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## INTRODUCTION

Language is the most common means of human communication. Learning is a primary source of human communication and a complex process of discovery, a collaboration facilitated by language. Learning a language is essential and evident in many ways. A person is more valuable the more languages he/she speaks, which allows him/her to express himself/herself well to other people from different cultures. Without a foreign language knowledge, we can lose a lot in life, as a wealth of opportunities may close in front of us. Basic conversational knowledge of at least one foreign language can make our lives much easier.

In addition, foreign language learning has a very beneficial effect on personality, that opens up the world to a person. Through the foreign language, a person can learn about other peoples' culture and perhaps be more open to things in the world. Fluent knowledge of at least one foreign language is almost mandatory for an intelligent person in today's world.

Therefore teaching a foreign language in schools is essential. In the first stage, the schools are that environment that provides the opportunity for successful language acquisition. It helps to develop the four language skills, enriches vocabulary, and gives information about other cultures.

The language development of students is the teacher's responsibility. There are many methods, different teaching resources that help teach English as a foreign language, but literature is that resource that has many positive effects on the EFL learning process. There is no doubt that literary works have various valuable advantages in teaching the English language.

The *significance* of this work lies in the fact that it highlights using different methods and approaches in teaching English as a foreign language.

The *object* of the present paper is the literature as the language teaching material. This study sets out to identify the importance and the benefits of using literature in language teaching.

The *subject* of this thesis is the role of literature, literary texts and different types of literary works in English as a foreign language. The paper investigates the usage of literature as content in the English language teaching process and the role of literary works in English foreign classrooms.

The main *aim* of this work is to examine how to use literature in the language teaching process. It also aims to examine the young learners' characteristics, it seeks to determine the reasons for using literature in ELT, it examines the benefits of using literary texts to develop cultural awareness of learners, and through a survey to investigate the role of literary works in EFL teaching among young language learners.

The *tasks* of the thesis are as follows:

- Critical analysis of the relevant academic literature;
- Studying the role of literary works in English foreign language classrooms among young language learners;

The *theoretical value* of the paper lies in the fact that English language learning is tightly connected to literature as authentic material and has a positive effect on the language acquisition process.

The *practical value* of the thesis lies in presenting research about the role of literary works in English foreign language classrooms among young learners. During the research, a questionnaire was designed and distributed among English language teachers in Hungary about the role of literary works in EFL classrooms among young language learners. The survey was conducted online.

This paper reviews a considerable amount of literature concerning not only the different language teaching methods and discussing their strengths and weaknesses, its historical development over the years, but also the way of using literature for English language teaching. In order to examine the theme, theoretical research *methods* were used, such as literature analyses, synthesis, generalization, and questionnaire. The third part of the study contains the detailed analysis of the questionnaire about the role of literary works in English foreign language



classrooms among young learners. It also highlights the research instrument's positivity as authentic material.

This present thesis is made up of an introduction, three parts, conclusions, resume, references, and appendix.

Part 1 provides a theoretical and conceptual framework for the study by reviewing the literature. It also gives a brief overview of the language teaching methods, their development over the years. It discusses the different strengths and weaknesses of the highlighted methods. The paper thus starts with a theoretical discussion of the definition of 'method' in language teaching. According to Larsen-Freeman, the 'method' defined as a superordinate, comprising both "principles" and "techniques" as we find in Curtis' (2017) work. Larsen-Freeman (2000) emphasizes the knowledge of method because it is the base of teaching language. James Asher (1982) found that methods are a combination of techniques used by the teachers in the classrooms. The author of this paper studied several works of researchers and found out that teachers have to mix methods when teaching a foreign language. Some of the methods are the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method and the Total Physical Response.

Part 2 of the thesis outlines the importance of literature as the language teaching material. The author of this paper collected and summarized other researchers' work on what literature means in language teaching. One of the researchers, John McRae (1991), distinguishes between literature with a capital L referring to classical texts and literature with a small l which is recognized as popular fiction, fables, song lyrics, etc. Hişmanoğlu M. (2005) drives our attention to the selection of literary works in English classrooms. He emphasizes that language teachers should use 'literature' (with a small l) for novice, and intermediate learners but should use 'Literature' (with capital L) for high intermediate and advanced learners.

In addition, the author of this paper shows the main reasons for using literary texts in English language teaching. As stated by Collie and Slater (1991), the

reasons behind using literature in teaching and learning English is that literature is considered as valuable authentic material, enriches linguistic and cultural knowledge, and personal involvement.

The benefits of using literature in language classes Gillian Lazar (1993) classifies under these headings: motivating material, access to cultural background, encouraging language acquisition, expanding students' language awareness, developing students' interpretive abilities, educating the whole person.

Shin and Crandall (2014) emphasize four reasons that make using literature in the classroom beneficial: it is an authentic form of communication; it introduces new cultures to children; it teaches young learners in an entertaining way; it helps develop critical thinking skills.

The following section points out the meaning of culture. According to Brown (1994), both learners and teachers of a foreign language need to understand cultural differences among people.

Part 3 presents the procedure, results, and discussion of the research conducted among English language teachers in Hungary with the help of an online questionnaire. The questions focus on teachers' viewpoints on the role of literary works in English foreign language classrooms among young learners. The results are discussed in detail and illustrated with tables and diagrams for a better understanding.

In the conclusion part, the summary of the thesis and recommendations for further research are stated.

Literature is generally used in English language teaching for the development of knowledge about the language. Teachers try to attract students to language learning and make language acquisition as exciting and enjoyable to students as they can. Teachers have to awaken students' interest in English language learning then try to keep students motivated. It is a complex task. They also have to make students get closer to literature and support the positive view on literary works as they are language learning resources.

## **PART 1**

### **AN OVERVIEW OF FOREIGN LANGUAGE TEACHING METHODS**

The present part of this paper contains an overview of the development of foreign language teaching and its methods over the years, explanation of the word 'method' in language education and the description of mixing techniques with methods to gain the best language teaching process. Based on works that other researchers carried out, such as Larsen-Freeman (2000), James Asher (1966, 1982), Penny Ur (2013), Richards and Rodgers (1986, 2001), Andy Curtis (2017) and others, the author of this paper tries to give an overview of language teaching methods. The given part of the thesis analyses the different teaching methods and highlights their strengths and weaknesses.

#### **1.1 Teaching a foreign language and its methods**

English is by far the most widely used language in the world. 400 years ago it was only in the position as a dialect, in the southern counties of England and was little known about it at other places, English has grown to the major world language. As a mother tongue, it ranks second only to Chinese. The native speakers of English are to be found in every continent. There are also a huge number of English speakers who use English for their day-to-day needs as a second language. But in the rest of the world, English is a foreign language. That is the language which is taught in schools but does not play the main role in everyday life. The average citizen does not need English for social or professional advancement (Broughton, Brumfit, Flavell, Hill & Pincas, 2003). English as a world language is taught among other subjects in schools. But there is the question: why do we teach foreign languages in schools? The question was asked by Broughton, et. al. (2003) and they gave the answer as well. According to their research by learning a foreign language we see our own in perspective, we recognise that there are other ways of

saying things, other ways of thinking, and other patterns of emphasis. Inextricably bound with a language are the cultural patterns of its speech community. English, by its composition, embodies certain ways of thinking about time, space and quantity; embodies attitudes towards animals, sport, the sea, relations between the sexes; embodies a generalised English speakers' world view (Broughton, et.al., 2003).

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. For centuries, foreign language teachers have argued about what the “best” method was for teaching and learning a language (Bateman, Lago, n.d.). Much research in education has been done on the study of different language teaching methods.

Method is a way of teaching says Jim Scrivener (2011). The choice of method is dependent on the teacher's approach, what he believes about it: what language is, how students learn and how teaching helps them to learn.

Curtis (2017) highlighted Larsen-Freeman's research as she sees a language teaching method as a super ordinate, that comprising both “principles” and “techniques”. According to her research there are five aspects of language teaching on which the principles are based: the teacher, the learner, the teaching processes, the learning processes, and the target language and culture. The researcher also emphasised that taken together, the principles represent the theoretical framework of the method and that the techniques are the behavioural manifestations of the principles – in other words, the classroom activities and procedures derived from an application of the principles. Larsen-Freeman's definition, as we saw at Curtis (2017), is an example of how complex the notion of a method can be. Definitions of ‘method’ in language education are further complicated by additional multiple relationships, such as those between the five aspects of language teaching identified by Larsen-Freeman, so that a particular technique may be compatible with more than one method (Curtis, 2017).

Many teachers base their lessons on a mixture of methods and approaches to meet different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach, include the age and experience of learners, lesson and course objectives, expectations and resources (n.p., n.d. British Council).

Jim Scrivener (2011) also points out that many teachers do not follow a single method. Teachers do not want to take someone else's prescriptions into class and apply them. Rather they work out for themselves what is effective in their own classrooms. They choose items from a range of methods and construct a collage methodology.

Whatever one's opinion of the notion of language teaching methods, the fact remains that classroom teachers must employ techniques or activities of *some* type, whether or not these techniques are part of a larger "method". Ideally, teachers' decisions about which of these methods or techniques to use should be based on an understanding of language acquisition theory and on the needs of their students (Bateman, Lago, n.d.).

Today, English is the world's most widely studied foreign language. Five hundred years ago, Latin was the most dominant language to be studied because it was the language of business, commerce and education in the western world. In the sixteenth century, however, French, Italian and English gain an importance as a result of political change in Europe and Latin gradually became displaced as a language of spoken and written communication (Curtis, 2017).

Latin became a dead language. It was being started to read in the books as classic language. Children started to enter in the 'grammar school' in sixteenth and eighteenth centuries to learn grammar rules of Latin. To learn the Latin language became a "mental gymnastics". In the eighteenth century, when modern languages began to enter in the curriculum of the European countries, these languages were taught by the same methods as Latin language was taught. Grammatical rules were memorized. Written practices were done. The passages were translated from the second language to the first language and vice versa. By the nineteenth century, this method was considered as a standard method of teaching language. The

textbooks were divided into chapters. Each chapter contained a certain grammatical rule and practices with a lot of written exercises (Richards & Rodgers, 2001).

Not all children went to school in the eighteenth century, so learning a foreign language formally remained the privilege of the wealthy until the mid-twentieth century, at least in Europe and the USA. During this time, language learning pedagogies were undergoing significant changes as they were influenced by both advances in understandings of psychology and changes in the social world (Copland & Ming Ni, 2019).

Therefore the knowledge of different methods is very important because their knowledge is the base of teaching. According to Larsen-Freeman (2000), methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. According to James Asher and Adamski (1982), methods are the combination of techniques that are used by the teachers in the classrooms in order to teach their students; approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. So, if a teacher has an approach that language is the communication, learning a language is in fact learning the meanings. Therefore the techniques will be based on the communicative language teaching and task based methods.

More recently Penny Ur defined a language teaching method as a “set of principles and procedures based on a theory of language and language acquisition” (Ur, 2013, p.468). Although Ur’s definition raises the question of whose or which theory of language acquisition is being used as the basis, it may also be a healthy sign that, as our field matures, our definitions may be becoming more concise (Curtis, 2017).

The author of this paper studied several works of researchers and found out that most of the researchers agree in the question of the most useful methods of FLT and that teachers have to mix these methods when teaching a foreign

language. Some of the methods are described in the following part of the present paper:

## **1.2 The Grammar-Translation Method**

Children have always learnt languages, but not always in a classroom context. Indeed, wide-scale, school-based language learning is a fairly recent phenomenon in Europe at least, starting as it did in the eighteenth century. Previously, students had studied the classical languages, Latin and Greek, but not what we would recognise as 'modern foreign languages'. Whether to use the mother tongue and when it has been directed by the methodological approach that teachers have followed over the years. In the early days, it was likely that most language teaching used the Grammar-Translation Method (GTM) as this was used to teach the classical languages, where the focus was on reading to understand texts, and writing to some extent, but not on listening and speaking (Copland, Ming Ni, 2019).

The Grammar-Translation Method (GTM) is usually the starting point for books on language teaching methods and methodologies, according to Curtis (2017) because GTM is considered to be the original, centuries-old language teaching methodology. It started in Germany and spread throughout Europe.

Larsen-Freeman (2000) claims that earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was thought that foreign language learning would help students grow intellectually.

The Grammar-Translation Method was the most popular and widely used method for language teaching between the ages of 1840 to 1940. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences. But this method was first used for teaching and learning classical languages, Latin and Greek which was not the language of common use at that time. The learners

were made able to study the literature of Latin language through learning the grammatical rules of language and learning the vocabulary so that learners may translate the language in their first language and in the second language (Kelly, 1976). Under GT, teaching exercises and questions are done in the native language of the learner. The GTM inculcated in the learners' capability of mental description by logical analysis of language into phrases, clauses, sentences and memorization of the parts of speech. This is an emphasis on ability to analyse and not an ability to use language in real life situations. Thus, GTM produces students that know the grammatical rules but lack communicative competence.

The Grammar-Translation Method was criticized intensively in the nineteenth century because it was considered that this method cannot fulfil the demands of language learning in the nineteenth century (Kelly, 1976).

However, the Grammar-Translation Method continued to be one of the primary methods used in U.S. classrooms, although it was partially supplanted in the 1930s by the so-called "Reading Method", which replaced the classical texts of the Grammar-Translation Method with texts written specifically for foreign language students based on word frequency studies, and encouraged students to avoid consciously translating what they were reading (Rivers, 1981). In Grammar-Translation Method, reading and writing skills are focused while listening and speaking skills are totally ignored.

Just like its name suggests, GTM of teaching English is grammar heavy and relies a lot on translation. It encourages reading and writing above communication. Reading aloud is also adopted. This is the traditional or 'classical' way of learning a language and it is still commonly used when learning foreign languages.

### **1.3 The Direct Method**

Language teaching and learning has a long history. The Direct Method (DM) predates some other methodologies, going back to at least the 1880s. Curtis (2017)



agrees with Bayley's explanation about a 'Reform Movement' happened in England in the 1880s and 1890s which attempted to 'revolutionize' methods of modern language teaching. Before then modern languages were taught like the classical dead languages, such as Latin. The conclusion was that the impact of Reform movement challenged teachers to rethink their methods, which led to the integration of oral work into day-to-day teaching. This movement of modalities, from writing to speaking, was more important than may have been realized at the time. As a result many papers were published by linguists. A noteworthy example was by Arthur Bovée, a teacher of French. He visited language schools in Paris and defined the teaching of French vocabulary using DM. One of his reasons for reaching that conclusion was the belief in the greater effectiveness of sentences as opposed to single words. This shift was seen as one of the major changes in moving away from Grammar-Translation and towards the Direct Method.

The Direct Method was the outcome of the reaction against the Grammar-Translation Method. It was based on the assumption that the learners of foreign and second language should directly think in English. In this method everything is said in the L2. This method is against the translation of written and oral text and focuses on telling the meanings of the words through action, demonstration or real objects. Teachers use instructional materials such as charts, pictures, to make teaching and learning more vivid. It requires teachers that are highly proficient in the target language. This method focuses on directly thinking, doing discussion and conversation in second language (Richards & Rodgers, 2001). The Direct Method has one very basic rule: no translation is allowed (Larsen-Freeman, 2000). In fact, it receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language (Diller, 1978).

The Direct Method of teaching English is also known as the Natural Method. It is used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students try to learn. Its main focus is oral skill and it is taught via repetitive drilling.

Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation.

Curtis (2017) described the aims of the Direct Method: it is an attempt and effort to form a link between thought and expression and between experience and language. In theory, students would learn the foreign language naturally, as they learned their native language as a child, and automatic responses to questions would become instinctive. The focus would always be on natural language, and habit formation was the key to learning.

#### **1.4 The Audio-Lingual Method**

In some ways, the Direct Method and The Audio-Lingual Method (ALM) are quite different. Curtis (2017) lights up for the differences based on Larsen-Freeman and Anderson's works. They were point out on that the ALM drills students in the use of grammatical sentence patterns, whereas DM emphasizes vocabulary acquisition through its exposure to its use in situations. However, as the transcript from the DM lesson they observed clearly shows, there is a lot of 'listen-and-repeat' in the DM, which is also a basis of the ALM, as the name clearly indicates, that is, 'audio' for 'listen' and 'lingual' for 'speak' or 'say'.

According to Curtis (2017) the origin of ALM can be traced back to the work of Charles Fries. By the 1960s it was being described in prestigious journals.

The Audio-Lingual Method is also known as 'Army Method' because after the outbreak of World War II, the army soldiers decided to be proficient in the languages of their enemies. So a new learning method of foreign languages was discovered which is known as Audio-Lingual Method. This method is based on a linguistic theory and behavioural psychology. It views language as behaviour. The Audio-Lingual Method was widely used in the 1950s and 1960s and the emphasis was not on the understanding of the words rather on acquisition of structures and patterns in common everyday dialogues (Richards & Rodgers, 2001). Based on

Copland and Ming Ni's (2019) research the ALM encouraged speaking and listening, focusing on social, everyday language, such as greetings, asking questions and getting things done. Indeed, in some classrooms, reading and writing were not permitted, at least until after a word or phrase had been introduced, practised orally and memorised.

The theory behind audio-lingualism is that language learning requires learning habits. It is influenced by the belief that since language is a habit, it could be developed by practice. This methodology emphasizes drill work in order to make answers to questions instinctive and automatic. Students are expected to repeat after the teacher. Repetition is the mother of all learning. The teaching of the oral skills with accurate pronunciation, grammar and the ability to respond quickly and accurately is the main objective of Audio-Lingual Method. Reading and writing skills may be taught but they are dependent on the oral skills (Richards & Rodgers, 1986).

This method related to the Direct Method and it only uses the target language. The biggest difference between the Audio-Lingual Method and the Direct Method is its focus of teaching. The Direct Method focuses on the teaching of vocabulary whereas the Audio-lingual Method focuses on specific grammar teachings.

### **1.5 The Total Physical Response**

The Total Physical Response (TPR) method was developed by Dr. James J. Asher, a professor of psychology at San Jose State College. In Total Physical Response, the teacher gives the students instructions and the students follow the instructions by using whole body responses. James J. Asher developed the method Total Physical Response in late 1960s to help in learning second languages (Richards & Rodgers, 2001). On the basis of his research, Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow

directions uttered by the instructor (without native language translation) (Larsen-Freeman, 2000).

According to Asher (1966), TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth including the sign language of the deaf. We can see this process if we observe the language learning process of an infant. The communication between parents and the child consists of both verbal and physical aspects. When the child is not able to speak, at the time he/she is internalizing the language. This is the time when code breaking occurs. After this process the child becomes able to speak and reproduce language. In TPR, the teacher repeats the process in the class. Students respond to the commands of the teacher which require physical movement. TPR is most useful for beginners. It is also used for teaching students with dyslexia or related learning disabilities.

Looking through the above analysed methods, the writer of this paper thinks there are always those programs that insist upon a mandatory methodology, doing great disservice to students and teachers alike, and teachers should always try to choose those methodologies and approaches that are most effective for their students. After all, the job as teachers is to help the students to learn in the best way for *them* - not for the teacher, not for any researcher and not for any administrator. Most of the teachers make use of all possible methodologies and approaches for the appropriate activities and at the appropriate time, for those students whose learning styles require that approach. The final goal is to choose the methods that best fit the students, which does not force them to be fond of any particular methodology. In other words the methodology used by the teacher may impede or encourage learning. It further remarks that a teacher needs to have knowledge of a variety of teaching methods he can select from in the teaching-learning process.

## **PART 2**

### **LITERATURE AS THE LANGUAGE TEACHING MATERIAL**

This part of the thesis provides the definition and characteristics of young language learners from different researchers' points of view. It is clear that there is no unified aspect in the definition of young learners. This chapter also aims at clarifying what the word 'literature' means from different researchers' points of view. It highlights the reasons for using literature in language teaching as well as points out steps proposed to be taken for using literature. These are the types of literary works, their level of difficulty, and delightfulness of literary works. The analysis of other researchers' work shows that using literature in ELT enhances students' understanding of foreign culture, students will be able to use linguistic expressions, grammatical structures in a natural way. This chapter of the paper also examines what culture means. The work of researchers draws our attention to that students need to understand cultural differences, that people are not the same. Students will be able to communicate freely, use different vocabulary, and express themselves easily while studying language through literature.

#### **2.1 Teaching English to young learners**

Teaching English as a foreign language to young learners needs a special approach since young learners have special characteristics. It is stated that the improvement of abilities to learn a foreign language is started from an early age. Teaching methods and learning materials that are given to students must be enjoyable and interesting in order to maintain their interest in learning (Juhana, 2014).

Working with young language learners in the classroom can be both a rewarding and demanding experience. To make the most of that experience for both learners and teachers we need to be very clear about what it is we are trying to

do. We must try to identify what learning a language in school demands from young learners and what it can offer them (Halliwell, 1992).

The author of the present paper examined several works of other researchers and has the conclusion that an equable age-related classification to the meaning of the term young learners of English as a foreign language does not exist because it can be interpreted in different ways. For some researchers, the term refers to any student who has not yet reached 18 years old. Others define that this term refers to children from their first year of schooling to when they go to secondary school. Mohammed Rhalmi (2019) considers that young learners are students under twelve years old. It is clearly seen that the term, young learners, is ambiguous and confusing.

English teachers should know young learners' characteristics and how they learn a foreign language. Scott and Ytreberg (n.d.) divided children according to their age into two main groups: the five to seven-year-olds and the eight to ten-year-olds. They also formulated general characteristics of what children can do at their level:

<b>Five to seven-year-olds</b>	<b>Eight to ten-year-olds</b>
<ul style="list-style-type: none"> <li>-they can talk about what they are doing.</li> <li>-they can tell you about what they have done or heard.</li> <li>-they can plan activities.</li> <li>-they can use logical reasoning.</li> <li>-they can use their vivid imaginations.</li> <li>-they can use a wide range of intonation patterns in their mother tongue.</li> <li>-they can understand direct human interaction.</li> </ul>	<ul style="list-style-type: none"> <li>-their basic concepts are formed; they have very decided views of the world.</li> <li>-they can tell the difference between fact and fiction.</li> <li>-they ask questions all the time.</li> <li>-they are able to make some decisions about their own learning.</li> <li>-they have definite views about what they like and do not like doing.</li> <li>-they are able to work with others and learn from others.</li> </ul>

According to Scott and Ytreberg (n.d.) there are other characteristics of young language learners:

- They know that the world is governed by rules.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and ears and eyes.
- They have a very short attention and concentration span.
- The dividing line between the real world and the imaginary world is not clear for them.
- Young children cannot decide for themselves what to learn.
- Young children are enthusiastic and positive about learning.

Halliwell (1992) draws our attention to that young children come to the classroom not empty-handed. They bring with them an already well-established set of instincts, skills, and characteristics which will help them to learn another language. She claims that young children:

- are already very good at interpreting meaning without necessarily understanding the individual words;
- they already have great skill in using limited language creatively;
- they frequently learn indirectly rather than directly;
- take great pleasure in finding and creating fun in what they do;
- have a ready imagination;
- above all take great delight in talking.

Age is a very important factor in language learning. The first fact that teachers should take into consideration is that young learners differ from older ones in the way they learn foreign languages. First of all, young learners learn better through plays and games while adults are comfortable with abstract learning. Secondly, young learners get bored more easily. Unfortunately they lose interest after ten minutes or so. Young learners are more egocentric as well and need more

individual attention (Rhalmi, 2019). Rhalmi also highlights seven main characteristics of young learners:

- 1 They get bored quickly.
- 2 Young learners are meaning-oriented.
- 3 They like to discover things.
- 4 They prefer concrete activities.
- 5 They are more egocentric.
- 6 Young learners are imaginative.
- 7 They imitate.

As it can be seen above almost the same characteristics of young learners were defined by different researchers. The author of this paper lists three important characteristics which had been discovered as well during her teaching experience. These are the followings:

- Young learners are enthusiastic and positive about learning. They always ask what the topic of the lesson will be before it starts.
- They frequently learn indirectly rather than directly through games and different other activities.
- Young learners have very short attention and concentration span therefore the teacher has to vary between different activities.

Based on Juhana's (2014) research knowing and understanding young learners' characteristics will influence many aspects in teaching English for young learners. In order to make teaching effective it is necessary to get along with teaching style, methods, learning materials, lesson plan. Juhana (2014) collected some experts' works related to how young learners learn a foreign language. These are the following ones:

- Young learners have a great curiosity to try new things, they learn from concrete to abstract. Therefore teachers should focus on concrete items that students understand and relate to.
- Young learners easily construct meaning from their experiences, so they get their understandings from what they see and hear as well. Young learners



learn when they have a chance to touch and interact with. They learn by way of physical activities.

- One of the most important tasks of English teachers is to create an interesting and fun lesson for young learners because they have a short attention span.
- Young learners construct knowledge from actively interacting with the physical environment, so they are active learners.
- Children love learning something having relation to their daily life.

## **2.2 Literature for English Language Teaching**

Language is the medium of communication. Works of literature as the product of language are closely related to each other. Literature as language in use cannot be separated from language. So as literature is the medium of language teaching it provides countless opportunities for students to achieve correct use of foreign language being taught.

There is one important matter related to the teaching of English as a foreign language and that is the place of literature in the scheme of things (Broughton, Brumfit, Flavell, Hill & Pincas, 2003).

The author of this paper studied several works of other researchers and based on this knowledge some of the definitions are collected below regarding the meaning of the word 'literature'.

Definitions of the word 'literature' tend to be circular (Rexroth, 2020). The same has been seen by many literary experts and writers from different perspectives. The Merriam-Webster's Dictionary (online dictionary, n.d.) considers literature to be "writings having excellence of form or expression and expressing ideas of permanent or universal interest." (ibid)

However, the Longman Dictionary of Contemporary English (online dictionary, n.d.) defines the word 'literature' in various ways. First of all, literature

is books, plays, poems, etc. that people think are important and good. It also sees that literature is all the books, articles, etc. on a particular subject. The third definition taken from the above mentioned dictionary is that literature is printed information produced by people who want to sell you something or tell you about something. So the third definition determines 'literature' as sales literature.

Deriving from the Latin *littera*, "a letter of the alphabet", literature is first and foremost humankind's entire body of writing; after that, it is the body of writing belonging to a given language or people; then it is individual pieces of writing (Rexroth, 2020). But it becomes necessary to qualify these statements. To use the word writing when describing the literature is itself misleading. The art of literature is not reducible to the words on a page; they are there solely because of the craft of writing. As an art, literature might be described as the organization of words to give pleasure. Yet through words, literature elevates and transforms experience beyond "just" pleasure. Literature also functions more broadly in society as a means of both criticizing and affirming cultural values (ibid).

Jim Meyer (1997) defined 'literature' as prototypical works which are written texts; they are marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, meter; they are in a literary genre; they are intended by the author to be read aesthetically; they contain many weak implicatures (are deliberately somewhat open in interpretation).

According to Gillian Lazar's (1993) research, defining literature is no easy task and that there is considerable controversy among literary theorists and critics about the definition.

One of the explanations of literature says that literary texts are those that reflect different aspects of life, especially social life. Generally speaking, literature is a word used to describe any kind of writing that is marked by its artistic form, creativity, imagination and purpose. Its form may be of poetry, drama, novels and short stories. There are a lot of definitions of literature, but there is no agreement

on what the word 'literature' means. In fact, many authors, critics and linguists have puzzled over what literature is (Rakhees, 2014).

Among language practitioners some define literature as follows: literary texts are products that reflect different aspects of society; they are cultural documents which offer a deeper understanding of a country or countries (Basnet & Mounfold, 1993). Rees (1973) sees literature as the sort of writing which expresses and communicates thought, feelings and attitudes towards life. In line with this idea, other researchers state that literature is the written record of a man's spirit, of his thoughts, emotions, aspirations; it is the history, and the only history of the human soul (Rakhees, 2014).

By 'literature' H.L.B. Moody (1983) refers to constructions, or artefacts, in language, which may be designed for any of the whole range of human communication needs, private or public, oral or written, for which language is used.

Regardless of the perceptions, John McRae (1991) makes more specific definition regarding literature. He distinguishes between literature with a capital L which is defined as the classical texts (e.g. Shakespeare and Dickens) and literature with a small l, which is then recognized as popular fiction, fables, song lyrics, and so on. It is important to emphasize that the literature suggested to be used in ELT classrooms nowadays is no longer restricted to "Literature", but "literature" which includes the works of many writers from different background of countries and cultures using different forms of English such as short stories, poems, novels, plays, as well as songs.

According to Edmondson (1997), Literature (with capital L) is commonly written with high structural complexity and lack of conformity to standard grammatical rules which brings linguistic difficulty to learners who need to learn grammar. Hence, many teachers may be reluctant to benefit from the language of such literature.

On the contrary, Hişmanoğlu, M. (2005) highlights that the language of the literary works is simpler, this may facilitate the comprehensibility of the literary

texts and enable the students to learn practically the figurative and daily use of the target language in the literary works. It should become the main underlying reason for selecting literary works in English classrooms since the kind of works will make the learners familiar with the language of the works. Based on his opinion language teachers should use 'literature' (with a small l) for novice, and intermediate learners, but should use 'Literature' (with capital L) for high intermediate and advanced learners (Burhanuddin, 2018).

Lang (2009) found that, and the writer of this paper accepts her point of view, reading and telling stories for children has an immense value for children, parents, and teachers. It is a very important part in a child's language, emotional, cognitive, personal, and social development both in mother tongue acquisition and FLA. The usage of proper types of literature motivates and teaches at the same time. It enhances different kinds of development, transfers knowledge, values, and trusts, and supports and increases imagination and creativity as well.

Literature can give students the means to imagine and think creatively because imagination is one of the important abilities that makes us human. Literature demands that the reader step into the author's world and good literature demands thought from the reader. Students who are learning a new language need and deserve the challenges to their imagination that appropriate literature provides (Mc Closkey & Stack, 1996).

Carefully chosen literature provides models of high-quality language with sophistication and complexity appropriate to students' age levels. Literature offers new vocabulary in context and serves as a source for learning about the mechanics of language in authentic contexts, as they are used by masters of that language (ibid).

However more recent studies viewed literature as valuable in developing student's communicative skills and cultural awareness, Widdowson (1978) and O'Sullivan (1991) define literature as fundamentally a study of language in operation and an appropriate vehicle for language learning.

Jim Scrivener (2011) highlighted the key subject matter of language teaching which are 'language systems' and 'language skills'. He emphasizes that teachers have to pay attention to what they do with language. These are the language skills that he classified as receptive skills and productive skills. Skills are commonly used interactively and in combination. He calls listening and reading receptive skills because the reader or listener receives information but does not produce it.

Language skills are important for effective communication. During the lessons, teachers need to use all four essential skills not isolated but working on each of them within a single lesson. Coinsidine (2018) emphasises that creating situations as authentic as possible inside the classroom is necessary if teachers want students to become good communicators. To create the appropriate situation teachers need to use an integrated approach to language learning: ask students to use a combination of all four skills within one activity.

Literature has been a subject of study in many countries at schools but has not been given much emphasis in the EFL classroom claims Lindsay Clanfield (n.d.) in her article.

The role of literature within language education changes considerably from primary to secondary and especially to upper secondary education. Whereas in primary and early secondary education reading literature is often integrated into other fields of language learning and education – learning to read, arts and ethics –, later on, in secondary school, literature may even develop the status of a discipline. The central purpose of reading literature within primary school is to introduce students to literary reading in such a way that they can enjoy it and develop regular reading habits. Experiences with literature are stressed and creative methods are often used (Pieper, 2006).

On the contrary, Brumfit and Carter (1986) shared the idea that literature was a skill subject not a content subject and stressed the potential of literature in enhancing reading skills.

Dealing with literature means reading texts acclaims Pieper (2006). One of the reasons why many teachers aim at encouraging students to read literature and develop stable habits of reading in their spare time is the conviction that this contributes to reading literacy. Extensive fictional reading should lead to the automatising of word recognition but also to textual knowledge on a general scale.

However, it has been pointed out by Pieper (2006) that policies which focus on encouraging students to read and on offering positive experiences with books might fail to develop reading literacy, especially with pupils from backgrounds where reading is not part of the family life-style. If teaching does not explicitly train the reading abilities, reading and reading literature can continue to be hard work and the expectation that one should enjoy reading does not match the experience of the students.

### **2.3 Reasons for using literature in ELT**

Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story can take the students to foreign countries and fantastic worlds. A play or a poem can bring up certain dilemmas and powerful emotional responses. All this can be transposed to their real lives. Literature can provide students with access to the culture of the people whose language they are studying. Apart from all the linguistic benefits, we cannot forget about the wider educational function of literature. It can help to stimulate the imagination of students, to develop their critical abilities and to increase their emotional awareness. Literature encourages students to reflect on their own personal experiences, feelings and opinions. At the same time of learning English, they become more active, both intellectually and emotionally (Borja J. Ojeda, & Torralbo M., n.d).

McNamee (1982) claims that literature has become respectable in teaching English as a foreign language. It is because literature of a language has played, and plays, an important part in the development of that language. To the learner of that language, it can give valuable insights into the cultural and linguistic background.

Literary texts have always been an important source of material for EFL classes as they demonstrate a wide range of language use in authentic contexts. As said by Collie and Slater (1991), the reasons behind using literature in teaching and learning English is that literature is considered as valuable authentic material, cultural enrichment, language enrichment and personal involvement. Literature gives students the chance to practise the English language as it is spoken and thought by native speakers in real-life situations, a matter that makes students familiar with various linguistic forms and expressions used by native speakers.

A similar point of view has Pieper (2006) concerning literary reading in the foreign language classroom and basically, the same questions have to be raised as with the teaching of literature in the mother tongue. The purposes of literary education are similar, although certain stress on language learning is to be expected. Literature is considered an authentic medium for introducing students to a specific language and culture. Sensible text choices offer opportunities for personal response, an approach that has been strengthened so that the proportion of authentic literature within the language lesson has increased over years. The potential of literary reading across the languages to compare traditions and gain insights into various cultural forms and developments should be stressed.

In their research, Alan Duff and Alan Maley (2007) focus on three main benefits of literature in language learning. These are linguistic value, cultural value, and affective value. Duff and Maley (*ibid*) mention the authenticity and richness of the variety of literary texts at various levels of difficulty and claim that literature provides an unrivalled richness of input to enhance vocabulary acquisition, extending the range of syntactic patterns, developing a feel for textual cohesion and coherence and a sense of linguistic appropriacy. Next, they state that we cannot learn the culture of a language through its literature. Even though,

literary texts are the vehicle for culture. Further on they discuss the affective value of literature and claim literary texts leave more traces than ordinary texts in the memory because reading and interpreting them involves a deeper level of mental processing, a greater personal involvement and response. Literary texts require critical, emphatic and creative reading.

While explaining authentic material value of literary texts, Collie and Slater (1988) emphasize not only the richness of literary texts in quantity but also their content having a great variety of linguistic use and being related to issues that are crucial for human beings as literature offers a plentiful and remarkably varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral. In reading literary texts, students also have to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode, with irony, exposition, argument, narration, and so on.

Even though, it is already known that authentic material refers to any items which are produced not for teaching purposes. Many teachers know that authentic language is the language used in real-life contexts such as conversations, discussions, interviews, speeches, advertisements, newspaper articles, magazines etc. and those are then included in designing or developing instructional materials. Literature can become an innovative complementary material which exposes the learners with authentic linguistic expressions intentionally produced for native English speakers. The linguistic expressions available in the literary works will give many different linguistic forms, which are probably not available in naturally occurring communications (Burhanuddin, 2018).

The other point that teachers of English as a foreign language need to consider is the existence of graded readers. Scrivener (2011) defines graded readers as books of stories published for learners to get extended exposure to English. They often have their grammar and vocabulary 'graded' to named levels so that learners at that level should stand a reasonable chance of successfully



reading them. The main aim of graded readers is to provide opportunities for extensive reading for pleasure.

Graded readers are simplified, complete books that have been prepared so that they stay within a strictly limited vocabulary as Shin & Crandall (2019) point out to the definition. These books are divided into different vocabulary levels, so that the reader's vocabulary level develops, they can read books that have slightly more advanced vocabulary. Researchers say that there is a lack of graded readers for young English learners, and therefore teachers use graded readers that are developed for L1 learners, usually younger than the young language learner children. Graded readers frequently include comprehension questions and other activities. In many ELT classrooms it is considered an essential aid, although answering these questions does not in most cases support the joy of deep reading (ibid).

Most language learners assume that in order to understand the culture of a language, the most likely way is to go to the country where the language is spoken for a visit, stay in the country for some time, interact with the native speakers of language, and use the language for daily communications. In cultural enrichment part it is explained by Collie and Slater (1988), that for learners of a foreign language who do not have the opportunity to go to the country where that language is spoken, literature is an invaluable source to get a quick feeling of a real society which speaks the given foreign language (ibid). Through reading a novel for instance, the learners may get cultural information because the novel presents characters from different socio-cultural backgrounds. In other words, literature may be best considered as an important complement to other instructional materials used to develop the learners' knowledge of language culture being learned (Barhanuddn, 2018).

Literature contains the language components required by the learners. A short story is written not only with a wide range of individual lexical or syntactic items but also with various sentences containing different discourse functions. When the learners read and learn the short story, they will soon become familiar

with the language components available in the texts of the short story. Knowing the language components makes the learners more productive and creative in using the language in terms of speaking and writing because the richness and the variety of the language components they are learning from the literary work have facilitated the development of their language productivity and creativity (Barhanuddn, 2018).

Although Collie and Slater (1988) argue that literature does not always give learners the kind of vocabulary they need and the language of literary works is not typical everyday life language. They agree that it obviously helps learners to enrich their receptive vocabulary, and provides a rich context as well in which individual lexical or syntactic items are made more memorable (ibid). They highlight the benefits of reading literary texts that improves reader's reading and writing skills as it involves making inferences from linguistic clues and deducing meaning from context and familiarizing them with many functions of written language. In addition, studying with literary works improves learner's listening and speaking skills as it is an excellent prompt for oral work (ibid).

The last benefit Collie and Slater (1988) mention is personal involvement that means to be drawn into things that the learners are learning. Having the feeling of involvement is very useful to help the learners stay focused and increase concentration on speaking, writing, listening, and reading. Literary texts involve the readers and arouses their interest in following the plot development, they identify with the characters and learn to have empathy with them and tolerate them (Aydinoğlu, 2013). In this situation, understanding the meanings of vocabulary and phrases is not more important than finding out how the story goes on and how it finally ends. However, Hişmanoğlu, M. (2005) suggests that at this point, the selection of a literary text concerning the needs, expectations, and interests, language level of the students is very important to do.

Gillian Lazar (1993) mentions similar benefits of using literature in language classes with some modifications and additions. She classifies those under six headings:

- motivating material,
- access to cultural background,
- encouraging language acquisition,
- expanding students' language awareness,
- developing students' interpretive abilities,
- educating the whole person.

Lazar (1993) says literature is motivating for several reasons. One of the most important facts is that literature is highly valued and students of English may experience a real sense of achievement at working literary materials in the classroom. The second factor is that literature exposes students to complex themes and fresh, unexpected uses of language. It also elicits a powerful emotional response from students.

Under the subtitle "Access to Cultural Background", Lazar also (ibid) explains that reading literature in English encourages students to become aware of the social, political and historical events which form the background to a particular play or novel. Through reading literature, students learn how a member of a particular society might behave or react in a specific situation.

Lazar (1993) points out that literary texts supplement the restricted input of the classroom in addition to providing meaningful and memorable contexts for processing and interpreting the new language. In her opinion literature educates the whole person as it helps to stimulate the imagination of students, to develop their critical abilities and to increase their emotional awareness. According to Rakhees (2014), students will be endowed with the ability to interpret discourse in all its social and cultural contexts. In terms of personal involvement, literature fosters personal interest in readers and shifts the focus of learners' attention beyond the more mechanical aspects of the foreign language system.

Shin and Crandall (2014) found that four reasons that make using literature in the classroom beneficial: it is an authentic form of communication; it introduces new cultures to children; it entertainingly teaches young learners; it helps develop

critical thinking skills. They also state that in many cultures, storytelling is also a tradition used to communicate culture from one generation to the next (ibid).

Using literature in teaching English to young learners is advantageous because it develops the young learner's creative, communicative, emotional, cognitive and social skills. This could be explained by the idea that was pointed out by Lütge and Bland (2012). They say that readers read better, know more about literature, history, science, cultural differences, they gain better results in reading, writing, expand vocabulary, and improve spelling. Minardi (1994) has the same thoughts in her studies which proved that the literature review indicated some advantages to using children's literature such as: enabling the development of language, increasing reading achievement and improving reading skills and strategies, enhancing writing skills and styles, encouraging higher-level thinking skills and abilities, enhancing the integration of the four language skills, motivating children to read and encouraging learner active participation in the class as well as involvement.

According to Carter and Long (1997), the three main reasons for the teaching of literature have been consistently advanced. Each embraces a particular set of learning objectives for the student of literature. These are the cultural model, the language model, the personal growth model. The three models, of course, should not be viewed as tendencies but they do represent distinct models which are embraced by teachers as reasons or purposes for the teaching of literature and they are related to specific pedagogic practices. The models may be summarized as follows (ibid):

#### *The cultural model*

Literature expresses the most significant ideas and sentiments of human beings and teaching literature represents a means by which students can be put in touch with a range of expression over a historical period or periods. Teaching literature within a cultural model enables students to understand and appreciate cultures and ideologies different from their own in time and space and to come to perceive tradition of thought, feeling, and artistic form within the heritage the literature of

such cultures endows. It is this particular 'human' sense that gives literature a central place in the study and teaching of the humanities in many parts of the world.

#### *The language model*

One of the main reasons for a teacher's orientation towards a language model for teaching literature is to demonstrate what 'oft was thought but ne'er so well expressed', that is to put students in touch with some of the more subtle and varied creative uses of the language. The main impulse of language-centred literature teaching is to help students find ways into a text in a methodical way and for themselves. The proponents of this model argue that language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature (Carter & Long, 1997).

#### *The personal growth model*

One of the main goals for teachers who are primarily committed to a personal growth model of literature teaching is to try to help students to achieve an engagement with the reading of literary texts. The test of the teacher's success in teaching literature is the extent to which students carry with them beyond the classroom and enjoyment and love for literature which is renewed as they continue to engage with literature throughout their lives. This personal growth is rewarding because it results from learning how to appreciate and evaluate complex cultural artefacts. Helping students to read literature more effectively is helping them to grow as individuals as well as in their relationships with the people and institutions around them. To encourage personal growth the teacher has to stimulate and enliven students in the literature class by selecting texts to which students can respond and in which they can participate imaginatively, by promoting the kind of conditions for learning in the classroom which will make the reading of literature a memorable, individual and collective experience (Carter & Long, 1997).

By looking at all the advantages above, it can be said that the use of literary works in foreign language teaching has countless functions and there is a need for the use of literature in foreign language classes.

## **2.4 Use of literature in language teaching**

If a teacher is interested in using literature to teach English as a foreign language, he firstly has to know the most appropriate types of literature to select for teaching purposes.

Children love stories. The teacher does not have to use special ways to motivate them because they are always eager to listen to stories, they want to understand what is happening and enjoy listening to stories in English when they start the lessons (Slattery & Willis, 2001). Children enjoy listening to stories in their mother tongue and are familiar with narrative conventions. For example, as soon as they hear the formula: “once upon a time...” they can make predictions about what to expect next. For this reason, storybooks can provide an ideal introduction to the foreign language as they present language in a repetitive and memorable context (Brewster & Gail, 2002).

As some researchers pointed out there are at least three steps proposed to be taken into account for using literature in ELT, namely:

First of all, the most appropriate types of literature should be selected for teaching purposes. The teachers are required to analyze three things regarding the literary works i.e. *the first*, the teachers need to know the types of literary works that the learners want to learn. This will help teachers to identify the learners’ interests, preferences, and motivation. When learners reveal their preferences and interests in learning a type of literary work, it will raise their personal involvement and positive reactions to learning the literary work. The result of this analysis should be taken into account for the inclusion of a certain literary work in the course of FLT. *The second*, teachers need to analyze the difficulty level of the

selected literary works in terms of grammar, lexical items and text patterns. The results of the analysis must be related to the learners' levels of proficiency in English. If the language of the literary work is simple and relevant to the learners' proficiency level, this may facilitate the comprehensibility of the literary text. *The third*, the teachers need to analyze and ensure that a literary work brings pleasure and enjoyment to the learners. In this regard, Thom (2008) assumes that pleasure and enjoyment factors should be given greater notice since they serve as a motivating factor that inspires learners to read, to be interested in reading and to interpret the works (Burhanuddin, 2018). Analyzing the three items as specified above will result in the identification of three things i.e. the types of literary works mostly preferred by the learners, the difficulty level of the literary works which is suitable for the level of learners' English proficiency, as well as delightful literary works.

Another crucial thing to do is to determine the learning objectives. Stating objectives of using literature in FLT helps to bring into focus the teachers' vision and targets for the course. Richards (2001) believes that objectives have four main purposes such as: to provide a reason for a program, to provide guidelines for teachers and learners, to provide a focus for learning, to describe important and realizable in learning. In short, the learning objectives describe what the learners will be able to do after completing a lesson. However, the teachers need to know that the learning objectives should be formulated based on the results of the needs analysis (Burhanuddin, 2018).

After formulating the learning objectives, the teachers may start selecting the special technique used to implement the selected literary works in FLT. Technique in this context refers to basic procedures of the application of literature in English language classrooms. Related to this, the author of this paper collected some techniques how to apply literature in the language classrooms among other things and these techniques based on other researcher's experience:

**Analyzing Technique:** the centre of attention is the linguistic expressions of the text such as lexical items and phrases. The implementation of this technique

can be seen in an activity called ‘Strong lines’ written by Ibsen (1990). In this activity, she suggests the learners identify words by doing the following procedures:

- Students are required to read a short story beforehand.
- In the class, the teacher asks students to have a quick look at the whole story and underline ”strong lines” that is the words and expressions that they like or that disturb them.
- Divide the class into groups and ask students to share the strong lines with other members in their group.

**Memorizing and Producing Technique:** students have to memorize some lexical items and retell the story by using the words. Students may retell the story in spoken or written discourse.

The use of this technique can be seen in an activity proposed by Thom (2008) called ‘Storytelling’. This activity is carried out by using the following procedures:

- Students are required to read the short story beforehand.
- The teacher picks up 10-15 words from the passage. Write the words (in the sequence of occurrence in the text) on the board.
- Give students one minute to memorize the words.
- Cross out all the words. Ask students to rewrite the words in order within 1 minute.
- Check students’ word lists. Those who can write the most words are the winners. (Gifts should be available in this activity)
- Ask students to use the word list to make up a new story. It would be more challenging if the teacher asks them to work in pairs.

**Completing Technique:** students are required to complete a story in which some lexical items of the story have been omitted. The application of this technique can be found in an activity created by Thom (2008) called ‘Gap Filling’. This activity suggests carrying out the following procedures:

- Students are required to read the story beforehand.



- Teacher prepares another copy of the text in which there are some gaps for the students to fill in.
- Remind them of the related grammatical focus.
- Give them a chance to drill in the language/grammar if possible.

**Transforming Technique:** in this technique, the students are asked to transform a certain literary work from its original form to another form. For example: from song lyrics to short stories.

- The students are split into several groups (e.g. a group of four) and given song lyrics to learn. (It is possible to listen to the song together while practising how to articulate the lyrics).
- They are then required to identify and make a list of some unfamiliar words from the song lyrics and find out the meaning of the words.
- After that each group has to write a short story that represents the storyline of the song.
- Each group appoints one of the group members to come before the class to tell the short story and the members of the other groups are allowed to ask questions regarding the story (Burhanuddin, 2018).

The use of literature in the English language classrooms was also supported by Sandra McKay (1982), who highlights that literature offers several benefits to language classrooms. It can be useful in developing linguistic knowledge. Secondly, to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps stimulate their own creation of imaginative works (Thom, 2008).

Literature is viewed as a rich resource for language learning. To Brumfit and Carter (1986), literary texts contain lots of meaningful contexts in which linguistic components such as lexical items and grammatical structures are used naturally. By this, the author of this paper means the students will be able to be exposed to a variety of unexpected uses and types of linguistic expressions. Then they gradually gain familiarity with different linguistic uses, conventional forms of written mode

and develop their communicative capacity. With this aspect, literature offers learners a chance to process and interpret new language in a specific context. Loff (1988) introduced literature because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax.

Moreover, literature can meet the target objectives of communicative language teaching as it accelerates interpretations, classroom discussions and interactions among students as well as interactions between the teacher and students. A study by Van (2009) also showed that literature is full of instances of real-life language in various situations; it provides lots of opportunities for students to improve syntactic, pragmatic, cultural, and discoursed awareness among learners. Literature motivates students to learn and provides models of high-quality language while it enhances students' imagination, interaction and collaboration. Literature motivates students by touching on themes they care about, such as love, fear, communication, character, and hopes for a peaceful world in the future. Good literature is about the human experience; it is meaningful to students from different linguistic and cultural backgrounds (McCloskey & Stack, 1996).

Littlewood (2000) emphasizes the importance of the use of literature in EFL classes by showing the fact that a major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classrooms, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context. The actual situation of the reader becomes immaterial as he looks at the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation. In short, literary works undoubtedly enable students to understand the language better by providing the students with real-world experiences, relationships between society and people where the target language is spoken, even if they are fictions (Pardede, 2011).

The short story is considered as one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance.

Despite the benefits of reading short stories for students, Pardede (2011) points out that some objections are always raised against the use of literature in language learning classrooms due to overcrowded classes, overloaded syllabus and limited time – some problems commonly met in schools in almost all countries. First, the deviated and figurative language of poetry necessitates a very long time to grasp. Second, the length of a novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours.

Considering these objections, it is obvious that among literary forms, the short-story defined by Poe (Abrams, 1999) as a narrative which can be read at one sitting in a short time, and that is limited to a certain unique or single effect, to which every detail is subordinate, seems to be the most suitable one to use in language learning classrooms. Since it is short and aims at giving a ‘single effect’, there is usually one plot and only a few characters; there is no detailed description of the setting. So, it is easy for the students to follow the storyline of the work (Pardede, 2011).

The aim of using short-stories in teaching English is to encourage the students to use what they have previously learnt, and therefore, it is a student-centred teaching. However, the role of the teacher is of great importance. The teacher must choose a suitable text to use in language learning classrooms, and should help his students understand the story with various activities. (ibid)

The reason, that short stories are the most suitable literary genre to use in English teaching due to their shortness, is supported by Collie and Slater (1991) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different

interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

## **2.5 Using literary texts to develop cultural awareness**

Regardless of different points of view, culture takes an important place in foreign language teaching and learning studies. However, “pure information” is useful but does not necessarily lead learners’ insight; whereas the development of students’ cultural awareness leads them to more critical thinking. Most frequently confronted that students to a great extent know the rules of language, but are not always able to use the language adequately as it requires since they are not knowledgeable enough about the target culture (Çakır, 2006).

Talking about cultural awareness in the EFL classroom there are some questions that need to be answered. For example, what culture means and why there are different countries with different cultures.

Defining culture into a single definition is very complicated, particularly in an increasingly international world. Even anthropology, the field that concerns itself with the study of different cultures, cannot yet properly define what culture is (Purba, 2011).

Culture may mean different things to different people. In a word, culture is a way of life (Brown, 1994). It is the context within which we exist, think, feel and relate to others. It is the “glue” that binds a group of people together. It can be defined as a blueprint that guides the behaviour of people in the community and is incubated in family life. It governs our behaviour in groups, makes us sensitive to matters of status, and helps us to know what others expect of us and what will happen if we do not live up to their expectations. Thus, culture helps us to know how far we can go as individuals and what our responsibility is to the group.

Ismail Çakır (2006) points out that the teachers’ task is to make students aware of cultural differences, not pass value judgments on these differences.

Students, learning a foreign language, have to assimilate many new categorizations and codifications if they understand and speak the language as its native speakers do. This does not mean that the native language of the students could not have established such distinctions for them. All languages which have been closely studied seem to possess the potential for expressing all kinds of ideas and making all kinds of distinctions (Rivers, 1981). Learners should be exposed to these distinctions as much as possible in foreign language teaching classrooms.

Both learners and teachers of a second language need to understand cultural differences, to recognize openly that everyone in the world is not “just like me”, that people are not all the same beneath the skin. There are real differences between groups and cultures according to Brown (1994). Therefore, language teachers cannot avoid conveying impressions of another culture whether they realize it or not (Rivers, 1981). Language cannot be separated from the culture in which it is deeply embedded. Any listening to the utterances of native speakers, any reading of original texts, and any examination of pictures of native speakers engaged in natural activities will introduce cultural elements into the classroom (Çakır, 2006).

Cultural awareness entails an understanding of how a person’s culture may inform their values, behaviour, beliefs and basic assumptions. It recognizes that we are all shaped by our cultural background, which influences how we interpret the world around us, perceive ourselves and relate to other people (Flohr, 2007). Students need to become aware of their own culture, rituals and structures. They need to learn that there is no one right culture but a diversity of many different cultures which are all of certain importance to people. Culture is a complex, ambiguous and highly dynamic system of beliefs and behaviours which are steadily changing. Together with learning about the culture, students also learn about the past and present, people’s customs, and traditions. ‘Cultural Awareness’ is the basis for developing intercultural competence which means to get to know, understand and connect different cultures and therefore change your behaviour into

an appropriate behaviour to make sure that intercultural interaction is taking place. (ibid)

In this respect, Smith (1985) advocates that studying English does not change one's identity. Student's ethnic, religious, and political backgrounds should remain the same. Students will certainly want to use English well and be acknowledged as doing so, but this does not require them to attempt a change in their identity. There is no need to become more American or British to use English well. One's morals or dedication to family traditions need not change at all.

According to Chastain (1988) in teaching foreign language teachers need to be sensitive to the fragility of students by using techniques that promote cultural understanding. The use of role-play in EFL classrooms can help students to overcome cultural "fatigue" and it promotes the process of cross-cultural dialogues while at the same time it provides opportunities for oral communication (Çakır, 2006). In role-plays, students can act out a miscommunication that is based on cultural differences. For example, after learning about ways of addressing different groups of people in the target culture, such as people of the same age and older people, students could role-play a situation in which an inappropriate greeting is used. Other students observe the role play and try to identify the reason for the miscommunication. They then role-play the same situation using a culturally appropriate form of address (Purba, 2011). Numerous other techniques - readings, films, simulation, games, culture assimilators and culture capsules can be used by language teachers to assist them in the process of acculturation in the classroom (Çakır, 2006).

Another opportunity to use literary texts in the EFL classroom is the discussion of common proverbs in the target language. It could focus on how the proverbs are different from or similar to proverbs in the students' native language. It also can explain how differences might underscore historical and cultural background. Using proverbs as a way to explore culture also provides a way to analyze the stereotypes about and misperceptions of the culture, as well as a way

for students to explore the values that are often represented in the proverbs of their native culture (Purba, 2011).

The crucial role of reading literary texts in developing cultural awareness has been observed by a number of scholars, including Bredella (1996), Kramsch (2000, 2003) or Soter (1997). One of the main arguments for incorporating literary texts within the second language classroom and intercultural education is concerned with the fact that works of literature enable the reader to observe the world from multifarious perspectives and cherish the diversity of individual perception. The power of literature lies in its unique ability to deeply involve the reader both at a cognitive, as well as emotional level. The subjective world of literary protagonists might not only fascinate and allure the reader but also transfer them to a different reality, regardless of their otherness or limitation (Soter, 1997).

Hanauer (2001) provides three arguments for incorporating literary texts into foreign language education. Firstly, he enumerates the motivational aspects of reading literary texts which enhance personal involvement and enjoyment on the part of the students, thus leading to their increased motivation. The second argument provided by Hanauer is related to psycholinguistic aspects of reading literary texts. As argued by Chan (1999), Hanauer (2001) and McKay (1986), literary texts, through their linguistic and textual properties, interact with the process of language acquisition, potentially facilitating the understanding of linguistic structures, as well as enhancing their use and extending semantic scopes. However, the third argument provided by Hanauer comes to the fore, namely the role of literature in developing cultural awareness, since adequately selected literary texts provide language learners with “access to cultural knowledge of the target language community” (Hanauer, 2001).

Shtepani (2012) highlights the importance of language learning through literature because it may improve students’ acquisition of particular language skills, such as reading between the lines and copying with figurative and ambiguous language use. Teachers in language classrooms, therefore, need to guide the students whenever necessary.

Another argument which scholars use in favour of literature integration in language teaching is that it provides students with the opportunity to read different varieties of the same language in a single piece of writing. Literary texts provide examples of language resources being used to the full, and the reader is placed in an active interactional role in working with and making sense of this language (Brumfit & Carter, 1986).

To sum up, the author of this paper has described the importance of making a relation between literature and English language teaching based on other researchers' works. For that purpose, language teachers need to know several important points i.e. the most appropriate types of literature to be selected for teaching purposes, the types of approaches the language teachers can employ to use the selected literature, the reasons for the use of literary works for language teaching. Therefore, the author of this paper believes that the proposed steps could be applied quite reliably in using literature to teach English.

In developing cultural awareness in the classroom teachers must help students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their foreign-speaking friends at the same time that they are provided with real experiential content.

They can make use of their knowledge of the foreign language. There should also be presented, discussed, or merely alluded to in two parallel streams.

It should also be kept in mind that language teaching is a long process in which performance is not absolute and therefore we cannot expect all learners ever to acquire perfect native-like behaviour.



**PART 3**  
**THE ROLE OF LITERARY WORKS IN EFL CLASSROOMS**  
**AMONG YOUNG LANGUAGE LEARNERS**

The significance of integrating literature in English as a foreign language teaching process has been discussed in several works of researchers. Literary texts play a vital role in a foreign language acquisition.

The third part of this paper is the actual research in the form of questionnaire. The survey was conducted among English language teachers in Hungary in an online form. The questions focused on practising teachers' viewpoints on the role of literary works in the English foreign language classrooms among young learners.

It can be assumed that literature has a positive impact on English as foreign language learning. Based on the appropriate criteria of the scientific literature, using well-selected literary texts in English language teaching could be one of the major factors in the language acquisition process. Hence, it could conceivably be hypothesised that using rhymes, poems, short stories, tales, songs as a literary content in English as a foreign language teaching enriches students' linguistic and cultural knowledge, as well as helps their personal growth. Authentic literature is an excellent example for this statement.

Secondly, it can be suggested that there might be a correlation between using literary texts in the English language teaching process and activities that are used in foreign language acquisition.

Thirdly, it is probable that the English language teachers' work experience, the number of students in classrooms, the frequency of English classes per week might have their impact on English as a foreign language acquisition. However, despite teachers use different language teaching methods, but the classes contain a large number of students, and the classes occur only once a week, there might be a connection with successful language acquisition.

### **3.1 Methodology of the Research**

The aim of the present research was to gain a better understanding of the role of literary works in the teaching of English as a foreign language among young language learners.

The objects of the study were teachers of English as a foreign language in Hungary. The choice of surveying English teachers in Hungary was that the author of the present thesis started to work as an English teacher in a primary school in Budapest. The situation provided an opportunity to compare parts of the Hungarian National Core Curriculum and the Ukrainian Curriculum related to young English language learners. Because of the current pandemic and the travelling restrictions the survey was conducted online.

The study was conducted in the form of an online questionnaire. The questions were addressed to English language teachers who work in primary schools in Hungary. The questionnaire was filled in by 76 respondents of different counties of Hungary with different work experience, ages and other backgrounds. The respondents answered anonymously; only their gender and work experience had to be indicated.

Among the methods of investigation and data collecting, the method of analysis was used as well.

In the questionnaire, there was a wide range of question types such as different open and closed format questions. Closed types of questions were yes-no questions and multiple-choice questions. In the open format questions, respondents could express their own opinions.

## 3.2 Participants of the Research

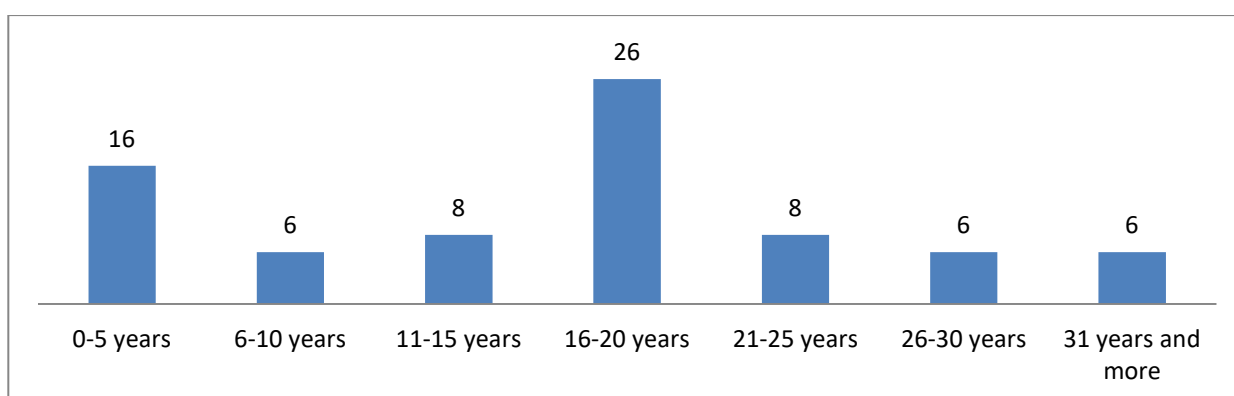
The target audiences of the research were teachers from primary schools in Hungary. They participated from different parts of the country but mainly from the capital city.

The topic of investigation in the present study is closely related to the teachers' work experiences in teaching English as a foreign language. The aim was to investigate how practising teachers see the role of literary works in teaching English as a foreign language. The survey was designed with some questions which were quantitative in nature and some of which qualitative, as well as, open and closed format.

Altogether, the questionnaire was completed by 76 respondents. Among them, 72 (95%) were female, and 4 (5%) were male. We can see that the distribution of genders in teachers' profession is not proportional. The age of the respondents was not asked, only the number of years of teaching experience was indicated. The results are shown in Figure 3.2.1.

*Figure 3.2.1*

### Work experience



Based on the answers of the questionnaire we can see that 26 of the respondents (32%) have teaching experience between 16-20 years, and 16 (21%) respondents have been working as English teachers between 0-5 years.

### **3.3 Research instruments**

The instruments of this investigation is a teachers' questionnaire, which was made to investigate how English language teachers see the role of literary works in teaching English as a foreign language in primary schools in Hungary. (Appendix 1)

The questionnaire was compiled in Hungarian. It contains open and closed types of questions, which were interested in whether literary works help the acquisition of English as a foreign language and what types of literature help most the young learners in the language learning process.

### **3.4 Procedures of the Research**

The research was conducted in the period between the 1<sup>st</sup> of March 2021 and the 2<sup>nd</sup> of April 2021. The survey was anonymous, names were not required. Data collecting in this way was more reliable. The questionnaire was created on Google Form platform.

Then, the questionnaire was published on the Internet. Those teachers were asked to participate in the survey who work in primary schools in Hungary. As the author of the thesis works in a primary school in Budapest, the survey results gave useful information that she can use in her future work as an English language teacher.

After collecting the data, the author of this paper started to analyse and summarise the given results.

### **3.5 Data analysis**

The accuracy of data collected from the questionnaire, first of all, was checked then all data was entered in the Microsoft Excel form on a computer. During the further work, all necessary data were transformed into tables and diagrams; thus a database structure was developed.

In the further descriptive statistics were used to analyse and provide summaries about the results. Collected data are summarised in tables and diagrams.

#### **3.5.1 Analysis of the Questionnaire**

The findings may be categorized into the following main areas: usage of integrated textbooks in the process of EFL teaching, types of literary works that help the language acquisition among 8-10 year-olds young learners, activities that teachers mostly use in their classes, the role of short stories and authentic materials in EFL classrooms.

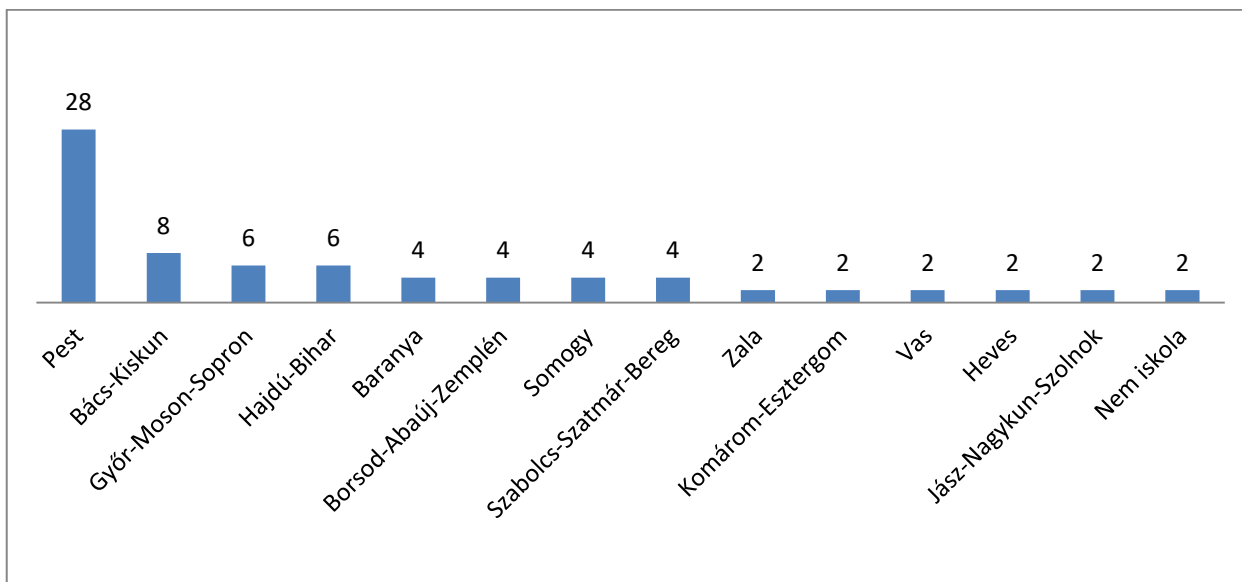
The aim of the research was to gain a better understanding of the role of literary works in teaching English as a foreign language in primary schools in Hungary. Therefore among the very first questions, teachers had to clarify the years of their work experience. It is believed by the author of this paper that more experienced teachers have better insight into the examined questions. So as it was highlighted above, the average teaching experience of the respondents is between 0-5 years and 16-20 years.

Question 3 was about the location of schools where the teacher, who completed the questionnaire, works. Hungary is subdivided into 19 counties. The respondents were from 14 counties which are 74% of the numbers of counties in Hungary. According to the data, we can see that most of the respondents are from

Pest county. It is not surprising because the capital city of Hungary also belongs to Pest county. The results are represented in the Figure 3.5.1.1 diagram below.

**Figure 3.5.1.1**

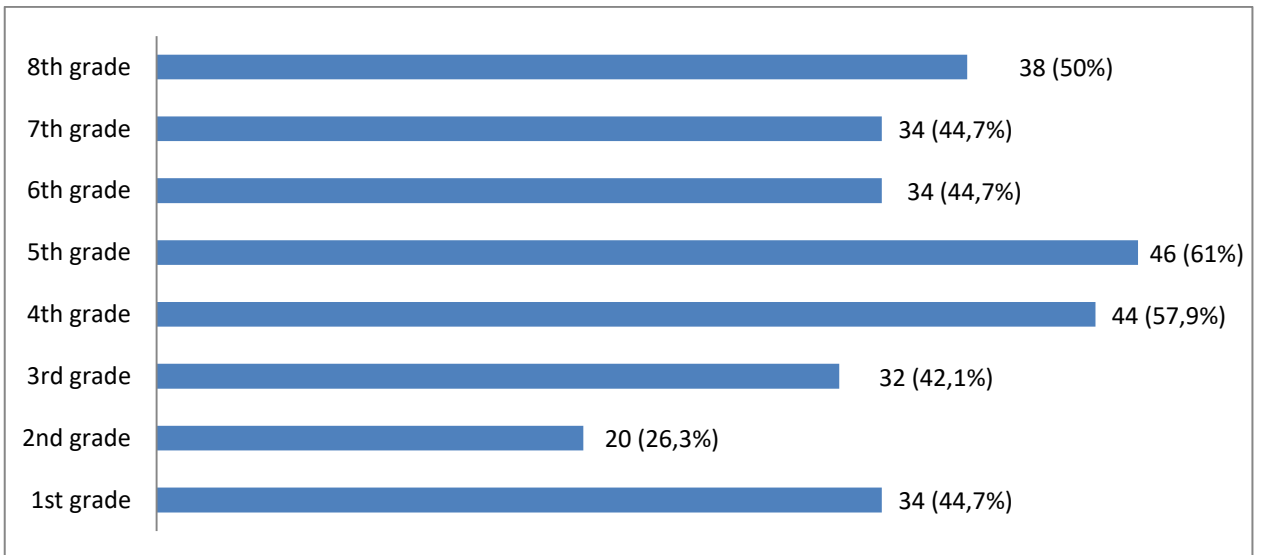
**Location of schools per counties**



Question 4 tries to gather information about the grades where teachers teach English. It is visible in the Figure 3.5.1.2 that most of the respondents (46) teach in the 5<sup>th</sup> grade while only a bit less of them work with 4<sup>th</sup> graders.

**Figure 3.5.1.2**

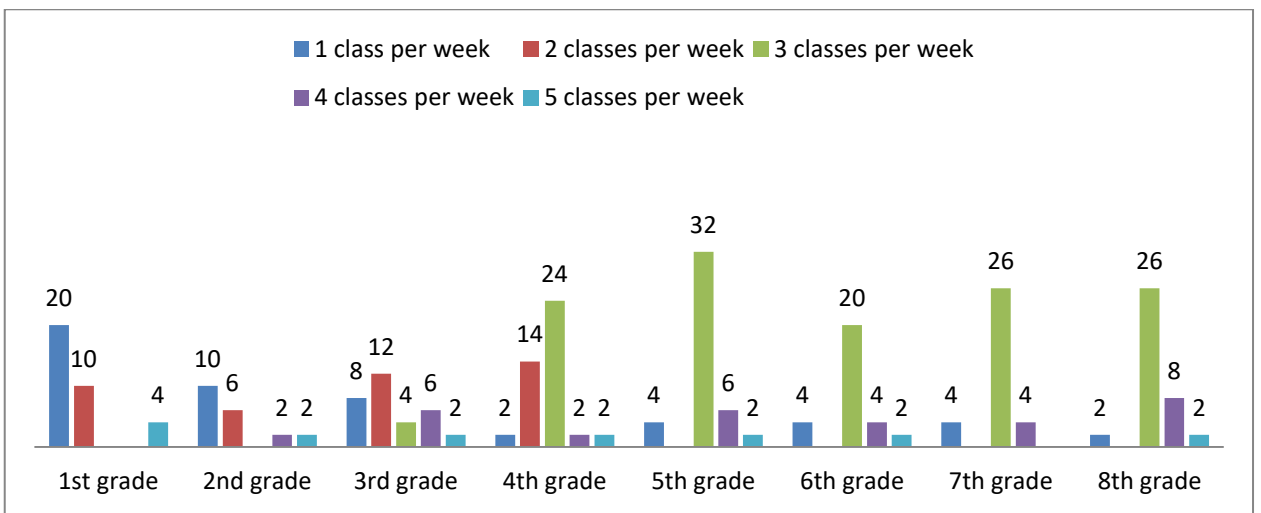
**Grades where English is taught**



The next question refers to the numbers of English classes per week. Collected data in diagram 3.5.1.4 shows that many respondents have only one class per week in every grade, they have two classes per week in the elementary grades mostly, but the average respondents have three classes per week in every grade from the third till the eighth.

**Figure 3.5.1.4**

**Numbers of English classes per week**



According to the Hungarian education system, there is an initial stage when children start learning a foreign language. This initial stage begins in the fourth grade, and it means three classes per week. If there is an opportunity and need for it, students can start foreign language development earlier. They start in the second

semester of the first grade and have one class per week. The second and third graders have one class per week in the whole academic year. The main aim is to introduce the foreign language to students and help them understand the importance and role of language skills in the classroom and outside of school. It is essential to arouse the young learners' interest in learning and accepting foreign languages, as well as people and their culture. Genres typical in this age are fairy tales, rhymes, songs, and storybooks combined to make students receptive to language learning.

The next question was about the number of students in a class. Table 3.5.1.1 below contains the results, which show the number of students in the grades. Most of the teachers who completed the questionnaire work with a number of students between 11-15, and between 16-20 students per classes. So the following tendency could be noticed: the number of students in grades is relatively high thus the teacher has less time for each of the students. It is challenging to manage the classroom work in this condition. The ideal situation would be working in a class with students between numbers 1-5. It is apparent from Table 3.5.1.1 that only a few teachers have this opportunity given.

**Table 3.5.1.1**

**The number of students per English classes**

	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>21-25</b>	<b>26 and more</b>
<b>1<sup>st</sup> grade</b>	2	2	8	12	4	6
<b>2<sup>nd</sup> grade</b>	2	0	4	8	4	4
<b>3<sup>rd</sup> grade</b>	2	6	12	6	6	0
<b>4<sup>th</sup> grade</b>	2	6	24	10	4	4
<b>5<sup>th</sup> grade</b>	2	10	16	16	2	0
<b>6<sup>th</sup> grade</b>	2	4	20	4	6	2
<b>7<sup>th</sup> grade</b>	4	4	18	8	0	0
<b>8<sup>th</sup> grade</b>	2	2	20	12	4	0

The following statement was about the usage of integrated textbooks in lessons. 72 (95%) respondents who completed the questionnaire use integrated



textbooks while teaching English. The author of this paper highlights three textbooks that are used by most of the respondent teachers.

Most of the respondents use the series of Project textbook, which is available in five levels. 26 of the respondents (34 %) use this textbook in one of the grades. Tom Hutchinson is the author of the Project series whose name is well known among English teachers in Hungary. Four editions have been published by the Oxford University Press. The series contains 5 levels which consist of Student's Book, Workbook pack (Workbook with Audio CD and Online Practice), Class Audio CDs and Teacher's Book (includes tests), DVD. This textbook suits well from fourth grade till eighth.

The Young Stars is a six-level primary course textbook that is the next source that is popular among respondents. The authors of this book series are H.Q. Mitchell and Marileni Malkogianni. The MM Publication series consist of Student's Book, Workbook, Teacher's Book, Class CD, Teacher's Resource CD/CD-ROM in general. 16 respondents (21%) use this resource, among others.

Get to the Top is the next book that is widely used among respondent teachers. The author of this series is H.Q. Mitchell, and the MM Publication is the distributor. The components are Student's Book, Workbook, Grammar Practice and Student's Audio CD/CD-ROM, Teacher's Book, Teacher's Resource CD/CD-ROM, Class CDs, IWB Material. This resource is recommended for primary school students and young adults as well. Ten of the respondents (13%) use this resource during their work with students.

The use of integrated textbooks is divided among other respondents.

The previous question was about the usage of integrated textbooks in the teachers' work. However, 4 of the respondents do not use any integrated textbooks, Question 9 was completed by 18 respondents. Most of them stated that they use self-made materials, worksheets, other resources during the lessons or use YouTube videos instead of an integrated textbook. First grade teachers, according to the data, pay more attention to teaching songs and rhymes without any books. Moreover, two of the respondents answered that they do not use any textbooks in

the 2<sup>nd</sup> and 3<sup>rd</sup> grades neither because they do not like the books. Others responded that they start copying words in the 2<sup>nd</sup> grade and they also use games, rhymes to teach new vocabulary to students.

The author of this paper found a statement which is particularly interesting for the investigation. It was given by the respondent number 24. She has 14 years of teaching experience, and she teaches the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> graders, and has two classes per week. According to her answer, teaching English for 1<sup>st</sup> graders is quite challenging. She has to work a lot on self-created teaching resources because she could not find a proper textbook for these young learners. She meant that these little children do not know their own mother tongue very well either, and most of the textbooks contain tasks that develop reading and writing skills already. So that is the reason why she uses self-created teaching resources because she has not found a good textbook for 1<sup>st</sup> grader young learners.

According to the Hungarian National Core Curriculum (2020) schools can provide English teaching earlier than it is compulsory in the 4<sup>th</sup> grade. So students start learning English in the 1<sup>st</sup> grade as a study circle. They do not even get graded during the lessons. Of course, teachers use verbal evaluation, and they often praise students for holding their motivation and interest as long as possible. (HNCC, 2020)

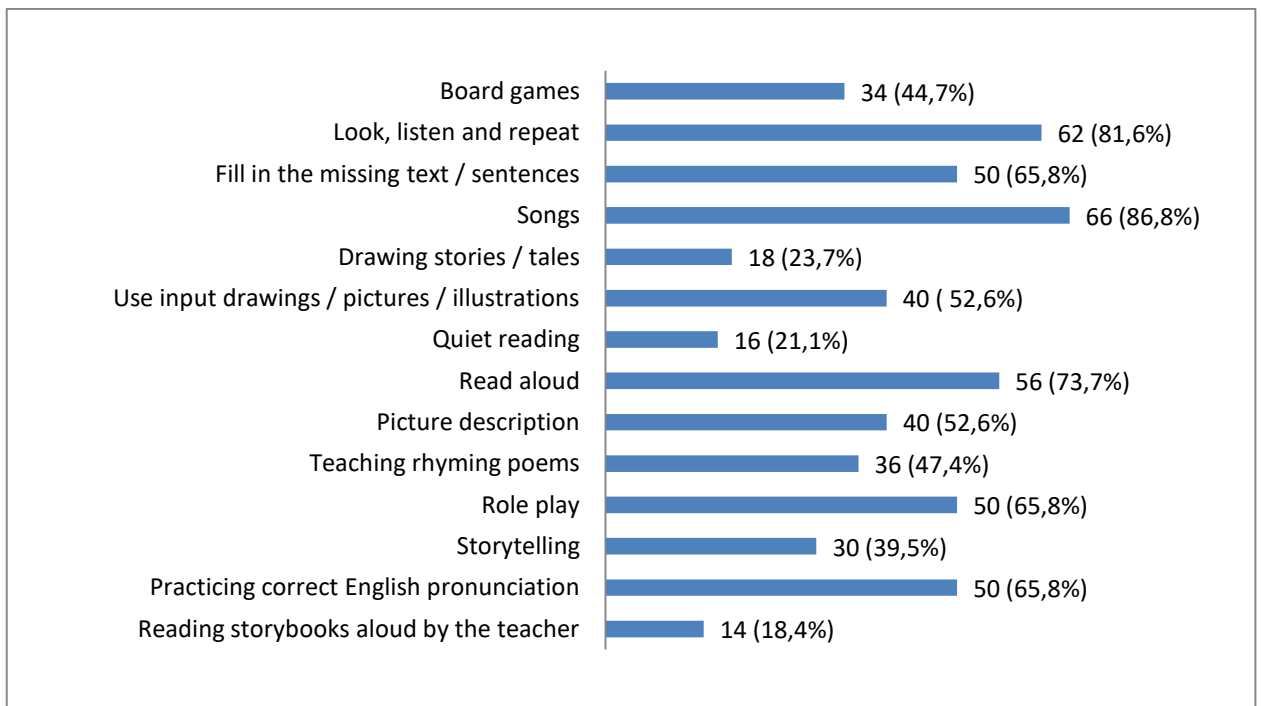
The author of this paper compared the Hungarian National Core Curriculum and the Ukrainian Curriculum. While compulsory teaching English in Hungary starts from the 4<sup>th</sup> grade and there is an opportunity given to start it in the 1<sup>st</sup> grade if necessary, then in Ukraine, teaching English as a foreign language starts in the 1<sup>st</sup> grade as well, but no opportunity for choice. It is a speaking course. In Ukraine, English is being taught two classes per week in grades from 1 till 4 and students are evaluated verbally. Ukrainian schools use a typical educational program since the Ministry of Education and Science of Ukraine started its Secondary School Reform (called New Ukrainian School) in 2018 and schools are able to choose between two kinds of curriculum to use. These educational programs are edited by O. Savchenko and R. Shyian. (2018)

Question 10 was completed by 54 (71%) of the respondents. After the analysis of the collected data, it is clearly seen that 50 (65%) of the respondents agree that rhymes, poems, songs, short stories, fairy tales, authentic texts help the most to young learners (aged between 8-10 year-olds) in English language acquisition. 11 (14%) of the surveyed indicated that they give a compulsory reading to students in every class for the summer vacation period. 9 (12%) of the respondents use graded readers which are available on English textbooks publishers' website. These are short stories, about one hundred words in each.

The following question about the most popular activities among teachers produced the result that 66 (86,8%) of those who completed the questionnaire indicated that they use songs, 62 (81,6%) respondents use the Look, listen and repeat activity, among 56 (73,7%) respondents reading aloud activity is quite popular. 50 (65,8%) respondents pay more attention to activities such as Fill in the missing text/sentences, role play, practicing correct English. Only a small number of respondents use storytelling (30 that is 39,5%), silent reading (16, which is 21,1%) and a minority of respondents, namely 14 (18,4%) indicated using reading storybooks aloud as by the teacher activity.

### ***Figure 3.5.1.5***

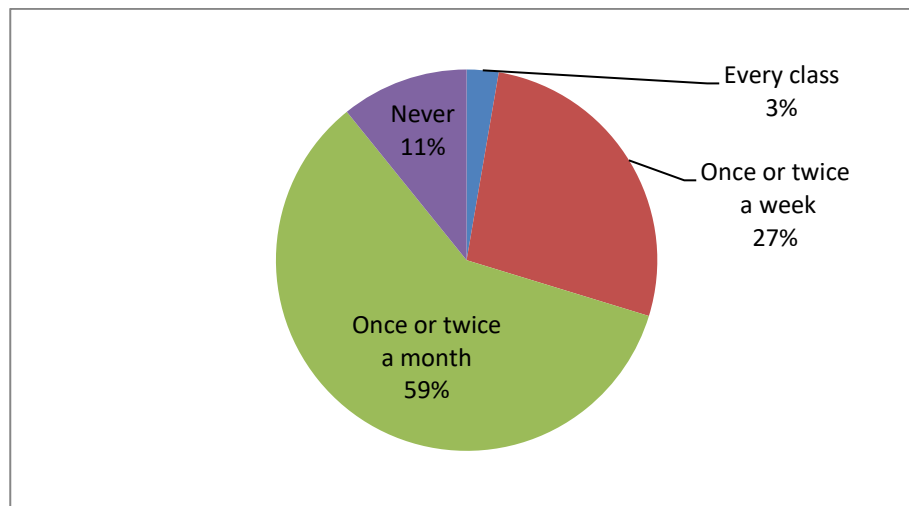
#### **Most popular activities among teachers**



Question 12 was related to the frequency of using short stories, tales in classes. The results are shown in Figure 6. This question was completed by 74 respondents. As it can be seen on the figure below 59% of the respondent teachers use short stories once or twice in a month. Only a small number of respondents (3%) indicated that they use short stories and tales in every class. 11% of the respondents do not use the mentioned types of literature at all during their work. In response to Question 12, 27% of those surveyed indicated that once or twice a week use tales and short stories.

**Figure 3.5.1.6**

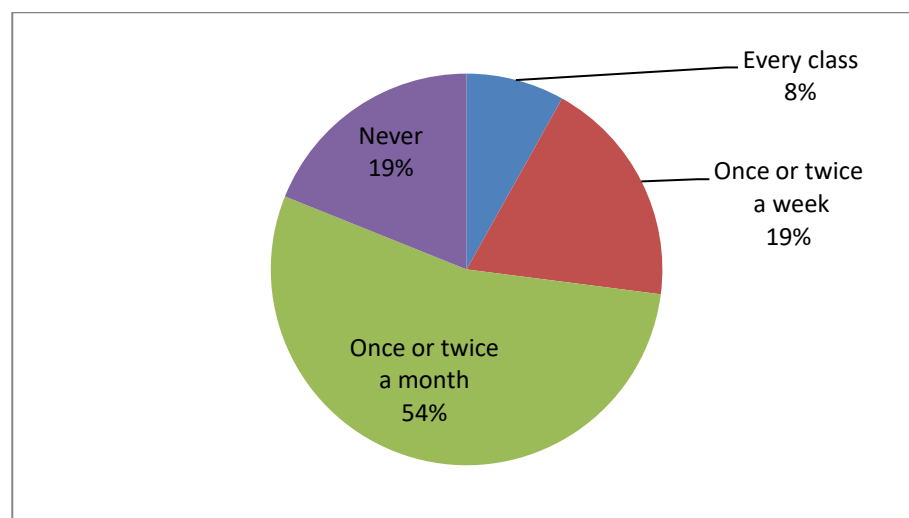
**The frequency of using short stories and tales**



The following statement (Question 13) contains information about the frequency of using authentic texts during EFL classrooms. Similarly to the previous question, 74 respondents completed this. There were slight differences between the responses to Question 12 and Question 13. As it can be seen on Figure 3.5.1.6 and Figure 3.5.1.7, 8% of the respondents use authentic texts in every class. The answers to the other questions are more unsatisfactory than on Figure 3.5.1.6. A possible explanation for this might be that practising teachers found it too difficult for students to understand the meaning of authentic texts.

**Figure 3.5.1.7**

**The frequency of using authentic texts**



Question 14 was about whether the authentic texts help to know more about the English culture. Most of the surveyed agree that authentic texts help to know

better the English culture. What makes the difference between respondents' statements is that the answer to the question, how. Many responses for this question were the following: it enriches the vocabulary, expands the knowledge about everyday life, thinking, it shows the reality to students, it helps with proper English pronunciation, it teaches grammar structures in a hidden way.

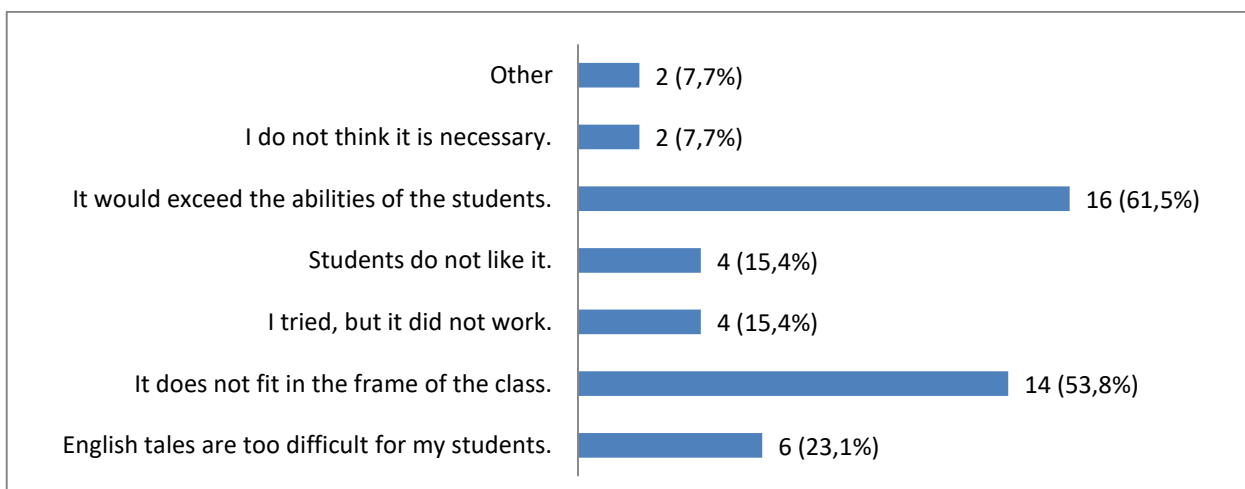
The author of this paper highlights two statements that are significant among responses. The 37<sup>th</sup> respondent's statement about the usefulness of authentic texts was the following: "Yes, they do, because of the phrases. It is also useful if the students get to know such stories that other children in a different culture already know and these students are in similar age."

The 25<sup>th</sup> respondent stated that "Students in the elementary school do not understand authentic texts because their vocabulary and grammar knowledge is less developed."

Question 15 asks about the reason for not using stories. As it is seen in Figure 3.5.1.8, 16 respondents state that using stories during lessons would exceed the abilities of students. Fourteen respondents answered that stories do not fit in the frame of the lessons. Two respondents stated that stories are not necessary. According to 4 answers students do not like short stories and tales.

**Figure 3.5.1.8**

**The reason of not using stories**



The last question of the survey was about whether tales and short stories help to learn English as a foreign language, and how. 62 (82%) respondents completed this question and they all agreed that tales and short stories help to learn English. Among the answers, we can find such statements:

- It helps to expand vocabulary.
- Students are more willing to listen to tales than read from textbooks.
- These stories help to learn English in a funny way, as a game. Students even do not realise that they study something.
- It helps to practice role-play, develops memory and grammar structure, and it motivates to study the language.
- It is necessary to choose the tale which is appropriate to young learners' age, and this way, it motivates learning the foreign language.
- It develops English pronunciation.
- It enriches the knowledge about English culture.
- It helps to develop dialogue skills.

The 30<sup>th</sup> respondent gave very useful answers. According to her, if the teacher creates a friendly environment, students will enjoy learning English even they feel it strange at the beginning. She emphasizes that it is not easy to find stories, tales that motivate every student. It is even more challenging in grades from 5 to 8, especially if there are huge, heterogeneous classes.

### **3.6 Discussion and interpretation of the results**

The present study aimed at investigating the role of literary works in the teaching of English as a foreign language among young language learners.

The instrument used for the study was a teachers' questionnaire, which consisted of 16 questions in open and closed formats. From the questionnaire, we could get the answers of 76 primary school English language teachers in Hungary.

The first two questions were about general statements as gender, and the length of English language teaching experience. The following questions were about the location of schools where respondents work, the number of classes per week and the number of students in the classes. The other questions were focusing on the main topic of the present investigation.

This study produced results that corroborate the findings of a great deal of the previous work in this field. Many of the analysed literature in the second part of the present thesis show that using literary works in English as a foreign language teaching has many positive effects. The main experts of the topic are Collie and Slater (1988), Alan Duff and Maley (2007), Gillian Lazar (1993), Carter and Long (1997) highlight the positive effects of literature usage and as valuable resource for language teaching. Returning to the hypothesis posed at the beginning of the study now it is possible to state that rhymes, poems, songs, short stories, fairy tales, authentic texts help the most to young learners in English language learning. The present statement is based on the practising English language teachers' responses that tales, short stories, songs, poems, rhymes, and authentic literature help most young learners in English language acquisition. What is more, well-selected literary works such as short tales, rhymes, and songs are particularly important for young learners. According to the respondents short stories and tales help expand students' vocabulary, develop grammar structure, memory, English pronunciation, enrich the knowledge about English culture. These findings support the statement of McCloskey and Stack (1996) that carefully chosen literature provides models of high-quality language appropriate to the students' age levels.

Even though stories positively affect foreign language teaching, they are rarely used in the English language teaching process. This is mainly because it would exceed the students' abilities or it does not fit in the frame of the lesson.

The data that was gathered from the questionnaire showed that despite the facts about the value of literary texts in the language teaching process many of the teachers avoid its usage in the classrooms. 59% of the respondents use short stories and tales only once or twice a month, and 27% use them once or twice a week. In



comparison with using authentic texts, the results show that 54% of the respondent teachers use once or twice a month and 19% use once or twice a week. There are 3% of the English teachers who use short stories and tales in every class, and 8% who use authentic texts in every class. These numbers are positive indicators.

Another confirmation of the hypothesis is the possible connection between using literary texts in the English language teaching process and activities used in foreign language acquisition. It can be seen that using songs and activities, the look, listen and repeat activity, reading aloud activity are the most used activities among practising teachers during English foreign language classes. This result of the research supports the idea that activities and literary texts show interconnection to each other. Using different activities help to teach English in an entertaining way. This fact supports Shin & Crandall's statement as well.

Another important finding was that the number of classes per week does not show interrelation whether teachers use literary works in English classrooms or they do not. However, the number of students per classes might impact English language acquisition in that way, such as the teacher has more time to work with each student in the classroom if the language learning classes are not overcrowded classes. According to Pardede (2011) this can be an objection in the English language teaching process. This statement is not clearly defined in the questionnaire, even though a logical conclusion can be made based on the teachers' responses.

Based on the results, it can be stated that the role of literary works in teaching English as a foreign language is clearly defined. It has a huge impact on language acquisition.

### **3.7 Pedagogical implications**

The relationship between foreign language learning and literature is closely related. Many researchers of this topic proved the usefulness of literary texts in foreign

language teaching. The use of literature helps language learners to develop their vocabulary and cultural knowledge, as well as enhance their linguistic knowledge.

The present study aimed at investigating the role of literary works in English as a foreign language teaching among young learners.

The study observed the usage of literary texts, such as rhymes, short stories, tales, songs, and authentic literature, as literary content in EFL teaching. It was concluded that these literary texts help the most to young foreign language learners. However, despite their positive effect on language acquisition, many teachers avoid using authentic texts in the language teaching process because they think it exceeds the ability of students. The author of the thesis states that English teachers should start to use authentic literary texts when they teach the English language as early as they can. Young language learners love singing, chanting rhymes, as well as they enjoy listening to stories. If teachers use such literary texts, they will be able to maintain the motivation of students to language learning.

As to the hypothesis of the possible relation between using literary texts and different activities during the teaching process, an implication can be the following. Young language learners love activities, plays, and teachers must be careful when choosing among different activities during the teaching process. When children play, they create something new. Playing helps them learn a foreign language, but without joy, the learning process is not completely successful.

Furthermore, it seemed that teachers' work experience, the number of students per grades, the frequency of English classes per week might have their impact on EFL acquisition. From that, the conclusion can be drawn that language teachers should use literary texts even they have only one class per week. If they use it regularly, students will get used to them, and the language teaching will be successful.

For future research, it is highly recommended to investigate the connection between different language teaching methods because those are dynamic and young learners' language acquisition ability.

It also would be worth investigating in more detail what steps could bring about a positive effect on the students' progress in mastering English.

Teachers have to know different types of literary works that they can involve in the English language teaching process. An additional investigation could be done on the field of using different types of literary works with different levels of language learners.

## CONCLUSIONS

Literature as content for language teaching, the definition of method and literature, the reasons for using different literary texts in English language teaching, the connection of literature and cultural awareness have been highlighted in this thesis. As it can be seen, literature is necessary and beneficial in EFL classrooms. The use of literature enables students to develop foreign language linguistic knowledge and language awareness, communicative competence, cultural knowledge of the target language, critical thinking skills, increases motivation and emotional engagement.

The purpose of the present paper was to examine how to use literature in the language teaching process, what reasons are to use literature in ELT. In addition, it is sought to find out the benefits of literature and using literary texts to develop the cultural awareness of learners.

The first part of this study aimed to give an overview of language teaching methods. Based on researchers' works, the conclusion is that adopting just one particular language teaching method may not suffice for modern language teaching given the dynamic nature of language itself and the teaching methods evolving in tune with advancements in contemporary times. The best teachers use all possible methodologies and approaches at the appropriate time, for the appropriate activities, and for those students whose learning styles require that approach. The ultimate goal is to choose the methods that best fit the students, not to force them to adhere to any particular or limiting methodology. In other words, the methodology adopted by the teacher may hinder or promote learning. It further notes that a teacher needs to know various teaching methods he can select from in the teaching-learning process.

From the analysis of the academic literature, in the second part of this study, it is evident that using literature in general and short stories, role plays, discussion of common proverbs in the target language, in particular in EFL classroom, can develop students' language structure and acquisition, and cultural awareness. Language cannot be separated from culture. Through literature, teachers can raise

the cultural awareness of students, which increases general world knowledge. Students will be ready to develop their cross-cultural communication.

The theoretical framework emphasizes the use of literature as a way for students to gain experience with actually using the target language as well as developing their linguistic, cultural, and rhetorical knowledge.

It may be challenging for foreign language learners to read and write literature in the target language, but FL literature has the potential to improve their overall English skills. Further research and further discussion on the effects of FL literature and language learning is required. However, the third part of this study suggests that using FL literature in the language classroom can help students to acquire linguistic and cultural knowledge in the target language, to gain genre-specific knowledge, and to develop literacy skills.

Further investigation is strongly recommended. One possible way to continue examining the connection between literature and language teaching is the question of methods that are not static but dynamic. New methods are worth paying additional attention to make the language teaching process more complete and armed with new methods combination. The other possible way is what steps could positively affect the students' progress in mastering English and what steps could be used for developing teaching materials for literature-based English courses, e.g. reading, writing, and listening, which integrate the use of literary works.

In conclusion, the present study has provided evidence to the assumption that literature as content for English language teaching has an essential place in the process of foreign language teaching. English language teachers must be aware of selecting appropriate types of literary works to develop all four students' skills and make them aware of cultural diversity.

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## РЕЗЮМЕ

У цій роботі було представлено літературу як контент для викладання мови, визначено методи та літератури, причини використання різних літературних текстів для засвоєння англійської мови, показано зв'язок літератури та культурної обізнаності особистості. Обґрунтовано думку про те, що література є необхідною і корисною в аудиторіях, де вивчається англійська мова. Використання літератури дає можливість учням розвивати мовні (лінгвістичні) знання та усвідомлення мови, комунікативну компетентність, культурологічні знання мови, що вивчається, навички критичного мислення; сприяє підвищенню їхньої мотивації та забезпечує емоційне залучення в процес навчання.

Метою даної роботи було вивчити, як використовувати літературу в процесі навчання мови, які причини використання літератури у викладанні англійської мови. Крім того, зроблено спробу з'ясувати переваги літератури для інтеграції навичок та переваги використання літературних текстів для розвитку культурної обізнаності учнів.

Перша частина цього дослідження була орієнтована на огляд методів навчання мови. Виходячи з робіт інших дослідників, можна зробити висновок, що для викладання сучасної мови може бути недостатньо тільки одного конкретного методу навчання мови, враховуючи динамічний характер самої мови та методи навчання, що розвиваються у відповідності до умов сучасності. Кращі викладачі використовують усі можливі методика та підходи у підходящий час, для відповідних занять та для тих учнів, стилі навчання яких вимагають такого підходу. Кінцева мета полягає у виборі методів, які найкраще підходять для студентів, а не примушувати їх дотримуватися якоїсь конкретної чи обмежувальної методології. Іншими словами, прийнята вчителем методика може перешкоджати чи сприяти навчанню. Робиться висновок про те, що вчителю необхідно володіти знаннями про різні методи навчання, які він може обрати в процесі навчання.

З аналізу академічної літератури, представленого у другій частині цього дослідження, видно, що використання літератури загалом та новел, рольових ігор, обговорень найбільш відомих прислів'їв на цільовій мові, зокрема в класі з англійської мови, може розвивати та покращувати критичне мислення, уяву, творчість, мовну структуру та розвивати культурне усвідомлення учнів. Мова не може бути відокремлена від культури. Підвищення культурної обізнаності за допомогою літератури - це прекрасна можливість для студентів збільшити свої знання про світ, оскільки вони матимуть доступ до різноманітних контекстів, що неминуче пов'язані з культурою. Підвищуючи культурну чутливість, студенти не лише сприятимуть відкритості до різноманітності, але й розвиватимуть міжкультурну комунікацію, щоб розуміти та ефективно взаємодіяти з людьми інших частин світу.

Теоретична основа підкреслює використання літератури як способу здобуття студентами досвіду фактичного використання цільової мови, а також розвитку їх лінгвістичних, культурних та риторичних знань.

Для тих, хто вивчає іноземну мову, може бути складно читати та писати літературу цільовою мовою, але англійськомовна література може покращити їх загальне знання англійської мови. Очевидно, що потрібні подальші дослідження та обговорення впливу навчальної літератури з мови та власне вивчення мови, але практична третя частина цього дослідження передбачає, що використання іншомовної навчальної літератури у лінгвістичному класі може допомогти студентам здобути мовні та культурні знання з цільової мови, щоб отримати специфічні мовні знання та розвивати навички грамотності.

Робиться висновок про необхідність подальших досліджень. Одним із можливих способів продовжити вивчення зв'язку між літературою та викладанням мови є питання про методи, які не є статичними, а динамічними. Існують нові методи, на які варто звернути додаткову увагу, щоб зробити процес викладання мови більш повним та озброєним новою

комбінацією методів. Інший можливий спосіб - які кроки можуть позитивно вплинути на успіх студентів у оволодінні англійською мовою та які кроки можуть бути використані для розробки навчальних матеріалів для курсів англійської мови. Наприклад, читання, письмо та аудіювання, які об'єднують використання літературних творів.

На закінчення, в дослідженні підтверджено припущення, що література як контент для викладання англійської мови займає важливе місце в процесі оволодіння іноземною мовою. Вчителі англійської мови повинні знати як вибрати відповідний тип літературного твору, щоб розвинути всі чотири навички учнів та познайомити їх із культурним різноманіттям.



## **Appendix 1**

### **Questionnaire**

Dear Colleague!

My name is Ilona Bakos. I am a senior at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. I would like to ask for your help with my research. This questionnaire is part of my thesis research to gain a better understanding of the role of literary works in teaching English as a foreign language among young language learners. To fill in this questionnaire, I invite colleagues who teach English in classes 1-8. The completion takes 10 minutes. Your responses will be confidential, and I will only use the for my research purposes. The questionnaire is completely anonymous.

If you have any questions or comments, please contact me via e-mail. My e-mail address is: [ilona.bakos2010@gmail.com](mailto:ilona.bakos2010@gmail.com)

Thank you for your help!

#### **1 Gender**

Female

Male

#### **2 How long have you been teaching English?**

\_\_\_\_\_

#### **3 Where is the school you teach in? (Please name the town.)**

\_\_\_\_\_

#### **4 Which grades are you currently teaching? (more than one answer is possible)**

1<sup>st</sup> grade

2<sup>nd</sup> grade

3<sup>rd</sup> grade

4<sup>th</sup> grade

5<sup>th</sup> grade

6<sup>th</sup> grade

7<sup>th</sup> grade

8<sup>th</sup> grade

**5 How many classes do you teach English a week?**

	1 class per week	2 classes per week	3 classes per week	4 classes per week	5 classes per week
1 <sup>st</sup> grade					
2 <sup>nd</sup> grade					
3 <sup>rd</sup> grade					
4 <sup>th</sup> grade					
5 <sup>th</sup> grade					
6 <sup>th</sup> grade					
7 <sup>th</sup> grade					
8 <sup>th</sup> grade					

**6 Number of students in the classes you teach (please, indicate it by each grade).**

	1-5	6-10	11-15	16-20	21-25	26 and more
1 <sup>st</sup> grade						
2 <sup>nd</sup> grade						
3 <sup>rd</sup> grade						
4 <sup>th</sup> grade						
5 <sup>th</sup> grade						
6 <sup>th</sup> grade						
7 <sup>th</sup> grade						
8 <sup>th</sup> grade						

**7 Do you use an integrated textbook in your lessons?**

Yes

No

**8 If so, please provide the title and author of the books by grade.**

\_\_\_\_\_

**9 If you do not use an integrated textbook, please explain it. What do you use instead?**

\_\_\_\_\_

**10 What literary works in your opinion, would help the acquisition of the English language among 8-10 year old learners?**

\_\_\_\_\_

**11 What activities do you most often do in your classes? (more than one choice is possible)**

- Reading storybooks aloud by the teacher
- Practising correct English pronunciation

- Storytelling
- Roleplay
- Teaching rhyming poems
- Picture description
- Read aloud
- Silent reading
- Use input drawings / pictures / illustrations
- Drawing stories/tales
- Songs
- Fill in the missing text/sentences
- Look, listen and repeat
- Board games

**12 If you use short stories, tales in class, how often do you do it?**

Every class

Once or twice a week

Once or twice a month

Never

**13 If you use authentic texts in class, how often do you do it?**

Every class

Once or twice a week

Once or twice a month

Never

**14 Do you think authentic texts help to know more about English culture?**

**How? If not, why not?**

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**15 If you do not use short stories, tales in class, please explain why?**

- English tales are too difficult for my students.
- It does not fit in the frame of the class.
- I tried, but it did not work.
- Students do not like it.
- It would exceed the abilities of the students.
- I do not think it is necessary.
- Other

**16 In your opinion, do tales and short stories help to learn English as a foreign language? If so, in what and how?**

## NYILATKOZAT

Alulírott, Bakos Ilona angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el