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## Nurturing Language Proficiency through Literary Exploration in EFL Settings: A Comprehensive Document Analysis

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Review Article

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### Abstract

The utilization of literary materials within English as a Foreign Language (EFL) instructional contexts has exerted a profound influence within academic domains over the course of time. However, this practice has concurrently evoked contentious debates within the educational field, thereby necessitating scholarly efforts to discern strategies for its effective integration and to discern the underlying dynamics contributing to the apparent disjunction between theoretical propositions and instructional implementation. The current study, which centers its inquiry upon the foundational tenets and pragmatic implications inherent in the incorporation of literature within EFL pedagogy, endeavors to illuminate the ambivalent status of this practice. To this end, an examination of 24 distinct scholarly research is undertaken. Employing a systematic review, this research critically assesses theses and dissertations originating from Turkey over a span of three decades. The outcomes of this investigation not only affirm the favorable outcomes associated with the integration of literature within EFL classrooms but also unveil several underexplored domains warranting heightened scholarly exploration. In effect, the study underscores the pedagogical value of literature while simultaneously pinpointing unexamined dimensions that merit sustained research attention.

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## Introduction

For well over a century, English literature has been the staple of the English language curriculum in nations where the native language is not English. Despite its long-standing utilization, there remains a lack of consensus among educators and researchers over the most effective way to include literature in EFL classrooms (Lima, 2005) since this matter has been a subject of debate due to differing viewpoints on the role it plays in the process of language learning.

An enduring belief that has been widely accepted for a long time is that the intricate structure of literature is intended to mirror the challenges inherent in acquiring a new language (McKay, 2001; as cited in Krasniqi, 2019). There has been a prevalent assumption that it is especially difficult and incomprehensible to those who are not native speakers of the language (Savidou, 2004). This viewpoint is supported by the study conducted by Khatib and Nourzadeh (2011), who argue that the use of literature in traditional classroom settings entails rote memorization of word lists culled from a variety of literary sources and the translation of well-known literary works. According to Alemi (2011), the fact that literary texts are characterized as "difficult," "hard to grasp," and "not relevant" to the EFL classrooms is yet another concern voiced by educators and those responsible for the development of curricula. Political issues, arising from teachers' and students' attitudes toward imperial culture also lead to literature integration challenges (Sell, 2005). Likewise, it is acknowledged that it is crucial to account for cultural differences. Misunderstandings may occur due to a combination of cultural differences and a lack of knowledge of the target culture, as stated by Carter and Long (1991). Furthermore, a significant issue comes from the dearth of educational understanding in this context. According to Hişmanoğlu (2005), a significant proportion of instructors may lack the necessary expertise or competency in this particular field. As a result, based on this logic, they choose to avoid including literature in their methods of teaching. Given the stated aspects as well as potential unknown elements, this scenario has led to the idea that literature may not fit with students' cognitive or vocational demands (Kay, 1982).

This perspective, however, has undergone a drastic change as new concepts and approaches have emerged from the ongoing discussion among academics and researchers over its implementation in the classroom. Literature has been regarded by a large number of academics (Carter & Long, 1991; Spack, 1985; Widdowson, 1975) as a tool that provides students with a foundation in their culture, broadens their linguistic consciousness, exposes

students to engaging content, enables them to nurture their overall personality, and develops their interpretative abilities. According to Collie and Slater (1987) Literature, with its wide range of life experiences, may serve as a dynamic mechanism that can increase a person's awareness of their own reactions as well as the world that the literary work they are reading develops. Research conducted by Brumfit and Carter (1986) provides more evidence that literature helps students enhance their language skills, including their vocabulary, grammar, and syntax, and their overall command of the language. Reading a text helps students become more comfortable with a wide range of textual structures and the various ways ideas can be connected; this, in turn, improves their writing abilities, their ability to infer meaning from linguistic clues, and propensity for deriving meaning from context (Collie & Slater, 2007). Similarly, the argument put forth by Hedge (1985) posits that students could potentially enhance their comprehension of language with regard to structure, organization, and vocabulary through the utilization of literary texts. In the study of McKay (1982), it is emphasized that literature also contributes to learning via the motivational, emotional, and experiential qualities it offers, all of which have an effect on students' reading proficiency. In a similar vein, literature, as Collie and Slater (1987) point out, is a unique, authentic resource since it fosters awareness of other cultures. This is corroborated by Bilgan (2016), who asserts that through highlighting the influence of social, political, and cultural elements, literature imparts knowledge about the culture of the target language to the learners.

As a consequence of the arguments that have been put out, the incorporation of literature into the language teaching curriculum and EFL classrooms has garnered a great deal of attention among EFL teachers. It has acquired prominence and appeal as an effective tool and authentic source of language usage in English Language Teaching (ELT) (Arboleda-Arboleda & Castro-Garcés, 2019). In particular, the fact that it improves all four of the basic English skills has contributed to its rise to prominence in recent years as a great teaching instrument.

It is of the utmost significance, with regard to this matter, to take into account the theoretical principles and practical consequences of utilizing literature in the teaching and learning process. Gaining this insight has sparked a new wave of inquiry in scholarly circles into the best strategies for incorporating literature into language-learning curricula and, by extension, classrooms, and a variety of studies have been conducted on the aforementioned topic. However, to the best of the author's knowledge and understanding, there has not been a

significant amount of research conducted using systematic review. This gap specifically pertains to the limited use of the systematic review method, particularly in the context of reviewing theses and dissertations. In light of this, the present study aims to conduct a literature review of relevant Master theses and dissertations produced in Turkey over the past three decades on the issue of integrating literature into EFL classrooms. The questions addressed in order to achieve this objective are given as:

1. What specific traits and elements pertaining to research type, methodology, and sample size can be identified within the studies?
2. What are the current tendencies in theses and dissertations on the implementation of literature in EFL classrooms?

## **Methodology**

### **Research Design**

The research methodology employed in this study is systematic review, which entails a structured approach to reviewing and analysing various forms of documents, encompassing both written and digital content. Comparable to other qualitative research methodologies, the process of systematic review entails a thorough scrutiny and interpretation of these materials. This is done with the aim of not only extracting information but also comprehending underlying meanings, obtaining valuable insights, and constructing empirical data for scholarly investigation (Corbin & Strauss, 2008).

### **Data Collection Procedure**

The major review of literature on the studies utilized in this study was compiled within the purview of Turkey. In the first step of the process, the electronic database of CoHE was used to search for relevant master's theses and doctoral dissertations in an effort to choose the studies that would be included. The key terms used for searching were "Literature in EFL", "Integration of literature", "Literature" and "Literary texts." At first, there were a total of 2069 studies found. Due to language limitations, 1739 of these studies were excluded, leaving 330 for further consideration. The criteria for potential incorporation are depicted graphically below: a) Master's level theses and dissertations, b) research endeavours conducted within the geographical confines of Turkey, c) scholarly works originating in the English language, and d) studies centred on the utilization of Literature as a reference rather than as a central

constituent. The present investigation does not have a predefined time frame. As a result, each individual research was subjected to comprehensive scrutiny. Following the application of the outlined inclusion and exclusion criteria, as shown in Table 1, a total of 24 studies conducted from 1983 to 2021 were identified as satisfying the stipulated prerequisites for inclusion in the review. By employing a methodical refinement process, this sequence ensures that the ultimate collection of studies closely corresponds to the predetermined research criteria and objectives. When compared to the 8.3% inclusion rate of PhD dissertations in the whole comprehensive research, this refined collection reveals that Master's theses are the predominant representation, making up a considerable majority of 91.7% of the total selection.

*Table 1. Inclusion and Exclusion Criteria of the Research*

<b>Total number of the studies in Turkey on the basis of title</b>	<b>Excluded studies due to the language of study</b>	<b>Total number of the studies left</b>	<b>Total number of the studies</b>	
			<b>excluded due to the focus of interest</b>	<b>Eligible studies</b>
2069	1739	330	306	24

### **Data Analysis**

As part of the process of analysing the data, the qualitative content analysis method was used to review each of the studies. An in-depth analysis of the theses was performed, with a focus on certain contextual concepts that were pertinent to the research. The key findings, as well as the descriptive features of each study were coded, and then a comprehensive content analysis was performed on the data. In the course of the content analysis, a number of different sub-categories relevant to the research questions were taken into consideration during the analysis of selected studies.

### **Limitations**

Several limitations can be identified within this study. Firstly, the research exclusively centers on the implementation of literature within Turkish EFL classrooms, potentially constraining the applicability of its findings to broader cultural and linguistic settings. Moreover, the reliance on systematic review as the primary research approach, while insightful, might inadvertently neglect the intricate subtleties and viewpoints that qualitative methods like

interviews or surveys could better capture. Additionally, although the examination of twenty-four studies contributes to a comprehensive understanding, the relatively modest sample size may compromise the breadth and depth of the analytical insights attained.

### **Findings and Discussion**

**RQ1:** What specific traits and elements pertaining to research type, methodology, and sample size can be identified within the studies?

Embarking on an extensive analysis of the tabulated data featured within Table 2, this section endeavours to provide a comprehensive exposition of the primary findings that emerge from the studies included in the evaluation, encompassing a time span from 1993 to 2021. As evidenced by the data presented in Table 2, a total of 24 research studies have been conducted, spanning a diverse range of years: with one conducted each in 1993, 1994, 2005, 2006, 2011, 2014, and 2015; two in 2004, 2013, 2016, and 2020; and three in 2018, 2019, and 2021. These studies showcase a wide array of methodological frameworks. Notably, eight studies employ a case study design, delving deeply into specific events or occurrences within their natural context. In one instance, correlational statistics are employed to examine variable relationships, while in three instances, a descriptive design is adopted to provide a comprehensive portrayal of phenomena. In addition, eight studies utilize a convergent mixed design, skillfully integrating quantitative and qualitative data to facilitate comparative analysis. Moreover, two studies employ experimental designs to assess the impact of interventions, whereas one study utilizes the "Exploratory Sequential Mixed Design," beginning with qualitative exploration followed by quantitative testing. Further, a single study employs triangulation, effectively combining data from diverse sources to enhance the validity of the research. Among the aggregated studies, two embrace a quantitative approach, nine embrace a qualitative approach, and three incorporate mixed-methods designs. Collectively, the cumulative sample sizes across these studies amount to 2,287 participants, spanning from a minimum of six to a maximum of 970 participants within a single study.

Table 2. Descriptive features of the research studies

<b>ID</b>	<b>Publication Year</b>	<b>Research Type</b>	<b>Methodology</b>	<b>Sample size</b>
26496	1993	Case	-	-
37238	1994	Correlational	Quantitative	270
145666	2004	Case	-	-
147680	2004	Case	Qualitative	-
160816	2005	Case	Qualitative	-
191666	2006	Convergent Mixed Design	Mixed	6
286080	2011	Descriptive	Quantitative	56
327420	2013	Convergent Mixed Design	Mixed	30
370498	2013	Convergent Mixed Design	Mixed	287
377641	2014	Convergent Mixed Design	Mixed	50
381115	2015	Descriptive	Qualitative	15
443076	2016	Convergent Mixed Design	Mixed	60
450072	2016	Convergent Mixed Design	Mixed	166
516281	2018	Case	Qualitative	-
527660	2018	Experimental	Quantitative	61
527780	2018	Convergent Mixed Design	Mixed	60
556429	2019	Descriptive	Qualitative	18
571063	2019	Experimental	Quantitative	129
584978	2019	Case	Qualitative	18
628491	2020	Exploratory Sequential Design	Mixed	970
638175	2020	Case	Qualitative	8
667200	2021	Convergent Mixed Design	Mixed	46
669867	2021	Triangulation	Mixed	28
697700	2021	Case	Qualitative	9

A wide range of research methodologies, including case studies, correlational analyses, experimental designs, and descriptive and mixed-methods studies, are included in these studies.

The methodological approaches adopted range from qualitative inquiries to quantitative

examinations to hybrid mixed-methods frameworks, demonstrating a thorough and nuanced investigation of literary integration in the EFL classroom environment. The data presented in Table 2 demonstrates that recent years have seen a discernible shift toward the use of mixed methods approaches (convergent mixed design, exploratory sequential design, and triangulation), which may reflect a desire for thorough insights with the integration of qualitative and quantitative data. This variance might suggest different research scopes, contexts, or objectives. A thorough investigation of the many facets involved in integrating literature into EFL courses is made possible by this diversified approach. Moreover, the sample sizes employed vary significantly, ranging from small, intensely focused groups to large cohorts, incorporating both microcosmic and macrocosmic viewpoints. While bigger samples may strive for statistical significance or greater generalizability, smaller samples may focus on in-depth, context-specific analyses. This variance suggests that the range of knowledge necessary to comprehend the intricacies of literary integration in various EFL settings has been carefully considered.

**RQ2:** What are the current tendencies in theses and dissertations on the implementation of literature in EFL classrooms?

Following the examination of the aforementioned descriptive characteristics of the research investigations, this study proceeds to expand upon the tendencies toward the use of literature in EFL classrooms that are categorized as either affordances or challenges based on the context, thereby addressing the second research question. These trends are systematically categorized as either affordances or challenges, contingent upon their contextual implications. Under the heading of "affordances" are sub-themes encompassing the positive impact of literature on language skills and competency, motivation and class participation, creativity and critical thinking skills, cross-cultural awareness, sense of personal intellectual and emotional development, authentic and rich material and learner autonomy. Conversely, there also exist certain challenges that are not conducive to low-proficient students and take up a lot of time.

### ***Language Skills and Competency***

The findings of this research consistently illustrate that incorporating literary elements into EFL lessons has a favorable impact on students' language abilities and competency. The findings underline the reciprocal relationship between language use and skill acquisition, indicating that active utilization of language contributes to the refinement of language skills.



Moreover, the exposure to various models of language through literary texts emerges as a catalyst for successful language development and overall competency. The role of these texts in fostering grammar and lexical knowledge is highlighted, underscoring their vital role in enhancing language skills with a specific focus on effective communication. The efficacy of literary texts in enriching vocabulary becomes evident, and the integration of reading skills directly impacting speaking and writing aptitude underscores their interdependence. Furthermore, literature circles are showcased as a powerful tool that not only bolsters reading comprehension skills but also positively influences self-efficacy across multiple language domains. Collectively, the findings assert that studying literary texts not only contributes to language learning but also stimulates comprehensive linguistic growth, facilitating an enriched and multifaceted language education experience.

*Table 3. Language Skills and Competency*

<b>ID</b>	<b>Language Skills and Competency</b>
26496	Through literary texts students can develop their communicative competence
37238	The use of language contributes to the use of language skills
147680	Learners are introduced to various models of language leading to successful development and competence in language.
286080	Develop grammar and lexical knowledge of students. Using literary texts plays a vital role in developing language skills for communicative purposes.
377641	Through literary texts, learners had a chance to learn new lexical items and language use
381115	Literature stimulates the development of language learning skills such as speaking, listening, reading and writing
443076	Literary texts are effective in learning vocabulary
516281	It directly develops reading skills and thus helps learners improve speaking, and writing skills.
667200	Engaging in literature circles has been shown to enhance one's proficiency in speaking, listening, reading, and writing.
669867	Studying literary texts improves students' language learning.

### ***Motivation and Class Participation***

The findings also highlight the potential for motivation that comes with using literary texts for language learning. Literature is depicted as a source of interest, reinforcing motivation and providing engaging language content. The reported enjoyment of reading short stories and positive effects on reading habits indicate that literature serves as a motivational tool, stimulating students' interest in English learning. Moreover, the motivational impact of the instructors' positive attitude development is further amplified, demonstrating that the employment of literary texts has effects on instructional methods in addition to the benefits for students. This, in turn, encourages active participation and a more dynamic learning atmosphere. Taken together, these findings underscore the profound worth of integrating literary texts as an instructional strategy to promote motivation and active participation in language learning contexts.

*Table 4. Motivation and Class Participation*

<b>ID</b>	<b>Motivation &amp; Class Participation</b>
26496	Literary texts can be motivating for students.
37238	It increases the interest.
145666	It reinforces the motivation.
147680	It presents motivating language.
160816	Motivation of the students increased with literary texts.
327420	Inclusion of literary text increased class participation.
370498	Plots positively affected the motivation of students' reading habits.
377641	They enjoyed reading short stories, and this motivated them to learn English.
381115	Teachers have developed a positive attitude.
443076	Lessons with literary texts are more enjoyable.
638175	Integration of short stories is effective in promoting learners' motivation and participation in the language classes.
667200	Participants stated that they found the literature circles entertaining.
669867	Using literature improves learning motivation.
697700	It motivates learners more.

### ***Creativity and Critical Thinking Skills***

The findings provided in Table 5 demonstrated that the use of literature had a positive impact on students' abilities to think creatively as well as critically. It is clear that reading literary texts while learning a language directly promotes the growth of certain cognitive abilities. The platform that is offered to students allows them to investigate, assess, and evaluate intricate narratives and concepts, encouraging them to think about the text's numerous facets critically. As students carefully analyze and understand the literary material, this practice promotes the development of analytical abilities. Furthermore, the findings emphasize the interrelation between literature and creativity, highlighting that literature acts as a trigger that encourages learners to immerse themselves imaginatively in narratives, characters, and themes. This immersion, in turn, fosters the cultivation of inventive viewpoints and interpretations. In conclusion, students gain both creative and critical thinking skills through the use of literature since they are given the opportunity to utilize methods like analysis, evaluation, and production to deepen their comprehension. The findings also specify that reading has a transforming impact on teachers' critical-thinking abilities. By incorporating literature into their lessons, pre-service teachers demonstrate increases in their analytical, critical thinking, and creative abilities. This conclusion emphasizes the reciprocal characteristic of the process and suggests that using literary texts to develop critical thinking skills benefits both students and teachers.

*Table 5. Creativity and Critical Thinking Skills*

<b>ID</b>	<b>Creativity &amp; Critical Thinking Skills</b>
145666	It develops learners' creativity and critical thinking.
191666	Both teachers' and students' level of knowledge and awareness of using critical thinking skills.
377641	Literature helped learners use creativity and critical thinking skills.
571063	By using literature in class, pre-service teacher's analysing, evaluating, and creating skills improved.
669867	Using literature in their English classes advantages in terms of improving their critical thinking skills.

### ***Cross-Cultural Awareness***

The findings displayed in Table 6 provide insight into how important literary texts are in fostering cross-cultural awareness among language learners. The target country's social and cultural history may be explored via literature, which may help learners get a deeper comprehension of the country's political, social, and cultural background. This suggests that literature acts as a bridge that enables students to cross cultural boundaries and gain an understanding of the traditions, customs, and social norms of many countries. As it provides language learning with a wider sociocultural framework, this transcultural engagement is appreciated favorably by both educators and students. Literature's role in the classroom ultimately enables learners to become more open-minded and interculturally competent.

*Table 6. Cross-Cultural Awareness*

<b>ID</b>	<b>Cross-Cultural Awareness</b>
37238	The subjects learn about the social and cultural history of the target country.
286080	Inclusion of literature provides understanding of other cultures.
381115	Teachers think that literature helps learners learn socio-cultural information about the target language.
516281	Literary texts positively affect the cultural awareness of students.
556429	Using literature helps learners become aware of different cultures.
669867	Using literature helps students know the target culture.

### ***Sense of Intellectual and Emotional Development***

The findings concerning the Sense of Personal Intellectual and Emotional Development collectively highlight the multi-faceted impact of integrating literary texts. Engaging learners emotionally, these texts create connections beyond conventional learning boundaries. Moreover, the literature-driven process of personal interpretation empowers learners to construct unique understandings of ideas and experiences. This, in turn, fosters personal expression, providing a platform to communicate thoughts coherently and creatively. Additionally, learners adopting a deep approach personalize their learning by connecting fragments of knowledge and interpreting information comprehensively. The utilization of authentic literary materials further amplifies this impact by enhancing learners' emotional attitudes. Thus, the integration of literary texts not only enriches language learning but also

significantly influences personal, intellectual, and emotional development through a seamless interplay of emotional resonance, individualized interpretation, personal expression, deep engagement, and authentic materials.

*Table 7. Sense of Intellectual and Emotional Development*

<b>ID</b>	<b>Sense of Personal Intellectual and Emotional Development</b>
26496	It affects learners emotionally
145666	It helps learners to create personal interpretation of ideas and experiences
286080	Develops personal expression
450072	Learners adopt a deep approach (personalising the learning, relating the bits of knowledge interpreting the information etc.) when learning literature.
527660	Using authentic literary materials enhances learners' attitudes emotionally.

### ***Authentic and Rich Material***

Literary texts have a significant relevance as valuable educational resources, evidenced by the findings of the use of authentic and rich material in language learning. A strong emphasis is placed on the concept of authenticity, wherein literature acts as a conduit for genuine language usage, closely mirroring real-life communication scenarios. Through exposure to genuine language, students gain knowledge of linguistic nuances as well as practical language skills that are applicable to real-world language interactions. Furthermore, literary texts are celebrated as abundant reservoirs for language instruction, encompassing a multifaceted platform that encapsulates linguistic, cultural, and contextual dimensions. This inherent richness within literary works emanates from their intricate composition, offering learners a plethora of language nuances and cultural insights. Importantly, pre-service instructors' perspectives align with these findings, as they acknowledge the significant usefulness of literary texts as pedagogical instruments for foreign language learning. The alignment between educators' perceptions and the scientifically proven benefits of utilizing rich and authentic resources emphasizes the crucial part that literary texts play in enhancing language teaching approaches. Thus, the findings collectively underscore that literary texts not only facilitate an authentic language experience but also immerse learners in the intricate tapestry of cultural understanding, thereby enhancing language learning endeavors with the multi-layered depth that literature uniquely offers.

*Table 8. Authentic and Rich Material*

<b>ID</b>	<b>Authentic &amp; Rich Material</b>
145666	Literature provides authentic language.
327420	Literary texts are rich sources for language teaching.
628491	It is concluded that the pre-service teachers perceive literary texts as valuable foreign language teaching resources.

### ***Negative Perspectives***

Regarding unfavorable attitudes towards the utilization of literature, a study with the identification number 381115 highlights notable factors that deter instructors from incorporating literary texts into their teaching practices. This research underscores that educators encounter constraints driven by the curriculum mandates they are expected to fulfil. As a result, the inclusion of literary texts may be perceived as challenging due to time limitations and curricular obligations, leading to hesitance in integrating such materials. Additionally, the study reveals that teachers often voice concerns related to learners' proficiency levels. Specifically, instructors observe that learners with limited language proficiency might encounter difficulties when engaging with literary texts. This is attributed to the intricacies of literary language, including sophisticated vocabulary, complex sentence structures, and nuanced cultural references. The combination of these factors contributes to a reticence among educators to integrate literary texts into their teaching methodologies, thus shedding light on the complexities and challenges associated with the adoption of literature in language instruction.

### **Conclusion**

Traditional conceptions of literature as an undesirable and difficult language instruction resource have increasingly shifted in a positive direction for English language teachers. The incorporation of literature into the curriculum of language instruction has garnered the attention of English language teachers for a number of reasons. As a result, literature has developed as a recognized instrument and source of authentic language usage within the realm of ELT, which has increased its significance and popularity within this field. However, the incorporation of literature into the instructional material, and therefore the atmosphere of the classroom, has produced significant problems, which in turn has prompted academics to study the subject. In

spite of the fact that a huge number of studies have been undertaken on the use of literature in EFL classrooms, very little research has been carried out using systematic review methods specifically focused on dissertations and theses. In this regard, the current study aimed to systematically review how literature is utilized in Turkish EFL classrooms. As a direct consequence of this, twenty-four studies that met the inclusion and exclusion criteria were subjected to an in-depth analysis, and the findings of this analysis were provided in accordance with the particular research objectives.

In response to the first research question on the studies' characteristics, the present research found that there has been a significant rise in the number of graduate-level studies on the use of literature in EFL classes since the turn of the century. Furthermore, this study revealed that case studies and convergent mixed designs are the most widely utilized research types, while triangulation is the least employed, followed by correlational, experimental, and descriptive. The findings of the sample groups make it abundantly clear that the biggest number of participants is less than one thousand and that the number of studies with more than two hundred participants is quite low. This suggests that a great number of further research with large sample groups is required in order to make the results of these studies get extrapolated to the general population.

In accordance with the second research question, the findings of the theme analysis indicate that utilizing literature is useful since it enhances language skills and competency, raises enthusiasm in class participation, develops creativity and thinking abilities, provides cultural awareness, and offers both intellectual and emotional development. On the other hand, the findings of the research shed light on the factors such as curriculum and low proficiency level that are at the root of the unfavorable views about the use of literature. In view of the substantial role that teachers and other authorities play in the process of education, it is of the utmost significance to take into account the students' current levels of competence in addition to the curriculum.

On the other hand, considering the number of studies on the use of literature in EFL classrooms is low, it is possible to draw the conclusion that there is a disparity between the theory and practice, despite the fact that graduate-level research strongly suggests that incorporating literature into EFL classrooms has a significant deal of positive impact on students' language acquisition. This provides support for the suggestion that more research could be conducted to explore the factors that exist behind avoiding the use of literature.

## Recommendations

For the diverse spectrum of stakeholders engaged in the discourse surrounding the integration of literature within EFL classrooms, a series of discerning recommendations emerges to enrich this pedagogical endeavor. It is suggested that people who have the power to influence educational policies think about increasing curricular flexibility. Policymakers can shed light on the routes leading to multidisciplinary synthesis by allowing opportunities for the incorporation of literary works.

Prioritizing the improvement of pedagogical training programs for aspiring teachers is additionally recommended. These programs ought to be designed as dynamic platforms that are equipped with cutting-edge methods for subtly incorporating literary aspects into the field of EFL instruction. By cultivating the capacity to meticulously select texts that resonate profoundly with students' linguistic competencies, cultural sensitivities, and cognitive predispositions, educators assume the role of pedagogical architects.

Furthermore, even though dissertations and theses, by virtue of their greater scope and depth, are universally held to a higher level, the findings of this study show that researchers should not only focus their attention on the positive aspects of incorporating literature in EFL classrooms; rather, they should also spend their attention on the underlying issues that contribute to the insufficient utilization of literature in EFL classrooms. In a similar vein, it is very necessary, in order for research to be credible and generalizable, that any restrictions, such as sample size, be handled.

It is also important to note that most studies only include instructors' viewpoints in their findings. Given the interconnected nature of teacher-student interactions and the critical importance of student perspectives, further study into the students' perceptions is also required.

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