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DYNAMICS OF LITERATURE IN A SECOND LANGUAGE TEACHING AND LEARNING PROCESS

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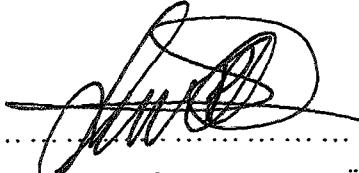
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İKİNCİ BİR DİL ÖĞRENME VE ÖĞRETME SÜRECİNDE EDEBİYATIN İŞLEVİ

Deniz ÇELİK
İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans
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EKİM 2004,76 sayfa

Edebiyatın temel unsurlarının dil öğretim sürecinde kullanılması altı ana bölümde incelenmiştir. İlk iki bölüm, çalışmanın temelini oluşturmak üzere, metin ve işlevselliği, edebiyat ve özellikleri nedir sorularına cevap vermek amacıyla düzenlenirken, üçüncü bölümde Hatay'da Milli Eğitim Bakanlığı'na bağlı üç ilköğretim ve üç lisede okutulan İngilizce ders kitaplarındaki edebiyatın yeri ile ilgili yapılan bir araştırma yer almaktadır. Geriye kalan 3 bölümde, Milli Eğitim Bakanlığı'na bağlı okullarda kullanılan İngilizce ders kitaplarındaki edebi materyallerin eksikliğinin önemini vurgulamak için edebiyatın dil eğitiminde işlevselliğine "neden, nasıl, ne zaman edebiyat kullanılmalı" sorularıyla cevap aranmaktadır.

Sonuçta , edebiyatın bir çok nedenden dolayı dil öğretim sürecinin doğal bir parçası olduğu sonucuna varılmıştır. Özellikle dilin, yaratıldığı kültürle, direkt olarak da edebiyatla yakın bir ilişkisi vardır. Bundan dolayı ideal bir ders kitabının doğal olarak ögrenciye dilin özü olan kültürü, buna bağlı olarak edebiyatı da içermesi gerektiği sonucuna varılmıştır. Oysaki Milli Eğitime bağlı okullarda ders kitapları için yapılan araştırmada edebiyata az önem verildiği ortaya çıkmıştır.

Anahtar Kelimeler: Metin, Edebi Metin, Edebi olmayan Metin, Edebiyat, İngilizce Ders Kitabı.

ABSTRACT
DYNAMICS OF LITERATURE IN A SECOND LANGUAGE TEACHING AND LEARNING PROCESS

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Insertion of the dynamics of literature and literary text into ELT classes has been mainly studied in six different parts. While the first two parts are arranged to answer the questions *what is text and its function* and *what is literature and its qualities* to determine the background of the study in general, the third part is mainly considered to cover an examination of elements of literature in coursebooks used in three primary and three high schools of Ministry of National Education in Antakya. And the rest three parts are expected to shed light upon the questions of *why, when* and *how* literature is to be used in ELT classes in general so as to bring out a necassary emphasis upon the lack of materials of literature in the coursebooks used in some schools of Ministry of National Education.

Finally, we come to conclusion that elements of literature are favourable and natural unit of a language teaching process for various reasons. First language has a direct link with the source of culture out of which it is developed and automatically a link with its own literature. Thus, an ideal language teaching coursebook is naturally expected to provide the learner with the essence of the language that is; culture and literature. However, an examination of the coursebooks used in schools of Ministry of National Education has led us to the idea that elements of literature are paid very little attention.

Key Words: Text, Literary Text, Non-Literary text, Literature, English Coursebooks.

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LIST OF ABBREVIATIONS

EFL   : English as a Foreign Language

ELEM   : Elementary

ELT   : English Language Teaching

ESL   : English As a Second Language

INTERMEDIATE: Intermediate

PRE-INT   : Pre-intermediate

1.INTRODUCTION

English is the language of economy, technology, science and trade in all over the world. In other words, English is currently accepted as a lingua franca. As the importance of English has increased, teaching and learning (of it as a second language) has become necessary. The same demand for learning and teaching English seems to be increasing rapidly and finally it has been considered to be applied seriously in all the institutions of the Turkish educational system. The number of Anatolian High Schools has increased. While in 1983-84 there were 28 Anatolian High Schools (National Education Report to Parliament 1990:40), in 2002-2003 the number has risen to 424 (Milli Eğitim Sayısal Veriler 2002:147). Moreover, colleges, private and public language teaching centers have been set up for language teaching services. In schools, the course hours have been rearranged for more influential language teaching. English language has started to be thought from the early grades of the primary schools as a compulsory course. However, the Turkish educational system used to offer learning and teaching English from the secondary schools onwards and this has lasted up to the recent years.

In parallel with this, the number of language studies for a successful language learning and teaching process has increased. Together with the studies, methodologists and authorities dealing with language such as Bright J.A., Mc. Gregor G.P.(1970), have become conscious of the importance of reading in language teaching and learning process. In the book titled "Teaching English as a Second Language" Bright and Mc.Gregor state that "where there is a little reading, there will be little language learning"(1970:52). As Mc. Gregor and Bright support, reading seems to be an important skill in language learning and teaching. For, learning a language without the treatments of the reading is hardly possible. When reading is considered a transaction between

text and reader, the importance of 'text' is to come out automatically. Thus, quality of the text has become a central attractive element for those who are dealing with the language.

Text, as written material used in language teaching to be dealt with, has always been an important and valuable material in the language learning and teaching process since it provides a natural context for learning and majorly it is the representation of the language with its vocabulary and grammar (Barthes 1981, Scholes 1985, Moody 1983). And it is probably the easiest material to find for any language teacher. So, to some extent, text can be seen as a crucial factor for a successful language teaching and learning process.

However, the texts used in primary schools of Ministry of National Education generally function in a practical way of teaching action of shopping, telling time, asking and giving directions etc. This has been too much favoured in the 80's as a result of too much demand of the use of the Communicative Approach by language teachers. This practical aspect of a language is also a necassary material for a language learner no matter whatever the age and level of the learner is. But, everytime it may not create a full motivating situation for the learner. For, the learner comes face to face with some practical uses of a language of a country he does not know meaning of its culture. He expresses the action of shopping in a language of a country he may have had very little experience about. Moreover, the language learner is not a machine which is inserted some programs to guide him/her the way how shoping, introducing someone, asking and telling time...etc. are performable in daily life communication. But, he/she is a natural communicator gifted with feelings, emotions and attitudes. So, then, how does the material aimed at always attract the learner's attention and to what extent does it motivate the learner? For instance, Ghosn (2002) criticizes the traditional EFL

coursebooks as being boring imitations of actual life and gives advice to

> be careful not to retain the young EFL learners at the 'utilitarian' level of basic dialogues about mundane daily activities, or have them endlessly limited to the present tense (2002:175).

However, the texts in coursebooks used in the high schools of Ministry of National Education, especially in the coursebooks in higher levels, do not only aim at teaching pragmatic objectives such as introducing someone, shopping, talking about possessions...etc. For, the learner in this stage has also a language competence. In this stage, texts are generally about the topics young learners are interested in, such as holiday, fashion, music, shopping...etc. (in the next parts, the topics in the coursebooks used in high schools of Ministry of National Education will be analyzed) These topics in texts may motivate the learners. But, they have generally the language of objectivity. In other words, they generally do not convey the feelings but much more the facts. For the point in question, Rönnqvist and Sell claim that;

> Although a textbook may have something instructive to say about apartheid and racial problems in South Africa, for instance, it will probably not be able to represent the personal individual aspects of the issue with enough vividness for the pupils to get a real feeling of what it is all about (1994:130).

Now that the learner is a natural communicator gifted with feelings, emotions, and attitudes, so then how does the material aimed at always attract the learners attention? For this reason, this

study aims at bringing out a different approach to the texts used in language teaching programs. Literary text reflects the human being's emotions, attitudes, experiences, behaviours, inner worlds...etc. In other words, it deals with the emotions the learner feels such as happiness, passion, sadness, love etc. or events the learner has experienced such as birth, death, war, peace and the like. As an example, the reader may feel the power of love in Shakespeare's work named "Romeo and Juliet" or he/she may feel the man's passion of overcoming the power of nature during his fight against the difficulties of fishing the huge fish in Hemingway's work named "The old man and the sea". As literature is an art, the writer is to use language as carefully as a painter does with the colors. He/She is to reflect the richness of the language for the creation of a work of art. That is, literary text presents the best treatment of a language (Griffith 1994, Collie and Slater 1987, Ghosn 2002). At the same time, literature mirrors the culture (Tway and White 1988, Collie and Slater 1987). As the language and culture are inseperable twins (Jiang 2000), this quality is highly important. Jiang explains the situation in hand with metaphors:

From a philosophical view:

$$\frac{\text{language}}{\text{flesh}} + \frac{\text{culture}}{\text{blood}} = \text{a living organism}$$

From a communicative view:

$$\frac{\text{language}}{\text{swimming skill}} + \frac{\text{culture}}{\text{water}} = \text{swimming (communication)}$$

From a pragmatic view:

language +culture = transportation (communication)
vehicle   traffic light   (2000:328-329).

As is understood from the quotation, culture is necassary to learn a language. In other words, learning a language with its culture provides the learner with a natural learning process which is similiar to a language acquisation. That is, while a language learner is dealing with a language gifted with the elements of its culture, the learning process develops very soundly. In such a state, the learner is provided with a life-like situation presenting details of life so consistenly that he/she is motivated for a full appreciation of the situation unconsciously.

The learner should be offered a sound selection of material which leads him/her to the natural language learning situation in question. Together with this, the material should cover an interpretable or a discussible content to capture the students naturally into the atmosphere of the subject. Moreover, it is to refer to students' five senses, to their actual life experiences, emotions and feelings.

Statement Of The Problem

The texts in coursebooks used for English language teaching programs seem to be generally pragmatic (texts which are presented for objectives such as narrating the past events, introducing someone) and factual (texts which carry facts about actual life and world not feelings) but, they are hardly interpretable, and rarely refer to learners' five senses, emotions and feelings which motivate him/her to a sound language learning situation. A pragmatic type of text and a factual type of text can

illustrate any contradicting language learning element with that of a sound language acquisation. For example:

1.   *There Was a Conference Yesterday*

John: There was a conference at the town hall yesterday.

Jane: Really! What was it about?

John: It was about the environment.

Jane: It sounds interesting. Who gave it?

John: A professor from the University. There were alot famous people in the audience.

Jane: Really? Who did you see there?

John: I saw the President, the Prime Minister, and some other politicians, film stars and pop singers

Jane: Why didn't you call me?

John: I called you but you weren't at home. Where were you yesterday?... (Erin 2001:14).

2.   *I am from Torun in Poland. It is not very big but it is historic and very beautiful. Go to the main square. It has got a statue of Nicolaus Copernicus, the famous astronomer from our city. Torun has got some very beautiful old houses and churches. Visit the church of St John's and the Town Hall. Torun has got three or four good museums. Visit the Copernicus museum. It is very interesting.(Harris and Mower 2002:38).*

The texts seem not to share too much with the reader's own feelings, emotions and do not refer to the reader's five senses and have almost very little discussible content. The main concern of the first text seems to stuff the readers with pragmatic usages of the language. It is a kind of mechanic learning. The second text

also provides the learner with cultural literacy. But, they do not present a learning which attracts the students by referring to their feelings, emotions, attitudes and dreams. So, students hardly share the details reflected in the text. As a result of this, the reader may feel alienated to the text. An existance of the gap between the reader and text naturally creates a dismotivating situation both for the teacher and the learner which may result in a loss of time and energy. Whereas the following literary text seems to create various feeling in the reader which may motivate them for better concentration on text.

I had stuck closely to him, as people say like a shadow. But that's absurd. I'm no shodow. You can fell me, touch me, hear me, smell me. I'm Robinson. But I had sat at the next table, followed twenty yards behind down every street, when he went upstairs I waited at the bottom, and when he came down I passed out before him and paused at the first corner. In that way I was really like a shadow, for sometimes I was in front of him and sometimes I was behind him. (Maugham 1991:67).

This text also can be used for a pragmatic objective such as 'talking about past actions - Simple Past Tense-' However, this pragmatic objective has been carried out with a highly interpretable and discussible content. And it is also about the humanbeing's concern, that is, about the voice (conflicts and dilemmas) in our innerself.

Fortunately, a tendency towards dealing and paying much more attention to the use and selection of text, holding the thematic flavour and a powerful language structure both for attracting the learner's attention and leading them to a safe and various language models has been gradually voiced by many language teaching authorities (Ghosn 2002, Griffith 1994, Sage

1987, Collie and Slater 1987, Brumfit 1985). The attempt in question naturally leads us to the introduction of the dynamics of literature into the language teaching phenomenon. For, literature is an imitation of a language and the society by which it is created. Thus, a study on a language naturally requires the treatment of the culture by which it is created. Otherwise, ignorance of the culture of the language may lead to an artificial language teaching and learning process which may result in a discouraging and dismotivating manner for the learner.

Problem Sentence

What is the place of literature in the English coursebooks used in the primary and high schools of Ministry of National Education and why, how, when it should be integrated in ELT materials?

2. IMPORTANCE AND AIM OF THE STUDY

As is stated before with examples, the texts used in English language teaching programs are generally not functional enough in attracting the learners into the athmosphere of the lesson since they are poor in referring the students' five senses, their emotions, feelings and dreams. That is, they do not offer thematically favourable concern in accordance with the learner's interest. Even if they have a content learners are interested in, they are hardly interpretable and far from adding anything to learners' personal development. As a result of this, a dismotivating gap may exist between the learner (reader) and the text. At this point, text plays a crucial role. For, when this gap occurs, learners cannot actively participate into the atmosphere of the class. So, the exercises following the text are not taken into consideration too much by learners. We suggest that a purposely selected or structured literary text can fill the gap between the reader and the text. For, it provides the reader with the opportunity of learning the language in a natural process by referring to his/her five senses, feelings, experiences, dreams in other words, by shifting their attention from mechanical aspect of language learning into an enjoyful class atmosphere. For the point in question Collie and Slater express that "When a novel play or short story is explored over a period of time, the result is that the reader begins to 'inhabit' the text"(1987:5-6) and they add that "he or she is drawn into the book" (1987:5-6). Moreover:

> literature provides students with motivation to learn and models of high- quality language while it enhances student's imagination, interaction and collobaration (Mc.Claskey, Stack 1996:2).

In short, the function of literary text in language learning and teaching process is not merely to present the best treatment of language and a motivating content but to make the language learning and teaching process much more functional that is; natural (far from being mechanical, but meaningful as in language acquisation), favourable (open to learners' feelings, emotions, experiences,dreams) and more adaptable (the learner becomes able to build new habits of dealing with language about the one learned). These qualities of literary text lead the learner to a more sound language learning process.

The General Purpose of the Study

The aim of this study is to evaluate the place of literature in the English coursebooks used in the primary and high schools of Ministry of National Education and to find out why, how, when it should be integrated in ELT materials.

The Sub-purposes of the Study

This study aims at interpreting the following questions:
* What is text in language teaching?
* What is the function of text in language teaching?
* What is literary text?
* What are the qualities of a literary text?

2.1.Method

This thesis is a model of description.. That is; it is much more based on theoretical studies rather than treatment of possible practices in various language teaching situations. In this thesis,

literary text has been introduced to ELT programs from three aspects theoretically. For this aim, firstly the function of the text has been examined to highlight its importance in ELT. After literary text has been examined with its qualities, the place of literary text in coursebooks used in primary and high schools of Ministry of National Education has been analyzed. At the end, literary text has been dealt with under the light of three basic questions: when, why and how literature has to be used in language teaching. Some references to the ideas and theories of some authorities such as Barthes (1981), Widdowson (1999), Carter (1989), Brumfit (1983, 1985) are considered for the support of the claim.

2.2. Conceptual Scheme

This study has been much more carried out on a theoritic base of the treatment of the dynamics of literature in language teaching. For, the subject of the study, that is; using literary text in language teaching is not an uncommon concern. Since the aim of teaching and learning English is pragmatic, the texts in the coursebooks used in primary and high schools of Ministry of National Education have been designed according to this aim as is examplified before. The texts have generally pragmatic objectives such as teaching and learning the shopping, introducing someone, telling time etc.or they are the factual texts which carry facts not feelings to learners.. So, they are generally non-literary materials. As is stated before, they present a mechanical learning to students. Whereas,

engaging imaginatively with literature enables the learners to shift the focus of their attention beyond

the more mechanical aspects of the foreign language system (Collie and Slater 1987:5).

This mechanical learning seem to have of little concern in attracting learners' attention and motivating them. But, literary text is expected to develop learners' English proficiency with a base of sound language structure and motivating content. Since using literary text in the coursebooks used in schools of Ministry of National Education is not a common concern, inevitably it has led us into a theoretic examination of the point in general. In acordance with the theoritical base of the study, we have set out to examine studies of language teaching authorities's ranging from Barthes (1981) to Widdowson (1999), from Carter (1989) to Brumfit (1983, 1985) and the like.

At the beginning of the thesis, it has been observed that it is better to define the text and importance of it in language teaching to provide a sound base for the claim. Although the text means everything written, we prefer using it in meaning of a written material used in language teaching to be dealt with by the learners. Together with this, it has been revealed that text has an invaluable place in languae teaching since it presents language and content which widen the learner's perspective by presenting knowledge and experience about life. So, text is to be well-equipped from every perspective for the learners. Literary text has a material which meets all the qualities of text considered functional in language teaching such as authenticity, cultural enrichment, language enrichment, motivating content, personal development...etc. While dealing with a literary text , the learner is introduced to a best treatment of language which naturally leads them to the development of a sound language competence and performance. Secondly, the literary text presents a content which attracts the learner with its relation to human beings' concern of

life. A literary text is a mirror of a culture. When language and culture is thought as an inseperable twins and as a positive reinforcement for each other in the atmospehere of learning, its importance becomes more obvious. So, literary text as a multifunctional material should be used from the beginning of the learning in language teaching programs.

2.3. Hypothesis

The study which aims at reflecting the place of literature in the English coursebooks used in the primary and high schools of Ministry of National Education and interpreting theoretically why, how, when it should be integrated in ELT materials has been carried out with the assumptions below:

1-The source books and articles used in this study had been written by authorities who have knowledge and observation in the field.

2-The coursebooks used as data collection are enough to reflect the place of literary text in schools of Ministry of National Education.

2.4. Limitation of the Study

This study has been carried out with the following limitations.

1-The study has been limited to coursebooks used in schools of Ministry of National Education.

2-The study has been limited to the English coursebooks of three primary and three high schools in Antakya.

3-Together with the coursebooks limitations, treatment of the three questions, why, when, how literature to be used in language teaching covers the general limitation of the thesis.

However, analysing literary text regarding the three essential question might also be beneficial in gaining a wider scope in using text in English language teaching.

2.5. Data Collection

In the process of this study, the critical books, journals, articles about the title and English coursebooks used in three primary and three high schools of Ministry of National Education in Antakya have been used as primary sources and books about using literature in English teaching and learning process both in theory and practice have been used as secondary sourcess.

3. THE FINDINGS and COMMENTS

3.1. What is Text and Its Function?

3.1.1. Definition of Text

Reading skill is urgently more functional than writing, speaking and listening in the development of the competence and performance of the foreign language learner. For, the practice aimed at developing the reading skill has anyhow, some natural links with the practice of the other three language skills. While dealing with the reading skill, the language learner is automatically led into the experiences of the rest three skills. The reading practice without a text never exists. Thus, text has naturally, a significiant role in the development of a language. Then, what is text ? and what is the function of text ?

There are a number of definitions of text generally favoured by language authorities. One of those language authorities, Peer reconstructs some of the most favured ones. For him the first definition of text is "record"(1989:268). This definition is one of the most common ones generally used in actual life. With the word "record", Peer means that the text is somehow "written witnesses". His second definition is "literary"(1989:268). It is the definition which mostly teachers of literature use. Here, the term "text" refers to the works of literature. "Composition"(1989:269)is the third definition of text in Peer's article. For him:

> having students to write 'texts' mostly implies having
> them write essay-like texts, in which argumentation
> and principles of organization are highly valued.

Text refers to essay in this definition. The fourth definition is "any well-formed and interpretable linguistic utterance within a communicative context"(1989:269). This one deals with the

communicative functions of a text. And the last definition is "any meaningful combination of two or more sentences"(1989:269). Here, it is implied that text should be meaningful and should consist of two or more sentences.

Together with the arangement of the text definitions, Peer does not hesitate to underline the inadequacies of the definitions in question. He finds the first two definitions "record" and "literary" too narrow. For, he thinks that there are other types of text besides the "literary" and the "record". For him, the definition of text as "composition" restricts the definition of text like the preceding ones. For, it does not imply much "about the functions of texts outside educational setting" (1989:271). He also sees the fourth definition as an insufficient one. While this definition gives an emphasis to the communicative function of a text, we can hardly "distinguish text from other types of linguistic utterances,e.g. a conversation, an interview"(1989:269) etc. And as a text may consist of only one sentence, he finds the last definition as an invalid one as well. And to support the deficiency of the last definition, Peer (1989:270) presents the following poem by Ezra Pound:

Alba

As cool as the pale wet leaves

of lily-of-the valley

She lay beside me in the town.

As is seen, text has not so norrow definitions, and to pin the term of text down completely is not an easy work. Julia Kristeva's (quo. in Barthes 1981) text definition seems much more appealing to the one we mostly agreed upon throughout the study. According to her, text is:

a translinguistic apparatus which redistributes the order of the language by putting a communicative utterance aiming to inform directly in relation with different utterances, anterior to or synchoronic with it (1981:36).

In the definition above, there are some key words helping to a definition of text such as; "language", "communicative", "translinguistic apparatus", "aiming to inform", "anterior or synchoronic". That is; text is language, it is nothing other than language, it exists only with it. It has communicative utterances and it aims to inform. Here, the writer gives importance to intertextuality as is understood from the phrases such as "different utterances anterior to or synchoronic with it". Barthes defines intertextuality as follows:

any text is an intertext; other texts are presented in it, at varying levels, in more or less recognisable forms: the texts of he previous and surrounding culture. Any text is a new tissue of past citations (1981:39).

That is, every text carries some ideas, words, content and structure similiar to other texts.

As is understood from the definitions of texts, text is not a simple thing printed on the page. Beside the common definitions of text, some language authorities try to define it by metaphors. In his article titled "Theory of the Text", Barthes defines the text as "a tissue, something woven" (1981:39). Here, Barthes seems to be explaining that words are like the fabric in a tissue, their organization is so perfect. At the same time, Barthes does not favour the leading traditional definition of text and he redefines it as "a 'veil' behind which is concealed a definitive meaning waiting to be revealed" (Webster 1990:95). That is, text becomes

meaningful if the reader is able to grasp the potential meaning hidden in it. In other words, text is (to some extent) the meaning that a reader regenerates in his mind. This runs in parallel with what Short and Alderson support: "a text can mean anything to any reader. The text itself must to some extent condition the nature of the understanding that a reader constructs"(1989:72). This leads us to a conclusion that although the text is static, the meaning in it can vary as the reader (reader's social life, customs, perception) changes. Although Shakespeare's work named "Hamlet" is the same, its criticism has changed over years. This situation can be summarized as Barthes claims; "The text is open to infinity: no reader, no subject, no science can arrest the text" (1981:135).

3.1.2. Function of Text

After the consideration of some text definitions of various language authorities, the function of a text in a second language learning procedure is to be considered for a sound development of the study.

So then, while some language authorities find the text as a ready material prepared for teachers which makes them non-creative, the others tend to appreciate the text as an unseparable element of a lesson. According to Umberto Eco "texts are lazy machineries that ask someone to the part of their job"(Scholes 1985:18). Eco is not wholly unjust in his claim. For, teachers who are not aware of the importance of the text, text is a material which spoils their creativity. Because the text is a ready material in their hands, so they do not need to think about the lesson too much. Maley supports a contrary idea with Eco about the text and claims that "the pay offs in language learning terms come in part from the text themselves and partly from interaction between and

among learners"(1989:13). Also Scholes is one of the language authorities who favours the advantage of text. He does not claim it directly, but it is understood from his quotation as follows: "In reading we produce text within text, in interpreting we produce text upon text and in cricitizing we produce text against text" (1985:24). It is clear that, text makes the learner active, creative in class and broadens his mind.

The function of text can be dealt with in two different aspects, namely; language and content. To start with, text is a representation of the language with all its devices. In other words, text is a source for the different constructions of grammar and a number of various vocabularies. So, the learner traces the language treatment while dealing with the text itself. On the matter, Barthes states that "text, ..., remains homogeneous to language through and through: it is nothing other than language"(1981:40). We can say that text is the framework of a language that is, it mirrors the language within its limits. Also, Scholes supports a similiar idea about the claim on the point as "a text is bound to its language, it exists as a text only in and through its language" (1985:152). Furthermore, Moody introduces the function of text to a language teaching situation and argues that:

> every course should include a proportion of
> text...otherwise the student will lose the opportunity
> of experiencing the aspects of greatness in linguistic
> form which any course should provide (1983:20).

The emphasis he puts to the linguistic functionality of a text can be traced in his words: " experiencing the aspects of greatness in linguistic form". While the learner is dealing with the text, he/she consciously or unconsciously notices the multifunctionality of the language. In every sentence, he/she faces a big number of

vocabulary and various grammar rules. Examples of these are given in the following text:

Albert Einstein

Of the many immigrants who came to the U.S., one will always be remembered throughout the world: Albert Einstein. Einstein changed our understanding of the universe. When people think of the word "genius," Einstein's name often comes to mind. However, in Einstein's early years, he was not succesful in school or at finding a job. (Elbaum 2 2001: 192).

When the text above handled in a class, a learner sees (even if it is unconsciously) the Relative Clause such as "...who came to...", Passive Clause such as "one will always be remembered...", Simple Past Tense such as "Einstein changed our..." and "he was not...", Conjunctions such as "when.." and "however..."...etc. And at the same time learner becomes aware of the words such as "universe, immigrant, genius".

Beside the text presenting the multifunctionality of language, it also supplies a natural context for the teaching and learning grammar, vocabulary and pronunciation. When they are treated in a meaningful context, a natural learning comes true. So learners learn and remember more, as a result of this, they are led into a more secure teaching and learning process. Teacher should take into consideration this point while dealing with grammar, vocabulary and pronunciation. Some examples are beneficial to support the idea as follows:

His story / Her story

Frank and Sylvia are like many American couples. They have problems balancing their relationship, their children, their careers, their families, and other responsibilities. Read each one's story.

Sylvia's story:

Now that I'm married, I don't have time for **myself** *anymore. We used to spend time with each other. Now that we have kids, we never have time for* **ourselves.** *We both work, but, Frank doesn't help me with housework or with the kids. Ihave to do everything all by* **myself.** *My husband only thinks of* **himself..** *When he wants something, like a new CD player or new software, he buys it. Henever buys me flowers or other presents anymore. I tell* **myself** *that ha still loves me, but sometimes I'm not so sure. Sometimes I think the problem is his fault, but sometimes I blame* **myself.**

Frank's story:

Sylvia never has time for me anymore. We used to do things together. Now, I have to do everything **myself.** *If I want to go to a movie, she says that she's too busy or too tired or that the kids are sick. I rarely go to the movies, and if I do, I go by* **myself.** *It seems that all I do is work and pay bills. Other married people seem to enjoy* **themselves** *more than we do. She says she wants me to help her with the housework, but she really prefers to do everything* **herself** *because she doesn't like the way I do things. She wants us to see a marriage counselor, but I don't like to tell other people about my problems. I like to solve my problems* **myself.** *(Elbaum 2 2001:117-118).*

As is observed in the text, reflexive pronouns have been repeated many times. This gives chances to see many number of sentences including reflexive pronouns in a meaningful context.

Why Vitamins?

For hundreds of years, diseases caused by deficiencies in nutrition were known to men. Some common nutritional diseases are beriberi, pellagra, rickets and scurvy. (Curry 1984:53).

The text above includes words which have related meanings such as "disease, deficiency in nutrition, beriberi, pellagra, rickets, scurvy". It is encouraging for learners to come across such meaning- related words in a meaningful context. For, if a learner is introduced to meaning-related words, he/she is automatically provided with a stronger memory capacity.

. For the teaching of pronunciation, tongue-twisters function very influentially. It has an educational force which motivates the learner for a sound participation to the course. Providing the pronunciation of every word separately is a time consuming and boring work. That is why a tongue twister as follows:

As I was going to St. Ives,
I met a man with seven wives,
Every wife had seven sacks,
Every sack had seven cats,
Every cat had seven kittens,   .
Kittens, cats, sacks and wives
How many were there going to St. Ives?

(Akdikmen 2000:45).

introduces words pronunciation such as "St., man-men, wife-wives, sack, kitten...etc.".

Since a text is the representation of multifunctionality of the language and it provides us with a natural context for grammar,

vocabulary, pronunciation etc., a teacher can safely bring it to the class for use.

Beside a ready material of a language representation and natural context for learning, text includes a content as well. Teacher can benefit from the content of a text in two aspects as information-carrier and mind-nourisher/sharpener. In the first one, texts which carry information and develop the learner's cultural literacy are implied. In the latter, texts which develop the learner's experience, and broaden their mind are mentioned. For the first one Peer expresses that "texts are elaborated speech events aimed at knowledge conversation and delivery in human society"(1989:275). Here, Peer sees the text as a kind of information carrier. And it enables the knowledge to be transmitted through time and space. When a text is taken up in a language teaching class, the learner is able to grasp the information it conveys. Within this context, text carries an information which develops the learner's general culture. An example about information-carrier type of text illustrates the point clear enough:

The Creator of the World Wide Web

Most people have never heard of Tim Berners-Lee. He is not nearly as rich or famous as Marc Andreessen, who was cofounder of Netscape, or Bill Gates, whose name has become a household world.

Berners-Lee, who works in a small office at the Massachusetts Institute of Technology, is the creator of the World Wide Web. The creation of the Web is so important that some people compare Berners-Lee to John Gutenberg, who invented printing by moveable type in the fifteenth century.(Elbaum3 2001:240).

Teacher can use the text in hand to give knowledge to learners by the help of content of the text. For, it carries an information which contributes to the development of the learner's cultural literacy.

However, a text not only develops the learner's cultural literacy, but also nourishes his/her mind. This kind of text generally stores some sort of discussible and interpretable content. So long as the learners discuss, or interpret the content elements of a text (even if they do it in their innerselves) they are naturally provided with a mind nourishment, experience related to actual life throughout their learning process. An example for this, is as follows:

Let us look at our own race history. When we were all hunters, fishers and root-gatherers, we were men and women, just as efficiently and completely as we are now. When we kept cattle we were not any the less, or more, men and women. When we developed agriculture, we were stil men and women. When we specialized in industry, we remained men and women. Men were males and women females at any time in the whole long history (Lane,O'Sullivan 1999:21).

Dealing with the text above, a teacher can generate a sound atmosphere for discussion. While the participants discuss the implied information, they are led to observations of various ideas, tendencies etc. Such a situation naturally broadens the learner's view of life. So, the learner begins to think and act more consciously. In similiar manner Scholes suggests that " 'texts' bring us news that alter our way of interpreting things ... textual power is ultimatelly power to change the world " (1985:165). Here Scholes seems to be explaining that there is a world in the text and when the learner joins the world, he/she sees other characters, events, behaviours etc. So, the learner's opinion about people,

events and experience of life improves. As the people become wiser, the world also changes. Thus, text has a deep but an invisible effect on the world of people and their personal improvement.

Now, text has an important place in the development of a language learning and teaching process both from the aspects of language and content. Yet, the situation considered naturally necessitates the birth of some questions about the quality of text arranged for use in ELT classes. Thus, the next part is considered to cover the treatment of the questions about the quality of the text.

3.2. What is Literature?

Text plays an important role in a language teaching and learning process since it presents the language and provides context for the teaching of vocabulary, grammar, pronunciation and also provides content which reshapes the mind of the learner and regenerates worlds similiar to the actual one. As the function of a text becomes more obvious, the significance of the text gains more importance. Together with this, type of text starts to matter too much for the language teaching activity.

Thus, we suggest that, literature is a literary text and it possibly includes elements a teacher asks too much for; such as, the best language treatments, motivating content , personal involvement etc.(details about this elements are given in some of the next parts). But, before this it is very essential to give answer to "what is literature"

3.2.1. Definition of Literature

In the book titled "Literature", Widdowson referring to Oxford English Dictionary argues that literature is an "acquaintance with 'letters' or books; polite or humane learning" (1999:5). The definition is probably not in use now but, it generally clarifies the underlying principle of literature, that is, polite learning. Literature presents knowledge about human concerns in a polite and aesthetic way. The second definition he quotes is "literary work or production; the activity or profession of a man of letters" (1999:5). In this definition Widdowson makes the point 'work' clearer by explaining it as a "business of producing a literary 'work' (not the work itself)"(1999:6). So the second definition too, seems not to be in use now. For, the definition in question reflects literature as a kind of occupation. And then he suggests dealing with the sub-sections of the third definition first so as to crystallize the concept of literature. These are "the body of books and writing that treat of a particular subject" and "printed matter of any kind"(1999:6). The third definition which provides us with a stronger base for our study considers literature as "literary productions"(1999:6) and as a "body of writtings produced in a particular country or period, or in the world in general"(1999:6).

Although, literature means "all the texts relating to a subject, particularly those written by specialists"(Procter 1995:830) too, in this study, we determine to use literature as "written artistic works, particularly those written by specialists"(Procter 1995:830). First of all, literature is an art. That is fictitious; it is the product of a writer as a fiction. There is a world in every work of literature, but generally it does not belong to actuality. Rober Probst defines it as "something about which we may know, but not something through which we come to know"(1988:20). Here Probst

implies that, it is a life we may know, however we are not able to take part in it. But at the same time, it does not present a life we are to learn. For, we are able to imagine the life which exists in it. It is generally accepted that, literature is an "empty patterns of meaning"(Culler 1975:118). The words through which the writer constructs the work of art are likened to "empty patterns". The reader injects the meaning he is exposed to generate into the emptiness of the patterns. That is the reader is free with his world of associations. Thus, the patterns remain the same while the meaning does not. So then, is each fiction to be commented on in accordance with the shapement of the reader's character to be regarded as literature? We are not to be persuaded with the limitation of the definition. For, the dynamics of literature are numerous.

3.2.2. Qualities of Literature

Griffith concentrates on a similiar opinion about the point in question explaining that "there are enough mysterious elements in literature to make a complete definition impossible"(1994:27). But, qualities of literature may make the definition clearer and more comprehensible. The common qualities of literature which most critics agree upon, are as follows:

1- Literature is language
2- Literature is universal
3- Literature is fictional&true
4- Literature is aesthetic
5- Literature is effective
6- Literature is non-trivial
7- Literature is literary.

Literature as a "language" Griffith claims that "the medium of literature is language both oral and written"(1994:27). So literature presents a variety of language modals. Different formulated sentences, many variety of words and meanings are naturally to exist in a literary work of art. Some other figures such as Collie and Slater speak of language of literature as "heightened: sometimes elaborate, sometimes marvellously simple yet, somehow, absolutely 'right'"(1987:5).

Universality is one of the major qualities of literature as most of the critics of literature support. For, it includes other qualities of literature such as personal relevance, variety, ambiguity, interest etc. Moreover Sage suggests that "literature strives for universality ... the experience may appeal to so many varied imaginations"(1987:3). That is experience or themes in a literary work reflect almost all people's ideas, values, traditions, cultures and life styles. In fact, it is related with personal relevance. For, as Maley states:

> it deals with ideas, things, sensations and events
> which either form part of the reader's experience or
> which they can enter into imaginatively (1989:12).

Ideas of suspicion, dilemma, conflict, or events of death, birth, traffic accidents, illnesses, marriage, or feelings of happiness, sadnesses, sympaty, love are not unfamiliar to almost all people. That is, they are elements of life which human beings are to experience. In paralel with this, all people regardless their culture, age, sex, nationality seem to be reflected in literature. When it is thought in paralel with "universality", variety as a quality of literature comes to mind. Literature has a wide scope of subject-matters and language. For Maley, in literature the reader should be

provided with "the language of law and of mountaineering, of medicine and of bullfighting, of church sermons and nursery talk"(1989:12). Together with this, literature offers a variety of subject matters ranging from political speech to events of nature. Due to the quality of universality, the reader is also provided with ideas, events and feelings in a literary work. Interpretation and comprehension of a literary work may change from person to person in accordance with their cultural and educational background. Maley titles the quality in question as "ambiguity"(1989:12). Similiar to Maley's opinion, Short argues that "only rarely will two reader's understanding of or reaction to a given text be identical"(1989:6). This quality cristilizes the place of literature in speaking lessons. 'Interest' is a back-bone element of the quality of a literary work in terms of its 'universality'. For, every reader can find language, subject matter which attracts his/her attention.

No matter how far the writer of a literary work try to be close to the actual life, he/she reflects some elements of their own lives, or of their own environment and imagination. Even if he/she depicts an actual life event,

> the selection of details, the interpretation-stated or
> implied-of the event, the inclusion of devices such as
> metaphor, irony and imagery the poet makes the work
> an artifact, an object of enjoyment (Griffith 1994:31).

This refers to the quality of literature as 'fictional'. While a literary work is fictional, it may be 'true' at the same time. For, no matter how far the writer uses imagination in the writing process of a work of art, reflections of actual life are naturally to take place in it.

According to Griffith, literature is like "music, patterns of color, sunsets, dance"(1994:29).It is aesthetic. In a sense, he implies that literature conveys a particular feeling of pleasure through the help of the structure and content of a work. This runs in paralel with what Sage counts the most frequently stated purpose of using literature in ELT as the first one "appreciation and enjoyment of literature"(1987:69). So literature gives pleasure to reader with its carefully selected vocabulary, marvellously organized structure and rightfully handled and woven language and content.

The quality of literature as effective seems to deserve of a serious support. For, literature has potentiality of generating emotional feeling in the reader such as love, sadness, happiness, sympathy etc. Ghosn too shares the idea about the point and claims that a high quality of literature has a

> potential power...to transform, to change attitudes
> and to help eradicate prejudice while fostering
> emphaty,tolerance, and an awareness of global
> problems (2002:176).

Literature gives importance to feelings and experience. This refers to the quality of "non-triviality". Short expresses that literary works

> deal with matters which concerned the writer enough
> to make him or her write about them. In this, they are
> unlike many other forms of language teaching input
> (1989:6).

A text of literature holds mainly structural and thematic literary qualities of its own. It is the most significant quality of

literature which singles it out from the other types of text. It is thought that it would be more suitable to list this quality at the end of the part. For, it seems as the most important quality and requires more emphasis. We can categorize the texts as literary texts (showing literary qualities) and non-literary texts (not showing literary qualities). In fact, there is not a very clear distinction between literary and non-literary texts. For the point in question, Carter and Long claim that it is "difficult to establish in saying what sort of language is 'rich' or 'subtle' or 'moving'"(1996:101). And the degree of literariness of a text may change from person to person according to reader's background, culture, age and the like. While a writer finds a text less literary, a person who is not too interested in literature may find the text too literary. However, for the concept in hand, we desire to clarify the difference between literary and non-literary text. The difference can be categorized as language and content.

In comparison with the non-literary text, the language of a literary text may hold the similiar elements in quantity, but different elements in quality. So, language of literature requires a special treatment of its own. The writers of literature try to create an artistic modal of language which attracts the reader's attention. To do this, they practice on all the possible devices of language such as alleteration, rhythm, repetition and devices of literature such as metaphor, contrast, climax, simile and irony. For the point in question Montgomery (2000:325) expresses that:

> Literary texts differ from non-literary texts by virtue of the nature and extent of their linguistic patterning. In literature-particularly in poetry-extra patterning occurs, for examle, through paralleism, alliteration,...In addition, literature breaks with the

patterns of everyday linguistic usage through deviant
syntax, strange vocabulary and spacialized layout.

Together with this, Griffith too, supports the point in hand
expressing the language of literature as "denotatively" (1994:28)
and the language of scientists or people using everyday speech as
"connotatively"(1994:28). And he presents the word 'mother' to
show the difference between the "denotative value" and
"connotative value". While "the word mother whose denotation is
simply 'female parent'" yet its "connotations include nurturance,
warmth, unqualified, love, tenderness, devotion (and) protection"
(1994:28).

As for the element of content, Montgomery states the
differences of non-literary text treating the daily language as
"representing the world in descriptions, averrals,
assertions"(2000:326). And adds that "words are being used to
refer to states of affairs in the world"(2000:326). Yet, a literary
work of art seems to

describe a possible world- a world that might but
does not necessarily exist-in such a way as to 'make
strange'or 'defamiliarize' the world of everyday
experience (2000:326).

As is emphasized, the everyday language becomes a "strange" or in
other words it is "defamiliarized" with its content in the hands of
its creator. This is one of the main differences in respect to
content of literature. And a life like creation of a world in a
literary text makes the content more discussible and more
interpretable to contribute to the development of the learner's
perception. Some authorities such as; Carter and Walker (1989:6)
state that:

> such materials construct experiences or 'content' in a
> non-trivial way which gives voice to complexities and
> subtleties not always present in other types of texts

and they add that the material provides us with "many natural opportunities for discussion and for resolution of differing interpretations"(1989:6). As is stated, literary text with its dynamics such as language and content offers a multidemensional number of elements to enrich and create a powerful situation for the language learner.

After treating the elements of literary and non-literary texts theoritically, we had better treat the point in a peculiar example. The example consists of one literary paragraph from Norman Douglas's "South Wind" (Alexander 1976:100-1) and a non-literary paragraph from Frieda Fordham's "An Introduction to Jung's Psychology"(Alexander 1976:132). First, the literary and then the non-literary texts are examined one after the other to make a compact observation of the differences possible.

A Literary Text

Viewed from the clammy deck on this bright morning, the island of Nepenthe resembled a cloud. It was a silvery speck upon the limitless expanse of blue sea and sky. A South wind breathed over the Mediterranean waters, drawing up their moisture which lay couched in thick mists about its flanks and uplands. The comely outlines were barely suggested through a veil of fog. An air of irreality hung about the place. Could this be an island? A veritable island of rocks and vineyards and houses--this pallid apparition? It looked like some snowy sea-bird resting upon the waves; a sea-

bird or a cloud that stray from their fellows and drift about in wayward fashion at the bidding of every breeze (100-1).

The text from South Wind by Norman Douglas firstly seems to be about an island, a description of an island at a distance. But, when it is read and examined in detail, different meanings, concepts, feelings, attitudes related with the concept of island come to the fore. This is in a sense, a matter of associations reflected in the literary text itself. It is generally agreed that a high quality of literary text is to appeal to man's five senses. Thus, for instance, the word "clammy" can be associated with man's feeling, and the word "viewed" with seeing. Together with this, "bright morning" can be linked with man's both feeling and seeing. While an island is likened to a cloud, the phrases "clammy deck" and "bright morning" awaken the reader's attention with two contrastive elements mentioned in the same statement. While "clammy deck" arouses an unpleasant feeling, the phrase "bright morning" reminds the reader the freshness of a morning which holds a positive meaning. A pain of isolation can be thought to be implied through the words "cloud" and "island". The image of the island in a far distance contributes much more emphasis to the feeling of pain. A more powerful emphasis is somehow reflected through the use of a personification which leads the reader to visualize the blow of the "south wind" licking the surface of the sea water, similiar with an image of a man breating giganticly upon the water. The image of "fog" is also personified. For instance the image "a veil of fog" is a romantic one which probably implies a loss of a very dear sweetheart. These and the images left contribute to a sound development of the writer's own melancholic mood.

As is seen, the feeling of isolation reflected in the text creates a multi dimensional sense of feeling in the mind of the reader as a result of the treatment of the literary devices. Whereas a non-

literary text has almost a very little privilege of treating literary devices in the manner dealt with in the text from the "South Wind". The following text is expected to provide us with the process of tracing the differences between a literary and non-literary text as a result of which to determine which type of text is more applicable and contributive to a sound foreign language teaching class.

A Non-literary Text

Just as it is vital for parents to live their own lives as fully as possible and to deepen their understanding of themselves to the utmost, so is it important for teachers and educators to do the same. When children go to school their teachers become, during school hours, substitutes for the parents, the children transfer to the teacher some of the feelings they have for their parents and are influenced in their turn by the personalities of the teachers. This mutual relationship is of more importance than any teaching method, and a child's ability to learn is continually hampered if the relationship is unsatisfactory. Again, if teachers really want to be educators, to help children to develop into satisfactory men and women, and not simply to ' stuff them with knowledge ', they will only be really successful if they themselves have sound personalities. No amount of preaching, however well done, no principles, however sound, no clever technique or mechanical aids can replace the influence of a well-developed personality (132).

The text is about the treatment of the learner's psychology in education. The learner's situation is illustrated as a composition of three different elements; one is the family, the other is the school and the third one is the environment in general. The writer's style of comparing the elements with one another to convey the nature

of the students personality is emphasized very powerfully through the use of comparison which is generally too much favored by those writers of literary texts as well. Yet, the creation of the comparison in the text does not offer to the reader a powerful associational background of meaning as the literary text examined above seems to do. For, while the dominant element of the meaning in the earlier one very powerfully influences the reader's feelings to generate in their minds the changing feeling of pain of the writer, the latter one does not insist on conveying feeling but much more the ideas about some possible troubles that may happen in the shapement of the students personality throughout his education.

Thus, both texts differ from one another not only in content but also through the way how the language is treated in them. While the first one has a language of metaphor (simile, metaphor, irony, satire, contrast etc.) the second one has a language of objectivity; that is a language of clarity more than ambiguity. For, in a non-literary text, no matter how frequently the writer refers to the use of literary technical devices, he/she has to convey their ideas as objective as the nature of the subject urges them to. That is why non-literary text writers have very little freedom of creating fresh, flexible, aesthetic modals of language which naturally arouse a multi-functional feeling to attract the reader's attention and so to help the teacher and the student co-operate in the language learning process.

As is seen from the examples, literary text creates a multi dimensional sense of feeling in the reader while non-literary text cannot. Is this sound enough for literary text to be considered as a high quality text? Probably not. Literary text with the other qualities such as universality, non-triviality etc. seems to deserve much more emphasis. But, what is the place of literary text in our educational system. In order to find out, we will investigate the

place of literary texts in coursebooks used in primary and high schools of Ministry of National Education in the next part.

3.3. Literature in Coursebooks Used in Schools of Ministry of National Education

As is stated before, English has gained importance throughout the world. So, the learning and teaching of it as a second language has become necassary in our country, Turkey. The influence of the same situation requires some special rearrangements in the system of Turkish National Education. In parallel with this, we can see the wealthy of coursebooks for English language teaching on markets. "coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs" (Cunningsworth 1995:79). The coursebooks have many functions in ELT such as:

* a resource for presentation material (spoken or written)
* a source of activities for learner practice and communicative interaction
* a reference source for learners on grammar, vocabulary, pronunciation, etc.
* a source of stimulation and ideas for classroom language activities
* a syllabus (where they reflect learning objectives which have already been determined)
* a resource for self-directed learning or self-access work
* a support for less experienced teachers who have yet to gain in confidence (Cunningsworth 1995:7).

As is seen, coursebook is a resource for a language teacher about what to teach and how to teach. That is why we see always a coursebook in the hands of language teachers. Hutchinson and Torres find the coursebook as an important part of ELT claiming that: "education is a complex and messy matter. What the textbook does is to create a degree of order within potential chaos" (1994:327).

When we observe the coursebooks , we can see that they are generally designed unit by unit. And each unit has a grammatical and communicative part. For, both accuracy and fluency are important in ELT. Since the general idea "language should be thought through a focus on contextualized use rather than on fragmented examples of correct sentence-level usage (Brinton and Snow, 1989:3), text is an important "provider of input"(Hutchinson and Torres 1994: 317) into lesson.

But, there are some criticizm about the texts' content in the coursebooks. According to Sheldon (1988: 239), "textbooks are necessariliy static". Also Reda supports Sheldon's claim and goes further writing that "this is because coursebooks for all proficiency levels are based on a limited number of 'general interest topics'"(2003:262) and she summarizes the topics in English coursebooks such as "time and dates, colours and shapes, animals and plants, family and relationship, holidays and travel, crime and punishment...etc."(2003:262). In fact, when we look at the coursebooks used in schools of Ministry of National Education, we can easily understand the validity of Sheldon's remarks.

In order to find out the place of literary text in coursebooks, the currently used coursebooks in three primary and three high schools of Ministry of National Education in Antakya have been analyzed.

For Secondary School; *English Today 4* (İhsan Tarlakazan), *Modern English for Turks 5* (Resuhi Akdikmen), *Modern English*

For Turks 6 (Resuhi Akdikmen), *Easy English 7* (Lütfi Yalçınkaya), *Build Up Your English 8* (Yunus Erin), For High Schools; *Snapshot Elementary (*Fran Linley, Brian Abbs and at all), *New Success at First Certificate (*Robert O' Neill and at all)*,* *Opportunities Elementary* (Michael Harris, David Mower and at all), *Opportunities Beginner* (Michael Haris, David Mower), *Opportunities Pre-intermediate* (Michael Harris, David Mower and at all), *Cutting Edge Elementary* (Sarah Cunningham, Peter Moor), *Cutting Edge Pre-Intermediate* (Sarah Cunningham, Peter Moor), *Cutting Edge Intermediate* (Sarah Cunningham, Peter Moor), *Fast Tract to FCE* (Alan Stanton, Mary Stephens), *First Certificate GOLD* (Richard Acklam, Sally Burgess), *An English Course for Turks Intermediate* (Semahat Dikmen,Ülkü Özgüler ve arkadaşları).

3.3.1. Primary and High School Coursebooks

The analysis is a descriptive since only the subject of texts have been studied theoretically. Firstly, we will analyze the topics in the coursebooks used for primary schools.

In this stage, learner is newly introduced to English language. So to motivate the students and to attract their attention is very important for language tachers. In paralel with this, the topics in the coursebooks used in the classes should be highly interesting, fluent and lively. As Mera Rivas (1999:13) states "the ultimate goal of teaching English at these intermediate stages is to enable learners to communicate effectively". As a result of this situation, the texts used in these coursebooks generally have communicative aims such as shopping, describing a place, asking price, introducing someone...etc. As the vocabulary and communicative functions such as giving direction, asking and saying where people are from, are important in the lower classes, generally, dialogues are common in these coursebooks. But in the higher classes of

primary schools, the communicative functions are based on more grammatical structures such as "talking about experiences and things in the past, talking about future plans expressing conditions and possibilities..."(Build Up Your English 8). Text is more dominant in these coursebooks. For, text supplies a context for these grammatical subjects. These functions are proper for the students in this stage for learning English as the second language process. But, in the coursebooks analyzed, these functions have not been carried out with a literary text, or literary text has not been used for developing students' reading comprehension in them. The functions have been carried out generally with non-literary dialogues and texts. However, fullfilling these functions with a literary text, at least at sixth, seventh and eighth classes, even if not always, may make the language learning more enjoyable and quiet sound.

In the high school, the learner has a language competence in English. Besides the communicative functions of language, four skills; reading, listening, writing and speaking are also taught in theory and practice more dominantly. When we examine the coursebooks used in high schools, they generally have topic-based units (Opportunities, New Success at First Certificate). These topics are generally taken from sources similiar to the ones' learners may encounter in their actual life such as newspaper articles, reports, letters, magazine articles...etc. So, they are generally about the actual life. Fran Linley, Brian Abbs and at all summarize the point in question as

> Many of today's teenagers live in a world bombarded by sounds and visual imagery. Surrounded by sophisticated equipment which they use with speed and easy, they can see and do things that would have been inconceivable twenty years ago. They expect the

materials they use in class to reflect this world (2001:viii).

So, the topics are generally about the things students are interested in such as football, music, holiday...etc. Since the topics teenagers find interesting are limited, almost all the coursebooks have similiar topics or as Reda called they have " 'general interest' topics"(2003:262). The situation in hand can be illustrated in the manner Reda does in her article "English Coursebooks: prototype texts and basic vocabulary norms" as follows:

Table 1. The Topics in the Coursebooks Used in the Three High Schools of Ministry of National Education in Antakya

TOPICS	Gold	Cutting Edge Elem.	Cutting Edge Pre-int.	Cutting Edge int.	New Success at First Certificate	An English Course for Turks Int.	Snapshot Elem.	Fast Track to FCE	Oppor. Elem.	Oppor. Pre-int	Oppor. Beginner
Time and Dates	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Crime and Punishment	✓		✓	✓	✓			✓			
Sports, Entertainment and Hobbies	✓	✓	✓				✓	✓	✓	✓	✓
Holidays and Travel	✓	✓	✓	✓	✓		✓	✓	✓		✓
Geography, Countries and Nationalities		✓	✓	✓		✓	✓	✓	✓	✓	✓
Clothes and Fashion	✓		✓					✓	✓		
Transportation and Roads		✓				✓					✓
Describing, Looks, Moods and Personalities	✓	✓	✓	✓	✓		✓	✓	✓		
The weather	✓	✓			✓			✓	✓		
Animals and Plants	✓	✓	✓		✓	✓	✓	✓			✓
Education and Learning Language	✓		✓	✓	✓	✓	✓	✓	✓		
Shopping, Economy		✓	✓		✓	✓	✓	✓	✓		✓
Family and Relationship	✓			✓			✓	✓			✓
Cooking, Food and Drink	✓	✓				✓	✓	✓	✓	✓	✓
Accidents, Health, Illnesses	✓		✓		✓	✓	✓	✓	✓	✓	
Home, Furniture, Daily Routine		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

When the topics are so limited, even if they are about the subjects students care for, the learner may be bored and the similiarity in topics may dismotivate the learner. As is stated before, these topics are generally taken from sources the learner may encounter in his/her actual life such as letters, newspaper articles, magazine articles...etc. But, although the learner may

encounter with literature in his/her actual life, these topics are rarely presented in literary texts in these coursebooks. Whereas, literature offers a wide variety of topics the learners care for such as love, hate, passion, war...etc. Also, these are the topics the students' care for.

In terms of dealing with the type of text used in high school coursebooks, a diagram quoted from Mera Rivas's article " Reading in recent ELT coursebooks" will be rearranged in accordance with the content of the material used in three high schools of Ministry of National Education in Antakya as follows:

Table 2. Types of Text in the Coursebooks Used in the Three High Schools of Ministry of National Education in Antakya.

TYPES OF TEXT	Gold	Cutting Edge Elem.	Cutting Edge Pre-int.	Cutting Edge int.	New Success at First Certificate	Snapshot Elem.	Fast Track to FCE	Oppor. Elem.	An English Course for Turks Int.	Oppor. Pre-int.	Oppor. Beginner
Advertisement	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Literary Extract	✓			✓	✓	✓		✓		✓	
Newspaper Articles	✓		✓	✓	✓		✓	✓			
Magazine Articles	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Interviews		✓	✓	✓	✓	✓	✓	✓			
TV Pages	✓	✓									
Leaflets			✓		✓		✓	✓		✓	✓
Quizzes and Questionaries	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Descriptions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reports	✓				✓	✓	✓	✓		✓	

As is shown in the table, literary text has appeared in the coursebooks named 'Gold, New Success at First Certificate,

Opportunities Pre-intermediate and Elementary and Snapshot Elementary'. While the coursebook "Gold" presents a famous work "Wuthering Heights" to his learners, Opportunities Elementary deals with the epic "Beawulf". In Opportunities Pre-intermediate, there is a part called 'literature spot' at the end of the book which presents extracts from stories named 'Sir Gawain and the Green Knight', 'The Pearl', 'A Christmas Carol' and 'The Picture of Dorian Gray'. In the coursebooks analyzed, literary extracts generally have been dealt with to develop the learner's reading comprehension. But, literary text seems not to have an important place in these coursebooks. For, except the coursebook 'Opportunity Pre-intermediate', they are rarely used in coursebooks. Literary texts in the coursebooks analyzed are generally extracts from short stories or novels. Other types of literature such as poetry, drama have not appeared in them. However, poetry and drama can be used effectively in language classes. For example, poetry can be introduced to learners for developing their speaking skill. For, maximum input is carried out with a few sentences in poetry. This quality of poetry makes itself argumentative. Also drama can be used in language classes. Learners can act out drama in class. This encourages learners to speak English fluently and it may create an enjoyful atmosphere in class. But, we cannot see these kinds of literary texts and their activities in these coursebooks. For the point in question Lazar expresses that;

> a good novel or short story may be particularly
> gripping in that it involves students in the suspense
> of unravelling the plot. This involvement may be
> more absorbing for students than the pseudo-
> narratives frequently found in coursebooks. A play
> may engage students in complicated adult dilemmas.

A poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that they do in the classroom is relevant and meaningful to their own lives (1993:15).

At the end of the observation, it has been observed that there seems not to be an important place for literature in coursebooks used in schools of Ministry of National Education. In the next parts, we will see the importance of this deficiency in teaching English without the use of literature. This will cover an examination of three questions; why, how, when literature should be used in a general manner.

3.4. Why is Literature Used in ELT?

As is stated in the earlier parts, we desirously suggest the linkage of literature with its dynamics to ELT programs for a successful language teaching application. As a matter of fact, use of literature in ELT programs is not an unfamiliar phenomenon. Although literature has been ignored for some decades, a tendency towards the use of literature as a language teaching material has recently come to the fore. But, why literature? What is the reason behind this recent tendency of redealing with literature ?

The answer is too simple. It is motivation. As is usually known, motivation is a key factor for a successfull language teaching and learning process. If the learner is well-motivated, he/she acquires all the benefit of the lesson. That is why motivation is so important. All the qualities of literature, as is stated in the second part, is a factor to motivate the learners. At the same time, they are the qualities of art. As literature is a type of art, like a song or a painting, it draws the learner's attention and leads him into a special world of its own. While a learner is dealing with a piece of literature, he most probably feels himself

involved in the situation reflected in the text. So, literature provides the learner with a natural learning athmosphere. Like other types of art, literature does not only aim at conveying knowledge to people, but also shapes the reader's character and develops his intelligence and emotion. In this aspect, literature may be called as formative. Formative elements provide the language teaching process with the power of shaping the learner's behaviour, point of view, that is, personality in all. Whereas non-literary text is much more informative. It aims at conveying information to the reader. That is why literary text has a motivating power which functions in many ways and contributes to the willingness of both the learner and the teacher in an ELT class.

A number of suggestions commonly agreed by some of the most distinguished language authorities are considered in nine separate headings some of which are much more formative and some others are informative.

3.4.1.Formative And Informative Factors

a- Literature presents the best treatment of language

As literature is a work of art, the writer uses the language in the same manner as a painter does with the colours to draw his picture, or as an architect does his measurements with his project. The writer of literature is also aware of the dynamics of a language he / she is to use, so the writer pays more attention to it. Thus, literature presents an original and a faultless language. For the point in question Griffith argues that people using colloquial language

> display a sensitivity to its sounds and subjective
> qualities, but writers of literature exploit this

qualities more fully, more consciously and more systematically (1994:28).

That is, when the learner deals with a literary text he can trace the best treatment of a language he desires to learn. So, in a sense, the learner is introduced to a well-used grammar, a perfectly-selected vocabulary. Collie and Slater emphasize the function of literature in language teaching as having " a rich context in which individual lexical or syntactical items are made more memorable"(1987:5). And they add that "reading a substantial and contextualised body of text, students gain familiarity with many features of the written language"(1987:5). Together with this, they put much more emphasis upon the flexibility of the elements of literature as responsive and contributive for "the intermediate or advanced learner's awareness of the range of language itself"(1987:5). For, they find the literary language as a "heightened: sometimes elaborate, sometimes marvellously, simple yet, somehow absolutely 'right' "(1987:5).

To conclude, literature does not only provide us with a high quality treatment of a language, but also it slows down the possibility of exploiting the false models of language by the learner.

b-Literature presents experience for learners

As is generally agreed, literature imitates life. As Griffith calls " 'realistic' depiction of life"(1994:19) can be seen in literature. So, the learner unconsciously finds himself in the world that text presents. In every character he finds something he shares, or he sets up connections between the events in the work and the events that he faces. As a result of this, similiar with what Collie and Slater explain "the language becomes 'transparent'-the fiction

summons the whole person into its own world"(1987:5,6). So, the reader is automatically motivated to share and adapt himself to the new experiences reflected in the text. Sage leads us a step further and defines literature as an "inherently human"(1987:3) material which "portray a wide variety of human concerns and needs"(1987:3). And finally adds that:

> even when presenting an account or a feeling that a reader may not or cannot experience, it brings out what in the action or feeling is common to many people (1987:3).

. It is possible to say that, the more experience is gained from the text, the more success can be obtained. For, while dealing with the text, the reader imaginativelly shares the character's world in the literary work. For the point Rosenblatt expresses that:

> literature provides a living through, not simply knowledge about: not the fact that lovers have died young and fair, but a living through of Romeo and Juliet (1995:138).

This leads the learner to a more active engagement in the development of the language learning process.

c-Literature presents culture

It is generally accepted that language and culture have a mutual relationship with one another. In a sense, they are two inseparable bodies which nourish one another. Many learners want to go to the native land of the language they desire to learn. For, it is clear that they can learn the language easier as they become a

part of the society and culture of the language they try to learn. But, learning a language in its native land is hardly affordable and not every learner has a chance to do it. So, learners generally learn the language under artificial conditions which provide them with a very little material of the culture that results in a mechanic learning of the second language.

Yet, literary text may automatically function in the same manner as the learner's presence in the homeland of the language he wants to learn. Literary texts are higly important materials of the culture. For, as Tway and White state:

> one means of understanding a country and its people is through literature which embodies customs, attitudes, beliefs and behaviours (1988:179).

If the text is composed in accordance with the nature of the culture of the language, it does naturally contribute to a more stimulative language learning atmosphere. So, language learning becomes less mechanical but more functional.

d-Literature is an authentic material

Authentic materials can be accounted as valuable sources in language teaching and learning process. For, the learner can see the natural language, that is, the language used by the native speakers. So, the learner has the advantage of studying the language with its specific forms, usages and meanings. Collie and Slater propose the language learner a development of an ability "to cope with language intented for native speakers"(1987:4). For, they believe that the learners "gain additional familiarity with many different linguistic uses, forms and conventions of the written mode"(1987:4). They are exposed to uncorrupted language

and also the authenticity of text stimulates the learners as the text does not seem for them a well structured mechanic resource prepared for them. That is, while they are reading a literary text they feel as if they were reading not for lesson, but for their own pleasure. This quality leads the learner to a powerful engagement in the lesson.

e-Literature is a rich source of language material for the teacher

A sound access to functional sources (text) is always one of the most vital steps for a teacher of language. For, to consider a text whether suitable or not in accordance with the learner's variables such as age, sex, level etc. is not an easy task. Text should be based on the qualities of suitability of a practical language teaching situations. For teachers, literature is a powerful source which naturally provides them with the necassary elements to cope with any possible difficulty arising from the lack of the suitable text for both the teacher and the learner. Sage (1987:7) suggests that :

> Literature will show itself to be flexible enough to adapt to any considerations of time and place and resume its a rightful position as the best —at once the richest and the most useful resource available to language- teachers and their students.

Literature offers material which is suitable for everybody such as for kids, teenagers, young people, adults also for beginners, intermediate and advanced learners. This runs in paralel with what Collie and Slater argue that literature provides the teacher and the

learner with "a bountiful and extremely varied body of written material"(1987:3).

f- Literature develops the learner's emotional intelligence

As is discussed before, while the learner is dealing with a literary text, he/she is involved in the text naturally. That is, in every character the learner finds something he/she shares and develops meaningful links between the event in the work and the ones in their actual lives. As the learner traces the conflicts, events, contrasts, they begin to ask themselves " If I were you,..." or " what would I do when...". So, he begins to understand himself and otherselves and the world. Probst approaches the point from another angle and asserts that:

> discussion that invites students to share their readings...inevitably reveal differences and similarities among the readers (1988:25).

This quality of literary text develops the learners' (especially the children's) emotional intelligence. As is usually observed, the emotional intelligence is the understanding of one's of his own and the others' and the ability of using it in making sound decisions for the betterment of their lives. Ghosn suggests that literature has a potentiality of functioning

> as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity and emotional intelligence (2002:172)

and he concludes that it "is an important consideration at a time when our world is becoming smaller, yet increasingly hostile" (2002:172).

g-Literature develops the learner's four basic skills

Literature presents a rich and flexible (metaphoric) language and a content which lead to a sound development of the four basic skills of the language learner.

As is stated earlier, reading skill seems to be the most functional one for a language learner. For, learning a language without the treatments of the reading is hardly possible. Literature offers a variety of text for reading activity. In connection with this, Brumfit explains that:

> reading is the most autonomous and individualizable ability in language work and literature is rich and widely appealing source of material for reading (1985:105).

As is generally accepted, the development of the reading ability is much more dependable on the variety of the reading activities which are considered to be dealt with. In short, the more the learner is led into various reading activities, the quicker and more soundly his reading ability develops. And also literature offers a variety of issues which attract the reader's attention. And as Griffith states "its special qualities-language, plotting, characterization ... make it fun to read"(1994:19). That is why literature is a valuable material for the development of the reading ability.

Other three skills are also accomplishable through the use of literature and its various structural and thematical elements (dynamics). The elements in question provide innumerable choices of activities for the development of the speaking skill. As is stated before, rarely two reader's interpretations, comments on a work is similiar or same. That is, everytime there is something to discuss, to interpret, to comment in a literary text. This leads to a willing and a natural engagement of the learner with the speaking activities performed as a result of treatment of the literary material.

Not only does literature present a rich, a flexible language and content to develop the learner's reading and speaking skill, but also reinforces the learner's writing skill as well. While dealing with a literary text, the reader sees different formulated sentences, various connected ideas and a big number of vocabulary. These elements naturally function in the improvement of the learner's writing skill. As the learner comes across different sorts of language usages, he/she adapts themselves to the use of similiar sound models of the language in their own writings. For the point in question Ghosn expresses that:

> through the medium of literature we can provide
> young EFL learners with language experiences that
> will not only motivate and foster oral language, but
> also deepen their awareness of the target language in
> its written form (2002:175).

Lastly, literature helps the learners to develop their listening ability. Generally, listening activities seem to be less favourable than other three skills. For, it does not require the learner's own active participation. Performance of a listening activity has in its nature a wait and listen behaviour. This is the cause of the less

favourability of the listening ability by most learners. Here the dynamics of literature seem to be too much functional in the replacement of a more favourable and adaptable athmosphere for the learner. Functions of literature and its materials somehow appeal in anyway to the learner's age, sex, level, background knowledge etc. Thus, literature is a multi-functional source of material which makes the less favourable listening activity more and willingly favourable for the learner. What is urgently functional here is the teacher's awareness of the selection of the proper material and the way how to adapt it to a listening activity.

h-Literature refers to five senses

In general, literature has a special quality of appealing to man's five senses. That is, literature has a power of generating feeling in the reader. The reader is naturally led into different moods and feelings. In a sense, literature is a natural source for the generation of motivation which is a basic requirement for a language teaching and learning situation. Above all, it helps the teacher in gaining the students' attention. For, the learner is provided with details of actual life which are familiar to him. This easily leads him to a natural engagement with the situation. This is in a sense, a real encouraging feeling for the learner. The learner more eagerly shares the situation. That is why a language learning situation is possibly more functional and contributive to the learner in case materials of literature are treated.

i- Literature develops the learner's cultural literacy

Literature presents not only experience and evocation of feelings but also knowledge which nourishes the learner's perception and broadens his/her cultural literacy. As Sage states

literature presents "knowledge of all sorts, past and present" (1987:35). In other words, literature has a quality of informing the societies political, cultural, economic, psychologic and sociologic structure. In short, whatever related with life is a natural concern of literature. Literature deals with the past in the manner a historian does. Morover it does treat the present in the manner a documentary film maker does. And above all, its superiority lies in its treatment of man's possible future life. These three elements of literature are the qualities which are thought to provide the learner and the teacher with a very attractive and motivative base of materials for multi-functional language activities.

As is seen from the headings, the contribution of literature to English language learning and teaching process is big. Whereas, most of language teachers seem not to be aware of its invaluable contributions. Even if they know, they have no knowledge and experience about how to put it into practice. Thus, in the next part, the question about the practice of literary text is analyzed in two seperate headings as selection of text and follow-up activities.

3.5. How is Literature Used in ELT?

Most frequently language teachers seem not to be motivated and encouraged to deal with materials of literature in their language teachings.This naturally leads them to develop a poor awareness about the function and the powerful potentiality of literature.

No matter whether the tacher's own lack of awareness and experience of dealing with materials of literature or any other factors such as poor organization of language programs, in both cases the language teaching procedure is to result in an artificial language learning activity. If a language teacher finds literature and its materials prior to any other types of material, he/she is to consider the two urgently vital steps; one is a sound selection of a

text and the latter is the application of the text.The text should be selected carefully and activities should be appropriate for learners.

While the teacher is selecting the essential and the suitable text, the core of the determination should be based on the requirements of the learner's own actual state. For the matter of text selection Collie and Slater state that:

> the criteria of suitability clearly depend ultimately on each particular group of students, their needs, interests, cultural background and language level (1987:6).

Thus, most of language teaching authorities tend to consider the following criteria while teacher is to select an appopriate literary text for language teaching activity:

3.5.1. Selection of Text

Selection of text

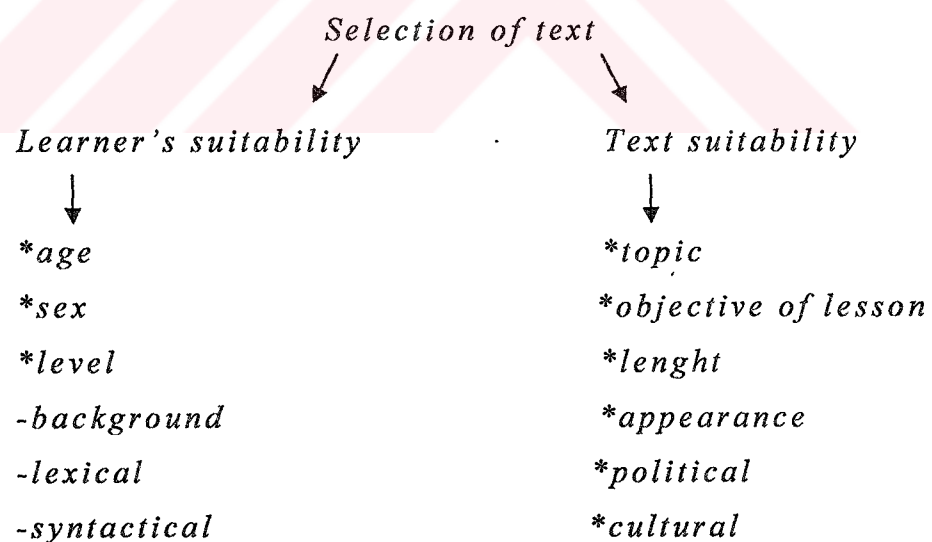| *Learner's suitability*	*Text suitability*
*age	*topic
*sex	*objective of lesson
*level	*lenght
-background	*appearance
-lexical	*political
-syntactical	*cultural

Figure 1. Selection of Text in ELT

In fact, all the factors taken into consideration while selecting a text, singles out the importance of the learner's own personal interest. For, the learner's own interest is a functional element that accounts for the presence of the learner's own motivation. If the text does not attract the learner's attention, in other words, if the learner is not motivated, the text is to remain useless though it suits the rest of the criteria to be regarded as an appropriate text.

To begin with, age and sex are important factors in selecting text for an ELT class. For, in different age the learner deals with different subjects or the subject which the girls or boys find motivating is possibly not same. For example, can a literary text which deals with a social disorder attract a secondary school student's attention? Or can a story about a young man's bravity attract mostly the girls' attention or boys' attention? Language teacher can make a questionary to learn the interest of the learner's according to their age and sex or as Collie and Slater conclude:

> a brief summary of three or four possibilities, perhaps with short extracts from the text" can be given and then, they are asked to "choose the one they find the most appealing (1987:7).

While teacher is selecting text by regarding his learners' age and sex, he also should consider their level. At first, teacher should give a background knowledge of the subject of a literary text. In fact, for a literary text, a teacher generally may not have any problems about the background knowledge. For, literature also presents the world we may know, that is the events which are similiar to those in our actual life, or the characters are the ones

we are familiar with. But, anyway, teacher should be sure that text is about a topic which is familiar to his students.

Lexical density is also a factor which plays an important role in text selection. For, as the number of unfamiliar lexical items in a text increases, the comrehensibility of the text becomes poorer. Literature is also an advantage for the students to enrich their vocabulary capacity, but, if the unfamiliar words are too many, they spoil the students' concentration.

Moreover, teacher also should consider the syntactic knowledge of learners in text selection. If the text includes grammatical constructions, inversion forms the students do not know, it can create problems for comprehension. For instance, selection of literary texts which belong to old English literature may result in creation of a barrier in attracting the student's attention to the text. As is commonly agreed, the old English literature offers different syntactic constructions and unfamiliar words in comparison with the modern English text. And this automatically causes a difficult comprehensibility of the text. So, selection of literary text should be done among those text of modern English literature.

As is stated before, teacher should consider the learners' variables. Yet,it is also important to keep in mind that the variables which belong to text are to affect the suitability of text itself. While the teacher is dealing with the text's suitability, he should take into consideration the following some points about topic: Is the topic attractive? Does it create curiosity? etc.

Text also should be suitable for the objective of the lesson. For example, if the objective of the lesson is teaching "simple past tense", it should include statements mostly based on simple past tense form and tense expressions or if the speaking is the objective of the lesson, text should be suitable for discussion and interpretation.

Furthermore, lenght of the text is also a factor that affects the readability of the text. For some learners, if the text is too long, it may seem boring for them, but for other learners, short text can create uncomprehensibility due to the lack of contextual knowledge. For the matter of text lenght, Short argues that:

> for some, longer texts will appear more difficult. For others, shorter texts present more difficulty, simply because they do not offer the extended contextual support and repetition which longer texts do (1989:7).

If the text is too short, teacher can support extra contextual knowledge about the text. But, if the text is too long, teacher can use a various reading strategies not to lose the learners' interest.

Yet, layout, type size and font as appearances also affect the suitability of the text. If the text is written in a very small letters and font, it can break the link between the reader and the text, that is, the reader may desire not to read it.

The next point is political appropriateness. Although political appropriateness likely to be seen as an unimportant element for most teachers, yet it is a significant factor in the selection of text. The text should not address to the teacher's own political priorities.

Culture is another factor to be taken into consideration in the selection of the text. For, culture affects the comprehensibility of text. As the literary text is the reflection of a culture, this factor is highly significiant. This can create problems for the comprehensibility of text. Short gives an example for the point as:

> Lectures (not students!) in India used often to observe that Wordsworth's 'Daffodils' could not be

appreciated by Indian students because they had no direct experience of this exotic bloom (1989:7).

But, this situation should not remove the teacher's and learner's motivation. If the text carries too much cultural codes, teacher is to provide a background knowledge for the learner.

After the first step, that is selection of text has been carried out successfully, the teacher should also, with an additional care, consider some criteria belonging to literary text selection. The literary text should not belong to very old ages. According to Sage "old words and distant historical events add little to ESL students' experience of literature, and may even discourage them"(1987:76). Sage is somehow right in his advocacy. For, a literary text full of archaic words and structure may lessen the learner's motivation to read, and distant historical events may be uninteresting for them. This runs in paralel with what Carter and Long claim:

modern literature is closer to the patterns, idiom and discourse style of the language which the student has acquired as language learner (1996:143).

At the same time, teacher should select literary text of countries whose native language is English. For, this makes the language learning and teaching process safer. This is also an important consideration for the authenticity of the text and cultural codes in it. As is discussed before, culture and language are inseperable. So, when selected text belongs to the countries whose native language is English , the connection between culture and language becomes stronger for a successful language teaching and learning process. Lenght of the text is also a significant factor to which the teacher should give importance. Sage claims that "brevity will improve the teacher's chances of maintaining

students' interest throughout the success" (1987:76). In other words, while the lenght of the text is made longer, the motivation the student gets becomes poorer. So, the teacher should select relatively short texts. That is why short stories are quite valuable materials for a language teaching class.

3.5.2. Application of Activities

Together with the successful text selection, the teacher should consider tasks possibly applicable to the text. As there has been a tendency towards the use of literature in ELT, an increase in the number of course books using literature as text naturally exists. In this kind of course books, there are also literary texts and activites about the text. But, as the coursebooks on the point are new phenomenon, the applicability of the text seems still to remain as a problem.

The recent reading strategies and types of activities can be applied to literary texts which may not be radically different from the ones applied to other kinds of texts. The reading strategies can show differences according to text's lenght and type. When the text given to learners is short, it can be treated in one lesson. So, the teacher is able to read the text to students or some reading strategies can be applied such as; silent reading, reading aloud etc. But, if the text is a long one, it will require too much time. To gain time in class -also to read line by line can demotivate learner- teacher should create different reading styles. Some of the strategies which seem to be applicable to longer texts can be explained as follows:

1- The pages of literary work can be shared among the learners and every learner can present a paper for his/her part in the class.

2- Teacher can select the main parts of the work and the learners only study the part selected by teacher in the class. But, the part selected by teacher should have important links with the content and organization of the text.

3-If time allows and the text is not too long, the teacher or the learner can read it line by line, only the teacher or learner explains the text when teacher finds it necassary.

4-Reading can be given as a homework to learners and it can be checked with the questions given in the end of every lesson.

According to lesson's lenght, learner's variables, text's type, teacher's creativity, different reading styles can be applied to text.

. But, before reading, the teacher is to develop a warm up session for the attraction of the learner's attention. It can be question about the text's title or the subject of the text. The teacher can also give a background knowledge for the text's comprehensibility. This can be explanation about the cultural codes or lexical meaning. Or it can be a mini study about literary devices such as metaphor, simile, contrast etc. to introduce the students with them or practice.

Moreover, the activities should be carefully selected. But, the teacher should be very careful in the selection of the activity for the learner. The activities should be flexible which offer opportunities for the students to contribute to their own opinions and experiences. It should also provide opportunities for interaction between the reader and the text and among the readers. Demirel states the activities which can be applied as follows:

a- Let them answer comprehension questions or check
the answers (Yes/No, True/ False, Multiple Choice,
Wh-, inference and judgement questions)
b- Complete the diagram or fill in the gaps

c- Outline the passage (It is a process of reducing for a large quantity of information to main ideas and main supporting details)

d- Find the main idea and/or supporting details (the first, middle and the last statements)

e- Discuss various viewpoints expressed in the text.

f- Summarize the text (selecting key. points, condensing the author's material or the material completely into your own words)

g- Have them write a precis or a composition based on the text

h- Games(optional) scrabbled words/sentences, jigsaw reading (2003:81-82).

Besides these kinds of questions, dramatization, role-play, conferencing, discussion, brain storming etc. can be considered applicable for a language teaching process.

As is seen, applying literary text in English language teaching and learning methodology is not a difficult work. And it is not too different from the methods the language teachers have applied for non-literary text. But, there is another face of application of literary text in relation with methodology which language teachers are to take into consideration. That is, when literary text?In what age, what kind of literary text? These questions will be answered in the next part.

3.6. When is Literature Used in ELT?

Sometimes language teachers tend unconsciously to appreciate the language teaching and literature as something too far-fetched to one another. Also Short and Candlin voice the same thought as follows:

Although language and literature may appear to be distinct from the point of view of the teacher, they do not, necessarily, appear so to the learner, for whom literature is also language" (1986: 91).

The reason is much more their unawareness about the natural union of the language with its own literature. However, can we ever think of the existence of literature without its language or vice versa? Moreover, they generally seem not to be conscious of the way how literature and language dynamics reinforce one another. What is important here is, to be well-conscious of the treatment of language teaching and to determine soundly where and to what extent to let the dynamics of literature take place in the language teaching process. The decision about the point is to be considered very carefully. Thus, we offer the idea that literature is to be treated with its dynamics from the early steps of language learning and teaching process and it should be refered to so long as the learning is going on. But, the trainer has to consider a number of vital elements such as the learner's age, level, interest etc. while treating literature materials in his/her teaching. Furthermore, the teacher has to create definite answers at least to the following details:

*Can literature be treated from the early steps of the teaching process?

*Does literary competence require language competence?

*While the beginner is a child, is it sound for the teacher to treat literature in the manner as he does with the young or adult beginner?

*When novel, short story, drama, poetry should be intruduced?

The basis of questions can be illustrated in a diagram as follows:

Table 3. Types of Literature According to Language Level and Age of the Learner.

	Beginners	Intermediate	Advanced
Children	Simplified Text	Short Story Drama Poetry	Short Story Drama Poetry
Young Learners	Simplified Text	Short Story Drama Poetry	Short Story Drama Poetry Novel
Adults	Simplified Text	Short Story Drama Poetry Novel	Short Story Drama Poetry Novel

We have aimed at dividing the chart into two main sections, one of which illustrates the language level (new beginner, intermediate and advanced), and the other the age of the learner (children, young and adults). That is, the teacher is to be careful in determining what literature, when and for whom to use it in language teaching. As a matter of fact, a teacher is possibly able to treat materials of literature in every age as long as their language competence allow and the content of the text attracts the learner's attention. In other words, the older is the learner, the more complicated the literary material is to be. And the higher is the learner's language level, the more complicated the language material is to be.

3.6.1. Literature for Beginners

To begin with, for the treatment of materials of literature in language teaching, it is very essential for the learner to have a

definite level of the target language competence. Carter and Long argue that "an appropriate level of proficiency is required before a text is read"(1996:6). Otherwise the learner is not able to comprehend the text, so the learner becomes alien to the text instead of being attracted to it. After learner's gaining a language competence to a certain extent, literature is to be given way to the language teaching performance. In paralel with Carter and Long's statement, Brumfit states that;

> Literary competence,...demands a certain degree of linguistic sophistication: one cannot respond to a work of literature unless one has some minimal understanding of it (1989:27).

As the new beginners cannot access to the comprehensibility of original literary work, simplified text can be used. In fact, simplified literary material is not recommended as a literary text. For, literariness of the original text may disappear. But, as the aim of the use of literary text for beginners is to generate fun with the treatment of the language and increase the learner's language awareness, grammatical and lexical knowledge, then for such stage, simplified or simple works of literature can be used.

However, for children, the aim of using literary text is to make them have fun with their language activities and so to help them feed their imagination. Children have naturally grown up to some certain age with the shapement of the stories of their mother tongue. This can be a positive reinforcement for the learner to lead him to the treatment of similiar materials in the target language. So, a teacher is recommended to introduce to the language teaching the short story as a literary model. Besides, the content is not less important than the structure (language) of the material. Thus,

children's literature becomes an essential requirement for their use in language learning.

This situation is not too different for the young learners. As the language competence of the young learner's is poor like the other beginners, simplified texts are naturally favoured by the young learners, too. However, the content of the literary material changes in accordance with the young learner's interest. In such an age, the learners are attracted by various subjects because they desire to uncover the meaning of the actual life. So, the teacher's selection of text is easier since the young learner's interest is wider and various in comparison to the children.

For the adults as beginners, more serious subject materials can be.introduced. Yet, the structure may be based on simplified texts. The simplified versions of the English classics are attractive examples for them.

3.6.2. Literature for Intermediate

At such a language level, not only the language competence, but also the literary competence is required. For, the aim of using literary text is not only to have fun, but also, to benefit from the other advantages of literature. So, then what is involved in literary competence? Carter and Long answer the question as follows:

> It is hard to define what is involved in literary competence. But it includes the ability to infer a message. The students who declares that Shakespeare's Macbeth is not about royalty in feudal Scotland but about ambition may be developing the rudiments of a literary competence (1996:6).

Also literary competence includes the knowledge about literary terms such as simile, contrast, metaphor, irony etc. The learner's literary competence can be improved by introducing well constructed literary texts to class. But, Carter and Long see the language of literature as "patterned language"(1996:6) and present a different starting point to improve the learner's literary competence as follows:

> patterned language occurs in many contexts and this suggests that starting points can be varied. Advertisements, for example, frequently contain fascinating examples of play between words, related metaphors and formal patterns which can be creative and entertaining (1996:6-7).

For the starting point of literary competence's improvement, the teacher can use text including literary qualities other than literature.

Since the aim of using literary text for young learners in ELT is to develop a literary competence, simplified versions of original literary text is probably not a suitable vehicle for the purpose in question. No matter how powerfully the rewriting of the original text comes closer to the original text's language and content, the possibility of the removal of the literariness of text is too high. That is why we suggest the use of original literary text much more in intermediate and the later classes.

For children as intermediate language learner, short story, drama and poetry are possibly introduced for the use. For instance, if drama is short, role play may be performed just for the sake of the child learners enjoyment. While they are acting their part, they learn a faultless language enriched with vocabulary unconsciously. Moreover poetry can be recited.

The young learners at an intermediate level, drama, poetry, short story may be presented as long as its content is not too complicated. Because, if the content is too complicated, young learner can be dismotivated. According to Brusch's experimental study, young learners prefer "adventure stories, ghost and horror stories, comics, detective and criminal stories...etc."(1991:161).

However, for adults at intermediate level, teacher can introduce the English classics in a gradual manner. This level may be the beginning point of introducing novel to learners. Because, generally the complicated content of novel can be digested by the adults as long as their language competence allows.

3.6.3. Literature for Advanced.

At an advanced level, the learner has both a strong language and literary competence. So, the teacher is relatively freer in selecting the text.

For children at advanced level, poetry, drama, short story even novel can be treated. Because, even if the learner is a child, he has an advanced language competence. But, the selection of text in this period is vital. For, although the learner has a language competence for treating a novel, its content may not address to the child's interest, or its complicated content may be far beyond the learner's level of comprehension. But, this does not mean that for children of advanced level, treatment of novel is out of use.

For young learners at advanced level, novel, short story, poetry, drama that is, all types of literature may be used. But, here the teacher should be very careful about the content of the texts . The topics the learner interested in should be much more favoured.

For adults at advanced level teacher's trouble is too little in selecting the required material for use. For, the learner can benefit from any type of literature and can cope with all the possible

dynamics of literature so as to make them contribute to his language learning. For the point in question Marckwardth states that:

> the initial approach and structure should be in terms of literary genres, and the emphasis should be on acquainting the student with the process of extracting the fullest meaning possible from specimen of each: the structure, the symbolism, the figurative language (1986:316).

This means that the teacher can benefit from all literary knowledge related with language practice for his/her learners.

4. CONCLUSION AND SUGGESTIONS

As a conclusion, literary text can function for the benefit of the language teaching process in many different ways. Firstly, it provides the learner with a sound use of the language . So, while dealing with a literary text, the learner is introduced to a various models of language which leads him/her to a successful development of performance and competence of a language. Secondly, it presents a motivating content by refering to the learner's five senses relating his/her actual life experience to text.

However in our study, we have observed that literary text does not cover too much space in coursebooks used in schools of Ministry of National Education. Especially in the analyzed coursebooks which are used in the primary schools, literary text takes no place. It is an acceptable approach to some extent. For, literary competence requires language competence as we have stated earlier. But, it is not totally impossible to present a literary text to the learners in the sixth, seventh and eighth classes. At this point, A language teacher should be given the freedom of rearranging and restructuring the material he/she thinks to be proper for their teaching. A teacher of responsibility and high quality of creativity is the one who can everytime and everywhere produce his or her own natural and applicable material of language teaching out of any source of literature. Naturally the teacher's self production of the material is also a powerful factor for he or she needs no extra effort or explanation to apply the material in their language teaching process. It will help the teacher to be more succesful and very professional with his/her job . For, the teacher is conscious of the material to what extent, where , how and why to be used. This leads the teacher to a fully succesful language teaching. That is why literature and literary texts are concluded to be never-ending sources for those who are willingly and wisely doing their language teaching job.

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