.

According to Demirel, some of the main requirements of foreign language teaching are as follows:

1. *A needs investigation should be conducted and the purpose of the foreign language education is to be determined:* Here, it is important for foreign language education to be done for what purpose. Determining the purpose makes the practicing of education and teaching easier and helps students to learn according to their purposes.

2. *The necessities of foreign language teaching should be determined, the gains should be determined for these reasons, the step-by-step exchange system should be applied and the program should be prepared in line with this practice:* The step based system and the step-by-step teaching method is important for the information to be thought gradually.

3. *Social events should be organized in parallel with the objectives and achievements of the specified program:* The social activities to be organized will ensure that the achievements are reinforced in accordance with the purpose of learning.

4. *Course materials must be prepared and appropriate conditions for foreign language education should be provided :* The materials suitable for learning process will make learning easier and effective because they prepare an appropriate atmosphere as learning tools and lead to be paid attention to the context.

5. *During the lesson, the necessary visual and audiovisual equipment should be used and the attention of the students should be taken on the course with social activities:* Preparing social activities is important to make lessons less boring and more interesting. Therefore, students learn the information by having fun.

6. *Instead of focusing on theoretical knowledge only, there should be programs that concentrate on improving speaking ability by giving plenty of*

examples and establishing dialogues. By using bilingual or multi-group dialogues, it will be taught practically how and in what way learned information will be used in real environments.

7. *Within the course schedules and achievements, a single structure should be presented during the course hours and a relationship should be established between the related subjects :* The entire education program must be prepared as a whole and the program must be acted upon.

8. *Social events should be carried out from the foreign language teaching classes, through arranging excursions, into social life:* Such activities should be used in the context of making education more interesting and effective, which helps education to become more practiced.

9. *To emphasize the connection of the learned language to everyday life and to gain technical skills according to the needs of the foreign language learning group :* While the technical and grammatical infrastructure of the language is thought, the practical daily usage of the language should be thought as well.

10. *The way of expression that goes from simple to complicated and from concrete to abstract should be preferred, attention should be paid to self-differentiation:* Because of the fact that every individual's perception of competence may vary, these differences should be taken into consideration and overloading information should be avoided.

11. *The socio-cultural characteristics of the language taught during the course of foreign language education should be conveyed in addition to language teaching :*The usage of the language in today and the past must be paid attention and social language teaching must be applied.

12. *Students should exercise what they have acquired* : The information that is thought to be really helpful and the students should be kept away from too much information they will not use.

13. *Assessment and evaluation exams should be made and with this study the failure of the students should be determined and should be reinforced with additional teaching* : The effectiveness of the education should be determined by the exams to be applied and if such deficiencies are observed, they should be corrected in this way.

14. *A student who completes a course must be subjected to a student proficiency test and with the result of this test, they should skip to the next course.*¹ : After the course test, it should be assessed whether it is possible to switch to the next course with a more general evaluation of the test between the courses.

1.2. Foreign Language Learning and Teaching

Foreign language learning, acquisition of behaviors arising from the need for a second language to communicate for different purposes; foreign language teaching is the job of bringing these behaviors. There are various theories about how 'talking' which constitutes the most important and strongest direction of communication was born. According to reflection theory, speech was born because a person imitates the sounds of nature; According to the theory of pooh pooh, language is expressed in the form of human being's primitive enthusiasm being unconsciously transformed as a result of outsourcing, and these voices form a language over time; speech based on business theory, born of the voices of people doing business together; according to the theory of body language, people made some voices while trying to negotiate by doing hand-arm movements, and man discovered talking by establishing a connection between these sounds and movements; social control theory expresses the emergence of the function of "speech" comes from the desire to fulfill one's needs by

¹ Özcan, Demirel. *Foreign Language Teaching*, 8. bs., Ankara: Pegem Academy, 2014, p.102.

influencing others.² From these theories, the most important tool, speaking is expressing themselves to each other according to their needs. In foreign language learning and teaching, it takes place on the top among basic needs.

Based on the theories that is trying to explain how talking started, it is possible to say that it began to exist with the birth of mankind. It is necessary to say that among basic speaking skills, talking was the first to emerge and develop. This is a view that is well accepted. It is a well-accepted condition that talking which is the key element of communication has developed thereafter writing.³

Our speaking skill has a system that is constantly developing and renewing itself with both physical and personal development. For example, the stages of language acquisition start with "crying" (0-8 weeks) (babies laugh for anything good and cry for anything bad at this period); It consists of many stages that end with the "creative use of the language" (9 years and older), where children are dominant in the language and is able to use and understand the abstract concepts.⁴

Talking is the fastest way for people to communicate with other individuals. People express their knowledge, ideas and feelings to other people through talking. Talking can be defined as the process of sharing experiences.

"Speech is the process of conveying the knowledge, feelings and thoughts of the individual's mind to the words. In this process, the mental structure of the speaker, their perspective and how they think also comes to clear. In other words, people express their feelings through speech, revealing the structure, process and functioning of their minds. It covers a wide range of mental and physical processes that starts in the mind and results in voice.⁵" In other words, the basic need in foreign

² Adam, İřcan. "Basic Concepts of Communication, Speaking and Speaking" *Speaking Education Methods-Activities*, Ed. Abdullah řahin, Ankara: Pegem Akademi Publications, 2015, p. 2-3.

³ AA, s. 3.

⁴ Yusuf, řahin, "Language Acquisition", *Foreign Language Learning and Teaching with Different Dimensions*, Education Publisher, 2013, pp.51-53.

⁵ Firdevs, Güneř. "Approach and Models in Speech Teaching", *Speech Education Methods-Activities*, Ed. Abdullah řahin, Ankara: Pegem Akademi Yayınları, 2015, s. 152.

language learning and teaching, speaking is a process in which people start their minds and continue physically to express their feelings and thoughts.

Speech teaching has a great importance both in native and foreign language teaching. People want to acquire foreign languages for various reasons. The basic language skill required for those who want to acquire a foreign language is speech. Because speech is an important display that shows a foreign language has been developed or acquired.

The first skill a person uses to communicate with other people is speaking skills. As a child develops, communication with people around him is through speech. Speaking and writing are meant to be productive in terms of language skills. A person first communicates at the point of communication by using their speaking skills and then their writing skills. This is also the case with foreign language learners because the first and the main goal is to be able to communicate with other people. This happens first through speaking skills. As the target language continues to be acquired, the other way of communicating, the writing skill, is developed and the learner's needs are fulfilled.

It is a widespread view that a natural order must be followed in foreign language learning as well as it is in the acquisition of the native language. Just as in the acquisition of the native language, the person first hears and then speaks and then learns to read and write; it is argued that a person who learns a foreign language should also go through a proper path in this order.⁶ In this natural order, foreign language learners should be presented with real or nearest-to-reality tunes and speech. It is a great advantage to acquire that foreign language in the country where it is spoken. Those who acquire Turkish as a foreign language in Turkey is very advantageous in this regard. But it is also necessary to be careful about the possibilities to be presented to these learners. When following the natural order, they should be given a training suitable to the existing life the language education they receive must motivate them and meet their needs at the same time.

⁶ Özcan, Demirel. *Foreign Language Teaching*, 8. bs., Ankara: Pegem Academy, 2014, p.102.

"Studies show that in foreign language lessons, the latest and slowest ability that the students develop is speech. We need to give students a sense of accomplishment, which will be possible by giving them the tasks of speaking in the context of their skills and knowledge. Positive attitude development is important. Because we cannot wait for them to acquire something that they have developed a negative attitude and succeed. For this reason, an education given considering their needs, ages, learning styles and strategies of the learners will carry them to success In speaking lessons the language must be as natural as it is in life, and the subjects must be related to the students or to their lives. There are many approaches, methods, techniques and strategies used in the teaching of communication skills in foreign language teaching. Teachers can also develop their own original strategies and techniques, as they can also use (by adapting or just identically) in Turkish teaching.⁷" In short, in foreign language teaching and learning, characteristic features of the individuals, their motivation and the way of their living are important in gaining first of all speaking and then the other skills. Also, the methods and techniques which will be selected should be prepared accordingly.

In addition, in foreign language education, undoubtedly, textbooks are the greatest supporter of foreign language teachers when teaching foreign languages to learners. This is no different in teaching Turkish as a foreign language, but it is far from the level that English teaching can attain today. While teaching speech, teachers should also benefit from the textbooks and activities that can be applied in the classroom environment. However, these activities, which are carried out in the classroom environment, exhibit features that are far from real communication features of the target language. Mainly in hand dialogues, question and answer forms and communication opportunities are presented. Thus, learners are forced to memorize. In order to avoid this situation, learners should be provided with versatile and creative verbal communication skills that are close to real communication

⁷ Dincay, Köksal. Ayşe, Dağ Pestil. "Foreign Language Teaching and History of Teaching Turkish as a Foreign Language", *Teaching Turkish as a Foreign Language: Theories, Approaches, Activities*, Ed. Abdullah Sahin, Ankara: Pegem Akademi Publications, 2014, p. 315.

environments.⁸ In foreign language teaching, rather than parrot-fashion based on books, creating a real communication atmosphere is a necessity.

Two of the most basic concepts of education are undoubtedly assessment and evaluation. Assessment and evaluation are used to determine how close they got to achieving their objectives or how much of it is completed, and whether new teaching methods and materials are sufficient enough during this process and also new teaching methods and materials are provided as a result of the outcomes of their intended success. Another aim of measurement and evaluation is to motivate learners to lessons by eliminating the flaws in teaching.⁹ In other words, while foreign language is taught, in the stage of gaining skills, the opportunity of program development to the both person learning and teaching is offered thanks to assessment and evaluation.

Within the scope of foreign language, attention should be paid to these subjects in teaching Turkish as a foreign language. It should benefited from all the techniques that can be used in the development of speaking skills in teaching Turkish as a foreign language and the teachers should be sensitive about the development of the speaking skills of the learners. People who are learning Turkish in Turkey should especially benefit from the plus of being in the country where it is spoken. Therefore, they should be given the actual or nearest verbal communication education that they can encounter outside the classroom environment.

One of the main purposes of foreign language teaching is to provide a natural environment for communication. Students are aimed to demonstrate all their performances using the language skills they possess. Literary texts have an impact on the reader thanks to their fiction, and they engage in a dialogue with the reader by providing natural communication. This dialogue virtually automates the use of the foreign language of the student. The use of literary texts instead of artificial and

⁸ Özcan, Demirel. *aga*, p.102.

⁹ Serdar, Derman. "Assesment and Evaluation in Teaching Turkish as a Foreign Language", *Handbook on Teaching Turkish with Foreigners*, Ed. Mustafa Durmuş, Alpaslan Okur, Ankara: Grafiker Publications, 2013, p. 527.

monotonous texts in textbooks strengthens the ability to use basic language skills and increases the interest in foreign language teaching. From this point of view, the aim of this research is to determine how the novel, one of the literary texts used in foreign language teaching, can be used in this teaching process.

Today, the benefits of using literary texts in foreign language teaching are widely accepted. With proper text selection, foreign language teaching can be a very efficient and effective process. For students, foreign language is "anything foreign". One of the main purposes of foreign language teaching is to teach the perception of the foreign. For this purpose, literary texts are of great importance. The use of literary texts gives the student the chance to recognize a different world and culture, giving them different purposes besides learning a foreign language. When foreign language teaching is not executed with the right techniques and tools, retesting for the student becomes a repulsive and difficult process. Therefore, in this process the right steps should be taken and the right techniques and tools should be chosen. Literary texts are considered to be one of the most accurate tools at this point. From this point of view, every work investigating the appropriateness of the use of works is of great importance. Although there are many studies on the use of literary texts in foreign language teaching, it is seen that the studies in which a work is selected and analyzed are very few.

1.3. Historical Development of Foreign Language Teaching in Turkey

Within the centuries of Ottoman - Turkish republican processes, various forms of practice have been seen in our country in terms of foreign language teaching - learning policies and which ones of foreign languages should be taught. Today, in order to be able to examine the foreign language teaching systems in our country, firstly it is necessary to evaluate the existing foreign language learning and teaching systems by looking at their historical developments.

Ottoman Turkey in the period up to 1923, foreign language learning and teaching issues began in the mid-18th century and the first major applications has

accelerated from the 19th century. The main topic of the issue started in the second half of the 19th century. At the beginning of the 20th century, the active schools in foreign language teaching and learning were the schools the foreigners opened with Galatasaray High School. Military schools providing foreign language can also be considered in this context. At that time, the most popular language is French. Becoming a common language in diplomacy, French was becoming popular throughout the world. English was popularized by most Americans through many schools. In the case of the schools opened by Germans and Italians, German and Italian were being tried to be taught, even in small numbers. As of 1923, with the announcement of the Republic by Atatürk, the foreign language teaching system in our country would also go into a new stage. There is no doubt that the influence of the politics of the Republican system and all the worldly observed political and technical developments in the 20th century are also important.

The most important step has been at the training ground in the Republic of Turkey, undoubtedly dated 3 March 1924 No. 430 "Unification Law" has been removed. With this law, educational activities across the country will be unified under one roof. Foreign language schools of foreigners would operate under intensive control of the state. These foreign schools were not closed, nor were they allowed to open new schools. A part of a German citizen scientist and university lecturer who escaped from the Nazi persecution during World War II sheltered in our country. Most of them were working in important universities, especially Istanbul University. Some of them continued to stay in our country after the war. In this respect, the close interest to German has also increased.¹⁰

After World War II, the most preferred foreign language in our country is English. However, this is not only an issue in our country. English language were rapidly expanding as the language of technology and science. The most preferred language in global trade was English. Through the colonies of various parts of the world, the English spread in English, XVIII and XIX centuries. Its transformation into "superpower" after World War II led to an increase in interest in English in the world. After World War II, relations with the United States increased and became

¹⁰ Sinanoğlu, Oktay. ‘Bye-Bye’ Turkish, Otopsi Publishing, İstanbul, 2000

strategic alliance, which in turn accelerated the orientation of our country to English in Turkey.

The "Foreign Language Education and Training Law", which will be the basis for the implementation of foreign language learning in the schools in our country, was adopted in 1983. The aim of the law dated 14.10.1983 and numbered 2923 is to regulate the procedures and principles to be applied to foreign languages to be taught in education and training institutions and to schools providing education and training in foreign languages. According to this, in the primary, secondary and non-formal education institutions, the Turkish Revolution History and Kemalism, Turkish Language and Literature, History, Geography, Social Studies, Religion Culture and Moral Information courses as well as other courses related to Turkish culture; can not be taught in foreign language. Students are required to submit research assignments, homeworks, etc., related to the courses throughout the education and training periods is not taken by another language other than Turkish. Ministry of National Education on foreign languages to be taught in primary and secondary education institutions; council of higher education will decide on foreign language to be taught in higher education institutions. Foreign language education and training which will be held in Turkey, in accordance with the opinion of the National Security Council, was determined by Council of Ministers.12th of national education council , foreign language education and teaching matters were also evaluated in 1988.¹¹

Over time, with the opening of many high-level Anatolian High Schools known to be distinguished, the interest in these high schools has begun to diminish. Due to their large number, it is also a problem that the lack of teachers who can speak foreign language at these high schools and language at a sufficient level to teach foreign language lessons has emerged as a problem. English Preparatory Program was applied for one year in Anatolian High School before the 6th grade and foreign language education was continued from 6th grade. When it came to 1997, eight compulsory education and training classes were removed and pre - 6th grade preparatory classes of Anatolian high school, which was teaching foreign languages,

¹¹ Sinanoğlu, Oktay. ‘Bye-Bye’ Turkish, Otopsi Publishing, İstanbul, 2000

were also abolished. As the training has been lifted by 8 years and the 1 year preparatory class before the 6th grade has been abolished, 6, 7 and 8. grade, foreign language classes also decreased.¹²

All these efforts have not been enough for the quality of foreign language teaching to reach the desired level in schools which the government has opened. The main reason is that there are a lot of teachers who cannot speak foreign languages. Even if the students who were in primary education level were taught a foreign language very good, and their second language was to be taught beside their first foreign language, the targeted results could not be obtained.

When we look at the history of language teaching in our country, the most commonly used method in language teaching up to now is the Grammar-Translation Method. Grammar - the method of translation usually finds use in languages such as Latin, which are not used today. In this procedure, based on the induction method, it is aimed to acquire the grammatical patterns through translation from another language to the main language. In this system, where speech skills takes a backseat, the priority is to achieve a correct and accurate translation of the selected text in terms of grammar. Because the texts written in the first quarter of the 1800s were literary and had strong language, those who began to acquire this method had difficulties. Therefore, various opposing views occurred in respect of the method.¹³

In the past, foreign language meant Latin and Greek teaching, and a method of focusing on grammar also called "classical method", was used. The method, which was also used in the 18th and 19th centuries, began to be expressed in the 19th century as a translation method of linguistic information.¹⁴

Demirel's views on the method can be summarized as follows:

1. Grammar is a summary of formal language knowledge. At the beginning, the foreign language learners are taught grammatical patterns in the relevant parts.

¹² MEB data

¹³ Ö. Demircan. *Foreign Language Teaching Methods*. Istanbul: Der Publisher, 2005, p.150

¹⁴ SC Chang, & quot; A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar & *English Language Teaching* ,4 (2nd), (2011): 15.

The priority is to describe the language patterns. Examination of the writings is very useful for learning this method.

The basis of the education is through the native language, not the language that is being taught. The foreign language desired to be trained is used less than the main language.

3. The development of students' vocabulary is the most critical issue here. What is important is the vocabulary associated with the given text. Students are asked to improve their vocabulary in order to memorize a list of texts selected from the text that have never been used.

4. Wide-ranging and comprehensive explanations are given for complicated and difficult grammatical forms because language learning is possible by learning regular grammatical forms, ie grammar. In this method, the grammatical rules are given in independent sentences, and the verb inflection are taught and translated.

5. Grammar, shows how to build meaningful sentences and paragraphs by using words in the proper order. Teaching with this method, forming sentences and teaching verbs is a key point.

6. Translation is done after reading. The translation starts with simple works. With grammatical progression, more difficult levels are reached, more complex works are examined.

7. The literary value of the text is ignored. But for grammatical analysis it has the characteristics of an exercise.

If we summarize, rather than the idea or the context of the text the structure of the sentences are important and these structures carry value as a practice for the learners.

The purpose of these transactions is to translate independent sentences. In this system, pronunciation studies are not very important. Emphasis is not given to the study of speech in teaching.¹⁵

1.3.1. Foreign Language Teaching and Development in the World

Although there are many definitions about language and speech, we can see one of the simplest and understandable one in Plato's *Kratylos*. In Plato's work, he describes language as the tool to express our special thought using subject and verb with the help of our voice.¹⁶

As Plato notes, above all, language is an instrument of agreement. The use of language as a means of communication distinguishes humans from other living things and gives it a social personality. Language, then, is a living entity that has its own rules, constantly evolving, bringing societies together and is a common property of the society.¹⁷

It is stated that the structural view of the language, which is an element related to human, society, culture and education, is very complex, and thus the number of definitions made from various angles is over three hundred fifty.

Enis Feriha, "what is language" that we see consider so simple? He answers; "language is the community of voices that express our thoughts" or "is the means of transporting intentions" and he adds that this cannot be answered and describes language as "non-biological, acquired, cultural, social and psychological fact. With language, people have become human, culture and civilization have developed, and the human mind has reached its peak. Therefore, researching language, science and philosophy means researching human and human thought."¹⁸

Although a variety of methods and techniques have emerged in the light of this information, a standard in language teaching has not yet been achieved. For this,

¹⁵ Ö. Demirel. *Foreign Language Teaching*, Ankara: Pegem Akademi Publishing, 2007, p.37.

¹⁶ Dogan, Aksan. *Each Direction Language: Linguistics with Master Lines*, Ankara: Turkish Language Institute Publications, 1979, I, 55.

¹⁷ Muharrem, Ergin. *Turkish Language for Universities*, İstanbul: Boğaziçi Publications, 1986, p.13.

¹⁸ Enis Feriha, *al-Lehecâtu and Uslûbu Dirâsetihâ*, Beirut, 1989, p. 32-37.

a joint framework program was prepared by the Council of Europe in the 1990s. "*Common European Framework of Reference for Languages (CEFR)*" is a standard recognized by international circles to measure the level of proficiency on the ground. CEFR has become widely accepted across Europe and increasingly widespread worldwide. EF SET, all levels up to qualification from the beginning, the only one that can be measured in accordance with CEFR "*standard*" an English test. Other standard English exams may measure some proficiency levels but cannot measure full CEFR coverage. CEFR is a way of showing how well you speak and understand a foreign language. There are several frameworks for teaching foreign languages with similar aims, including the American Council of Competence Principles (ACTFL), the Canadian Language Criteria (CLB), and the Interlaboratory Language Discussion Panel (ILR). CEFR is not subject to any specific language exam.

CEFR is essentially a European standard and has been designed to be applicable to any European language. This will be used to identify your level of English, German or Estonian. CEFR was part of a broader effort undertaken by the European Council in the early 1990s with the aim of ensuring cooperation among language teachers in all of the European countries. The Council of Europe has also endeavored to increase the clarity of employers and educational institutions in this area who want to assess the adequacy of their candidates' language. CEFR has been introduced for use in teaching and evaluation.

A list of things to do when using a foreign language that is at a certain level of proficiency called CEFR has been introduced to the list of things to do when a particular subject is dependent. For example; "*One of the items on the list of B1 levels is this: It is possible to produce simple and related texts on subjects that are known or personally interested. A teacher who teaches any foreign language can use this list of things to evaluate you and design lessons to complement your missing information.*"¹⁹

In addition, different approaches to language and speech are emerging in the world. One of them, and the method that sheds light on the approaches that come

¹⁹ CEFR ve EFSET, <https://www.efset.org/tr/english-score/cefr/> (31.05.2018)

after itself, is the direct method. It is aimed to establish a direct connection between the language to be taught and the corresponding notion in this method, where activities such as sampling, playing, visual learning, imitation and repetition have great prominence. In addition to giving full emphasis to basic language skills, speaking is also held on the frontline. In this method, students are carefully focused on establishing correct sentences, and pronunciation errors are immediately corrected by the teachers. Teachers therefore have a great responsibility in the method of rectification. Teachers are expected to be fluent and successful at the point of expressing meaning in various ways without resorting to the main language. Demirel sorts the usage of the method as follows:

1. Courses start with dialogues or a short narration : A short dialogue or joke that will be applied will make the interest of the student towards the teacher due to being entertaining and attracting attention

2. Since oral teaching is prioritized, the teaching of grammar and new words should be verbal. In addition to being written, oral teaching is important in terms of pronunciation and usability.

3. The teachings of the word should be based on mimes, descriptions or visual means : Since the visual memory techniques are known to be important in learning and remembering, the contribution of voice learning will be fruitful.

4. Grammar teaching is to be carried out by induction method. Besides this, it is aimed to be expressed in environments where visual methods that are appealing to the eye are used. It is important to transfer it visually as much as possible, in the environment in which it is transmitted.

5. The aim is to make an effort in intensive use of the target language : It is known that the practice of teaching the language intended to be used is important. For this reason, frequent use will be important in terms of repeat and learning.

6. In the beginning weeks of the program, pronunciation instruction is held on the frontline. The new grammar rules are taken into consideration in the process of grammar teaching and reproduction: Words, rhetoric, and expression will increase recall with pronunciation in grammar as well as pronunciation.

7. The native language and translation are not allocated in the class: In foreign language learning, it is important that the mother tongue is not used in the class in which it is taught, in order to concentrate on the learned language.

8. The teacher must know the target language very well and should be able to speak nearly perfectly.

9. The subject of reading text should be prepared in relation to the culture and the life of the target language country. Reading exercises are rather carried out in order to keep the lessons fun, it is not about grammar: The samples used when teaching the language should be in accordance with the cultures and facts of the country being taught.

10. Despite the fact that the method focuses on a teacher-centered system, students are also expected to take active participation in the class. In order for the data to be transmitted in a healthy way as it is on the basis of communication, it is necessary that not only the transmitter but also the teacher of the receiver, ie the student, is actively involved in the course.²⁰

This method has been evaluated as a new point of view in language teaching after the linguistic information translation method and is preferred because it enables language teaching to be carried out for specific purposes. The implementation of the applications to be at the student level and the planning of these applications in the

²⁰ Ö. Demirel. *Foreign Language Teaching*. Ankara: Pegem Akademia Publishing., 2007, s.5.

way that they can be used in class are important in the scope of the usability of the method.²¹

1.3.2. Foreign Language Teaching and Developments in Turkey

In Turkey's primary and secondary schools, foreign language courses have been carried out in the center of EU's "*language teaching and learning policy*" for a long time. "*Alignment with EU language policies*" foreign language courses which are applied in our schools are published in the Official Gazette dated 31.05.2006 and numbered 26184 "*Ministry of National Education Regulation on Foreign Language Education and Teaching*". According to Article 7 (1) -a and 7 (2) -b of Section II of the relevant Regulation;

"(1) The principles to be taken into account in the implementation of foreign language education and training in educational institutions are:

a) In primary education institutions;

1) Mandatory foreign language courses are given from 4th grade. From the same class, optional foreign language courses may also be included in order to reinforce compulsory foreign language courses or as a second foreign language course.

b) In secondary education institutions;

1) Compulsory first foreign language courses in primary education and compulsory second foreign language courses are included in the schools which are deemed appropriate by the Board. "²²

Regarding the foreign language education and training practices stated in the regulation, it is observed that the first and second foreign language courses started as

²¹ J. Rardin & DD & quot; Tranel. Education in a New Dimension: The Counseling-Learning Approach to Community Language Learning", **East Dubuque: Counseling-Learning Publications**, (1988): 63.

²² Prime Ministry General Directorate Of Legislation Development And Publication (2006). The Ministry Of Education Journal of Language and Linguistic Studies. Official Gazette 26184, 54-55. Ankara: Prime Ministry Publications.

of the 4th grade and they were compulsory in the schools which were deemed appropriate by the Board in secondary education and they continued to be elective in the other schools.

In the curriculum, the number of weekly lectures devoted to foreign language lessons and the quantity of the lesson are measured. Primary schools, according to the weekly schedule, the first foreign language is 3 hours a week in grades 4 and 5; 6th, 7th and 8th grades are taught 4 hours a week. Another important issue that determines the quality is "In *the Common Framework Program for Teaching European Languages* Language-level criteria in ". According to these criteria; A1, A2 refer to the initial level, B1, B2 intermediate level and C1, C2 advanced level. A1 - C2 language levels and the hours foreseen for these levels are shown in the table.

Table 1: "Language Level Criteria and Course Hours"

	Course Hours
A1	80 - 200
A2	200 - 350
B1	350 - 650
B2	590 - 680
C1	800 - 1000
C2	1000 - 1200

As you see in the table, it will be seen that approximately 80 - 350 hours for level A, 350 - 680 for level B, and 800 - 1200 hours for level C will be seen. When compared with the table, it will also be seen that the primary school students reached the level B with 648 hours of classroom instruction.²³

²³ Raasch, A. (2000). Multilingualism and what we do in Europe. *Foreign Languages Teaching And Learning*. Foreign languages teaching and learning 29, 146 - 158.

When we look at the applications in foreign language teaching, it is seen that the foreign language courses starting with primary education cannot be continued with the aim of continuity in secondary education, the courses are started from the beginning level and the knowledge and skills acquired in the beginning are replicated in great scale. This practice wastes many years of efforts and reforms aimed at starting foreign language teaching at an early age in order to achieve European standards. However, the application, the MEB Foreign Language Education and Teaching Regulation 2. Section 6 (1) -a "*Essence of primary and secondary education programs being complementary and complementary to each other*" completely contradicted with the judgment; that the provision only applies to successive classes of primary and secondary education programs.

PART 2

APPROACHES TO FOREIGN LANGUAGE TEACHING

2.1. Foreign Language Teaching Approaches

Language teaching approaches in teaching Turkish to foreigners can be ordered as follows:

Traditional approaches to language learning are usually traditional approaches. Puren has divided them into various groups as grammar, vocabulary, and cultural approaches, and explains the ways in which each is used differently. These; "*1-Language information - translation method*" "*2-Direct teaching method*" "*3-active method*". Initially, approaches have been given and explained to the methods that are important and widely used afterwards.²⁴

a) Language Information Approach Method ("*Approche par la grammaire*")

In this approach, language consists of rules. To learn the language, it is necessary first to know the rules of the language. The person who learns the language rules well will use the language well. For this reason, priority should be given to teaching language. The linguistic information should be taught step by step in a certain order. During the course, basic principles of language, concepts, word and sentence structure should be emphasized with sensitivity. Language rules are memorized by students. Mixed and difficult language knowledge will go down to the

²⁴ Puren, C. (2004). Historical Evolution of Approaches in Language Didactics Cultures or How to Make the Unit of "Didactic Units", Annual Congress of the Association for the Dissemination of German in France (ADEAF), Clermont-Ferrand Business School, 2-3 November 2004, France.

details of its rules. In language teaching, priority will be given to reading, understanding and writing. Even the name of the lessons is brought to the square with the subjects of language knowledge. In this approach, the language and translation method (traditional method) is applied in the programs and books. There are several reading and translation exercises in the books. This approach from the Middle Ages to the day-to-day. was implemented France, Germany, England, Spain and etc. until 1955. It was first taught in Latin, Greek and Arabic, and later in teaching other languages. It applied for years in Turkey but also in secondary and higher education could not be achieved enough success.²⁵

b) Word Approach (“*Approche par le lexique*”)

The word approach emerged in the 1890’s as a response to the linguistic information - translation method with the approach of language knowledge which are not used in everyday life. This approach emphasizes vocabulary teaching instead of teaching previously applied language. At that time, kindergarten and language teaching, which is common in primary education, "*The first thing to teach students is the language elements. So, they are words.*" Moving from this, the teaching of vocabulary was introduced at the beginning of language teaching. In those years, the understanding of moving from the information of the students in primary education was highlighted. For this reason, learning words gained importance rather than the grammatical teaching before. In those years, in primary schools, the interests of the students were important. Therefore, the words and the topics in the course books were determined according to the students’s interests and their environment. After that the social life was followed. The relation between the learned language and the daily life is established and the language teaching is aimed in the natural environment. In the course books prepared in the 1900's with the word approach, “*At home*”, “*In the class*”, “*In the garden*”, “*In the market*”, “*In the park*”, “*In the Game Garden*”. The basic principle that is followed in the teaching process is to give concrete words first, to teach the meanings of them with concrete objects or with the

²⁵ Puren, a.ge.

things in front of the student. It is then gradually passing through abstract words. Vocabulary teaching has been started with classroom and surrounding objects, and pictures and various visual aids have been used when necessary. This approach has been applied for many years with direct teaching method.

c) Culture Approach Method (“*Approche par la culture*”)

Culture approach method was applied together with active method in 1920 - 1960. By establishing language and culture relations, "*The language and culture of a taught language should also be taught.*" Cultural intentions have been emphasized in the movement of this thought. Language teaching has been seen as a cultural tool, and contrary to previous applications, texts have been put forward instead of language teaching and vocabulary teaching. The concept of culture in texts discussed by combining literature, history and geography topics. "*In the texts given to the students, attention has been paid to the subjects such as literature, history, geography, proverbs, general culture. In practice, such as travel writings, novels were chosen. Priorities have been incorporated into textbooks by incorporating literature, history and geography into trip texts. Then, novels began to be given in textbooks. Not all but the most important part of the novel was selected for textbooks. In this application, an introductory summary of the novel was made first, followed by a carefully selected section or places containing important bilingual conversations.*" Thus, the language was taught to the students along with the language. Texts in textbooks prepared by the culture approach "*Journey to the Eiffel Tower*", "*Les Miserables*" and through these texts the information about "*Eiffel Tower*", "*Les Miserables*" were given. Various information is given about. This approach, which has been applied for many years, has been combined with other methods in the following years due to the fact that students are not motivated much.²⁶

d) Language Information - Translation Method (“*Méthode Grammaire-Traduction*”)

²⁶ Güneş, Firdevs, Dil Öğretim Yaklaşımları ve Türkçe Öğretimindeki Uygulamalar, Mustafa Kemal Üniversitesi SBE Dergisi, 2011, C.8, s.15, S.2, s.135.

The method applied with this approach is also called the traditional method (Méthode Traditionnelle). It was used in secondary schools in France until 1950s for years. According to Puren, it was widely practiced in the 18th and 19th centuries, but in the following years it changed its place to direct teaching with some changes. "*The purpose of this method is to teach students to read through foreign language rules and translation, to translate foreign texts, then to listen and to speak. The language is treated as a set of rules, the texts being read are examined and associated with the main texts.*" The texts were given more emphasis on the literary form, not much on the meaning. The rules of language knowledge were taught in the form of induction. So the rule was first presented, explained and then shown in sentence. The sentences given to the students were usually phrases designed to teach the rules of linguistic knowledge. Vocabulary teaching was given in the form of lists other than text, and the student was asked to learn them by memorizing them. The meaning of the words was learned while translating to the main language. In this method, the sentence is used systematically in memorizing and translating into the main language. The method has been criticized in this direction and left its place "*direct teaching method*"²⁷.

2.2. Cognitive Language Instruction Approaches and Methods

Many writers and researchers accepted 1970 and 1980 as the crisis years. For many years, language teaching through conditioning has caused serious problems in the field. Chomsky's harsh criticism "*Makes language teaching mechanical*" has been very effective in refuting the approach to language teaching and has accelerated new searches. Meanwhile "*Cognitive psychology research*" and "*Council of Europe*" "*In language teaching with studies*" "*Cognitive, conceptual-functional, communicative approaches and methods*" has emerged. These methods were applied between 1970 and 1990 in mother tongue and second language teaching. According to the

²⁷ Rodríguez, S. A. (2004). The evolution of methodologies in teaching French as a foreign language from traditional methodology to the present day, Cuadernos del Marqués de San Adrián : Humanities Magazine, no. 1, <http://www.uned.es/catudela/revista/>

behavioral approach the human brain is similar to “*an empty plate from birth*”. The information on this empty sheet is processed through stimulant, reaction and reinforcement, and the language is learned repeatedly. However, in the cognitive approach, our minds are analogized to computers and the learning process is explained as computer data processing process. According to this approach “*In our brain, there are various memories such as visual, auditory, verbal, symbolic, semantic, fast, slow.*” Information received from outside comes through these memories with five sensory organs and is processed in a gradual way. In the information processing process, all memories work in harmony and the learned information is stored in slow memory. The learning process and the information processing process are explained as the working system of the computer. There is a similar understanding in language teaching. In the cognitive language approach, it is claimed that our brain is programmed specifically as a computer for language acquisition. Therefore “*Language is not learned, but acquired*” opinion is dominant. The most important representative of this approach is Noam Chomsky. According to Chomsky, language acquisition actualizes “*with genetic equipment, that is, with innate ability*” in people. Certain regions of the human brain are tasked with language acquisition. Thanks to this genetic structure, the language used in the environment is internalized. Thus, speech and understanding are realized. “*Children say the first words at 12 months, and at 18 months the language develops suddenly.*” Children learn the language before they learn the sentence structure, then transform them into different sentence structures to produce new sentences. A child who understands sentence structure can produce many sentences. For this reason, language learning does not take place through habit and conditioning as the behaviorists defend. On the contrary, language learning involves mental and production based processes. Chomsky, who defended these thoughts, published in 1957 “*Sentence Sequence Structure*”. In his book, structuralist linguistics was opposed and suggested production linguistics. Chomsky treats language as a productive system, and emphasizes that someone who understands language constructs can produce infinite number of sentences. In short, Chomsky argues that children are programmed specifically to be computerized, such as computers, and that this process is not related to mental development, that language learning occurs

through mental and productive processes, not through habit and conditioning. However, the representative of the constructive approach Piaget, "*Against the views of Chomsky, emphasizing that language learning is related to mental development*".²⁸ Again Hubert Dreyfus is known for his endless criticism of Chomsky's concept of artificial intelligence. "*As you can see, Chomsky's views, which provide significant contributions to the field of linguistics, have been heavily criticized by other experts.*" After Chomsky, Krashen also made important contributions to the cognitive language teaching approach. Krashen is approaching language teaching as Chomsky. According to Krashen, every individual has an innate language acquisition structure. The individual is programmed as a computer to acquire the native language. However, this structure does not apply to the second language. The individual learns the second language by himself. According to Krashen, the main language is acquired and the second language is learned. "*Language acquisition and learning are different.*" Krashen states that the process of acquiring the mother tongue has been unconscious and indirect, and has benefited from language knowledge and language fluency. However, it is clear that the language learning process is conscious and direct, that it is based on high-level language and mental information, and that language is predominantly used correctly.²⁹ Functional approach is a teaching return, communicative approach is an educational return.³⁰

2.2.1. Communicative Approach (*Approche Communicative*)

In France it was developed in the 1970s as contrary to "*auditory-verbal*" and "*audiovisual*" methods. Situational approach in England over those years was applied ("*Approche situationnelle*"), and in the United States, Chomsky's producer-transformational "*transformational-generative grammar*" method was applied. Chomsky was severely criticizing the method used both in France and in England.

²⁸ Mason, T. (2001). Language and childhood: Chomsky and his critics, formation of the PE2 at the IUFM of Versailles between 1994 - 2001, University of Paris.

²⁹ Rézeau, J. (2001). Media and Pedagogical Mediation in a Multimedia Environment (The Case of Learning English in Art History at the University), Victor Segalen University Bordeaux 2, France

³⁰ Springer, C. (1996). The didactics of languages facing the challenges of adult education, Paris: Ophrys.

On the other hand, Europe is receiving immense immigration and the language problems of immigrant adults are constantly being discussed. Many linguists, educators, sociologists, and psychologists were working to ease the language problems of immigrant adults who formed a new society. In such a process a communicative approach has come to the agenda. According to Puren "*Language is formed by the addition of the dimension of communication to the word and culture approaches.*" The use of language, not language rules, is accepted as the basis. According to this approach "*Learning a language is not like reacting and habituating as behaviorists defend.*" According to psychologists of the cognitive approach, the language learning process is not a passive process of reacting to external stimuli, but rather an active process in the mind of the individual. "*Learning language requires more mental processes and creativity rather than changing behavior. These processes constantly affect the individual and guide the various learned knowledge in the mind. The teacher is a guide. Various materials are used in the teaching process. According to this approach, language is a communication tool.*" The concept of communication is the most important and basic concept of this approach. American and British linguists,

- "*The main aim of language teaching is to develop communication skills*"

- "*They see it as an approach that tries to improve the teaching methods of listening, speaking, reading and writing skills, which connect language and communication and have four languages. One of the main features of the communicative language approach is that it addresses both functional and structural characteristics of the language. The communicative approach focuses on developing the skills of four areas of listening, speaking, reading and writing. All of these are determined by the language needs of the learners.*"³¹

The emphasis is on real communication practices in the teaching process. The arrangement of the contents is done according to the functional-conceptual approach. According to this approach, it is not enough to know the specific directions and rules

³¹ Puren, a.g.e.

of the language. These rules should be taught to students. Various, diverse and numerous communication activities involving freelance expressions are used. The mistake in the teaching process is inevitable. According to Bailly, this approach reminds me of some aspects of the behavioral approach.³² The subject headings of the books prepared according to this approach are "At home", "At Apartment", "Near Family", "Near Window", "In Elevator", "In the street", "the Post Office", "In coffee", "In hotel", "At the restaurant ." These titles are similar to the headings of the word approach. In these places, communication forms are given with the necessary words, time is emphasized, and mutual talk is presented about person, subject and time. They are usually simple sentences and contain various types of communication.³³ On the other hand, the communicative approach is regarded as an approach that reforms language education according to views centered on learners in the learning process. This approach, which has been applied for many years, is criticized because of some communication practices.³⁴ Because ready-made cues create frustration in the student and the teacher. Some are mechanical applications and do not cover any concrete situation. In addition, while applying language teaching approaches in teaching Turkish to foreigners, attention should be paid to:

Teaching daily language: It is important to teach the current language while Turkish education is given to foreigners. If contemporary Turkish is not taught, students will not be able to communicate in daily life and will be distanced from Turkish education.³⁵ Teaching basic concepts of the language, reveals the effective communication in daily life. Initially, the words that are used in daily life should be taught.

³² Bailly, D. (1998-a) Didactics of English (2) The educational implementation, Paris : Nathan.

³³ Puren, a.g.e.

³⁴ Bailey, a.g.e.

³⁵ E. Barın. *A Method of Teaching Turkish Teaching with Foreigners*, Published Graduate Thesis. Gazi Üniversitesi, 1992, s.19-30.

The facts, the times, the lands, the nature, the places, the directions, the colors, the home life, the spiritual life, the words related to the kindership, the prepositions, the conjunctions are very important for a language. Everything written or spoken with the language of a society is culture. During the day, at home, at the market, at work, in the street, people contribute to the language without being aware of it. The reason that a language consists of emotions and thoughts is because it is in our daily life.³⁶

Teaching the Culture Along With the Language: The words that create a culture; national beliefs, attitudes and traditions give information about culture.³⁷ There are many elements in the concept of culture, every element is transmitted to other people through language. Cultural values continue to be transmitted with language in time. Cultural transfer to the next generation is provided by education. One of the aims of educations is to ensure that the culture stays alive. Learning, using and teaching a language is the transmitting of the culture.³⁸

Another element that cultures cover is word. Words are not meaningless. When communicating, each word has a mission and a purpose. This wealth is a sign of the word culture. For example, idioms should be acquired absolutely because it a significant indicator of the culture. It is seen that idioms are in many places in daily life. The main thing that we should be cautious here how and where the words are used for what purpose. If a language is taught by avoiding the daily life, a competence in language and culture cannot be mentioned. Starting with an education format responding to Turkish language learners' daily needs will increase their motivation.³⁹

³⁶ M. Kaplan. *Culture and Language*. Istanbul: Dergah Publications, 2005, p.151.

³⁷ D. Aksan. *Every Direction Language, Linguistics by Main Lines*. Ankara: TDK Publications, 2000, p. 67.

³⁸ M. Özbay. *Turkish Teaching Articles*. Ankara: Öncü Kitap, 2010, p.122.

³⁹ E. Barin. "Principles in Teaching Turkish with Foreign Languages", *Hacettepe University Turkish Studies Research Institute Publications*, one (2004): 19-30.

It would not be wrong to say that language and culture is an inseparable whole. It is impossible to master cultural elements without language. As the language is taught, points such as the history of the society, the point of view of the world, the geography, the structure of thought, the pleasures comes into play and the necessity of teaching these elements will come to existence. Learning a new language means learning that culture as well. Because when people are observed, they seem to express themselves with words and symbols of their own cultures. It can be said that each word gives that cultural value. Therefore, while learning a language, it is necessary to examine the characteristics of the language and the culture of that country.⁴⁰ The learning of a new language cannot be limited to the use of that language by learning its grammatical rules and words or by finding the equivalents of the words in our native language, because when a foreign language is acquired a different culture is encountered and this culture starts with the language.⁴¹

2.3. The Place and General Characteristics of Literary Texts in Foreign Language Teaching

Since the literature is considered to be an important material in language learning, approaches that regard literature as worthless have begun to change positively. McKay explains his views on the place of literature in foreign language education as follows: "Literature is included in the curriculum of English teaching as a foreign language. For many students, literature provides the motivation for them to read something in English. Literature is a great tool for all students to illuminate language usage and for promoting cultural attitudes."⁴²

The acceptance of literature in the light of the positive changes that are experienced when teachers regard literature as an important part of the language

⁴⁰ E., Barın, "The Method of Teaching Turkish with Foreigners", *Language Magazine*, Number 17. (1994): 53.

⁴¹ Ş, Dilidüzgün. *Literary Texts in Teaching Turkish as a Foreign Language*, Master Thesis. Istanbul University Social Sciences Institute, 1995 p.194.

⁴² S. McKay. "Literature in the ESL Classroom". *TESOL Quarterly*, Volume 16, Number 4, (1982): 528-536.

lessons is also facilitated. Emphasizing the use of literature in language training courses gives teachers the opportunity to enlighten the cultural factors on the target language and allows them to present different aspects of the language. Students can acquire these applications with the help of the originality of literary texts, without being aware of it.

Using literature as a language equipment also broadens the horizons of the learners and develops their way of understanding and interaction. Teachers try to integrate language and literature in their lessons, helping their students improve their worldviews and their ability to communicate with each other. As literature and literary elements offer original materials and unique environments to learners, the popularity of language courses is increasing steadily. Through originality, learners can expand their horizons and begin to produce language in real life situations.

According to Carter, thanks to the new techniques in teaching methods, teachers have begun to take into account the importance of the place of literature in language classes. Teachers introduce real life activities that are not included in ordinary textbooks with appropriate texts written in the target language, games, stories or poetry.⁴³

As literature classes carry real situations to classes, it also makes it easier for the learners to acquire the target language. Original materials help learners improve their imagination and enables them to engage with their friends in their interaction processes. Literature and literary works offer the means of communication to the target language when appropriate to the students. Turkish people expresses this situation as follows: "The use of literary texts will be useful because these texts show how language works within contexts. It also shows how the language should be used under certain circumstances and conditions."⁴⁴

In language classes, students often imitate someone to become fluent speakers. Students only take their teachers as role models. Through literary texts, this

⁴³ R. Carter. "Literature and Language Teaching 1986-2006: A Review". *International Journal of Applied Linguistics*, Volume 17, Number 1, (2007): 3-13.

⁴⁴ F. Türker, "Using" Literature "in Language Teaching" *Hacettepe University Education Faculty Magazine*, 6, (1991): 209-305.

can be improved by choosing multiple role models rather than choosing a native speaker. Literary texts provide special occasions where learners can find clues of communication skills on the target language. By using any part of the literature in the class, the teacher can win the students favor and by supporting the lesson with technological elements, the target language can be revived in the eyes and ears of the students. Use of literature in language lessons is much easier for students to visually adapt to the target language compared to the directives that their teachers give them verbally. According to Van, "Literature work is indispensable because it confronts students with texts that contain interesting characters and descriptive language."⁴⁵

The attitudes of teachers that literature is useless in their language classes are gradually shifting to the indispensable place of literature in language classes. As teachers experience, interesting and entertaining activities can arouse attention in the students, their desire to include more literature in their lessons is on the rise. The use of literary works contributes to the confronting of the students to the social and regional aspects of the target language.

According to Hismanoglu, literary genres such as literature and novels, short stories and plays offer students a chance to meet the actual communication styles on the target language. In literary works, students become acquainted with the social and regional characteristics of other cultures without being aware of it. They can see and understand common ways of interaction in these works. This kind of communication gives them the opportunity to practice language in a commonplace environment. In addition, literary works take brilliant characters from life and reveals them to the eyes of the learner.⁴⁶ This ensures that students encounter socio-cultural backgrounds when working in the target language. In addition to providing visual and original benefits to learning languages, literature also facilitates learning the

⁴⁵ T. Van, "The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom". *English Teaching Forum*, 3, (2009): 2-9.

⁴⁶ M. Hishmanoglu, "Teaching English Through Literature". *Journal of Language and Linguistic Studies*, Volume 1, Number 1, (2005): 53-66.

meanings of the words in the target language. As Ghosn notes, "Literature can contribute to language learning. It offers the language in its most natural form and encourages word development in this context."⁴⁷

Teachers have tried to teach the target language words to students with simple methods such as memorization and giving homework. Instead of these traditional methods, they can help their students to read simple literary works and help them acquire the words by taking advantage of their past knowledge and context. This method will enable the student to use his creativity. Self-discovery in education is a highly demanded value. While working, students should not get all the information from their teachers. Instead, they have to make inferences using their own minds and past knowledge. Allowing the students to discover something on their own will also increase the usefulness of the material used in the classroom. As O'Sullivan puts it, "Literature provides creativity and imagination in the language and should be included in every educational system that considers discovery and enjoyable learning as key components of the learning process"⁴⁸

As a language material, literature, offers the teachers unique opportunities for their students to explore their language learning pathways and direct them to entertaining activities in order to expand their imagination. To give a place to literature and literary genres in language lessons gives teachers a chance to see their students as a whole. It allows teachers to attach importance not only to their academic achievement but also to their views and feelings. As a teacher, of course, students need to be successful in the context of language learning, but evaluating academic success before students' views and feelings should be avoided. If teachers set students and their needs at the center, they can observe their academic progress in the language course. Literature is a very good tool to achieve this success. Teachers can get in touch with their feelings and can understand the views of their students

⁴⁷ I. Ghosn, "Four Good Reasons to Use Literature in Primary School". *ELT Journal*, Volume 56, Number 2, (2002): 172-178.

⁴⁸ R. O'Sullivan, & quot; Literature in the Language Classroom & quot; ; *The English Teacher*, 20, (1991): 1-5.

through literature. Thus, they can observe and evaluate how much they have developed academically.

Ghosn has stated that literature can reach to people's emotions as a language material. This feature of literature allows students to see themselves as a part of the language and creates opportunities to experience other people's happiness and sadness. As a result of literature, they begin to understand the feelings of other people. This shifts in their feelings through literary texts also plays a role in the development of the students' personal and intercultural behaviors. Literary genres such as novels, short stories, and poetry make it easier for students to acquire English. Literary genres, along with interesting and motivating activities, creates a fun environment.⁴⁹ In the last part of the work, in the literature section, the benefits of literary genres used in language teaching will be explained.

While teaching the target language and culture it is necessary to benefit from literary texts. At the beginning of the activities that can be used is drama. While enjoying in the class, thanks to the drama activities they can acquire the target words. Activities related to language education in our English books are superficial. Students do not perceive the language in its ordinary form. Along with drama activities, teachers can help their students to get rid of this superficiality by ensuring that the student are directly involved with the language itself. According to Davies, "drama eliminates the gap between dialogue and natural use in the textbook, and provides a bridge between class and real life situations."⁵⁰ As the drama class brings the language's originality, it helps the students to witness the true forms on the target language. If the teachers gives all their attention to the textbook and tries to apply it in the class, they will turn that lesson into a nightmare for both themselves and for their students. If the course continues like that, students will begin to have prejudice about language learning and the teacher will get bored as well. This will ultimately

⁴⁹ I. Ghosn, "Four Good Reasons to Use Literature in Primary School". *ELT Journal*, Cilt 56, Sayı 2, (2002): 172-178.

⁵⁰ P. Davies, & quot; The Use of Drama in English Language Teaching & *TESL Canada Journal* , Volume 8, Number 1 , (1990): 191-198.

result in the loss of motivation that the teachers have for their students. To avoid this unwanted situation, drama will be useful because it will make the lesson fun. Drama activities remove students and teachers from monotony and brings to class audio-visual and fun activities.

As a literary genre, drama helps learners to encounter language characteristics and cultural factors in the target language. In order to communicate on the target level, students have to acquire some grammatical structures. However, this does not mean that teachers should teach it directly to students. Rather, teachers can transfer it to their students indirectly through drama activities, games or plays. This combination is a good way to teach the necessary grammar structure in the target language, and will ensure that the targeted communication is improved. According to Şişmanoğlu, drama activities in the classroom provide the connection between the structural and interactive characteristics of the language.⁵¹ Thanks to the drama, students begin to acquire the essential elements of the communication features of the target language that grammar cannot directly teach. Rather, students acquire the necessary constructs of the target language without realizing it. In addition, drama activities allow students to face cultural events through visual and auditory elements.

Language learning is not only a matter of the structure of the target language. Language learning is the interaction of students' feelings and thoughts and language. A student should know how to transfer their feelings and how to react to the other person of the target language when they are sad or happy. Through literature and drama, students can include themselves directly in the language. Elliot believes that it is essential for native language speaking students should feel that they are a part of the target language.⁵² Students want to express their ideas and feelings fluently, just as someone who speaks it as their native language. Learning the cultural elements of the target language ensures that students have knowledge about these features when

⁵¹ M. Hishmanoglu, "Teaching English Through Literature", *Journal of Language and Linguistic Studies*, Volume 1, Number 1, (2005): 53-66.

⁵² R. Elliot, & quot; Encouraging Reader-Response to Literature in ESL Situations & quot; *ELT Journal* , Volume 44, Number 3 , (1990): 191-198.

they need to talk about them. Because people can understand the cultural characteristics of a person through their life style, his or her attitudes, beliefs, traditions or communication with other people. Drama and drama activities are helpful factors for students to be successful in their desires for communication and it brings them closer to the target language. In addition to making it easier to make contact with students from language courses sentimentally, drama also creates situations that reflects the reality. In this way, students do not see themselves as strangers, but they see themselves as a part of the drama.

According to Khatib, originality is the ability to revive especially in novels and dramas. The feelings in the drama are revived in the eye and many expressions used in the context are included.⁵³ By offering original situations for teachers and students, drama is popular in language lessons as language teaching material. Thanks to the drama types that students play in the classroom, such as the plays, the students are getting closer to the structural features of the target language. The teacher has the most important role because it is seen as an important actor in the class. Behavioral aspects of the teachers may be an ideal role model of the target language for the students. This can be achieved by showing the teacher as a character in each drama activities in the target language. It also allows the teacher to draw the interest of the students and increase their desire for language learning. Communication between people is not just a function of the mouth. Communication involves body movements, gestures, and together with them, one can express himself / herself accurately and effectively. This strong interaction can be advanced with drama activities. According to Zaferiadou, drama activities provide students, their classmates with language to speak and listen to each other.⁵⁴ In such games, students are able to express their own thoughts on the target language while getting the opportunity to use their body language and gestures. It also brings a fun atmosphere to the class. In the past, there were strict approaches to the use of literary genres such

⁵³ M. Khatib, "Literature in EFL / ESL Classroom". *English Language Teaching*, Volume 4, Number 1, (2011): 201-208.

⁵⁴ N. Zafeririadou, "Drama in Language Teaching: A Challenge for Creative Development". *ISSUES*, 23, (2009): 4-9.

as literature and drama in English classes. Teachers believed that drama activities did not benefit the development of language teaching. However, over time these general beliefs about this subject began to change positively. Drama has begun to be seen as an essential part of language teaching. For example, according to Davies, "drama in English teaching is completely indispensable because it gives students the opportunity to use their own personalities. Drama provides students with the ability to express their natural talents and themselves"⁵⁵ The place of drama in language teaching will not be discussed as long as students are given the opportunity to express their talents and personality on the target language. Throughout drama activities, students have the opportunity to convey their thoughts and feelings in action.

The role of students in language teaching is very important. Practicing language actively is an incredible contribution to language teaching. Being actively involved, depends on the activities that the students encounter. Drama is one of the important language materials which provide activities that require students to participate directly. According to Zafeririadou, "drama cannot escape being student-centered as a process because it will only work if there is an active cooperation."⁵⁶

Participation of students in drama activities is considered as the most important aspect of these activities because dramas are realized with the direct participation of the students. Hishmanoglu believes that drama offers unique opportunities for students and teachers. One of the greatest benefits of the drama can be observe as the transfer of the learnings to the outside of the classroom. Students can also apply what they have acquired, outside of the classroom. It also helps the students to improve their effective and critical thinking, it helps them develop their imagination, and provides an environment in which students can empathize with

⁵⁵ P. Davies. "The Use of Drama in English Language Teaching". *TESL Canada Journal*, Volume 8, Number 1, (1990): 91-198.

⁵⁶ N. Zafeririadou. Ae p.9.

each other. For teachers, drama presents a new and modern point of view in teaching methods and saves them from only being attached to the textbook.⁵⁷

2.4 Contributions of the Literary Texts to Foreign Language Teaching

As a type of literature, drama facilitates language teaching through gaming activities. The drama exposes students to the language itself, without giving the direct meaning of the word or form. For example; Elliot emphasizes the interaction of literature and language and drama activities. Elliot's aim is to encourage students to create texts with their own words and to make use of the benefits of drama activities and the interaction of literature with each other. Instead of looking at the meanings of the words from the dictionary, students can acquire the words without making much effort and they will not even realize it.⁵⁸

The concept of creative drama is a very broad concept. For this reason, it is possible to talk about a variety of definitions about the concept of creative drama. One of the most important reasons for this is the richness of meaning. The term "creative drama" is a versatile expression. Besides being versatile, there are compromised definitions as well.

The first move of drama in education emerged in France with the ideas of JJ Rousseau. JJ Rousseau has argued that real feelings must be experienced in the play. The drama in education has developed mostly in the UK because after 1870 education in the UK centered around children. In addition to the diversity of the drama, it is possible to talk about a variety in naming. It has been used as creative

⁵⁷ M. Hishmanoglu. *Teaching English Through Literature. Journal of Language and Linguistic Studies*, Volume 1, Number 1, (2005): 53-66.

⁵⁸ R. Elliot, & quot; Encouraging Reader-Response to Literature in ESL Situations & quot ;. *ELT Journal*, Volume 44, Number 3, (1990): 191-198.

drama in the United States, drama in education in the United Kingdom, play pedagogy in Germany, or school theater names.⁵⁹

When giving information about the origin of the word 'drama' mentioned in the resources about creative drama in Turkey, it is seen that the statements of İnci San are benefited the most. According to İnci San, the word 'drama' is derived from the word 'dram' in Greek. Dram carries the meaning to do, to act. The word 'dram' used in Turkish comes from the word 'drame' in French. In French, this word is used in the sense of bourgeois theater, whereas in Turkish it is used in the sense of tragic plays.⁶⁰

Before proceeding to general definitions of creative drama, it is necessary to look at the definitions of creative drama made by the names known as pioneers of creative drama. Thus, the birth points of the general definitions about creative drama can be seen.

According to Finlay Johnson, drama is "an intense desire to know". According to him, even the most unpleasant subjects in the school can be taught by drama. Henry Caldwell Cook did not have a direct definition of drama. He sees the play as "the only job worth doing". Because the play is an activity that exists in the nature of man. According to the Brain Way, which defines drama as the practice of life, "theatre involves the work of texts, drama involves the use of texts". Winifred Ward describes the drama in the form of "Children creating characters, actions and dialogues when they are directed to feel, contribute, and participate in a topic lead by a leader."⁶¹ Peter Slade defines the drama as "to be in practice, doing it".⁶² Dorothy Heathcote defines creative drama as; expanding life experiences by learning, without acting and going out on the stage. According to Heathcote, drama is the practice of life. According to David Hornbrook, the drama is "to play in the role of life without knowing what to expect the next step in life, to play when appropriate, and to

⁵⁹ S. Maden, "The Necessity of Drama Method in Turkish Teaching", *TUBA is*, Number XXVII, (2010): 504-505.

⁶⁰ I. San, "Creative Drama in Education" *Ankara University Journal of Educational Sciences*, Volume 23, Issue 2, (1990): 573-582.

⁶¹ Ömer Adıgüzel, *Creative Drama in Education*, 7. bs., Ankara: Pegem Academy, 2015, p.42.

⁶² Ömer Adıgüzel, *ibid*, p.42.

recognize life this way".⁶³ According to McCaslin, creative drama is a holistic art that every human being needs and cannot be stereotyped. McCaslin says that from time to time creative drama can be interchangeable.⁶⁴

Definitions made about creative drama in our country are based on certain names. The most common of these definitions is the creative drama definition of İnci San. San says about the creative drama:

'Based on children plays and similar activities' taking advantage of the theatre techniques such as observing, improvising, acting, vitalization of various life situations, recreating and examining them and our efforts to acquire from these life situations have proven itself to be useful in education.⁶⁵

Looking at this definition, we can list the part that creates creative drama as follows:

1. By looking at children's plays.
2. Making use of the theater techniques.
3. Enlightening and learning by reviving or reexamining life situations.

Creative drama is: a vitalization of an event or an experience by sometimes interpreting abstract concepts or sometimes playish processes in a group using drama, theatre, improvisation and role playing techniques.⁶⁶

It seems that the components that creates the definitions are play, theater techniques and vitalization of life. Creative drama, as it can be understood from this definition, is not independent from the play, the theater and real life.

⁶³ Ömer Adıgüzel, **ibid**, p.43.

⁶⁴ Ömer Adıgüzel, **ibid**, s.45-46.

⁶⁵ İ. San, "Fifth International Creative Drama Seminar in Ankara", *Ankara University Journal of Educational Sciences*, C.27, Number 1, (1994): 69.

⁶⁶ İ. San, "Eğitimde Yaratıcı Drama", *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, Cilt 23, Sayı 2, (1990): 558.

Another definition belongs to Tülay Üstündağ. According to Tülay Üstündağ's creative drama definition; drama is created based on dramatization, vitalization and improvisation. Creative drama transforms into creative processes through vitalization by taking advantage of the play's rules. Thus, through creative drama activities, people are given the opportunity to discover and recognize themselves, recognize others and learns to put themselves into someone's shoes. According to Ustundag, creative drama is a discipline, a teaching method and an education field of art.⁶⁷

In Üstündağ's definitions the element of play is also mentioned. The creative drama turns out to be a method that is nourished and built on this element. In the definition, life situations are also emphasized. Although it does not mention theater, it can also be connected with the theater because it is the basic parts of the vitalization and improvisation. In addition, it is mentioned in the definition that creative drama offers people the opportunity to recognize themselves and others. The most important reason for this is that creative drama benefits from real life situations. It is important to revive the truth, not the creative drama or the possibility. Finally, Üstündağ adds that creative drama is an area of art.

Another definition of creative drama belongs to Ömer Adıgüzel. A definition of creative drama with many similarities to other definitions is as follows:

It is called "creative drama", in which a member of a group forms the basis of their experiences and revives an idea or situation by using techniques such as role playing and improvising. .⁶⁸

Again, it was repeated that the play in other definitions could not be independent of the emphasis and creative drama. In addition, a leader or instructor has been mentioned. The most important element in the definition that draws

⁶⁷ Tülay Üstündağ, *Creative Drama My Teacher's Diary*, 11th. Bs, Ankara: Pegem Academy, 2012, p.38.

⁶⁸ Ömer Adıgüzel, *Creative Drama in Education*, 7. bs., Ankara: Pegem Academy, 2015, p.41.

attention to the fact that it is not spontaneous is the emphasis on "doing like". Perhaps the phrase "doing like" is the shortest and most comprehensive definition of creative drama. Because the animations made in creative drama are the closest to reality, even though they are not real. The vitalized situations are the essence of life. Those who vitalize these situations are people who have experienced similar situations in real life.

Tülay Üstündağ emphasizes the importance of creative drama for today's education: "Creative drama is an important alternative for today's educational approach that is centered on individuals. Indeed, the fact that the individual, who is at the center of the learning and teaching center, imitates the environment starting from childhood has facilitated adaptation to changing situations⁶⁹."

Creative drama is an important opportunity for both learners and teachers. Creative drama takes the learner to the center and makes him perform a rehearsal for real life situations that may occur in their lives. The contribution of creative drama can be perceived better if we regard it as an effort to adapt to the environment and the effort we make to keep our lives going. The above quotation from Üstündağ emphasizes that the learning-teaching starts in childhood and imitates the environment by adapting. It is also said that the need to play games is not over.

In a foreign country, foreign language learners also need to acquire, adapt to the environment and develop themselves. The main reason for these needs is the survival effort. These people imitate their surroundings just as children do during their childhood. They do this to accommodate to the environment they live in. Creative drama offers tremendous advantages in this regard. For this reason, creative drama applications are an important choice in foreign language teaching.

Different definitions of creative drama were mentioned. However, Ömer Adıgüzel wrote what creative drama is and what it is not and reveals the typical

⁶⁹ T. Üstündağ, "Principles of Creative Drama Training Program", *Journal of Education and Science*, Vol. 22, No. 107, (1998): 29.

characteristics of creative drama on the basis of all the other definitions of creative drama in his book 'Creative Drama in Education' these features include:

1. Creative drama is a group activity.
2. There is an individual at the center of the Creative Drama. It occurs with the cooperation of individuals.
3. It is seen in the creative drama, which is focused on vitalization, 'like doing', fiction, spontaneity, improvisation and role playing takes part. The work is carried out with the "Now and Here" phenomenon.
4. Creative Drama is process-oriented.
5. Studies; are conducted by experts in the field of creative drama, practiced by people who are able to do perform their works and assessments.
6. Anyone who follows the rules of the Creative Drama can join in to the group work.
7. The creative drama, which is an interdisciplinary activity, has two main fields, education and theater.
8. *“Although the creative drama is constantly nourished from the theater, it differs from theatre by its own characteristics. For this reason, creative drama has a different meaning than theater.”* Creative drama and theater are different concepts.
9. *“Creative drama is a work of space. That is to say, work can be done in a certain space with the features that the space requires, or in other spaces adapted to the drama work.”* Creative drama is made in a certain space.
10. *“Creative drama uses all the general characteristics of plays in their work.”* There are general characteristics of plays in creative drama.
11. *“Creative drama is not an act of acting, and there is no condition of having the skill as much as the acting profession needs to do the work”.* There is no need to be an actor in creative drama.
12. Creative drama with dramatic fiction does not consist only of communication-interaction plays.

13. “*Creative drama has different forms or dimensions, such as a method and a course.*” Creative drama can be used as a course with a certain purpose.
14. “*Creative drama works, progresses systematically.*” It gradually develops.
15. “*Creative drama, unlike psychodrama, does not aim to cure, for medical purposes, and creating works that focuses on the subjective life of the participant.*”⁷⁰ It is not used for psycho-therapy purposes.

Each method and technique has its own unique characteristics. These features reveal similar and different aspects of all methods and techniques. But the fact that these features show common points or differences makes it possible to distinguish these methods and techniques. Nevertheless, a feature that should not be left out in every method and technique is that it should be "systematic" Systematic means the introduction, body and conclusion of the method or technique to be applied. Creative drama has such a system. Creative drama also has an implementation system. For creative drama, this can also be called "stages". According to Ömer Adıgüzel, creative drama consists of 3 stages:

1. Warming - Preparatory Studies
2. Vitalization
3. Assessment - Discussion

Adıgüzel, determining the distinctive features of creative drama, revealed what creative drama is in a very good way. If it is desired to understand whether an application is a creative drama, these prominent features can be taken as criteria. Thus, it is better understood whether the structure is a creative drama, a theater or a play.

While enjoying in the class, thanks to the drama activities they can acquire the target words. Activities related to language education in our English books are superficial. Students do not perceive the language in its ordinary form. Along with

⁷⁰ Ömer Adıgüzel, *Creative Drama in Education*, 7. ed., Ankara: Pegem Akademia Publishing, 2015, s.51-62.

drama activities, teachers can help their students to get rid of this superficiality by ensuring that the student are directly involved with the language itself. According to Davies, "drama eliminates the gap between dialogue and natural use in the textbook, and provides a bridge between class and real life situations. As the drama class brings the language's originality, it helps the students to witness the true forms on the target language. If the teachers give all their attention to the textbook and tries to apply it in the class, they will turn that lesson into a nightmare for both themselves and for their students. If the course continues like that, students will begin to have prejudice about language learning and the teacher will get bored as well. This will ultimately result in the loss of motivation that the teachers have for their students. To avoid this unwanted situation, drama will be useful because it will make the lesson fun. Drama activities remove students and teachers from monotony and brings to class audio-visual and fun activities."⁷¹

As a literary genre, drama helps learners to encounter language characteristics and cultural factors in the target language. In order to communicate on the target level, students have to acquire some grammatical structures. However, this does not mean that teachers should teach it directly to students. Rather, teachers can transfer it to their students indirectly through drama activities, games or plays. This combination is a good way to teach the necessary grammar structure in the target language, and will ensure that the targeted communication is improved. According to Hişmanoğlu, drama activities in the classroom provide the connection between the structural and interactive characteristics of the language. Thanks to the drama, students begin to acquire the essential elements of the communication features of the target language that grammar cannot directly teach. Rather, students acquire the necessary constructs of the target language without realizing it. In addition, drama activities allow students to face cultural events through visual and auditory elements.

Language learning is not only a matter of the structure of the target language. Language learning is the interaction of students' feelings and thoughts and language. A student should know how to transfer their feelings and how to react to the other

⁷¹ P.Davies, "The Use of Drama in English Language Teaching." *TESL Canada Journal*, Volume 8, Is.1, (1990): 191-198.

person of the target language when they are sad or happy. Through literature and drama, students can include themselves directly in the language. Elliot believes that it is essential for native language speaking students should feel that they are a part of the target language. Students want to express their ideas and feelings fluently, just as someone who speaks it as their native language. Learning the cultural elements of the target language ensures that students have knowledge about these features when they need to talk about them. Because people can understand the cultural characteristics of a person through their life style, his or her attitudes, beliefs, traditions or communication with other people. Drama and drama activities are helpful factors for students to be successful in their desires for communication and it brings them closer to the target language. In addition to making it easier to make contact with students from language courses sentimentally, drama also creates situations that reflects the reality. In this way, students do not see themselves as strangers, but they see themselves as a part of the drama.

As a literary genre, poetry can be practiced in language lessons because poetry is the means by which people's own feelings and thoughts are used as a reflection to the outside. According to Hess, "a poem can be used as a tool of thought, and it can also shape the language."⁷²

As a type of literature, poetry, designs the language with its own forms and builds a bridge between people for them to share their feelings and thoughts. Teaching language with poetic elements aims to help students improve their speaking skills and make them creatively active learners. According to Tomlinson, one of the most basic principles of embracing poetry in language classes is not to concentrate on one side of the language, like grammar knowledge, reading or writing. Instead of this, it is necessary to concentrate on the structural features of the target language such as speaking, writing, reading and listening skills.

In this way, students will have the opportunity to practice the language actively and improve their speaking skills through poetry used in language teaching. Incorporating poetry into the work, presents the ordinary human life to the students

⁷² N. Zafeririadou, "Drama in Language Teaching: A Challenge for Creative Development." *ISSUES*, 23, (2009): 4-9.

of the target language. In this way, the students will not feel like an outsider, but they will see their own feelings, such as sadness and happiness, in the lives of others.⁷³

Hess has drawn attention to this issue as follows; "When we read, understand, or interpret a poem, we acquire a language along with all of our experience of humanitarian reality"⁷⁴

Poetry is an effective means of conveying feelings and thoughts from one person to another. When a poem is read in the target language, the person can find the experiences in their own life in that poem.⁷⁵

Which will force him to do more reading in the target language because at this point the reader is connected to the characters in the poem.⁷⁶ According to Vodickavo, the use of poetry in foreign language teaching leads students to feel under pressure because of being a passive listener.⁷⁷ Vodickavo has proposed the following solutions to this problem:⁷⁸

1. The first is to find a proper poem should be selected regarding the interests and the level of the students.

2. The second is to avoid to make a single sense out of the poem.

While Vodickavo believes that each student has different ideas, he states that they can express themselves without being bound to a general understanding. It is also important to choose a poem that will attract the attention of the students.

⁷³ M. Hişmanoğlu, "Teaching English Through Literature." *Journal of Language and Linguistic Studies*, Cilt 1, Sayı 1, (2005): 53-66.

⁷⁴ N. Hess, "Real Language Through Poetry: A Formula For Meaning Making." *ELT Journal*, Cilt 57, Sayı 1, (2003): 19-25.

⁷⁵ B. Tomlinson, "Using Poetry with Mixe Ability Language Classes." *ELT Journal*, Cilt 40, Sayı 1, (1986): 33-41.

⁷⁶ N. Hess, "Real Language Through Poetry: A Formula For Meaning Making." *ELT Journal*, Cilt 57, 1, (2003): 19-25.

⁷⁷ B. Tomlinson, "Using Poetry with Mixe Ability Language Classes." *ELT Journal*, Cilt 40, Sayı 1, (1986): 33-41.

⁷⁸ M. Vodickavo, "Interpretation of Poetry Through Drama Activities." *Journal of Nelta*, Cilt 14, Sayı 1-2, (2009): 146-151.

Tomlinson John introduces a lesson by choosing Arden's poetry, Phineus. The class was divided into groups. Older people's photos are distributed to groups, asking for similarities and differences. Every student has to introduce an old person they know. Every group has to write a sentence starting with "old people". Then the teacher says that they will listen to a poem from an old woman. Before listening, the students should write five sentences about what they expect from the poem, and the teachers should ask them why they chose these five sentences. Later, the teacher reads poetry in a loud voice, the eyes of the students are closed and they picture the elderly woman in their minds and the elderly people of their choice. After listening to the poem, the students have to express their feelings about the old woman and they have been told to use adjectives while describing the old woman. Each student then reads poetry and chooses an activity to perform.⁷⁹ The activities to be performed are as follows:

1. Reading poetry by recitation.
2. Draw the old woman's picture.
3. Acting like her daughter or son and writing a letter to her on her birthday.

Applying poetry in language lessons, as in Tomlinson's example, allows students to be directly involved in the target language. The passive role of the students becomes an active participant. Students can easily express their own feelings and thoughts and begin to use their imagination. They can also improve their writing, speaking, reading and listening skills as well as their critical thinking.

As a literary genre, novel plays a very important role in language teaching. Through novels, students may encounter the structural features of language and the daily actions of people. For example; Hişmanoğlu states that novel as a literary text is not only makes the students understand the grammatical features of the language but also it makes them realize the simplest ways of communication. Through novels, students can benefit from the experiences of people in other cultures. In this way,

⁷⁹ Tomlinson, B. 1986, s.35.

students can empathize with the characters in the novel and begin to understand people's thoughts and feelings. Sometimes when they are working on novels, they find themselves in the characters. With the help of reading novels, a bridge forms between the text and the reader. With the curiosity of what happens next, they start reading as much as possible. This combination improves students' understanding of the world and improves their imagination along with their critical thinking. Placing novel language in language lessons creates an environment in which students can improve their academic achievement.⁸⁰

In addition to the educational benefits of the novels, it offers students the opportunity to participate in socio-cultural, political, historical and economic features of the target language and to observe these characteristics. Develops the world view of the students. According to Tsai, reading a novel is a very important action in order to be familiar with the target language culture and the lives of the locals. Using the textbook, it is difficult and troublesome for teachers to prepare materials that convey social, cultural, political or historical characteristics of the target language. Textbooks usually include a reflection of one or two features of the target language. Rather than the features of the textbook, teachers can use novels as ancillary materials in the lessons to transfer these factors to the students. Students may encounter the lifestyle, beliefs and traditions of the characters in the novels. This helps them draw conclusions from the social, historical, political and economic realities of the target language through their work with the novel during their language teaching. Students begin to establish a connection between their language and the target language. While the similarities and differences between the two languages provide opportunities for students to reconcile with the target language, they will be aware of these features over time and will be willing to communicate.⁸¹

In addition to their literary function, novels also provide information. According to Carlisle, "the novel is not read as literature, it is read to get

⁸⁰ M. Hishmanoglu, "Teaching English Through Literature". *Journal of Language and Linguistic Studies*, Cilt 1, Sayı 1, (2005): 57.

⁸¹ C. Tsai, "Students' Perception of Using Novel as Main Material in the EFL Reading Course." *English Language Teaching*, Volume 5, Number 8, (2012): 107.

information"⁸² It is not necessary to approach the novel only as a type of literary genre but rather novels can be perceived as literary genres that convey the necessary information from the characteristics of the target language. The novel is a literary genre so valuable that it allows students to think creatively and enables them to express themselves in the target language. As Carlisle put it: "Setting curricular elements of literature offers students the opportunity to develop their own language competences. On the other hand, they develop creative thoughts while expressing themselves."⁸³

If teachers add activities to the curriculum in the framework of novels, they can see how students develop on expressing themselves and their thoughts in the target language. According to Lazar, the use of the novel in language teaching is very important for teaching grammar and to improve the writing skills of the students. The students are asked to translate the directly spoken sentences into indirect sentences and the aim is to develop the writing skills of the learners through linguistic information structures. For this purpose, the following tasks are followed:

1. Write this dialogue between the two characters from the novel as if it was narrated by another character.
2. Write a police report on the character in the text.
3. Sentence completion.
4. Organize the sentence.
5. Make summarization.

The use of novels in language lessons allows students to practice their language learning activities, but also improves the reading and writing skills of

⁸² A. Carlisle, & quot; Reading Logs: An Application of Reader Response Theory in ELT. & Quot; *ELT Journal*, Volume 54, Number 1, (2000): 13.

⁸³ to.ge, p.13.

learners as it is mentioned in Lazar's example. Also, as a literary genre, the novel provides students with an active role in the classroom through many activities.

As a literary genre, short stories provide students with different atmospheres they can encounter in communication, in which students can include themselves in the target language. It allows students to experience feelings that are not found in textbooks like love, war, friendship. As Kaya states, literary genres such as short stories include universal themes, such as the affairs of the heart or the relationships between people, but such topics are not included in textbooks. These headings enables students to establish a close relationship with the text they are reading. The use of short stories as language material allows students to become aware of other people's lives and experiences. Short stories have the characteristics of being short and clear. This feature allows students to reach to the target meaning.⁸⁴

Hişmanoğlu expresses this situation as follows: "The use of short stories is a very useful technique in foreign language teaching courses today. In short, it makes it easier for students to understand their task. "A simple short story prevents teachers from avoiding literary genres because short stories do not require much time. On the contrary, short stories are used in accordance with the level of the student's use of language."⁸⁵

Placing short stories in lessons helps students create their own stories on the target language and makes them communicate with each other. Short stories allow students to develop their language by using their imagination. Saka points out that short stories, by establishing a relationship between the reader and the text, empathize with their lives and experiences.⁸⁶

Apart from the benefits of interaction and understanding, short stories enable learners to become familiar with the target language vocabulary and expand the vocabulary of the students. Khatip notes that vocabulary learning is very important

⁸⁴ S. Kaya, & quot; Using Short Stories in ELT / EFL Classes & quot; . *Başkent University Journal of Education*, Volume 1, Number 1, (2014): 44.

⁸⁵ M. Hishmanoglu, "Teaching English Through Literature". *Journal of Language and Linguistic Studies*, Cilt 1, Sayı 1, (2005): 62.

⁸⁶ F. Saka, & quot; Short Stories in English Language Teaching & *International Online Journal of Education and Teaching* , Volume 1, Issue 4 , (2014): 19.

during language teaching. In order to dominate the vocabulary of the target language, students should be interested in literary works containing formal and informal expression types. Short stories have an important place for students' vocabulary.⁸⁷

Using short stories improves the interaction of students in certain environments. According to Nicholas, Rossiter and Abbott, "Teaching and listening to personal stories is important not only to improve language education, but to understand the genre and create a new English-speaking community." In a short story, students can develop their understanding and communication at the same time.

Kaya presented an illuminating example of the use of literature in teaching under the title "Short Story Analysis". Before reading the short story, the teacher asks the students what the head implies. During the reading the following activities are followed:

1. Change the sentences to indirect sentences.
2. Find past time verbs and underline them.
3. Rewrite three / four sentences using "If".

In this application, CD's are used and the students develop listening and speaking skills by playing the speech parts of the text in class. For writing skills, students summarize the story in ten sentences. Short story studies do not directly teach linguistic structures. Instead, as in the case of Kaya, students are actively involved in the work.⁸⁸ During the study, students use their imagination and have fun

⁸⁷ B. Nicholas, M. Rossiter, & M. Abbott, & quot; The Power of Story in the ESL Classroom & *The Canadian Modern Language Review*, Volume 67, Number 2, (2011): 263.

⁸⁸ S. Kaya, & quot; Using Short Stories in ELT / EFL Classes & *Başkent University Journal of Education* , Volume 1, Number 1 , (2014): 43.

while they are acting. Short stories also contribute to all of the speaking, writing, reading and listening skills.



PART 3

FOREIGN LANGUAGE TEACHING APPROACHES AND USAGE OF LITERARY TEXTS: LITERATURE STUDY

3.1. Studies of Texts in Foreign Language Teaching

The use of literary texts in language learning is a teaching tool that affects the learning process positively and facilitates learning. The use of literary texts facilitates the learning process and contributes to the level of culture and knowledge of the learners. In addition, the regulation of literary texts to enhance the intercultural interaction, or the preparation of the content in this manner, contributes to the student's recognition of different cultures and helps them develop tolerance against them. In order to provide the benefits of texts in language teaching, it is first necessary to examine the types of texts.

*“It is possible to classify the types of texts used in language teaching into two major titles, mainly text and literary texts.”*⁸⁹ Usable texts, where information transfer is the frontline, are texts that can be used in foreign language teaching and directed at a certain student level. *“Area specialists distinguish three groups, easy, difficult and complex, in terms of language teaching of these didactic types.”*⁹⁰

There are three reasons why this text is complex:

(1) Before producing the text, it is absolutely necessary to have knowledge about the subject.

(2) This information possessed should be suitable for the purpose of writing explanatory text, taking into consideration the characteristics required by the target group and the text.

⁸⁹ Rolf, E. (1993). The functions of the usage texts, Walter de Gruyter.

⁹⁰ Becker-Mrotzek, M. ve Böttcher, I. (2015). Develop and assess writing skills. 6th edition Berlin: Cornelsen

(3) In the explanatory texts, the different functions of the text, namely the informing and proofing function, are also included. *“The types of descriptive texts contained in the reusable texts are texts that describe a context in terms of a set of prerequisite proposals and logical contexts using known facts.”*⁹¹ Philosophers such as Hempel and P. Oppenheim (1948) have put forward a model aimed at evaluating the structure in a constructive way. This model, which is mainly created for scientific discussions, consists of two element which are: the element explaining (Explanandum) and the element explained (Explanans) It consists of two helping elements, the explanatory element, the prerequisite proposals and the general laws.

In the kind of descriptive text, it is to inform the author about the subject that the intended reader knows or does not know. It is also to establish relationships and causes that are not open in a case. The topics described may be related to nature, social or technical environment. In the process of producing such texts, science, social scientific or technical explanations are needed.⁹² The author answers the questions “Why?” and “How?”. Scientific texts, school books, educational texts, newspaper texts for explanatory purposes are examples of explanatory texts. The type of descriptive text contributes to the development of reading comprehension skills (reading, listening) and expression skills (speaking, writing) of learners who are learning Turkish as a foreign language. Explanatory text Oral and written texts that understand the structural and linguistic characteristics of the prospective student and understand the oral and written texts that a certain perspective adopts and defend with a certain opinion on the arguments. The ability of the students who learn Turkish as a foreign language to understand and produce different views in complex language in the Turkish language contributes to the fact that these students have a place in the society.

In this section, an explanatory text structure developed by the researchers has been put forward by using the related literature. Explanatory text units consist of four

⁹¹ Brinker, K., Cölfen, H. ve Pappert, S. (2014). Linguistic text analysis. An introduction to basic concepts and methods. Berlin: Erich Schmidt Verlag.

⁹² Becker, a.g.e.

different parts: introduction (data), explanation (assertion) and explaining (reason for support) and conclusion:⁹³

Introduction (Data) Part: The introduction (data) section of the explanatory text contains the information that forms the basis of the explanations. The introduction (data) is the part of the text that is discussed in the explaining (explaining) and explaining (reasoning) sections. The problem situation about the topic to be explained in the introduction (data) section is revealed and the subject to be explained is narrowed down and the frame of the topic is drawn. The input (data) section supports the stated (claimed) subject and the reader prepares the subject to be described. In this section, especially the following development methods are used: development of thinking, definition, sampling and questioning.

Explained (Claim) Part: The (claimed) section contains the idea that the author defends the subject to be disclosed. The author tries to prove his claim in this section. The claim section is also the part that sets out the main idea supported by evidence at the same time. According to Langan, determining the allegation contributes to the text producer. The text producer determines whether there is an assertion that it can produce text on this side. On the other hand, it will determine in what context the text will be constructed.⁹⁴ The assertion that arises must be unreasonable and defensible (Eemeren and Grootendorst, 2004). The claim for accepting an opinion as a claim must be supported by reasonable and persuasive reasons.

Explaining Part(Support Rationale): In the explanatory part of the explanatory text (justification for support), there are reasons and evidences that have been put forward to reinforce the author's claim.⁹⁵ The part of the reason for support

⁹³ Hempel, C. G. ve Oppenheim, P. (1948). Studies in the Logic of Explanation. In: Philosophy of Science 15, 135-175

⁹⁴ Langan, J. (1996). College Writing Skills, The McGraw-Hill Companies

⁹⁵ Nussbaum, M. E. ve Schraw G. (2007). Promoting Argument- Counter Argument Integration In Students' Writing. In: The Journal Of Experimental Education, 76(61), pp. 59-92.

can be a cumulative or one or more paragraphs long. The stronger the arguments about the claim arise, the richer the explanatory text emerges. For this reason, the text writer will resort to developing methods of thinking, such as witness demonstration, sampling, utilization of numerical data, comparison, and analogy, in order to make the reason for support convincing and understandable.

Conclusion Section (Master Idea): The conclusion section reveals the message the author wishes to give to the reader in the narrative. This section should be in logical connection with the section in which the assertion is made. For this reason, conclusions that require a new explanation should not be included in the conclusion section, and the main idea discussed in the claim section should be concluded.

3.2. Variable Status of Literary Texts

The general teaching tendency in foreign language teaching is to reach to the target by using teaching techniques and course materials together. Teaching techniques and tools in language teaching are used as a whole in the education process.

The approach is the hypothesis that thought and expression in language teaching are closely linked. In the approach, the nature of the subject to be taught is defined first.

Historical process Since the beginning of foreign language teaching with Latin teaching in medieval Europe, many discussions and opinions have been put forward in terms of method, content and practice. These discussions are similar to contemporary modern foreign language teaching. The conclusion from these discussions is that the language teaching should be continued through a method of teaching depending on the students' daily life and the area of specialization. It is also seen that a change towards oral competence is accepted as a result of the criticisms on methods and approaches.

As a result of the changes in the political and social structure of Europe in the modern times the use of Latin, English and French has become widespread. In the 18th century, modern languages began to be taught in European schools.

Teaching method of Latin was adopted. The textbooks consisted of abstract grammar rules, word lists, and clauses for translation⁹⁶. Reading, memorizing and storing the life stories of the heroes that are considered to be a role model in the text books was the basis of the activities in education. It has been seen that this method of teaching has brought along some worries about language teaching. Because the teaching of the language taught only through lyric texts, made it difficult to teach the language because it was separated from the real life⁹⁷.

From 19th century to 20th there have also been great developments in poetics in parallel with the developments in foreign language. During this period, where the Grammar-Translation method took place, Cervantes was translated into French and Rousseau into Spanish and Hugo was translated into English.⁹⁸

3.3. Use of Children's Literature in Foreign Language Learning

The transfer of children's literature to foreign languages is considered as an important project for disseminating foreign language teaching in every level. As a matter of fact, children's literature covers the period starting from infancy to the period of adulthood. The usage of children's literature in foreign language teaching has recently become widespread. Since 1970, Germany placed importance on children and youth literature which has been influential in spreading the usage of children's literature in teaching. The involvement of the Children and Youth literature in German as a foreign language is known to increase the motivation of the learners and it also makes language lessons more fluent and attractive. The points that should be taken into consideration when using this type, is the selection of the texts that will be taught in the classes. And the application method of this type is as important as the quality of the texts. The most effective teaching method for young

⁹⁶ R. Titone, "Teaching Foreign Languages, An Historical Sketch" *Georgetown University Press*, Washington, DC (1968): 26.

⁹⁷ Köse, Age, p.77.

⁹⁸ Kose, B. *Criteria of Selection of Literary Texts in French Language Teaching as a Foreign Language and Views on Educational Practices*, Unpublished PhD Thesis, Ankara University, SBE, Ankara, 2008, p.76.

people and children; It is a method that allows children and teenagers to express themselves, away from the pedagogical and didactic approach. From this point, teachers who will be working on literary texts will bear tremendous responsibility.

- In a foreign language teaching process, a student-centered method should be followed while the teacher stays in the background.
- Students are given the chance to express their own thoughts when working on literary texts.
- Emphasis should be given to group activities, interaction makes the teaching process fun.
- Subjects that attract their attention and are proper for their age should be chosen.

3.4. Working with Literary Texts

The only place where foreign language learners can use the information they learn and see all the characteristics of the language they are interested in is literature which is the legacy of the language. For this reason, working with literary texts should be left to the end in language teaching. From the beginning of language teaching, texts appropriate to the level of the student should be selected. It is not necessary to interpret the texts that are especially used in the language education that adopted communicative method. *“Text content can be summarized, students can make paraphrases, change, continue and write parallel texts with their own vocabulary. This will ensure that the students will start producing on their own. In foreign language lessons it is recommended to use short newspaper texts, especially at the beginner level, but such texts have no special features other than being up to date and they go out of date in not time.”* For this reason, it should not be wrong to think that choosing literary texts that are durable and have high text value will contribute more. In literary texts, fascinating stories arouse the readers curiosity and *“how the story is going to continue?”* question make students read the story carefully and increase their level of readiness to learn. Analyzing the story step by step makes it easier to understand. In the meantime, the reader becomes a part of the story. Another significant characteristic of the literary texts is that they have higher quality

than popular texts and they are better at reflecting the characteristics of the language. Literary texts are more successful than carelessly written texts with their meticulous manner in making sentences, their choice of the words and reflecting the characteristics of the language.

To arouse the students' curiosity and draw their attention, it is necessary to remove the reading barriers in the begging stage of literary texts *“For this preparation, word list of the texts and sentence patterns that they are not familiar with should be given to the students. Words from literary texts are given to students and they are asked to write small stories that they have no knowledge yet while studying vocabulary lists. Therefore, the key words of the texts that are used both in semantic and content form ease the burden of the students.”* Exchange and association of the ideas are shared and behavioral expectations are formed while the creativity of the students are encouraged. Students should be divided into classes according to the length of the literary texts and the number of the students Later on, foreign words and the archaic words should be explained. *“Students are asked to write short stories in groups considering the words that are given to them If time is limited, this work can be done verbally. Group work begins after the words of the literary text are given. In the same time, stories consist of vocabulary lists and introduction sentences is a practice aimed to arouse the students' curiosity and interest against literary texts.”*⁹⁹

With the text study, it is possible to develop different kinds of exercises, retelling, expressing thoughts and beyond. Here are some suggestions related to retelling exercises:

- *“Write out ten words (or a short paragraph) that are worth retelling. Read vocabulary words or paragraphs out loud to the students in the classroom. Ask the students to take notes about the story using your words.”*
- *“Briefly explain what you know about the main figures in the text and what you want to know.”*
- *“Provide information about the main theme of the work.”*

⁹⁹ H. Arak, "The Place of Literature in Foreign Language Teaching", *Erciyes University, SBE Magazine*, Kayseri, (2000): 48.

It may be interesting to draw a summary of the work and then shorten it. Three groups are formed for the summary. The first group is asked to prepare a text “*consisting of maximum of 70 words.*” The other group is asked to reduce to half (35 words), and the third group is to reduce again (*up to 17 words*) to form the final text.

It is another important work for students to have the opportunity to express their thoughts and expectations of reading. This can be done as follows: We can discuss the Werther story that we mentioned before:¹⁰⁰

- “*Write five sentences expressing your thoughts about the young Werther (friend, girlfriend, etc.). Afterwards you will read what you have written to your friends.*”

- “*Are the statements you wrote correct or partially correct? In small group discussions, try to defend your own opinion and demonstrate with examples.*” (eg Young Werther's desperate love, and his friend's attitude, etc.)

- “*What if this happens?*” (If the events had developed differently how would the story end?)

- “*Enhancement: Re-describe the event from the perspective of other figures.*”

- “*What would you do differently if you were young Werther?*”

- “*If you are a psychologist, how would you analyze the problems of Young Werther?*”

- “*You do not like the ending of the story, what kind of an end would you wish for if you were Goethe. Could you write a happy ending?*”

First, students should be given a time to express all their thoughts, to ask questions, to talk about their impressions and to be able to criticize the literary text. Students may be asked to note their experiences and impressions briefly in order to heat up the dialogue. Students must first experience interpretation so that they will enjoy reading and their communication channels would be open. Voluntary communication will be provided without being forced by someone else.¹⁰¹

¹⁰⁰ Arak, Age, p.51.

¹⁰¹ AS Songören, "Children Literature in Foreign Language Teaching", *International Journal of Human Sciences*, C: 8. S.1, (2011): 21.

This study belonging to Ramazan Kılıçarslan was conducted in Çanakkale Onsekiz Mart University in 2014. The method of research is a mixed method. For the quantitative data of the study, pre-test post-test control group model was applied; and the qualitative data was created by focus group discussions. The study was carried out with B2 students studying in Istanbul city center. The sample of the study consists of 36 students. During the study process, expert opinion was consulted to determine the speaking topics used in the research. "Speech Evaluation Scale" and "Speech Anxiety Scale" were used to determine the speaking skills and anxiety level of the students developed by other researchers. Qualitative data were collected through focus group discussions. The data obtained in the research were transferred to the computer environment and analyzed with SPSS 21.0 statistical package program. Two-way analysis of variance (ANOVA) was applied to the mixed measures in order to determine whether the students in the experimental and control groups had significantly changed scores from the "Speech Skill Assessment Scale" and the "Speech Anxiety Scale" before and after the practice. A Chi-square test was performed to determine the size of the relationship between the groups and the values obtained from the information forms. As a result of the application, it was concluded that the students in the experimental group were more successful than the students in the control group.¹⁰²

Sinem Sivrioğlu, "The effect of creative drama on speaking ability of Turkish as a foreign language", Ankara University / Institute of Educational Sciences, 2014.

The research was carried out by 25 people who acquired Turkish at B1 and B2 level in TÖMER, Ankara University Turkish Language and Foreign Language Application and Research Center. 10 learners in the experimental group; Creative drama techniques were applied along with TÖMER follow-up to B1 (Middle 3 and 4) and B2 (High 1) levels. TÖMER was applied to 15 learners in the control group without making any changes. The application of creative drama techniques lasted for 20 lessons in a 3-month period. For the experimental group, the evaluation form was given after the application. In addition, the control group was evaluated by an

¹⁰² Ramazan Kılıçarslan, "The effect of drama method in teaching Turkish as a foreign language to speech skill", <https://tez.yok.gov.tr/UlusalTezMende/giris.jsp>, 24 January 2018.

observation form that involves the achievement of the European Language Development Program; the experimental group was evaluated by the lecturers with an observation form including ADGD and drama achievements. The oral expression and conversation scores obtained from the final examinations at B1 and B2 levels were used as another criterion to evaluate the learners. Findings of the research indicates that creative drama techniques used in Foreign Language Turkish (YDT) classes have improved the oral expression skill of B1 (middle 3 and 4) level learners but they did not affect bilateral speaking skills. However, it has been observed that the creative drama techniques applied when the same learners reached the level of B2 (High 1), positively affected the learners' ability of both oral and verbal expression. Based on these findings, in the research, creative drama techniques applied in the classes where Turkish is taught as a foreign language reached to the result that the usage of the language have increased among the learners and more colorful class environments were created.

3.5. Paradigmatic Change of Foreign Language Teaching

“The author writes a text for a specific purpose, such as chatting, informing, educating, and so on, this way the author tries to excite the reader. By doing this, I give the reader an opportunity of reception and understanding. The reader on the other hand, comes closer to the text with their own expectations, experiences and knowledge and therefore makes of a new specific meaning of the text. But they do this in paralel with the text and within its boundaries.” Because the text has no direct meaning, it only offers possibilities that creates different meanings. The first feature that should be considered when using literary texts in language teaching is that it should be student-centered. However, this is done by forming a relation between the text and the student, not by asking questions like the author's point of view or the main idea of the text.¹⁰³ *“Instead of limiting the student's creativity with asking to author-focused questions, the teacher should give importance to the student's interpretations, freeing him to understand the text.”* Here

¹⁰³ Ö. Erişek, and F. Yücel, "The Place of Literary Texts in Language Teaching" *Osmangazi University, SBE Magazine*, C: 3, S2, (2002): 71.

the students will develop their language skills, which is the most important aspect for us, along with their interpretation skills. Questions like; “*What does the author say here? What does the text want to explain? ...*” restricts the language of the student as well as the ability to think. In language teaching, what the reader understands is more important than what the author is trying to say. Such an attitude gives the students the opportunity to convey their own views. Here the student does not assume the role of the author and does not need to replace himself with the author. “*The student is left alone with the text and the goal is to enter the world of the work, not the writer's. The only hint and source is the text itself to make a consistent interpretation of the text's content. Such an approach not only allows the course to be enjoyed and contradictive, but also allows for the emergence of multiple original interpretations of a text. A single interpretation of a text is unthinkable anyway. Particularly in foreign language teaching, taking into account the cultural diversity between the learner and the text in the reception of the text, there will be different and interesting interpretations.*” It should not be forgotten that this situation may result in the lack of understanding and reception for the learner. Just as a person who reads a text written in his native language does not have a comprehension problem, that individual is identified with that culture in which the text was written. Yet, the foreign language learners are unfamiliar to the culture as they are to the language. The student understand and perceives the text according to his / her own circumstances. So they use their own creativity and maybe they see what others cannot see. From this point of view, the foreign language will teach the student to think differently and perceive at the same time, and will also change the way students view the world with foreign texts. The students will compare their own culture with the new foreign cultures they have encountered, make some conclusions, know their own culture and themselves better.¹⁰⁴

When using literary texts in foreign language lessons, it should not be forgotten that readers and texts come from different cultures. “*Even people who are part of the same culture have different reception and interpretation. Individual characteristics such as the preliminary knowledge of the person, the culture, and the*

¹⁰⁴ Ae, p.72.

point of view of the world are important here. As we have already mentioned, the author does not say everything while creating his work, his text.” There are gaps that are not spoken of in which the reader is expected make of meanings. The author leaves these gaps for the readers to fill. Of course, when the readers fills these empty spaces, they do not put themselves in the author's place, nor do they write the text from scratch. As the readers, they understand and perceive the text by using their own prior knowledge, anticipations, intuitions and reactions. By changing the reader and the conditions naturally the embodiment process also changes. All sciences interested in understanding stress the importance of preliminary knowledge.¹⁰⁵

3.6. Opportunities that Literary Texts Provide for Foreign Language Teaching

A student cannot develop with the information given by the teacher that are only about the structure and the rules of grammar. While, the teacher who is using literary texts that are suitable for the students will lead the students. At the right time, level literary texts given in the right places and with the right techniques, provide important contributions in foreign language learning. As stated below the benefits of using literary texts in foreign language lessons can be listed as follows.¹⁰⁶

1-*“Allows the student to acquire the language and the culture of the country where the language is taught.”* That is, it provides cultural interaction.

2-*“Helps them get information about the history and the civics of that country through art.”* It provides information about that country.

3-*“The student distinguishes between similar and different aspects between his own culture and the foreign culture. He learns to approach with tolerance towards the foreigner and acquires a habit of thinking free from prejudices.”* It imposes to be tolerant and respectful to cultures.

¹⁰⁵ Bacanlı, H. *Development and Learning*, Nobel Publications, Ankara, 2000, p.

¹⁰⁶ M. Khatib, “Literature in EFL/ESL Classroom”, *English Language Teaching*, Volume 4, Issue 1, (2011): 201-208.

4- *“Students will acquire to develop a critical perspective, will acquire to develop different and interpretive thoughts. Teaching multidimensional thinking, in other words, will enable a problem to be addressed and assessed from a variety of angles, not from a single point of view.”* Develops critical and analytical thinking.

5- *“The student will be an active participant in the formation of the course, out of being a passive listener and repeater.”* That is, the student becomes active in the course, not passive.

6- *“While expressing their thoughts and reactions about the literary texts, they will use the language structures and words in the text so that they will develop their knowledge of that language.”* The student learns not only self-expression but also linguistic structures.

7- *“Reading awareness of the learners will develop and become conscious.”* Motivation to read increases.

8- *“The student will attain the active reader's identity.”* Performs meaningful reading.

It will not only help them understand what they have read, but will also contribute to the formation of their personality by making their own thinking effective. "This method will certainly contribute to the personality development of the learners. Being able to say something about the text, to reveal themselves, will motivate the student, and to have something to say in this matter will allow them to increase their self-confidence. As Hunfeld emphasizes, where the grammar rules, patterns are not constantly presented, literary texts are the most appropriate options.

“A text written in a foreign language should be handled in two dimensions. These are the "cultural dimension" for foreign language learners and the "language and meaning dimension". The fact that the written text is written on a foreign language does not adversely affect the student. This is quite natural, especially if the student is considered to be a foreign language student. The text written by a foreign author on foreign language, of course, also includes foreign culture. When a student reads a cultural product that is strange, he will also feel curiosity and admiration as

well as being trapped in emotions like fear of exclusion. The student who compares the cult of the text with his own culture from time to time, will differentiate between similar and different aspects of his own culture and foreign culture, and will also better receive his own cultural heritage. As Neuner emphasizes, "Failure to explain these alien situations that are similar in their own world leads to a tension in the student. When scientific regulations are made in terms of pedagogical reasoning, this tension may be a student-driven factor that leads to an increase in the relevance of the learner to the lecture. 107 That is, when a text written on a foreign language creates a worrying effect on a language and a foreign student, this anxiety can turn into motivation by using the right methods and techniques. The series of societies that they have created to deal with the day-to-day living of society is the society's language. The language that he uses to describe himself at a given time is the word of society. It is reflected in the language of the society as well as in the culture. Even culture dwells and dwells, develops, accumulates. Language is the most important carrier of culture. Humboldt insists on the connection of language and culture to the intellectuals in this direction. According to him, language creates thought, and thought creates culture around it.

"...the individual has an attachment to the surrounding community. As a result of these loyalties, every thought activity falls within the activity of thought. Evidence that the creation of linguistic thought also exists."108 In short, the thought of the person and the society in which he lives also exists with the language of thought.

There are linguistic and semantic dimensions of the literary text which is carried to classrooms in language teaching. In order for the text to be evaluated, the text of the student needs to be understood. *"From the point of view of the understanding of the text, learn grammatical structures, grammatical structures, plain and side meanings, and develop grammar using these patterns and words while evaluating the text."* In this sense, text is the source of grammar. As N. Tapan pointed out, *"the examination of the works of the authors who are in the most appropriate form of the foreign language and the best use of the language in the*

foreign language lessons which are appropriate to the language levels of the students will lead to the increase of the daily conversation language as well as the interest of the students in reading."¹⁰⁹ It is understood from this that if the literary text is selected according to the right and level, it makes a positive contribution to foreign language learning.



CONCLUSION

Foreign language teaching has been the subject of many discussions from past to present in the context of the techniques that should be used. Efforts have been made to make foreign language teaching effective and productive by using a variety of techniques such as linguistic information translation method, method of heuristic response, ear-language habit method, cognitive method, communicative method, natural method and elective method. Today, literary texts are the heart of foreign language teaching and the use of these texts provides numerous benefits. Literary texts, both of which lay the foundation for the literacy and reading skills of learners, and which form a model for speaking and writing skills, create an engaging educational environment and help develop dialogue skills. Through literary texts, students who find the opportunity to examine foreign cultures closely also benefit in a cultural sense and experiencing a learning process away from boredom.

It is evident that the use of literary texts in foreign language lessons which will enable students to become more participatory and efficient, and to enable students to make peaceful relations with the outside world or with different cultures, when it is aimed to raise individuals who understand, criticize life in a multifaceted way. In this context, the foreign language lesson will now be derived from the teaching of certain rules and straightforward everyday language and will become a context in which conveys the language of all of its aspects to the students and make it possible for them to think differently and gain perspective.

Literary works are not interpreted only for the purpose of the author. Every reader adds their subjective interpretation to the reading process in accordance with their life experience. One of the main reasons why literature is actively used in foreign language lessons is that literary works are rich in content, method and technique. Literary works do not only lay the foundations of literacy, but also develop their ability to speak and write. It also allows the reader to have knowledge

about the country where the target language is spoken and about the culture of that country.

The benefits of using literary texts in Foreign Language Teaching include:

1. Having a simple, understandable language,
2. Developing conceptual perception by linking symbols and personalities to work-related possibilities such as drama, dialogue, plays.
3. Pre-primary, primary and high school students and adults; ie it has proven to be suitable for all age groups,
4. Historical personalities and works that deal with a historical period are of interest because this feature makes it possible for the students to benefit in the cultural context,
5. It has been shown that it is a work suitable for foreign language teaching because of the student-centered education possibilities it provides.

In reading literary texts the readers do not always reach the same result, for this reason literary texts should not be considered as masses of knowledge. The process that gives the literary texts its value is the meanings that the readers attribute to the work. Each student can engage their fantasy world and make very different speculations, this adds value to our work. Working with literary texts provides the greatest possible efficiency because in an environment where a different perspective is dominant, both the learners and the teachers find themselves in an area of freedom.

The use of literary works in the teaching of foreign languages attracts the attention of the students and provides facilities for teaching. Literary works, especially selected according to their age, level of knowledge and interests, provide an important development in foreign language teaching. In addition, the effective

processing of literary works in the classroom environment does not only increase the general cultural level of the learners, but also enables them to participate more actively in the lectures. It also facilitates to attract the students' attention into the lesson and to the target language.

The atmosphere of a classroom environment in which literary works enter into will vary from the lessons learned only through textbooks. Because of literary works, students will be able to acquire vocabulary and place the structure of the sentences in their minds more easily. Thanks to the literary works that the teachers fill chooses according to their level of knowledge, the teachers will be able to increase the interest of the learners both in literature and foreign languages, and thus they will contribute greatly to their students.

Teachers who shape the foreign language education can shape our world view with the education they give. Therefore, the use of literature in language teaching increases this effect excessively. Thus, they can be more effective in terms of reading, comprehension, writing and speaking in the classroom environment and they also develop culturally.

The problem with this study is was stated as, "How should literary texts be used in foreign language education?". In the study, literary texts are grouped and explained as drama, poems, novels and stories which may be the answer to this question. As explained in the study, literary texts can be used in foreign language teaching in many different ways according to their content. This study consists of the compilation of the studies made in this field.

The use of literary texts in language teaching encourages students. Because for an individual who is learning a foreign language, it is the best way to establish a connection between their main language and the foreign language they want to acquire. A literary text can include everything needed for the learning of a foreign language with all of its qualities. Literary texts are motivating, have authentic material and general educational value, are easily accessible, develops the ability of interpreting, encouraging, develops language awareness and helps to understand a culture.

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