THE CONTRIBUTION OF SHORT STORIES IN ENGLISH LANGUAGE TEACHING CLASSROOMS

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MASTER THESIS

Department of Foreign Language Education
English Language Teaching
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İstanbul
T.C. Maltepe University
Graduate School
December, 2021

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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulutarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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Melisa Gizem Egin

December, 2021

ÖZ

KISA HİKAYLERİN İNGİLİZ DİLİ EĞİTİMİ SINIFLARINDA KATKISI

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Bu çalışma kısa hikâyelerin İngiliz Dili eğitimi sınıflarında neden kullanması gerektiği ve kısa hikâyelerin dil öğretiminde nasıl kullanılması gerektiği konusunda okutmanların fikirlerini incelemeyi amaçlamıştır. Gerekli veriler bu araştırma için hazırlanan ve 106 İngilizce öğretmeni ile uygulanılan bir Google Forms anketi ile toplanmıştır. Veriler Google Forms ve Excel kullanılarak analiz edilmiştir. Elde edilen bulgulara göre İngilizce öğretmenlerinin kısa hikâyelerin dil yeterliğini artırdığına, temel dört dil becerisini geliştirdiğine, kültürel farkındalığı artırdığına, öğrencilerin bakış açılarını genişlettiğine ve bunların yanında motive eden ve otantik kaynaklar olduğuna inandıkları görülmüştür.

Anahtar Sözcükler: Kısa Hikayeler, İngiliz Dili Eğitimi, Motivasyon, Kültürel Farkındalık, Dil Becerileri, Öğrenci Bakış Açıları.

ABSTRACT

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Master's Thesis
Department of Foreign Languages Education
English Language Teaching Programme
Thesis Advisor: Assoc. Dr. A. Nejat Töngür
Maltepe University Graduate School, 2021

This study was conducted to find out instructors' opinions on why short stories should be used in English Language Teaching classrooms and how short stories should be used in language teaching. The necessary data were collected through a Google Forms questionnaire prepared for this study and applied with 106 English teachers. The collected data were analysed with Google Forms and Excel. The findings indicated that the teachers believed in the benefits of short stories in terms of improving overall language competence, enhancing the four abilities, and raising cultural awareness, broadening learners' perspectives in addition to being motivating and authentic resources.

Keywords: Short Stories, English Language Teaching, Motivation, Cultural Awareness, Language Skills, Learner Perspectives.

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ABBREVIATIONS

CLL: Community Language Learning

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

SSBLT: Short Story Based Language Teaching

TBL: Task-Based Learning

TPR: Total Physical Response

CURRICULUM VITAE

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CHAPTER 1. INTRODUCTION

This study questions the benefits of using literature through short stories in English Language Teaching (ELT) classrooms. This chapter includes the problem of the study, the aim of the study, the importance of the study, limitations of the study, and definitions of the terms.

1.1. Problem of the Study

This study will focus on language instructors' perceptions on why and how short stories should be used in English Language Teaching classrooms through examining the benefits of using short stories in terms of broadening learners' perspectives, enabling them to understand other cultures and helping them develop their language skills.

Although it is known and accepted that literature contributes to language learning, there is not enough place for literary works such as short stories in lesson plans. Also, a lot of instructors are unsure of how they should use these texts in the classrooms. Therefore, language teachers hesitate whether they should use literature in their classrooms or not. Teachers tend to avoid literature as if it were not an effective tool to teach a language creatively and comprehensively. Language learners are usually provided with artificial reading passages which have no literary or aesthetic value. Eventually, this process leads to merely grammar-based learning for language learners.

However, literature and the use of short stories in English Language Teaching (ELT) classrooms are important teaching resources in addition to the main course because the use of short stories in language classrooms increases students' language awareness, motivation, personal reflection, and cultural understanding. Literary works ensure motivation and eagerness in learners by providing them with authentic materials. Learners can adopt the language they learn by witnessing its genuine use in a natural setting. Also, literature includes various works that teachers can benefit from easily and it enables them to use any methods or approaches in their classrooms. Through literature, all language skills can be achieved. Among the literary genres, the most suitable one is the short story. Short stories provide an appealing environment in which learners can study while having

fun. For these reasons, the benefits of literature and short stories in language learning should be described clearly to language teachers.

1.2. Aim of the Study

This study aims to find out the opinions of language instructors on why and how short stories should be used in ELT (English Language Teaching) classrooms. Literary works, if chosen accordingly, might become the greatest tool for language teaching. For instance, Lazar (1993) lists some reasons why literature should be used in language classrooms:

> because it is motivating, authentic material, has general education value, it is found in many syllabuses, helps students to understand another culture, a stimulus for language acquisition, develops students' interpretive abilities, students enjoy it and it is fun, it is highly valued and has a high status, expands students' language awareness, and encourages students to talk about their opinions and feelings. (p.14)

As mentioned above, literature has many advantages, and it can be used as a beneficial language teaching tool in language classrooms. This study also aims to give ideas and create opportunities to use short stories in their classrooms by stating the benefits of them and showing various views on the topic.

1.3. Importance of the Study

Literature can be considered an important tool for teaching English. Literature "is usually considered as the encyclopaedia of a nation's civilization and culture and by literature teaching, teachers can enable the learners to learn about the culture in the relatively natural way" (Zhen, 2012, p.36). A literary work can transcend both time and culture to speak directly to a reader in another country or a different time. It expands language awareness, encourages interaction and discussions, and educates the whole learner's personality. It is also enjoyable and motivating (Clandfield & Foord, 2006) because there is secret formula in literature as literature reaches the parts of a person's feelings, dreams, fantasies, and experiences that other texts cannot reach (Pulverness, 2007). Foreign language teachers should use appropriate and suitable approaches in their classes because English Language Teaching (ELT) has linguistic, psychological, cognitive, social, and cultural objectives, and literature meets them (Ellis, 2002).

Using literature in language classrooms has many beneficial aspects. Especially short stories are considered valuable resources for many reasons. When learners are

provided with genuine works of literature, they can enjoy and learn at the same time. Selecting the literary texts is teachers' responsibility. They need to know their students' backgrounds, language levels, and interests. If chosen right, a short story can be very entertaining and teaching material. The use of short stories can also be very practical since many great and digestible short stories can be finished in one or two sessions.

Foreign language teachers should be able to use literature in their classrooms because short stories are very advantageous, and they are very practical in terms of length that can be covered in one or two sessions. They can be adapted for each level and each age group. Using short stories can be a motivating tool that encourages learners to read more and use their creativity and imagination. According to Irene (2015), there are many advantages to using short stories. For her, short fiction can be considered as a supreme resource that can reflect not only language but life itself. It is one of the great aspects of literature because literature mirrors life with its all ups and downs. As Daskalovska and Dimova (2012) claim literature is extremely far away from artificial conversations and readily made structures. Learners can adopt both the notions and functions of the language at the same time. Moreover, if the literary work is appealing to learners, they can find similarities between themselves and characters and they can become one with the characters in the artwork through empathy by escaping the real world and having an adventurous journey. Furthermore, Hişmanoğlu (2005) points out that students learn practically the figurative and daily use of the target language and he considers literature as a window opening into the culture of the target language, building up a cultural competence in students.

Despite various benefits for learners, there are some hesitations about the use of literature in language classrooms. As Hayırsöz (2015) points out literature is ignored or avoided by language teachers. In her study, it is seen that the teachers who rejected literature in their classrooms blamed the education system for being too strict and having an intense schedule. One of these objections can be named as the figurative language that students encounter. Another objection is that there is not enough time to cover literary work in language classrooms due to the curriculum.

This study can also make ways for further research in the future. It will analyse the points of view of language teachers on the function of literature by focusing on short stories in ELT classrooms. Also, it will help expand the attitudes of language teachers

towards literature use. The results of this study might give ideas and change their opinions towards the use of literature.

1.4. Limitations of the Study

Limitations are inevitable to avoid in each research. In this research, too, there are some limitations. To begin with, there is a time limitation in the research. It needs much more time to cover this topic to make it extensive. The study deals with the short story, which takes a lot of time and effort to analyse some other articles and research and conclude.

This research is mainly about teaching English through short stories. So, the other literary genres cannot be studied in this research. Therefore, it causes a lack of interest or anxiety in language classrooms. Language learners' interpretation skills might not be enough to comprehend a text fully. In addition, this study is limited to 106 language instructors at various universities and their experiences and opinions.

Furthermore, another limitation is that this study will focus on some theoretical background, previous studies, and teachers' perceptions. Although teachers might have determined and comprehensive outcomes, learners have valuable experiences and ideas as well. Learning a language should be interactive and communicative. It will not be possible to work with learners individually due to the COVID-19 pandemic spread. Therefore COVID-19 pandemic causes some limitations for the research. For that reason, this research would follow a teacher-based approach and benefit from their experiences. Consequently, the previous research and studies will be conducted in the research.

1.5. Definitions of the Terms

Literature: It is a production of literary works. Also, it can be described as any kind of writing that has artistic form, creativity, and purpose. It might be in the form of prose or verse.

Foreign Language: It is any language other than that spoken by the people of a specific place.

Lingua Franca: It is a language used for communication between groups of people who speak different languages.

Short Story: It is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.

Motivation: It is a feeling of enthusiasm or interest that makes somebody determined to do something.

Authenticity: It is considered the quality to be real or true. As it is defined as "a literary text is authentic text, real language in context, to which we can respond directly" (Brumfit & Carter, 1987).

Creativity: It is the ability to produce or use original or unusual ideas. Also, it is defined as the use of imagination to create something.

Critical Thinking Skills: It is the set of skills that people need to be able to think critically and they include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem-solving, and decision making.

CHAPTER 2. LITERATURE REVIEW

2.1. English Language Teaching in the World

Language teaching begins in the Western tradition with Latin and Greek. Latin was used as the common language because it was spoken in a wider area, and it was the language for education, scholarship, and commerce. Latin was claimed as the counterpart of English in today's world. English is considered the most widely spoken Lingua Franca because of its importance and dominance in the world. Throughout history, there have been many great methods to teach English. All these methods were judged according to their times. Each method has been valuable because there has been only one aim which is to teach a foreign or second language.

Language teaching is a worthy concern throughout the world. Linguists and ELT instructors have set forth numerous of various approaches and techniques. Many methods and approaches were introduced concerning language teaching all over the world. There have been many suggested methods such as Grammar-Translation, Audio-lingualism, Direct Method, Silent Way, Suggestopedia. These methods have had various ways and suggestions for teachers, learners, curriculum, and practices. Each method has its ways and set of rules. Although there are many methods in language teaching, they all have one thing in common, which is language learning.

In the field of English Language Teaching, there have always been attempts to develop solutions to make language teaching effective. There have been various methods and approaches developed by linguists and theorists to apply in English Language Teaching (ELT) classrooms. However, what has been theorized does not always correspond or apply to reality.

Throughout the history of English Language Education, there has been a wide range of methods and approaches from Grammar Translation Method to Communicative Language Teaching. However, each method has lost its popularity and led to the birth of new methods and approaches in language learning. When the methods were created, they were blamed for not including literature sufficiently. According to Kumaravadivelu

(2003), the concept of the method was criticised since methods are based on idealised concepts; however, it is too inadequate to explain the complexity of language teaching. Thus, the next section will give the general perspectives of widely used methods and approaches and explain the place of literature in general, short stories in particular, underlining its importance.

2.2. Approaches and Methods in English Language Teaching (ELT) and Literature Use

The methodology of foreign language teaching includes the variety of approaches that are currently used or were used in the past. Language teaching and learning have demanded so many various approaches throughout history. Some approaches have evolved, and some stayed the same; however, having them means that there has been a need for approaches since the concern over language teaching has begun. Thanks to the developments in many fields such as science, psychology and education, the ways to teach English have been reshaped accordingly. Language teaching is a two-way road because both teachers and students have great responsibilities in this sense. Language instructors have been in an endless discussion about which method or approach they should use in their classrooms. However, approaches and methods exist to comfort and aid language instructors. Also, they can choose the appropriate methods according to the needs of learners, the preferences of teachers, and the constraints of the school or educational setting.

Grammar Translation

The Grammar-Translation Method was originally used for teaching Latin and Greek (Chastain, 1988, pp.15-27). This method of foreign language teaching was traditionally used in the 19th century. Grammar Translation, also known as the Prussian Method, gives priority to the grammar rules first. As Larsen-Freeman puts forward (1986), its main purpose is to make learners be able to read and write in the target language. In addition, teachers' authority is unquestionable (pp.18-27). Communication is not its main issue since there is little emphasis on oral communication. The Grammar Translation Method was the only way to teach English until the birth of Audio-Lingualism.

Although it was used commonly to teach a foreign language, it was highly criticised for conceiving grammar as an end, not as a means (Demircan, 1990, p.51). The

aesthetics of the language was mostly ignored. According to Richards and Rogers (1986), "It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (p.5). Diane Larsen-Freeman provides an expanded set of descriptions of some common techniques related to the Grammar Translation Method (2000) and it can be summarised that in this method, translating from a target language to one's native tongue, making deductions, finding information in a piece, and linking to personal experience, finding synonyms and antonyms for individual words or groups of phrases, learning spelling and sound patterns that are similar in L1 and the target language, understanding grammatical norms and their exceptions, then applying what you have learned to new situations, filling up gaps in phrases with additional words or grammatical pieces of a certain sort, vocabulary lists, grammatical rules, and grammatical paradigms must all be remembered, students write phrases to show that they understand the meaning and application of new terminology, and asking students to write in the target language on a topic are used commonly. (p.12-20). In this method, there is no room for literary works as it is seen above since Grammar Translation Method considers literature as a final aim of English instruction.

Audio-Lingualism

Richards and Rogers (1986) suggest that "Audio-lingualism is a linguistic, or structure-based, approach to language teaching. The starting point is a linguistic syllabus, which contains the key items of phonology, morphology, and syntax of the language arranged according to their order of presentation" (p.53). This method is based on behaviourism as Skinner suggested (1957). A foreign language can be acquired through habit formation in this method. Learners overcome the habits of their native language and form new habits to be target language speakers It was a reaction against the Grammar Translation Method. It emerged during the 1950s. There was truly little use of creative language, and a great deal of attention was given to correct pronunciation. It also gives great importance to the structure of the language, and it is not considered natural these days because speeches are not related to real-life dialogues. There are lots of repetitions and drills. In her book titled *Techniques and Principles in Language Teaching* (2000), Larsen-Freeman lists some common techniques associated with Audio-Lingualism; "Dialogue Memorization, Backward Build-Up (Expansion) Drill, Repetition Drill, Chain

Drill, Single-Slot Substitution Drill, Multiple-Slot Substitution Drill, Transformation Drill, Question-and-Answer Drill, Use of Minimal Pair, Complete the Dialog, Grammar Game" (pp.47-49). There were also some opposing opinions concerning Audio-Lingualism because some claimed that it was just all about mindless repetition over communication. One of the contrasting opinions belong to the linguist Chomsky (1957) for advocating that language is more than a learnt habit; it requires innate language facility. Also, in this method, the use of literature is not emphasized.

The Direct Method

This method was developed when teachers believed that the goal of instruction was to educate students on how to communicate in a foreign language. When the Grammar-Translation Method failed to prepare learners to utilize the target language communicatively, the Direct Method gained popularity. It is also considered one of the footsteps in the history of approaches. This method dates to 16th Century. L1 is not used in classrooms. It aims to make learners familiar with the target language. There is no room for translation. The students are expected to discover the rules of the language inductively. The principles and techniques of this method are suggested by Gatenby, E.V. (1958) as, all classroom instruction took place in the target language, only common words and phrases were taught, oral communication skills were developed in small intense courses through a carefully planned progression centred on question-and-answer exchanges between teachers and students, inductive instruction was used to teach grammar, through modelling and practice, new teaching topics were introduced, demonstrations, objects, and drawings were used to teach concrete language, while associations of concepts were used to teach abstract vocabulary, students were taught both speaking and listening comprehension, the importance of proper pronunciation and grammar was highlighted. Also, Gatenby clarifies the techniques as lessons begin with a chat in the target language in a current conversational manner, the material is first conveyed orally, using motions or visual, the mother tongue is never utilized, there is no translation, the recommended sort of exercise is a series of questions in the target language based on the dialogue or an anecdotal tale, questions are answered in the target language, grammar is taught inductively, which means that rules are generalized from practice and familiarity with the target language, verbs are employed initially and methodically conjugated considerably later, following some conversational knowledge of the target language, advanced students

read literature for both understanding and pleasure, Literary works are not grammatically examined. Inductive teaching is often used to teach the culture connected with the target language (pp.34-42). The approaches mentioned above can be categorised as Grammar-Based Approaches. Grammar Translation, Audilingualism and Direct Method advocate language structure mainly in language teaching. Each of these approaches has made significant contributions to language teaching. Also, they were proposed in reaction to the limitations of previous approaches and as a response to the requirements of the society at the time. With the developments that occurred in society, language teaching has gained a more humanistic and communicative perspective. The Direct Method does not seek the use of literature in its practise as seen in its features.

The Silent Way

The Silent Way is a method of language teaching developed by Caleb Gattegno in 1976 (pp.33-44). One of its basic aims is to make learners express themselves in the target language and their independence. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Teachers are mostly silent, but they need to function as observers because even if learners are responsible for their learning, teachers must monitor them to prevent probable errors. Learners should have a comfortable zone. For that reason, peer correction is significant. The materials used in this method are Fidel Charts and Cuisenaire Rods.

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (2000) provides expanded descriptions of some common techniques associated with the Silent Way:

1. Sound-Color Chart
The teacher refers students to a colour-coded wall chart depicting individual sounds in the target language - students use this to point out and build words with correct pronunciation
2. Teacher's Silence
Teacher is generally silent, only giving help when it is absolutely necessary
3. Peer Correction
Students are encouraged to help each other in a cooperative and not competitive spirit)
4. Rods
Rods are used to trigger meaning, and to introduce or actively practice language. They can symbolize whatever words are being taught and be manipulated directly

or abstractly to create sentences
5. Self-correction Gestures
Teacher uses hands to indicate that something is incorrect or needs changing – e.g., using fingers as words then touching the finger/word that needs correction)
6. Word Chart
Words are depicted on charts, the sounds in each word corresponding in colour to the Sound-Colour
7. Fidel Chart
A chart that is colour-coded according to the sound-colour chart but includes the various English spellings so that they can be related to actual sounds
8. Structured Feedback
Students are invited to make observations about the day's lesson and what they have learned. (pp.68-71)

In this approach, many of the strategies employed are intended to teach students how to actively use their intellect to maximize their learning potential, which also suggests that literature is neglected.

Community Language Learning

Community Language Learning (CLL) is a teaching methodology developed by Charles Curran in the 1970s based on psychological counselling techniques. CLL requires a therapeutic and nonthreatening way to teach language. The approach is based on the counselling-learning techniques developed by Charles A. Curran (1977) and is designed to the unique anxiety and threat, as well as the personal and language issues that arise when learning a foreign language. The basic idea behind this method is to foster interpersonal relationships between the teacher and the students to facilitate learning. The idea is that learning, like living, is a social activity that can only be accomplished through social contact. While the teacher concentrates on the needs of the students, the students first form interpersonal interactions in their language. Teachers function as counsellors and students can be called clients in this case. The aim is to make students independent from teachers. Teachers should be outside the circle and translate what they tell about themselves. There must be a therapeutic atmosphere in the classroom. According to Richards and Rogers (1986), the interaction between teachers and students should contain some discussion concerning feeling about their learning process. Since interaction takes place between teachers and learners, literature is not given importance in this approach.

Suggestopedia

According to Lozanov (1978, pp.12-85), language learning can occur at a much faster rate if we assist students in removing the psychological barriers to learning that cause their inefficiency. This fear of failure prevents us from fully utilizing our mental abilities. It is based on Soviet Psychology, and it is like meditation and relaxing sessions. We may make greater use of our reserved capacity when the restrictions to learning are "de-suggested." It has Baroque music, breathe control and relaxing seating. It is a great method to use various aims such as memorizing the dialogues, vocabulary, and chunks. It is the best-known humanistic approach. Lozanov (1978) says that Suggestopedia guides learners to "acts of communication". It aims to make students have conversational proficiency in the target language.

Larsen-Freeman, in her book Techniques and Principles in Language Teaching (2000) gives expanded descriptions of some typical techniques related to Suggestopedia:

> 1)Classroom Set-up
> Emphasis is placed on creating a physical environment that does not “feel” like a normal classroom, and makes the students feel as relaxed and comfortable as possible.
> 2) Peripheral Learning
> Students can absorb information “effortlessly” when it is perceived as part of the environment, rather than the material “to be attended to”.
> 3) Positive Suggestion
> Teachers appeal to students’ consciousness and subconscious in order to better orchestrate the “suggestive” factors involved in the learning situation.
> 4) Visualization
> Students are asked to close their eyes and visualize scenes and events, to help them relax, facilitate positive suggestion, and encourage creativity from the students.
> 5) Choose a New Identity Students select a target language name and/or occupation that puts them “inside” the language they are learning.
> 6) Role-play Students pretend temporarily that they are someone else and perform a role using the target language.
> 7) First Concert Teacher does a slow, dramatic reading of the dialog synchronized in intonation with classical music.
> 8) Second Concert Students put aside their scripts and the teacher reads at normal speed according to the content, not the accompanying pre-Classical or Baroque music - this typically ends the class for the day.
> 9) Primary Activation Students “playfully” reread the target language out loud, as individuals or in groups.
> 10) Secondary Activation Students engage in various activities designed to help the students learn the material and use it more spontaneously - activities include singing, dancing, dramatizations and games - communicative intent” and not “form” being the focus. (pp.84-86)

Suggestopedia is not limited to the learning of languages, but language learning seems to be a process in which one can easily measure how much and how fast something is learned by learners and therefore it does not highlight the use of literature.

Total Physical Response (TPR)

Total Physical Response (TPR) is a language learning method based on the coordination of speech and action. It was proposed by James Asher, a professor of psychology. The Total Physical Response (TPR) technique is defined by James J. Asher (1996, p.18) as one that uses the kinaesthetic sensory system to integrate knowledge and abilities. This combination of abilities enables the learner to absorb information and skills quickly. It is about connecting language learning with physical movement. Consequently, language learning with physical movement leads to motivation in ELT classrooms. Learners are expected to respond to teachers' instructions. While using Total Physical Response, simple structures and vocabulary should be selected according to learners' needs. The teacher is the guide in the lesson. Teachers are generally happy to use it in their classrooms. Although it is fun to some extent, it cannot be used with beginners. Students are supposed to understand first and then the output comes.

The essential concept is that comprehending spoken language comes before improving speaking abilities. The main frameworks for transferring or communicating information are imperatives. The learner is not pushed to talk; instead, he or she is given time to prepare and then permitted to speak naturally when he or she feels comfortable and secure in comprehending and making the utterances. Although being an effective method that can be used in a corporation of other methods, it does not underline the use of literature.

Communicative Language Teaching (CLT)

Communicative Language Teaching focuses on the development of communicative skills and is based on communication. It emphasizes acquiring four language skills – listening, speaking, reading, and writing – and assisting language learners in using the target language in a variety of settings. Demirel (1990) suggests that teaching these four skills simultaneously is of great importance since each one of them is integrative of the other skills (p.31). It can be considered as the current dominant methodology. It is known as an umbrella term since it covers many classroom practices. Learners are expected to communicate successfully in the target language in real-life

situations rather than artificial and rehearsed ones. Richard and Rodgers (2001) suggest that Communicative Language Teaching marks the beginning of a major paradigm shift within language teaching in the twentieth century. “Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe (p.154). Also, Littlewood (1981,1, as cited in Richards & Rodgers, 1976, p.66) states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. "

According to Breen and Candlin (1980), there are three key roles for CLT teachers, and they are facilitators of the communication process, participants within the learning and researcher-learners. They can also be suggested as guides. Teachers should analyse their learners' needs well. Learners are expected to interact and communicate with other learners and materials. Wilkins (1976) claims that students may understand linguistic norms but cannot apply them. It became obvious that communication necessitated language learners performing additional activities, such as promising, inviting, and refusing invitations in a social setting (p.32). Finocchiaro and Brumfit (1983) list some principles and features that are applied in the Communicative Approach as follows:

- The importance of meaning is crucial.
- If dialogues are employed, they are usually focused on communication purposes and are not remembered.
- A fundamental premise is contextualization.
- Learning a language entails learning to communicate.
- The goal is to have effective communication.
- Drilling may go place, but only in the background.
- The goal is to have a pronouncement that is easy to understand.
- Any instrument that aids the learners is acceptable, depending on their age, interest, and other factors.
- Attempts to communicate should be encouraged from the start.
- When possible, judicious usage of native tongue is permitted.
- When learners require or benefit from translation, it may be employed.
- If preferred, reading and writing might begin on the first day.
- The most effective way to learn the target language system is to struggle to communicate.
- The desired outcome is communicative competence (i.e., the ability to use the linguistic system effectively and appropriately).
- In materials and methods, linguistic diversity is a key notion.
- Any factor of content, purpose, or meaning that sustains interest determines sequencing.

- Teachers assist students in any method that encourages them to practice the language.
- Individuals typically construct language via trial and error.
- The fundamental objective is fluency and appropriate language; accuracy is assessed in context rather than in isolation.
- Students are encouraged to connect with others in a variety of ways, including in person, in pair and group work, and in their written work.
- The teacher has no way of knowing what kind of language the kids will use. Intrinsic motivation will arise from a desire to understand what the language is saying. (pp.91-93)

Communicative Language Teaching (CLT) is mainly based on communication and naturally, literature can be used and benefited in CLT.

Natural Approach

It was developed during the same time as CLT in the 1970s. Its proponents were Steven Krashen and Tracy Terrell (1983). It has common characteristics with Communicative Language Teaching. They considered their theory as a theory like the other communicative language theories. The only difference is seen in its learning model. There is a significant difference between conscious learning and acquisition. Language learners can acquire language by being exposed to understandable and comprehensible input. Krashen (1983) also suggests that learners acquire a language with all structural and grammatical rules in order. He focuses on the motivation of learners. If they lack motivation, the learners could not feel confident. It is called "Affective Filter". He wanted to make a universal contribution to language learning. However, Natural Approach is mostly about learning language rules rather than learning a language with the help of using literature

Task-based Learning (TBL)

A task-based approach seeks to give learners a realistic environment in which to utilize language. Learners have several opportunities to interact while they attempt to accomplish a task. It is a current attractive methodology in language learning these days. Foster (1999) suggests that Task-based Learning gives learners the tasks to transact by sharing a common idea and it provides an opportunity to promote the natural language learning process. As Candlin and Murphy (1987: 1, as cited in Larsen-Freeman, p.144) state, “The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge.” In a task-based approach, the language used in the classroom

is not predefined but rather stems from the nature of a specific project that students choose to complete. This approach was criticised because it needs competent teachers and self-aware students to be successful. It is not a traditional approach. In Task-Based Learning (TBL), literature does not have its rightful place.

Text-based Teaching

The Text-based Integrated Approach is an approach that was developed from Halliday's Functional Linguistics (1978). It aims to develop learners who can interact meaningfully with a variety of texts in a variety of situations. According to Arimbawa (2012), the Text-based Integrated Approach is founded on the idea that learning to use English improves when teachers introduce students to complete spoken and written texts in suitable situations (as cited in Mumba & Mkandawire, in 2019, p. 124). It can also be named as "genre-based". Text-based Teaching is defined by Feez (1998) as a strategy that allows people to learn a language through working with texts. It is common in Australia. Learning is accepted as an act of acculturation into the culture of the target language. According to Larsen-Freeman (2002), language learners are exposed to the actual world and natural instances of language through the usage of English medium literature. Compared to the other communicative approaches, Text-based Teaching Methodology can be suggested as teacher-centred rather than student-centred. It also brings Vygotskian notions of communication and learning since it is mostly based on first language acquisition parent-child roles. Text-Based Teaching can be resilient to overuse of language teaching's structural aspects of the target language.

Short Story Based Language Teaching (SSBLT)

This method can also be called "A Literature-Based Language Teaching Method" and it was suggested by Mohammed Khatib and Hassan Seyyedrezaei (2017). This is a humanistic method in which learners' personal, cultural, and linguistic awareness is promoted. It is suggested that "the main purpose is to help learners to learn a language by enjoying and help them use language for communication through using short stories as the materials in a friendly atmosphere" (Khatib & Seyyedrezaei, 2017, p.177). In this approach, there are certain characteristics suggested by Khatib and Seyyedrezaei (2017) and it can be summarised as language's fundamental role is engagement and communication, humanism and cooperative learning are at the heart of SSBLT, it is necessary to cultivate personal, cultural, and linguistic awareness, short stories are

utilized in learning and teaching, linguistics, sociolinguistics, and communicative skills are all highlighted, all four language skills are addressed and practiced together, the usage of the student's native language in the classroom should be avoided, although it can be used to discuss procedure and cultural topics, all class activities should take place in a stress-free and welcoming setting, the short story acts as a means for teaching vocabulary, grammar is taught with an emphasis on form, there are several forms of interactions: teacher-student, student-teacher, and student-student, and one of the key goals of SSBLT is to teach students how to think critically. (p.179)

Among all these methods and approaches, teachers have the ultimate autonomy to pick the suitable ones for their classrooms. However, language teaching is a much more valuable issue rather than giving a set of grammar rules with “dos and don’ts.” Language teaching requires an interactive and valuable environment in which learners can feel comfortable and expressive through empathizing and experiencing. Learners should be given opportunities to do so, and they should be encountered with literature at some point.

Language teaching differs from any other branch in teaching because in language classrooms there are many different skills that should be taught. Therefore, a teacher in a language classroom should have enthusiasm, creativity, technology literate, media literate and many more things that can be categorised under 21st Century Skills. A teacher should never limit himself or herself with just one approach or method; he or she should open new horizons in both themselves and their students.

This study employs a variety of methodologies, and it becomes clear that there has always been a strong relationship between thinking and action. In other words, in language teaching, the idea leads to action. As a result, teachers are frequently encouraged to discover, challenge, and reinforce their students' beliefs before developing their techniques. Teaching is more than just believing and having certain beliefs; it is about behaviour.

2.3. The Use of Literature in English Language Teaching Classrooms

Literature is a rich source due to the variety of genres it contains such as novels, poetry, plays, songs, and short stories. The use of literature in ELT classrooms is an enjoyable way of learning for various reasons. Recently, there has been a significant

interest in literature in teaching English. Many instructors, according to Sage (1987), believe the use of literature in language teaching to be an intriguing and worthy issue.

Literature has many definitions and descriptions with its wide range of works. Rahayu (2011) defines literature as "a verbal art that leads readers to appreciate the beauty of language" (p.1). John McRae (1994) distinguishes between literature with a capital L - the classical texts e.g., Shakespeare, Dickens - and literature with a small l, which refers to popular fiction, fables, and song lyrics. The literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries e.g., UK, USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English. With its rich and creative input, literature can be considered as a potential source to teach language. As O'Sullivan (1991) puts forward, literature is ―an umbrella term that includes a wide range of activities (p.2) and using literature in EFL classes is beneficial to teach language through communicative, linguistic activities in order to improve productive and receptive skills.

Using literature in a language classroom has other advantages and benefits in terms of students' language development. The use of literature in the EFL classroom can be a valuable pedagogical instrument in learners' language development as Savvidou (2004) suggests. (p.4). It is demonstrated that using literature in ELT classrooms improves learners' language skills and enlightens them in various ways. Including literary works in the language teaching curriculum has many contributions to language teaching in terms of all language skills. It is an undeniable fact that using literary texts in language classrooms improves learners' language skills. Literature, according to Kaya (2014), helps them to demonstrate the use of target language grammatical structures. In addition, the main reason for using literature in language classrooms is to give integrated grammar skills, as Aydınoğlu (2013) finds out in her research.

In addition to the academic benefits of using literature, there are some personal advantages of using literature such as motivating learners in language classrooms and making them better readers. According to Vural (2013), the use of literature in ELT increases the motivation of students at the university level. In his study, Vural (2013) finds out that the performance of students studying English through literature was better than the students studying English without literature. As for Vural (2013), language

teachers must explore new ways to motivate their students since motivation is one of the important factors in teaching. He strengthens his point by researching ELT classrooms at a Kazakh University and his study aimed to prove the motivational effects of using literature and concludes that the use of literature in ELT increases learners' motivation and therefore it should be included in their curriculum.

Language teaching is not entirely about linguistic accuracy. Language learners should be given opportunities to develop their understanding of other cultures, empathy for others, express their thoughts and feelings, and use their reflections about a situation. Rodriguez (2017) highlights the importance of using literature in language classrooms by suggesting that "literature gives testimony of people's cultures" (p.114). In that case, it is seen that literature can teach a lot of important general knowledge about other cultures such as their lifestyles, locations, customs, beliefs and so on.

Using literature in language classrooms creates a realistic environment in learning a language with its culture. According to Lazar (1993), literature provides learners with the opportunity to access genuine and stimulating resources, increases their language awareness, promotes their language learning, develops their interpretive and creative talents, and enriches their cultural foundation. Literature allows the students to explore the world in a wide framework. Also, Rodriguez (2017) claims that "literature shows students a different and fantastic world full of new experiences, adventures, places, characters, fantasy, knowledge and universal topics that encourage them in reading" (p.106). Also, using literature in ELT classrooms allows learners to express themselves in creative ways rather than expected and mechanical structures that they are taught.

According to Lazar (1993), exposing learners to literature makes them gain vivid syntactical and lexical items. Also, it encourages learners to make predictions, inferences, and develop their critical thinking skills. Also, Lima (2010) suggests that learners can engage with the texts in an open-minded and creative way. Literary texts are helpful to make language learners exposed to the real spoken and natural language itself without any artificially constructed structures. Since literature mirrors life itself, students can get to know the real experiences and language use through witnessing them. Daskalovska and Dimova (2012) suggest that literature makes ways for different use of language, and they suggest that "the materials and classroom activities focus on the referential function of

the language and do not offer opportunities for imaginative involvement" (p.1182). Therefore, learners cannot become creative users of language since they are forced to adopt the artificial and pre-structured use of language.

There are several reasons to use literature in language classrooms. However, literature does not have the rightful place it deserves. Therefore, according to Pathan (2012), a lack of appreciation for literature leads language teachers and learners to alienation from literature (p.29). A study conducted by Aydınoğlu (2013) shows that literature is used in the course books, but the rates are 30 % - 33 %, which is incredibly low. Aydınoğlu (2013) draws attention to the fact that original texts or the extracts from original texts are not given any place in the books and they are exceedingly rare. According to Aydınoğlu (2013), among the literary genres, the most preferred genre is novel and the least preferred one is poetry.

Also, Rahimipour (2020) conducts a study in Iran, and it suggests that using literature is highly effective in language classrooms. It is proven that literature improves learners' language skills, and it is a necessity for language classrooms in Rahimipour's (2020) study. Rahimipour (2020) emphasizes using literature with these words. "Authenticity, creativity, feasibility, culture-boundedness, and many more characteristics and advantages of using literature in the classroom appraise the use of this rich source of materials in the academic settings." (p.60). Literature helps learners to extend their visions of possibilities of life itself and it invites learners to an unlimited range of imaginative events. As Türker (1991) summarises; Literary texts will aid in the development of not only reading but also listening, speaking, and writing skills. It will be possible to comprehend and gain knowledge about real-life experiences and occurrences by using and analysing literary writings. Individual and social changes will be better understood through literary writings. They inspire readers to use their emotional traits to build cultural and educational abilities. They also remove the mother tongue's connotations. Reading literary literature helps students develop analytical and critical thinking skills. (p.304)

Additionally, teaching through literature changes the dynamic of the classroom and creates a friendlier and loveable environment of teaching. It gives opportunities to learners to be more expressive and open-minded.

Among the studies on the use of literature, Tasneen (2010) conducts a study on both teachers' and students' perspectives at some international schools in Bangkok. Tasneen (2010) applies some questionnaires, interviews, and classroom observations and concludes that both teachers and students think that using literary works in language classrooms is beneficial. Tasneen (2010) summarises the overall findings of the study by suggesting that using literary texts as a language teaching tool is a good source for vocabulary and all language skills.

So, there are benefits and contributions to using literature in English Language Teaching (ELT) classrooms. The use of literature can be used as an effective tool to contribute to learners' language development. Literary works can stimulate learners' attention by involving them in a rather interesting and creative learning environment. Learners can achieve their interpretation skills and critical thinking process and they can actualise themselves through imagination and questioning their life experiences. Through literature, learners can feel motivated and encouraged to learn English. Also, the incorporation of literature can develop learners' empathetic skills and increase their cultural awareness of others. Literature enables them to escape the difficulties of life for a second and make them stop and think about themselves. Apart from offering them a creative world full of wonders and understanding of other cultures, it creates opportunities for improving learners' language skills and structural knowledge. With the help of literature, language learners improve their critical thinking skills via making predictions and interpreting the texts. The use of literary texts in language classrooms leads to an effective and enjoyable learning process for both language teachers and learners. It allows them to experience the language they learn with its natural use. Therefore, they can be familiar with hidden grammar structures without even noticing. Moreover, learners' vocabulary knowledge can be extended and developed. Students' learning becomes more relevant, engaging, and pleasant when they connect with literature. Inductively, learners begin to wonder, read, and learn a language.

2.4. The Use of Short Stories in English Language Teaching Classrooms

Among the literary genres, short stories seem much more reasonable and effective due to their practicality, variety, length, and language level. They can appeal to learners with different language skills and enhance their understanding of other cultures, empathy,

critical thinking skills, and tolerance. Even though short stories are very resourceful and helpful in language classrooms, language teachers consider that using short stories requires a lot of information towards methods and approaches, and they tend to ignore it at one point. However, teachers can turn short stories into helpful teaching materials that can create a motivating and entertaining learning environment. If the literary texts are chosen carefully, short stories will become one of the main sources and thus learners will not be bored or prejudiced against the target language. Some text selection criteria should be applied by the language teachers to prevent any difficulty that can be faced. Having different and authentic materials in language teaching classrooms helps the students to internalise the target language while enriching the use of the language skills. Using authentic and appropriate materials in language classrooms makes learners appreciate literature.

According to Zahra and Fahrad (2015), short story is regarded as one of the literary forms that may be employed in the EFL classroom to strengthen language competence, encourage students, and increase their cultural understanding and tolerance. (p.12). Using short stories in language classrooms has countless benefits such as raising cultural awareness as Akkuş (2011) finds out in her study. Akkuş (2011) conducts a study on English language teachers' perspectives of short stories in language classrooms, concluding that instructors think that short stories help students develop cultural awareness.

Another significant aspect of using short stories is that it encourages learners to use their interpretation and critical thinking skills. As Erkaya (2005) points out literature enables learners to take “a voyage from the literary text to their minds to find meanings for ideas, leading to critical thinking.” (p.2). Using short stories allow learners to develop their thought processes by making them think and question. Including short stories in the ELT curriculum has numerous educational advantages as Arıoğul (2001) puts forward such as short stories simplify and shorten the reading process for students as compared to other literary genres, enlarge advanced readers' worldviews regarding diverse cultures and groups of people, provide more creative, innovative, difficult books that need personal inquiry backed by prior knowledge for advanced readers;-motivates learners to read due to being an authentic material, provide a world of surprises and mystery, allow students to express themselves creatively, improve critical thinking skills, allow for the

teaching of a foreign culture (i.e., serve as a valuable tool for acquiring cultural knowledge of the chosen community), make students feel comfortable and free, allow students from various backgrounds to communicate with one another due to its universal language, allow students to go beyond the surface meaning and dive into underlying meanings, serve as an ideal medium for students to grasp their own and others' views by transferring their knowledge of their own environment. (pp.11-18)

Another advantage of using short stories in language classrooms is mentioned by Pathan (2012). According to Pathan (2012), because of the unique instructional components incorporated in them, short stories can instantly capture learners' attention. In his study conducted with Libyan learners, Pathan (2012) concludes that Libyan students have positive attitudes towards the use of short stories. Also, short stories are suitable for all age groups, and they are effective on young learners, too. Literature can also be used to enrich the vocabulary items and grammar rules in foreign language teaching. Another research was carried out by Tunçarslan (2014) to identify the effectiveness of short stories on young learners and in the study, there were 28 pre-schoolers aged 3-4 who were chosen randomly, and they were allocated under two groups: experimental and control groups. After seven weeks of observation, it was revealed that because the experimental group's young learners were taught in a meaningful context, they were able to memorize more vocabulary items than the control group. According to Tunçarslan (2014), children feel that learning to talk and listen is more successful than other activities, and short story-based exercises help very young learners memorize their vocabulary.

Another notable study by Saka (2014) indicates that studying short stories in ELT classrooms makes students broaden their perspectives, develop empathy, and increase their appreciation for literature. As Saka (2014) conducted research concerning the use of short stories in ELT classroom and concludes that students believe that short story broadens their perspectives. While they are reading a short story, they sometimes have the feeling or the idea of the character as if they were their own. Saka (2014) also concludes that short stories develop empathy, increase understanding for the events, and she suggests that all curriculum should include short stories, and students should be encouraged to study them, short stories should be carefully chosen to meet the requirements or interests of the students, and should be accompanied by appropriate

activities that encourage critical thinking and students should be provided opportunities to express their own thoughts throughout literary courses also to increase students' language level, cultural knowledge, and interpretive ability, booklets or materials based on short stories should be developed with associated exercises. (p.287)

Saka (2014) suggests that short story brings students various perspective to comprehend life through creating empathy between the text and readers' own life and culture. A short story can be accepted as an ideal genre for language teaching purposes. Short stories can be accepted as an ideal genre for language teaching purposes. According to Pardede (2011), literary texts introduce fresh themes and unexpected language that they might encounter in the real life. It also provides cultural information about the target language. Pardede (2011) points out that short stories are very suitable for ELT classrooms, and he suggests that English teachers training programs should include some skills of employing short stories to teach English. Teachers should guide their learners with sufficient support for digesting a literary work after selecting the appropriate material for their learners considering their age group, needs, interests and background.

Sarıçoban and Küçükoğlu (2011) conducted a study to investigate the benefits of using literature in language classrooms. Sarıçoban and Küçükoğlu (2011) seem to agree on that short story maintain interest and attention in language classrooms and claim that a short story catches and retains the attention of the learners with its setting, characters, and captivating plot, which is a crucial element of the learning process (p.161).

Güneşdoğdu (2015) conducted a study on critical thinking skills through short stories and aimed to examine the impact of teaching short stories on students' critical thinking skills. Güneşdoğdu (2015) emphasizes critical thinking skills by claiming that ELT teachers' major objective is to help their students speak and write successfully in the target language; and as meaningful communication, whether spoken or written, is practically impossible without the participation of thought, ELT lessons provide optimal thinking environments. (p.24.) In his study, Güneşdoğdu (2015) worked with high school students in Turkey and conducted various tests through the chosen short stories. Based on the finding of the study, it can be argued that a significant improvement was achieved in the critical thinking levels of the students who studied short stories through critical thinking strategies.

According to Şentürk (2019), short stories can be extremely helpful to improve students' grammar knowledge. In her descriptive and experimental study, Şentürk (2019) examines the course books and she researches with some students. Şentürk (2019) claims that the instructor can use the time more efficiently when using lesson plans that contain short stories, the students enjoy the lesson, their language development is encouraged, and the learners may recognize the value of literature. (p.7).

Short stories are the most appropriate and successful literary genre because they are more practical and inspiring; also, they give significant information, enhance the syllabus, reinforce abilities, and, if chosen appropriately, they meet the requirements and interests of students. As it is indicated by Murdoch (2002), "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (p.9). Incorporating short stories in ELT classrooms provides learners with the necessary language skills and therefore will increase their language proficiency. Also, having short stories in language classrooms contributes to the reading skills of learners. Özkan (2013) conducts a study on language teachers with different educational background and compares their perceptions upon literature use in reading classes. According to Özkan (2013), both ELT and literature graduates believe in the value of literature usage in reading lessons, and the majority of participants encourage their students to read literature.

Teaching English through short stories is a powerful and motivating method in ELT classrooms. Short stories should be included in all the curricula and students should be encouraged to study them. Stories are entertaining and creative resources in language classrooms. Short stories allow students to be creative in their ideas while providing a fruitful environment for them to practice their language skills. Short stories are excellent resources for raising cultural awareness, linguistic awareness, motivation, and other skills in language classes. They have the ability to improve all four skills. The use of short stories encourages language learners to develop as critical thinkers since literary works have multiple layers of meaning and interpretations. There might be some issues regarding using literature in language classrooms. However, short stories are remarkably effective and manageable for ELT classrooms if they are chosen wisely and accordingly.

2.5. How to Select Suitable Short Stories in English Language Teaching Classrooms

Choosing a suitable short story is one of the most important issues in ELT classrooms. Short stories can be a good language teaching tool in English Language Teaching (ELT) classrooms from young learners to adult learners if they are chosen carefully and appropriately. However, choosing the right texts for language learners can be a demanding job for language teachers. Some criteria should be considered before selecting the texts. The shortness of stories is important so that students can read at ease and comprehend the text. According to Lazar (1993), there are three main areas to consider for choosing the right texts for language learners and they are the type of course, the type of students and the other factors related to the texts (p.48). Lazar (1993) suggests some criteria for language teachers to cater for their students and it is advised that learners cultural background, linguistic proficiency, and literary background must be taken into consideration before selecting the texts. Also, Lazar (1993) summarises her criteria in a checklist form for language teachers to benefit from: "Type of Course; Level of students, Students' reason for learning English, Kind of English required, Length/intensity of course; Type of Students; Age, Intellectual maturity, Emotional understanding, Interests/Hobbies, Cultural background, Linguistic proficiency, Literary background; Other Text-Related Factors; Availability of text, Length of text, Exploitability, Fit with syllabus" (p.56).

Bibby and Mcllroy (2013) suggest that there are some useful and applicable criteria such as relevance and accessibility, genre and narrative structure, the balance between action and description, and teachers' perceptions and enthusiasm for sure. Students and teachers might affect each other in many ways. For that reason, first, teachers should choose the text carefully and they should present it in an exciting way to attract their students' attention. Otherwise, there will be boredom and inefficiency. When selecting a short story, there are certain and important criteria that should be considered. Teachers should select literary texts based on learners' proficiency, age, needs, and interests. They should avoid complicated and linguistically difficult texts. For instance, Duff and Maley (2007) suggest that teachers should consider whether the material is interesting and comprehensible or not and also possibility to complete it in a reasonable time period to choose the suitable literary work for their learners.

Choosing the right texts is significant in terms of teaching language properly. Pardede (2011) suggests that teachers should decide the readability of the story. Pardede (2011) clarifies some criteria and he suggests that one of the most significant tasks of the instructor when utilizing short stories to teach English is story selection. Because short stories come in a variety of lengths, select one that you can finish in the allotted time. The students will benefit from the text's brief length since they will realize that they can read, comprehend, and finish anything in English, giving them a sense of accomplishment and self-confidence (p.18) Teachers have a great responsibility in choosing the text. When the texts are appropriate in each category, they will be remarkably effective. Otherwise, using the wrong materials in language classrooms might lead to boredom and demotivation for language learners. According to Türker (1991), "literary texts should include the structures and vocabulary previously learned" (p.304).

The first step in selecting appropriate literary texts, according to Hişmanoğlu (2005), is to determine student language levels as well as student age, interests, motivations, and cultural backgrounds. Hişmanoğlu (2005) emphasizes personal involvement with the text. For Hişmanoğlu (2005), reading a piece of literature should reveal valuable effects and interest on the readers as long as it is meaningful and amusing. Short stories must be chosen according to students' levels and interests. According to Hill (1994), the requirements and skills of the students, the text's language and stylistic level, and the quantity of prior knowledge necessary for a full understanding of the subject are all factors to consider. (p.15)

Selecting the right material for language classrooms is extremely vital since if they are chosen badly, they will demotivate the students against the story and then they will probably reject to read them. A short story's length is one of the most important issues since a short story should be manageable in one or two class hours. The language should be suitable as Pardede (2011) suggests; "The short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level" (p.18). Teachers should avoid hurting any learners' feelings and choose the proper texts for their learners considering their background, cultural differences, and interests. Hill (1994) mentioned that "the needs and abilities of the students, the linguistic and stylistic level of the text, the amount of background

information required for a true appreciation of the material (p.15). While choosing a suitable short story, teachers should focus on their students' needs and abilities.

CHAPTER 3. METHODOLOGY

The purpose of this research is to look into the incorporation of literature, particularly short stories, into language teaching and how they should be used in language classrooms. This chapter aims at clarifying the participants, research design, data collecting methods, and data analysis processes used in the study.

The chosen method for this study is the quantitative approach. The process of gathering and interpreting numerical data is known as quantitative research. It may be used to discover patterns and averages, make predictions, verify causal linkages, and generalise results to larger groups. A rating scale or closed questions on a questionnaire, for example, would give quantitative data since they produce either numerical data or data that can be classified. According to Aliaga and Gunderson (2002), quantitative research methods are used to explain an issue or phenomena by acquiring data in numerical form and evaluating it using mathematical approaches, including statistics. As data is collected, analysed, and presented in numbers, the results obtained will be extremely reliable. Furthermore, Williams (2011) states that quantitative research begins with the formulation of a problem, the development of a hypothesis or research question, the examination of related literature, and the quantitative analysis of data.

For this research, a questionnaire has been designed and applied to gather data. Questionnaires are a set of open-ended or closed-ended questions to which respondents reply. The reason why a questionnaire was chosen as a method for data collection is that necessary information may be gathered from a large number of individuals in a short period and at a low cost.

3.1. Research Questions

This study aims to find out language instructors' perspectives through the use of literature in English Language Teaching (ELT) classrooms. It is assumed that integrating short stories into language classes has a constructive impact on the learner's language abilities. The purpose of this study is to assess the relevance and advantages of reading

short stories to improve language learning ability. The study seeks to find answers to the following questions:

1. Why should short stories be used in language teaching?
2. How should short stories be used in language teaching?

3.2. Data Collection Instruments

For this study, a questionnaire has been designed to gather data about the opinions of English language instructors at the university level regarding the contribution of short stories in English Language Teaching classrooms. In the questionnaire, prepared by the researcher, a 5-Point-Likert scale was used. Because it is frequently used to assess respondents' views by asking how strongly they agree or disagree with a specific issue or statement. Besides, it allows them to be neutral on a topic.

The questionnaire has two parts; the introductory part which requires demographic information and the main part in which the participants are asked about their perceptions. The main part of the questionnaire has 29 items exclusively designed to obtain data. To make the study more meaningful for the participants, a brief explanatory introduction explaining the purpose of the study, asking for involvement, and ensuring confidentiality was added at the top of the questionnaire sheet.

3.2.1. The Pilot Study

The pilot study of the questionnaire was conducted with the help of 20 English teachers. There were 5 demographic questions in the first part and 35 questions that were prepared with the Likert scale in the second part of the questionnaire. The aim was to find out the general attitude of the teachers and evaluate the questionnaire in terms of items and options.

It was seen that some changes needed to be done after the pilot study. The teachers' feedback was considered, and it was concluded that some adjustments needed to be made. The form of the questionnaire was not seen as remarkably effective. Some items led to ambiguity, and they were rewritten. Some items repeated themselves and they were omitted. Also, some items were insufficient to make a choice. Therefore, they were designed again. Thus, the questionnaire was structured after careful consideration and improvements.

3.3. Data Collection Procedure

After making the necessary adjustments, the instructors were asked whether they would like to participate to the questionnaire or not. Due to the pandemic, the instructors were called or e-mailed regarding that they would like to volunteer to participate in the study. After they approved, they were sent the questionnaire via e-mail and most of the instructors contributed to the study and sent the responses back.

This research is based on a quantitative approach. Amongst the techniques for quantitative method, survey research is chosen for this study to collect the necessary data from the participants. Surveys are used to ask questions to a group of participants and they come in a variety of forms, including online polls, online surveys, paper questionnaires, web-intercept surveys, and so on. A questionnaire is a research tool that consists of a series of questions designed to elicit information from respondents. For this study, a questionnaire was conducted to the participants.

3.3.1. The Introductory Part of the Questionnaire

The introductory part of the questionnaire includes the questions about the participants' gender, age, education degree, department, and teaching experience. Table 2 displays the items in the introductory part in detail.

Table 1. The Items in the Introductory Part of the Questionnaire

Dear Colleague, The purpose of this questionnaire is to find out teachers' perspectives on the use of short stories in ELT classrooms and the study is entitled "The Contribution of Using Short Stories in ELT Classrooms". The first part of the questionnaire aims to get to know you through demographic information. The second part aims to find out your perspectives and thoughts about using short stories in language classrooms. Your names and responses to the questionnaire will certainly be kept confidential and your answers will only be used for this study. I appreciate your valuable participation and contributions to the study.
Introductory Part In this part, you need to circle the appropriate choice considering your personal experience and information. It aims to collect demographic data about you. Your name is not required.
1. Gender: a) male b) female
2. Age: a) 20-25

b) 26-30 c) 31-35 d) 36-40 e) 41 and over
3. Education: a) BA b) MA c) PhD
4. Department: a) English Language & Literature b) American Culture & Literature c) English Language Teaching d) Linguistics e) Translation and Interpreting
5. Year of Teaching Experience: a) 0-3 b) 4-6 c) 7-9 d) 10-12 e) 13-15 f) 16 and over

3.3.2. The Main Part of the Questionnaire

In the main part of the questionnaire, the 5-Point-Likert scale (from 1= strongly disagree to 5= strongly agree) was applied to gather data from English Language instructors. They were asked to share their opinions and perception on the use of literature through short stories and also whether the use of short stories is helpful in English Language Teaching (ELT) classrooms or not. The statements of this part are also presented in Table 3.

Table 2. The Statements of the Questionnaire

1. Using literature in ELT classrooms is beneficial.
2. Literature provides authentic materials.
3. Literary works are rich in terms of vocabulary.
4. Short stories are great examples for literary texts.
5. Bringing short stories to classrooms motivates language learners.
6. Short stories should be used in language classrooms frequently.
7. Using short stories is satisfying for both teachers and learners.
8. Using short stories enlarges learners' horizons.
9. Short stories are effective resources for language teaching.
10. Students should be encouraged to read more through short stories.
11. Short stories enhance learners' language skills.
12. Reading short stories improves reading skills.

13. Short stories develop empathy and awareness.
14. Short stories broaden students' perspectives.
15. Short stories are both entertaining and teaching resources.
16. Short stories should be supported with follow-up activities.
17. Students should be given some quizzes and exercises.
18. Students should be asked to make interpretations after reading.
19. Short stories help students to accept different cultures.
20. Short stories improve creativity and imagination.
21. Short stories should be chosen according to students' interests.
22. Students' critical thinking skills should be promoted.
23. Students' proficiency level must be considered in text selection.
24. Using short stories results in reading real-life dialogues.
25. Literary texts are not artificial as in the texts in the coursebooks.
26. Short stories attract learners' attention.
27. All language teachers should benefit from short stories.
28. Short stories can be applied for all age groups.
29. The use of short stories develops comprehension skills.

3.3.3. Population and Sampling

In this study, the convenience sampling technique was chosen above the other sampling methods to provide the necessary sample. In convenience sampling, items are selected based on availability or experience. In order to find answers to the research questions in this study, convenience sampling method was used because it allows researcher to choose a random group with no expense. As Taherdoost (2016) suggests "Convenience sampling often helps to overcome many of the limitations associated with research" (p.22). Also, a data analysis method was used in the study to find connections and access to the required population in a limited time with ease.

3.3.4. Subjects

Among the instructors who participated in the questionnaire 24 participants are male, and 82 participants are female. Table 1 indicates that among the contributors; 5 of them are between the age group 20-25; 15 of them are between 26-30; 30 of them are between 31-35; 20 of them are between 36-40 and 36 of them are more than 41. The participants have different degrees of education; most of them have MA (61 participants) and PhD (22 participants) and the rest (23 participants) have BA degrees. Also, their departments vary; most of them are graduates of English Language & Literature and English Language Teaching. The detailed demographic information is given in Table 1.

Table 3. Descriptive Statistics of the Sample

		N	%
1- Gender	Male	24	22,6
	Female	82	77,4
2- Age	20-25	5	4,7
	26-30	15	14,2
	31-35	30	28,3
	36-40	20	18,9
	41 and over	36	33,9
3- Education	BA	23	21,7
	MA	61	57,5
	PhD	22	20,8
4- Department	English Language & Literature	36	34
	American Culture & Literature	3	2,8
	English Language Teaching	58	54,7
	Linguistics	3	2,8
	Translation and Interpreting	6	5,7
5- Year of Experience	0-3	7	6,6
	4-6	20	19
	7-9	8	7,5
	10-12	26	24,5
	13-15	8	7,5
	16 and over	37	34,9

3.4. Data Analysis Procedure

Data analysis is considered a systematic procedure for reviewing and evaluating the data gathered. The participants were sent a questionnaire that includes 5 options and asked to choose the appropriate one. For this study, the quantitative data was collected through a questionnaire. Quantitative approach can be defined in various ways, for instance, according to Bryman (2012), a quantitative approach is defined as “A research strategy that emphasises quantification in the collection and analysis of data…” (p.35). This method aims to find out the answers to the questions starting with how many and how much. The collected data was analysed via Google Forms and Office Excel. The results were presented in 29 different graphs for each statement of the questionnaire and descriptive statistics, graphs, and percentages were used to summarise.

CHAPTER 4. RESULTS AND FINDINGS

This chapter presents a statistical analysis in accordance with the points of view of the participants on the contribution of short stories in English Language Teaching (ELT) classrooms. Within the scope of this study, a questionnaire consisting of 29 items has been applied to 106 participants. The results of each item are shown in graphs on the following pages.

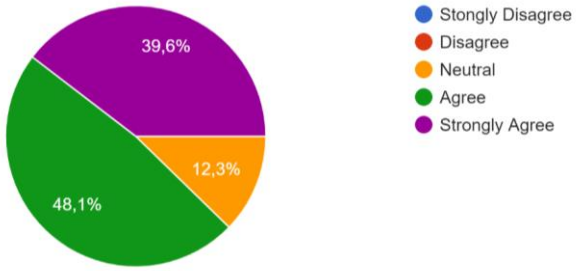
4.1. Frequencies of the Items in the Questionnaire

Table 4. Frequencies of the Items in the Questionnaire

	Strongly Disagree + Disagree		Neutral		Strongly Agree + Agree	
	N	%	N	%	N	%
Q1	-	-	13	12,3	93	87,7
Q2	-	-	6	5,7	97	94,3
Q3	-	-	4	3,8	102	96,2
Q4	-	-	7	6,6	99	93,4
Q5	2	1,9	20	18,9	84	79,2
Q6	2	1,9	23	21,7	81	76,4
Q7	2	1,9	15	14,2	89	84
Q8	-	-	11	10,4	95	89,6
Q9	-	-	11	10,4	95	89,6
Q10	1	0,9	4	3,8	101	95,3
Q11	-	-	8	7,5	98	92,5
Q12	-	-	3	2,8	103	97,2
Q13	-	-	16	15,1	90	84,9
Q14	-	-	5	4,7	101	95,3
Q15	-	-	11	10,4	95	89,6
Q16	-	-	4	3,7	102	96,3
Q17	4	3,8	10	9,4	92	86,8
Q18	-	-	5	4,7	101	95,3
Q19	1	0,9	11	10,4	94	88,7
Q20	-	-	7	6,6	99	93,4
Q21	2	1,9	14	13,2	90	84,9
Q22	-	-	2	1,9	104	98,1
Q23	-	-	-	-	106	100
Q24	3	2,8	14	13,2	89	84
Q25	6	5,7	21	19,8	79	74,5
Q26	5	4,7	17	16	84	79,3
Q27	4	3,8	28	26,4	73	69,8
Q28	8	7,5	18	17	80	75,5
Q29	-	-	1	0,9	105	99,1

4.2. The Results of the Questionnaire

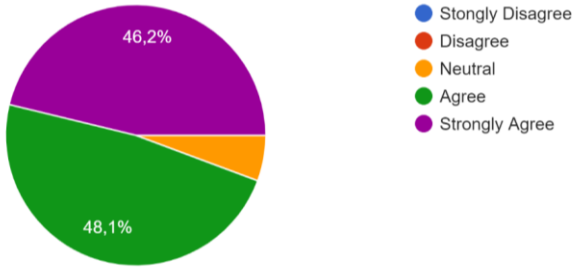
QUESTION 1



Graph 1. Using literature in ELT classrooms is beneficial.

Graph 1: In the first question, participants are asked about the use of literature in English Language Teaching (ELT) classrooms. 42 (39,6 %) participants marked "strongly agree" and 51 (48,1 %) participants marked "agree". However, 13 (12,3 %) participants chose "neutral".

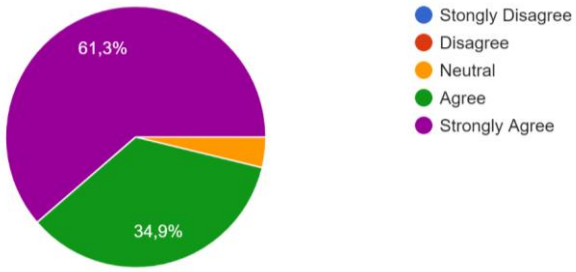
QUESTION 2



Graph 2. Literature provides authentic materials.

Graph 2: For the second item, participants are asked whether literature provides authentic materials or not. 49 (46,2 %) participants marked "strongly agree" and 51 (48,1%) participants marked "agree". 6 (5,7) of the participants marked "neutral" among the choices.

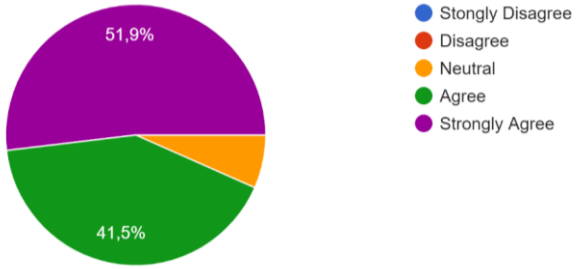
QUESTION 3



Graph 3. Literary works are rich in terms of vocabulary.

Graph 3: In the third question, the participants are asked about the contribution of literary works in terms of vocabulary. Graph 3 shows the distribution of the answers. 65 (61,3 %) participants marked "strongly agree" and 37 (34,9 %) participants marked "agree". 4 (3,8 %) of the participants marked "neutral".

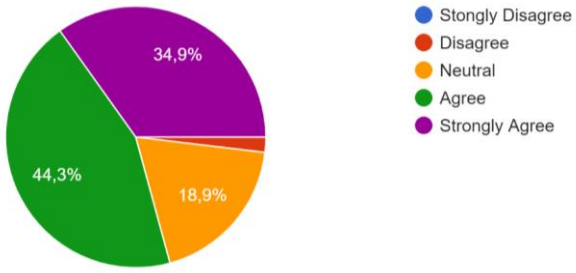
QUESTION 4



Graph 4. Short stories are great examples for literary texts.

Graph 4: In the fourth question, the participants are asked if the short stories are great examples for literary texts. It is seen that 55 (51,9 %) participants marked "strongly agree" and 44 (41,5 %) participants marked "agree". 7 (6,6 %) of the participants remained "neutral".

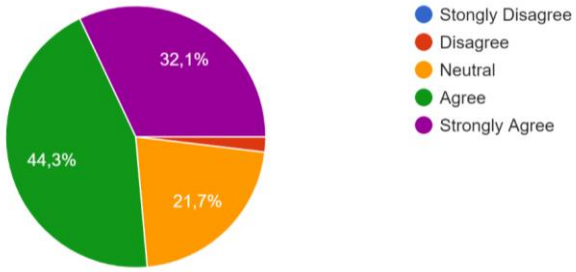
QUESTION 5



Graph 5. Bringing short stories to classrooms motivates language learners.

Graph 5: In the fifth question, the participants are asked whether bringing short stories to the classroom motivates language learners or not. As it is shown in the graph, 37 (34,9 %) participants marked "strongly agree" and 47 (44,3 %) participants marked "agree". On the other hand, 20 (18,9 %) participants marked "neutral" and 2 (1,9 %) participants marked "disagree".

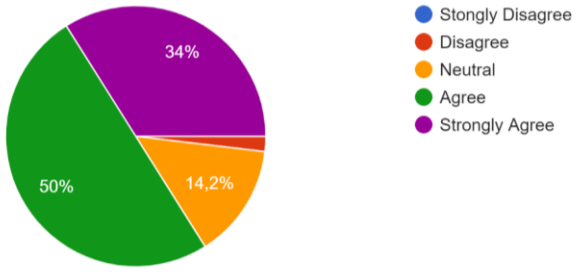
QUESTION 6



Graph 6. Short stories should be used in language classrooms frequently.

Graph 6: In the sixth question, the participants are asked to share their opinions about if short stories should be used in language classrooms frequently. The sixth graph shows the results of this question. 34 (32,1 %) participants marked "strongly agree" and 47 (44,3 %) participants marked "agree". 23 (21,7 %) participants marked "neutral" and 2 (1,9 %) participants marked "disagree".

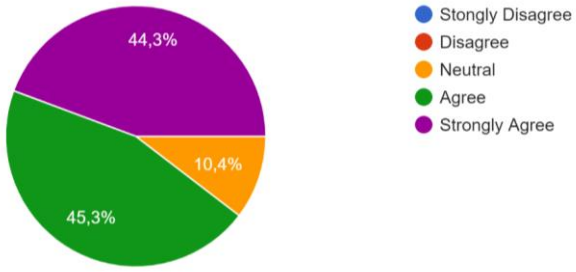
QUESTION 7



Graph 7. Using short stories is satisfying for both teachers and learners.

Graph 7: When the participants are asked if using short stories is satisfying for both teachers and learners, 36 (34 %) participants marked “strongly agree” and 53 (50 %) participants marked “agree”. However, 15 (14,2 %) participants marked “neutral” and 2 (1,9 %) of the participants marked “disagree”.

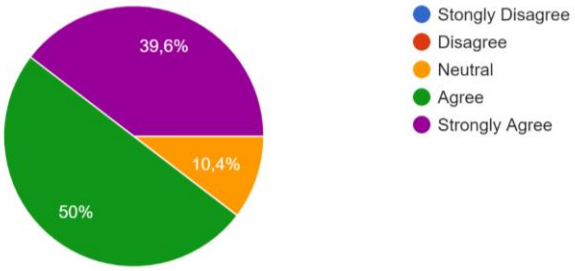
QUESTION 8



Graph 8. Using short stories enlarges learners’ horizons.

Graph 8: Question 8 is about if using short stories enlarges learners’ horizons. Among the contributors, 47 (44,3 %) participants marked “strongly agree” and 48 (45,3 %) participants marked “agree”. Besides, 11 (10,4 %) marked “neutral”.

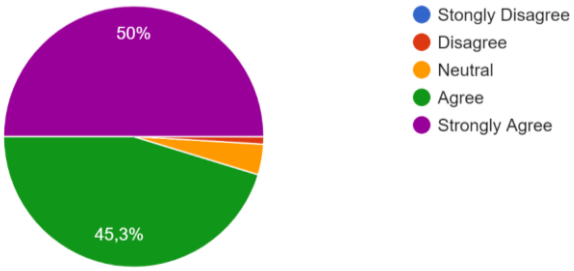
QUESTION 9



Graph 9. Short stories are effective resources for language teaching.

Graph 9: In the ninth question, the participants are asked whether short stories are effective resources for language teaching. As seen in the graph, 42 (39,6 %) participants marked "strongly agree" and 53 (50 %) marked "agree". 11 (10,4 %) participants marked "neutral".

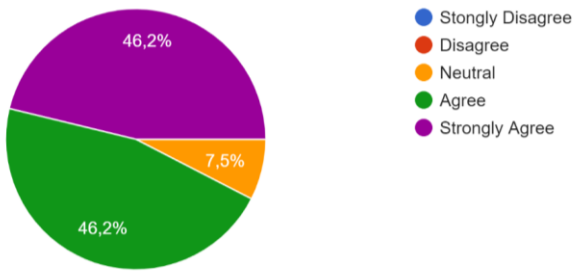
QUESTION 10



Graph 10. Students should be encouraged to read more through short stories.

Graph 10: In the tenth question, the participants are asked whether students should be encouraged to read more through short stories or not. As described in the graph, 53 (50 %) participants marked "strongly agree" and 48 (45,3 %) participants marked "agree". While 4 (3,8 %) participants marked "neutral", 1 (0.9 %) participant marked "disagree".

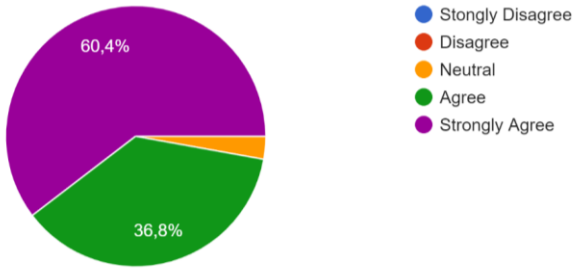
QUESTION 11



Graph 11. Short stories enhance learners' language skills.

Graph 11: Question 11 asks participants whether short stories enhance learners' language skills. 49 (46,2 %) participants marked "strongly agree" and 49 (46,2 %) participants marked "agree". 8 (7,5 %) participants marked "neutral".

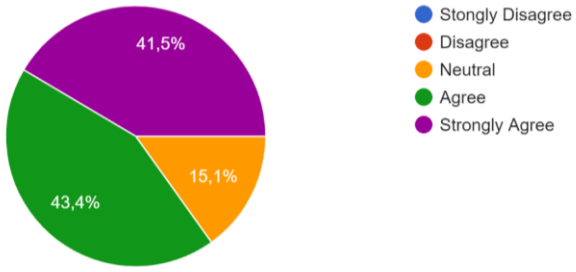
QUESTION 12



Graph 12. Reading short stories improves reading skills.

Graph 12: In this question, the participants are asked whether reading short stories improves reading skills. The results are demonstrated in Graph 12. 64 (60,4 %) participants marked "strongly agree" and 39 (36,8 %) participants marked "agree". 3 (2,8 %) participants marked "neutral".

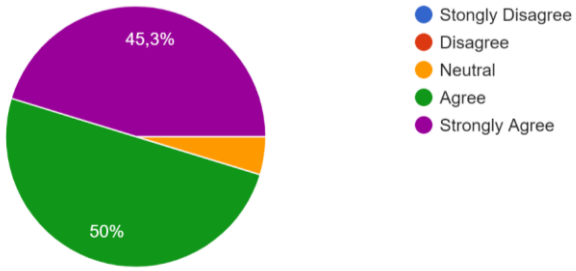
QUESTION 13



Graph 13. Short stories develop empathy and awareness.

Graph 13: In the thirteenth question, the participants are asked if short stories develop empathy and awareness. Among 106 participants, 44 (41,5 %) participants marked “strongly agree” and 46 (43,4 %) participants marked “agree”. Besides, 16 (15,1 %) participants marked “neutral”.

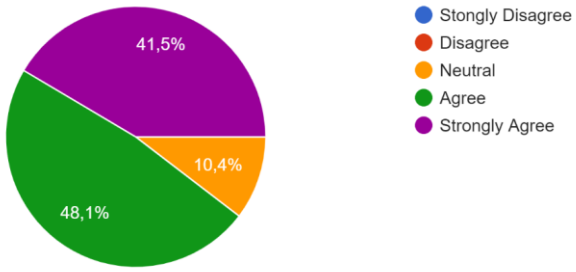
QUESTION 14



Graph 14. Short stories broaden students’ perspectives.

Graph 14: In question 14, the participants are asked whether short stories broaden students’ perspectives. 48 (45,3 %) of the participants strongly agree and 53 (50 %) of them agree with this idea while 5 (4,7 %) participants neither agree nor disagree with the given statement.

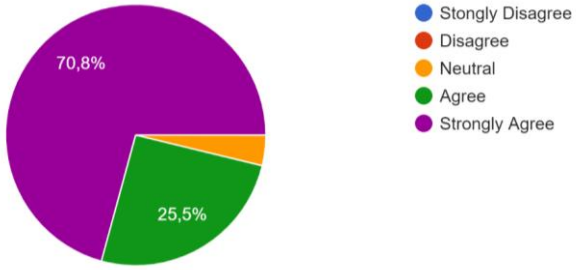
QUESTION 15



Graph 15. Short stories are both entertaining and teaching resources.

Graph 15: In the fifteenth question, the participants are asked whether short stories are both entertaining and teaching resources. According to the graph, 44 (41,5 %) participants strongly agree, and 51 (48,1 %) participants agree. Also, 11 (10,4 %) participants state that they are neutral about it.

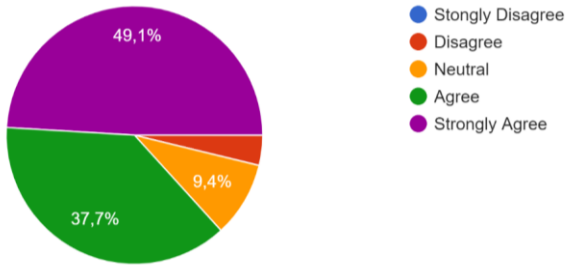
QUESTION 16



Graph 16. Short stories should be supported with follow-up activities.

Graph 16: In question 16, the participants are asked if short stories should be supported with follow-up activities or not. The graph shows that 75 (70,8 %) participants strongly agree, and 27 (25,5 %) participants agree with this item. There are 4 (3,8 %) participants who are neutral.

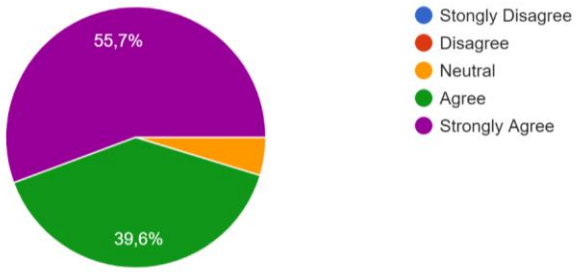
QUESTION 17



Graph 17. Students should be given some quizzes and exercises.

Graph 17: The seventeenth question asks participants whether students should be given some quizzes and exercises. 52 (49,1 %) participants marked “strongly agree” and 40 (37,7 %) participants marked “agree”. On the other hand, 10 (9,4 %) participants marked “neutral” and 4 (3,8 %) participants marked “disagree”.

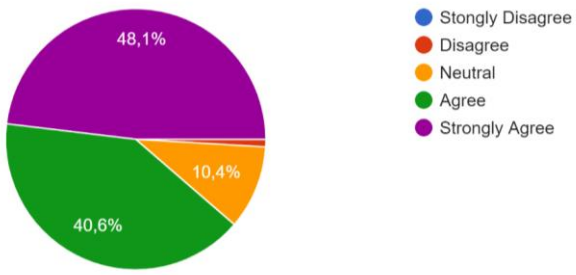
QUESTION 18



Graph 18. Students should be asked to make interpretations after reading.

Graph 18: In the eighteenth question, the participants are asked whether students should be asked to make interpretations after reading and the results are demonstrated in graph 18. 59 (55,7 %) participants marked “strongly agree” and 42 (39,6 %) participants marked “agree”. 5 (4,7 %) participants marked “neutral”.

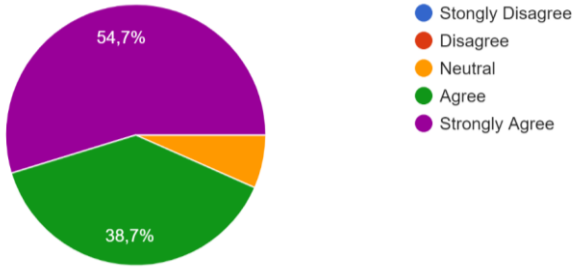
QUESTION 19



Graph 19. Short stories help students to accept different cultures.

Graph 19: In the nineteenth question, the participants are asked whether short stories help students to accept different cultures. 51 (48, 1%) participants marked "strongly agree" and 43 (40,6 %) participants marked "agree". 11 (10,4 %) participants marked "neutral" and 1 (0,9 %) participant marked "disagree".

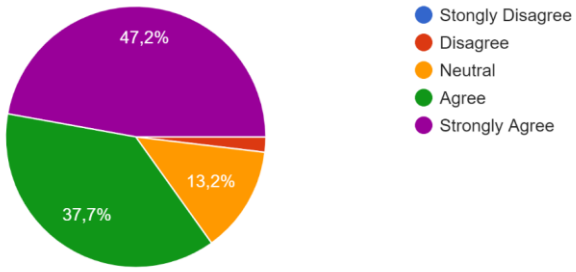
QUESTION 20



Graph 20. Short stories improve creativity and imagination.

Graph 20: In question 20, the participants are asked whether short stories improve creativity and imagination. 58 (54,7 %) participants strongly agree, and 41 (38,7 %) participants agree with the statement. 7 (6,6 %) participants remain neutral.

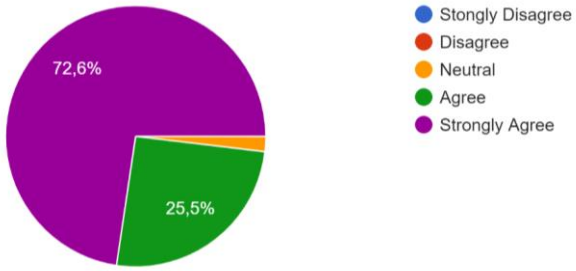
QUESTION 21



Graph 21. Short stories should be chosen according to students' interests.

Graph 21: Question 21 is about if short stories should be chosen according to students' interests. As seen in the graph, 50 (47,2 %) participants marked "strongly agree" and 40 (37,7 %) participants marked "agree". However, 14 (13,2 %) participants marked "neutral" and 2 (1,9 %) participants marked "disagree".

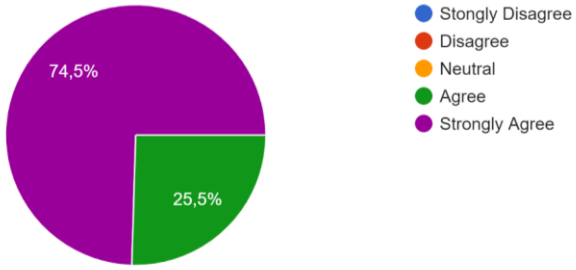
QUESTION 22



Graph 22. Students' critical thinking skills should be promoted.

Graph 22: This question asks if students' critical thinking skills should be promoted. The graph demonstrates that 77 (72,6 %) participants strongly agree, and 27 (25,5 %) participants agree with the statement. 2 (1,9 %) participants neither agree nor disagree with the idea.

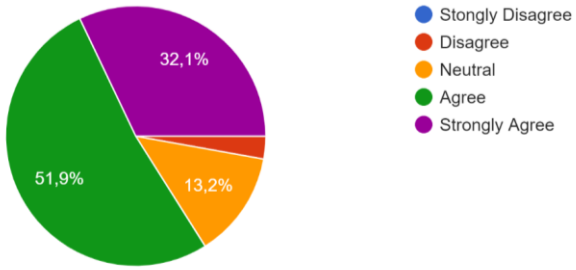
QUESTION 23



Graph 23. Students' proficiency level must be considered in text selection.

Graph 23: In question 23, the participants are asked whether students' proficiency level must be considered in text selection. 79 (74,5 %) participants marked "strongly agree" and 27 (25,5 %) participants marked "agree".

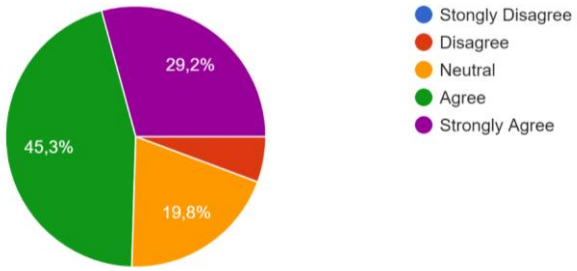
QUESTION 24



Graph 24. Using short stories results in reading real-life dialogues.

Graph 24: In question 24, the participants are asked if using short stories results in reading real-life dialogues. 34 (32,1 %) participants marked "strongly agree" and 55 (51,9 %) participants marked "agree". Besides, 14 (13,2 %) participants marked "neutral" and 3 (2,8 %) participants marked "disagree".

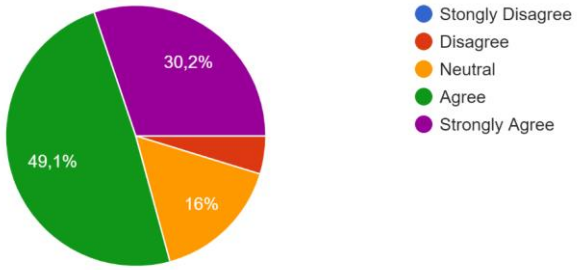
QUESTION 25



Graph 25. Literary texts are not artificial as in the texts in the coursebooks.

Graph 25: In the twenty-fifth question, the participants are asked whether literary texts are not artificial as in the texts in the coursebooks. 31 (29,2 %) participants strongly agree, and 48 (45,3 %) participants agree with the statement. Moreover, 21 (19,8 %) participants remain neutral, and 6 (5,7 %) participants disagree with it.

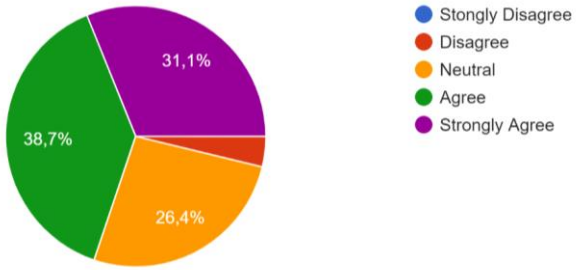
QUESTION 26



Graph 26. Short stories attract learners' attention.

Graph 26: Question 26 is about whether short stories attract learners' attention. 32 (30,2 %) participants marked "strongly agree" and 52 (49,1 %) participants marked "agree". Besides 17 (16 %) participants marked "neutral" and 5 (4,7 %) participants marked "disagree".

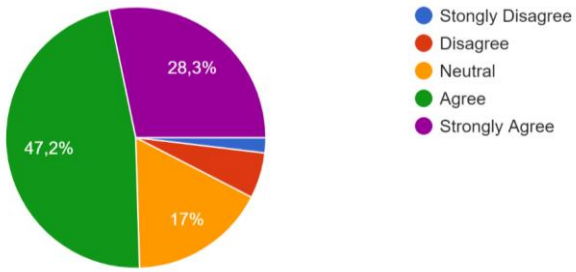
QUESTION 27



Graph 27. All language teachers should benefit from short stories.

Graph 27: In the twenty-seventh question, the participants are asked if all language teachers should benefit from short stories and the results are shown in graph 27. Among the participants, 33 (31,1 %) of them marked “strongly agree” and 41 (38,7 %) of them marked “agree”. While 28 (26,4 %) participants marked “neutral”, 4 (3,8 %) participants marked “disagree”.

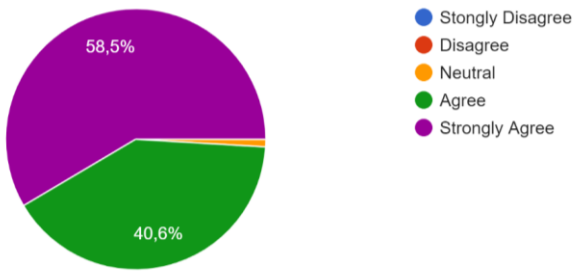
QUESTION 28



Graph 28. Short stories can be applied for all age groups.

Graph 28: The participants are asked if short stories can be applied for all age groups in question 28. 30 (28,3 %) participants strongly agree, and 50 (47,2 %) participants agree with the statement. 18 (17 %) participants neither agree nor disagree. Besides, 6 (5,7 %) participants disagree while 2 (1,9 %) participants disagree with the idea.

QUESTION 29



Graph 29. The use of short stories develops comprehension skills.

Graph 29: In the twenty-ninth question, the participants are asked if the use of short stories develops comprehension skills. 62 (58,5 %) participants marked “strongly agree” and 43 (40,6 %) participants marked “agree”. 1 (0,9 %) of the participants marked “neutral”.

CHAPTER 5. CONCLUSION

5.1.Conclusion

In this study, the reasons why short stories and literature should be used and benefited from in language teaching classrooms, the perceptions of the language instructors, and what criteria should be employed while choosing the appropriate texts were analysed. According to the results of the study, it is apparent that language instructors believe that the use of short stories in English Language Teaching (ELT) classrooms has many advantages and contributions to language learning by enhancing language skills in an integrated way.

This study revealed some significant conclusions according to the results of the questionnaire. In terms of the participants' demographic characteristics, the gender of the participants did not appear to influence their positive views on the benefits of short stories in English Language Teaching. Furthermore, there was no difference in their age groupings when their responses to the questionnaire were considered.

The other demographic section asking about the participants' educational degree and the department did not seem to have any influence on using short stories in ELT classrooms. Even though some of the participants did not get any English Language Teaching education, the responses of the instructors in the study did not seem to be influenced by the departments from which they graduated. Moreover, the participants' year of teaching experience did not display any difference seen in their answers in the study.

For the first research question "Why should short stories be used in language teaching?", the frequencies of the questionnaire indicate that regarding the instructors' highly positive perspectives in the study, it is seen that short stories are great examples of literary texts and it is stated that literature provides authentic materials according to the majority of instructors in the study, and the participants claim that using literature is beneficial, and according to the collected data, most of the instructors believe that short

stories are effective resources for language teaching. Besides, most of the participants agree on short stories are both entertaining and teaching resources.

This study demonstrates that instructors believe that short stories promote four language skills. Considering the results of the study, a very high number of instructors agree on the idea that literary works are rich in terms of vocabulary. When students are exposed to a variety of literary texts in class, it helps them to strengthen their foreign language skills and almost all language instructors believe that short stories enhance learners' language skills. A very great number of participants believe that short stories develop language learners' reading skills. As another aspect of language learning, reading comprehension is questioned in the study and the results show that nearly a total number of instructors think that the use of short stories in ELT classrooms develops learners' comprehension skills.

Moreover, the results display that a considerable number of instructors agree with the idea that bringing short stories to classrooms motivates language learners. The majority of instructors in the study believe that using short stories is satisfying for both teachers and learners. Approximately all instructors who took part in the study strongly believe that students should be encouraged to read more through short stories. As most of the participants agree, short stories improve creativity and imagination in language learners. According to the results, a rather lower number of teachers believe that literary texts are not as artificial as the texts in the coursebooks. Also, not all instructors believe that short stories attract learners' attention to the fullest extent.

Many instructors believe that using short stories enlarges learners' horizons. Besides, according to the most of participants of the study, short stories develop empathy and awareness. Nearly all the language instructors agree with studying short stories in language classrooms broadens learners' perspectives. According to many language instructors, short stories help students accept different cultures through experiencing different lifestyles. The instructors involved in the study also strongly believe that using short stories results in reading real-life dialogues as seen in the study.

As regards the second question "How should short stories be used in language teaching?", the results show that a relatively lower number of the participants in the study agree on the idea that short stories should be used in language classrooms frequently.

Also, as being suggested by a great number of language instructors in the study, short stories should be supported with follow-up activities and students should be given some quizzes and exercises. Many instructors in the study think that students should be asked to make interpretations after reading. The results suggest that the instructors believe that short stories should be chosen according to students' interests. All of the instructors who participated in the research support the idea that students' proficiency levels must be considered in text selection fully. Regarding the perceptions of the instructors involved in the study, it is clear that almost all of the language instructors believe that students' critical thinking skills should be promoted through short stories. It has been concluded that the lowest number of instructors agree that all language teachers should benefit from short stories. A relatively lower number of participants agree that short stories can be applied to all age groups.

As a result, including short stories in English Language Teaching (ELT) classrooms will provide students with the required language abilities, boosting their language proficiency and allowing them to develop in the English language. According to the findings of the study, instructors claim that short stories make a significant contribution to increasing the four skills and vocabulary, language competency, motivation, empathy, and awareness. The results demonstrate that it is believed that literature is an essential and significant part of the language itself and teachers are mostly aware of the necessity and importance of the contribution of short stories in ELT classrooms.

5.2. Implications for ELT

Many studies have been conducted concerning the role and value of literary texts in English Language Teaching (ELT) classrooms, with the majority of them demonstrating that literature is useful in language learning. Short stories, in particular, are seen to play an important role in ELT classrooms in Turkey, according to these researches.

The results of this study have significant implications and contributions for English Language Teaching (ELT) in Turkey. For this study, the contribution of using literature through short stories in ELT classrooms was the main focus. The following are

the key implications of this study for the contribution of short stories in English Language Teaching (ELT) classrooms;

- It is apparent that the participants supported the idea that using literature and short stories contribute to language learning effectively.
- The findings of the study showed that choosing appropriate short stories with engaging and realistic content and language is vital.
- According to the results of this study, considering the interests, goals, and cultural and linguistic backgrounds of students is also highly significant in terms of language learning.
- As far as the findings indicate, benefiting from effective, and motivational teaching methods and activities in the classroom encourages learners to adopt the language they learn.

5.3. Recommendation for Further Research

This study aimed to introduce the contribution of short stories in English Language Teaching (ELT) classrooms. There were 106 language instructors who participated in the study. The sample size can be increased in future studies focusing on literary texts in language teaching. The findings can be more broadly generalized when there are more participants.

In the study, short stories were chosen from among numerous literary genres to be utilized in English classes. Instead of short stories, the researchers may select another literary genre in the future.

This study was conducted with only language instructors at the university level. However, for further studies, more teachers from primary schools or high schools can be chosen. Moreover, due to the COVID-19 pandemic spread, the students could not be included in the study. Therefore, future researchers may find new ways to gather language learners' opinions on the topic effectively. This study may be repeated longitudinally over the years to contribute to language learning.

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