

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE FUNCTION OF LITERARY MATERIALS IN
EFFICIENT FOREIGN LANGUAGE EDUCATION**

MA THESIS

Esra İBAS

Istanbul
Mart, 2019

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Supervisor
Prof. Dr. İbrahim YILGÖR

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March, 2019

Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili ve Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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This is to certify that this MA thesis titled “The Function of Literary Materials in Efficient Foreign Language Education” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.


Esra İBAS

İstanbul, March 2019

ACKNOWLEDGEMENTS

This thesis would not have been possible without the help and support of many people. First of all, I count myself very fortunate to have had Prof. Dr. İbrahim YILGÖR as my supervisor, and I would like to thank him for his patience, advice and support during the whole process of writing my thesis.

Secondly, I would like to thank Dr. Emrah GÖRGÜLÜ and Dr. Gamze SABANCI UZUN for their valuable contribution to the assessment of this study.

I also would like to thank my numerous friends who endured this long process with me, always offering support and love. I, also wish to express my gratitude to all who have encouraged and supported me throughout my academic career.

And, finally, thanks to my family members for supporting and encouraging me to pursue my Master's studies. I would like to thank them for their constant love and patience.

Esra İBAS

İstanbul, March 2019

ABSTRACT

THE FUNCTION OF LITERARY MATERIALS IN EFFICIENT FOREIGN LANGUAGE EDUCATION

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March, 2019 - Page: 186 + xiv

Even though education is described in various ways, if we think of it in a general sense, it is a process that emotionally, physically, and mentally improves a person's competency towards identified objectives that they originally had, then we can say that it is a process that continuously changes and develops in time, under the light of accumulation of knowledge and experience. Accordingly, so as to educate individuals with high language skills, renewing foreign language education in parallel with the improvements of our age gains importance.

When foreign language education of our country is examined, it can be seen that a teacher-centered approach is being implemented in general. In the current system, even though students are being taught at least one foreign language throughout their education, they cannot develop their language skills at the desired level. Although there have been many improvements made in foreign language education as a whole through betterments and various projects, it can be evaluated that the desired level is not reached yet.

Hence, in order to find out new ways and methods for more effective foreign language teaching at Middle School level, this research was conducted. Mainly descriptive quantitative survey method had been applied in this study. The population of the study is comprised of state secondary schools in Küçükçekmece district of İstanbul. But the large size of the determined district, economic difficulties and time limitations to reach these schools compelled to form a study group which is limited to nine state schools with theirs 60 teachers and 80 students.

In addition, to collect qualitative data, 53 teachers' and 113 students' opinions were taken via interview questions. The reliability and validity analysis was done. ANOVA and the Sidak Binary comparison test were applied to find out participants' opinions about foreign language teaching.

It is clear that using student-centered approach, teachers shall get their students become more active and shares the responsibility of learning. Also, especially by using literary materials, the student's interest, attention and motivation would be increased even more, so eventually the efficiency of foreign language education system would be increased to the expected, desired and commonly referred level.

As a result, by using literary materials, such as songs, nursery rhymes, riddles, tongue twisters, fairy tales, poems, short stories and dramas in foreign language teaching and by giving more place to the student-centered approach, it is argued that students' foreign language skills can be increased, their horizon can be expanded and the communication and comprehension level can be augmented even more. So, it is evaluated that the effectiveness and success of foreign language teaching can be increased.

Key Words: Language, Culture, Education, Language Skills, Curriculum, Course Materials, Literary Material, Riddles, Songs, Poems, Tongue Twisters

ÖZET

ETKİN YABANCI DİL EĞİTİMİNDE EDEBİ MATERYALLERİN İŞLEVİ

Esra İBAS

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Prof. Dr. İbrahim YILGÖR

Mart, 2019 - Sayfa: 186 + xiv

Eğitimi, değişik şekillerde tanımlanmasına rağmen, genel manada bir insanın duygusal, bedensel ve zihinsel olarak sahip olduğu yeteneklerin, belirlenen amaçlar doğrultusunda geliştirilmesi faaliyeti olarak düşünenecek olursak, o zaman bunun çağa uygun olarak sürekli değişen ve gelişen, birikim ve tecrübeler ışığında yenilenen bir süreç olduğunu söyleyebiliriz. Bu doğrultuda ‘dil becerileri yüksek’ bireyler yetiştirmek maksadıyla yabancı dil eğitiminin de çağımızdaki gelişmelere paralel olarak yenilenmesi önem arz etmektedir.

Ülkemizde uygulanan yabancı dil eğitim sistemi incelendiğinde, genelde öğretmen merkezli bir eğitim ve öğretim sisteminin uygulandığı görülmektedir. Mevcut yapıda öğrenciler tüm eğitim ve öğretimleri süresince en az bir yabancı dil eğitimi almalarına rağmen yabancı dil becerilerini arzu edilen seviyede kullanamadıkları gözlenmektedir. Her ne kadar yapılan iyileştirmeler ve uygulamaya konulan çeşitli projelerle genel olarak eğitimde bir gelişme sağlanmış olsa da, henüz arzu edilen seviyeye ulaşılamadığı değerlendirilebilir.

Bu çalışmada, Orta Okul seviyesinde verilen yabancı dil eğitimini daha etkin hale getirmeye yönelik bir araştırma yapılmıştır. Araştırmada nicel araştırma modellerinden korelasyon yöntemi kullanılmıştır. Çalışmanın evrenini İstanbul ili Küçükçekmece ilçesinde bulunan devlet okulları oluşturmaktadır. Ancak belirlenen ilçenin büyüklüğü, her okula ulaşmanın ekonomik zorluğu ve zaman güclüğü göz önünde bulundurularak, araştırma grubu dokuz devlet okulunda görev yapan 60 yabancı dil öğretmeni ve 80 öğrenci ile sınırlandırılmıştır. Ayrıca, nitel araştırma kapsamında 53 öğretmen ve 113 öğrencinin anket soruları ve mülakatlarla görüşleri alınmıştır. Alınan görüşler güvenilirlik ve geçerlilik testine tabi tutulmuştur.

ANOVA ve Sidak Binary testleri uygulanarak grupların yabancı dil eğitimi konusundaki görüşleri ortaya çıkarılmıştır.

Öğrenci merkezli bir eğitim ve öğretim sisteminde öğrencilerin öğrenme konusunda daha aktif hale geleceği, öğrenmede sorumluluğu paylaşacağı bir gerçektir. Eğitim müfredatında özellikle edebi materyallerin kullanılmasıyla da öğrencilerin öğrenmeye karşı ilgi, dikkat ve motivasyonlarının daha da artırılarak eğitim ve öğretimde beklenen ve sık sık dile getirilen seviyeye ulaşılabileceği düşünülmektedir.

Sonuç olarak, yabancı dil eğitiminde şarkı, ninni, film, bilmece, tekerleme, peri masalı, kısa hikâye, tiyatro ve şiir gibi edebi materyallerin kullanılmasının ve eğitim ve öğretim sisteminde öğrenci merkezli bir eğitim ve öğretim sistemine daha fazla yer verilmesinin, öğrencilerin yabancı dil becerilerini yükseltilebileceği, öğrenme ufuklarını genişletilebileceği, iletişim seviyesi ve kavrama düzeylerini artırabileceği ortaya konulmaya çalışılmıştır. Böylece yabancı dil eğitiminde etkinliğin ve başarının artırılabilmesi değerlendirilmiştir.

Anahtar Kelimeler: Dil, Kültür, Eğitim, Dil Becerileri, Müfredat, Ders Kitapları Edebi Materyal, Bilmeceler, Şarkılar, Şiirler, Tekerlemeler

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LIST OF ABBREVIATIONS

LAD : Language Acquisition Device

MNE : Ministry of National Education

SOV : Subject Object Verb

SPSS : Statistical Package for Social Sciences

SVO : Subject Verb Object

UG : Universel Grammar

KMO: Kaiser-Mayer-Olkin (A kind of test that measures the power of the relationship between variables.)



CHAPTER ONE

INTRODUCTION

1.1. Purpose of the Study

Education is a process that continuously changes and develops in time and under the light of accumulation of knowledge and experience along with various renewals in technology. To educate individuals with high language skills is one of the top primary duties of foreign language education.

In this context, when we look at the current curriculum, it may be seen that generally classical, teacher-centered educational method is being executed for years with its existing structure. Although students are being taught at least one foreign language throughout their education, they cannot develop their language skills at a desired level. On the other hand, when we look into the practices of foreign countries, we may note that their students are much more successful in using their foreign language skills in comparison to Turkish students even though they have less foreign language credit hours in their curriculum. This success cannot be explained only by the similarities of language structures of their nations. Surely, the effectiveness of educational system also plays an important role in this success.

By the introduction of various projects, improvements have been seen in every area of education, though it is not enough. It is evaluated that by the implementation of student-centered teaching method and by using several literary materials in foreign language teaching will improve the efficiency and success in language skills.

Within the scope of these explanations above, in this thesis, it was studied that by using several genres of literature such as songs, films, riddles and nursery rhymes, tongue twisters, fairy tales, poems, short stories and dramas in the middle school foreign language classes, and by implementing all teaching methods eclectically and especially adopting a student-centered teaching method in educational system in foreign language teaching, lessons would be more enjoyable and improve students' language skills as a whole. So, by the implementation of recommendations made in

this thesis, it is assumed that more efficient and better foreign language education might be realized.

1.2. Statement of the Problem

Through advances in technology and distances being shortened, globalization has made today's people acquaint themselves with different cultures, various races and nationalities through acculturation. So, in order to learn, respect and appreciate the differences among cultures, races and nationalities, knowing a foreign language is indeed necessary for everyone. Through foreign language, people are able to gain a cultural understanding, as every culture has a unique vocabulary, greeting, humor etc. Besides, it not only helps people get to know what ethnic groups they belong to but also it makes them see what common heritages they share. Gvelesiani (2011:2) expresses that "Borders and boundaries become irrelevant as globalization through knowing a foreign language enables cultural, political, economic and environmental interactions".

Foreign language also enables people to make real connection with others as they can learn diverse cultures, places, and lifestyles from each other, which are all unique experiences for them. Gvelesiani (2011:3) also maintains in her article that "Thanks to globalization, there emerges an increased consciousness of the world influencing all languages across the world, which helps people develop the ability of communicating across cultures".

On the other hand, learners can have a better understanding of mother tongue through learning a foreign language. In relation with this explanation, Steward (2005:4) claims that "Children having foreign language education during their childhood years are more prone to developing new points of views and depths of understanding about their vocabulary and structure of their first language compared to children having no foreign language education".

The knowledge of a foreign language also enhances the cognitive and analytical abilities of man. Richard Donato and Robert M. Terry (1995:5) support this idea by saying that "If a person spends most of his/her years on learning a foreign language, he/she will gain higher levels of cognitive and metacognitive processing". Steward (2005:4) also maintains that "Learning a foreign language helps students improve their success in other disciplines, and eventually they have better test scores among

their peers. In the end, they happen to know more about the world matters and the cultures around them”.

Knowing a foreign language may also open up numerous doors for individuals such as employment opportunities. It is easy for someone to become more successful if they can understand the psychology and the language of their foreign clients, as knowing the psychology and the language paves the way for the speakers to express their ideas more clearly and enables them to communicate and serve people better. Today, when companies look for candidates with good foreign language skills, they opt for individuals who have self-confidence in speaking out their ideas clearly and serve the purposes of their companies. This way, for the general good of the company, employees choose each employer on the grounds that they have good foreign language skills and can have a say in whatever subject is taken. Even just knowing a foreign language may lead an employer to get special recognitions or promotions.

Also, children who begin to study foreign language education at younger ages can easily be molded, as they are more willing and receptive to learn about other cultures compared to teenage foreign language learners. An official committee report named ‘Education for Global Leadership’ (2006:25) suggests “Children’s attitudes about other groups and people are formed by the age of ten, and are often shaped between the ages of four and eight”. So, it can be inferred that children’s ideas become constant as they get older and it is important for them to have foreign language education their early ages.

Before coming to university in Turkey, according to Paker (2012:89-94) “The students begin to learn foreign language as a compulsory subject from 2nd Grade and at the end of high school they receive about 1400 hours of foreign language lessons”. This administrative decision taken by Ministry of National Education (MNE) is the proof that a great deal of importance is attached to foreign language education in Turkey. However, it is indeed surprising to see a great majority of students’ foreign language proficiency still remains at the starter level. There are many reasons for this problem. The current education and training system does not ensure the desired level of success. The majority of teachers primarily try to teach the grammar of the foreign language; neither do they see language as a means of communication, nor use it or let their students use it in their classroom environments, as much as expected; so the

speaking skills of students are not accurately evaluated in the examinations. Even if there are reading passages in some exams, there are not any place where teachers assess students' listening and writing proficiency.

Teachers only end up treating their lessons through teacher-centered activities such as sentence completions, fill-in blanks, matching type questions, multiple-choice tests which only aim to test students' reading skills and language areas. This type of foreign language teaching approach not only awaits students to make no mistakes, but also leads students to lag behind in gaining other skills such as listening, speaking and writing activities where they could express their feelings and thoughts about various subjects. Usually such teaching approaches and methods directly influence students' learning processes in a negative way.

The current practices in foreign language teaching has been bringing up individuals who can neither understand nor express their ideas orally or in written form in foreign language, yet can only understand the written texts in sentence or paragraph levels. In the beginning, it can be seen that students are very eager and participatory in learning foreign language. However, as time passes, they begin to see the education program based on grammar as a math problem and in the end; they take a dislike to foreign language lessons and ultimately, as Seligman (1975:4) named it, they experience 'learned helplessness'.

Then, the problem is how to find a better way in language learning and facilitate the undertaking. Under such problems, students' interest towards foreign language learning can rise by integrating literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue-twisters, dramas and films in the foreign language education curriculum.

I believe that literature will make students more active in the learning process in comparison to the current classical system. This is because, as McRae (1994:10) points out "Literary materials help students to respond and react, question and evaluate, get them involved with the text in an emotional and creative way, and relate it to their own experience. Their interpretational and inferential skills will grow immensely". As a result, they will become more reflective and effective learners of foreign language. To clarify the advantages of teaching literary materials in classroom environments, Ur (1991:155) also notes that "When students read literary

texts in their original forms, they will feel confident in both reading a piece of literary work and using the language”.

Only using foreign language textbooks will not make learners proficient in foreign language. McRae (1996:6) supports his idea by saying that “The current foreign language course materials mostly include words with only their denotative meanings. There is almost no figurative language which native speakers use in their ordinary every day conversations such as idioms, metaphors, proverbs”. Therefore, the students will only end up in speaking the language in a referential way, which means, language is communicated on only one level. Such texts will only make students communicate in carefully circumscribed environmental contexts that lead students, as Chan (1999:2) described, to ‘develop a narrow perception of language and style’. In addition, these kinds of texts neither evoke learner’s imagination nor is helpful in making them express their ideas and what is more important they do not enable students to interpret and understand different kinds of texts nor do they help them develop their language awareness. According to Carter (1997:88), “Each language has its own cultural attitudes to particular areas of human activity, and if foreign language learners are not given literary materials, foreign language learners will surely have difficulty in expressing these ideas, notions and metaphors that are found in each language”.

On the other hand, man generally learns more effectively by doing something and once they learn, they will not forget easily, which makes learning process more effective and lasting. If literary materials are integrated into current foreign language curriculum, students’ interests will be drawn towards the lesson and eventually lessons will become more enjoyable for them. Each student has different ways of learning. So, by using various materials of literature in the classroom environment, the chance to reach more students and the effectiveness of learning process will be increased substantially. Also, students become familiarized with the culture of the language that is spoken and, as a consequence, they become more relaxed, and ready to communicate.

For these reasons, in this study, to solve the problem areas expressed above concisely and raise students’ foreign language proficiency, this thesis entitled “The Function of Literary Materials in Efficient Foreign Language Education” was prepared to find a solution to make betterment in mentioned problem areas. Thus, in the event of taking

the results and recommendations that are being made, the objectives desired for foreign language teaching can be reached.

1.3. Research Questions of the Study

So as to find a solution to these problems frequently faced in foreign language education today, this study entitled “The Function of Literary Materials in Efficient Foreign Language Education” has been conducted. Hence, the researcher concentrated on the inclusion of literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue-twisters, dramas and films in the middle school foreign language curriculum, because I believe that this will enhance the students’ interest, widen their horizons and relieve the tediousness of language learning.

In order to find scientific and reliable answers, qualitative and quantitative data have been collected. So, the framework, or the main hypothesis of the study is determined as ‘Can the inclusion of literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue-twisters, dramas and films in the middle school foreign language curriculum produce a positive level of difference?’ The sub-dimensions of this hypothesis are determined as ‘Physical Conditions of Schools, Foreign Language Course Materials Currently Being Used, Effectiveness of Education According to Teacher’s Attitude, and Inclusion of Literary Materials into Curriculum’.

Concerning the Physical Conditions of Schools, I collected data about whether physical conditions of schools meet necessary learning environments related to the integration of literary materials into foreign language curriculum. It comprises the size of classrooms to perform literary activities, the number of students, required equipment like microphone, sound scheme, costumes, smartboard, internet connection and other necessary equipment.

Under the sub-dimension of Foreign Language Course Materials, I gathered data about the sufficiency of current foreign language course materials, whether or not these materials draw the interest of students and how they should be designed so as to awaken their interest, and what kind of changes could be made physically in accordance with the level of each grade.

As to the Effectiveness of Education according to Teacher's Attitude, I gathered data from teachers about how and how often they would like to use cultural elements of literature, their opinions about the effectiveness and willingness to use these instruments in their classes. Related to the same question, I gathered data from students about the effectiveness of their teacher's teaching method and willingness to use literary materials in foreign language lessons.

Lastly, as a backbone of my study, concerning the Inclusion of Literary Materials into Curriculum, the data I collected were devoted to the opinions of students on the inclusion of literary materials and what types of literary materials could be inserted into foreign language curriculum in accordance with the level of their grades in middle school.

The research has been conducted among 60 teachers and 80 students who work and study in the schools listed in Appendix 1 and 2, respectively. To collect data in quantitative form, questionnaires including 33 items for the teachers and 23 items for students given in Appendix 3 and 4, respectively were administered.

Also, to collect qualitative data, interview questions which include one question for teachers and 12 questions for students given in Appendix 5 and 6, respectively were administered. The interview question asked teachers is: 'Depending on your teaching experience, in case you have a chance to prepare foreign language course and activity books, materials and the curriculum, what kind of changes would you like to make?' The interview questions asked to the students were about their opinions on learning foreign language and foreign language course materials, the adequateness of their course materials, what type of literary materials they would like to have in their foreign language curriculum, and the level of their self confidence in using foreign language and foreign culture.

The answers of teachers and students to the questionnaires and to the interview questions are evaluated with proper statistical instruments which are explained in detail in Chapter Three, 'Methodology' section. Then each dimension was analyzed one by one with all teachers' and students' profile to get accurate and scientific results for the main hypothesis of the survey. The key findings of the research are presented in Chapter Four, 'Findings and Discussion' section.

1.4. Outline of the Study

The study consists of five chapters. The first chapter, INTRODUCTION presents the purpose of the study, statement of the problem, research questions, outline, assumptions, and limitations of the study and finally definitions of terms.

The second chapter, LITERATURE REVIEW introduces a comprehensive literature review. In this context, some important aspects of language, how culture interchangeably affects language teaching and learning, some important theories and methods in learning a language, why literature education is necessary in foreign language learning and teaching, how and why four language skills should be integrated with the literary works while teaching a foreign language effectively are to be discussed.

The third chapter, METHODOLOGY, covers the methodology I use in this study. Research subject, research types and design, place and time of the study, the population, the sample, research instruments, and then the collection of data and method of analysis are covered.

In the fourth chapter, FINDINGS AND DISCUSSION, I deal with the findings, analysis and interpretation of the gathered data. Quantitative data via questionnaire and qualitative data via interview were collected. Then, the data were first tested by reliability and validity purposes so as to see whether participants gave their opinions correctly. In order to get accurate and scientific findings, the data were analyzed with ANOVA and Sidak Binary comparison test to find out participants' opinions about foreign language teaching.

Finally, the fifth chapter, SUMMARY, RESULTS AND RECOMMENDATIONS, introduces the summary, results and recommendations. It starts with a summary of the research which shows the necessity of the inclusion of literary materials in foreign language curriculum. Then it presents the important points of the research results, proposes some recommendations for the MNE and suggestions for the further studies.

1.5. Assumptions of the Study

It was assumed that the reader knows the current foreign language education system, the curriculum, and the materials used in the MNE in Turkey. For that reason, the thesis did not present any information about these issues.

It was supposed that the questionnaires and the interview questions were accepted valid and reliable since both of them were generally approved. Thus, the researcher did not conduct a pilot study before applying them. It was presumed that the method applied serves to the purpose of the survey.

I prepared the questions as to indicate the general situation of the state-run middle school, the course materials used in foreign language classes, teaching methods, and the opinions of the students and teachers on foreign language teaching approaches. I believe that the teachers and the students who replied questionnaires and the interview questions gave the true and objective answers.

1.6. Limitations of the Study

The most salient limitation of this study is the disproportion between the target group and the research group. In this study, even though some improvements in all middle schools across the country is proposed, the research group is restricted to only limited number of teachers, and students in Istanbul, Küçükçekmece district. Certainly, this is only a very small proportion of the entire population of schools in Turkey. For this reason, it is rather difficult to be able to generalize the results to the nation-wide middle school students in Turkey. Therefore, to ensure appropriate generalization of the findings of the study, research studies with much larger sample size would be required and for an ideal nationwide generalization, the views on private-run middle school students and teachers must also be gathered.

I also prepared the questionnaires depending on my personal viewpoint and experience. Inevitably, the number of questions is limited, but, if more scientific questionnaires had been prepared by experts and the number of questions had been increased and applied both on state-run and private-run middle school students and teachers, the better results could have been reached for the entire MNE community.

I collected as much data as possible from students and teachers, and I referred to extensive literary sources to reach a reliable conclusion. Through using all these inputs and molding them with my own personal experience, I made some suggestions for a better foreign language teaching education. However, more accurate results could be reached, of course, when the number of the students and teachers' involvements to the research is increased along with experiences of the managers and teachers are gathered.

Another important limitation is the absence of control and experimental groups. This is because; all schools have to follow MNE approved curriculum and materials throughout the country. Teachers have to teach their children by following an approved curriculum and materials and all school principals have to supervise that the education in their school is going in accordance with the approved curriculum and materials. So, in such an environment, as an individual researcher, I find it impossible to form a control and an experimental group without having government authorization, or check their success after some time later. Therefore, this is an inevitable criticism of the study.

Lastly, generally, there are two main categories of literature, namely fiction and nonfiction. Fiction literature includes drama, poetry, fantasy, humor, fable, fairy tales, science fiction, short stories, realistic fiction, folklore, historical fiction, horror, tall tale, legend, mystery, mythology, and fiction in verse, and so on. Nonfiction literature covers essays, biography, autobiography, speech, and so on. Obviously, each of these genres of literature is a great resource that teachers make use of for effective foreign language education. However, due to the scope of my thesis, I only gave place to nine of them such as songs, nursery rhymes, riddles, tongue twisters, poems, short stories, drama and films.

1.7. Definitions of Terms

Chunks: Chunks are groups of words that can be found together in language. They can be words that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. Areas of work such as idioms, collocations and verb patterns all focus on types of chunks. When we speak and write, we repeat a lot of phrases and clauses, such as on the other hand, a lot of, at the moment, you know, you see, I mean. Some of these phrases, or chunks of language, are very common and they have specific meanings.

Exposure to Language: “All the language that children hear in and outside the school, e.g. listening to the teacher, watching television, listening to radio programs, listening to children in the playground” (Pinter, 2006:166).

Holistic learning/learner: Learners who are not yet able to analyze and manipulate language in an abstract way; they learn language by understanding meaningful

messages. For example, in a song children will not understand every word but they will have an idea about what they are singing.

Learning Styles: “Learner’s preferences with regard to their personalities and perceptual differences, e.g. a learner might be predominantly visual” (Pinter, 2006:167).

Multisensory Teaching: “Teaching that takes into account children’s perceptual differences and integrates colors, sound, movements and touch into as much of everyday practice as possible” (Pinter, 2006: 167).

Rich Language Environment/Input: “Language environment where learners have the opportunity to listen to and respond to a great variety of meaningful target language input” (Pinter, 2006:168).

Scaffolding: “An instructional strategy whereby the more knowledgeable partner (often parent or teacher) offers carefully adjusted support to help the child carry out a task so that the child can finally take over control of the task” (Pinter, 2006:168).

SOV, SVO and VOS: According to so called basic word order, often understood as the order of subject (S), object (O) and verb (V) in a typical declarative sentence, topologists often divide languages into types. The vast majority of the languages of the world fall into one of three groups: SOV (Japanese, Tamil, and Turkish etc.), SVO (Fula, Chinese, English etc.) and VSO (Arabic, Tongan, Welsh etc.). Other than these major groups, logically speaking, there should be nothing wrong with the three other possibilities: VOS, OVS and OSV. However, they are exceedingly rare and typically occur in areas that have been relatively isolated. The three main groups have one thing in common, that the subject precedes the object.

Teen Age Language Learners: They are also known as ‘senior learners’. Teen age language learners are the people who have increased self-confidence, increased feelings of health and well-being, reduced feelings of isolation and increased engagement in the community. They are considered as excellent language students for a number of students.

Young Language Learners: Young Language Learners are defined as learners from five years, up to around 12/13 years, which seems to reflect the lower and upper limits of primary education, at least in Europe.

CHAPTER TWO

LITERATURE REVIEW

This chapter introduces a comprehensive literature review. In this chapter, firstly I will mainly discuss important aspects of language and its properties, mother and foreign language and their acquisition process, the importance of knowing a foreign language today, culture, especially, the relationship between language and literary culture and its importance in foreign language teaching. Then, I will continue to examine necessary conditions and use of motivation in acquiring a language, some language theories and methods. And, lastly, I concentrated on the relationship between language and literary culture, the inclusion of literary materials into the middle school foreign language curriculum and integration of language skills.

2.1. What is Language?

Language is a complex phenomenon; defining it is even more complex. For a long time people have been in pursuit of finding an answer to the question of what language is and how the process of communication occurs. Various philosophers and theorists have tried to tackle the question by observation and experiment. According to Baker and Hengeveld (2012:2-4):

Human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings. We can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, we can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, we can raise our eyebrows to express surprise or disapproval. So, language is a system of communication based upon words and the combination of words into sentences. Communication by means of language may be referred to as 'linguistic communication', the other ways mentioned above laughing, smiling, shrieking, and so on, are types of 'non-linguistic communication'.

Most or all non-human species can exchange information, but none of them are known to have a system of communication with a complexity that in any

way is comparable to language. Primarily, they communicate with non-linguistic means resembling our smiling, laughing, yelling, clenching of fists, and raising of eyebrows. Chimpanzees, gorillas, and orangutans can exchange different kinds of information by emitting different kinds of shrieks, composing their faces in numerous ways, and moving their hands or arms in different gestures, but they do not have words and sentences. By moving in certain patterns, bees are apparently able to tell their fellow workers where to find honey, but apparently not very much else. Birds sing different songs, whose main functions are to defend their territory or to attract a mate.

So, human language has properties not shared by the communication of animals. Men are able to express their thoughts and feelings through articulated sounds that come out of their mouths and noses through their cranial nerves, lungs, vocal chords, throats, soft palates, teeth, facial and neck muscles which are all necessary for speech.

However, when one looks into animals' way of communication, he may see that their voices can also produce many different sounds similar to ours, yet they do not have the proper vocal cords, tongue configuration, mouth shape, or in some cases, even the correct ears to be able to form human speech. They may also seem as if they carry out particular behaviors, but this does not show the fact that there exists a meaningful communication realized between animals like men. In this sense, language is a set of rules for generating speech and it is exclusively human property. The ability to use language, perhaps more than any other attribute, distinguishes human beings from other creatures. In this context, within the scope of my thesis I will mostly touch upon linguistic aspect of communication.

Since language is that much complex, it has been defined in various ways over time. Although they vary in wording, they are generally similar in their meanings. As defined in Oxford Advanced Learner's Dictionary (1995:721) "Language is a system of communication in speech and writing that is used by people of a particular country". It is not only a tool that shapes our thoughts and emotions, but also it is a means that determines our perception of reality. It is regarded as the light of the mind. Language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it also represents a

fundamental expression of social identity. According to Hostinska (2010:11) “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts”.

So, language is an aspect of human behavior and the key potential of human intelligence. Messages are conveyed, questions are asked, ideas are expressed with great integrity, and answers are clarified through language, which is a magnificent means of communication. Generally, the functions of language include communication, the expression of identity, language play, imaginative expression, and emotional release. It is a set of symbols being used mainly for communication. These symbols may be spoken or written. In written form it is a long-term record of knowledge from one generation to the next while in spoken form it is a means of communication. It is very essential in humans’ life, because all individuals understand and learn through language.

2.2. Properties of Language

After the brief explanations above concerning what language is, now we can look at the properties of human language. Even though language is very important in human’s life, it is not a distinguishing feature for living creatures. Men’s language is different from that of other creatures. The difference between men and other creatures’ communication stems from the fact that animals cannot think on the way they create their communicative messages. They carry out their communicative messages mostly instinctively. On the other hand, men are clearly able to reflect on language and its uses. Yule (2010:11) defines this property as ‘reflexivity’ through which, we can use language to think and talk.

Men are able to talk about the present, past and future or events not present in their immediate environments. On the other hand, animal communication seems to be designed exclusively for this moment, here and now. For instance, when a cat says meow meow, it may give the message that she is hungry right now, not yesterday or tomorrow. Yule (2010:12) defines this property as ‘displacement’.

Man can describe their experiences through their “infinite use of vocabulary”. They form their vocabulary through seeing a natural connection between a linguistic form and its meaning. However, animals cannot describe their experiences as men do. The

way of expressing itself for an animal is through vocal or gestural forms of signals which are “limited”. Yule (2010:12) qualified this feature as ‘arbitrariness’.

Men can construct various kinds of sentences and phrases that they have never expressed before. However, other living creatures possess a limited set of signals, and they are not only fixed but also they are produced instinctively. Their set of signals cannot ensure the type of communication which man describes his/her new experiences. Hence, Yule (2010:13) describes this property as ‘productivity’ or ‘creativity’ or ‘open-endedness’.

As everybody knows, language is acquired in a culture where there are speakers. In this sense, man cannot acquire language from parental genes. On the other hand, animals or other living creatures produce the language in an ‘instinctive way’, as they are born to produce the specific signals. Yule (2010:14) names this feature as ‘cultural transmission’.

The last property of human language is ‘duality’. In this feature of language there are two levels of speech production of human language. The first level is known as the ‘physical level’ in which only individual sounds are produced. They solely do not carry any meaning, but in different combinations of these sounds, different meanings are generated. However, when we look into other living creatures, we may see that their communicative signals are fixed and cannot be separated from one another. So, as Yule (2010:15) described, in human language “Individual sounds have no meaning by themselves but when they are combined infinitely, different meanings can be produced”.

2.3. Mother Language vs. Foreign Language

After explaining language and its properties, now it is high time to look at mother language vs. foreign language. The term ‘mother language’ or ‘mother tongue’ is used for the language ‘that a person learned as a child at home’, usually from their parents. It is the first language that you learn when you are a baby, rather than a language learned at school or as an adult. So, it is the language which a person has grown up speaking from early childhood. As Walter (2015:3) pointed out that it is “The language a child learned first and usually speaks best. In a very high percentage of cases, the first language a child learns and a language a child speaks best are one and the same”.

Learning to speak in the mother tongue is very important for a child's overall development. Being fluent in the mother tongue benefits the child in many ways. It connects them to their culture, ensures better cognitive development, and aids in the learning of other languages. Mother tongue should not be neglected, because learners first tried to define the world around them by means of their mother tongue. Their societies are shaped by other people including their teachers, their friends whom they get interacted with different cultures and lastly the world around them. Briefly, mother language is the language, which makes learners get prepared for life, understand and interpret the world around them. It helps learners make connections with their families, cultural traditions, friends and neighbors. Apart from this, it also provides an environment for learners to teach and learn from one another, to talk about their new experiences.

Thus, mother tongue is very important for native speakers in terms of understanding the culture of their society and the world around them. Otherwise, if students are not good at their mother tongue, one cannot expect them to make way for learning a foreign language. For that reason, teachers should not ignore the importance of mother tongue when they teach a foreign language. So, we may say that one of the prerequisites of learning a foreign language requires students to be good at their mother tongue.

After explaining the mother tongue, now let us look at the mother language acquisition process. Mother tongue acquisition is more like 'situational learning', while foreign language learning resembles to 'grammar-based learning', by contrast. When we start learning our mother tongue, the process normally goes as vocabulary accumulation from our daily life. We summarize or deduce or extrapolate grammatical or syntactical rules from the vast vocabulary resources that have been inculcated into our mind. We apply these rules combined with our accumulated vocabulary to other situations. In this case, we seldom use these rules or words wrong because we have had enough empirical knowledge to back them. On the other hand, in the eye of a foreign language learner, especially to express emotions is quite confusing because the nuances sometimes cannot be translated into their mother tongue accurately. So, they cannot use them properly while as a native speaker. They pick up these words when they saw someone was sad or someone was devastated, and they just use these words for similar situations out of an instinct. And, in the case

of some set phrases or expressions, we just imitate them by sound because we have heard them in similar situations. It is akin to how we learn to sing a song.

So, acquiring the mother tongue is a long process and it starts with the period when babies are in their cradle listening to their mother's or father's speech. When one looks into how a mother speaks to her child, as Snow (1972:65) says, it can be seen that "It is very slow in terms of rate of speech. A lot of repetitions are included. Intonation patterns are exaggerated. Higher pitch is used. In order to make the input comprehensible for children, various simplifications and modifications are used". What the mother and father are saying to the child is very important, because so as to learn the language whether it be the mother tongue or the target language, necessary input must be given to the child. Even though babies cannot say anything, it is accepted that language is acquired unconsciously without showing any effort.

In addition, there is a sensitive period called 'Critical Period Hypothesis' coined by Eric Lenneberg (1967:154-155). To him, all children must go through this critical age/period. During this sensitive period, there is an age interval in which babies should start to speak and be spoken intensely. Just by listening to what is said, in a short time, it is seen that, as Pinter (2006:20) says "Babies begin the period of fragmented language use and they show progress from one word utterances to two word and three word utterances and some may even have language bursts". When the baby becomes about two years of age, an immense amount of vocabulary is acquired.

However, the baby may also use words that are not understood clearly. When the baby steps into early years of childhood, they gain an aptitude in terms of language acquisition, and they are able to play with words. Although they know very little, as Pinter (2006:20) mentions "They make up their own words, create jokes and experiment with language". Snow (1972:65) supports this idea by saying that "Were they to give young learners the opportunity to create and willingness to play with the language, they can experience the same willingness and creativity when learning a foreign language".

Apart from this, in this period, children possess basic grammatical control and the lexis of the language that is necessary for normal conversations. The children in this age group will not only communicate in familiar contexts, but also they are supported by their parents who should choose topic areas that are relevant to their

children's likes and interests. These topics may range from, as noted by Snow, (1972:65) 'family, home environment, toys, animals, body parts and food'. However, in more formal contexts and unfamiliar settings, they cannot be as successful as they are in informal contexts and familiar settings. This is why the learning of both mother language and the foreign language should be parallel, because acquiring first language still continues even after childhood period.

It is seen that, the first language, the mother language, is learned and spoken naturally as a baby. Sure, you will have to learn how to read and write as well as studying a bit of grammar, but you will practice the most in your everyday life. On the other hand, the foreign language is a language you learn later than your native one. The most influential factor between the first language and the foreign language is the age the person learned the language. So, people usually learn foreign language at school. In comparison to mother language, foreign language will take more effort to learn; learners need a specific teacher and have to study hard its grammar. With time, they might even reach proficiency with the language, but studies on the brain have shown that when dealing with grammar the neurons of a non-native mother tongue are more active due to a major effort. Learning to speak and write one's native language well is often challenging enough; acquiring these skills in a foreign language requires even more effort, commitment, and practice.

Each language has its own set of rules for speaking and writing the language properly, and individuals trying to learn a new language often blur the lines between which set of rules to use. Foreign language learners also face a certain degree of fear or anxiety about tackling a new language, which can in turn affect how easily or how well they acquire the foreign language. Foreign language acquisition is a learning continuum, because the person learning a new language progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker.

Proponents of foreign language acquisition theories, including Judie Haynes (2007:30) identify five distinct stages of foreign language acquisition as follows: The first stage is 'silent/receptive' stage. "This stage may last from several hours to several months, depending on the individual learner. During this time, new language learners typically spend time learning vocabulary and practice pronouncing new

words”. While they may engage in self-talk, they do not normally speak the language with any fluency or real understanding.

‘Early production’ is the second stage. According to Haynes (2007:32) “This stage may last about six months, during which language learners typically acquire an understanding of up to 1,000 words”. They may also learn to speak some words and begin forming short phrases, even though they may not be grammatically correct. ‘Speech emergence’ is third stage. “By this stage, learners typically acquire a vocabulary of up to 3,000 words, and learn to communicate by putting the words in short phrases, sentences, and questions” (Haynes, 2007:34). Again, they may not be grammatically correct, but this is an important stage during which learners gain greater comprehension and begin reading and writing in their foreign language. The fourth stage is ‘intermediate fluency’ stage. “At this stage, which may last for a year or more after speech emergence, learners typically have a vocabulary of as many as 6,000 words” (Haynes, 2007:38). They usually acquire the ability to communicate in writing and speech using more complex sentences. This crucial stage is when learners begin actually thinking in their foreign language, which helps them gain more proficiency in speaking it. The last stage is ‘continued language development/advanced fluency’ stage. “It takes most learners at least two years to reach this stage, and then up to 10 years to achieve full mastery of the foreign language in all its complexities and nuances” (Haynes, 2007: 40). Foreign language learners need ongoing opportunities to engage in discussions and express themselves in their new language, in order to maintain fluency in it.

The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language on a regular basis in order to grow their fluency and confidence. In addition, it is important for students to continue to work with a classroom teacher on specific content area related to the new language such as history, social studies and writing, etc.

2.4. Importance of Foreign Language

Through advances in technology and distances being shortened, globalization has made today’s people acquaint themselves with different cultures, various races and nationalities through acculturation. There has been a rapid growth to a new global

community as the boundaries of our countries and cultures come closer together. Gvelesiani (2012:2), in her article, states that “Borders and boundaries become irrelevant as globalization through knowing a foreign language enables cultural, political, economic and environmental interactions”. So, children today should have the ability to speak more than one foreign language in order to communicate effectively. This shows that knowledge of other languages boosts students' understanding of languages in general and enables them to use their native language more effectively.

On the other hand, experiences show that children who start to learn a foreign language the earlier, the more likely to become multilingual and more proficient in their native language. Through learning the structures of other languages, students will be able to develop a better understanding of how the mother language works. Foreign language education helps strengthen the student's primary language in areas such as grammar, vocabulary, reading, and communication skills as well as overall linguistic abilities.

Learning a language also involves a variety of learning skills. Studying a foreign language can enhance one's ability to learn and function in several other areas. Children who have studied a language at the elementary level score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning. As Richard Riley (2001:25), U.S. Secretary of Education under Bill Clinton claims that "We have strong evidence today that studying a foreign language has a ripple effect, helping to improve student performance in other subjects". Also, according to Marcos (2003:6), studies have suggested that “Students who study foreign language are more creative and are more capable of solving complex problems than those students that do not study a foreign language”. These students also show superiority in divergent thinking, memory ability, attention span, and score higher in both verbal and non-verbal intelligence.

In today's society, it is very important to be able to look beyond cultural boundaries. As McClendon (2000:19) states “Language and understanding other culture will be more critical than ever in this new world”. Students that study a foreign language is introduced to a great variety of cultures in a variety of settings and as a result

demonstrate a greater cultural sensitivity. According to Marcos (2003:6) “Speaking a foreign language allows a person to communicate with people they would otherwise not be able to communicate with because of the language barrier”. The awareness of other cultures will allow students to appreciate their and foreigners’ culture better. Learning another language gives the learner the ability to step inside the mind and context of that other culture. Without the ability to communicate and understand a culture on its own terms, true access to that culture is barred.

Knowing another language and culture also affords you the unique opportunity of seeing yourself and your own culture from an outside perspective. It creates more positive attitudes and less prejudice toward people who are different. Contact with other languages and cultures gives you the unique opportunity to step outside your familiar scope of existence and view your culture's customs, traditions, and norms as well as your own value system through the eyes of others.

The ability to speak a foreign language also offers an advantage in the workplace because it opens up job opportunities. The ability to communicate and understand other cultures is becoming increasingly important in business society, and many employers look for employees that are fluent in two or more languages. Speaking another language also gives one an edge over another employee with equal training when competing for a promotion. According to Marcos (2003:7), people that are able to speak a foreign language are also a benefit to the society because “They enhance our economic competitiveness abroad, improve global communication, and maintain our political and security interests”. Knowing a foreign language will open up employment opportunities that you would not have had otherwise. And, you will be able to command a greater salary in the workplace. Even all else being equal, knowing a foreign language gives an edge over monolingual applicants competing for the same jobs.

Business is not the only area of employment where language competencies are needed, however. Multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills. Foreign relations are very important, and there is a desperate need for qualified people who speak foreign languages in areas such as science, technology, medicine, and global

commerce. Many majors in the arts and humanities, in natural sciences and behavioral and social sciences, and in professional fields, also require the study of one or more languages to ensure success in the given field.

In a world where nations and peoples are ever more dependent upon one another to supply goods and services, solve political disputes, and ensure international security, understanding other cultures is paramount. Lack of intercultural sensitivity can lead to mistrust and misunderstandings, to an inability to cooperate, negotiate, and compromise, and perhaps even to military confrontation. According to Trimnell (2005:109), “As globalization and mobility and communications are bringing the world ever closer together, ever more urgent is the need for global citizens to be competent in other languages”.

Though it is possible to travel to foreign countries without speaking the native language, your experience will be largely shaped by your ability or inability to see beyond the surface of the culture. Your language ability will allow you to see and do things that many visitors cannot. When you lack the ability to communicate in the native language, you cannot fully participate in day-to-day life, understand the culture, or communicate with the people. International travel is made easier and more pleasant through knowing a foreign language. As seen from these explanations, everybody has a chance to find a reason when learning a foreign language. It may be out of interest or out of a specific reason, but knowing a foreign language opens up numerous advantages for individuals who know it.

2.5. Necessary Conditions in the Acquisition of Target Language

Today, it is known that a foreign language should be introduced to students in primary schools or even earlier, because when they are younger, they can learn any foreign language much easier, compared to learners who start learning in their later periods of their lives. So, it is important for learners to start to learn foreign language without exceeding the critical age.

Apart from the critical period, there should also be favorable conditions for students to acquire the language. If the student is given the necessary learning circumstances such as the necessary input similar to the input given when learning mother tongue, and also if necessary interaction is carried out in any language community whom the foreigners want to learn, they will be able to achieve their goal just like the natives of

that nation. But the thing of vital importance is that teachers should encourage students to make systematic and frequently repeated practice and enjoy language learning for its own sake (See Pinter, 2006:20).

The teacher should also be very careful when choosing activities since children's first language should be parallel with their foreign language development. For this purpose, the teacher should take learners' needs into consideration. Otherwise, the students might get bored or lose their interest towards the lesson. So, the teacher has to consider what a student is able to do or not in his mother tongue. This situation leads the teacher into making more effective lesson plans in terms of foreign language teaching.

Attitudes of parents, teachers, governments and learners also play an important role in learning a foreign language. Especially, parents have an important role in learning foreign languages as well as in the learning of native language, by helping children come across with new ideas or concepts in foreign language. If a parent wants to make sure that his/ her child learned the concept the parent has explained, he/she has to make use of the dialogues. They are very important so as to see whether the child has understood the certain concept or not. Through dialogues, learners can learn many things in a short time. Yet, from time to time students may come across with certain difficulties when they try to understand what their parents say. However, through 'scaffolding', their parents are able to help their children understand the concepts that are suspended in their minds. Pinter (2006:12-22) supports this issue by saying that "The language used by the parents is implicit. There is a shared immediate context". In addition to this, thanks to this shared immediate environment, they are able to gain background knowledge, because when students know some background knowledge about the topic, they can easily remember the items and assertions much better than those who do not. It will be observed that the background knowledge helps the learners remember and retrieve new vocabulary.

Apart from this, children not only learn to regulate their own learning, when something is obscure, but also they should be able to ask questions to clarify themselves. In this sense, children learn the language through conversations. Through dialogues, they can understand and interpret what others are saying, and eventually, they become confident communicators with the help of their parents. So, parents, at this learning stage, must be very patient and support their children by

explaining those new ideas or concepts, because they are the ones, who are always around their immediate environment helping them learn.

Parents should also be aware of their responsibility for making their children enjoy and love learning a foreign language. Many parents speak to their children in different languages. As a result, children can see their parents speak these languages with one another and their parents' addressing them in foreign languages help them move comfortably between cultures. This way, there emerge positive attitudes towards learning different languages. Thanks to their parents, students can learn not only different languages and different cultures but also to tolerate the differences.

In addition, children, who become successful communicators at schools, are the ones who have rich linguistic interactions at home. To support this statement, Pinter (2006:22) gives place to Gordon Well's study (1981), conducted during the years between 1981 and 1985. According to this study, "Good interactions offer corrections, valuable feedback, and supportive encouragement". So, for children to achieve great things at school, they should be continually read, talk and also be free in terms of expressing their ideas when there is an ongoing conversation. All these processes should firstly be learned at home and later on transferred to the school environment.

Apart from this, thanks to learning different foreign languages and different cultures, students' vocabulary base will be enriched much larger; their world views and cultural horizon will enlarge with respect to cultural terms. However, not all children are lucky to be brought up in multi-lingual environments. As an alternative to this deficiency, they come across with different foreign languages by primary foreign language programs, where children should be taught the foreign language by making use of dialogue forms. These forms help learners understand and interpret the foreign language much better. When such circumstances are provided, they can be more open and willing to learn about other cultures and their languages. As a result, children will develop positive attitudes about other cultures and language learning will realize in general.

Learning one's mother tongue never ends and teachers should take into consideration how hard it is to learn a mother tongue for children. They should be aware of the needs of learners, what they can do or say and what realistic language functions they

might gain when they teach the foreign language. So, if the teacher wants to teach foreign language by making use of the child's young age, they would not neglect the students' abilities.

In his book "Motivational Strategies in the Language Classroom", Dörnyei (2001:28-30) suggests "There are certain necessities for motivational teaching in foreign language classes". According to this language classes, teachers should be the ones who help students to develop motivation and the classroom should be a place where students are encouraged and feel themselves happy. Secondly the teacher, who is seen as the most important resource, should discuss the important issues in life such as values, traditions and customs. Thirdly, the teacher should not only motivate their students when they learn something but also they should create materials that ensure them to establish a bond within their lives. As a last step, teachers should be the ones who help students succeed something in life. Apart from this, as Pinter (2006:37) said, "Teachers should carry out stimulating activities that ensure students to be motivated during the lessons". So, to be a successful and effective foreign language teacher, or generally speaking as a teaching partner, the mentioned issues should be taken into consideration.

On the other hand, the language the teachers use in schools is different from the way parents speak to his/ her child. According to Pinter (2006:22), "Teachers use explicit language and in school environment students learn to talk about their past experiences, future plans, or other people's perspectives, i.e. things that are not related to their immediate context". So, they will learn the standard version of the language rather than the dialect they were once accustomed to. They will be able to learn the rules of the language and see that there are different language uses, such as clause types, complex sentences, rules of connecting ideas in speaking and writing. They will learn that there are formal, literary, historic and archaic phrases. Their vocabulary will grow immensely as they learn the spoken and written genres such as stories, plays, letters, descriptions, science reports. They will be able to express themselves much better and as a result they will become cooperative, self-esteemed and self-confident individuals in life. Hence, especially parents and teachers, but generally all partners should know these differences during teaching process of a foreign language.

Also, other partners, especially teachers should help their students make use of self-motivating strategies because in this way, students can be aware of themselves in a constructive manner and, they can become aware of their own mental powers and weaknesses with the aim of doing their best at every turn compared to their former experiences with the language. Of course, teaching language and its culture should not be restricted only in classroom environment. There are also great many responsibilities which the government should take in terms of foreign language education. Hence, Pinter (2006:6) states that “The aim of foreign language education system is to broaden and diversify traditional views of culture beyond the boundaries of nation states”. To achieve this goal, as a big partner, government should allocate most of its resources for teaching a foreign language.

2.6. The Influence of Motivation in Learning a Foreign Language

Motivation plays an important role when learning a language. However, prior to explaining how motivation plays an important role when learning a language, I will initially define what motivation is and what types of motivations learners should have while learning. Concisely, the process of initiating action is called ‘motivation’. It is also known as the process of stimulating people to actions to accomplish the goals. Motivation is not always directly observable. We understand the presence of motivation when we see that people work toward certain goals. It refers to the factors which move or activate the organism. From these explanations, it can be inferred that there are two types of motivations that instigate learners to carry out certain behaviors. These motivations, as mentioned by Rehman, et al. (2014:255), are known as ‘intrinsic and extrinsic motivation’. According to Woolfolk (1998:374), “Intrinsic motivation is the one that stems from factors such as interest or curiosity”. As for Santrock (2005:418), “Extrinsic motivation involves doing something to obtain something else (a means to an end)”. So, according to Rehman, et al. (2014:255), “Intrinsic motivation is a type of motivation that makes students learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture”. Also, for some others, “Extrinsic motivation is a type of motivation that instigates learners to learn the language because of a practical reason such as getting a salary, bonus, or getting into college” (Ibid). As seen afore mentioned explanations, motivation, either intrinsic or extrinsic

are important in terms of learning a foreign language, and they have different effects on students' behaviors.

Extrinsic motivation can be used by teachers for various purposes. According to Ruusunen (2011:12), "They can interest and induce participation in something which the student had no interest. Also, they can be used to motivate students to acquire skills or knowledge". In addition, they can be particularly helpful in situations where a person needs to complete a task they find unpleasant. Apart from this, "They are very important as a source of feedback allowing teachers to know when their performance has achieved a standard deserving of reinforcement" (Ibid). In this sense, making use of extrinsic motivation and also making students extrinsically motivated in language classes is very important, because "Young learners like to have a positive praise and feedback when they do something better in comparison to others" (Ibid). However, the teacher should also be careful when using external rewards as students might get used to it.

In some situations, teen age children or adults can also become extrinsically motivated. According to Ruusunen (2011:12-13), "They learn a foreign language for passing foreign language examinations, getting into good high schools and universities or traveling, living abroad, doing international business or working as a translator". So, learners are engaging in behavior not because they enjoy it all the time, but because they want to get something in return. For these purposes, teachers should make use of external rewards with caution, otherwise students might get used to it and as a result, teachers cannot make the students acquire the behaviors they want to teach.

Having seen how extrinsic motivation influences the learners, it is time to move on explaining how intrinsic motivation affects foreign language learners. Intrinsically motivated individuals perform their activities for their own sake rather than the desire for some external reward. In this sense, the behavior itself becomes a reward for them. Students who develop an intrinsic motivation strive towards a goal for personal satisfaction or accomplishment. So, teachers should motivate their students to work towards a long term reward. Apart from this, learners, who are intrinsically motivated, are persistent while learning a foreign language, because they are able to bear high expenses and make sacrifices in order to achieve their goals. As seen from aforementioned explanations, extrinsic motivation is short-lived and does not make

the behaviors last long. Hence, as a foreign language teacher, intrinsic motivation of students should be instigated. So, for learners to develop an intrinsic motivation, teachers should help learners develop internal rewards, such as learning the language for its own sake. Also, specific positive feedback should be given to them, rather than making them afraid or encouraging them too much on how well they are carrying out. They make learners aware of the fact that external validation is unnecessary. As Rehman, et al. (2014:256) claim “Students should find the willingness and desire to achieve learning the language on their own”. In this sense, teachers should neither set the goals for students nor make them focus on reward. One should not ignore the fact that those who are able to use their foreign language are not the students who are more intelligent or have better ideas, or have better luck; but they are just able to pursue a goal to its conclusion.

2.7. Learning Theories

We see that, teaching a target language to students is not an easy task and there is a great deal of responsibilities awaiting teachers. Since every student is unique, teachers have to make use of different methods and approaches. Even though there are many theories in relation with learning processes of individuals, here I will only try to introduce four of them briefly which are directly related to my thesis. These are Piaget’s, Chomsky’s, Vygotsky’s and Howard Gardner’s Theories.

2.7.1. Piaget’s Theory (Piaget, 1926)

Jean Piaget, who is the founder of this ideology, is the person who was considered one of the leading psychologists of all times. According to him, students learn best when they are interested and actively involved with what they are learning. As Pinter (2006:5-6) mentioned, Piaget suggests “Children construct knowledge for themselves by actively making sense of their environment”. In such learning environments, new things always attract their attention. In addition, conversations between adults and teachers inspire them as they talk through new ideas and thoughts. Children learn best through plays and exploration, and exploring can be carried out either by concrete terms or abstract ones.

Also, according to Pinter (2006:6-10) “Teaching foreign language to children can mean working with very different age groups with different interests and needs”. So, each age group requires different materials, methods and teaching styles. Their needs

and interests should be taken into consideration. He also adds that through careful monitoring and regular feedback, teachers will be able to select appropriate materials that are developmentally appropriate for the given age group in a given context. The activities should make sense to the students, because students understand everything through their logic. If it does not suit their logic, then they cannot learn it. This is largely due to the fact that “Unfamiliar tasks can cause children anxiety and as a result they may perform well below their true ability or not respond at all to the questions or tasks” (Ibid).

2.7.2. Noam Chomsky’s Theory (Chomsky, 1965)

The second important theory is put forward by Noam Chomsky. He is also accepted as one of the leading linguists of 20th century. According to Lust and Claire (2004:15-24), Noam Chomsky's Language Acquisition Theory claims that “Children are born with the ability to learn any language”. The main argument in this theory is that children are born with an innate knowledge which guides them in the language acquisition task. “The children’s ability makes the task of learning a first language easier than it would otherwise be” (Ibid). He believes that “All children are born with a language acquisition device (LAD), located in the brain and composed of the basic language and grammar principles. LAD helps children quickly learn and understand language” (Ibid). In Chomsky's theory, language is acquired naturally through conversations, interaction, and experience. Children then learn new vocabulary from the adults around them and process it through this LAD to form sentences of their own. He believes that “Language learning is not really something that the child does; it is something that happens to the child placed in an appropriate environment much as the child’s body grows and matures in a predetermined way” (Ibid).

Apart from this, Chomsky also proposed the theory of Universal Grammar (UG). He believes that when children learn language, they are able to construct on their UG with the help of their innate capacity. Each human being is equipped with it, and as a result they are able to learn any language they are exposed to so long as the necessary input of the target language is provided. For instance, consider a baby is born into a Turkish-speaking environment; his or her UG makes the baby recognize that Turkish is a language where the word order is Subject Object Verb (SOV) rather than Subject Verb Object (SVO), as for example, for English. So, thanks to their innate acquisition device they are able to make numerous sentences.

2.7.3. Vygotsky's Theory (Vygotsky, 1978)

The third important theory is put forward by Vygotsky. According to Vygotsky, other than the biological side of children's development, social side of children should also be taken into consideration. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. What is meant by social side includes great many areas as Pinter (2006:10-12) notes such as 'the social environment, cultural context, and the influence of peers, teachers, and parents which all have an effect on the learning process of the individual'. Vygotsky (1978:57) believes that:

Everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Vygotsky (1978:57), in his theory also mentions that "All children are unique learners and with the support of a more knowledgeable partner, such as a teacher, a parent or even a peer, children can achieve great things". This support is also known as 'scaffolding', which is a term coined by Jerome Bruner. Through scaffolding, as Pinter (2006:12) explained, "Children can gain confidence and take control of the task once the student is willing and able to". Also, whenever the student feels uneasy about the given task, they are offered immediate and meaningful support. While the student is encouraged with praise, there are also places where their difficulties are emphasized and distractions are avoided thanks to this support. Apart from this, the support should be in compliance with the needs of the students. So, it is up to teachers to make learners stay on track and complete the task.

2.7.4. Howard Gardner's Multiple Intelligence Theory (Gardner, 1983)

The fourth important theory is put forward by Howard Gardner. According to Pinter (2006:13-14), Howard Gardner thinks that "Intelligence had no unitary character; rather it manifested itself in many different ways in different children. These intelligence types are linguistic, logic-mathematical, musical, spatial,

bodily/kinesthetic, interpersonal, intrapersonal, and natural intelligences”. Thanks to these learning styles, teachers can describe the personality of their students; as they can either be ‘careful and reflective or impulsive and interactive’. They can also see that their students are cognitively different, as some of them ‘learn things analytically, whereas others learn holistically’. There may be perceptual differences among children also. Some may understand the lesson through listening, whereas others may either understand the lesson through lots of visual stimulus or they may be just kinesthetic learners.

So, there are always differences among learners. However, teachers are the ones who should make sure each learner’s learning style preference should be taken into consideration. For instance, let’s say a song is being taught to the students. While teaching the song, a great many learning styles can be considered. Initially the song can be sung by teacher or the tape. Learners with auditory preference will excel in this technique. If the song is followed in the book with colorful illustrations, this activity will suit learners of visual preference. If the teacher mimes the actions, sings the song in company with children, the teacher will address the preference of kinesthetic learners. If learning is to become memorable and fun, lessons are to become more accessible for all students. For that reason, by applying suitable teaching methods together teachers should draw on learners’ various senses to make learning process effective.

2.8. Learning Methods

After such concise touches at the learning theories, I would like to move on describing the methods used in foreign language teaching. A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. As Erkaya (2005:2) explained “In the 19th century, foreign languages were taught with the help of the Grammar translation method. Students were made to translate large body of foreign literary texts into their own languages”. Ruusunen (2011:30) extolls this method by saying that “Thanks to this method, learners learn a grammar rule and vocabulary as a bilingual list through a reading section emphasizing the rule”. However, this method was not much helpful for language learners, and it was replaced by other methods, such as the audiolingual method and direct method.

According to Ruusunen (Ibid:30-31), when one looks into ‘Audiolingualism’, it can be seen that “It consists of a dialogue which contains the structures and vocabulary of the lesson. The student is expected to mimic the dialogue and eventually memorize it”. The practicing generally happens in groups, and students have to fill up some drill assignments in order for the pattern to become automatic. In ‘Direct’ method, “Learners try to use their language in every situation in the classroom and it made use of the opportunity of making students guess or work out the rules of the language” (Ibid). In this sense, the teacher got students to provide examples of the target culture and keep them motivated through asking interesting and meaningful questions. So, Erkaya (2005:2) notes that “Thanks to both audiolingual and direct method, teachers emphasize structures and vocabulary, yet step by step, the usage of literary works was put aside”.

Later on, new methods such as Natural Approach, Total Physical Response, Suggestopedia, and many other methods originated. According to Ruusunen (2011:31), in ‘Natural Approach’, teachers devote most of their time primarily to providing input for acquisition. “The teacher speaks only the target language in the classroom and the students can either use their first language or the foreign language and errors are corrected only if communication is seriously impaired”. This method is mostly used among university students and higher school levels. In ‘Total Physical Response’ method, speech is delayed from students until understanding of spoken language has been extensively internalized because they can only achieve understanding through utterances by the instructor in the imperative, yet at some point students will develop an understanding of spoken language (See Ibid). This makes students ready and comfortable to talk. The last method ‘Suggestopedia’ is also helpful for students because in this method, lesson is treated through a review done along with a traditional conversation, games etc. The material is presented in the forms of dialogues and these dialogues are read by the teacher as the students follow the text. While they carry out these activities, they do Yoga breathing in order to reach a relaxed and meditative state. This helps learners feel comfortable in classroom environment.

As it can be seen, all these approaches and many other new methods, which I could not give place to due to the scope of my thesis, have both positive and negative sides on their own. So, when implementing them; teachers should think and choose

accordingly what is best for their students. However, the responsibility of learning the language should not belong to teachers only. Students should also have a lot of experiences with language, and for students to gain such an experience only happens when they read different works of literature and have discussions in the classroom. Otherwise, no matter what approaches teachers use, learners will have difficulty to learn a foreign language.

2.9. Language and Literary Culture

Most of us do not spend time thinking about what the language is. The reason of this is that speaking is as natural as breathing every moment. It is an unconscious action that we rarely notice we are even doing. Even though many definitions of language have been proposed over the years, basically it is a means of communication. As Amberg and Vause (2009:3) state “When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations”. Although those who study language may disagree over a precise definition, they agree that language is a rule-based system of signs. But, language rules are not enforced by any authority. Instead, language rules are conventions. This means that “They come into existence through common practice by users of the language rather than through the imposition of an authority” (Ibid:5).

On the other hand, language should not only be seen as a means for communication, it is more than that. It is an entity that helps individuals connect with his or her family, identity, culture, music, beliefs and wisdom. Through language, we can transmit our history, traditions, customs and folklore to the forthcoming generations. Our culture can only exist if our language lives. In this sense, our language is actually our identity. It is also a means which provides man with the recognition of things surrounding themselves.

McKeon (1946:194), in his work gives place to how Aristotle considers man. According to Aristotle’s point of view, “Man is a rational animal and that what sets him apart, what raises him above the animals, is that he has the ability to reason, and it is very clear that he cannot reason without language”. As Amberg and Vause say (2009:2-3), language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why “Effective

communication requires an understanding and recognition of the connections between a language and the people who use it”.

By means of language, we transmit our values. We would become illiterate if we did not use the language for the purpose of learning the ways of life and the process of thought. In relation to this explanation, as Grenoble and Whaley (2006:45) suggest “Language helps people make connections with one’s cultural past and preserve their cultural uniqueness in the present. It is also a means that makes civilizations grow”.

On the other hand, there is a close relationship between culture and language. One cannot think of language without culture. As language is part of culture, and only through language, can the individual build connections with his nation, carry and transmit culture from centuries beyond to nowadays. This interaction with older generations and new ones starts when the citizens belonging to a certain nation whisper nursery rhymes or other verbal forms of culture in the ears of babies and continue till the person reaches the end of his life. Throughout this period, they are able to form their identities and personalities. So, language serves as a bridge to connect the individual with its nation, and it is seen as the mirror, protector, transmitter and means of expressing culture.

Stalin (1976:20) also argues that “Language arises and develops with the rise and development of a society. It dies when the society dies. Apart from the society, there is no language”. McIver and Charles in their collaborated works (1961:45) put forward the idea that “Man’s relation with the society is so intimate and close that it is very difficult to isolate him from his or her social environment in which he is born, nurtured and grown to be”. Harry Levin (1986:35) believes that “Language refers to the empirical world, and is therefore also social and historical. He does not see it as merely a system of devalued, arbitrary, self-reflexive signs”. As it can be seen, without language humanity cannot exist in the way we know and it is like a backbone of society.

In addition, culture nurtures and enriches language, and language carries out culture to the next generation. For that reason, for languages to exist and prosper, thinking ways and creativity should continually be renovated. Otherwise, it is bound to fade away. So as to instigate individuals’ creative power and way of thinking, nations around the world should give importance to their language and culture. In this

context, I would like to mention about the term called 'Linguistic Relativity' coined by Sapir and Wolf. Their explanations gradually led innovations in language education which is my subject. As cited by Genç and Bada (2015:74), the core of their theory is that "We perceive the world in terms of categories and distinctions found in our native language, and what is found in one language may not be included in another language due to cultural differences". So, words which are composed of different number of phonemes and regarded as simple meaningful unities, actually give life to a nation's culture. In addition, in every word, the culture of a nation may be hidden. Usually it can be seen that culture is determined by language and language is determined by culture and without language, it is not possible for nations to exist.

So, culture is a difficult term to define. Plus, as to Avruch (1998:6) "Culture is a complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society". According to Hofstede and Minkov (2010:5), "Culture is the collective programming of the mind which distinguishes the members of one group or category of people from another". Matsumoto and Juang (2017:16) also describe culture as "The set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next".

When the word culture comes into the mind, everybody thinks culture as literature and the arts. However, the word culture should not be restricted with only these two words. As noted in the previous definitions, culture is a broad term that includes everyday life and behavior of the people, shared patterns of behaviors and interaction, cognitive constructs, and understanding. For instance, culture encompasses our religious beliefs, food choices, what we wear, how we wear it, what and how we speak to one another, our marriages, what kind of music we like to listen, what we consider as right or wrong, how we sit at the table, how we greet visitors, how we behave towards our loved ones, and a million of other things. These are but a few examples.

Apart from these, all cultures are inherently predisposed to change and, at the same time, to resist change. There are dynamic processes operating that encourage the acceptance of new ideas and things while there are others that encourage changeless stability. In other words, while some people accept these new ideas and things,

others may show resistance. In addition to these, as Brooks (1968:207) noted, “Culture is included incidentally or purposefully in many languages and reading texts”. Foreign books we read and films we watch represent the culture of the country where they come from or where it was produced. Also colleges and universities offer different cultures to the students who are enthusiastic about learning a foreign language and its culture. So, people are under the influence of culture as long as they live. Through culture, people are able to learn how social order and individual are influenced from each other and how to react to significant matters of culture such as appreciating comments, perceiving and discovering new concepts that one cannot find or say in his or her language. These are very important issues because through learning the social order of any country and significant matters of their culture, students are able to learn how to use the target language in an authentic way.

After examining the culture in different ways, now I would like to move on to literature and literary culture. As it is understood, culture can refer to the beliefs, customs, values, and activities of a particular group of people at a particular time. Objects produced by a given culture express these values in both overt and unconscious ways. Hence, works of literature are particularly good indexes of these values, in that they often engage the culture in depth. Concisely, literature in the contemporary sense, comprising drama, fiction, poetry, and certain kinds of nonfiction prose, cohered. On the other hand, literary culture comprises all the literary works in that culture and literary culture is formed through networks of institutions that support writing and reading. Harry Levin (1986:32) explains literature and literary culture as follows:

Literature is itself a cultural institution. Literature has always been an institution. Like other institutions, like the church or the law, it cherishes unique phase of human experience and controls a special body of precedents and devices; it incorporates a self-perpetuating discipline, while responding to the main currents of each succeeding period; it is continually accessible to all the impulses of life at large, but it must translate them into its own terms and adapt them to its peculiar forms. Once we have grasped this fact, we begin to perceive how art may belong to society and yet be autonomous within its own limits, and we are no longer puzzled by the

apparent polarity of sociological and formal criticism. These, in the last analysis, are complementary frames of reference whereby we may discriminate among the complexities of work of art.

On the other hand, Herring (1986:30) expresses that literature was generally considered the highest moral expression of culture, and thus worth of being the center of cultural attention. It was often taken for granted that “Literature refers to cultural and moral values in the society that produced it”. Harry Levin (1986:41) also thinks that “Literature is not only an institution of culture but an essential cultural ceremony in which both reader and author take part”. EU Program LANQUA Toolkit (2010:2) also describes literature as follows:

Literature can be defined as written texts with artistic value, including the traditional literary genres of poems, fiction and drama. Literature should also be understood as a social and communicative system. This wide concept allows for a much more empirical description of actions that are being performed in the field of literature, the main four sectors being production, distribution, reception and processing of literary texts and other literary products. It serves as a basis to understand literature as a set of more or less social activities that mostly can be learned and fostered as literary competences”.

So, it is a known fact that literature enhances foreign language teaching through literary materials such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. It is with this last element that literature opens the door that leads to a wider and closer look on the culture where the target language is spoken.

Culture, being an interdisciplinary core, offers several perspectives that foreign language teaching can approach such as artistic discourses, social conventions, and reflexive impacts. It is a wider concept than literature. In this context, it will be considered in terms of its relationship with literature, i.e. as a combination of literature and culture. Thus in the teaching of culture, literature plays important roles: it serves either as illustration or a starting point for the study and mediation of cultural phenomena. It is understood as part of a specific foreign civilization, thus by learning about the social, historical, linguistic and other cultural implementations in

literary texts specifics of the foreign culture are being mediated. Literary and cultural studies give access to historical and emergent traditions of literature, culture and thought. So, the study of literature and literary culture provides us with invaluable skills in writing, thinking and expression. These proficiencies in communication and thinking are powerfully flexible and adaptable, preparing learners both to think creatively and to innovate diverse scenarios. Literature and literary culture teaches us to engage with the past and future and expand our imaginative boundaries. Also, study of them makes us aware of our own distinctiveness.

Literary culture or materials serves students to gain a better understanding of both their own culture and the cultures of others, so relationships can be strengthened. It fosters positive self-esteem and prevents students from feeling isolated, nurture respect, empathy and acceptance among all students, promotes the interaction of children across different ethnic backgrounds. It helps students develop global awareness by introducing them to current cultural issues. When students experience the feelings and emotions of others through literature, they are encouraged to look critically at the world and gain a greater understanding of the global community. It also assists students with their identity formation. According to Brown (2000:247) one of the possible ways of using literary works or literary culture is to teach critical thinking to foreign language learners. He argues with the idea that:

Previously, it was believed that to learn a foreign language successfully; one has only to get the linguistic competence in that language. In other words, when someone has a good listening and pronunciation, a sound knowledge of vocabulary together with a good mastery over meaning of sentences and structures, he has the linguistic competence. However, nowadays it is believed that although it is necessary to have a grammatical competence in a language, it is by no means sufficient. In other words, besides the knowledge of the four issues mentioned above, one needs other aspects of language to be able to claim mastery over that language.

As it can be understood, culture has important roles and it is regarded as a necessity in language classes. According to Chan and Herrero (2010:8), “Literacy pedagogy should be linked with the changing social environment calling for a much broader view of literacy than portrayed by traditional language-based approaches”. At the same time, they state that “We must recognize the increasing cultural and linguistic

diversity, proposing through the use of multi-literacies a fairer social and cultural participation” (Ibid). With such an emphasis on teaching culture, it is clear that there are different ways to teach culture in language classes. Of course, there are situations in which the students, especially foreign language learners, have access to the target culture by literature and literary culture and can learn it easily.

Different ways and methods have been proposed in teaching literature and literary culture in language classes. For example, there are various ways such as ‘using role play’, ‘developing a mental image of the target culture’, ‘celebrating a holiday or festival of the target culture’, or ‘teaching culture through nonverbal communication’. However, Chastain (1988:130) mentions about two general ways of presenting foreign language culture to language students who can have ‘In Class’ and ‘Out of Class’ activities”. As an example of ‘in class’ activities students can act out dramatic activities whereas in ‘out of class’ activities they can write letters to their pen friends about their own culture. So, students can become acquainted with different cultures while learning a foreign language. Of course, each of the above-mentioned ways has some demerits which make its use very difficult at some points. But, one of the best ways to teach foreign culture is through using literature and literary culture. Through different materials of literature students can learn the foreign culture and language in the best way. The themes in literary materials all have a universal appeal and frequently very widely distributed across cultures, so they make ideal reading in language learning process.

As can be seen, language, literature and literary culture are intertwined with one another; they are inseparable, cannot be thought distinctively and they nurture each other. Therefore, linguists and teaching experts think that the use of literary culture in foreign language education will increase the effectiveness and efficiency of education in four language skills. One of the purposes of this thesis is to discuss the importance and the effect of using literature and literary culture in foreign language classes. In this context, I will examine literary materials such as songs, films, riddles, nursery rhymes, tongue twisters, fairy tales, poems, short stories and dramas one by one according to appropriateness to the young learners’ way of understanding.

2.10. Making Use of Literary Materials in Language Teaching

As it can be easily seen from the above explanations, language and culture is closely related, inextricably linked and are best acquired together. Brown (2000:189-190) describes the interrelatedness of language and culture stating that “One cannot separate the two without losing the significance of either language or culture. The acquisition of a foreign language is also the acquisition of a foreign culture”. Teaching language by culture promotes student motivation and engagement that can help overcome past issues of stereotyping and lack of intercultural awareness.

In the past, teachers spent the greatest amount of time and effort on teaching grammatical and lexical components of the language, leaving the culture as the weakest component in the curriculum. Formerly, teachers spent approximately 10% of teaching time on culture, whereas a study conducted by Moore (2006:579-594) found that “At least 80% of the teachers surveyed indicated they were teaching culture more than half of their instructional time”. Although teachers have begun to incorporate more culture in the lesson nowadays, the major concern that remains is finding effective ways for integrating culture and language that prepare the learners to communicate and collaborate effectively in the 21st century. According to Genç and Bada (2015:73-74);

Teaching culture in language classes emerged as a need in 1980's and reached its climax in the 1990's. During the first decades of the 20th century, researchers discussed the importance and possibilities of including cultural components into foreign language curriculum. Also, they claim that “without culture, teaching a foreign language is inaccurate especially incomplete.

So as to teach literary materials, as suggested by Brooks (1968:12) “Teachers should initially select and use course books that include subjects, from history, geography, economics, sociology, information and examples drawn from literature and fine arts”. These subjects should not be separated from foreign language teaching; because they are huge fields that culture makes use of.

To understand the target culture better and to help students get interacted with a community of users who do not speak the same language like them, teachers should teach their learners the target language and its culture by using authentic materials.

Cook (1981:3-7) defines the authentic materials as ‘real examples of language produced by native speakers’. Authentic materials are created or edited expressly for native speakers. This means that most everyday objects in the target language are qualified as authentic materials. These may range from print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. In this sense, everything on the internet and our global community can be authentic materials. As Ahmed (2017:185) argues “Authentic materials are good since they provide cultural information about the target language; they provide exposure to real language; they relate more closely to learners’ needs; they support a more creative approach to teaching”. Authentic materials help prepare learners to the real life communication and motivate them to communicate. In this way, language lessons would become more enjoyable and effective as teachers do not solely stick to grammar and vocabulary activities. So, it is both engaging and interesting to use authentic materials, because learners are introduced to new themes and different cultural ideas.

As usually believed, culture reflects the sociolinguistic aspects of a language, which helps learners understand why people speak differently in various social contexts. So, every social group ranging from families, neighborhoods, nations, and members of any social groups has different ways of using language. Similarly, when delivering their feelings, even two same social groups belonging to different geographical location cannot be alike in terms of speaking patterns, regional dialects, accent and jargon. The reason of this may be, as Lewis (2006:8) thinks, “From infancy, we are not only conditioned by various factors but also we are influenced by the behavior and guidance of our parents, teachers and society”. Also, when revealing his approaches in the same context, Hişmanoğlu (2005:56) noted “Different speech styles like formal, casual, frozen, intimate are used in different social environments such as school, hospital, police-station, theatre”. Due to these reasons, by means of using different literary materials in written or spoken language, a foreign language teacher has the opportunity to prepare his/her students coming from different social groups to real life by taking this approach into consideration.

Whatever value or knowledge is being taught during the childhood training, culture is very significant, as these values form the base of their cultural evaluation. Once children are able to gain the cultural understanding of any foreign language, they

become aware of the fact that the value or knowledge they learn is totally different from their own. Eventually, this situation will lead the students to show reactions. Therefore, teachers should help their students overcome such impediment through making them adapted to the cultures of others. Once they do this, they become more tolerant towards novelties and different arts, and accept their attitudes and values. Actually this is a must for better communication, exchanged views and for more lively cultural interchange.

Through the familiarity with different cultures, the students will be able to learn the culture of the target nation and this will facilitate reading comprehension. So, they will be able to anticipate how other cultures will react or approach us. But there might be a risk of stereotyping when certain generalizations are being made on the national characteristics of the people living in that nation. For instance, as Lewis (2006:xvii) noted, “Finns are called excitable and talkative. Italians are called wooden and loquacious. Americans are considered as cautious. Japanese are seen as charismatic people”. Also, according to Lewis (Ibid), “We cannot say that culture is a strictly national phenomenon, as there may be even differences among the people living in the same nation”. For this reason, teachers should be aware of this diversity while teaching cultural materials and protect their children from stereotyping.

In addition, by means of cross-cultural training, we can learn the humor of other nations. Due to the fact that ‘Germans are serious minded and factual’, they cannot bear American jokes. However, the Americans themselves find their jokes thrilling. Koreans, on the other hand, seem to like everybody’s jokes because they believe in Confucian and Buddhist religions, and these religions necessitate the virtues like ‘truth, sincerity, kindness, and politeness’. They cannot tolerate sarcasm, satire, exaggeration or parody. As a nation in general, as Lewis (2006:13) noted, “They find little merit in jokes about religion, sex and underprivileged minorities; they are also not in favor of sick or black humor”. Few Asians are amused by American or most European jokes. So, as students learn how nations react to different values, issues, customs and traditions, they are attentive to respect and tolerate the differences. Learning different cultures also help learners minimize the culture shock which they come across with when they go to countries and meet with different people.

It is not right to make categorizations in terms of hierarchy of cultures. Sometimes, other cultural behaviors can be considered as irrational, yet what might seem rational

to other cultures may be irrational to us or vice versa. In this sense, as Lewis (2006:xvi) said, “Gaining the knowledge of basic traits of other cultures will help minimizing unpleasant surprises. Also, knowing the basic traits beforehand will give us insights in advance”. Hence, learning different cultures helps foreign language learners be savvy.

Certainly, authentic material selections should also be important according to the age groups of learners. As Genç and Bada notes (2015:75) “Pedagogically, culture influences the choice of the language materials”. This is because while some textbooks provide examples from target culture; other textbooks use source culture materials. The distinction of using two types of materials results from the age of learners. As Cortazzi and Jin (1999:196-219) say “Textbooks providing source culture should be used among young learners, and these types of materials are based on what they know”. On the other hand, “Textbooks providing target culture should be used by teen age children, because they are able to learn things which look strange to them easily” (Ibid). In this context, for teachers to choose appropriate materials depending on their age group is also important.

Moreover, once the learners’ needs and curiosity are fulfilled and appeased, they become motivated as teachers carry out activities that include singing, dancing, doing role play, and making them do a research on countries and people. As Genç and Bada (2015:74-79) said “All these activities help learners respect the authority and the competence of the teacher”. On the part of learners, “The curiosity and interest increase once they find out new things about other countries’ cultures”. Under this situation, foreign language lessons will be enjoyable and attractive for foreign language learners.

So, by broadening their horizons, the students will also be able to gain insight of every subject matter whether they like it or not. For instance, without paying due attention to English politics, according to Genç and Bada (2015:80), they learn the words like “The House of Lords, the House of Commons, The Civil Service, Ombudsman and so on”. In this sense, studying the culture of any language should not be seen as an arbitrary activity. On the contrary, in the century we live in, culture may be taught as a compulsory subject in foreign language education.

Since teachers always stick to grammar books, most of the students today learn foreign language from text books that do not give sufficient place to culture. As a result, the students end up knowing just the grammar of the foreign language without background knowledge of that culture. According to Genç and Bada (2015:79), “Although grammar books are said to provide genuine examples from real life, in truth, they can be fictive as they cannot make students apply those genuine examples in real life”. Besides, “Learning culture would help learners to relate abstract sounds and forms of language to real people and places” (Ibid:74). In addition, “Culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, “It affects the semantic, pragmatic and discourse levels of the language” (Ibid:75). In this sense, culture helps learners enrich their vocabulary because they learn new lexical items and grammatical structures. New lexical items are vitally important in terms of expressing a wide range of meanings during communication. “Pedagogically, it influences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials” (Ibid). So, incorporating literary materials into foreign language teaching curriculum greatly increase the effectiveness of foreign language teaching. Also, “Studying culture gives students a reason to study the target language and renders the study of foreign language meaningful” (Ibid:74).

As a result, studying different cultures gives us strength and tolerance towards other cultural values and mentalities. Through cross-cultural training, students observe, learn and try to understand each other’s worldviews. An attachment to different cultures helps students understand and tolerate peoples’ differences, live together peacefully, offer them to make comparisons among cultures, and it helps them learn foreign languages more easily. Also, it enables individuals to see themselves from a different perspective. By means of culture, ethnocentricity can be overcome in certain cases, as individuals begin to look at themselves from different perspectives. All language skills namely speaking, listening, reading and even writing can increase, as students continually discuss cultural topics in the target language, and thanks to culture, learners are able to transform themselves into a new environment. Attitudes towards the target culture can change, as culture becomes a vehicle of the target culture and language. Hence, teachers, who aim to teach their students a

foreign language, should not ignore culture and it should be included both in curriculum and in the selections of texts. If literary materials are to enter the curriculum of foreign language, foreign language can be learned at the desired level and students can gain numerous advantages.

2.11. Teachers' Role in Transmitting Culture and Language through Literature

In different parts of the world, teachers who had literature education know the importance of literary materials. They make use of reading comprehensions and literary texts so as to make their students use their foreign language a great deal. How they should make use of literary works is an important issue for them, because they are considered as the most important resources which help learners get exposed to the cultural elements of the society, language and its culture.

Teachers begin to realize the importance of literature, as literature helps students deepen their understanding, levels of meaning, and other stylistic features which might not be succeeded that much in other methods. For students to gain such functions, knowing some background knowledge about the topic is necessary, as they help children remember linguistic features of the language much better than those who do not. This is because, when they read something and know the topic of the passage in general, they feel more relaxed. In this sense, what students are good at, how much information they know about the topic, and how much interest they show all affect remembering and retrieving new vocabulary. For these purposes, teachers should learn to carry out various activities by making use of literary materials as cultural literacy is necessary for foreign language teaching.

So, teachers have a great importance in transmitting culture through language and literature. The approaches they select is very important so as to draw the attention of their students and engage them towards the lessons. Before explaining the best approach, which a teacher should choose, it should be emphasized that in today's classrooms, teachers lecture their students with two types of approaches, known as traditional and student-centered approaches. In traditional teacher-centered approach, students do not usually participate in the discussions. So, leading the classrooms is on the shoulders of teachers. Teachers are the ones who lead the classroom. When you look into how teachers practice their profession in their classrooms, it can be seen that the teacher is dominant, whereas students are passive. This situation leads

students to feel uncomfortable, as they do not want to speak. Even if they do speak, expressing themselves does not go beyond word or phrase length utterances. Learners are not able to develop the topics, which their teachers try to initiate in classroom environment. The teachers, on the other hand, do not encourage their students to create interesting sentences. They generally let them use their ordinary and simple sentences. However, this is not the case in student-centered approach. In student-centered approach, the teacher plays the leading role in making their students participate into group works, class discussions, short lectures, writing tasks, and filmed versions of what they have read. Another important factor is that, students should be assigned to read a great number of books, rather than a standard study skills course. This is because, students who read extensively, are not only speedy in reading but also they are able to gain significant number of vocabulary.

In the language classrooms, culture and language should always be the area of interest of teachers. However, the majority of the teachers practicing their profession ignore this fact. As Donato and Brooks (2004:196) note, “Through making use of cultural components of literature, teachers put their knowledge into use”. In addition, thanks to literary texts, students are able to see not only the distinctive nature of literature but also the special uses of language along with decorated diction. They are suitable for language learning because there is an interest and love for its various qualities, which is a human characteristic. So, using different genres of literature frequently offers a great deal of opportunities for developing learners’ skills and language areas (See Pelcova, 2015:9).

The authorities in the field of foreign language education, such as Collie, Slater and Maley proposed significant views within the respect of using literature in the foreign language classrooms. According to Collie and Slater (1987:3), “There are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement”. Making learners acquainted with ‘valuable authentic material’ are important. As Hişmanoğlu (2005:54) said valuable authentic materials can range from ‘time tables, city plans, forms, pamphlets, cartoons, advertisements, and newspaper or magazine articles’. These offer to learners real life contexts including language samples of real-life or real life settings. Also, literary works contain many different subjects they have their own reason for being read with interest. In addition,

they are always up to date and constantly being updated and learners always learn new things. Due to the fact that they are especially written for native speakers, foreign language learners can come across with how native speakers use the language. So, learners who practice foreign language will become experts in using their foreign language. By means of valuable authentic materials, learners are constantly exposed to foreign language and its culture. However, when using 'valuable authentic materials', teachers must pay attention to the requirements of their students foreign language levels, and they should make them familiar with the content.

In the classrooms, language teachers sometimes use literature in order to enrich the culture of the students to improve their comprehension. Every student cannot have the opportunity to visit or have an extended stay in a country within which the language is spoken. Then we can provide them with a chance to read different materials of literature. Through reading literary works of art, learners may feel themselves in an imaginary world. This imaginary world is such an environment where students find themselves in colorful and enchanting settings and readers also can come across with various social and regional backgrounds. So, for such learners, literary materials whether it is a novel, play, short story or poem facilitate understanding how communication takes place in that country. By reading any type of literary materials, readers can experience how the characters feel, think, what they buy, believe in, enjoy, fear, speak and behave in certain circumstances in target language. Besides, the readers can also learn the customs, traditions, and lots of other things that they have. All these factors make up the codes that make up a society as a society. So, if we read the literary materials of the nation which we would like to integrate ourselves with, teachers should offer different kinds of literary products.

The third main criterion which language teachers are supposed to use literature in the classroom is due to 'language enrichment'. While reading, the students will learn a great deal of lexical and syntactic items of the language. In addition, as they read widely, their writing skills will develop immensely, since they come across with different syntax, discourse functions, various possible structures and various ways of organizing ideas. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Since literary texts are

not only rich in terms of authenticity but also naturalness in terms of usage, foreign language learners are able to improve both their cultural and communicative competences.

The last main criterion which language teachers use literature in the classroom is to make students 'personally involved'. As students initiate reading any kind of literary texts, they not only inhabit the text, but also they are drawn into texts, because students like finding out what happens as events unfold via the climax. As students try to find out what happens, they may substitute themselves with the characters in the literary materials. Also, as they precede their reading, they may even share the same emotional responses with the characters in them.

Apart from these four main reasons, according to Maley (1989:6), there are other side reasons that necessitate the use of literature as a powerful resource in the classroom context. These are "universality, non-triviality, variety and interest, economy, suggestive power and ambiguity".

The first criterion is that literature deals with universal issues. In the face of universal phenomena such as death, love, separation, faith and nature, all students react with the same feelings. For instance, if somebody dies in our family, everyone feels sad. Such feelings are also expressed in literary works and all the people would experience the same feelings with the character (See Maley, 1989:12).

For Maley, the second criterion is that literature deals with non-triviality. While reading any piece of literary material, the students question themselves about whether the work is understood or not. Some things may not always be clearly stated. In addition, students keep questioning themselves about the characters' actions. Thus, thanks to literary materials, they also become aware of how characters' actions lead the events into a totally different way if the characters had behaved the otherwise. All these factors should lead both students and teachers to think literary materials should not be trivialized. Everything that makes up the literary work is important not only for sake of the author, but also important for all humanity because any type of literary work we read usually offers both genuine and authentic inputs, if not fiction.

The third criterion is that literature provides its readers with various subject matters and it interests learners in such subjects like language of law, of mountaineering, of

medicine, of bullfighting, of church sermons, and nursery talks. So, Maley (Ibid) suggests “It is in fact a battery of topics to use in foreign language teaching”. In this sense, literature serves as a subject matter because there are various themes in literature. Thanks to this variety, students can write an interpretation or an analysis related to the literary materials they are reading.

The fourth criterion is economy and suggestive power. According to this criterion, with simple phrases or words, literary works make us contemplate more about what is implied rather than what is said. In this sense, literature expects us to surpass our limits in terms of understanding because through a few words many ideas can be expressed. So, literature is ideal to generate discussions in different subjects.

The last criterion is ambiguity. According to this criterion, when a person reads any literary works of art, he/she interprets subtly different meanings, because no literary texts can be interpreted in the same way by two readers. In addition, it is not so common for readers to meet at a convergent interpretation. As it can be seen, if the literary works are used effectively in foreign language education, teachers can teach a foreign language and the culture of that language more effectively.

2.12. Problems Faced When Teaching Literature and its Cultural Genres

Having seen how important literature is in language education, now it is time to explain some of the problems encountered by teachers teaching foreign language through literature. Some foreign language teachers do not even resort to literary materials because they have some concerns about using and integrating them into their foreign language lessons. The first visible cause stems from the fact that some teachers do not select appropriate literary texts for their students and the books they choose are not relevant with their needs. The second cause may depend on students, as they do not want to read the selected literary work because the literary work may not motivate them. Students’ cultural background may not be adequate to understand, and lastly, students’ proficiency level might not lead him to understand the work, as the literary work may not be appropriate for students to understand. So, any literary work of art should initially arouse the interest of the learner, and when it is read by the students, they should develop a positive and strong response towards the text they are reading.

While reading, readers should get great pleasure not only when they come across with their own thoughts or situations being illustrated, but also when their same thoughts or situations are presented by a completely new perspective. For this reason, selected literary subjects should address students' feelings, age and interests, be up-to-date and lead to long-term behavioral changes. In addition to language learning, it is also important that students learn non-language information about life. Such information is called extra-linguistic information. It essentially means any knowledge one possesses that is outside knowledge of the language such as world view, culture, ideology, health, sports, etc. Hişmanoğlu (2005:57) supports this idea by saying that “Literary works’ valuable effect upon the readers’ linguistic and extra linguistic knowledge is more likely to be long term and valuable”. For this reason, literary works used in education should be selected in a way to contribute to the learning of other extra-linguistic subjects as well as in terms of linguistic teaching.

The current teaching materials are, in general, not culturally adequate enough and this may alienate learners and instigate them to develop negative attitudes towards learning foreign language. These materials do not meet the needs of the learners of foreign language at the desired level. Also, the level of some teaching materials are higher than the level of students; a matter which frustrates many students and reduces their motivation. Irrelevant topics may cause the learners to lose interest in learning foreign language. Content of the book is usually so comprehensive that it may not be covered in a semester or a year. This may disturb teachers and embarrass them before their administrators and parents (See Fareh, 2010:3603). So, the expected competencies and outcomes may not be reached as identified in advance. As a result, it is considered that teachers can be more effective in achieving their educational objectives if the materials used in foreign language education are developed in terms of content and visual.

As everybody agrees, teachers play a vital role in the teaching and learning process and they are one of the major pillars of success. The role of teachers can be briefly summed up as follows: They are the main decision makers at the classroom level. They are the ones who decide, shape, and modify the curriculum in accordance with the classroom reality. They can make learning more meaningful, enhance learner' motivation and provide better chances for learning. They create interaction in the classroom, attract learners to language learning by establishing good rapport with

them, support textbooks and handle their defects. And lastly, they can provide instructional support for foreign language learners in all language skills and can diagnose problems and offer suggestions to remedy them (See Ibid).

Although teachers are important in the teaching and learning process, it is evaluated that there are some shortcomings in their qualifications. Even though all of the foreign language teachers are bachelor degree holders, I think that foreign language level and pedagogical knowledge of teachers are not given the desired level of importance in the recruitment process. On the other hand, the level of foreign language knowledge of the paid-teachers is not at the desired level and most of them do not have pedagogical trainings. This problem may lead most of the teachers to use only one method, mostly the Grammar Translation method. So, teachers mostly give importance to meanings of lexical items or phrases one by one rather than making the students understand any type of literary work as a whole. Also, from time to time, some of the foreign language teachers are not able to choose the correct material for their students in terms of their needs, expectations, interests, and language level of the students. In addition, a great deal of class time is run in Turkish language. According to Fareh (2010:3602), "Such a practice minimizes the time of exposure to foreign language and thus the learning outcomes will not be adequately accomplished". Therefore, it is understood that some foreign language teachers do not possess the desired level of necessary background for foreign language education.

Teachers are preoccupied with great workload; hence they do not have enough time to organize themselves for innovation. Some of them lack of theoretical knowledge about educational innovations and the process of their development. Some of the teachers lack of confidence in their abilities. Their managers and colleagues do not support them at the desired level (See Savina, 2015:2608). So, teachers are not innovative enough at the desired level in preparing proper and suitable teaching materials for their students. When they do not use their creativities, the lessons do not go beyond a monotonous activity. Hişmanoğlu (2005:53) expresses this situation by saying that "There is lack of pedagogically-designed materials that can be used by language teachers in a classroom context". Therefore, it is important to develop teachers' creativity and innovativeness in order to increase the effectiveness of foreign language education. Thus, they learn how to use proper teaching methods

and approaches, materials and adjust the curriculum in accordance with the needs of students and teaching objectives. So, nowadays, teachers are always expected to be creative.

2.13. Young Learner's Way of Understanding

As it is seen in the previous explanations, taking learner's needs into consideration is very important. Recently, teachers are beginning to give more importance to making use of literary works among all age groups. But young learners' and teen age learners' way of realizing literary works cannot be same due to the differences in the biological side of children's development. Depending on the age group, students' perceptions, interests and understanding vary.

Most of the time, young learners are energetic and physically active, and teachers generally judge their students on the fact that they are hyper-active, too talkative, and cannot sit still. Their attention span is very low. Therefore, it is up to teachers to harness their energy. (See Shin and Crandall, 2014:26) For this reason, teachers should select appropriate literary materials and use them at appropriate times, taking into consideration the students' psychology and perception status. On the other hand, teachers should not overlook the fact that young students can easily be distracted. For this reason, teachers should use appropriate methods and activities in order to draw their attentions back to the lessons.

As is known, young learners' attention spans are quite short and they focus their attention on the subjects they are interested in. According to Shin (2006:4), "As children get older, their ability to concentrate for longer periods of time increases. So, for students ages 5-7, you should try to keep activities between 5-10 minutes long. Students ages 8-10 can handle activities that are 10-15 minutes long". Therefore, teachers have to make the learning environment fun, capture students' attention with brightly colored pictures, photos and posters. They have to use audio-visuals like songs, TV shows, movie clips, and YouTube videos. (See Shin and Crandall, 2014:29) For this reason, teachers should evaluate the attention spans of young learners and have to properly adjust the usage time of literary materials.

When we look into young learners, it can be seen that they learn the language holistically. Holistic learning relies on the principle of interconnectedness and wholeness. It is a process for learning more effectively. According to Young

(2006:8), “It is basically the opposite of rote memorization. Instead of trying to pound information into your brain with the hopes it will simply fall out when you need it, holistic learning is the process of weaving the knowledge you are learning into everything you already understand”. Young learners see language learning as a whole. In this sense, the teacher should select literary works that include concrete language forms rather than abstract ones. Otherwise, they mean nothing for young learners, as they are not biologically developed for such understandings.

Young learners do not learn the language through explicit grammar explanations. It is important for teachers not to teach foreign language through grammatical terms and rules. As Krashen and Terrell (1995:55) state “Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning”. In this sense, due to the fact that young learners are good imitators, they should make young learners become aware of the grammar by repeating and recycling new language. They learn foreign language in a meaningful way. So, teachers should make their students get plenty of meaningful exposure and have lots of practice.

Young learners, at this age group have great amount of self-confidence in themselves, and they are not afraid to speak out and participate in the activities the teachers perform as in-class activities. They are spontaneous. Young children always ask questions, as they are curious. So, teachers should always try to instigate their learners’ curiosity by introducing interesting topics via literary materials.

Also, young learners are ego-centric and can relate new ideas to themselves, their native culture and surroundings. In this sense, they are keen on personalizing new information and language. Acrostic poem, for instance, are loved by younger ones, because this poem type is all about them. They enjoy this type of poems because they not only find the opportunity to practice such as new vocabulary, and adjectives, but also they are interested in relating the poem to themselves. (See Shin and Crandall, 2014:31)

Young learners are more social compared to teen age learners. They are fond of learning in an interactive way. They are into engaging themselves in different cooperative activities. According to Shin and Crandall (2014:31), these may range from “student-student in pairs, students-students in groups, teacher-student, one on

one, and teacher-students with whole class”. As they are not self-conscious, they are not inhibited while learning a foreign language. They do not feel embarrassed when they make mistakes. They are not concerned with how people judge them. These kinds of emotions create an excellent learning environment and teachers should benefit from it efficiently.

Young children learn best when they are actively involved in what they are doing. As Confucius said, “I hear, and I forget. I see, and I remember. I do, and I understand. This is particularly true for young learners” (See Shin and Crandall, 2014:32). For this reason, teachers should provide young learners with effective learning opportunities by using different types of literary materials.

Young learners are in need of support and scaffolding by the teacher. Teachers, on the other hand, should create interest in the task they assign their learners. If it becomes difficult on the part of their learners, they should break it down into smaller tasks for the fear of making them frustrated over the task they are doing. In addition, they should model the task they assign for their learners and also cater to different learning styles and multiple intelligences as mentioned earlier. They should also make them find out the right answer through hints, by doing so; teachers are able to create a comfortable classroom atmosphere in which students can succeed.

Young learners are fond of using their imaginations and they enjoy make believe. They are thrilled by stories that include fantasy and imagination. Therefore, they would like to engage themselves with activities that draw upon their creativity. For this purpose, teachers should make them retell the stories through puppets, make them role play the characters they like, draw their own pictures about the story their teachers have told in the classrooms. (See Shin and Crandall, 2014:28)

Apart from this, young learners can only learn a language if they are enjoying the lessons. So, the texts which they read must be appropriate for their comprehension level. Also, the messages in the text must be meaningful for them, because they learn the language without being aware of the language forms. So, it can be inferred that young children can grasp the language without being aware.

Lastly, they can easily accommodate with the new language’s phonological system because they are susceptible to the sounds and the rhythm of the new languages. For that reason, teachers should select enjoyable activities that ensure them to copy new

sounds and patterns of intonation. Therefore, when teaching young learners, teachers should select proper materials of literature. As can be seen, thanks to the literary materials, they offer teachers a wide range of opportunities for effective foreign language education and teachers should use these opportunities efficiently.

2.14. Types of Literary Materials that can be Used for Young Learners

After these explanations, now I will examine literary materials such as songs, nursery rhymes, riddles, tongue twisters, fairy tales, poems, short stories, drama, and films that can be effectively used in foreign language education. If these types of literary materials are used for young learners in foreign language education, it is evaluated that the efficiency of foreign language education will be increased.

2.14.1. Songs

Throughout childhood and adolescence, emotions are rising and building, making life difficult. Many children have a hard time with sharing their feelings with others, and that is how music becomes their escape from the difficulties they are facing. According to Roberts and Christenson (2004:400), “Most young people use music as motivation and to control their mood and enhance emotional states like loneliness or distraction from their troubles”. Music can explain how a person is feeling at a certain time as it sometimes acts as a mirror to the soul. One study revealed that English as well as American adolescents, listen to music in an attempt to satisfy social and emotional needs (See Tarrant, North and Hargreaves, 2002:166-173). Usually people can relate to music through the lyrics, as most songs are about things that people experience in life such as love, pain, joy, loneliness and happiness. Campbell, Connell and Beegle (2007:228) state that “Many adolescents see song lyrics as sources that carry messages to reassure them that they are not alone in the world and that other people have gone through similar things that they might have experienced”. Therefore, it is clear that music is often healing and may be used as a teaching tool effectively.

When learners sing songs, they do not just find themselves in the rhythm or action, they improve themselves in terms of language skills, vocabulary and word understanding, and as they learn new vocabulary, they may learn new words or ideas. In addition, through constant repetition of songs, where learners become aware of rhythm, patterns of words and chunks become salient. In this sense, their readiness to

learn the language starts at a very early age if students are taught foreign language with music. Songs evoke memories and express emotions. Many children love music and singing, therefore songs and music can be fantastic tool for teaching foreign language.

Songs, which are probably accepted as one of the most entertaining elements of young children's literature are loved and greatly enjoyed, because music is an integral component of every individual's lives during infancy. Harmer (2001:242) expresses the importance of music in foreign language education as follows:

The reason why songs have such importance in their lives is that we start to identify rhythm and even move to the beats of music. Songs cannot only help learners to identify a certain rhythm or pattern, but also they improve their multi-sensory development.

One of the best ways to learn is learning by doing and living. Learning a foreign language by singing is a good example of this kind of learning. Dr. John Medina (2014:171), in his book called 'Brain Rules' claims that "The more a situation becomes multisensory for learners, learning abilities are increasingly optimized". So, students learn the language better when there are a lot of processing included in the activity which leads students to use all of their senses. When students accompany the songs they learn with actions, their sensory development reaches to its full extent, because songs bearing action address to all our learning styles such as musical, verbal, visual, and physical, children easily remember what they have learned previously.

On the other hand, the theory of 'multiple intelligence' developed by Howard Gardner provides nine different potential pathways to learning. These are language, logical/mathematical, visual/spatial, bodily-hands-on/kinaesthetic, naturalist, musical, interpersonal, intra-personal and metaphysical. According to Sreenidhi, Helena and Murphy (2017:203):

All human beings possess all nine intelligences in varying degrees. The nine intelligences may operate in consort or independently from one another. To achieve an edge in learning, an individual can leverage that intelligence where he/she shows strength so as to develop in the area where they may have a challenge".

As it can be understood, a person who is exceptionally skilled in music can learn a foreign language effectively by listening or singing a song. For this purpose, teachers have a chance to improve students' foreign language skills by using songs. We can turn a song into a poem to improve reading skills. Coffey (2000:31-34) supports this idea by saying that "Teachers can make their students transform a song into a poem to connect song with the reading skill".

Songs can also be used to improve students' writing skills. In this context, the teacher may ask students to describe the character of a song or to write a story about the song or to write a completely new story about the song. Saslow, Asher and Notapietro (2007:23-25) support this idea by saying that "Teachers can make students write a letter to one of the song's character or write a story based on the songs. It is also possible to use a song which talks about something that make students reflect and have a critical view of that, and then ask them to write an essay".

Below is an example from a song called Oh My Clementine composed by Lee Hays, Fred Hellerman and Ronnie Gilbert. Teachers may ask the students to write a poem after listening to this famous song. Also, they may ask comprehension questions about the characters of the song, and to write a letter to one of the character in the song.

OH MY CLEMENTINE

In a cavern in a canyon

Excavating for a mine

Lived a miner forty-niner

And his daughter, Clementine.

Oh, my darlin', oh my darlin'

Oh, my darlin' Clementine

You are lost and gone forever

Dreadful sorry, Clementine

Light she was, and like a fairy
And her shoes were number nine
Herring boxes without topses
Sandals were for Clementine

Oh, my darlin', oh my darlin'
Oh, my darlin' Clementine
You are lost and gone forever
Dreadful sorry, Clementine.

By means of songs, students are able to encounter with rhyming words. Through rhyming words, Pinter (2006:67) says that “Students are able to recognize analogies below word level to help them work out how to read and write words. For example, consider a song that includes rhyming words as follows: c(at), b(at), m(at), s(at), p(at), h(at)”. Thanks to these rhyming words, they are not only able to become aware of what the concepts of onset or rime come to mean, but also they are able to learn that some groups of words are pronounced in the same way. In this sense, songs can be used to teach any new words. Also, on the other hand, while students listen to a song, they can realize the sound of the words, the stress in words and other aspects of pronunciation. Apart from this, songs can also help students become aware of the simple and repetitive nature of songs, which enables them to learn a great deal of words and chunks. In this respect, songs can ensure children to remember a word and try to say it in true context. Below is an extracted example of the song named ‘Rich Girl’ which has repetitions and composed by Gwen Stefani.

RICH GIRL

All the riches, baby, won't mean anything.
All the riches, baby, don't bring what your love can bring.
All the riches, baby, won't mean anything.
Don't need no other, baby
Your loving is better than gold, and I know.

There are many ways to develop students' listening skills, using song is one of them. According to Moreti et al. (2009:98):

Listening skill can also be developed through a gap filling exercise because students firstly have to listen to the song, and write what is missing in the lyrics. Also, through listening skill, songs can help in the process of the study of pronunciation”.

Below is an example of a song named 'Home on the Range' by Frank Sinatra. Teachers firstly make students listen to this famous song then make them complete the missing words.

HOME ON THE RANGE

Oh, give me a home, where the buffalo ...,
Where the deer and the play,
Where is heard,
A discouraging,
And the skies are not all day.

Songs can also be used to develop the speaking skill. According to Moreti, et al. (2009:98):

To do so, it is possible to promote this communication through a debate about a song that brings a polemic theme which may divide people in different and controversial points of view so that they can talk about the topic.

Apart from this, what students enjoy doing affects the process of their learning, and when students enjoy doing what they like, such as including all their senses and actions to the song, their self-esteem and self-confidence develop. Once their self-esteem and self-confidence increase, they are able to cooperate with each other as well as their teacher in a much easier way. This leads them to learn a foreign language effectively and to have good social skills in the society they are living.

2.14.2. Nursery Rhymes

Foreign language teachers use or have used nursery rhymes for different teaching purposes. By nursery rhymes a large part of the lyrics can easily be remembered.

Murphey (1992:770-774) thinks that “They may be exploited as effectively as any other text. They can be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, and the different skills of listening, reading, speaking, writing and translation”. Being a combination of music and language, nursery rhymes have innumerable virtues that deserve attention. According to Larsen-Freeman and Long (2000:147) “Their richness in culture and themes, their idiomatic and poetic expressions, and their therapeutic functions make them a flawless tool for language teaching in education”.

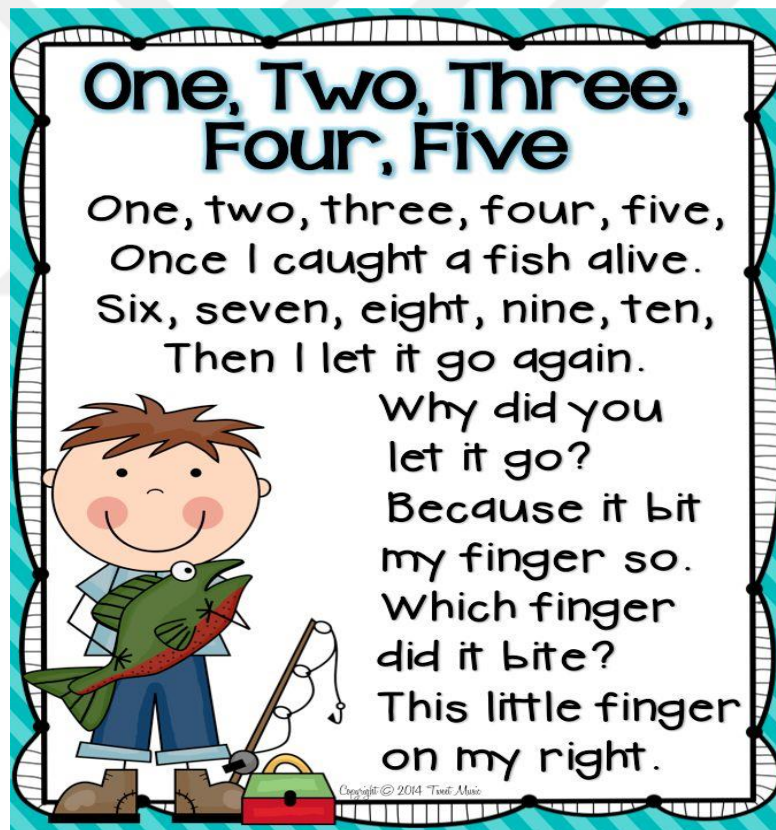
Teaching rhymes to the students may be beneficial for them both inside and outside the school. It provides an excellent opportunity to increase the skills of students in the area of foreign language through the follow-up activities of writing, reading, or practicing the skills taught in class. They have a great place in the field of foreign language education because they allow students hear vocabulary in a way that attracts their attention. They not only facilitate children’s language memory skills but also pave them to become successful readers.

Use of nursery rhymes in the teaching of foreign language is undoubtedly very natural. As human beings, we have a special ear for music. If we try teaching alphabets to a child, we will realize that the child picks them up faster and hence will memorize them better. They are a form of language that uses tones and rhythm. Language and music are known to have similar communicative modes. According to Peacock (1997:151), “They are aurally and orally transmitted, they both contain phonetic, syntactic and semantic components and they develop early in life as social interactive media”. Nursery rhymes, like songs produce a positive feeling; children may not understand all the words in the rhyme or song, but they do not feel inhibited to sing or act it out by themselves. In addition, Eken (1996:46) states that “Many educators report success using music as a warm up and relaxation tool, as a background for other activities, and as the inspiration for writing activities”. In this sense, nursery rhymes positively affect language accent, memory, grammar and vocabulary as well as mood, enjoyment and motivation.

Students encounter through nursery rhymes with words that they would never use in their everyday languages. Since they are short and easy to repeat they aid foreign language learners in speaking out their first sentences. Traditional nursery rhymes are also beneficial in terms of teaching students the rhyming words. Apart from this

advantage, nursery rhymes also provide students to gain literary techniques such as onomatopoeia¹, alliteration² without being aware of them at an early age. These lead students to improve their listening and speaking skills.

Nursery rhymes are also beneficial in terms of developing students' listening and speaking skills. Nursery rhymes help learners to become familiarized with the sounds that vowels and consonants make. Also, thanks to nursery rhymes, pitch, volume, voice inflection as well as the rhythm of language is learned. According to Phillips (1993:108), "Rhymes and songs are taught to practice the sounds, rhythms and stress patterns of language". Teachers should make the best of using rhymes and songs to motivate students. As it can be seen in this nursery rhyme below, a student can become aware of the rhyming words such as 'five and alive', 'go and so', and 'bite and right'.

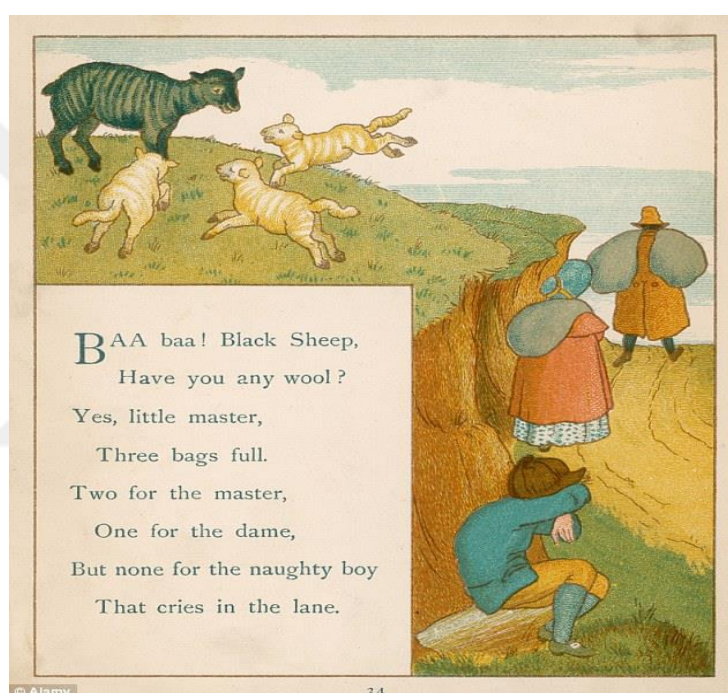


¹ Onomatopoeia implies an imitative-driven transformation of a sound of nature into a word like ouch, wow, buzz, boom, etc.

² Alliteration happens when words that start with the same sound are used close together in a phrase or sentence like "Big brown bears bought bigger book. Little Lily Lovelace loves Lulu's look. Peter Piper's pet pig prefers Pam. Josh and Jonas juggle, jiggle, jerk, and jam." Extract of song named 'Alliteration Song'

On the other hand, nursery rhymes can also be used to improve students' writing skill. For instance, through the nursery rhyme 'Baa baa black sheep, have you any wool, yes sir yes sir, three bags full', learners can learn the history of United Kingdom and can write short sentences that depict the song and have a cultural understanding of the country they are to learn. So, teachers should give place to introductory pictures of the nursery rhymes to tell a story.

Below is an example of the picture of a nursery rhyme 'Baa Baa Black Sheep'. In the picture, the student can infer that England's economy is based on farming and agriculture and deduce that children had been punished for his/her bad behaviors.



Apart from developing students' all four skills, nursery rhymes also help young learners to develop themselves in other aspects such as cognitively, physically, socially and emotionally. Cognitively, nursery rhymes are also helpful in making students memorize and remember the words easily. Since there is a story in nursery rhymes, children realize that there are orderly events happening in a sequence as they have a beginning, middle and an end. Once they understand how a story in a nursery rhyme is fictionalized, they will be able to understand how to create stories on their own. Only when children learn to sing nursery rhymes by heart, can they begin to use their simple math skills, as nursery rhymes mostly make use of numbers, counting and other math words that children need to learn.

Physically, nursery rhymes are very important for young learners because when young students try to produce different sounds by combining vowels and consonants, their mouth and tongue muscles develop as they try to produce different sounds in the nursery rhymes. Socially, nursery rhymes help young students to become social beings and by acting out nursery rhymes in front of other people, they are able to gain self-confidence and self-esteem. In addition, while they act out the nursery rhymes spontaneously, they also help learners to develop their cognitive skills, and lead them to become imaginative and creative beings.

Emotionally, nursery rhymes are helpful for students, because thanks to nursery rhymes and songs they can retreat to them when they feel lonely, sad, or bewildered by their world. For instance, if a child is away from his or her mom or dad and feeling alone, they can call upon a song they shared and be reminded of the times and the feelings they had when they sang it together. Just like their mother and father do when they were little babies, teachers can also provide this safe and secure bond for their students through supporting their student's singing the nursery rhyme.

2.14.3. Riddles

Having seen the importance of songs and nursery rhymes for young learners, it is time to move on to riddles, because they also have great importance in making students acquire a foreign language. In folk literature, riddles play a very important role. They represent the vast experience of folk-life in general words. They not only involve a special kind of mysterious excitement, thrill and entertainment but also help them enhance their knowledge.

The answer of every riddle is hidden within its jumble of words. This is because riddles are an astonishing statement related to any object, whereas the name of the object is not given directly, it is present there mysteriously. When a person asks riddle to somebody and if the person who is listening the puzzle is clever enough then he can easily find out the answer within the riddle. So, riddles are useful to test our intelligence. They help to develop mental alertness and the capacity of observation. Souza (2007:56-57) states that "Riddles typically portray cultural transgressions which the students would need to perceive to be able to understand a riddle". He maintains that "If a person does not understand a riddle, it is either due to

lack of linguistic knowledge or knowledge of the world” (Ibid). Hence, teachers need to fulfill their needs so as to make his/her students understand the riddles.

Riddles require more ingenuity and critical thinking to solve it. Besides, riddles also foster a sense of excitement about words and motivate students to be interested in playing while learning. They have rules that must be followed by every player. They arouse self-confidence and creativity of the players. By using riddles students will be able to learn the target language unconsciously and they learn some new words without any stress. To solve the riddles requires higher level of critical thinking skills which are often overlooked in language learning, especially in the early stages of language acquisition where a significant amount of time is devoted to memorization and repetition. Riddles not only ask students to think logically and creatively, they are also a fun challenge for students, who will be motivated to solve the clues in riddles.

Teaching vocabulary through riddles is an effective way. In teaching vocabulary, riddles are recommended because they can provide interesting and enjoyable materials of literature in teaching and learning process. Teachers should be more creative and innovative to develop teaching technique in order to create an interesting class atmosphere. In addition, they should also be very careful when presenting a riddle in the classroom, because students might not be ready to take in. For this purpose, teachers should think of activities when they present a riddle in class, such as pre-reading, while reading and post-reading activities to prepare students to understand the riddles in the class. If teachers carry such activities, students in the class will eventually get the feeling that they are learning foreign language and other cultural aspects while having fun at the same time. So, students find the opportunity to discuss the cultural aspects which may not be inherent in their own culture.

Riddles are also recommended by experts on account of the fact that they help young learners to improve not only their thinking ability and creativity but also their reasoning certain things in a more careful way. Once they are able to reason, students learn a great deal out of riddles and their problem solving capacities develop. Apart from this, riddles should be also catchy and help teachers grab students’ attention. Teachers should also choose riddles that are short, precise and easy to read and understand. Students become more motivated to learn riddles and the way language

is presented. So, if students indulge in what they do, they become keener on reading longer works of literature. In this sense, riddles are not simple sentences. They have great importance for language learners to comprehend and laugh at it or at least smile at it when they find the answer.

Last, but not least, riddles can develop students' vocabulary and increase the ability to understand the context. This factor leads students to improve their mental state in more ways than one can imagine. They also give words a great deal of meanings which make it easier for children to remember and use words. In addition, through riddles, students can improve their speaking skills. This is because learning and sharing their knowledge about riddles also allow them to interact with each other in a constructive social way. As seen, riddles have important place in foreign language education to improve learners' receptive and productive skills.

Below is an example of a riddle. The teacher or one of the students will ask a riddle to the other students and wait for their responses. If the answer is correct, the teacher or the students move on other riddles in turn.

It is true.

I have both face and hands. And move
before your eyes. Yet when I go, my
body stands. And when I stand, I lie.

(Answer: A Clock)



The teacher may also give out of class assignments to make their students' own riddles. It is very important for learners because it enhances their critical thinking and language learning. This worksheet enables learners to make up their own riddles such as 'It has legs and a tail, but it has no wings or teeth. What is it?' (Answer is a frog)

	CAT	FROG	CHICKEN	FISH	SNAKE
FUR	X				
FEATHERS			X		
FINS					
LEGS					
TAIL					
BEAK					
TEETH					
WING					
IT WALKS					
IT FLIES					
IT CRAWLS					

2.14.4. Tongue Twisters

Tongue twisters represent the component of a culture and a literary work of oral tradition. They can also be used in teaching foreign language to younger students. Not only are they used for didactic purposes, but also they can be used in terms of entertainment, usefulness and relaxation. In this sense, they are funny and make students feel comfortable in classroom environment.

Tongue twister is a sentence or a phrase that is intended to be difficult to say, especially when repeated quickly and often. They are an alternative way of teaching pronunciation optimally to avoid conventional and boring way and enjoyed by children and adults alike. Sitoresmi (2016:590) defines tongue twister as “A text that features or a combination of sounds that are extremely difficult for the mouth and, of course, tongue to control”.

Tongue twisters activities are aimed to consolidate sounds students have learned by creating a game like atmosphere for practice. Children love tongue twisters and challenge their friends to try to say them fast several times in a row. Tongue twisters are a fun way to work on one or two sounds at a time to get the pronunciation just right. Learners should start by saying the tongue twister slowly, and then try to speed up in time. Once they begin to say a tongue twister correctly, they should be encouraged to say it twice or three times in a row for a bigger challenge.

It is essential to include tongue twister that highlight particularly problematic minimal sound differences e.g. pronunciation of /f/ and /v/; /s/ and /š/; /f/and /θ/. Despite the difficulty, especially for foreign learners, tongue twisters are helpful to learn many minimal pairs. In other words, the tongue twister sentences are very interesting

because they consist of many similar sounds but usually different in their written form and meaning. Practicing ‘She sells sea shells on the sea shore’ for example, can help students distinguish phonemes /ʃ/ and /s/. Foreign language teachers usually use this type of tongue twisters in order to improve their students’ pronunciation. This technique is very effective because students do this by studying, practicing and enjoying the pronunciation of the foreign language words. Moreover, some tongue twister sentences are humorous and having amusement values such as “The big black bug bit the big black bear, but the big black bear bit the big black bug back!”

Tongue twisters are beneficial in terms of improving students’ speaking skills. Their speech development, pronunciations and fluency improve. They aid students in building up their unused muscles so that they can speak out the sounds correctly. Thanks to tongue twisters, students get the opportunity to practice difficult sounds such as certain vowels, consonants, diphthongs, long and short vowels by repeating and contrasting them. Santovac (2009:160) states that as they offer repetition of a sound, or a group of sounds, along with the stress, rhythm and intonation of natural speech, “They are not only perceived as a potentially ideal pronunciation exercise but also they are accepted as one of the greatest materials that can be brought to classroom environment” (Ibid). In addition, by means of tongue twisters, learners are also able to see the concept of alliteration without knowing the use of it deliberately due to the fact that they help students notice little differences between the pronunciations of different letters. This also leads them to improve their listening skills.

While implementing tongue twisters in classroom environment, a teacher has to pay attention to the fact that their students pronounce words correctly. To improve their pronunciations, appropriate tongue twisters should be chosen not only for students who speak correctly, but also for students who have a tendency to slur sounds together. In addition to this benefit, Celce-Murcia, et al. (1996:9) point out that “Nowadays, they are also used as a technique by teachers for correcting speech of young learners”. However, when making use of tongue twisters, teachers should take young learners’ readiness into consideration when they speak out these tongue twisters in class because school environment is often prone to condemn making mistakes. This is largely due to the fact that, their classmates at the classroom make fun of him/her while he/she tries to read out aloud the tongue twisters in class. This

situation may lead young learners to either get embarrassed or feel upset. In order to overcome this situation, learners who try to read out the tongue twisters may laugh just like others. As a result, they try not to engage themselves in reading out tongue twisters aloud for the fear of making mistakes.

Tongue twisters should also be selected appropriately in accordance with the level of their language proficiency. In addition, teachers can also make their students create their own tongue twisters through questions what, where, when and why. When creating their own tongue twister, students should also begin by adding their names. “Bob bought a bike in Bali on his birthday because he was bored”. This way, tongue twisters not only aid students’ personal involvement with the tongue twisters, but also their learning new words become long lasting.

On the other hand, tongue twisters should be sensible for young learners. As Cameron (2001:19) states “Children actively try to construct meaning”. So, if they cannot find logic in them, they cannot construct a meaning. Apart from this, only tongue twisters that make sense for learners aid them in learning new vocabulary. If they do not know the meanings of the words in tongue twisters, they will try to look them up in the dictionaries, and as a result, they will get more accustomed to using dictionaries.

Tongue twisters have various levels of difficulty. So, a teacher should select an appropriate type of tongue twister based on the age and ability of his/her students. In addition, teaching pronunciation to students is not an easy task for teachers. Although they have taught their students the correct pronunciation for many years ago, most of the students still have difficulties in pronouncing. Therefore, a teacher needs to find a good way to teach pronunciation. Below are some examples of tongue twisters taken from Rohman (2016:26) which can be used in the classroom:

EXAMPLES OF TONGUE TWISTERS

Can you can a can as a canner can a can?

Six sleek swans swam swiftly southwards.

A big black bug bit a big black dog on his big black nose!

Sheena leads, Sheila needs

World Wide Web

Eleven benevolent elephants

When you write copy you have the right to copyright the copy you write. You can write good and copyright but copyright doesn't mean copy good – it might not be right good copy, right?

As it can be seen, tongue twisters have a great role in making students learn a foreign language in an enjoyable way. However, when choosing a tongue twister for young learners, it should be appropriate for their language proficiency level and age. Otherwise, they may refrain from learning them and lose their self-confidence in themselves. Also, tongue twisters should be meaningful for them, as young learners want to learn everything that has meaning rather than learning them in a nonsensical way. Apart from this, tongue twisters like songs, and nursery rhymes are also good at students' having a good pronunciation and thanks to them, they gain fluency when they try to say them rapidly. However, they may make mistakes, yet teachers should make their students feel that making mistakes is natural when students learn something.

2.14.5. Fairy Tales

Another cultural component of literature when helping a student learn a foreign language is fairy tales. A fairy tale is a story, often intended for children that feature fanciful and wondrous characters such as elves, goblins, wizards and fairies. They are often traditional; many were passed down from story-teller to story-teller before being recorded in books. Fairy tales, in the literary sense, are easy to find. Snow White, Cinderella, The Twelve Dancing Princesses and Rumpelstiltskin are excellent examples of fairy tales. They belong to no one and have been adapted and retold countless times. Fairy tales do not need to be written down to be legitimate. Many tales that parents' or grandparents' make up stories are also fairy tales. If a story takes place in a magical land with fantastical creatures that perform supernatural tasks, it is very likely a fairy tale. According to Lepin (2012:5-12), "They are accepted as one of the most entertaining elements of young children's literature. Through fairy tales, they get the feeling that they are in a thrill, mystery and wonder". Fairy tales provide its readers with numerous topics to discuss and enable students to develop their speaking skills.

Fairy tales have common features. Traditional fairy tales are characterized by the following traits, which apparently are favorable to language education. They have got

shorter plots compared to other genres of literature. Some of them are as short as one-third of a page. To keep audience alert and interested, the development pace of fairy tale events such as wedding, murdering, accident and death move rapidly. The fast tempo makes the language classes entertaining and enjoyable. As a result, students' attention would keep focusing on learning. Characters in the fairy tales possess only one outstanding quality, which made them easy to identify. Traditional fairy tale characters include king, with or without his queen; a prince and princess, who usually fall in love and marry; a wicked stepmother, who is almost always cruel and evil in contrast to the natural mother. Others include country people such as woodcutters, millers, hunters; animals, most of who can talk; witches, ogres and other beings with supernatural powers. Language used in fairy tales is full of rhythm and melody. The special linguistic style device provides young learners a meaningful context to repeat certain words or phrases in rhyme. Through the process, the students are likely to acquire the vocabulary and sentences exposed to them, without making much conscious efforts. They have stock beginnings and endings such as 'Once upon a time' and 'They lived happily ever after'. They contain recurring features such as use of the number three, as in three sisters, three wishes. This fixed pattern lowers students' learning anxiety since the plots are somewhat predictable. They have repetitions. The oral traits of these stories are favorable to language education since repetitions may foster students' learning. And, lastly, all fairy tales end with a happy ending like 'They lived happily ever after'. The promising ending may reassure children that there is a happy solution to their problems either in growing or in learning (See Lee, 2003:34-36).

To ease students' learning anxiety and to motivate their language acquisition, teachers are strongly advised to make use of fairy tales as instructional materials. When examining fairy tales, teachers should ask students questions about the characters in the story and the events. This is because a good answer can only be given if the student possesses good experience, adequate knowledge and good understanding of the text. The teacher can also make her students express their different viewpoints about the fairy tales they read through role play. They can also make their students discuss different concepts related to the texts they read in small groups. All these help language learners to develop their speaking skills.

Fairy tales can also be used among children so as to teach writing skills. Teachers can make them write their own fairy tales in a creative way. As the events in the fairy tales develop within logic, the students can comfortably summarize what they read or listen to, which contributes to their ability to improve their writing skills. They can end their fairy tale even with a different ending or they may even write their own fairy tales.

Teachers can also teach grammar through fairy tales at the same time. Fairy tales bear two types of texts in themselves. Namely, they are known as narrative texts and texts that include dialogue type of language. In narrative texts, there are series of events happening in an order and also there is the use of past simple, whereas fairy tales also include dialogue type of language. In this dialogue type of language, characters speak with one another in present simple. They also help students see and learn that there are different usages of punctuation marks. Also, through these texts they also learn the correct word order, adjectives and comparatives. So, fairy tales could also be used to show and teach grammatical features (See Lepin, 2012: 12).

On the other hand, Collie and Slater (1987:15) advise that “Teachers should create interest or spark curiosity through changing their voice and making a lot of gestures”. Eventually, teacher’s way of telling the fairy tale makes learners wonder what happens in the end. They become more willing to try to understand the fairy tale. For this reason, teachers should make their students enjoy and motivate them into reading fairy tales in their foreign language lessons. Also, when choosing fairy tales, teachers should find texts that not only appeal their students’ interest, but also they should be stories that feed children’s imagination. Selected fairy tales should also be authentic texts that are in optimum level so that students can benefit from it.

In fairy tales, students can learn ‘specific area of vocabulary’ like castles, kingdoms, faraway lands, enchanted forests that bear magical elements in them. All these places sound enchanting, mysterious and thrilling for them. Words that have interesting rhymes and onomatopoeic sounds attract the attention of young learners. So, the language in fairy tales evidently becomes memorable for children and they aid students in remembering these words and phrases through repetitions. Their formulaic language contains set phrases like ‘once upon a time, in a far- far away land, days long ago, there once was, long long time ago, they lived happily ever after, they lived

for many, many joyous years' and these set phrases are easy for young learners to learn. Cameron (2001:163) confirms this idea saying that:

Children will pick up the words they enjoy and in this way stories offer space for growth in vocabulary. If stories have the qualities of content, organization and language use they become potentially useful tools in the foreign language classroom, since they have the potential to capture children's interest and thus motivation to learn, along with space for language growth.

Teachers should read the fairy tales aloud, because when learners learn their mother tongue, they learn the language by hearing aloud. It is very good for reading skill development, but reading aloud should be used only at the earliest stage of reading skill development. The reason why they should not continue to read aloud is that the students may be bored due to relying on too much phonics. This may lead students to daydream. For these reasons, teachers must be very careful while treating fairy tales during their foreign language classes. They should neither be too long nor too intricate. They should only be long enough for students to arrive to the happy end. Otherwise, students may lose interest in reading fairy tales.

The events which characters experience in the fairy tale should also be interesting for young learners. The events should bewilder learners. There must be events they cannot experience in the real world. The characters can either be from our daily lives or outside world that is rather unbelievable. Apart from this, in fairy tales one can come across with many different characters that may range from heroes, heroines, poor farmers, kings, princesses and princes. As they read fairytales, students continually find themselves in combat and adventures, yet while all these events are realized, it is rather interesting to see that every fairy tale has happy ending. So, this leads younger children to see the world as an optimistic place to live in.

By means of fairy tales, students are able to learn the values and morals through main characters, because in fairy tales there is a sharp division. As they always try to show its readers what is good and bad, these values and morals become universal for all human beings. Also, on account of the fact that there is justice, children always want to be on the right side. This is because; a good character is always rewarded whereas a bad character is always punished. As a result, children tend to identify with the good

characters more easily. In this sense, good characters make students behave in the same positive way and therefore fairy tales can contribute greatly to their social education. As it can be seen, the advantages of fairy tales are multi-dimensional. Fairy tales are psychologically, intellectually and culturally beneficial to foreign language education. In this sense, teachers should give place to fairy tales in their foreign language lessons as much as possible.

Below is an example of a fairy tale named 'Frog Prince' written by the Brothers Grimm. Before presenting this fairy tale the teacher should prepare pre-reading activities by giving the pictures of vocabularies used in fairy tale. Then read it loudly to the class and later make them read aloud in turn. Then ask some questions related with the subject as while reading activity. As a post reading activity, he/she may give an assignment to write his/her own fairy tales.

FROG PRINCE

A frog asked a princess why she was crying and she replied that she had dropped her golden ball into the pond. She promised anything if he would get it for her. He did and asked to eat from her plate, live in the castle, and that she be his friend. She did and he turned into a prince as he had been under a spell from a witch. They married and lived happily ever after.

2.14.6. Poems

Poems, the forerunning and usually the most artful product in literature are also accepted as the most important genre of literature. They can become an entertaining element of young children's literature when taught in foreign language classrooms, because they are very useful. Learners gain the opportunity to compare both their target language and their own language.

Poem is a piece of writing that expresses emotions, experiences, and ideas, especially in short lines using words that rhyme. It is a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative style. A poem is comprised of a particular rhythmic and metrical pattern. In fact, it is a literary technique that is different from prose or ordinary speech. Writers or poets express their emotions through this medium more easily. The main function of a poem is to convey an idea or emotion in beautiful language. It paints a picture of what the poet feels about a thing, person, idea, concept, or even an object. There are numerous

literary devices that may be found in any given poem, such as meter, rhyme, rhythm, symbolism, imagery, repetition, consonance, assonance, alliteration, and so on.

Teachers know that poems are excellent instruments to begin or end a lesson. According to Linse (2006:38), “At the beginning of a lesson they can help children make the transition from their native language into foreign language as the lesson warm-up”. Whenever possible it is best to select a piece of verse that is directly related to the content of the lesson. For example, while teaching body parts, you could easily start your lesson by doing the chant ‘Head, Shoulders, Knees and Toes’. “At the end of the lesson, a good way to dismiss the children is by singing or chanting a piece of verse. This may even be done while children are lining up to leave or while they are waiting at the door for the dismissal bell to ring”.

Poetry should be used effectively in foreign language teaching. Khan (1993:41) points out that “Teachers can benefit from a poem in many ways. They can make use of a poem for the purpose of teaching vocabulary and grammars to students, draw attention to phonetics, and raise awareness towards poetic expressions”. When teachers benefit from poems, they should select poems in accordance with students’ language level. For instance, teachers in middle schools can choose a poem in simple present tense that covers functions such as reinforcing the vocabulary of family members. The teacher can also make use of pre-reading, during reading and post-reading activities while treating a poem in classroom. It is important to do these activities; otherwise students may feel indifferent towards the lesson.

There are a number of different ways poems can be presented to children. Saka (2014:32) states that “Before giving the poem to the students, teachers should show a picture to the class related with the subject as a pre-reading activity”. Afterwards, they may move on to the step that students find something familiar with what their teacher will explain to them. Having completed the activity, students repeat the words that they have learned together with their teacher.

During reading activity, teachers may choose a poem that is related to the subject and they may not explain the title of the poem, because they want to see how well or not their students understood the poem. As a further activity, teachers erase the subject, verb and objects of the poem in order, yet each time the teachers erase one part of the poem, students are made to read the poem as it is. There comes a time when the entire

poem is erased, and students are left to recite the poem as much as they remember. So, according to Saka (2014:32), “As a result of this activity, remembering the poem’s lines correctly will eventually become an enjoyable activity for the students”.

As a post-reading activity, teachers may want their students to reconstitute the poem and match the lines of the poem with the pictures on the board. When the poem is completed, teacher asks the students what the name of the poem is. Students try to brainstorm and suggest ideas. Among the probable titles of the poem, the teacher asks which title they like the best. The title that is mostly found appropriate is chosen as the poem’s title, yet the original name of the title is later revealed to the students. Towards the end of the lesson, the teacher may also want her students to stick pictures related to the vocabulary that they have learned on a cardboard and write simple sentences (See Saka, 2014:32). This way, poems that are appropriate for students’ level can be chosen so as to encourage young learners to write what they think about. Also, poems will encourage them to think about meaning and express their interpretation in their own way. In this sense, through poems, students can be made to illustrate the poems they discuss in classroom environment.

Since poems provide an effective and collaborative means of language learning and personal expression, the use of them in the language classroom can lead to meaningful and successful language learning. According to Finch (2003:31), “Simple poem-forms can give students a framework for expressing ideas that are meaningful to them, without the constraints of grammatical accuracy”. Haiku, picture poems and pattern poems offer personal expression, creativity and development. So, they reduce affective barriers in a non-threatening learning environment.

Haikus promote brainstorming and collaborative expression, and facilitate expression without the burden of sentence structure. Students are encouraged to see words and short phrases as self-sufficient, and to play with the sounds of the words themselves, while juxtaposing simple concepts. In the given examples about Haikus below, a student can think about many things such as summer, spring or how soldiers leave their hometowns and miss their families etc. and write his/her own poems.

HAIKUS

1. Summer grasses
All that remains
of soldier’s visions.

2. Spring:
A hill without a name
veiled in morning mist.

3. Clouds now and then
giving men relief
from moon-viewing.

Picture poems offer a visual perspective on the arrangement of words, and are therefore an effective means of encouraging learners to interact with the target vocabulary. By using non-grammatical structures, students can play with the language, producing visual and verbal output. A basic type of picture poem, seen below, is designed to look like a house and children write simple sentences to describe the object.

PICTURE POEM

A
house
can be tall,
short, wide or thin,
with many rooms, or only
a few. It can be
home for all the
family or simply
me and my pets.

Pattern poems can be used with all levels and ages of learners, and are especially effective in the foreign language classroom, since they can be adapted to teaching aims such as grammar and sentence structure. The patterns in these poems usually consist of grammatical items such as adjectives, adverbs, verbs, metrical frameworks, phrases, or sentence structures, though they can also include acronyms and alphabetical sequencing and other types of patterning. Despite their simple, uncomplicated nature, pattern poems reinforce, and even teach, multiple language skills while challenging students to share their vision of the world around them in a non-threatening way (See Finch, 2003, p. 35). Below is an example as of pattern poems. They are also called as acrostic pomes. The first and the second one are a good example of teaching adjectives and nouns, whereas the third one is good at teaching simple sentence structures for students.

PATTERN POEM

F urry face	F unny	F ew people are
R ed hair	R eal	R eal friends
I ntelligent eyes	I nteresting	I n my life. I
E ars that hear everything	E njoyable	E njoy seeing true, not
N ose that sniffs	N ice	N ew friends every
D og of my dreams	D elightful	D ay

In order to increase their love for poems, as a pronunciation activity, teachers should also draw students' attention to words that rhyme. Teachers can practice similar phonemes that generate a rhyme with the aim of teaching phonetics. The teacher can also create other activities about poems including similar phonemes that they have learned during the lesson.

When poems are studied carefully, students neither have trouble in remembering the poem nor do they have to show special effort to remember it. They should learn poems for the purpose of having joy. In addition, besides making students understand the rhythm in the target language, poems can also be used to introduce or practice new vocabulary, language structures and rhyming devices. Apart from this, before giving any poem to students, teachers should take their students' knowledge about linguistic structures, rather than literary issues. Students need to reach an understanding of the language and the meaning of poem, before they can deal with the aesthetic elements of the poem (See Mattix, 2002:517). Lastly, poetry offers wonderful opportunities for reading, writing, speaking and listening practice for students, because poems offer students the chance to talk about important ideas and feelings. As a result, teachers can take advantage of these mentioned benefits of poems in their foreign language teaching process.

2.14.7. Short Stories

Short stories are also very helpful in terms of teaching language and culture to foreign language students. They are loved by younger ones, because an unknown world opens for them through coming across with various characters from different walks of life. Like all other literary genres, short stories offer numerous benefits for young learners, because they help students develop their four language skills. The use of short stories in a foreign language lesson is becoming increasingly important nowadays because it is a very valuable resource and it stimulates the imagination, motivation and, above all, provides a rich and meaningful context.

A short story is a brief work of fiction, shorter in length than a novel, and usually written in prose running 1,000 to 20,000 words in length and a part of brief literature. As to Poe (1846:2) "A short story should be read in one sitting, anywhere from a half hour to two hours". The literary roots of the short story can be found in oral

storytelling traditions, such as anecdotes, fables, fairy tales, and parables. Because of the shorter length, a short story usually focuses on one plot, one main character with a few additional minor characters. According to Mead and Tilley (2012:7) “Writers began to use the literary form of the short story to explore a variety of genres, including love stories, fantasy and horror stories, crime and mystery stories, and science fiction”.

Short stories are motivating and fun; they create a deep interest and a desire to continue learning. According to Ellis and Brewster (1991:1) “Listening to short stories is a shared social experience; it provokes a shared response of laughter, sadness, excitement and anticipation”. They improve students’ imagination; children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. Short stories are a useful tool in linking fantasy and the imagination with the child’s real world; they provide a way of enabling children to make sense of their everyday life. Listening to short stories allows teachers to introduce or revise new vocabulary and sentence structures by exposing the children to language.

Carefully selected short stories bring joy to the classroom, create a positive atmosphere and consequently make young learners feel relaxed, motivated and willing to learn. Even simple listening to a list of words stimulates imagination and creates pictures and scenarios in a child’s mind. Bence claims (2017:8) that “Human brain is, in fact, a narrative device. In other words, we keep what we learn about the world around us; what our friends tell us, what we hear on the local news program or read in the books, etc.; in our brain in form of stories”. This later helps us remember the information more easily. Since our brains work this way from the moment we are born, it is no surprise narratives facilitate language learning and promote creativity and imagination in young learners and, short stories are a type of narrative.

In terms of the effectiveness of the training, it is important for teachers to make choice between familiar and less familiar short stories known by children. Familiar short stories are appropriate for young learners because of their psycho-cognitive level and previous experiences. They know the situation and the context in which the story unfolds: this circumstance promotes the understanding and it facilitates the language acquisition. On the other hand, to increase the excitement and interest, teachers can use less familiar stories. Using the appropriate methodology, they can

be easily understood by children because they already know how stories work and how they are structured. In both cases, the motivation should be maintained.

In terms of reading skills, students are able to see how words are used differently as short stories offer vocabulary activities that relate to form, meaning and use respectively. According to Erkaya (2005:3-9), “To achieve this goal, teachers prepare matching activities that include the definition and synonym of the words with the words and phrases seen in the context”. Through these matching activities, students may gain certain vocabulary knowledge and comprehension of the text. However, it does not guarantee that students will understand the whole story. They may answer questions about dates, events, characters, and places yet they may experience difficulty in comparing, interpreting, giving descriptions and stating their main ideas (See Ibid:9). In this sense, short stories are used to assess young learners’ lower order thinking which is introduced by Bloom according to the Bloom’s Taxonomy of the Cognitive Domain³. Due to the fact that young learners cannot think in a critical way they end up in a situation in which they cannot analyze the language.

Short stories can be used effectively to enhance writing skills of the students. By writing their own stories, students can get more practice in the use of vocabulary and create their own sentences. Apart from this, they can make small dialogues between characters in the story or make paraphrases of simple sentences. Also, Erkaya (2005:5) thinks that short stories may be used by teachers to enhance writing skills of students as follows:

Teacher can prepare activities to check whether the students have learned the use of –s after certain nouns and verbs, the correct form of the word that needs an s to make it plural, the correct form of the verb that requires the third singular –s and the correct form of the verb in the past forms”.

Short stories are also one of the most important teaching resources for the acquisition of communicative skills in foreign language teaching. Students can practice their speaking and listening skills by reading the stories out loud and listening to their

³ Bloom’s Taxonomy of learning domains originally included knowledge, comprehension, application, analysis, synthesis, and evaluation. (See Shin and Crandall, 2014:212)

teachers or recordings or practice role-playing different characters in the short stories with their classmates.

Students' listening skills can also be improved by using short stories. When the teacher reads aloud the short story, students will be able to learn the correct pronunciations of the words. Pardede (2011:24) thinks that "Teachers can also make students read the story as a chain activity, which ensures taking turns when reading the story sentence by sentence". This is a very important activity which teachers enhance students' pronunciation and fluency in an interesting way. However, if the recording of the story is found, it will be also helpful to students as they are provided with the opportunity to listen the certain material over and over again.

On the other hand, students' speaking skills can also be improved, when they are to act out the characters they love in the story. This is very impressive for learners because they get personally involved with the task. Colorful costumes can be brought to the class and let them speak out the role of the characters that are drawn in the stories. However, when doing such an activity, they should not be obliged to memorize the scripts of the story. On the contrary, they should make use of improvisations. Thanks to improvisations, they would feel more relaxed and much safer to speak in the classroom environment.

In addition, by short stories teachers are able to transmit the culture of others because they are able to reflect other nation's culture. This leads young learners to learn basic human values and discover that others' living can be very different from their own (See Pardede, 2011:16).

Also, thanks to short stories students will understand and become broadly aware of the social, political, historical and cultural events happening in a certain society. In this sense, students are able to learn them through the short stories they read because when young students get the chance of reading the works of another culture, according to Erkaya (2005:8), "Students are able to compare their own culture with others. Eventually, they start to interrogate themselves so as to see whether they find similarities and/or differences between the two cultures".

Choosing appropriate short stories is also important for the effectiveness of teaching. Pardede (2011:18-19) states that "When selecting short stories for young learners, teachers should also be careful in terms of selecting stories that do not make use of

archaic, slang, foreign words, allusions, and having sentences imitating the speech of a particular locality or ignorant people or foreigners”. Similarly, short stories bearing very long sentences are difficult for young learners to comprehend. For this reason, teachers should choose short stories that are easy to read and understand in terms of the effectiveness of teaching and learning. Also, teachers should choose short stories that not only end at one sitting but also make them curious. If they can make them complete reading any short story thoroughly; each student may get the feeling of accomplishing something great and gain self-confidence.

Short stories also help in guessing the meaning of the difficult words from context and in improving essential vocabulary. New vocabulary and grammar in the short stories are automatically put into a certain context, which makes it easier for young learners to memorize. Short stories will expose learners to foreign language vocabulary they are learning in a more natural form, giving them a chance to see the words in context and remember them forever. However, Yıldırım (2014:47-60) warns that “When choosing an animated short story, teacher has to be careful not to pick an animation with bad sound quality, too fast dialogues, boring scenes or too difficult topic for young learners' age”.

Finally, according to Butcher (2006:197), “Being exposed to a short story also allows learners’ minds to think outside the box”. This would require not only self-reflection and evaluation, but also finding solutions to the potentially upcoming problems. Their ability to identify with the characters is essential for this process. When a child sees or hears how somebody else thinks or reacts in a certain situation, he/she is more likely to use that experience in real life, and thus prevent potential errors. As it is clearly seen that short stories are perfect for teaching language and critical thinking skills and they can be used to enrich all language skills in imaginative and unexpected ways. When students read and discuss short stories, they can find the opportunity to reveal parts of themselves that they were reluctant to. Teachers should make the most of short stories because they help young learners reinforce their language skills.

Below is an example of a short story named “Good Company and Bad Company.” In this short story, as a pre-reading activity, teachers can give students the key words with illustrations such as parrot, nest, hunter, distance, holy, struggle, cage, escape, traveler, hermitage, and holy. Teachers can also treat this short story by making the

students find the grammatical structures related to past simple tense, past continuous tense, and present perfect tense that they have learned in their previous lessons. As a while reading activity, the teacher should firstly read the story aloud, and after reading the short story, teachers can make their students read the story aloud. In addition, they can make them think about the themes that are present in the short story such as the benefits of having a good family, the responsibility that parents have over their children, what outcomes a person might have if raised in a good family or bad family, and lastly, they can make them think about what behaviors can be regarded as good or bad. As a post reading activity, the teacher can make her students complete the short story with a different ending in order to develop their creativity.

GOOD COMPANY AND BAD COMPANY

Two parrots had built their nest on a banyan tree. The female parrot laid two eggs in the nest. After sometime, the eggs hatched. Two chicks came out of them. The parent birds took good care of them. After few weeks, the young birds were able to fly for some distances. The father bird said, "We have taken good care of our young ones. We have fed them well too. They have played together. They have learned to fly. Now they can take care of themselves. Let us slowly leave them to decide on their own."

Every morning the parent birds flew out to fetch food for the young birds. Then they returned in the evening with food for their young children. This was their lives went on for a while.

A hunter saw this behavior of these birds. He learned that the old birds went out in the morning. He decided to catch the young birds after the old birds would go away in the morning. As planned he caught the young birds. The young birds struggled their best to free themselves from the clutches of the hunter. One of the two young birds escaped from the hunter. The other bird was taken in a cage by the hunter to his house.

"I caught two birds. But I lost one parrot," said the hunter to his children. And he further added to his children, "Keep this parrot safely in the cage and play with this parrot."

The hunter's children played with the parrot. Very soon the parrot in the house of the hunter learnt to speak few words. The children said to their father, "Dad, our parrot has learnt to say a few words."

The other parrot flew away. It had escaped from the hunter. It flew for some time. Then it came to a hermitage. Some holy men lived in the hermitage. They did not do any harm to the young parrot. The young parrot stayed there. It listened to their talk. It learnt to say a few words.

A certain traveler was walking near the hunter's hut. He was tired. He sat near the hut. He heard the parrot speak. It said, "Fool, why have you come here? I will cut your throat."

The traveler was very sorry to hear such bad words. He got up immediately. He left the place in a hurry. Then he walked for some time and reached the hermitage.

The parrot was sitting on a tree near the hermitage. The parrot spoke, "Welcome, traveler. Welcome to this hermitage. We have a lot of good fruits in this forest. Eat whatever you like. The holy men will treat you well."

The traveler was surprised. He said to the parrot. "I met a young parrot near a hunter's hut. It spoke badly. I left the place immediately. Now I have met you. You speak so well. Your words are kind and gentle. Both you and the other birds are parrots. Then why this difference in your language is there?"

By this statement, the parrot in the hermitage guessed that the other parrot was none other than its brother. The hermitage parrot said, "Traveler, the other parrot is my brother. But we have lived in two different places. My brother has learnt the hunter's language. But I have learnt the language of holy people. It is the company that shapes your words and deeds."

Moral: Good company helps you learn good things. Bad company makes you learn bad things.

2.14.8. Drama

Drama is a word of Greek origin meaning 'action' and referring to a performance on the stage, film, radio or television in which actors act out the events and characters of a story. In literature, a drama is the portrayal of fictional or non-fictional events through the performance of written dialogue either in prose or poetry. They are

typically called plays, and intended to portray life or character or to tell a story usually involving conflicts and emotions through action and dialogue. Drama is considered as both a significant model of learning and a basic activity. It enables children to think about their individual and social problems. O'Neill and Lambert (1990:11) state that "Through drama, students become aware of issues, events and connections. In drama, children can create their make-believe world by drawing on their knowledge and experience of the real world". Üstündağ (1988:11) thinks that "Drama is seen as the 'play way' to education. Both imagination and play are inherent parts of effective education. Thus, drama is a vital part of education in schools". As to McGregor (1976:106), "Drama is the center of existence; because, it is a valuable form of communication. Drama provides children with an opportunity to work together cooperatively on a shared life". As a result, it gives children the chance to express themselves more effectively in everyday situations.

Drama offers students an opportunity to work together co-operatively on a shared project. It also increases the child's awareness of the divergence of views both within the classroom and within the wider social context. It is a particularly useful way of 'opening up' problems, themes and topics that are of social concern. It enables children to view certain issues from varying perspectives and to raise their own awareness. Drama extends both the range and quality of the child's language usage. It provides an opportunity for trying out different models of discourse and can create an impetus for a wide variety of oral and written forms. It can also offer children the opportunity of critically evaluating their own and other's work. Drama allows students to develop self-actualization which is the main objective of education and which also continues throughout life. It provides students with new experiences and fresh perspectives.

Drama not only fosters language skills by presenting a suitable context, but also it is regarded as 'a powerful language teaching tool' which enables all the students in the class to interact with one another. Therefore, Zyoud (2010:2) claims that, "Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thoughts and action". He also continues that "Teaching foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice

and integrate reading, writing, speaking and listening” (Ibid). Drama also fosters and maintains students’ motivation, by providing an atmosphere which is full of fun and entertainment. Thus, it engages feelings and attention and enriches the learners’ experience of the language.

Using drama to teach foreign language also helps to improve the understanding and retention of a word. If students have read, rehearsed and acted out a scene, it is nearly impossible for them to forget it. The same would not hold true if the word had been memorized by rote. Therefore, drama is an appropriate method for teaching children with different learning styles and at different levels of understanding. Using drama also enables children to use foreign language appropriately in real conversations. In other words, foreign language is taught in the context in which it will be used.

No one learns in exactly the same way, we all have different methods of processing information. By actively involving learners in their learning process, dramatization allows children to absorb the language in their own way. Similarly, children whose language skills are still very limited are given the opportunity to communicate using body movements and facial expressions. So, the drama text should be appropriate to the foreign language level of the students and this is the responsibility of the teachers. In addition, drama also teaches them to pronounce their words properly and to project their voices when they speak. This helps them not only become confident and fluent speakers, but also express themselves and convey their feelings to their friends much better.

While performing dramatic activities, teachers should choose the scripts that involve the dialogues that will enable the students to express themselves. Plays are ideal for this purpose, of handling mixed abilities. Teacher can give bigger parts to better students, thus keeping them motivated and challenged while making it significantly easier for the slower students by giving them fewer lines. In the meantime all students will be benefiting from being present and hearing new words spoken over and over again. They will feel that their talents are respected and they are a part of the team. As they discuss and act out their roles, students learn what they are going to say and decide how they are going to say it. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning. As children become familiar with their lines in a play, they become more

confident in their use of language. Even timid children, who generally withdraw from group activities and are shy about talking in front of their friends, will often come out of their shells when given a role which they are capable of handling. For all students, no matter what level they may be on, the emphasis should be on speaking, acting and movement, not on reading lines. Key words and lines should be known by the children before the teacher puts together all the elements of a play that are words, expression and movements. The teacher should also allow the children to use their own creativity in setting the scene, deciding on props⁴, costumes etc. Finally, if at all possible, teachers should take a video of the play. This is because, children will love seeing themselves act. Also it will enable teachers to give them feedback later. So, the efficiency of learning a foreign language will increase.

Drama may take several forms in the classroom such as puppets, mime, improvisation, simulation, interaction activities such as various forms of dialogues, and dramatized storytelling (See Davies, 1990:88). Students may realize these activities either in a controlled way in accordance with organization and linguistic guidelines established by the teacher, or they may be left fairly free to work matters out. However, the best way for students to make use of drama is to allow students perform the dramatic activities they want. If they are given the chance to play their beloved ones, the effectiveness of their learning and their sense of responsibility will increase.

Before explaining how young learners benefit from different dramatic forms, firstly, we can say that, it is important to explain the use of puppets so as to endear young learners to take pleasure in dramatic activities. In this sense, I shall explain the importance of making use of puppetry in lessons realized with young learners. Teachers should use puppets; because children take great pleasure in making use of puppets while teaching foreign language. They are very helpful for teachers that they respond to children's individual different types of learning such as visually, aurally, and kinesthetically.

⁴ Props cover visuals for setting and characters, realia, masks for role play, costumes for role play, hand or finger puppets, PowerPoint slides or story boards.

Puppets are not only simple but easy to use. So, through puppets, students can observe different character types who possess different personalities and various traits. They find themselves in puppets because puppets can be joyful or sad, naughty or good, cheeky or shy, just like the children. As they are taken with the motivating effects of puppets, they are able to learn the lessons without even realizing (See Kıvanç and Kalmış, 2015:2). In addition, puppets in foreign language classes not only promote the students' learning the language but also improve their social development. Courtney (1980:111) states that "Drama encourages children to learn how to influence others and how to put themselves in other people's shoes". Some people claim that trying to be in someone else's shoes and to imagine in certain situations gives a physical, visual and immediate experience or discussing the same things. So, this kind of activity is thought to have social educational value.

Use of puppets also ensures students to have empathy for other students and people in general because they help little ones learn from one another, grow and relate openly. This leads younger learners to consider puppets as non-threatening and sympathetic friends. Hereby, they find the opportunity to reveal their thoughts, fears and feelings which sometimes gets difficult for them to voice to an adult. They become the secret friends of the young learners as young children work through their thoughts, fears and feelings. Moreover, thanks to puppets, teachers can reach out to the quietest student in the classroom (See Kıvanç and Kalmış, 2015:3).

Through puppets, students also learn to trust to their teachers, and they become less inhibited when experiencing the language they learn. As a result of this comfortable environment observed in classroom, children feel more relieved, and willing to learn the lesson. Kıvanç and Kalmış (2015:3) think that by puppets "Affective filter which blocks learning can be reduced". The shy and apprehensive children become encouraged to speak the foreign language. So, in the end, each student will exert the effort to sound out a word. By means of puppets, students learn to develop their public speaking because when they say something to their peers, the other children become the audience, as they are free to make comments or ask questions. This is considered as a social development skill which all young learners have to gain.

Apart from this, when students are given the opportunity to prepare, present and perform a puppet play, they swap with another about the ideas of the play. This way, they are not only able to cooperate with one another but also they are able to practice

the language. Moreover; according to Kıvanç and Kalmış (2015:4), “Puppet play enables students to establish group cohesion”. In this sense, group work also makes the students improve their social skills, and make students gain a sense of belonging to a group. As a result of these group works, as Bennett (2018:156) points out, “Students may become more willing to work hard” and lead learners to increase their language development.

Since all dramatic forms contain music, dance and movement, drama is inclusive of all other educational and art forms. There are a great many dramatic forms. According to Davies (1990:87-88), “Dramatic activities such as mime, improvisation, simulation, interaction activities such as various forms of dialogues, and dramatized storytelling can also help students to become proficient in foreign language”. In this way, the teachers should organize and establish linguistic guidelines for their students either in a controlled way or they may be left fairly free to work matters out. However, the best way students make use of drama, is when students are the ones to decide which type of drama can be made use of. The reason is that when they are left to themselves, they love the task they do and feel responsible for it. When teachers decide on the dramatic activity they carry out, teachers should be well aware of the fact that every student brings his/her social or religious taboos to the class. This fact should not be ignored because when teachers ask their students to carry out certain actions, they should know what they can do and what to expect from them when they make use of drama.

Also, the teachers have to make students practice the language items ranging from new vocabulary, grammatical structure and lexis that they have taught in class through making use of activities such as matching new vocabulary items with their definitions, true false exercises, connecting or information gap exercises. The aim of all these activities is to make students infer a rule or pattern from these activities practiced under controlled conditions. If the teachers want their students to practice the learnt items through additional exercises, teachers can make use of substitution tables, which help them to complete the gaps with appropriate content and language. According to Davies (1990:88), “They are very helpful because they are able to practice the recently learnt language items in different contexts through new situations and different cues”. As a final activity, “Teachers should create conditions in which the new language items can be used freely by students experimenting with

the language they have learnt” (Ibid). In this sense, these activities not only lead young learners to improve their learning new vocabulary, but also help them to develop their reading skills. So, when making use of drama, teachers should not only present situations that students find themselves in different conflicts but also they should make students feel the sense of reality when coming across with the situations presented by the teacher.

Mime is a form of silent art that involves acting or communicating using only movements, gestures, and facial expressions. When one looks into mimes, according to Dougill (1987:13), it can be seen that “Mimes are non-verbal representation of an idea or story through gesture, bodily movement or expression”. By means of mimes, as Davies (1990:90) points out, “Younger students are able to build up their confidence in themselves, because their confidence reaches to a great extent as to get up and do things in front of another”. In addition, as Hayes (1984:28) points out “Mimes help young learners to imagine and observe. When they mime, they take great pleasure. Apart from this, mime helps young learners to strengthen their memories”. This way, as Rose (1985:62) states “They help language items being remembered easily by means of an image shown by the teacher or students from the class”. In this sense, when young learners see any item that is being mimed next to the image, that item can become long-lasting in the minds of the students. Davies (1990:90-91) adds that “In order to make use of mimes in classroom environment, teachers can also bring objects to the class and use them to show actions or vocabulary which teachers aim to teach”. The students, on the other hand, try to make guesses as to what the action or vocabulary item could be. However, among the students of the class, the teacher selects one individual from the class and whispers the action or vocabulary item to one of the student whom she selected, while the rest of the class tries to make correct guesses about what the action or vocabulary item might be. As it can be understood, “Although mimes do not use language, they are seen as a language tools that generate language use where explanation is required” (Ibid).

Another form of dramatic activity which young learners are to make use of is simulation. According to Davies (1990:91), “They are also known as interaction activities including various categories of dialogues ranging from greetings, partings, introductions to compliments and complaints” It can also be said that these types of

interaction activities are necessary for young learners to learn the social formulas and they are useful activities because they make students learn how to function in a social situation with the appropriate social niceties.

Dialogue, also a type of dramatic activity, which is known as an interaction activity of simulation, teaches young learners how to deal with issues related within a community. These types of dialogues are very important for learners because in order to maintain their lives, students must learn how to cope with shopping, buying a ticket at the railway station, etc. In this way, students will be able to integrate with the community they are living in. Through these different types of dialogues, they can use and learn the language in a practical way. Davies (1990:90-91) thinks that “By means of simulation activities, learners are not only able to discuss a problem or perhaps a series of related problems within a defined setting, but also they will eventually learn to act out either by being themselves, or being someone else”.

In addition, the dialogues chosen for young students to act out in the course books should not be too long. They should be simplified and shortened for younger children to benefit from. Teachers should write them in cue cards in a basic way so that the students can interiorize the language. As an additional activity, teachers can also make their students change the course of the dialogue in course books with the language use their students have learned and possessed.

Role play is another type of dramatic activity that can be used among young learners. It is unplanned. When students engage in role plays, they learn to get on well with their classmates and they get the chance to know themselves better and the world. San (1994:76) states that through plays “Children can extend themselves creatively and constructively”. Thanks to role plays, students are able to practice their language in an efficient way. In role plays, learners come across with three forms of dialogues known as open ended, mapped dialogues and scenarios. They get motivated in these forms of dialogues because they use their imagination through acting out imaginary people in imaginary situations. In open ended dialogues, learners are provided ‘a frame for starting the role-play’ and they feel independent as to develop the dialogues according to their desires. In mapped dialogues, it can be seen that students are able to ‘become aware of certain functions they must use’ when they are interacting. Through mapped dialogues, they can be provided with charts that tells them what to do when interacting with their classmates in class. However, what the

partners say to one another is unpredictable, because the speakers are free to develop the language discourse in any ways they like (See Davies, 1990:92-93).

The last form of role play is called scenarios. In scenarios, an outline of the sequence of events is given and these events can be given along with series of pictures, which learners may come across within their realistic everyday situations. When practicing these different forms of role plays students should be the ones to decide when to talk, whether or not it is necessary to change the scenario and also to decide on characters and the settings. In this sense, the dramatic activity of the scenario form not only helps learners to think on how to express the correct way of saying something in the target language, but also make them aware of different forms of dialogues in role plays.

Below is an example of scenario. In this scenario, students are presented with a sequence of events that they encounter in their realistic everyday situations. While performing this activity learners can think how to express themselves in their foreign language and they will become well aware of how a dialogue takes place in dramatic plays.

A SCENARIO - A FORM OF ROLE PLAY

("This is our house, and this is the baby, she is just born and she has to sleep now"); assign roles and direct the action

("I'll be the mommy and I'm going shopping. You're the daddy; you have to go to work!") and slip "in and out of multiple roles"

("Now its my turn to be the teacher").

Due to the fact that it bears concentration, listening, memorization, observation, interaction and interpretation, it not only helps learners improve their vocabulary, but also helps them be agile, fluent and flexible speakers when using foreign language. In addition, the bond between thought and expression is ensured. As students listen to each other, they find chance to improve their listening skills. Natural use of the language springs to life. Students are able to practice their theoretical information about the language structures in real life situations. So, it can be said that drama helps young learners to improve their communicative competence. Apart from this, it is one of the best literary forms, which makes learners see how to use the target language. Moreover, as Davies (1990:95-97) states, as themes in drama are various,

“Dramatic activities used in the class can act as a stimulus for discussion or written work going far beyond the acting out of scenes”.

By using dramatized story telling in foreign language lessons teachers can help students with their creative writing skills. This is because, when they are acting out a story, they are learning about genres, narrative and how characters function in stories, which improves their knowledge of story structure. As well as this, by taking on a character and becoming immersed in their life and world through drama, students can experience how it feels to be a certain person with a particular personality, which enables children to write more thoughtfully and creatively. Apart from this, while making use of course books, teachers should also benefit from the characters and personalities that are salient so as to draw their attention. Also, as an additional activity, they may want their students to be in the characters’ shoes with the aim of wanting them to imagine how they would act out if they were to face with the same situations that the characters have been through. In this sense, so long as teachers pay attention to these issues while practicing different types of dramatic activities such an environment would lead them to use the target language in a fluent and natural way.

To cut the long word short, all these dramatic activities are very important for young learners in general, because by means of these dramatic activities, they can improve their listening, speaking and reading skills through learning vocabulary and structures. They become more self-confident in terms of using the foreign language, as they come across with different uses of language. In addition, since dramatic activities have student-centeredness quality, according to Davies (1990:97) “They help learners to improve their maturity, motivation and the physical involvement along with the concept of learning the language through action”. Since it is a literary genre which makes students the center of the learning process, learners are able to make use of their own personalities. Also, if teachers get the most out of different types of dramatic activities, students not only are able to learn to imitate and express themselves, but also their interests to the lesson can be increased. Davies (1990:95-97) claims that the last but not the least, “All forms of drama, not only provides learners use language in context, but also, since it is a means which gives learners the experience of real life situations, they also make young learners to become more prepared towards the world outside the classroom”. Due to these benefits, the use of

drama in education nowadays deserves a more prominent place in children in foreign language education.

2.14.9 Films

The last cultural component of literature I will examine is films. A film, also known as a ‘movie’ or a ‘motion picture’, is a series of moving images shown on a screen, usually with sound, that make up a story. There is an infinite number of creative ways to learn a language. One of the most effective ways to immerse one’s self in the culture and the language is by watching movies. They are seen as a great way to present different types of cultures. Film is also a useful tool to support the teaching of foreign texts and help students achieve a level where they can digest, appreciate and investigate literature in another language. Watching a film that is adapted from or inspired by a book can help young people see literature in a different light. It can shed new light on a character, highlight themes in a novel students have not previously considered or introduce them to an author. According to Csajbok-Twerefou (2010:51), “Films provide a context for students to better appreciate the language and its cultural context and can therefore make foreign language learning easier and more interesting”.

Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool. Films are a good source of authentic language. They provide students with examples of foreign language used in ‘real’ situations outside the classroom, particularly interactive language, the language of real-life conversation. They expose students to natural expressions and the natural flow of speech. If they are not living in a foreign language speaking environment, perhaps only film and television can provide learners with this real-life language input. As Aliyev and Albay (2016:13) state “Films are essential materials for language learners as the language used in them comprise everyday language. Conversations in films occur in real life contexts, therefore learners explore how language is used by its native speakers”. Maybe one of the major benefits of films is their contribution to the development of spoken language comprehension.

They are also considered to be a very important source for young learners in terms of motivation. Learning from films is motivating and enjoyable as everybody aggress

on motivation is one of the most important factors in determining successful foreign language acquisition. Films and TV shows are an integral part of students' lives so it is essential for teachers to bring them into the language classroom. Film, as an excellent motivator, makes the language learning process more entertaining and enjoyable. However, when making use of films, teachers should correctly decide when to make use of them. This is because; young learners' attention span is rather short. So as to increase their motivation levels and draw their attention towards the lesson, according to Ruusunen (2011:15), "Teachers should make students watch the films either in the beginning of the lesson or at the end of the lesson". In this sense, it is up to teachers' successful use and ability to get the utmost benefit of combining their lessons with the latest technology in today's modern education system.

The visuality of film also makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention. Through films, students' understanding and language skills improve. In terms of improving younger learner's speaking and listening skills, by means of videos, DVD's, short films, they are able to hear the use of language in everyday conversational situations. As a result of this listening activity, as İsmaili (2013:121-122) points out, "They not only improve their pronunciation, but also they can help language learners to become aware of the opportunity to view the social dynamics of communication as native speakers interact in authentic settings".

Films also can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. Discussions could range from the suitability of actors to portray the novel's characters, comparisons between the book and film, and analyze the film in general. Alternatively the book could be used as supplementary work, for reading afterwards, or as background into the film. Above all, film is a wonderful way of providing enjoyment while learning a foreign

language, and a great vehicle to show young people that learning languages, as well as being useful, can be fun.

Films are also a great listening tool that increases students' ability to cope with different accents. A film can be shown in its entirety or simply a few selected scenes in lessons to stimulate discussion, which in turn helps the pupils develop their thinking and critical skills. Foreign language films also provide a diverse cultural experience as they often focus on different social and political aspects. Students often refer to a scene of a film to illustrate either a cultural reference or the use of specific language when presenting their work, orally or in written form.

Other than films, teachers can benefit from other short version of films, such as movie fragments, cartoons, videos, DVDs, and short films. They all enhance younger students to reinforce their reading and writing skills. This is due to films being a stimulating source for young learners. Through these materials, learners are able to picture and visualize the events, characters' narration, story and words in the context. Visualization is a very important prerequisite for a good reader. This way, they find the opportunity to enhance memory in reading and listening. However, since today's teachers only stick to their course books and their CD's in foreign language classes, according to İsmaili (2013:121), "Learning the foreign language turns out to be artificial and not very engaging for students". As a result of this, foreign language teachers continually suffer from not drawing their students' attention. In order to overcome this situation and liven up their spirits, "Films and other technological devices can be one of the varieties that can be brought to the foreign language classrooms" (Ibid). Today's children are brought up with various means of technological devices and sticking to course books solely will make the learners lose their motivation and attention.

As seen, the advantages of using films are countless. By means of films and other technological devices that draw upon learner's visual senses, teachers can carry out various vocabulary activities in relation with the films they are watching. This is because; in films there are a lot of chunks, which learners can benefit from. As they learn more vocabulary, chunks, and sentence heads, as İsmaili (2013:121) points out "They can become more fluent in terms of speaking skills because knowing more words, structures and chunks ensures them to express themselves much better". İsmaili (2013:121) continues to his explanations saying that "When teachers make

their students learn and study the words and expressions, they should not be studied in an isolated way from their meaningful contexts”. However, teachers have trouble in finding materials that teach words and expressions in meaningful contexts. So as to overcome this situation, films can be used as a teaching material for young learners; because films help students understand certain concepts, abstract themes easier because of their visual quality. In this sense, “They are seen as a comprehensive tool for language teaching, as their visual quality helps supporting the verbal message and provides a focus of attention while they listen”. (Ibid:128) This is because, as films can be repeated over and over again; they are able to improve their listening skills and pronunciations.

As a writing activity for young learners, teachers can make use of films so as to show their students some basic patterns that help them develop their writing skills. They can make use of pictures while going over the basic patterns and vocabulary that they have learned in the movies. Also, if teachers have the opportunity to find film adaptations of stories, they can make them write some simple sentence structures that they have learned from the film, because if teachers force them to write complex sentences, learners may get bored and lose their interest and motivation towards learning the language.

From what is stated and explained so far, it can be seen that the use of films in foreign language lessons is indeed necessary. It can be observed that, visualization has a very important place in terms of building mental pictures and helping younger students to guess what is happening in the films. This is largely due to the fact that students learn the language through making use of the images, and thanks to images, they are able to draw conclusions, and recall the details easily. Apart from this, when making use of films, teachers should also give key words and make them notice the basic patterns of language structures rather than focusing on the language forms mechanically. Last but not least, as movies include verbal language, color, movement and sound, they offer more sensory experience compared to other literary materials when teaching the target language and its culture. Also, due to the fact that not everyone learns something in the same way, as Reid (1987:91) points out “Movies offer options for different perceptual learning styles”. In these respects, they are loved by younger learners and on account of these attributes; they attract not only students’ attention but also their interest.

Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen on using film with their students, and an increasing number of them are successfully integrating films into the language learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the Internet there is now a wealth of online resources for both language teachers and their students.

2.15. Integration of Language Skills

The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. Teachers use a variety of teaching methods like translation, rote-learning of grammar rules, diagramming, memorizing words, writing composition and etc. while teaching these skills. All skills are equally important and they should never be taught in isolation but in an integrated way. Su (2007:29) states this by saying that “During the language learning process, listening, speaking, reading and writing should be treated as integrated, interdependent and inseparable elements of language”. In this sense, all learning skills should be integral parts of all language classroom activities and they should interact with one another. For this purpose, teachers should provide opportunities and resources for students to preoccupy themselves with authentic speech and literary activities which challenge them to interact naturally, rather than making them use it as an object of academic interest. This way, learners rapidly gain a true picture of the richness and complexity of the language as used for communication.

There have been many opinions about the integration of four language skills in a classroom environment as authentic as possible in order to teach foreign language in a way close to a real communicative situation. According to Bastias, et al. (2011:4), “They propose that foreign language should be taught in a way that mixes reading and listening comprehension with oral and written expression”. As can be seen from literature reviews made so far, literature offers teachers infinite possibilities for developing these four language skills. Integration of language and literature will help learners develop their language proficiency as well as literary competence. In this

connection, McRae (1994:30), in his *Literature With a Small 'l'* argues that literary texts are useful for foreign language teaching. He states that “Referential language communicates at one level only, but representational language opens up, calls upon, stimulates and uses areas of mind, from imagination to emotion, from pleasure to pain, which referential language does not reach”. What has been reviewed up to now indicates that the division between language and literature is not real. Therefore, in a sense, literature teaching is not different from language teaching. So, it is evaluated that the educational methods and literary materials that are used need to be reviewed and enriched in every aspect for effective foreign language teaching and teachers have to use them effectively.

Generally there are two types of teaching approaches for skill development. One of them is segregated-skill approach. According to Oxford (2001:7), “In the segregated-skill approach, the mastery of discrete language skills like reading or speaking is seen as the key to successful learning, and there is typically a separation of language learning from content learning”. Such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. The integrated-skill approach, as contrasted with the segregated one, exposes foreign language learners to authentic language and challenges them to interact naturally. According to Deneme and Ada (2010:10), the advantages of integrated-skill approach are as follows: “First, integrated-skill approach provides more purposeful and meaningful learning at all levels. Besides, it contributes to coherent teaching and to better communication. It also brings variety into the classroom”. Through this approach, learners rapidly gain a true picture of the richness and complexity of the foreign language. Moreover, this approach stresses that foreign language is neither an object of academic interest nor merely a key to passing an examination; instead, foreign language becomes a real means of interaction and sharing among people. This approach allows teachers to track students’ progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. Obviously, using integrated skills approach in line with today's developing technology may increase the efficiency of foreign language teaching.

On the other hand, there are generally two techniques for teaching language skills together, both of them benefit from a diverse range of materials, textbooks, and technologies for foreign language classrooms. One of them is Content-Based Instruction. According to Villalobos (2013:71), “The principles of Content-Based Instruction are heavily rooted on the principles of communicative language teaching since they involve an active participation of students in the exchange of content”. Students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. At least three general models of content-based language instruction exist. The first one is the theme-based model. It integrates the language skills into the study of a theme like urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change. The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. The second is the adjunct model. In the adjunct model, language and content courses are taught separately but are carefully coordinated. The last one is the sheltered model. In the sheltered model, the subject matter is taught in simplified foreign language tailored to students' foreign language proficiency level.

Second one is Task-Based Instruction. Students participate in communicative tasks in foreign language. According to Moore (2018:2), “Task-based language teaching is a broadly defined approach to language teaching research and practice which uses task as a unit of analysis for research and practice in communicative language teaching”. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. The task-based instruction is beginning to influence the measurement of learning strategies, not just the teaching of foreign language. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. Of

course, it is advisable for teachers to use these two instruction techniques together, which is called combination instruction technique.

On the other hand, in order to integrate the language skills in foreign language classes, it is advisable for teachers to consider taking these steps: First, teachers should learn more about the various ways to integrate language skills in the classroom. Sometimes content-based, sometime task-based, and sometimes a combination of these instruction may be better. Later, depending on their experience and the needs of students, teachers should evaluate their current approach and develop the best one which allows students' skills to be integrated. Once they decide their instruction approach and technique, they begin to choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on. Even if a given lesson is designed to teach just one skill, teachers should remember that it is possible to integrate the other language skills through appropriate tasks. Lastly, teachers need to teach the students about language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

In this context, it is important to know these three definitions: the first one is focal skill. A focal skill is a language skill that a student is currently working on. For the effectiveness of the teaching and learning, system of modules is set up in such a way that each student works on only one focal skill at a time. The second one is supporting skill. Supporting skills are language skills that can be used to support work on a focal skill. Listening can be used to support work that is focused on all other skills; reading supports work focused on writing; and so on. A skill that has developed to the supporting level can normally continue to develop through regular use, and no longer requires focused attention. Lastly, the third one is emergent skill. An emergent skill develops to some extent as a consequence of work focused on some other skill. For example, speaking and reading both improve somewhat as a result of progress in listening; and writing improves as reading improves. Due to the explained relations among learning skills, educational curriculum should be designed in such a way as to support each other.

Focal skills integrate the skills in a particularly effective way: by exploiting certain skills as tools for developing others. Progressive Functional Skill Integration refers to the logical, systematic integration of the skills in accordance with their potential uses

in the classroom. These considerations lead to the following principles: First students should have good listening comprehension before working on reading, writing, and academic skills. Then, students should have good reading comprehension before working on writing and academic skills. Later, students should have good writing ability before working on academic skills. And, lastly, speaking should be encouraged throughout the process of acquiring foreign language, especially after good listening comprehension has been attained. The explained disciplined order of development set forth in these principles intensifies the efficiency of language acquisition, since students are always working on their weak skills from a position of strength. For this reason, educational curriculum, course materials and their contents should be designed in such a way that focal skill support supporting and emergent skills.

As a result, there are four language skills in learning a foreign language and it is important to teach these four skills in a way that supports each other in terms of the effectiveness of teaching. Generally there are two types of teaching approach for skill development, namely segregated and integrated skills approach. Using integrated skills approach in line with today's developing technology may increase the efficiency of foreign language teaching. On the other hand, there are three types of instruction techniques. These are content-based, task-based, and combined instruction technique. Also content-based technique comprises of three models such as theme-based model, adjunct model, and sheltered model instruction. It is advisable for teachers to use all of them together which is called combination instruction technique. In order to integrate the language skills in foreign language classes effectively, teachers, after evaluating the needs of students have to decide the proper steps to be taken like which instruction approach, technique, and model should be used, what kind of materials they should employ, etc. And lastly, due to the relations among language skills, educational curriculum should be designed in such a way as to support each other and educational curriculum, course materials and their contents should be designed in such a way that focal skill support supporting and emergent skills.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology of the research. First it presents research subject, then in the following order it discusses the choice of research types and design, place and time of the study, the population and sample procedures, research instruments and, finally, data collection and analysis procedures.

3.1. The Research Subject

This research mainly aims to find solutions to make foreign language teaching more effective in the middle schools. In this context, as it was explained in Chapter Two- Literature Review, there are a great number of studies being carried out how to make foreign language teaching more effective in all aspects. To put all these theoretical knowledge into practice, to test the validity of these theories, approaches and ideas put forward, and to substantiate the thesis, this survey has been carried out in İstanbul, Küçükçekmece district in May 2018.

So, the survey aims to collect data from 60 teachers and 80 students who work and study in the specified schools listed in Appendix 1 and 2, respectively. For this purpose, a main hypothesis and its four sub-dimensions were formed. The main hypothesis is ‘Can the inclusion of literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue-twisters, dramas and films in the middle school foreign language curriculum produce a positive level of difference?’ Sub-dimensions of this hypothesis are ‘Physical Conditions of Schools, Foreign Language Course Materials Currently Being Used, Effectiveness of Education According to Teacher’s Attitude, and Inclusion of Literary Materials into Curriculum’. Each dimension was analyzed one by one with all teachers’ and students’ profile to get accurate results for the main hypothesis of survey. In addition, to collect qualitative data, 53 teachers’ and 113 students’ opinions were taken via interview questions.

3.2. Research Type

Mainly descriptive quantitative survey method has been applied in this research. According to AECT Handbook (2001:1) “Descriptive research can be either quantitative or qualitative”. In this research mainly quantitative data were collected with questionnaire for the statistical analysis. To support and enrich the survey results, qualitative data were also gathered with interview questions.

As stated in the AECT Handbook (2001:1):

“Quantitative information can be tabulated along a continuum in numerical form. Descriptive quantitative research type not only presents a summary data such as measures of central tendency including the mean, median and mode, deviance from the mean, variation, percentage, and correlation between variables, but also helps to produce statistical information about aspects of education that interests educators. Since descriptive research spans both quantitative and qualitative methodologies, descriptive quantitative research not only reduces the data to manageable forms, but also helps the reader to understand the data distribution, the qualitative study and its implications in meaningful ways”.

For these reasons, in order to present the survey results in better ways, descriptive quantitative survey method has been chosen in this research.

3.3. Research Design

The research design of this study is a survey research. As Ary, et al. (2010:372) state “In survey research, investigator asks questions about peoples’ beliefs, opinion, characteristics, and behavior to investigate associations between respondents’ characteristic such as age, education, social class, race, and their current attitudes toward some issues”. So, to collect data in quantitative survey method, 36 items for teachers and 32 items for students have been prepared and administered. Also, according to Sandra Lee Mckay (2006:35) “Language surveys are any studies that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires”.

Based on the definition above, this survey research does not include experimental quantitative research. The purpose of this study was to collect data like opinion, beliefs, preference, and behavior by questionnaires as an instrument. In this context, questionnaires for teachers collect data about which school they work, their gender, their teaching experience, and their age. And, questionnaires for students collect data about in which grade and school they are, their fathers' and mothers' education, their fathers' and mothers' language level, having private tutor or not, satisfaction from their teachers' attitude, and students' foreign language level.

Later, the collected data were interpreted with Statistical Package for Social Sciences (SPSS v.22). Moreover; the semi-structured interview questions for teachers and students were administered to participants to elicit their attitudes towards the inclusion of literary materials into foreign language curriculum. So, this research was a mixed type research since it gathered both quantitative and qualitative data.

3.4. Place and Time of the Study

So as to find out how the education will be influenced in the event of inclusion of literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas and films into curriculum, the survey questions were administered to the 60 teachers and 80 students. The survey was conducted in İstanbul, in Küçükçekmece district, between 1-31 May, 2018, to the 6th, 7th and 8th Graders who are my and my intimate colleague's. The names of teachers' and students' schools participated to the survey listed in Appendix 1 and 2, respectively. This research needed almost a month to collect the data.

First, the aim of this questionnaire was explained to the survey participants and later on, their opinions about sub-dimensions of the main hypothesis were gathered. At the end of questionnaire, an open-ended question was also given to them to get their additional opinions about effective foreign language learning. They are informed that it is necessary for them to answer the questions sincerely and correctly in order to achieve true results. They are also informed that their cooperation was voluntary and the completion of the questionnaire is assumed to grant permission to use their answers for this study. As the questionnaire carries a scientific quality, all responses will be kept strictly confidential, anonymous and answers will be thoroughly used for scientific purposes. So, writing their names on the questionnaire is not necessary.

3.5. Population and Sample

3.5.1. Population

The larger group about which the generalization is made was called population. Population is defined as all members of any well-defined class of people, events, or objects. In this context, the populations taken for this research were ‘foreign language teachers’ and ‘foreign language learners’ who work and study in the schools shown in Appendix 1 and 2, respectively. They are teachers and students in the academic year of 2017/2018 in İstanbul, in Küçükçekmece district.

Table 1: Number of Population of Teachers, Academic Year 2017/2018

Middle School	Total Teachers	Participating Teachers
Şehit Çağlar CANBAZ	7	6
Fatih Sultan Mehmet	2	1
700. Yıl Osman Gazi	8	8
Abdurrahman Nermin	8	8
Eravutmuş	8	7
İnönü	7	7
Mustafa Kemal	3	1
Söğütlü Çeşme	10	10
Avrupa Konutları	7	5
TOTAL	60	53

Table 2: Number of Population of Students, Academic Year 2017/2018

Grades	Total Students	Participating Students
6 th Graders	30	25
7 th Graders	25	24
8 th Graders	25	25
TOTAL	80	74

3.5.2. Sample

According to McKay (2006:35) “The small group that is observed was called a sample. A sample is a portion of a population”. For example, the students of TOKİ Şehit Çağlar CANBAZ Divinity Middle School in Küçükçekmece constitute a sample of all other middle schools in Küçükçekmece. In collecting the data, the random sampling technique was used.

As Donald Ary (2010:153) notes:

“The kind of sampling in which every element in the population has an equal chance of being selected is called probability sampling. The best known probability sampling procedures is simple random sampling. It is that all members of the population have an equal and independent chance of being included in the random sampling”.

Because of a simple random sampling was used in this research, a sample was taken from foreign language students in the academic year of 2017/ 2018 which number of population are 60 for teachers and 80 for students. Samples were taken by using Slovin’s Formula as follows: $n = N/1 + Ne^2$

N: Total Population; n: Sample; e: Error Tolerance (%5)

Based on the error tolerance of 5%, the results are about 53 for teachers and 74 for students. So, the sample is adequate to make the survey reliable and valid.

3.6. Research Instrument

3.6.1. Instrument

To get the data accurately, it was important to use the instrument. In collecting the quantitative data, mainly questionnaire was used in this research to answer the problem of the study. Brown (2000:6) states that “Questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. According to McKay (2006:37) “Survey questions can take a variety of forms. The two main types of questions are open-ended and close-ended questions”. In this research both types of questions were used. These types of questionnaires are

suitable with the topic of the research which asks the participants' preference in all aspects toward effective foreign language learning.

In compiling the results of the research, the coding has been done. In this context, the Likert scale and the interval scales were used to code the question. The questionnaire was constructed in the form of Likert scale by Zoltan Dornyei. Each response was given a number, for example Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, and Strongly Disagree=1. In collecting qualitative data, interview questions were used. Then, these data are classified according to the subject and interpreted for the survey results.

3.6.2. Instrument Reliability

According to Ary et al. (2010:237) "The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores". In designing a survey, as in all research, it is essential for researchers to strive for reliability. In order to assure the reliability of a survey, several measures can be used. As McKay states (2006:41):

"First, the same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item. The second way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked. The final way to achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contained several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions".

In this context, all the quantitative information was analyzed and calculated by different techniques used in quantitative research. In the analysis of the quantitative data; descriptive statistics are presented with frequency, percentage, mean, and standard deviation. In order to investigate the reliability levels of the questionnaires in the study, the purpose and purpose of the reliability analysis and the factor structure were analyzed and exploratory factor analysis was applied. An objective

and t test analysis was implemented to compare the sizes in two phase groups. In the study, ANOVA test and Sidak Binary comparison test were applied to investigate the dimensions for the three phase variables and to determine the different groups. A correlation analysis was carried out with the aim of determining the relationship between the scales. P values less than 0.05 were considered statistically significant in the study. Analyses were made with SPSS 22.0 package program.

3.6.2.1. Reliability and Validity Analysis for the Questionnaire of the Teachers

A questionnaire in Appendix 3 was administered to the teachers. The purpose of this test is to check the reliability of 24 items aimed at measuring the effectiveness of foreign language learning if the integration of literary materials in language learning such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas, and films are included into the middle school foreign language curriculum. Alpha analysis was applied. At the end of the analysis, Co. Alpha coefficient was found to be 0.87. The coefficient obtained indicates that the used scale is very reliable. As a result, it seems that there is no need to omit any questions from the questionnaire. Following the reliability analysis, a factor analysis was performed on to the scale of 24 items so as to check the construct validity.

Table 3: Reliability and Validity Analysis for the Questionnaire of the Teachers

Teachers	Items	Explained Variance	Internal Validity	KMO
Physical Conditions	1, 2	% 18	0,80	0,84
Course Materials	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	% 17	0,79	0,84
Effectiveness of Education according to Teachers' Attitude	23, 24	% 10	0,71	0,84
Inclusion of the Literary Materials into Curriculum	15, 16, 17, 18, 19, 20, 21, 22	% 19	0,81	0,84

As seen in Table 3 above, four sub-dimensions were identified as a result of factor analysis. These sub-dimensions are called physical conditions, course materials, effectiveness of education according to teachers' attitude and integration of literary materials into to the curriculum. In the factor analysis, the KMO (Kaiser-Mayer-

Olkin) sampling adequacy coefficient was determined as 0,84. This coefficient number indicates that 53 participants were sufficient to make the factor structure moderate. In addition, the dimensions obtained from the Bartlet test result ($p=0,01$, $p<0,05$) in which the significance of factor structures was tested are statistically significant.

The four dimensions obtained constitute approximately 64% of the total variation. When the dimensions were examined, the percentage of explained variance in physical condition dimension is determined as 18% and internal validity as 0.80. The percentage of explained variance in course materials dimension is determined as 17% and internal validity as 0.79. The percentage of variance explained in dimension of effectiveness of education according to teachers' attitude is 10% and the internal validity is 0.71. And, the last, the percentage of explained variance in dimension of inclusion of the cultural elements of literature into the curriculum of education is determined as 19% and internal validity as 0.81. The percentage of explained variance is found to be sufficient for this study. (Explained Variance>60%)

3.6.2.2. Reliability and Validity Analysis for the Questionnaire of the Students

A questionnaire in Appendix 4 was administered to the students. The purpose of this test is to check the reliability of 23 items aimed at measuring the effectiveness of foreign language learning if the integration of literary materials in language learning such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas, and films are included in the middle school foreign language curriculum. The Alpha analysis was applied. At the end of the analysis, Co. Alpha coefficient was found to be 0.84. The coefficient obtained indicates that the used scale is very reliable. As a result, it seems that there is no need to omit any questions from the questionnaire. Following the reliability analysis, a factor analysis was performed on to the scale of 23 items so as to check the construct validity.

As seen in Table 4 below, four sub-dimensions were identified as a result of factor analysis. These sub-dimensions are called physical conditions, course materials, effectiveness of education according to teachers' attitude and inclusion of literary materials into the curriculum. In the factor analysis, the KMO sampling adequacy coefficient was found as 0,83. This coefficient number indicates that 74 participants are sufficient to make the factor structure moderate. In addition, the dimensions

obtained from the Bartlet test result ($p= 0,01$, $p<0,05$) in which the significance of factor structures was tested are statistically significant.

Table 4: Reliability and Validity Analysis for the Questionnaire of the Students

Students	Items	Explained Variance	Internal Validity	KMO
Physical Conditions	1, 2, 3, 4, 5, 6	% 17	0,77	0,83
Course Materials	7, 8, 9	% 16	0,74	0,83
Effectiveness of Education according to Teachers' Attitude	20, 21, 22, 23	% 13	0,74	0,83
Inclusion of the Literary Materials into Curriculum	10, 11, 12, 13, 14, 15, 16, 17, 18, 19	% 15	0,78	0,83

The four dimensions obtained from the students constitute approximately 61% of the total variation. When the dimensions are examined, the percentage of explained variance in the physical conditions dimension is determined as 17% and internal validity as 0.77. The percentage of explained variance in course materials dimension is determined as 16% and internal validity as 0.74. The percentage of explained variance in dimension of effectiveness of education according to teachers' attitude is determined as 13% and the internal validity is 0.74. And, the last, the percentage of variance explained in the dimension of inclusion of the cultural elements of literature into the curriculum of education is determined as 15% and internal validity as 0.78. The percentage of explained variance is found to be sufficient for this study. (Explained Variance>60%)

3.7. Data Collection Procedure

According to Ary, et al. (2010:379) "There are two basic data-gathering techniques in survey research: interview and questionnaire". In this research, both of them were used as an instrument to collect data. To collect the objective data, this research had several steps as follows: First, after making in depth research, questionnaire and interview questions were prepared and received approval from the supervisor. The questionnaires were not tried out for two reasons. One is getting the approval of the supervisor who said there is no need because it is suitable for the research purpose,

the second is time limit. Then the questionnaires were administered to teachers who work and students who study in schools listed in Appendix 1 and 2, respectively. About in one month, responses were collected. Then, as it is explained above first reliability and validity analysis were conducted, and, by using related software programs, data were analyzed and presented in Chapter Four, Findings and Discussion section.

3.8. Data Analysis

After all the data have been collected, the next step was analyzing the data. To analyze the data obtained from the study, several techniques were conducted, namely data reduction, and data displaying. In this research, interval scale, also known as attitude scale, is used and data is collected by using the questionnaires comprised of close-ended and Likert type questions. This research was about teachers' and students' perceptions and opinions about inclusion of literary materials into curriculum.

All the quantitative information was analyzed and calculated by different techniques used in quantitative research. In the analysis of the quantitative data; descriptive statistics are presented with frequency, percentage, mean, and standard deviation. In order to investigate the reliability levels of the questionnaires in the study, the purpose and purpose of the reliability analysis and the factor structure were analyzed and exploratory factor analysis was applied. An objective and t test analysis was implemented to compare the sizes in two phase groups. In the study, ANOVA test and Sidak Binary comparison test were applied to investigate the dimensions for the three phase variables and to determine the different groups. A correlation analysis was applied with the aim of determining the relationship between the scales. P values less than 0.05 were considered statistically significant in the study. Analyses were made with SPSS 22.0 package program.

A numerical code is assigned to the data; the data needs to be recorded in some fashion. The best way to do this is in some type of a table in which a researcher identifies the respondents in the left-hand column and uses the rows in the table to list the participant's response to each item.

In the study, two types of questions were exploited in the questionnaires that were given to two different groups. One of these types is Likert-scale in which the scoring

system ranges from 1, strongly disagree to 5, strongly agree. The responses were entered into SPSS software program and then the mean scores and standard deviations of each item were found. Also, arithmetic means of each item were given. Once the means and standard deviations were calculated, the tables of these calculations were drawn.

The second type of these questions is close-ended questions. The answers of these questions were also computed into SPSS. And, frequencies and percentages of every item under this question type were found. The data gathered from these question types have been presented in the tables.



CHAPTER FOUR

FINDINGS AND DISCUSSIONS

This chapter presents the findings, analysis and interpretation of the gathered data. First, quantitative data via questionnaire and qualitative data via interview were collected. Then, the data were tested for reliability and validity purposes. Lastly, data were analyzed with proper statistical tools in order to get accurate and scientific findings.

4.1. Analyzing the Profile of Teachers

Table 5: Analyzing the Profile of Teachers

Middle School	n	%
TOKİ Şehit Çağlar CANBAZ	6	11,3
Fatih Sultan Mehmet	1	1,9
700. Yıl Osman Gazi	8	15,1
Abdurrahman Nermin	8	15,1
Eravutmuş	7	13,2
İnönü	7	13,2
Mustafa Kemal	1	1,9
Söğütlü Çeşme	10	18,9
TOKİ Avrupa Konutları	5	9,4
Gender	n	%
Male	10	18,9
Female	43	81,1
Experience (Years)	n	%
1-5	11	20,8
6-10	12	22,6
11-15	23	43,4
16-20	7	13,2
Age (Year)	n	%
26-30	13	24,5
31-35	14	26,4
36-40	12	22,6
41-60	14	26,4

In the study, as seen in Table 5 above; 11,3% of the teachers are in Şehit Çağlar CANBAZ Islamic Divinity Middle School, 1,9% of the teachers are in Fatih Sultan Mehmet Middle School, 15,1% of the teachers are in 700. Yıl Osman Gazi Middle

School, 15,1% of the teachers are in Abdurrahman Nermin BİLİMLİ Middle School, 13,2% of the teachers are in Mustafa ERAVUTMUŞ Middle School, and 13,2% of the teachers are in İnönü Middle School, 1,9% of the teachers are in Mustafa Kemal Middle School, 18,9% of the teachers are in Söğütlü Çeşme Middle School and 9,4% of the teachers are in TOKİ Avrupa Konutları Middle School.

18,9% of the teachers are male and 81,1% of them are female.

20,8% of the teachers have an experience between 1-5 years, 22,6 % of them have an experience between 6-10 years, 43,4% of them have an experience between 11-15 years and 13,2% of them have an experience between 16-20 years.

24,5% of the teachers are between 26-30 years old, 26,4% of them are between 31-35 years old, 22,6% of them are between 36-40 years old, and 26,4% of them are between 41-60 years old.

4.1.1. Analyzing Sub-dimensions according to Teachers' Profile

Table 6: Analyzing Sub-dimensions according to Gender

Sub-dimensions	Gender	n	X	s.d.	t	P
Physical Conditions	Male	10	3,90	0,74	-0,62	0,54
	Female	43	4,05	0,65		
Course Materials	Male	10	2,81	0,35	-1,41	0,16
	Female	43	3,06	0,54		
Effectiveness of Education according to Teachers' Attitude	Male	10	2,65	0,47	-0,69	0,50
	Female	43	2,85	0,88		
Inclusion of the Literary Materials into Curriculum	Male	10	4,16	0,29	2,01	0,04*
	Female	43	3,79	0,39		

As seen in Table 6 above, it was found that participants, male or female did not show any difference according to physical conditions sub-dimension ($t=-0.62$, $p=0.54$, $p>0.05$). Teachers, male or female, believe that physical conditions of schools are pretty much the same and suitable for inclusion of literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas, and films into curriculum.

Participants, male or female, did not show any difference according to foreign language course materials sub-dimension ($t=-1,41$, $p=0,16$, $p> 0,05$). They stated that inclusion of literary materials into curriculum is equally important, necessary and effective way for foreign language education.

Participants, male or female did not show any difference according to effectiveness of education according to teachers' attitude. ($t=-0,69$, $p=0,50$, $p>0,05$). They stated that the educational effectiveness of teachers, regardless of their gender, is more important for foreign language education. In other words, they believe that the teachers' personality or personal teaching methods are more important than whether a teacher is male or female.

Participants showed differences according to the gender of inclusion of literary materials into curriculum. ($t=2, 01$, $p=0,04$, $p<0,05$). According to the male teachers, it is more important and effective way in teaching a foreign language. On the other hand, female teachers are more conservative and do not see this matter as an important factor.

As seen in Table 7 below, it was found that participants according to their teaching experience did not show any difference in terms of physical conditions sub-dimension ($F=0,14$, $p=0,93$, $p>0,05$). It means that the teachers who have different teaching experience have a similar thought about physical conditions of schools. They think that physical conditions of schools are much the same and suitable for the inclusion of literary materials into curriculum.

Participants according to their teaching experience did not show any difference in terms of foreign language course materials sub-dimensions. ($f=0,34$, $p=0,80$, $p>0,05$). It means that the teachers who have different teaching experience have a similar thought about foreign language course materials. They think that they are not adequate and effective for teaching foreign language and some improvements have to be done in their contents.

Participants according to their teaching experience did not show any difference in terms of effectiveness of education according to teachers' attitude sub-dimension. ($f=0,30$, $p=0,82$, $p>0,05$). They stated that it is an important issue for foreign language education but not directly proportional with experience. It is more related with teachers' personality and teachers' teaching methods.

Table 7: Analyzing Sub-dimensions according to Teachers' Experience

Sub-dimensions	Experience (Year)	n	X	s.d.	f	p
Physical Conditions	1-5	11	4,18	0,46	0,34	0,80
	6-10	12	4,04	0,62		
	11-15	23	3,93	0,80		
	16-20	7	4,00	0,58		
Course Materials	1-5	11	2,97	0,56	0,14	0,93
	6-10	12	3,01	0,44		
	11-15	23	3,06	0,56		
	16-20	7	2,93	0,54		
Effectiveness of Education according to Teachers' Attitude	1-5	11	2,73	0,82	0,30	0,82
	6-10	12	3,00	0,85		
	11-15	23	2,74	0,81		
	16-20	7	2,86	0,94		
Inclusion of Literary Materials into Curriculum	1-5	11	3,92	0,33	0,49	0,69
	6-10	12	4,01	0,33		
	11-15	23	4,06	0,38		
	16-20	7	3,92	0,49		

Participants according to their teaching experience did not show any difference in terms of inclusion of literary materials into curriculum sub-dimension. ($f=0,49$, $p=0,69$, $p>0,05$). It means that teachers who have different teaching experience have a similar thought about it at the same level. They think that foreign language course materials should give place to each of the cultural elements of literature equally.

As seen in Table 8 below, it was found that participants according to their age did not show any difference in terms of physical conditions sub-dimension. ($t=0,85$, $p=0,47$, $p>0,05$). They think that physical conditions of schools are pretty much the same and suitable for the inclusion of literary materials into curriculum.

Table 8: Analyzing Sub-dimensions According to Teachers' Age

Sub-dimensions	Teachers' Age (Year)	n	X	s.d.	f	P
Physical Conditions	26-30	13	4,04	0,56	0,85	0,47
	31-35	14	4,11	0,59		
	36-40	12	4,17	0,62		
	41-60	14	3,79	0,85		
Course Materials	26-30	13	2,97	0,54	0,16	0,93
	31-35	14	3,06	0,41		
	36-40	12	3,07	0,51		
	41-60	14	2,97	0,63		
Effectiveness of Education according to Teachers' Attitude	26-30	13	2,85	0,97	0,06	0,98
	31-35	14	2,75	0,70		
	36-40	12	2,88	0,86		
	41-60	14	2,79	0,85		
Inclusion of the Literary Materials into Curriculum	26-30	13	4,00	0,33	2,92	0,04
	31-35	14	4,02	0,38		
	36-40	12	4,32	0,33		
	41-60	14	3,81	0,43		

Participants according to their age did not show any difference in terms of foreign languages course materials sub-dimension. ($f=1,41$, $p=0,16$, $p>0,05$). They think that foreign language course materials are not adequate and effective for teaching foreign language and some improvements have to be done.

Participants according to their age groups did not show any difference in terms of effectiveness of education according to teachers' attitude sub-dimension. ($F=0,06$, $p=0,98$, $p>0,05$) They stated that effectiveness of education according to teachers' attitude, regardless of their gender, is more important for foreign language education and it is more related with teachers' personality and their teaching methods.

Participants according to their age groups did show some difference in terms of inclusion of literary materials into curriculum sub-dimension. ($f=2,92$, $p=0,04$, $p<0,05$). Compared to the teachers who are at 41-60 years of age with the 26-30 years of age participating in the study, the latter are in favor of the inclusion of short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas and films to the middle school foreign language curriculum and they see this issue as an important factor in foreign language teaching. ($p=0.01$)

4.1.2. Inclusion of Literary Materials vs. other Sub-dimensions

As seen in Table 9 below, it was found that there was no significant relationship between the dimension of inclusion of literary materials into curriculum and the dimension of physical conditions of the school environment. ($r=0,21$, $p=0,13$, $p>0,05$) Teachers believe that physical conditions of schools are pretty much the same and suitable for inclusion of the cultural elements of literature.

There is a directly proportional, high level of strength and meaningful relationship between the dimensions of inclusion of literary materials into curriculum and the dimension of foreign language course materials. ($r = 0,69$, $p = 0,01$, $p > 0,05$). Teachers believe that inclusion of short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas and films not only have significant importance in effective foreign language education but also they consider these literary materials as an important factor in foreign language teaching.

Table 9: Analyzing Inclusion of Literary Materials with other Sub-dimensions.

Sub-dimensions		Physical Conditions	Course Materials	Effectiveness of Education according to Teachers' Attitude
Inclusion of Literary Materials into Curriculum	n	53	53	53
	r	0,21	0,69**	0,03
	p	0,13	0,01	0,85

There is no significant relationship between inclusion of literary materials into curriculum sub-dimension and effectiveness of education according to teachers' attitude sub-dimension. ($r = 0,21$, $p = 0,13$, $p > 0,05$) Teachers see this issue as more related with teachers' personality and teachers' teaching methods.

4.2. Analyzing the Profile of Students

In the study, as seen in Table 10 below; 33,8% of the students are in 6th Grade, 32,4% of the students are in 7th Grade, and 33,8% of the students are in 8th Grade.

79,7% of the participants are from TOKİ Şehit Çağlar CANBAZ Islamic Divinity Middle School and 20,3% of them are from TOKİ Avrupa Konutları Middle School.

32,4% of the participants are male and 67,6% of the participants are female.

55,4% of the students' mothers have primary school education, 23% of the students' mothers have high school education, 14,9% of students' mothers have graduate degree and 6,8% of students' mothers have master's degree.

41,9% of the students' fathers have primary school education, 33,8% of the students' fathers have high school education, 13,5% of students' fathers have graduate degree and 10,8% of students' fathers have master's degree.

Table 10: Analyzing Students' Profile

Grade	n	%
6 th Grade	25	33,8
7 th Grade	24	32,4
8 th Grade	25	33,8
School	n	%
TOKİ Şehit Çağlar CANBAZ	59	79,7
TOKİ Avrupa Konutları	15	20,3
Gender	n	%
Male	24	32,4
Female	50	67,6
Mothers' Education	n	%
Primary School	41	55,4
High School	17	23
Graduate	11	14,9
Master's Degree	5	6,8
Fathers' Education	n	%
Primary School	31	41,9
High School	25	33,8
Graduate	10	13,5
Master's Degree	8	10,8

In the study, as seen in Table 11 below, 48,6% of the students' mothers' foreign language level is unsatisfactory, 47,3% of them are at the starter level, 1,4% of them are at the intermediate level and 2,7% of them are at good level.

44,6% of the students' fathers' foreign language level is unsatisfactory, 44,6% of them are at the starter level, 5,4% of them are at the intermediate level and 5,4% of them are at good level. It is clearly seen that about half of the students mothers and fathers, 48,6% and 44,6% respectively, do not know any foreign language.

Also, 33,8% of the participants receive private foreign language lesson in addition to official foreign language education. 17,5% of the students are very dissatisfied, 23% of the participants are dissatisfied, and 59,5% of the participants are partly satisfied with their foreign language teachers' attitude. 33,8% of the students think that their foreign language level is at the starter, 41,9% of them think that their level is at the intermediate, 16,2% of them think that their level is at the upper-intermediate, and 8,1% of them think that their level is at the advanced.

Table 11: Analyzing Foreign Language Profile of the Students

Mother's Foreign Language Level	n	%
Unsatisfactory	36	48,6
Starter	35	47,3
Intermediate	1	1,4
Good	2	2,7
Father's Foreign Language Level	n	%
Unsatisfactory	33	44,6
Starter	33	44,6
Intermediate	4	5,4
Good	4	5,4
Having Private Tutor	n	%
Yes	25	33,8
No	49	66,2
Satisfaction from Teachers' Attitude	n	%
Very Dissatisfied	13	17,5
Dissatisfied	17	23
Partly Satisfied	44	59,5
Students' Foreign Language Level	n	%
Starter	25	33,8
Intermediate	31	41,9
Upper Intermediate	12	16,2
Advanced	6	8,1

4.2.1. Analyzing Sub-dimensions according to Students' Profile

As seen in Table 12 below, it was found that students, regardless of their genders, did not show any difference according to physical conditions sub-dimension. ($t=0,37$, $p=0,71$, $p>0,05$) They believe that physical conditions of schools are pretty much the same and suitable for the inclusion of literary materials.

Table 12: Analyzing Sub-dimensions according to Students' Gender

Sub-dimensions	Gender	n	X	s.d.	t	p
Physical Conditions	Male	24	3,36	0,62	0,37	0,71
	Female	50	3,31	0,52		
Course Materials	Male	24	3,68	0,73	2,50	0,01*
	Female	50	3,22	0,75		
Effectiveness of Education according to Teachers' Attitude	Male	24	3,60	0,45	0,09	0,93
	Female	50	3,59	0,47		
Inclusion of Literary Materials into Curriculum	Male	24	3,77	0,64	-1,72	0,09
	Female	50	4,04	0,64		

Male and female students have different views about foreign language course materials sub-dimension. ($t=2,50$, $p=0,01$, $p<0,05$) Male students would like to see some changes in their course materials much more in comparison to the female students. In addition to this, male students see this issue an important factor to increase the effectiveness of foreign language teaching.

Participants showed no difference between gender and inclusion of literary materials into curriculum dimension. ($t=-1,72$, $p=0,09$, $p>0,05$) According to students, does not matter male or female, they would like to see literary materials in their foreign language course materials much the same.

Participants, male or female did not show any difference according to effectiveness of education according to students' attitude. ($t=0,09$, $p=0,93$, $p>0,05$). They state that the educational effectiveness of teachers, regardless of their gender, is more a personal issue and important for foreign language education.

As seen in Table 13 below, it was found that the schools did not show any difference according to physical conditions sub-dimension. ($t=-1,01$, $p=0,31$, $p>0,05$). So,

physical conditions of the schools are pretty much the same. ($t = -1,01$, $p = 0,31$, $p > 0,05$). They believe that the physical conditions of schools are much the same in terms of inclusion of literary materials.

Table 13: Analyzing Sub-dimensions according to Schools

Sub-dimensions	School	n	X	s.d.	t	p
Physical Conditions	Şehit Çağlar	59	3,29	0,54	-1,01	0,31
	Avrupa	15	3,46	0,60		
Course Materials	Şehit Çağlar	59	3,29	0,78	-1,99	0,04**
	Avrupa	15	3,67	0,67		
Effectiveness of Education according to Teachers' Attitude	Şehit Çağlar	59	3,55	0,46	-1,78	0,08
	Avrupa	15	3,78	0,45		
Inclusion of the Literary Materials into Curriculum	Şehit Çağlar	59	3,94	0,65	-0,29	0,78
	Avrupa	15	3,99	0,66		

Foreign language course materials sub-dimension showed differences according to schools ($t = 1.99$, $p = 0.04$, $p < 0.05$). TOKİ Avrupa Konutları Middle School students expressed that in order to increase the effectiveness of foreign language teaching they need supplementary materials which include literary materials. They also think that these kinds of supplementary materials are an important agent in terms of improving their foreign language learning.

Effectiveness of education according to teachers' attitude sub-dimension did not differ according to the schools. ($t = -1,78$, $p = 0,08$, $p > 0,05$). They have similar views, yet differences stem from teacher's own individuality and teaching method.

Students did not show any difference according to inclusion of literary materials sub-dimension into the curriculum. ($t = -0,29$, $p = 0,78$, $p > 0,05$) They expressed their desire much the same and all of them want to include the literary materials into foreign language curriculum.

As seen in Table 14 below, it was found that the students whether or not they have private foreign language tutor did not show any difference according to the physical condition sub-dimension. ($t = 0,07$, $p = 0,94$, $p > 0,05$) They think that the physical

conditions of their schools are pretty much the same and adequate in terms of including literary materials.

Students whether or not they have private tutor did not show much difference according to foreign language course materials sub-dimension. ($t=0,14$, $p=0,89$, $p<0,05$) They all have similar views about the inclusion of literary materials to their foreign language course materials and see this issue as an important factor for learning foreign language.

Table 14: Analyzing Sub-dimensions according to Having Support of Private Foreign Language Tutor

Sub-dimensions	Having Tutor	n	X	s.d.	t	p
Physical Conditions	Yes	25	3,33	0,53	0,07	0,94
	No	49	3,32	0,57		
Course Materials	Yes	25	3,39	0,91	0,14	0,89
	No	49	3,36	0,70		
Effectiveness of Education according to Teachers' Attitude	Yes	25	3,61	0,57	0,15	0,88
	No	49	3,59	0,41		
Inclusion of Literary Materials into Curriculum	Yes	25	3,93	0,76	-0,19	0,85
	No	49	3,96	0,60		

Students whether or not they have a private tutor did not show any difference in terms of effectiveness of education according to teachers' attitude sub-dimension. ($t=0,15$, $p=0,88$, $p>0,05$) They stated that having private foreign language tutor does not create a big difference; they mostly believe that teachers' personality plays much more importance on success.

Students having a private tutor did not show any difference according to inclusion of literary materials into the foreign language curriculum sub-dimension. ($t=-0,19$, $p=0,85$, $p<0,05$). They stated that inclusion of all the literary materials have equal importance in learning foreign language. This means that they would like to see short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas and films in their course materials.

As seen in Table 15 below, it was found that foreign language level of students' mothers did not show any difference according to the physical conditions sub-dimension. ($t=-1,01$, $p=0,31$, $p>0,05$) They have similar opinion about the physical conditions of schools and think that schools' physical conditions are proper for inclusion of literary materials into the curriculum.

Table 15: Analyzing Sub-dimensions according to Foreign Language Level of Students' Mother

Sub-dimensions	Mothers' Foreign Language Level	n	X	s.d.	t	P
Physical Conditions	Unsatisfactory Starter	38	3,38	0,61	0,62	0,54
		36	3,30	0,49		
Course Materials	Unsatisfactory Starter	38	3,26	0,72	0,28	0,78
		36	3,23	0,79		
Effectiveness of Education according to Teachers' Attitude	Unsatisfactory Starter	38	3,64	0,41	0,65	0,52
		36	3,56	0,53		
Inclusion of Literary Materials into Curriculum	Unsatisfactory Starter	38	4,00	0,56	0,43	0,67
		36	3,94	0,75		

Students' mothers' foreign language level did not show any difference according to foreign language course materials dimension. ($t= 0,28$, $p=0,78$, $p>0,05$). They think that it was important to include literary materials in foreign language course materials.

Foreign language level of the students' mothers did not show any difference according to inclusion of literary materials into the curriculum dimension. ($t=0,43$, $p=0,67$, $p>0,05$). They think that it is an important issue and by doing so the efficiency of foreign language education will increase.

Foreign language level of the students' mothers did not show any difference according to teachers' attitude dimension. ($t=-1,78$, $p=0,08$, $p>0,05$) It has been found that the effectiveness of education according to teachers' attitude is much the same and it is more related with teachers' personality and teaching methods.

Table 16: Analyzing Sub-dimensions according to Students' Grades

Sub-dimensions	Grades	n	X	s.d.	f	P
Physical Conditions	6 th Grade	25	3,27	0,54	0,62	0,54
	7 th Grade	24	3,28	0,53		
	8 th Grade	25	3,43	0,59		
Course Materials	6 th Grade	25	3,51	0,93	0,44	0,03*
	7 th Grade	24	3,04	0,61		
	8 th Grade	25	3,55	0,65		
Effectiveness of Education according to Teachers' Attitude	6 th Grade	25	3,39	0,56	3,87	0,02*
	7 th Grade	24	3,71	0,36		
	8 th Grade	25	3,69	0,38		
Inclusion of Literary Materials into Curriculum	6 th Grade	25	3,56	0,72	9,29	0,01*
	7 th Grade	24	4,27	0,55		
	8 th Grade	25	4,04	0,47		

As seen in Table 16 above, it was found that the students' grade did not differ according to the physical conditions sub-dimension ($f=0,62$, $p=0,54$, $p>0,05$). The students studying in 6th, 7th, and 8th Grades have similar views concerning the physical conditions of their schools and the schools' conditions are proper for the inclusion of literary materials into the curriculum.

Students have different views regarding what foreign language course materials should include. ($f=3,44$, $p=0,03$, $p>0,05$). It has been observed that 7th and 8th Graders are much more in favor of the inclusion of literary materials into foreign language course materials in comparison to 6th Graders. 7th and 8th Graders also believe this issue is an important and an influential subject in teaching foreign language. ($p=0,01$)

Students studying in different grades show differences in the inclusion of literary materials into the foreign language curriculum dimension. ($f=9,29$, $p=0,03$, $p>0,05$). 7th and 8th Graders think that inclusion of literary materials into curriculum are more important and effective subjects in foreign language teaching when compared to 6th Graders. ($p=0,01$)

Students studying in different grades show differences in terms of effectiveness of education according to teachers' attitude dimension. ($f=3,87$, $p=0,01$, $p>0,05$) The

effectiveness of education according to teacher's attitude is pretty much the same among 7th and 8th Graders whereas 6th Graders have different views about it. 6th Graders are more sensitive to their teachers' attitude and more affected by their teachers' approach. 7th and 8th Graders are more reasonable and not happy with their teachers' way of teaching method.

Table 17: Analyzing Sub-dimensions according to Students' Mothers' Education Level

Sub-dimensions	Mothers' Education	n	X	s.d.	f	P
Physical Conditions	Primary	41	3,35	0,54	1,26	0,29
	High School	17	3,44	0,67		
	Graduate	11	3,05	0,36		
	Master's	5	3,40	0,48		
Course Materials	Primary	41	3,46	0,78	0,90	0,44
	High School	17	3,35	0,61		
	Graduate	11	33,03	0,64		
	Master's	5	3,46	1,32		
Effectiveness of Education according to Teachers' Attitude	Primary	41	3,58	0,46	2,33	0,08
	High School	17	3,79	0,42		
	Graduate	11	3,34	0,37		
	Master's	5	3,62	0,59		
Inclusion of the Literary Materials into Curriculum	Primary	41	3,91	0,66	2,80	0,05
	High School	17	4,25	0,52		
	Graduate	11	3,68	0,72		
	Master's	5	3,84	0,65		

As seen in Table 17 above, it was found that there is no significant difference between educational levels of students' mothers according to physical conditions sub-dimension. ($f=1,26$, $p=0,29$, $p>0,05$) But graduate and master's degree mothers have much more similar opinions about physical conditions dimension.

There is no significant difference between students' mothers' having different educational levels and foreign language course materials dimension. ($f=0,90$, $p=0,44$,

p>0,05) All of them would like to improve the foreign language course materials' contents much the same.

There is no big difference between students' mothers' having different educational level and effectiveness of education according to teachers' attitude dimension. (f=2.33, p=0,08, p>0,05) All of them would like their children to get good foreign language education and they express that they are ready to do everything on their side.

There is no significant difference between students' mothers' having different educational levels and inclusion of literary materials into the curriculum dimension. (f=2.80, p=0,05, p>0,05) All of them would like to include literary materials into the foreign language curriculum much the same and see this issue as an important and an influential subject.

Table 18: Analyzing Sub-dimensions according to Students' Fathers' Education Level

Sub-dimensions	Fathers' Education	n	X	s.d.	f	P
Physical Conditions	Primary	31	3,40	0,54	0,63	0,60
	High School	25	3,21	0,55		
	Graduate	10	3,30	0,59		
	Master's	8	3,44	0,59		
Course Materials	Primary	31	3,32	0,75	2,70	0,06
	High School	25	3,21	0,81		
	Graduate	10	3,40	0,45		
	Master's	8	3,75	0,71		
Effectiveness of Education according to Teachers' Attitude	Primary	31	3,64	0,38	1,61	0,20
	High School	25	3,47	0,57		
	Graduate	10	3,57	0,40		
	Master's	8	3,85	0,40		
Inclusion of Literary Materials into Curriculum	Primary	31	3,99	0,57	0,71	0,55
	High School	25	3,84	0,83		
	Graduate	10	3,89	0,55		
	Master's	8	4,21	0,43		

As seen in Table 18 above, it was found that there is no difference between educational level of students' fathers and physical condition dimension. ($f=1,26$, $p=0,29$, $p>0,05$) All of them think that the physical condition is proper for the inclusion of literary materials into the curriculum. There is no significant difference between students' fathers' having different educational levels and foreign language course materials dimension. ($f=2.70$, $p=0,06$, $p>0,05$) All of them would like to improve the contents and the effectiveness of foreign language coarse materials pretty much the same.

There is no significant difference between students' fathers' having different educational levels and inclusion of literary materials into the curriculum dimension. ($f=0,71$, $p=0,55$, $p>0,05$) They think that it is important at similar levels.

Also, there is no significant difference between students' fathers having different educational levels and effectiveness of education according to teachers' attitude dimension. ($f=1,61$, $p=0,20$, $p>0,05$) They think that educational effectiveness of teachers is more related with teachers' personality and teaching methods.

Table 19: Analyzing Sub-dimensions according to Foreign Language Levels of Students' Fathers

Sub-dimensions	Father's Foreign Language Level	n	X	s.d.	f	P
Physical Conditions	Unsatisfactory	33	3,35	0,52	0,52	0,67
	Starter	33	3,35	0,57		
	Intermediate-Good	8	3,25	0,78		
Course Materials	Unsatisfactory	33	3,36	0,78	0,57	0,63
	Starter	33	3,34	0,72		
	Intermediate-Good	8	3,83	0,58		
Effectiveness of Education according to Teachers' Attitude	Unsatisfactory	33	3,63	0,34	0,09	0,97
	Starter	33	3,58	0,56		
	Intermediate-Good	8	3,77	0,38		
Inclusion of Literary Materials into Curriculum	Unsatisfactory	33	4,04	0,49	2,16	0,09
	Starter	33	3,89	0,79		
	Intermediate-Good	8	4,34	0,16		

As seen in Table 19 above, it was found that foreign language level of students' fathers and physical conditions dimension did not show difference. ($f= 0,52$, $p=0,67$, $p>0,05$) The opinions of the students whose fathers have different foreign language level have common opinions regarding the physical conditions of their schools and they see inclusion of literary materials is proper into foreign language curriculum.

It was found that foreign language level of students' fathers and foreign language course materials dimension did not show difference. ($f=0,57$, $p=0,63$, $p>0,05$). They pointed out much the same that the inclusion of literary materials into the foreign language course materials is an important and an influential issue in foreign language teaching.

There is no significant difference between students' fathers' having different foreign language levels and effectiveness of education according to teachers' attitude dimension. ($f = 0,09$, $p=0,97$, $p>0,05$). They think that effectiveness of foreign language education according to teachers' attitude depends on the individuality of the teacher.

There is no significant difference between students' fathers' having different educational levels and inclusion of literary materials into curriculum sub-dimension. ($f=2,16$, $p=0,09$, $p>0,05$) They think that inclusion of literary materials into curriculum is important and pretty much the same for foreign language education.

As seen in Table 20 below, it was found that there was no significant difference between students' foreign language level and physical conditions sub-dimension. ($f=0,60$, $p=0,62$, $p>0,05$) It has been observed that physical conditions of schools are pretty much the same and proper for inclusion of literary materials into foreign language curriculum.

There is no significant difference between students' foreign language level and foreign language course materials dimension. ($f=0,57$, $p= 0,64$, $p>0,05$) They think that including cultural elements of literature into foreign language course materials is an important issue for effective foreign language education.

There is no significant difference between students' father's foreign language level and effectiveness of education according to teachers' attitude dimension. ($f=0,09$, $p=0,97$, $p>0,05$) It has been found that the effectiveness of education according to teachers' attitude depends much more on the individuality of the teacher.

Table 20: Analyzing Sub-dimensions according to Students' Foreign Language Level

Sub-dimensions	Foreign Language Level	n	X	s.d.	f	P
Physical Conditions	Starter	25	3,21	0,54	0,60	0,62
	Intermediate	31	3,40	0,60		
	Upper intermediate-Advanced	18	3,40	0,57		
Course Materials	Starter	25	3,37	0,69	0,57	0,64
	Intermediate	31	3,38	0,82		
	Upper intermediate-Advanced	18	3,47	0,94		
Effectiveness of Education according to Teachers' Attitude	Starter	25	3,61	0,36	0,09	0,97
	Intermediate	31	3,53	0,57		
	Upper intermediate-Advanced	18	3,61	0,44		
Inclusion of Literary Materials into Curriculum	Starter	25	3,87	0,54	3,26	0,01
	Intermediate	31	3,85	0,40		
	Upper intermediate-Advanced	18	4,16	0,49		

There is no significant difference between the inclusion of literary materials sub-dimension and students' foreign language level ($f=3,26$, $p=0,01$, $p<0,05$). Students who think their foreign language proficiency are at upper-intermediate and advanced level think much more in favor of inclusion of literary materials into foreign language curriculum compared to those who think their language proficiency level are at starter or intermediate levels. ($p=0,02$).

4.2.2. Inclusion of Literary Materials vs. other Sub-dimensions

As seen in Table 21 below, it was found that there was a low level of strength, direct proportional and meaningful relationship between inclusion of literary materials into curriculum and physical conditions dimension. ($r=0,26$, $p=0,02$, $p>0,05$). The students expressed that physical conditions are sufficient for inclusion of literary materials into curriculum and also claimed that this issue is important in foreign language education.

There was a low level of strength, direct proportional and meaningful relationship between inclusion of literary materials into curriculum and foreign language course materials sub-dimension. ($r=0,26$, $p=0,02$, $p>0,05$) Students suggest that inclusion of literary materials into foreign language curriculum and foreign language course materials are important.

Table 21: Analyzing Inclusion of Literary Materials with other Sub-dimensions

Sub-dimensions		Physical Conditions	Course Materials	Effectiveness of Education according to Teachers' Attitude
Inclusion of Literary Materials into Curriculum	n	74	74	74
	r	0,27*	0,26*	0,06
	p	0,02	0,02	0,91

There was no significant relationship between inclusion of literary materials into curriculum and effectiveness of education according to teachers' attitude dimension in foreign language education. ($r=0,06$, $p=0,91$, $p>0,05$) They think that teachers' approach and teaching methods are more important than curriculum.

4.3. Analyzing Groups' Views According to Sub-Dimensions

As seen in Table 22 below, in the study, it was found that teachers and students have different opinions about physical conditions dimension. ($t=6,40$, $p=0,01$, $p<0,05$). Both teachers and students think that physical conditions of schools are enough for inclusion of literary materials into curriculum. However, students think that some improvements need to be done in schools' physical conditions for better foreign language education.

Teachers and students have different opinions about foreign language course materials dimension. ($t=-2,91$, $p=0,01$, $p<0,05$) Even though both of them think that the existing foreign language course materials are not sufficient for the use of literary materials in foreign language education, teachers think that course materials are much more inadequate in terms of contents when compared to students' opinions.

Table 22: Analyzing Groups' Views According to Sub-Dimensions

Sub-dimensions	Groups	n	X	s.d.	t	P
Physical Conditions	Teacher	53	4,02	0,66	6,40	0,01
	Student	74	3,33	0,55		
Course Materials	Teacher	53	3,02	0,52	-2,91	0,01
	Student	74	3,37	0,77		
Effectiveness of Education according to Teachers' Attitude	Teacher	53	2,81	0,82	-6,83	0,01
	Student	74	3,60	0,46		
Inclusion of Literary Materials into Curriculum	Teacher	53	4,00	0,37	0,55	0,58
	Student	74	3,65	0,65		

There was no significant difference between teacher and student groups according to inclusion of literary materials into curriculum. ($t=0,55$, $p=0,58$, $p>0,05$). They have similar views at the same levels about inclusion of literary materials into foreign language curriculum and they see this issue an important matter in foreign language education.

Students believe effectiveness of education according to teachers' attitude is much better in comparison to teachers. ($t=-6,83$, $p=0,01$, $p<0,05$) This shows that students are more eager to learn foreign language in comparison to teachers' teaching attitude and desire.

4.4. Analyzing Literary Materials with other Sub-dimensions

As seen in Table 23 below, it was found that there was a low level of strength, direct proportional and meaningful relationship between inclusion of literary materials into curriculum and physical conditions dimension. ($r=0,23$, $p=0,01$, $p>0,05$) Teachers and students, both think that physical conditions are sufficient for inclusion of literary materials into curriculum. At the same time, both teachers and students are of the opinion that all these literary materials are important in foreign language education.

There was a low level of strength, direct proportional and meaningful relationship between inclusion of literary materials into curriculum and foreign language course materials dimension. ($r=0,21$, $p=0,02$, $p>0,05$). Teachers and students, both think that

inclusion of literary materials into foreign language course materials is important and an effective matter for foreign language education.

Table 23: Analyzing Inclusion of Literary Materials into Curriculum with other Sub-dimensions

Sub-dimensions		Physical Conditions	Course Materials	Effectiveness of Education according to Teachers' Attitude
Inclusion of Literary Materials into Curriculum	n	74	74	74
	r	0,23**	0,21*	0,35**
	p	0,01	0,02	0,01

There was a low level of strength, direct proportional and meaningful relationship between inclusion of literary materials into curriculum and effectiveness of education according to teachers' attitude dimension. ($r = 0,35$, $p = 0,01$, $p > 0,05$). They think that the use of literary materials and effectiveness of education according to teachers' attitude will improve foreign language education as a whole.

4.5. Analysis and Interpretation of the Qualitative Data for Teachers

One general interview question in Appendix 5 was prepared to ask for foreign language teachers to gather their opinion about the present and future course materials' contents, the effectiveness of the teaching methods they are being used, and generally to improve effectiveness of present foreign language teaching system. 53 teachers have answered these questions and their most frequently and generally expressed ideas are compiled as follows:

Question: Depending on your teaching experience, in case you have a chance to prepare foreign language course and activity books, materials and the curriculum, what kind of changes would you like to make?

Teachers' answers to the questionnaire are summarized below:

"First of all, I would like to have lots of entertaining exercises in the course and activity books. With full of qualified pictures, it must have some stickers. There should be some entertaining homework and classwork activities. I do not want any

difficult grammar exercises. The grammar must be taught with exercises like puzzles, matchings, finding missing letter and so on.”

“Students should be learning without realizing that they are learning. Learning foreign language must be fun and course materials should be designed according to this concept.”

“Listening to a text must not be followed by a fill in the blanks exercise. Listening must be done with short entertaining films. For instance after a five minutes film, students can speak about the film.”

“In the book, there can be some entertaining matching exercises or puzzles. All exercises must be as easy as all the students can enjoy them.”

“Shortly a course book should show that learning a language is not a burdensome job but just fun. No long texts, no boring exercises, no unqualified pictures.”

“The book must be colorful. It must bring a spring time to the class and to the mind of the students.”

“It is good to give more places to the speaking and listening activities. Visual materials could be used more extensively.”

“Starting with the listening and vocabulary activities would be a good start to teach and learn foreign language. Listening activities could be compiled of daily language, situational dialogue, and some slangs words.”

“Less subjects, more activities, more entertaining books must take place instead of boring ones. Games, songs and poems should be in every unit. Ready pop quizzes should have in course book materials. One year only grammar must be taught; the other year just practice should be done. Listening exercises should be carefully selected by the MNE. More interactive smart board exercises, videos, short films, cartoons and related exercises must be included in the course materials. Every year a national language exam should be carried out so as to see the students’ level around the country. A state supported program which every student can find a native speaker should be established to talk online.”

As seen above, teachers are not happy with the contents of course materials. They would like to have entertaining activities with colorful picture and stickers in their course materials. They would like to have homework assignments that draw the

attention of students and grammar activities should be simple. Also, they think that curriculum should give place to short films, speaking and listening activities, and visual materials.

4.6. Analysis and Interpretation of the Qualitative Data for Students

12 interview questions in Appendix 6 were prepared to ask for the middle school students to gather their opinion about the present and future course materials' contents, the effectiveness of the teaching methods they are being instructed, their self-confidence to express themselves by using foreign language and their attitudes towards their foreign language learning. 113 students have answered these questions and their most frequently and generally expressed ideas are compiled as follows.

Question 1. Do you find foreign language lessons enjoyable? If yes or no, please explain your reasons? (Yabancı dil dersini eğlenceli buluyor musunuz? Cevabınız evet veya hayır ise lütfen gerekçesini belirtiniz.)

“I hate foreign language because teachers never teach us foreign language well.”

“Teachers teach us foreign language in a very boring way.”

“I cannot concentrate on the foreign language lessons, so the lessons become boring for me. So as to pass the time in class session, I play with my own materials and later on I get sleepy.”

“I think the teachers, the course materials, and the units are all terrible and boring.”

“I believe that writing the grammar rules on our notebooks over and over again do not help us learn foreign language. I hate writing the same word 15 times and it does not help me learn it.”

“The reading passages in the course books are too long and they do not have any pictures to understand the reading passages.”

“I do not like foreign language lessons, because I have difficulty in making sentences and using words.”

As it can be seen above, students are not happy with their teachers' teaching method. They find foreign language lesson boring and they are not happy with the contents of their course materials. They are tired of learning foreign language grammar all their educational life. They want to put their foreign language knowledge into practice.

They would like to have shorter reading passages with colorful pictures. They need more opportunity to practice their foreign language.

Question 2. Do you find the materials for foreign language lessons adequate? (Yabancı dil eğitiminde kullanılan ders materyallerini yeterli buluyor musunuz?)

“Teachers do not bring any materials to the classroom.”

“Thanks God, there is Smart Board; there is nothing good other than this splendid technological device. Even if teachers do bring certain materials to the classroom environment, I find them rather inadequate.”

“If teachers had brought more materials to the lesson, I think I would have understood foreign language lessons better.”

“It would be much better if they bring entertaining games, riddles, and puppets.”

“Too much overusing materials in class may also make the lesson boring and irritating. I hate being treated as if I am a kindergarten student. I would prefer simple activities which aim to teach the functions that I have to learn in the curriculum of the foreign language lesson.”

As it can be seen above, students think that teachers should enliven their foreign language lessons through different materials. They believe that if teachers bring enough and necessary materials into the classroom environment, their foreign language learning will improve. In addition, teachers have to be careful in selecting the appropriate materials according to learners’ need.

Question 3. If you were to compile a foreign language course book, what would you like to have in it? Eğer bir yabancı dil ders kitabı oluşturmak durumunda kalsaydınız içinde neler olmasını isterdiniz?)

“I want to have tongue twisters in my foreign language lesson.”

“I want to read about film reviews, videos, and films in my foreign language lesson.”

“I would like to put riddles in my foreign language course book.”

“I would like to put games and activities related to the units we are learning.”

“I would like to give place to songs and tongue twisters in my foreign language course book.”

“I would like to give more places to reading passages, anecdotes, and caricatures in my foreign language course books”.

“I would prepare a course book that makes students create scenarios and drama activities about the texts they are reading and choose different themes that lead them to use their imagination.”

As it can be seen above, students want different cultural elements of literature in their foreign language course materials. They want to see activities that help them to use their imagination.

Question 4. Do you want songs to be taught in foreign language classes?
(Yabancı dil dersinizde şarkı öğretilmesini ister misiniz?)

“I love songs. It is easy for us to memorize.”

“I would like to learn songs that are not boring.”

“I want to study songs which are suitable for our ages. I do not like to learn songs that are for babies.”

“The songs should be up-to-date.”

“Gap filling activities in the songs can be given to us, because I think it would be fun if we listen to it and catch the words that are missing.”

“If we learn songs, our pronunciations would become much better. In my opinion songs should be taught in foreign language lessons.”

“I want to sing songs with a group. Some of my friends play musical instruments, whereas others may sing the song. I would like to sing a song with a guitar.”

“I want songs to be full of action and fun. Also, I think through songs.”

“I think I can learn and memorize the vocabulary better by listening songs.”

As it can be seen, songs are very interesting for language learners. Learning songs for them is easy and enjoyable. They want to learn songs appropriate for their ages, and the songs should be up to date. In addition, students believe their pronunciations will improve if teachers use songs to teach foreign language. Songs can be sung individually or in a group.

Question 5. Do you like your foreign language course and activity books used in your foreign language classes? (Yabancı dil dersinde kullanılmakta olan ana ve yardımcı ders kitaplarınızı seviyor musunuz?)

“Our foreign language course book is very boring.”

“I can only have fun if my teacher instructs me on the subject that fulfills my interest.”

“The activities in our course books should be entertaining. Especially for 8th Grades, there should be a special book.”

“I would not put listening activities in our course books because the pace of the listening tracks is very fast, and they are boring. I cannot understand any listening tracks, because I lose track of what I am listening, and when the teacher asks questions about what I listened, I hate answering them because I could not catch up with the speed of the listening track.”

“The activities which we do in the class do not give us any opportunity to speak in the class. How can I speak the language that I never practice in the classroom?”

As it can be seen above, students do not like their course materials and they find them boring. They do not want long and speedy listening tracks in their course books. They want to make more speaking practice instead of writing and learning grammar and vocabulary activities. They want their course books include entertaining activities.

Question 6. Would you like to make use of dramatic activities in your foreign language lessons? (Yabancı dil derslerinde drama aktivitelerinden yararlanmak ister misiniz?)

“In our foreign language lessons, I want to have drama because I think drama will develop my language level and reinforce my foreign language proficiency.”

“I want drama in foreign language lesson because we can speak foreign language better, and while we have fun, we can learn foreign language at the same time.”

“I think I can learn foreign language better when we do drama in our lesson, because when I do entertaining things in my lessons, learning becomes more long lasting. I do not think I will easily forget what I have learned when I am actively involved in what I am doing. Also, teachers could bring puppets to the lesson.”

“I would like to have drama activities in our class but teachers should not force me to act out. I would like to do it voluntarily.”

“I want to create scenarios and do sketches in classes, which we prepare and perform and later on watch it altogether with our classmates and teacher.”

As it can be seen above, students would like to have drama in their course books. They think that dramatic activities are important in terms of learning a foreign language and by acting out they have great fun. Through drama, students believe learning will become more long lasting and use their own creativity. Lastly, they do not like to be forced to act out; they want to carry it out voluntarily.

Question 7. Do you want to read fairy tales in your foreign language course books as a reading activity? (Okuma etkinliđi olarak yabancı dil ders kitaplarınızda peri masalları olmasını ister misiniz?)

“I think 6th graders could benefit from fairy tales a lot. In this sense, fairy tales could be in 6th grade course books. However, I do not think fairy tales are appropriate for 7th grade students and over.”

“It could be fun for us, because I like to use my imagination and I want to create an imaginary, colorful and a magical world inside me.”

“I think all 6th graders would like to read fairy tales because they help their imagination grow.”

“We are optimistic and sometimes dreams are more beautiful than truths.”

As it can be seen above, all students believe fairy tales is important for 6th Graders, so it can be included in the course materials, yet, for higher graders, fairy tales are not appropriate.

Question 8. Do you want to have poems in your foreign language course books as a reading activity? (Okuma etkinliđi olarak yabancı dil ders kitaplarınızda şiirler olmasını ister misiniz?)

“I love poems, especially poems that are acrostic. It would be fun if acrostic poems are related to the units in course books.”

“I never saw poems in MNE course books, and up to now I have never read a single poem. Studying poems could become entertaining and fun, if poems are integrated with our foreign language lessons.”

“Even if we cannot memorize the poem as a whole, still they help us develop our pronunciations.”

“I want poems in my foreign language lessons, because by means of poems, I can see how foreigners feel and think about certain ideas which might be different from ours.”

“I would like to read a poem with background music. It would be a different activity for us if poems were to be integrated with our foreign language classes.”

As it can be seen above, students would like to see poems, especially acrostic poems in their course books. They believe that through poems, they can learn how foreigners feel and think about certain ideas by comparing their own ideas. Also, they believe their pronunciations will improve through poems.

Question 9. Do you want to have short stories in your foreign language course books as a reading activity? What type of themes of short stories draw the attention of foreign language learners? (Okuma etkinliđi olarak ders kitaplarınızda kısa hikayeler olmasını ister misiniz? Ne tür konulu hikayeler yabancı dil öğrenen kişilerin dikkatini çeker?)

“I want to read short stories that are entertaining, fantastic and horrible.”

“We do not have any short stories in our course books; individually I would like to have short stories in my course books.”

“I would like to read short stories about different types of food, places, shopping, colors, famous people, old ages, significant people, whom influence the history, scientists such as Newton, Einstein, space, animals, happiness, beauties, parties, enjoyable travels, math, different sports, different cultures and adventures. Also, I would like to read stories about famous basketball players’ lives, important writers’ lives such as Franz Kafka. I hate reading passages starting with Hi, Mary, Hi, Michael.”

“Short stories should draw our attention and bewitch us. I do not like to read short stories that use very simple language.”

“I love short stories, and I want my teacher to let me complete the end of the short story according to my own imagination.”

“I would like to draw and paint a picture about the short story after I read it.”

“When I read short stories, I learn new words much easier and the words I learn never fade away from my mind. Remembering them becomes easy and long lasting for me.”

As it can be seen above, students would like to see short stories in their course books that are entertaining, fantastic and horrible. Students want their teachers to make them use their imagination by letting them complete the end of the short stories rather than making them learn the end of the story. Also, while reading the short stories, they want to be active, such as drawing and painting the pictures of the short stories, so it helps them learn the foreign language in an easy and long lasting way.

Question 10. Do you think you can tell a story to your friends in foreign language? (Bir arkadaşınıza yabancı dilde bir hikaye anlatabilir misiniz?)

“I do not think I can tell a story which I read in foreign language because I am afraid to do it.”

“Let alone tell a story, I think that I could not even speak a single word in foreign language. The reason of this is that our course books do not contain any activities that compel us to speak about a certain subject.”

“The teacher could not find enough time to carry out all activities in our books, so he/she only makes us complete the grammar and vocabulary activities.”

“We do not write and speak in the foreign language we are learning.”

As it can be seen above, students think that they have trouble with their speaking skills. So, they want their books include various themes which make them to speak more in the class.

Question 11. Do you want films to be integrated with foreign language lessons curriculum? (Yabancı dil eğitimi müfredatına filmlerin de dahil edilmesini ister misiniz?)

“Yes, definitely, because I think films draw every student’s attention.”

“I would prefer to watch films that are with captions because when I watch it in foreign language, I cannot understand a single word.”

As it can be seen above, all students find films interesting and want to have them in their curriculum. They also believe films with captions help them understand the films better.

Question 12. Do you want riddles and tongue twisters to be included in your course books? (Yabancı dil ders kitaplarınıza bilmecelerin ve tekerlemelerin dahil edilmesini istermisiniz?)

“It would be lovely.”

“I think it would be fun to start the lessons with a tongue twister or riddle.”

“In every beginning of the unit that we are to learn, I would like to see riddles or tongue twisters.”

“I think giving place to riddles is important because they help us to improve our intelligence. For this purpose, teachers should bring them to class, and course books should give place to them in the classes.”

“It would be fun to speak out tongue twisters.”

As it can be seen above, students are of the opinion that starting the lessons with learning riddles and tongue-twisters would be enjoyable. They also believe riddles and tongue twisters help them improve not only their intelligence but also their pronunciations. They think that it would be fun to speak out tongue-twisters and guessing the answer of the riddles.

CHAPTER FIVE

SUMMARY, RESULTS AND RECOMMENDATIONS

This chapter covers the summary, results and recommendations. It starts with a summary of the research which shows the necessity of integrating literary materials into foreign language curriculum. Then it presents the important points of the research results. And lastly, it proposes some recommendations for the MNE and suggestions for further studies.

5.1. Summary

When we look at the current curriculum, it may be seen that generally classical, teacher-centered educational method is being executed for years with its existing structure. Although students are being taught at least one foreign language throughout their education, they cannot develop their language skills at the desired level. On the other hand, when one looks into the practices of foreign countries, their students are much more successful in using their foreign language skills in comparison to Turkish students even though they have less foreign language credit hours in their curriculum. This success cannot be explained only by the similarities of language structures of these nations. Surely, the effectiveness of the educational system also plays an important role in this success.

Through advances in technology and distances being shortened, globalization has made today's people acquaint themselves with different cultures, various races and nationalities through acculturation. So, in order to learn, respect and appreciate the differences among cultures, races and nationalities, knowing a foreign language is indeed necessary for all humanity. On the other hand, learners can have a better understanding of mother tongue through learning a foreign language.

Even though a great deal of importance is attached to foreign language education nationwide, it is indeed surprising to see a great majority of students' foreign language proficiency still remains at the starter level when they start university. The current education and training system does not ensure the desired level of success. There are many reasons of this problem, but mainly related with the curriculum, teaching approaches and methods, and the evaluations procedures. For these reasons,

to solve the problem areas expressed in detail, this thesis entitled “The Function of Literary Materials in Efficient Foreign Language Education” was prepared to find a solution to make betterment in mentioned problem areas. So, in literature review chapter firstly, I examined some aspects of language; like what language is and its properties, differences between mother and foreign language and the importance of knowing a foreign language. Later, I looked into the necessary conditions in the acquisition of target language, the importance of motivation in learning a foreign language, some learning theories and methods related with the thesis. And, lastly, I concentrated on the relationship between language and literary culture, the inclusion of literary materials into the middle school foreign language curriculum and integration of four language skills.

Language, in general terms, is a set of rules for generating speech and it is exclusively a human property. The ability to use language, perhaps more than any other attribute, distinguishes human beings from other creatures. So, human language has properties not shared by the communication of animals. It is regarded as the light of mind. Messages are conveyed, questions are asked, ideas are expressed with great precision, and answers are clarified through language which is a magnificent means of communication. The properties of human language are reflexivity, displacement, arbitrariness, productivity/creativity, open-endedness, cultural transmission, and duality.

The mother language is used for the language that a person learned as a child at home, usually from their parents. It is the first language learned when a baby, rather than a language learned at school or as an adult. The mother language makes learners get prepared for life, understand and interpret the world around them, make connections with their families, cultural traditions, friends and neighbors. Learning the mother tongue is very important for a child's overall development. Being fluent in the mother tongue benefits the child in many ways. It connects children to their culture, ensures better cognitive development, and aids in the learning of other languages. So, one of the prerequisites of learning a foreign language requires students to be good at their mother tongue.

Mother tongue acquisition is more like ‘situational learning’, while foreign language learning is more like ‘grammar-based learning’ by contrast. So, acquiring the mother tongue is a long process and it starts with the period when babies are in their cradle

listening to their mother's or father's speech. On the other hand, the foreign language is a language learned later than native one. The most influential factor between the first language and the second language is the age the person that learned the language. So, people usually learn foreign language at school. In comparison to mother language, foreign language will take more effort to learn; learners need a specific teacher and have to study its grammar hard. Learning to speak and write one's native language well is often challenging enough; acquiring these skills in a foreign language requires even more effort, commitment, and practice. A foreign language acquisition process consists of five distinct stages, namely silent/receptive, early production, speech emergence, intermediate fluency, continued language development/advanced fluency. The key to learning a new language and developing proficiency in speaking and writing requires consistency and practice.

Foreign language education helps the student's primary language strengthen in areas such as grammar, vocabulary, reading, and communication skills as well as overall linguistic abilities. Knowing a foreign language will open up employment opportunities that you would not have had otherwise. Learning another language gives the learner the ability to step inside the mind and context of that other culture. Multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills. Foreign relations are very important, and there is a desperate need for qualified people who speak foreign languages in areas such as science, technology, medicine, and global commerce. Many majors in the arts and humanities, natural sciences and behavioral and social sciences, and in professional fields, also require the study of one or more languages to ensure success in the given field. As seen from these explanations, everybody has a chance to find a reason when learning a foreign language. It may be out of interest or out of a specific reason, but knowing a foreign language clearly opens up numerous doors for individuals who know it.

It is important for learners to start learning a foreign language as early as possible. In addition, there should also be favorable conditions for students to acquire the language. Teachers should be very careful when choosing activities since children's first language should be parallel with children's second language development. So,

the teacher has to consider what a student is able to do or not in his mother tongue. This situation leads the teacher into making more effective lesson plans in terms of foreign language teaching. Attitudes of parents, teachers, governments and learners also play an important role in learning a foreign language. Especially parents, at this learning stage, must be very patient and support their children by explaining those new ideas or concepts, because they are the ones who are always around their immediate environment helping them learn.

On the other hand, motivation plays an important role while learning a foreign language. There are two types of motivations namely intrinsic and extrinsic. Intrinsic motivation is the one that stems from factors such as interest or curiosity; on the other hand, extrinsic motivation involves doing something to obtain something else, a means to an end. Motivation, either intrinsic or extrinsic are important in terms of learning a foreign language, and they have different effects on students' behaviors. Therefore, those who take a role in language education should use these two types of motivation jointly and properly.

Teaching a target language to students is not an easy task and there is a great deal of responsibilities awaiting teachers. Since every student is unique, teachers have to make use of different approaches and methods. Even though there are many theories in relation with learning processes of individuals, I only introduced four of them briefly which are directly related to my thesis. These are Piaget's, Chomsky's, Vygotsky's and Howard Gardner's Theories. On the other hand, in today's classrooms, teachers lecture their students with two types of approaches, known as traditional and student-centered approaches. However, it is important that these two teaching approaches are used together to support each other in terms of the effectiveness of learning. Also, there are numerous teaching methods; some of them are as follows: Grammar Translation, Audiolingual, Direct, Natural Approach, Total Physical Response, Suggestopedia, and etc. Students are cognitively different, as some of them learn things analytically, whereas others learn holistically. There may be perceptual differences among children also. Some may understand the lesson through listening, whereas others may either perceive the lesson through lots of visual stimulus or they may be just kinesthetic learners. For that reason, by applying suitable teaching methods, teachers should draw on learners' various senses to make learning process effective.

All approaches and methods, all of which I could not give place, due to the scope of my thesis, have both positive and negative sides on their own. So, when implementing them, teachers should think and choose accordingly what is best for their students. However, the responsibility of learning the language should not belong to teachers only. Students should also have a lot of experience with language, and for students to gain such an experience only happens when they read different works of literature and have discussions in the classroom. Otherwise, no matter what approaches teachers use, learners will have difficulty in learning a foreign language.

Language should not only be seen as a means of communication, it is more than that. It is an entity that helps individuals connect with their family, identity, culture, music, beliefs and wisdom. Through language, we can transmit our history, traditions, customs, values and folklore to the forthcoming generations. Our culture can only exist if our language lives. In this sense, our language is actually our identity. There is a close relationship between culture and language. As language is part of culture, and only through language, can the individual build connections with his nation, carry and transmit culture from centuries beyond to nowadays. So, language serves as a bridge to connect the individual with his/her nation, and it is seen as the mirror, protector, transmitter and means of expressing culture. Without language humanity cannot exist in the way we know and it is like a backbone of society. In addition, culture nurtures and enriches language, and language carries out culture to the next generation. When the word culture comes into the mind, everybody thinks of culture as literature and the arts. However, the word culture should not be restricted with only these two words. Culture is a broad term that includes everyday life and behavior of the people, shared patterns of behaviors and interaction, cognitive constructs, and understanding.

Literature enhances the efficiency of foreign language teaching through various kinds of literary materials. So, the study of literature and literary culture provides us with invaluable skills in writing, thinking and expression. Literature and literary culture teaches us to engage with the past and future and expand our imaginative boundaries. Also, study of them makes us aware of our own distinctiveness. Literary culture serves students to gain a better understanding of both their own culture and the cultures of others, so relationships can be strengthened. It fosters positive self-esteem and prevents students from feeling isolated, nurture respect, empathy and

acceptance among all students, promotes the interaction of children across different ethnic backgrounds. Through different materials of literature students can learn the foreign culture and language in the best way. The themes in literary works all have a universal appeal and frequently very widely distributed across cultures, so they make ideal reading in language learning process. As can be seen, language, literature and literary culture are intertwined with one another; they are inseparable, cannot be thought distinctively and they nurture each other. Therefore, linguists and teaching experts think that the use of literary culture in foreign language education will increase the effectiveness and efficiency of education in four language skills.

There are four main reasons why foreign language teachers use literature in classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. By reading any type of literary works, the readers can experience how the characters feel, think, what they buy, believe in, enjoy, fear, speak and behave in certain circumstances in target language. Through the familiarity with different cultures, the students will be able to learn the culture of the target nation and this will facilitate reading comprehension. Learning different cultures help learners to minimize the culture shock. Studying different cultures gives strength and tolerance towards other cultural values and mentalities. Through cross-cultural training, students observe, learn and try to understand each other's worldviews, tolerate peoples' differences, live together peacefully, offer them to make comparisons among cultures, and lastly it helps them learn foreign languages more easily. Hence, teachers, who aim to teach their students a foreign language, should not ignore culture and it should be included both in curriculum and in the selections of texts.

Experts are constantly striving for a more effective foreign language education. For me, if literary materials such as songs, nursery rhymes, riddles, tongue twisters, fairy tales, poems, short stories and dramas in foreign language teaching are to enter into the curriculum, then foreign language can be learned at the desired level and students can gain numerous advantages. Literary works help students develop their four language skills in an enjoyable way. They provide an excellent opportunity to increase the skills of students through the follow-up activities of writing, reading, or practicing. New vocabulary and grammar in the literary works are automatically put into a certain context, which makes it easier for young learners to memorize. They

extend both the range and quality of the child's language usage. Apart from developing students' all four language skills, literary works also help young learners to develop themselves in other aspects such as cognitively, physically, socially and emotionally. They are very valuable resource and it stimulates the imagination, motivation and, above all, provides a rich and meaningful context. Through literary works, students will understand and become broadly aware of the social, political, historical and cultural events happening in a certain society. Literary works also offer students an opportunity to work together co-operatively on a shared project. They enable children to view certain issues from varying perspectives and to raise their own awareness. They help learners to improve their maturity, motivation and the physical involvement along with the concept of learning the language through action. They are also considered to be a very important source for young learners in terms of motivation. Literary works can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources. As is seen clearly, literary works are perfect means for teaching foreign language and can be used to enrich all language skills in imaginative and unexpected ways. Due to these benefits, the use of literary works in education nowadays deserves a more prominent place in foreign language education.

On the other hand, there are also some problems faced when teaching a foreign language through literature. The first visible cause is that teachers do not select appropriate literary texts for their students and the books they choose are not relevant with their needs. The second cause may depend on students, as they do not want to read the selected literary work, because the literary work may not motivate them. So, any literary work of art should initially arouse the interest of the learners, and when it is read by the students, they should develop a positive and strong response towards the text they are reading. For all these reasons, literary works used in education should be selected in a way to contribute to the learning of other extra-linguistic subjects as well as in terms of linguistic teaching. The current teaching materials are, in general, not culturally adequate enough and this may alienate learners and instigate them to develop negative attitudes towards learning foreign language. So, the expected competencies and outcomes may not be reached as identified in advance. As a result, it is considered that teachers can be more effective in achieving

their educational objectives if the materials used in foreign language education are developed in terms of their contents and visuality.

Young learners see language learning as a whole. In this sense, the teacher should select literary works that include concrete language forms rather than abstract ones. Otherwise, they mean nothing for young learners, as they are not biologically developed for such understandings. Apart from this, younger children can only learn a language if they enjoy the lessons. So, the texts which they read must be appropriate for their comprehension level. Also, the messages in the text must be meaningful for them, because they learn the language without being aware of the language forms. It can be inferred that young children can grasp the language without being aware. In addition, they can easily accommodate with the new language's phonological system because they are susceptible to the sounds and the rhythm of the new languages. For that reason, teachers should select enjoyable activities and proper materials of literature that ensure them to have an effective foreign language education.

As everybody agrees, teachers play a vital role in the teaching and learning process and they are one of the major pillars of success. Although teachers are so important in the teaching and learning process, it is evaluated that there are some shortcomings in their qualifications. Even though all of the foreign language teachers are bachelor degree holders, I think that foreign language teachers' level of foreign language and pedagogical knowledge are not given the desired level of importance in the recruitment process. On the other hand, the level of foreign language knowledge of the paid teachers is not at the desired level and most of them do not have pedagogical trainings. This problem may lead most of the teachers to use only one method, mostly the Grammar Translation method. So, teachers mostly give importance to the meanings of lexical items or phrases one by one rather than making the students understand any type of literary work as a whole. Also, from time to time, some of the foreign language teachers are not able to choose the correct material for their students in terms of their needs, expectations, interests, and language level. In addition, a great deal of class time is run in Turkish language. Teachers are preoccupied with great workload; hence they do not have enough time to organize themselves for innovation. Some of them have a lack of theoretical knowledge about educational innovations and the process of their development, while others have a

lack of confidence in their abilities. Their managers and colleagues do not support them at the desired level. Teachers are not innovative enough in preparing proper and suitable teaching materials for their students. When they do not use their creativities, the lessons do not go beyond a monotonous activity. Therefore, it is important to develop teachers' creativity and innovativeness in order to increase the effectiveness of foreign language education. Thus, they learn to use proper teaching methods and approaches, materials and adjust the curriculum in accordance with the needs of students and teaching objectives. Nowadays, teachers are always expected to be creative.

The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. Teachers use a variety of teaching methods like translation, rote-learning of grammar rules, diagramming, memorizing words, writing composition and etc. while teaching these skills. All skills are equally important and they should never be taught in isolation but in an integrated way. During the language learning process, listening, speaking, reading and writing should be treated as integrated, interdependent and inseparable elements of language. Literary materials offer teachers infinite possibilities for developing these four language skills. Integration of language and literature will help learners develop their language proficiency as well as literary competence. So, it is evaluated that the educational methods and literary materials that are used need to be reviewed and enriched in every aspect for effective foreign language teaching and teachers have to use them effectively.

Generally there are two types of teaching approaches for skill development. One of them is segregated-skill approach. Such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. The second one is integrated-skill approach, as contrasted with the segregated one, exposes foreign language learners to authentic language and challenges them to interact naturally. Through this approach, learners rapidly gain a true picture of the richness and complexity of the foreign language. Moreover, this approach stresses that foreign language is neither an object of academic interest nor merely a key to passing an examination; instead, foreign language becomes a real means of interaction and sharing among people. The

integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating for students of all ages and backgrounds. Obviously, using integrated-skill approach in line with today's developing technology may increase the efficiency of foreign language teaching.

At this point, it is important to know the following three definitions: the first one is focal skill which is a language skill that a student is currently working on. For the effectiveness of the teaching and learning, system of modules is set up in such a way that each student works on only one focal skill at a time. The second one is supporting skill. Supporting skills are language skills that can be used to support work on a focal skill. Listening can be used to support work that is focused on all other skills; reading supports work focused on writing; and so on. A skill that has developed to the supporting level can normally continue to develop through regular use, and no longer requires focused attention. Lastly, the third one is emergent skill. An emergent skill develops to some extent as a consequence of work focused on some other skill. For example, speaking and reading both improve somewhat as a result of progress in listening; and writing improves as reading improves. Due to the explained relations among learning skills, educational curriculum should be designed in such a way as to support each other.

On the other hand, Progressive Functional Skill Integration refers to the logical, systematic integration of the skills in accordance with their potential uses in the classroom. These considerations lead to the following principles: First students should have good listening comprehension before working on reading, writing, and academic skills. Then, students should have good reading comprehension before working on writing and academic skills. Later, students should have good writing ability before working on academic skills. And, lastly, speaking should be encouraged throughout the process of acquiring foreign language, especially after good listening comprehension has been attained. This explained disciplined order of development set forth in these principles intensifies the efficiency of language acquisition, since students are always working on their weak skills from a position of strength. For this reason, educational curriculum, course materials and their contents should be designed in such a way that focal skill support supporting and emergent skills.

Thus, in order to integrate the language skills in foreign language classes effectively, of course teachers, after evaluating the needs of students have to decide the proper steps to be taken like which instruction approach, technique, and model should be used, what kind of materials they should employ, etc. And lastly, due to the relations among learning skills, educational curriculum should be designed in such a way as to support each other and educational curriculum, course materials and their contents should also be designed in such a way that focal skill support supporting and emergent skills. Hence, with such an application, it is considered that four language skills can be taught effectively.

After this comprehensive literature review, a research has been conducted. To collect the quantitative data, a questionnaire was administered to 60 teachers and 80 students who work and study in the specified schools listed in Appendix 1 and 2, respectively. For this purpose, a main hypothesis and its four sub-dimensions were formed. The main hypothesis is ‘Can the inclusion of literary materials such as short stories, fairy tales, poems, songs, nursery rhymes, riddles, tongue twisters, dramas and films in the middle school foreign language curriculum produce a positive level of difference?’ The sub-dimensions of this hypothesis are determined as ‘Physical Conditions of Schools, Foreign Language Course Materials Currently Being Used, Effectiveness of Education According to Teacher’s Attitude, and Inclusion of Literary Materials into Curriculum’. So to collect data in quantitative survey method, 36 survey items for teachers and 32 survey items for students have been prepared and administered to 60 teachers and 80 students. In addition to these quantitative data, qualitative data also collected via interview questions from 53 teachers and 113 students. Then, these data are classified according to the subject. Reliability and validity analysis had been done. ANOVA and the Sidak Binary comparison test were applied to find out participants’ opinions about foreign language teaching.

5.2. Results

In this context, all the quantitative information was analyzed and calculated by proper different statistical instruments. It was found that according to physical conditions of school sub-dimension, teachers’ gender, teaching experience, and age did not show any difference. Teachers generally believe that physical conditions of schools are pretty much the same and suitable for inclusion of literary materials into curriculum. According to foreign language course materials sub-dimension, teacher’s

gender, teaching experience and age did not show any difference. Teachers believe that course materials are not adequate and inclusion of literary materials is equally important, necessary and an effective way for teaching foreign language. According to inclusion of literary materials into curriculum sub-dimension, teachers' gender, teaching experience and age showed differences. According to teachers' gender, even both male and female want to have more cultural elements of literature being integrated into foreign language curriculum, female teachers are more reluctant in comparison to male teachers. From teaching experience and age perspective, there is no difference; both of them have the same opinion. According to effectiveness of education according to teachers' attitude sub-dimension, teachers' gender, teaching experience and age did not show any differences. They think that effectiveness of education according to teachers' attitude is important for foreign language education and it is more related to teachers' personality and teaching method, not with the gender, teaching experience and age.

If looked into students view, sub-dimensions were analyzed with students gender, schools, support of foreign language tutor, foreign language level of student's mothers, students' grade, students' mothers' education level, students' fathers' education level, foreign language level of students' fathers, and lastly students' foreign language level. It was found that according to physical conditions of school sub-dimension, students' above explained profile did not show any difference. They generally believe that physical conditions of schools are pretty much the same and suitable for inclusion of literary materials into curriculum. According to foreign language course materials sub-dimension, students' above mentioned profile did not show any difference. Students believe that course materials are not adequate and inclusion of literary materials is equally important, necessary and an effective way for teaching foreign language. Only on gender profile, male students are more in favor of integration of literary materials into curriculum compared to females. Inclusion of literary materials into curriculum sub-dimension, students' above mentioned profile did not show much difference. Both of them want inclusion of literary materials into curriculum. But according to students' gender, even both male and female want to have more cultural elements of literature being integrated into foreign language curriculum; female students are more reluctant in comparison to male students. According to effectiveness of education according to teachers' attitude

sub-dimension, students' above mentioned profile did not show any difference. They think that effectiveness of education according to teachers' attitude is important for foreign language education and it is more related with teachers' personality and teaching method.

When one looks into the results of qualitative data, teachers are not happy with the contents of course materials. They would like to have entertaining activities with colorful picture and stickers in their course materials. They would like to have homework assignments that draw attention of students and grammar activities that are simple. Also, they think that curriculum should give place to short films, speaking and listening activities, and visual materials.

On the other hand, students are not glad with their teachers' teaching method. They find foreign language lesson boring and they are not happy with the contents of their course materials. They are tired of learning foreign language grammar all their educational life. They want to put their foreign language knowledge into practice. They would like to have shorter reading passages with colorful pictures. They need more opportunity to practice their foreign language. As it can be seen above, students think that teachers should enliven their foreign language lessons through different materials. They believe that if teachers bring enough and necessary materials into the classroom environment, their foreign language learning will improve. In addition, teachers have to be careful in selecting the appropriate materials according to learners' need.

Students find songs very interesting. Learning songs for them is easy and enjoyable. They want to learn songs appropriate for their ages, and the songs should be up to date. In addition, students believe their pronunciations will improve if teachers use songs to teach foreign language. Songs can be sung individually or in a group. Students do not like their course materials and they find them boring. They do not want long and speedy listening tracks in their course books. They want to make more speaking practice instead of writing and learning grammar and vocabulary activities. They want their course books include entertaining activities.

Students would like to have drama in their course books. They think that dramatic activities are important in terms of learning a foreign language and by acting out they have great fun. Through drama, students believe learning will become more long

lasting and they can use their own creativity. Lastly, they do not like to be forced to act out; they want to carry it out voluntarily.

Students believe fairy tales are important for 6th Graders, so it can be included in the course materials, yet, for higher Graders, fairy tales are not appropriate. They would like to see poems, especially acrostic poems in their course books. They believe that through poems, they can learn how foreigners feel and think about certain ideas by comparing their own ideas. Also, they believe their pronunciations will improve through poems.

Students would like to see short stories in their course books that are entertaining, fantastic and horrible. They want their teachers to make them use their imagination by letting them complete the end of the short stories rather than making them learn the end of the story. Also, while reading the short stories, they want to be active, through drawing and painting the pictures of the short stories. They believe that this will help them learn the foreign language in an easy and long lasting way.

Students think that they have trouble with their speaking skills. So, they want their books to include various themes which make them speak more in the class. They are of the opinion that starting the lessons with learning riddles and tongue-twisters would be enjoyable. They also believe riddles and tongue twisters help them improve not only their intelligence but also their pronunciations. They think that it would be fun to speak out tongue twisters and guessing the answer of the riddles.

5.3. Recommendations

As it can be easily understood, we have problems in effective teaching of foreign language. Briefly the main reasons of these problems stem from the institutional arrangement, current curriculum, teaching method, course materials, attitude of teachers and lastly physical conditions of the schools. Depending on the comprehensive literature review background, the results of the data gathered from the research, having personal experience as a student in 2nd and 3rd Grader in Biloxi, Mississippi and as an Advanced Level course attendee in Manhattan, New York, and lastly as a foreign language teacher having 9 years of experience in MNE, my recommendations about mentioned problem areas are as follows.

1. Even though lesson hours are approximately the same in comparison to those in the developed countries, the curriculum is not effective in every area of language

skills. The current curriculum only puts emphasis on reading skills. And, parallel to the curriculum, assessment and evaluation system also only test the reading skills of students. Although the curriculum has objectives and target behaviors that aim students to be proficient in all language areas, with the current applications it is impossible to arrive most of them. In addition, every year the same grammar rules are being repeated in every grade. It has not any or enough literary materials which developed countries mostly use and make foreign language learning undeniably effective. Also, it makes students passive learners. So, to solve the mentioned problems, a new curriculum should be designed that puts students in the center of education and compels them to use four language skills. After making a comprehensive research, if necessary, lesson hours of foreign language could be increased, also.

2. In current education system, mainly teacher-centered approach is used. Time is changing. Technology is improving and gives teachers new opportunities for effective teaching. New generation students have quite different moral values and understanding in comparison to past. Life becomes more complex in every area. So, it is inevitable for teachers to stay away from these changes. Hence, instead of sticking to one type of teaching approach, method, and technique, they should adopt themselves to the changing world and technology and begin to use all teaching approaches, methods and techniques eclectically according to students' needs.

3. The problems about course materials are explained in detail above. But mainly they put emphasis on teaching only reading skills. The themes are boring and not up-to-date. Once upon a time they were written by someone or a group of people and even though some betterment is being done, mostly they are the same and being taught with the same teaching method. So, course materials should be radically revised from top to bottom by MNE under the light of literature and literary culture, technology, new teaching methods, and psychology of learning and should cover four language skills. Grammar repetition must be under control. The themes should be selected according to student's grade and interest and course materials should be redesigned so as to draw and activate the senses of learners.

4. Under the current status-quo, course materials are given by the government to the state run schools. There is no doubt that this is a good application and it is good to continue like this. On the other hand, private schools select their own_course

materials which have more quality. So, in a short term solution, until unique new course materials are being prepared by MNE, the government should be in coordination with the private run schools and the same or same types of course materials should be provided to the government run schools.

5. In education and training processes, examinations are unavoidable. However, the biggest problem in foreign language teaching is what assessment and evaluation instruments should comprise. In today's current examination practices, mostly reading skill is measured. However, while target language is taught and measured, it is obligatory for one to use four language skills. Therefore, the structure of examinations should be arranged according to this criterion.

6. There is no doubt that teachers are in the center of education. I am the one who believes that even though there are not any course materials in hand, a good teacher could manage to reach every objective and target behaviors of the curriculum to the students. So, I believe that the course materials only help good teachers achieve objectives and target behaviors more efficiently and easily. There are numerous features of good teachers. But in reality, even in one school, there are few both teachers and students agree on. Because of this reason, MNE should put more emphasis on training teacher candidates to be a really good teacher who is in the center of education.

7. Since language is a means of communication, it cannot only be restricted to learning grammar rules. Teachers should plan all their activities in this context and carry them out in classroom environment. Students should be encouraged to use the target language without the fear of making mistakes. This is a natural learning process; learners make mistakes, misunderstand, become aware of their mistakes, and even they themselves correct their own mistakes. This way, students do not see language as grammar structures or rules.

8. On the other hand, in this research, it was found that novice teachers are more willing to use cultural elements of literature yet they do not know how to use them efficiently in their foreign language lessons. This shows that there is certainly a need of in-service training for current teachers. Because of this reason, revising of course materials is not enough; in-service training should be given to the current teachers in parallel with updated course materials and should be repeated according to needs.

Also, similarly, in Foreign Language Teaching Departments of Universities, pedagogical knowledge should be given to the teacher candidate comprehensively.

9. This study was conducted in Küçükçekmece district in İstanbul which is the biggest city of Turkey and considered as the most modern one. In the research, teachers and students expressed that the physical conditions of their schools are good and enough for including literary materials into foreign language curriculum. But this is not the reality of Turkey as a general. There are some schools which have about 50 students in one class. So, if we want to make improvements in language teaching in general, we have to improve all schools' physical conditions in Turkey in every aspect.

10. Success should be rewarded. This improves motivation among partners. So, according to the selection criteria established by MNE, successful teachers and students should be rewarded in any ways in every school throughout Turkey.

11. The recommendations made above require continuity. So, this is not a onetime issue. These activities should continue as time progresses. For that reason, within the body of MNE, a commission which is responsible for designing, implementing and updating educational program, and executing and supervising students' and teachers' educational services in these context should be established.

As a result, all partners who learn, teach, and are responsible for foreign language should primarily see foreign language as a means of communication. They should arrange all their teaching and training processes in accordance with this purpose. Otherwise, with the existing system, language learning and teaching will go round in a vicious circle. Thousands of lesson hours, time, money, energy and all kinds of resources that are being spent would go for nothing. It is evaluated that MNE should make betterment in terms of institutional arrangement, current curriculum, teaching method, course materials, attitude of teachers and lastly physical conditions of the schools. Apart from this, MNE should establish a control mechanism which supervises all mentioned activities continuously. So, quality, efficiency and success could be accomplished in foreign language education.

5.4. Recommendations for Further Studies

Every passing day the importance of foreign language is increasing. Nowadays, not one but two foreign language knowers' people are sought in business sector. In some

educational institutions, either private or state run, two foreign languages have begun to be taught to the students. To educate high language skills of individuals is one of the top priority duties of MNE.

Education is a process that continuously changes and develops according to time and under the light of accumulation of knowledge and experience it is being renewed. In this context, by the introduction of various projects, improvements have been seen in every aspects of education, even though it is not enough. For that reason, we have to find ways and use allocated budget and human resources properly to improve the effectiveness of foreign language teaching. Even though this study is aimed to find solution to these concisely mentioned problems, due to limited resources, experience and time, it is not as much comprehensive as it is desired. So, these kinds of studies should be done by the MNE level including all private and state run schools' students and teachers, experts and managers in the field of education. By the implementation of recommendations made by these kinds of studies, it is evaluated that the budget and resources allocated to MNE would be used more efficiently, course books' content would be more comprehensible, materials would be more effective and enjoyable for students and so students can learn foreign language more effectively and efficiently just as everybody desires. So, this study is only a first, a one step for developing and reshaping foreign language teaching system. Furthermore, more comprehensible study could be done at higher levels to improve the effectiveness of foreign language learning.

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APPENDICES

APPENDIX 1

NAMES OF THE SCHOOLS WHOSE' TEACHERS PARTICIPATED IN THE SURVEY

1. TOKİ Şehit Çağlar CANBAZ İslamic Divinity Middle School
TOKİ Şehit Çağlar CANBAZ İmam-Hatip Orta Okulu
2. Fatih Sultan Mehmet Middle School
Fatih Sultan Mehmet Orta Okulu
3. 700. Yıl Osman Gazi Middle School
700. Yılı Osman Gazi Orta Okulu
4. Abdullah Nermin BİLİMLİ Middle School
Abdullah Nermin BİLİMLİ Orta Okulu
5. Mustafa ERAVUTMUŞ Middle School
Mustafa ERAVUTMUŞ Orta Okulu
6. İnönü Middle School
İnönü Orta Okulu
7. Mustafa Kemal Middle School
Mustafa Kemal Orta Okulu
8. Söğütlü Çeşme Middle School
Söğütlü Çeşme Orta Okulu
9. TOKİ Avrupa Konutları Middle School
TOKİ Avrupa Konutları Orta Okulu

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APPENDIX 2

NAMES OF THE SCHOOLS WHOSE' STUDENTS PARTICIPATED IN THE SURVEY

1. TOKİ Şehit Çağlar CANBAZ İslamic Divinity Middle School

TOKİ Şehit Çağlar CANBAZ İmam-Hatip Orta Okulu

2. TOKİ Avrupa Konutları Middle School

TOKİ Avrupa Konutları Orta Okulu

APPENDICES

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

Dear Participant,

I am a master student in the Department of Foreign Language Teaching Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting a study in MNE on Middle School students ranging from 6 to 8 grades so as to see whether foreign language lessons are enjoyable and draw your attention by including cultural elements of literature into the curriculum. The aim of this questionnaire is to obtain necessary information for this purpose. Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. As the questionnaire carries a scientific quality, all responses will be kept strictly confidential, anonymous and answers will be thoroughly used for scientific purposes. So, it is necessary for you to answer the questions genuinely and correctly in order to achieve true results. Please do not write your name on the questionnaire. I appreciate your cooperation and thank you in advance.

Esra İBAS

Istanbul Sabahattin Zaim University

Department of Foreign Language Teaching

1. What is your gender?

- Male
- Female

2. How long is your teaching experience?

- 1-5 years
- 6-10 years
- 11-20 years
- 21-30 years
- 30 years and over

3. What is your age interval?

- 20-25 years
- 26-30 years
- 31-35 years
- 36-40 years
- 40-60 years

Mark to comply with the following statements.

Number	Questions	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	I have difficulties in finding foreign language short stories which are not only interesting but also challenging enough to motivate students to learn.					
2	In one class session I cannot give a chance to express his/her opinion for every students.					
3	My students like most of the activities that are in the course books.					
4	The texts in the course books attract the attention of my students.					
5	The activities in the course books help my students to improve their four language skills. (speaking, writing, listening and reading)					

6	I can find time to carry out the speaking and listening activities stated in the course books.					
7	Activity books help teachers to get feedback from their students in terms of how they improve their language proficiencies.					
8	Activity books help learners to improve their foreign language proficiency.					
9	The course books and activity books help learners to develop positive attitudes towards learning foreign language.					
10	I need extra training so as to make the most of the course books.					
11	Students generally learn and study my lessons through pairs or group works.					
12	Generally, the present course book of MNE is much better compared to the prior ones.					
13	The teacher notes in teacher course books are very helpful for teachers.					
14	Most activities in the course books help learners to listen and speak with each other.					
15	I believe it is important to make use of short stories in my foreign language lessons.					
16	I mainly make use of drama for the purpose of improving the speaking skills of my students.					
17	I encourage my students to act out drama.					
18	I think it is important to make use of fairy tales with the respect of improving the four skills of my students.					
19	I believe that proper use of short stories allows the instructors to teach the four language skills to all levels of language proficiency.					
20	I believe the language level of the students is important for selecting literary texts.					

21	I believe it is helpful for students to learn songs. For this reasons, teachers should draw on songs in foreign language classes as much as possible.					
22	I have difficulties in finding foreign language short stories which are not only interesting but also challenging enough to motivate students to learn.					
23	I think it is important to give place to riddles and tongue twisters so as to improve their pronunciation.					
24	I think it is important to teach songs and games in foreign language classes.					
25	Students' attention can be drawn by making use of riddles and tongue twisters.					
26	So as to make the lessons more enjoyable, I believe it is necessary for teachers to bring short anonymous poems to the classroom environment of foreign language learners.					
27	I believe that the impact of literary works is very important for learning foreign language.					
28	In foreign language lessons, I believe it is necessary to give place to foreign films.					
29	It is easy for me to arrive to every function of the lesson stated in the curriculum.					
30	I always correct my students when they make mistakes.					
31	Our classrooms are very crowded. Therefore, it is not suitable for teaching foreign language.					
32	The weekly lesson hours in the curriculum for teaching foreign language are not adequate.					
33	I make use of technology in my foreign language lessons.					

Please specify your additional opinion related with the study:

.....
.....

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APPENDIX 4

QUESTIONNAIRE FOR STUDENTS

Sevgili Öğrenciler,

İstanbul Sabahattin ZAIM Üniversitesi Yabancı Dil Eğitim Bölümünde Yüksek Lisans eğitimi yapmaktayım. Yüksek Lisans Tezimi gereği MEB'in Orta Okul seviyesi 6 ve 8 nci sınıf aralığında verilen İngilizce derslerinin muhteviyatına edebiyatın kültürel öğelerinin de dahil edilmesi durumunda öğrenci ilgisinin ve öğrenim etkinliğinin artırılıp artırılamayacağına dair bir araştırma yapmaktayım. Size sunulan anket soruları bu amaca yöneliktir. Araştırmaya katılım gönüllülük esasına dayanmaktadır. Araştırma bilimsel bir nitelik taşıdığından ankete katılan kişi ve verilen cevaplar gizli tutulacak ve tamamen bilimsel amaçlı olarak kullanılacaktır. Anket sonuçlarının sağlıklı olabilmesi için soruları samimi ve doğru yanıtlamanız gerekmektedir. Lütfen anketlerin üzerine isimlerinizi yazmayın. Anketi tamamlamanız durumunda verdiğiniz cevapların araştırmamda kullanımına da izin vermiş olmanızdır. Katılarınız için şimdiden teşekkür ederim.

Esra İBAS

İstanbul Sabahattin Zaim University

Yabancı Diller Eğitimi Anabilim Dalı

1. Cinsiyetiniz nedir?
 - Kız
 - Erkek
2. Hangi sınıfta okuyorsunuz?
 - 5. Sınıf
 - 6. Sınıf
 - 7. Sınıf
 - 8. Sınıf
3. Annenizin öğrenim durumu nedir?
 - Okuryazar değil
 - İlkokul mezunu
 - Ortaokul mezunu
 - Lise mezunu
 - Lisans mezunu
 - Yüksek Lisans ve üzeri eğitim
4. Babanızın öğrenim durumu nedir?
 - Okuryazar değil
 - İlkokul mezunu
 - Ortaokul mezunu
 - Lise mezunu
 - Lisans mezunu
 - Yüksek Lisans ve üzeri eğitim
5. Annenizin yabancı dil bilgi seviyesi hangi düzeydedir?
 - İngilizce bilmiyor
 - Başlangıç
 - Orta derecede
 - İyi derece
 - İleri derecede
6. Babanızın yabancı dil bilgi seviyesi hangi düzeydedir?
 - İngilizce bilmiyor
 - Başlangıç
 - Orta derecede
 - İyi derecede
 - İleri derecede

7. İngilizce öğrenimi ile ilgili herhangi bir destek alıyor musunuz?
- Evet
 - Hayır
8. Öğretmeninizin İngilizce dersini işleyiş tarzından memnun musunuz?
- Hiç memnun değilim
 - Memnun değilim
 - Kısmen memnunum
 - Memnunum
 - Çok memnunum
9. İngilizceyi hangi düzeyde konuştuğunuza inanıyorsunuz?
- Yetersiz seviyede
 - Başlangıç düzeyde
 - Orta düzeyde
 - İyi düzeyde
 - Çok iyi düzeyde

Konuyla ilgili ilave düşünceleriniz varsa lütfen belirtiniz:

Aşağıdaki ifadeleri sizin düşüncenize en uygun olacak şekilde doldurunuz.

Sıra No	Questions	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	Sınıf ortamım uygulamalı faaliyet yapmak ve rol oynamak için müsaittir.					
2	Sınıflarda bulunan yardımcı görsel ve işitsel araç-gereçlerin öğrenme ortamında kullanılmasının İngilizce dersini zevkli bir şekilde öğrenmemi sağladığını düşünüyorum.					
3	Okulumuzda dil laboratuvarları bulunması gerektiğini düşünüyorum.					
4	Kütüphanede İngilizce öğrenimine yönelik sosyal-kültürel kaynaklar, İngilizce hikâye kitapları bulunmaktadır.					
5	Sınıflarımızdaki öğrenci sayısının İngilizce öğrenmeye uygun olduğunu düşünüyorum ve buna bağlı olarak öğretmenimiz her birimize söz hakkı verme imkânı bulabilmektedir.					
6	Haftalık İngilizce ders saatinin yeterli olduğunu düşünüyorum.					
7	Ders içerikleri teorik bilgi açısından yeterli ve İngilizce öğreniminin en temel bilgilerini kapsayacak şekildedir.					
8	İngilizce ders kitaplarının içerik yönünden zengin olduğunu düşünüyorum.					
9	İngilizce ders kitaplarının daha eğlenceli aktivitelere yer vermesini isterdim.					
10	İngilizce Öğretmenimin derslerde peri masallarına ve kısa hikâyelere yer vermesi gerektiğini düşünüyorum.					
11	Peri masalları ve kısa hikâyeler okuduğumda ve dinlediğimde konuşma, yazma, okuma ve dinleme becerilerimin geliştiğine inanıyorum.					
12	İngilizce Öğretmenimin derslerde drama aktivitelerine yer vermesi gerektiğini düşünüyorum.					

13	Öğretmenimiz sınıfta bizlere İngilizce drama aktivitelerini yaptırdığında konuşma, yazma, dinleme ve okuma becerilerimin gelişeceğine inanıyorum.					
14	İngilizce şarkılar öğrenmekle ilgilenirim.					
15	İngilizce şarkılar öğrendiğimde değişik cümle yapıları ve sözcükler öğreniyorum.					
16	Öğretmenimin İngilizce şarkılara derslerde yer vermesi gerektiğini düşünüyorum.					
17	Derslerde İngilizce tekerleme ve bilmecelelere yer verilmesi İngilizce konuşma ve dinleme becerilerimi geliştireceğine inanıyorum.					
18	Öğretmenimin derslerde İngilizce tekerleme ve bilmecelelere yer vermesi gerektiğini düşünüyorum.					
19	İngilizce metinleri dinlediğimde kelimelerin çoğunu anlayamıyorum.					
20	İngilizce derslerinde grup çalışmalarının olmasını isterdim.					
21	İngilizce öğretmenimin bana karşı daha ilgili olmasını isterdim.					
22	İngilizce öğretmenimin sınıftaki ders öğretme performansından memnunum.					
23	Öğretmenimin İngilizce dersinde eğlenceli aktiviteler yapmasını isterdim.					

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APPENDIX 5

INTERVIEW QUESTION FOR TEACHERS

Depending on your teaching experience, in case you have a chance to prepare foreign language course and activity books, materials and the curriculum, what kind of changes would you like to make?



APPENDICES

APPENDIX 6

INTERVIEW QUESTIONS FOR STUDENTS

1. Do you find foreign language lessons enjoyable? If yes or no, please explain your reasons? (Yabancı dil dersini eğlenceli buluyor musunuz? Cevabınız evet veya hayır ise lütfen gerekçesini belirtiniz.)
2. Do you find the materials for foreign language lessons adequate? (Yabancı dil eğitiminde kullanılan ders materyallerini yeterli buluyor musunuz?)
3. If you were to compile a foreign language course book, what would you like to have in it? (Eğer bir yabancı dil ders kitabı oluşturmak durumunda kalsaydınız içinde neler olmasını isterdiniz?)
4. Do you want songs to be taught in foreign language classes? (Yabancı dil dersinizde şarkı öğretilmesini ister misiniz?)
5. Do you like your foreign language course and activity books used in your foreign language classes? (Yabancı dil dersinde kullanılmakta olan ana ve yardımcı ders kitaplarınızı seviyor musunuz?)
6. Would you like to make use of dramatic activities in your foreign language lessons? (Yabancı dil derslerinde drama aktivitelerinden yararlanmak ister misiniz?)
7. Do you want to read fairy tales in your foreign language coursebooks as a reading activity? (Okuma etkinliği olarak yabancı dil ders kitaplarınızda peri masalları olmasını ister misiniz?)
8. Do you want to have poems in your foreign language course books as a reading activity? (Okuma etkinliği olarak yabancı dil ders kitaplarınızda şiirler olmasını ister misiniz?)
9. Do you want to have short stories in your foreign language course books as a reading activity? What type of themes of short stories draw the attention of foreign language learners? (Okuma etkinliği olarak ders kitaplarınızda kısa hikayeler

olmasını ister misiniz? Ne tür konulu hikayeler yabancı dil öğrenen kişilerin dikkatini çeker?)

10. Do you think you can tell a story to your friends in foreign language? (Bir arkadaşınıza yabancı dilde bir hikaye anlatabilir misiniz?)

11. Do you want films to be integrated with foreign language lessons curriculum? (Yabancı dil eğitimi müfredatına filmlerin de dahil edilmesini istermisiniz?)

12. Do you want riddles and tongue twisters to be included in your course books? (Yabancı dil ders kitaplarınıza bilmecelerin ve tekerlemelerin dahil edilmesini istermisiniz?)

