

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**TEACHERS' USE OF LITERATURE
IN THE ESTONIAN EFL CLASSROOM
IN STAGES II AND III OF BASIC SCHOOL
AND UPPER SECONDARY SCHOOL:
REASONS, SELECTION PROCESSES
AND APPROACHES**
MA thesis

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ABSTRACT

While the inclusion of literature in the English as a Foreign Language (EFL) teaching has been debated quite fiercely in the past, it has become a steady fixture by now. Extensive research has been conducted into the benefits and problems of using literary texts for the purposes of EFL teaching and how these texts can be employed. However, the topic has not been studied very much in Estonia, which has prompted the writing of the thesis at hand. The goal of the thesis is to investigate to what extent, how and for what purpose teachers of EFL in Estonia teaching in the II and III stages of basic school and the upper secondary school stage use literary texts in the EFL classroom.

The introduction deals with the concept of 'literature', the previous scholarship that has inspired the author's interest in the topic, the connections between literature and EFL teaching and presents the aim of the thesis. The literature review provides a short overview of the history of the role of literature in the EFL classroom, discusses the various arguments in favour and against the use of literature in the EFL classroom, elaborates on how literature can be approached in the EFL classroom and what factors may affect a teacher's choice of literary texts. The empirical chapter presents the study that was conducted. A survey was compiled based on the research questions and the literature review, which was sent out to the members of the Estonian Association of Teachers of English. The empirical part contains the methodology of the study, the description of the sample, and the combined quantitative and qualitative analysis of the results of the survey. The conclusion summarises the main findings of the thesis.

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INTRODUCTION

The idea and practice of using literary texts in the English as a Foreign Language (hereafter EFL) classroom is familiar to many, if not all teachers. It has also sparked a fierce debate among academics for several decades. This thesis aims to investigate to what extent and for what purposes EFL teachers in Estonia use literary texts in stages II and III of basic school and the upper secondary school stage.

Before this thesis delves into what is meant by ‘using literary texts’ in the EFL context, it should be clarified what is meant by ‘literary text’. Many experts over the years have attempted to define ‘literature’ and definitions vary. On the simplest level, literature is “a body of written works” (Rexroth 2020: para. 1). However, this definition does not provide any specific parameters.

Jim Meyer (1997: 3-4) uses a prototype approach to provide a set of characteristics to define ‘literary works’. According to him, literary texts:

- are written texts
- are marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, meter
- are in a literary genre (poetry, prose fiction, or drama)
- are read aesthetically
- are intended by the author to be read aesthetically
- contain many weak implicatures (are deliberately somewhat open in interpretation). (Meyer 1997: 3-4)

The idea of literature itself is believed to be “relative and that ascriptions of value to texts are a transient process dependent on the given values of a given time” (Carter 2007: 5). This already implies that the definition of literature is ever-changing and dependent on numerous factors. Ronald Carter (2007: 5) divides the various definitions of literature into two categories: ontological and functional. He points out that the consensus that has emerged in the past few decades is that literary texts are “socially, culturally and historically variable, should be defined as part of institutionalized social processes, and are

discourses that, far from being separate from other discourses, share characteristics with them.” Amos Paran and Pauline Robinson (2016: chap. 1) believe that the line between literary and non-literary texts is not obvious. There are texts that fall firmly in the ‘literary’ or ‘non-literary’ category but also texts that could be categorised as either or both. They propose viewing it as a continuum, rather than a binary system.

Since trying to define literature can lead to an extensive semantic debate, this thesis focuses on the definitions of ‘literature’ and ‘literary texts’, which for the purposes of this thesis are used as synonyms, in research in the same area: literature in foreign language teaching. In 2017, Emilia Luukka studied the use of literary texts in Finnish upper-secondary EFL teaching with an emphasis on their selection, frequency and function. While the context and motivation for Luukka’s research differ from those of this thesis, the overall area of research is similar: literature in EFL teaching. Luukka’s research also reveals a lack of a consensus among teachers themselves on the definition of ‘literature’ and ‘literary text’, as there were differing opinions on what counts as literature and what does not. The definition also depends on the specific approach to literature. Luukka adheres to the functional approach: “a piece that may be fiction or non-fiction, oral or written, linear or non-linear, including visual, auditive, or animated, or one that contains pictures or hyperlinks, such as comics or hypertexts” (Luukka 2017: 200). This definition includes a wide array of texts as well as the increasingly varied forms of text consumption and accessibility. As such, it allows the inclusion of texts such as biographies and autobiographies, graphic novels, online publications and even audiobooks. Therefore, Luukka’s definition is used in this study, including the wording of the survey questions.

The use of literary texts in the EFL classroom has been studied in many countries from multiple different perspectives, focusing on a variety of different aspects. In the Netherlands, research was conducted into secondary school students’ perspective on using

literature in foreign language teaching (Bloemert et al 2019). In Japan, a special EFL course with a literary focus was developed for university students with positive results, as the researcher found that using literature helped develop students' language skills, knowledge of cultures and critical thinking skills (Armstrong 2015: 15). Kit U. Chio (2009) analysed nine different studies on the impact of reading literature on second language development. Michael Marek and Pin-hsiang Natalie Wu (2011) analysed the use of literature as authentic material among Taiwanese ESL students. Luukka (2017) studied the role of literature in Finnish EFL education at the general upper-secondary level. In 2020, Art Tsang, Amos Paran and Wilfred W.F. Lau studied the perception of Hong Kong EFL learners concerning the language and non-language benefits of using literary texts in foreign language education (Tsang et al 2020).

However, the use of literature in English language classes has not yet been studied very extensively in Estonia. Olga Orekhova (2009) studied the use of literature in the ESL classroom but her MA thesis focused on poetry. In addition to the topic being under-researched, there is another reason for conducting the current study. When we look at the learning outcomes formulated in the Estonian National Curriculum for Basic Schools, the National Curriculum for Upper Secondary Schools and previous research on the use of literature in the EFL classroom, especially the advantages of using literature, and consider how the learning outcomes of teaching English as a foreign language could be achieved by using literature, then it becomes clear that literature is an important resource in this respect. Therefore, it would be beneficial to determine whether, how much and how Estonian teachers use literature in language teaching.

Amos Paran (2008: 469) argues that literary texts are appropriate to use in language teaching because language is learnt by humans and appreciation of literature is a human characteristic. He further states that "language learning is not only about language – it is

about learning as well; it is not only about training, but also about education”. Contemporary language teaching theorising has moved away from an extremely compartmentalised and utilitarian approach to a more well-rounded perspective that encompasses various aspects of the learner and the context of learning. This new approach takes the whole person and the culture, of which literature is definitely a part, into account (Paran 2008: 469). Paran and Pauline Robinson (2016: chap. 1) posit that literature “is part of the human experience and using literature in our language teaching does not take away from our learners’ language learning”. On the contrary, it creates new connections in learners’ knowledge, adds new dimensions to the process of learning and expands their knowledge about the culture of English-speaking regions. The author of the thesis at hand agrees that separating the teaching of languages and literature from each other is not always necessary or reasonable, as they are closely interlinked. The study of a foreign language gives learners the opportunity to read and comprehend increasingly more complex texts, including literary ones. The study of literature, similarly, can help learners develop their language skills, critical thinking skills and interpretation abilities, not to mention expanding their general knowledge base. Moreover, literary texts are authentic sources of language that can further develop students’ understanding of language structures, varied uses of language and serve as a springboard for improving communication skills, in addition to vocabulary extension.

The notion of including literature in foreign language learning is not a new one. Kay Herr (1982: 205 quoted in Bloemert et al 2019: 372) views literature as an integral part of FL education across all levels. In 2005, Geoff Hall wrote *Literature in Language Teaching*, which attempted “an integration of literary and linguistic studies” (2005: 3). In 2007, the Modern Language Association proposed a reform that would move away from the language-literature divide towards an integrated FL curriculum (Bloemert et al 2019: 372).

In 2020, Vander Viana and Sonia Zyngier studied the integration of literature in EFL education, recommended by the Modern Language Association, among Brazilian high-school students and received positive feedback from students (Viana and Zyngier 2020). In recent years, much attention has also been paid to content and language integrated learning (CLIL) in many countries, including Estonia.

The Common European Framework of Reference for Languages (2001: 101) states that learners need to develop certain communicative language competences, in addition to general competences, in order to navigate communication situations in any language environment: linguistic competences, sociolinguistic competences and pragmatic competences. The use of literature can aid in the development of all three competences. As it will be explained later in this thesis, the use of literary texts as a teaching resource can facilitate the development of linguistic competence, especially lexical and grammatical competences. Well-chosen works of literature can develop learners' sociolinguistic competence, such as politeness conventions or expressions of folk-wisdom, as they depict innumerable social situations in the target language, providing a template for the learner (2001: 118). Finally, both the act of reading literary texts and the discussion of them can help improve learners' pragmatic competence, as they help learners communicate and understand communication effectively. In 2018, the *Companion* to the CEFR was published, which also introduced three new illustrative scales relevant to literature and literary competence (Alter and Ratheiser 2019: 377; Council of Europe 2018: 22). The mere existence of this addition implies that literature should be included in the language learning process to some extent.

The Estonian National Curriculum for Basic Schools (2011c) and the National Curriculum for Upper Secondary Schools (2011a) provide a list of general competences that students should acquire by the end of 9th grade and 12th grade, respectively: culture

and value competence; social and civic competence; self-management competence; learning competence; communication competence; mathematics, natural sciences and technology competence; entrepreneurship competence; and digital competence. Appendix 2 of the National Curriculum for Basic Schools (Vabariigi Valitsus, 2011d: 2-3), which applies to the study of foreign languages, states that the goals and outcomes of foreign language teaching already contain language competence, intercultural competence and learning skills. It also notes that while teaching foreign languages, all of the general competences are shaped through the set goals, tackled topics and various learning methods and activities. Culture and value competence development is supported by learning about the cultures and value systems of the countries where the learned languages are spoken. Social and civic competence, which is closely tied to value competence, is shaped by the various forms of learning, such as group work, project learning, etc., and active participation in the cultural programmes of the language in question. Self-management competence is developed through the topics covered in the foreign language lessons through a variety of different task types, such as role plays or discussions. Learning competence is shaped constantly through the implementation of different learning strategies. Communication competence is central in foreign language learning and the goals of foreign language teaching are directly based on the components and contents of communication competence. Mathematics, natural sciences and technology competence is connected to communication competence. Finally, entrepreneurship competence accompanies the self-assuredness and courage that foreign language skills provide. (Vabariigi Valitsus, 2011d: 2-3) The same Appendix also states that listening to and reading various age-appropriate texts is a suitable method of learning for students in the III stage of basic school (Vabariigi Valitsus, 2011d: 11).

The Appendix 2 also points out that the study of foreign languages is tied to a

number of other subjects, most prominently the study of language and literature, as knowledge acquired in the learning of one's mother tongue is implemented in foreign language learning as well: written and oral self-expression ability is developed, texts are created and there is an attempt to understand texts. The Appendix further recommends the use of study materials that integrate other subjects. (Vabariigi Valitsus, 2011d: 3)

Appendix 2 of the National Curriculum for Upper Secondary Schools (2011b: 3-4) addresses the same competences but at a higher degree of sophistication. Similarly, the Appendix 2 states that the materials used in foreign language learning complement the knowledge that students acquire in other subjects, giving students the language tools to handle the topics of various fields. It also suggests that learning materials integrated with other subject fields should be used in the acquisition of foreign languages, including content and language integrated learning. A student who knows foreign languages will be able to access additional information sources in foreign languages, for example reference books, literature, the internet, etc. (2011a: 4) In addition, the appendix also lists the ability to read foreign language literature among the learning outcomes for upper secondary school graduates (2011a: 11).

Consequently, a thoughtful inclusion of carefully selected literary texts in an EFL classroom can aid in the development of most, if not all, competences. For example, the use of literary texts provides insights into the culture that is related to the language of the piece of writing and contributes to achieving the cultural competence goal. Reading is a solitary activity in which students will have to manage their own time and this helps develop their self-management competence. Discussing and analysing the read texts enhance students' communication competence. Depending on how the teacher tackles a literary text in their classroom, various other competences may be developed in the overall learning context.

Considering all the above, the aim of the thesis at hand is to study the debates surrounding the use of literature in the EFL classroom, in order to determine its benefits and pitfalls, and to investigate to what extent, how and for what purpose teachers of English as a foreign language in Estonia teaching in the II and III stages of basic school and the upper secondary school stage use literary texts in the EFL classroom. In order to reach that goal, four research questions were posed:

- What factors affect teachers' decision to either use or not use literary texts in the EFL classroom and how?
- What kinds of literary texts do teachers use in the EFL classroom and what factors affect their choice of literary texts?
- How do teachers use literary texts in the EFL classroom?
- For what purposes do teachers use literary texts in the EFL classroom?

In order to find answers to these questions, the literature review of this thesis looks at the history of using literature in the EFL classroom, the most commonly used arguments against and for the use of literature, the factors that affect teachers' text selection process, and the different ways in which teachers can approach literary texts in the EFL classroom. The empirical part of the thesis discusses the results of a survey conducted among the members of the Estonian Association of Teachers of English in which they were asked about their reasons for either using or not using literary texts in the EFL classroom, their choice of texts and text-related activities, and the intended learning outcomes of using literary texts in the EFL classroom.

1. LITERATURE IN THE EFL CLASSROOM

The literature review will give a brief overview of the changing attitudes towards the use of literary texts in the EFL classroom in order to provide a basis for understanding the debates about the use of literature, followed by the most commonly discussed arguments that influence the decision to use literature, both in favour and against it. The literature review will also discuss theoretical perspectives on how literary texts should be selected for and used in the EFL classroom.

1.1. Using literature in the EFL classroom: a short history

The inclusion of literature in the foreign language teaching and the ways in which it has been used has depended on the changing aims of teaching and the methods used over time. During what Alan Durant (1995: 8) calls the ‘traditional approaches’ era, practitioners of the Grammar Translation Method in the 19th and early parts of the 20th century often used literary texts in their teaching, as they provided students with authentic sources of new vocabulary and grammar practice (Khatib and Rahimi, 2012: 32; Khatib, Rezaei and Derakhshan 2011: 201), however, neither the literary merit nor the content of the texts was discussed in the language learning process (Bobkina and Dominguez 2014: 249). The main goal of learning a foreign language was for students to be able to read literature written in that language later and literary texts were used in the classroom because literary language was “superior to spoken language” (Larsen-Freeman 2011: 37).

The rise of structural approaches and the audiolingual method in the middle of the 20th century saw literature fall out of favour in the foreign language classroom until the 1980s (Khatib and Rahimi 2012: 32; Khatib, Rezaei and Derakhshan 2011: 201; Belcher and Hirvela 2000: 26). Carter (2007: 6) specifies that from the 1940s until the 1960s,

literature was removed from the language curriculum almost entirely and communicative approaches took over: “literature was seen as extraneous to everyday communicative needs and as something of an elitist pursuit” (Carter 2007: 6). The method of using classic literary texts to teach a foreign language was considered as inefficient and linguistics became central in language programmes (Bobkina and Dominguez 2014: 249). Duran (1995: 8) further explains that the “hierarchical view of language and literature was challenged by ideas developing in functional syllabus planning” and communicative language teaching took precedence.

In the mid-1980s, however, literature started to become a more popular teaching resource again, even though there was an ongoing debate over its efficacy (Khatib and Rahimi 2012: 32; Khatib, Rezaei and Derakhshan 2011: 201). The development of communicative language teaching methods reached a point where the role of literature in the language classroom was re-considered, as it was thought that the authenticity of literary texts and imaginative uses of language could be utilized in the language learning environment along with the more functional approaches (Carter 2007: 6). Durant calls this the ‘discourse stylistics approaches’ phase. There was a strong reaction against the functional approach, and literary texts were once again re-introduced into the language learning classroom; however, this time they were placed among a wide array of other text types to teach learners about different stylistic properties (Durant 1995: 8-9). In the late 1980s and from then onward, a lot of research focused on the benefits of using literary texts in the EFL classroom and managing the potential problems stemming from it. In 1986, Brumfit and Carter published *Literature and Language Teaching*, which addressed two overarching issues: “(1) What is literature, and what therefore should be selected as a basis for teaching literature, and why? (2) How should it be taught, and what is its overall place, internationally, in language education?” (Carter 2007: 4).

It should be noted that while literature has fallen in and out of favour in the EFL classroom throughout the 20th century, and there were strong proponents for its use during the periods when the common consensus was against the practice, and that there are potential problems that may occur when using literature in EFL teaching to this day, literature in the EFL classroom is now largely considered as a helpful tool. For example, Povey argued already in 1967, when literary texts were largely excluded from the EFL classroom, that literature enhances students' language skills since "literature will extend linguistic knowledge by evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (1967: 41-42). He also claimed that using literature as a method of teaching a language opens up the culture that the language in question is used in, increases students' awareness and insight into human nature, and fosters creativity in students. While he prioritized the development of linguistic and cultural knowledge for the EFL classroom, he pointed out that all the four aspects are relevant to a foreign language student (Povey 1967: 42).

1.2. Arguments for and against using literature in the EFL classroom

There exists a considerable body of academic research concerning arguments in favour of and against using literature in the foreign language classroom. Sometimes, different perspectives are supported by the same arguments. In this section, the most prevalent arguments, both in favour and against, will be discussed. These arguments are related to motivation, authenticity, language skills, cultural awareness, critical thinking, interpretative abilities and inferential skills, overall personal development, as well as questions of time and preparation.

1.2.1. Language skills

Since this thesis focuses on using literary texts in the foreign language learning context, the first consideration should be whether their use promotes language acquisition or hinders it. This has been debated extensively over the decades. McKay (1982: 529) acknowledges the common argument that literature provides little opportunity to teach grammar, as literary texts often contain unusual structures and use of language, but points out that literary texts that contain language that illustrates particular registers or even dialects are inherently tied to a social context, which helps to explain why particular forms of language are used. In this sense, “literature is ideal for developing an awareness of language use” (McKay 1982: 530). Literary texts can provide a wide array of styles, registers and types of texts that vary in their level of difficulty (Maley and Duff 2000: 6). The use of literary texts will expand learners’ linguistic knowledge by providing them with extensive examples of vocabulary and complex syntax usage (Povey 1967: 42-43).

Ronald Carter and Michael N. Long (1991: 2) point out that using literature in language teaching exposes students to “the more subtle and varied creative uses of the language”. However, they also caution against overreliance on pure language-focus, as that might prevent learners from genuinely connecting with the text, which can be demotivating (Carter and Long 1991: 2). Lengyel (1975: 61) believes that reading literature in a foreign language will help students expand their passive vocabulary, increase their understanding, make them more aware of literary styles and different uses of language. However, she also argues that this requires a pre-existing linguistic knowledge, and she emphasized the importance of choosing the right literary texts for the students (1975: 61-66).

Collie and Slater (1988:7) claim that “literature provides a rich context in which individual lexical or syntactical items are made more memorable”. Furthermore, they believe that literature can expand “learner’s awareness of the range of language itself”

(Collie and Slater 1988: 7). At the same time there are concerns that there is a considerable clash between the goal of mastering grammatical forms and structures in EFL teaching and the “intentional bending and breaking of grammatical rules that seems to be one of the main features of literature” (Lima 2005: 4). Overreliance on famous classical texts that contain difficult language for the learner is also an issue (Van 2009: 3).

Lazar (1993: 17) claims that literature may offer an appropriate way of stimulating language acquisition, “as it provides meaningful and memorable contexts for processing and interpreting new language.” However, she also notes that lower-level learners may need simplified texts or graded readers, as authentic texts may be beyond their abilities (Lazar 1993: 17). Certain texts may be too linguistically complex for students below a certain level, as there may be rhetorical or literary devices, which may pose difficulties for students, or ‘deviant’ language that ignores grammatical rules, which can be problematic for students who have not yet fully acquired the basics of grammar, syntax and word formation (Lazar 1994: 115-116). Higher-level learners who are genuinely interested in literary texts may even acquire “a great deal of new language almost in passing” (Lazar 1993: 17).

While both Collie and Slater (1990: 5-7) and Lazar (1993: 15-19) acknowledge that the language used in literary texts may be atypical of daily conversational language (Collie and Slater 1990: 6-7) and may even break the traditional “rules of syntax, collocation and even cohesion” (Lazar 1993: 17), they argue that exploring these texts will expand learners’ grasp of the language, its rules and intricacies. The use of figurative and unusual language can therefore facilitate a more comprehensive language learning, rather than hinder it.

1.2.2. Authenticity

In connection with language skills development, authenticity is often cited as one of the main arguments in favour of bringing literary texts into the EFL classroom (Khatib, Rezaei and Derakhshan 2011: 202). Ghosn (2002: 173) claims that authentic literature provides a “motivating, meaningful context for language learning”. Literature can be viewed as a good source of authentic texts because it can contain two separate features: language in use and “an aesthetic representation of the spoken language which is meant to recover or represent language within a certain cultural context” (Cruz 2010: 2). Introducing students to authentic texts, including literature, is vital because the goal of the language class and the teacher is to prepare students for the real uses of the language. If students are not given authentic examples of language use, they will not be prepared to respond to them outside of the learning environment (Berado 2006: 67).

Collie and Slater (1990: 5) argue that the inclusion of authentic texts in the language classroom has provided students with language that is as real and undistorted as possible in that environment. They elaborate that the inclusion of authentic literary texts forces students to interact with language that is meant for native speakers, which equips them with a variety of written linguistic conventions, such as irony, narration, exposition, etc. Long argues (1986: 56) that a piece of literature is an authentic text by its very definition, which means that the activities accompanying it are “genuine language activities, not ones contrived around a fabricated text.” According to him, literature can even have a place in the communicative language teaching method, as literature invites numerous communicative classroom activities (Long 1986: 56).

1.2.3. Motivation

Motivation is also an important factor in incorporating literary texts into foreign language teaching. Moreover, using literary texts in EFL teaching can motivate learners to read and relate to a text. Gillian Lazar states that using literature in the EFL classroom helps integrate reading practice with language acquisition (1993: 17-18). She claims that literature provides a range of classroom activities that can motivate students, as they portray a wide array of human experiences. This helps foster a personal connection between the student and the text which goes beyond a “mechanical exercise” of language acquisition: students draw more on their personal experiences when working with the text and become more invested in learning the language as well (Lazar 1996: 773). Jelena Bobkina and Elena Dominguez (2014: 250) also point out that motivating engagement with the text creates an overall positive effect on the learning process, which in turn also facilitates the language acquisition process.

Durant (1995: 9) highlights motivation also as one of the three main arguments in favour of incorporating literary texts into language teaching: literary texts, as opposed to reports, manuals and most other texts with specific functional approaches, are written in genres that are meant to be appealing and interesting. That appeal and interest are likely to motivate concentration on and engagement with the text by the students. However, if implemented poorly, the use of literary texts can also be boring and uninteresting. In the case of less advanced students, using literary texts may be too difficult and students themselves may lack interest and motivation to work with these texts (Lazar 1994: 116).

In *Literature*, Duff and Maley (2000: 6) highlight the motivational criterion as one of three justifications for the use of literary texts in EFL teaching. They argue that unlike texts created for the purpose of language teaching, which often “trivialize experience in the service of pedagogy”, authentic literary texts provide a motivational factor due to their

“genuine feel”, which can elicit a personal connection between the learner and the text. In the case of some, literary texts may offer the affective, attitudinal and experiential factors that motivate students to read, which in turn can improve reading proficiency development (McKay 1982: 530).

1.2.4. Cultural awareness

Culture is often mentioned as both a reason against using literature in the EFL classroom and as a reason in favour of using it. In reviewing the arguments in favour of literature in EFL teaching, Hall (2005: 48) specifies that literature can be used in second language teaching for both developing cultural knowledge and intercultural experiences. Learners who are unable to experience the real-life environment of the language they are learning by visiting the country or countries in question must take more indirect routes by consuming auditory, visual and written input, which includes literature. Even fictional texts can offer vivid cultural contexts of the language and the people who speak that language as a mother tongue. “A reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society.” (Collie and Slater 1990: 6)

Literature is often viewed as an ideal way to introduce students to cultural assumptions (McKay 1982: 536); however, it can also contain specific cultural perspectives which may be difficult for students to grasp (McKay 1982: 529). Literary texts are not written in ways that perfectly reflect the entirety of the culture in question: there are always different points of view, even when a culture may seem homogeneous. Literary texts may distort or subvert cultural assumptions, which can lead to confusion for readers who are not familiar with the intricacies of that particular culture (Lima 2005: 4).

On the other hand, McKay (1982: 531) argues that literature can facilitate tolerance for cultural differences in both the teacher and the student. Additionally, the struggle to understand cultural problems in literature can promote creativity in students, which would make the cultural challenge worth it. Carter and Long (1991: 2) claim that using literary texts within a cultural model helps students to learn about other cultures that differ from their own.

Literature can provide students with an idea of the culture of the people whose language they are learning; however, there is no clear correlation between language and culture, especially when it comes to English, which is so widely spoken by now. While literary texts can provide an insight into the culture in which the language is spoken, it should be viewed as a single example of a much wider cultural context with an array of cultural experiences that should be viewed critically (Lazar 1993: 16).

1.2.5. Critical thinking

It has been noted that literature can also be used in the EFL classroom to develop learners' critical thinking abilities (Lazar 1993: 19; Oster 1989: 85; Paran 2008: 485). Using literary texts in EFL teaching can aid students in their acquisition of foreign language but also prompt students to employ critical thinking in their reading of the text (Bobkina and Stefanova 2016: 680).

In his 2015 study, Matthew Armstrong found that using authentic literary texts can increase students' critical thinking skills, as they are forced to look beyond the initial understanding of the texts and discuss them from various angles. While the study was conducted on university students, there is no reason to believe that younger students would not experience a similar result. Similarly, a study conducted by Svetlana Stefanova, Jelena Bobkina and Francisco Javier Sánchez-Verdejo Pérez (2017) in Spain to determine the

effectiveness of using literary texts to teach critical thinking skills yielded positive results from the perspectives of both the students and teacher involved in the study.

1.2.6. Interpretative abilities and inferential skills

Learning a new language also requires a certain level of interpretative abilities and inferential skills, as they help learners determine the appropriate use of idiomatic language, generalisability of grammatical rules and understanding what is implied beyond the literal meaning of spoken text. Literature functions as a good tool for developing students' inferential and interpretative skills, since literary texts often contain many layers of meaning and require the reader to make sense of them (Lazar 1993: 19). Hall (2005: 48) highlights the promotion of inferential and interpretative skills through the use of literature in language teaching. Duff and Maley (2000: 6) also point out that since literary texts are, due to their very nature, open to a wide range of interpretations, it is extremely unlikely that two readers will understand a text identically. This difference of opinions can only be reconciled through interaction and communication.

In order to understand a text, readers have to ask questions, use their pre-existing knowledge and personal experiences, and make predictions in order to reach a cohesive interpretation of what they have read. The end goal here is not to reach a definite interpretation of one specific text but to develop interpretative skills that can be applied beyond the limits of one classroom (Daskalova and Dimova 2012: 1184). Daskalova and Dimova (2012: 1184) also state that the "active involvement of the learners in interpreting the text through noticing, inferencing, negotiation, interaction and imaginative involvement promotes language acquisition", as active learning processes promote information retention. Furthermore, since literary texts are more complex and multi-faceted than non-literary texts or conversations, their use not only helps develop interpretation skills but also

understand how texts are interpreted (Durant 1995: 9).

1.2.7. Personal development

Aside from the previously mentioned arguments, all school subjects should help learners develop as a whole person, not just their individual skills. Carter and Long (1991: 3) list personal growth as one of the three main reasons for including literature in the EFL classroom, alongside cultural and linguistic development. Reading literary texts contributes to the development of the learners as individuals and as members of a wider society. Since literary texts often concern themes that they can connect to their own personal experiences (Duff and Maley 2000: 6), they can be powerful motivators for both language and personal development.

In their research into learners' perspectives on the language and non-language benefits of literature in foreign language learning, Art Tsang, Amos Paran and Wilfred W.F. Lau (2020: 16) discovered that personal development was valued as a non-language benefit; although, in the context of their study, more value was attributed to the use of short stories than poetry. In their study of students' perspectives of the benefits of EFL literature education, Bloemert et al. (2019: 380) found that a large percentage of their respondents, 27%, noted 'critical thinking skills and personal development' among the beneficial elements of the inclusion of literature.

1.2.8. Time and preparation

All the previously discussed aspects are relevant and deserve thorough consideration; however, there are also more immediate factors that teachers need to account for when deciding whether to use literary texts. There is the ever-present issue of the lack of time

(Zyngier 1994: 10). If literary texts are not mentioned in the national foreign language curriculum as something that has to be employed in the EFL classroom, it may be difficult for teachers to include them in their lessons, as other language learning activities and goals may take precedence. There is a limited amount of time for teachers to organise their syllabi and some may view the inclusion of literary texts as unnecessary and a waste of time (Lazar 1994: 116).

Finally, including literary texts in the foreign language classroom also requires preparation and training. Many teachers do not feel prepared to include literary texts in their language teaching, as they do not feel equipped to fully utilize them (Zyngier 1994: 11; Paran 2008: 480).

1.3. How to use literary texts in the EFL classroom?

In a situation where a teacher has taken the previously mentioned arguments into consideration and decided in favour of using literary texts in their EFL teaching, they will have to decide on their approach to using the texts that best benefits their students' learning and development. As mentioned in the introduction, determining where the line is between using literature to teach English as a foreign language and teaching literature in English can be quite difficult. There are classroom activities that fall firmly on either side: using a literary text as a source of new vocabulary or as an example of specific grammatical rules in authentic use is clearly an example of using literature as a resource, whereas discussing narrative theory falls firmly in the category of teaching literature. However, there is a variety of activities that can easily be either or both. When students have to discuss a text that they read and highlight the themes in it, does that count as teaching literature or as developing communicative competence in a foreign language? There is quite a lot of grey

area where it is difficult to delineate on which side of the line an activity falls or, more importantly, where there is little reason to actually try to delineate it. Discussing a text from a variety of different aspects, including the identification of the theme, can simultaneously function as communicative language competence development and the development of students' literary competence. Whether there is more focus on one or the other, or whether the focus is shared equally is the teacher's decision, depending on the set learning outcomes for that particular task.

Carter and Long (1991: 3) define the study of literature as "reading literature within an academic, institutionalised setting for purposes of obtaining qualifications in literary studies". They elaborate that this includes a wide array of critical concepts, literary conventions and metalanguage, which students are expected to acquire and use appropriately in their own discussions about literature. Using literature, however, aims to encourage greater awareness of and sensitivity towards the wider world. It also provides many linguistic opportunities for the foreign language teacher. When literature is introduced to the language classroom, the purpose of it must be considered beforehand.

Since this thesis focuses on the use of literary texts in the EFL classroom, with the primary goal of developing foreign language skills, the inclusion of a literary text in the learning context should be done with the purpose of developing one or more of the four skills: listening, speaking, reading and writing. The development of language components of linguistic competence, such as pronunciation, grammar and vocabulary (Vabariigi Valitsus 2011d: 15), should similarly receive significant consideration.

The most important principles of learner-centred foreign language learning should also be remembered:

- 1) the learner's active participation in the learning, their conscious and creative use of the foreign language and shaping of learning strategies;

2) the correspondence between the content of the materials used in language learning and the student's interests;

3) the implementation of various active learning formats;

4) changing the teacher's role from the mediator of knowledge to the learner's cooperation partner and advisor in the acquisition of knowledge;

5) the openness of learning materials, their adjustment and improvement on the basis of the learner's goals and needs (Vabariigi Valitsus 2011d: 2).

As discussed earlier, the balance of using literature vs teaching literature must be considered. While it is possible to use literary texts in the classroom as merely tools for expanding vocabulary or as authentic examples of grammatical forms in use, it raises the question of why use literary texts in the first place then. Relying too heavily on only the linguistic aspects of the text can also demotivate students and detract from their potential enjoyment of it (Carter and Long 1991: 2). Therefore, it is important to use literary texts to their maximum potential, as both authentic sources of a foreign language and as literary texts with an emphasis on the former but not wholly disregarding the latter. There have been many different taxonomies proposed by experts in the field to help categorise different approaches that can be taken when using literary texts in EFL contexts.

Lazar (1993: 23) categorises three potential approaches to literature in the foreign language classroom: literature as content, language-based approach, and literature for personal development. In the language-based approach, analysing the language of the literary text will aid students' interpretations and evaluations of it, while also increasing their overall proficiency of the language. In the literature as content approach, the focus is on aspects such as the history and characteristics of literary movements and genres, while language is acquired through the focus on the content, mainly via the reading of the text and criticisms of it (Lazar 1993: 24). In the case of the literature for personal development

approach, literary texts are used as tools for learners to express their own personal experiences and perspectives, which helps them “to become more actively involved both intellectually and emotionally in learning English” (Lazar 1993: 24).

Amos Paran (2008) has devised a simple but useful model for employing literary texts in the language classroom, shown in Figure 1. This model has two axes with the horizontal axis referring to the focus on literature and the development of literary competence, and the vertical axis referring to the focus on language learning. The intersection of these axes produces four quadrants that describe learning situations where the focus is on either language, literature, both or neither (Paran 2008: 467).

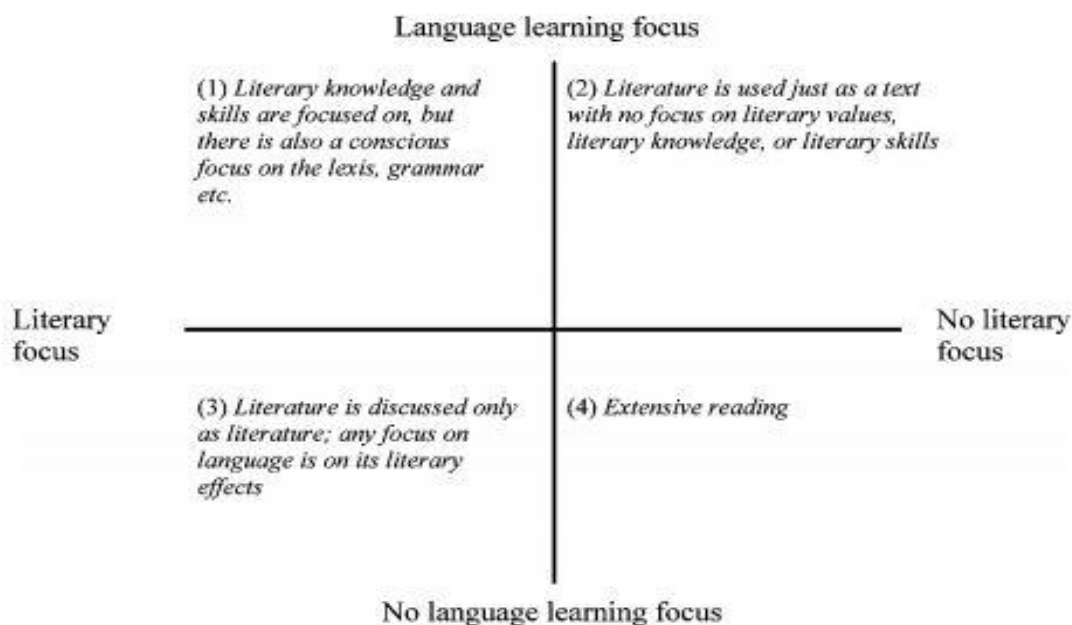


Figure 1. The intersection of literature and language teaching by Amos Paran (2008: 467)

Paran and Robinson (2016: chap. 2) outline three main approaches quite similar to Lazar’s: literature as a body of knowledge and content where the focus is on canonical texts and various aspects of literary history is also studied; literature purely as language

practice material where the focus is primarily on the vocabulary and linguistic qualities of the text, while there is little to no discussion of the text; and literature as a stimulus for personal development where students are encouraged to connect the text to their own lives and experiences. Paran and Robinson emphasise that, regardless of the choice of the approach, teaching can involve various kinds of language development practice “in the form of fluency activities, discussion, vocabulary work, and of course exposure through reading. Even when focusing on the knowledge of facts about literature, it is possible to devise learner-centred tasks that will provide learners with plenty of practice” (2016: chap. 2). This means that even if teachers choose to include activities that could be classified as ‘teaching literature’, for example, introducing students to various literary genre conventions, it can also still function as language development, as long as the teacher keeps both intended learning outcomes in mind when designing activities.

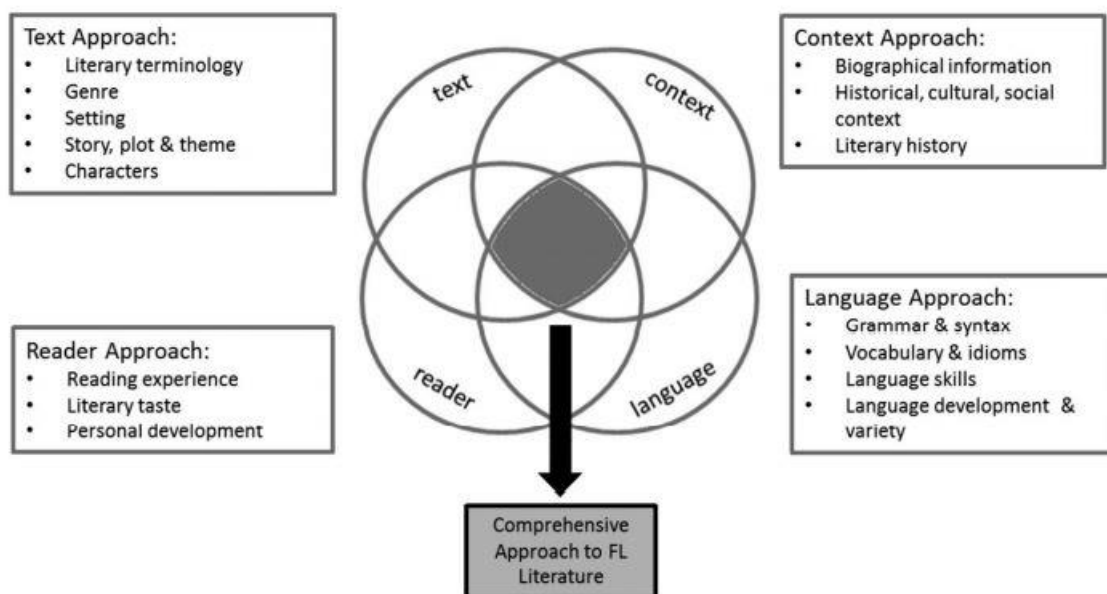


Figure 2. Comprehensive approach to FL Literature by Bloemert et al. (2019: 372)

Bloemert et al (2019: 372) have created a comprehensive model that includes four

intersecting approaches: text approach, context approach, reader approach and language approach, depicted in Figure 2. Here, the text and context approaches fall under the category of ‘study of literature’, while the reader and language approaches are related to the use of literature as a resource. They also note that the section where all the four approaches overlap refers to a learning environment where the teacher combines all of the different areas by “bringing together a focus on the text itself and information about the context, and encouraging the learners to make connections with the text, all the time ensuring that support is being given to language learning” (Bloemert et al 2019: 372-373).

1.4. Selecting texts

When the purpose of and approach to using literary texts in the foreign language classroom have been established, there remains the question of choosing texts. Carter and Long (1990: 141-144) highlight a number of considerations that should be taken into account when making the selection: general availability of the text, representative selection of the texts, whether to use established canonical texts or less well-known texts, whether or not to restrict the selection of texts, whether the text should relate to the country or culture of the reader or not, whether the texts should be contemporary or not, the conceptual difficulties of the text, text length, whether the texts should be complete or not, whether the text should be read within a wider context of other text or not, and whether the text should be selected for theme or genre.

Collie and Slater (1990: 8) acknowledge that the selection of text depends heavily on the students: their abilities, interests, needs, language level and cultural background. However, they recommend favouring the texts that are more likely to arouse interest and elicit positive reactions from the students’, as reading meaningful and enjoyable texts is

more likely to be beneficial to the learners' long-term linguistic and cultural skills. Akyel and Yalçın (1990: 178) state that students should be introduced to a wide variety of types and genres, while taking into account the students' linguistic levels and interests. Similarly, McKay (1982: 536) emphasises that the efficacy of using literary texts in the EFL classroom depends on the selection of texts that are not too difficult linguistically, culturally or conceptually.

Daskalovska and Dimova (2012: 1185) propose that students in the early stages of language acquisition may be given graded readers or specifically written texts in order to provide them with material suitable for their level and to spark an interest in reading; however, students should be provided with authentic literature as soon as they are able to understand more complex texts. Two decades earlier, McKay (1982: 531) has noted that the simplification of a text is a common solution, but it can have an adverse effect, as the information in the text becomes diluted and even reduce cohesion and readability. Daskalovska and Dimova (2012: 1185) argue that foreign language learners should interact with authentic literature because "it increases the exposure to the target language, reveals unusual and unexpected uses of the language, stimulates language acquisition and provides a motivating and enjoyable way of learning the language" (Daskalovska and Dimova 2012: 1185).

Van (2009: 3) points out that since the overuse of the "traditional canon" literary texts is a problem, as they can be difficult for students to comprehend, it is important for teachers to choose texts that their students can understand and relate to. Many experts, such as McKay (1982: 532), have proposed using texts written for children or young adults, depending on the age of the learners. Such texts have the advantage of being linguistically less complex than traditional canonical works and being relatable to young readers, as such texts often address topics like personal growth and development (McKay, 1982: 532).

Since young adult books are focused on topics and issues relevant to teens and young adults, students are usually more motivated to read them (Ostenson and Wadham 2012: 5). While young adult literature can contain the same “breadth and depth” as any other genre (Santoli and Wagner, 2004: 68), it can also act as a stepping-stone to more complex texts as the learner grows and develops (Santoli and Wagner 2004: 72).

Selecting texts for language educational purposes is a complicated process that is affected by many considerations, especially by whether literature is taught or used as a resource for language learning. Chris Lima (2010: 110) notes that the selection of suitable texts may be difficult enough to discourage teachers from introducing them into their language classroom altogether.

Luukka argues for the necessity of adopting a student-centred approach to the text selection process and positions the teacher in the mediator role – someone who is familiar with both the texts and the readers (2019: 199). She divides the wide array of text-selection criteria that she received from her research subjects into three categories: text-, student- and teacher-driven (Luukka 2019: 205).

While there have been extensive discussions on the selection of texts suitable for the EFL classroom, there is no consensus on the matter. The foreign language learning appendixes for both the National Curriculum for Basic Schools (Vabariigi Valitsus 2011d) and the National Curriculum for Upper Secondary Schools (Vabariigi Valitsus 2011b) do not address the issue whether literary texts should be included in the foreign language classroom, which means that there is little guidance there if teachers wanted to include texts in their teaching. However, the appendixes do note that the goals and topics of foreign language learning support learners’ initiative-taking skills, thinking activity and acquisition of cross-cutting topics by using suitable authentic foreign language texts and methods that develop various competences (Vabariigi Valitsus 2011b: 4; Vabariigi

Valitsus 2011d: 4). The overall topics – life-long learning and career planning; environment and sustainable development; citizen initiative and entrepreneurship; cultural identity; information environment, technology and innovation; health and safety; values and morality – could serve as a starting point for teachers who want to use literary texts but who want to integrate them with the curriculum requirements at the same time. In the end, the choice of texts and the factors that affect it largely depend on individual teachers, which is why the teachers' perspective and experience has been chosen as a focus for the empirical study.

The above review of the discourse surrounding the use of literary texts in the EFL classroom has provided a context and a basis for the empirical research of this thesis. It has discussed how literature has become a part of the EFL classroom, analysed the most common reasons for using literary texts with their pros and cons, and what should be considered when using them, outlined some of the possible approaches to using literary texts, and considered the factors that affect the choice of literary texts that are used in EFL teaching. It can be concluded from the discussion in the literature review that when it comes to Estonia and its national curricula for the basic and upper secondary schools, the decision to employ literary texts as well as the choice and the use of these texts in the EFL teaching are determined by the individual teachers themselves. Therefore, the factors that affect the decision-making and the choice of texts and the ways of using the texts in the EFL classroom in Estonia deserve a closer examination. As these aspects have not received due attention in the previous scholarship, they will be studied in the following empirical part of the thesis by using the previous scholarship as a basis for designing and conducting the survey and analysing its results.

2. EMPIRICAL STUDY

2.1. Methodology

2.1.1. Survey compilation and pilot test

In order to find answers to the research questions posed in the introduction, a survey was compiled on Google Forms. Before sending out the survey, the author piloted it on three Tartu University students who are or have been enrolled in the Teacher of Foreign Languages MA programme and three teachers of English at Tallinn English College. The survey was sent out on 17 January 2021 and received responses from all six by 20 January 2021. For the pilot run, an additional question was added to the questionnaire where the respondents were asked for any comments or suggestions they had for the improvement of the questionnaire. On the basis of their feedback and the results of the responses, considerable adjustments were made to the questionnaire in order to collect as much relevant information as possible. The adjustments included the removal and addition of questions, rewording questions and changing the question types. The final version of the survey and the letter accompanying it are in Appendix 1. The responses from the pilot run were not included in the empirical analysis.

2.1.2. Data collection and participants

In the finalised form of the survey, there were eight background questions addressing the respondents' gender, age, professional experience, education, the school stage or system they currently teach in, the language of instruction in the education facility they currently teach at, and the curriculum they teach. The questions concerning age, gender and professional experience were included in order to make sure that the sample was not too homogenous, which might have potentially skewed the results. Following those

questions, the respondents were asked whether they use literature in their EFL classes, after which the questionnaire split into two. The respondents who answered ‘No, I do not’ were then assigned to a set of questions that were designed for the teachers who do not use literature in EFL teaching. This block consists of questions 10-22. The respondents who answered either ‘Yes, I use literary texts in the coursebook/workbook’ or ‘Yes, I use literary texts both in and outside the coursebook/workbook’ were assigned to a set of questions that were designed for the teachers who use literary texts in EFL teaching. This block consists of questions 23-32. In both blocks, the questions were designed according to the previously posed research questions and the information synthesised in the literature review. Questions 10-13 in the ‘No’ block and question 23 in the ‘Yes’ block collect information in order to answer the first research question:

- What factors affect teachers’ decision to either use or not use literary texts in the EFL classroom and how?

Questions 14-16 in the ‘No’ block and questions 24-26 in the ‘Yes’ block collect information in order to answer the second research question:

- What kinds of literary texts do teachers use in the EFL classroom and what factors affect their choice of literary texts?

Questions 17-19 in the ‘No’ block and questions 27-29 in the ‘Yes’ block collect information in order to answer the third research question:

- How do teachers use literary texts in the EFL classroom?

Questions 20-22 in the ‘No’ block and questions 30-32 in the ‘Yes’ block collect information in order to answer the fourth research question:

- For what purposes do teachers use literary texts in the EFL classroom?

The type of each survey question was carefully considered: the pros and cons of each type were weighed before a final decision was made. In the end, the questionnaire contains

a combination of open-ended questions, multiple-choice questions, multiple-selection questions, and Likert scale type questions. Both blocks were as similarly designed as possible to create the possibility of a comparative analysis in the case there were a sufficient number of respondents in both blocks.

While most of the survey questions were formulated entirely by the author of the thesis, according to the focus of the thesis and the information synthesised in the literature review, one Likert-scale type survey question was adapted from a previous study by Tsang, Paran and Lau (2020). The study by Tsang, Paran and Lau focused on students' perspectives on the language and non-language benefits of the use of short stories and poems. For the purposes of this thesis, which focuses on teachers' perspectives on the use of all types of literary texts, the question and a selection of gradable items were adapted and modified into two alternative forms (question 21 in the 'No' block and question 31 in the 'Yes' block): *Do you believe that the use of literary texts in EFL teaching can improve students': / Do you use literary texts in the EFL classroom to improve students':.* Additionally, one gradable item was added to the question, based on the information gathered from the literature review.

After the survey was finalised, the survey was sent out to the members of the Estonian Association of Teachers of English (EATE) through their official mailing list on 18 March 2021. A deadline was given for the recipients: 26 March 2021. The deadline was later extended to 9 April, 2021. EATE members were selected to be the survey sample as EATE is a 30-year-old organisation uniting around 260 English language teachers teaching at all levels and education facilities across Estonia. The questionnaire was completely anonymous, and the respondents were able to email the author about any questions or problems that may have arisen with the survey.

The number of respondents in total was 23. Two respondents were excluded from the

sample, as they did not teach at the II or III stage of basic school nor in the upper secondary school stage. The remaining 21 respondents became the sample. Out of the 21 respondents, 20 were female and one was male. The age and professional experience spectrum was quite wide. The youngest respondents were between the ages of 31 and 40, and the oldest was between the ages of 71 and 80. The exact breakdown of the age groups of the respondents can be seen in Figure 3.

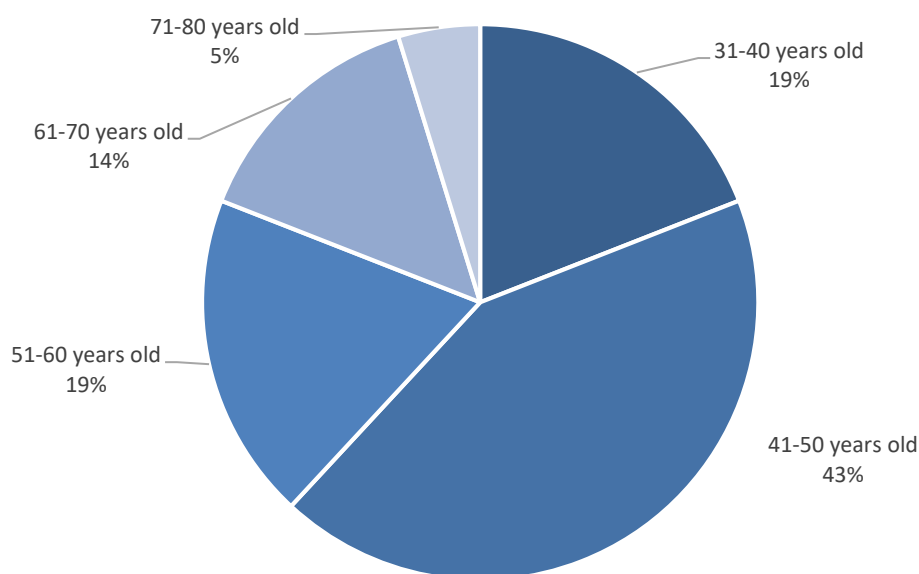


Figure 3. Ages of the sample respondents.

When it comes to the experience of working as a teacher of English, the respondents were similarly distributed across a wide spectrum, with the least experienced teacher having worked up to 5 years as a teacher of English and the most experienced teacher having worked around 46-50 years in the field. The exact breakdown of the professional experience of the respondents can be seen in Figure 4. Even though the sample size is small, the respondents vary in age and professional experience quite considerably, which grants greater credence to the results of this study.

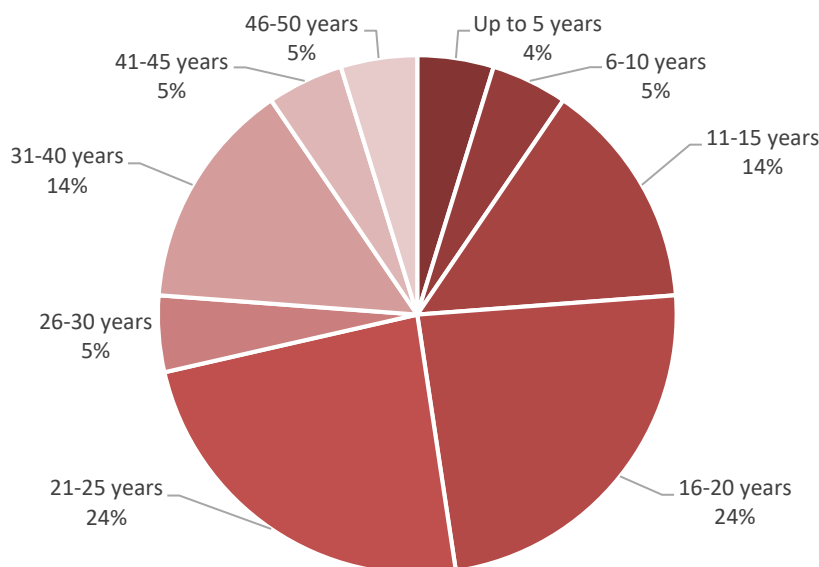


Figure 4. How long the sample respondents have worked in EFL teaching.

All the 21 respondents teach English as a foreign language according to the Estonian National Curriculum. 18 respondents teach in a school where Estonian is the main language of instruction, two respondents teach in a school where English is the main language of instruction and one respondent teaches in a school where Russian is the main language of instruction.

2.2. Results and discussion

In sections 2.2.1-2.2.3 the results of the survey will be presented and analysed. The results will be presented in the order of the research questions. While four research questions were formulated, there are three results and discussion subsections, as the last two research questions (How do teachers use literary texts in the EFL classroom? For what purposes do teachers use literary texts in the EFL classroom?) yielded results that can be best presented and discussed together, due to their being closely interlinked. This thesis combines quantitative and qualitative analysis, due to the fact that the survey included

multiple-choice, multiple-selection and open-ended question types. The statistical information will primarily be discussed and analysed according to respondent numbers, not percentages, as the number of survey respondents was relatively small and since the discussion of open-ended questions and their results will also be discussed in respondent numbers, not percentages. All the quotations from the answers given by the respondents will be presented in their original form.

2.2.1. Why do teachers use literary texts in the EFL classroom?

All the 21 respondents said that they use literary texts in their EFL teaching in some form. There were no respondents who do not use literary texts at all in their teaching. Six teachers stated that they use literary texts in the coursebook/workbook, while 15 claimed that they use literary texts both in and outside the coursebook/workbook.

In order to gain an understanding why teachers use literary texts in their EFL teaching, the respondents were asked their reasons for using literature in their EFL teaching (Appendix 1, question 23). The question came right after the background information questions and the question whether or not they use literary texts. The question was open-ended to elicit spontaneous answers that would be uninfluenced by pre-set answer options or by any of the following, more focused, questions. The respondents' answers were varied, both in content and length; however, there were certain commonalities that emerged. Only six respondents gave answers that contained a single reason for using literature. The rest of the respondents had two to four different reasons for using literature. The answers were coded and categorised, according to the commonalities that emerged, which can be seen in Table 1.

Table 1. Categorisation of the answers to the question “What are the reasons why you use literature in your EFL teaching?” as described by respondents (n=21).

Reason for using literary texts in EFL teaching	Number of mentions by respondents
To improve students' vocabulary	12
To introduce cultures	6
To broaden students' horizons	6
To introduce students to literature	4
To develop language skills	4
To practice reading comprehension skills	4
To make lessons more interesting	3
To provide students with authentic texts/language	3
To encourage students to read in English	3
To serve as a basis for discussion	2
To serve as a basis for creative tasks	2
To develop speaking skills	1
To teach critical thinking	1
“It is a part of a textbook”	1
“additional material”	1

The most frequently mentioned reason for using literature was vocabulary acquisition – 12 out of the 21 respondents mentioned vocabulary specifically, apart from other language skills. Most respondents explained that they use literary texts in order to generally improve students' vocabulary, for example: “to improve vocabulary”, “it helps support vocabulary development” and “increase their vocabulary”. However, one respondent said that they use literary texts in order to develop students “regional vocabulary”, giving the example of “Scottish etc. words”. The emergence of vocabulary as the most common reason for using literature confirms what many experts have stated that using literary texts gives students examples of “extensive and subtle vocabulary usage” (Povey 1967: 42), or enriches “the learner's passive vocabulary” (Lengyel 1975: 61). However, it is interesting that so many of the respondents – 12 out of 21 – mentioned vocabulary separately from all other language skills, as most research in this area discusses vocabulary along with other language skills when addressing the potential benefits of using

literary texts.

The development of general language skills was mentioned by four respondents as a reason for using literature. One respondent noted that they use literary texts to advance students' grammar and another simply stated "language instruction" as a reason. One respondent explained that they ask their students to "do homereading because reading literature develops language skills as a package not as separate subskills".

The development of general language skills was also mentioned in connection with another reason, authenticity, which has been addressed in previous scholarship. Authentic texts provide students with real and undistorted uses of language (Collie and Slater 1990:5), which can in turn result in "genuine language activities" (Long 1986: 56). While only three respondents mentioned authenticity as a reason for using literary texts, two of them specifically connected it to the development of language skills. One respondent emphasised the importance of developing language skills as a comprehensive package: "They provide authentic material with a variety of language structures that can be practiced". The other emphasised the importance of introducing students to "authentic language, including all the parts that are left out of formal education: word play, regional vocabulary (Scottish etc. words)."

The development of reading comprehension skills was also tied to the development of vocabulary skills as a reason for using literary texts. All the four respondents who reported reading comprehension practice also mentioned vocabulary development as a reason why they use literary texts. While two respondents explicitly stated that they use literature to "teach reading comprehension" or "to develop reading skills", another was vaguer about the focus of the benefits: "give students extra practice".

Another popular reason for using literature was introducing students to different cultures through the use of literary texts – six respondents mentioned it. Respondents

worded this in various ways, one stating that they use literature “to teach culture”, while another said that their reason was “to introduce students to the cultural aspects of the language” they were learning. One respondent even explained that using literature shows English-speaking countries and cultures “from a different angle” but it also “helps students to see that people have the same thoughts, feelings and aspirations everywhere”. The number of teachers who mentioned culture as a reason supports the claim made in scholarship that literature is often seen as a good way of introducing students to the cultures where the language they are learning is spoken (Lazar 1993: 16).

A similarly popular reason for using literary texts was the broadening of students’ horizons and personal development on the whole – six respondents mentioned it. Five of the six respondents worded it quite similarly, using variations of the phrase “broaden one’s horizons”. The sixth respondent worded it slightly differently: “I want to expand the scope of knowledge for the students and bring extra topics to the every day school life.” As discussed in the literature review, literature is believed to foster personal development in learners, both as individuals and as members of society (Carter and Long 1991: 3), therefore, it was expected that this reason would emerge as a recurrent one for using literature.

Quite a few respondents wrote that they use literary texts in their EFL classroom with the purpose of introducing students to literature not just as a tool for language acquisition, but as having also further functions. Three respondents said that their reason for using literary texts in their EFL classroom is to encourage students to read in English: “to show the students that they can read books in English (some have never tried)”, “arouse interest in reading in English,” and “I want the students to understand that books don't have to be too difficult. It's just a matter of choice.” This mirrors the argument that Durant (1995: 9) makes: literary texts are written in ways that are meant to be engaging and

interesting, which should motivate students to read them. These teachers seem to aim at fostering reading, not focusing on any specific literary aspects of the texts. However, four respondents went beyond just getting students into the practice of reading in English and addressed literary texts as art forms, not just as tools for language learning. One respondent only listed “literature” as a reason, while another said their reason is “to introduce students to literature”. The third respondent was more specific about the type of literature they use and their purpose: “introduce most notable British/American literary figures to students”. The last teacher who mentioned literature specified that they assigned their students to read “classic fairy-tales” in their textbooks, adding that “they have good moral points to discuss”.

Only one respondent uses literary texts to develop speaking skills: “to make them more fluent in spoken English”. However, two more respondents viewed literary texts as a basis for classroom discussions, which also helps develop speaking skills. This implies that these teachers use literary texts for a further purpose than just foreign language practice to elicit students’ perspectives on the texts. One teacher stated that literature “offers a source for fruitful discussion” and the other explained: “We have classic fairy-tales in our textbooks and they have good moral points to discuss”.

Three teachers also mentioned that they use literary texts in their classes to make learning more interesting for students. One teacher simply referred to them as “entertainment”, while the other two respondents worded it slightly differently: “to make learning more interesting” and “to make lessons more interesting”.

Two teachers mentioned using literary texts as a basis for creative tasks, although from different viewpoints. While one stated that they use literary texts to teach “creative writing”, the other wrote: “for me, it is easier to come up with creative tasks after reading”. The second one did not specify whether these creative tasks involve writing, speaking or

something else entirely. It should also be noted that the latter was the only respondent to give a teacher-centred reason for using literary texts in their EFL classroom. All the other responses either emphasised the value of using literary texts for the students, for example, the ‘broadening of students’ horizons’, or were worded in a general manner.

Only one teacher mentioned using literary texts to “teach critical thinking”. It is interesting that only one respondent offered this as a reason for using literary texts; however, later on in the questionnaire, when asked whether they use literary texts to improve students critical thinking skills (Appendix 1, question 31), nine respondents said that they use them ‘very often’, four said they use them “often”, six said they use them “sometimes”, one said that they use them “rarely” and only one said they never use them.

There were also two teachers who gave brief and opposing reasons for their use of literary texts: one teacher, who said they only use literary texts provided in the coursebook and workbook, stated that they use literature in their teaching because “it is part of a textbook”; whereas, the other teacher, who said that they use literary texts both in and outside of the coursebook and workbook, stated “additional material” as their reason.

As mentioned above, there were no respondents who said that they do not use literature in their EFL teaching at all, which is unsurprising, considering that a large majority of coursebooks include some excerpts of literary texts. However, what merits special mentioning is that the teachers who use literary texts in their EFL teaching and find additional materials outside of the used coursebooks outnumber the ones who only use the literary texts provided in the coursebook quite considerably: 15 to 6. At the same time, this is a very small-scale study with only 21 participants and its results cannot be generalised to reflect the practices of all EFL teachers in Estonia.

Overall, the respondents’ reasons for using literary texts in the EFL classroom were varied and multi-layered. Respondents’ reasons for using literature ranged from language-

focused to literature-focused to overall personal development focused. The teachers who use literary texts both in and outside of the coursebook/workbook gave longer and more detailed explanations to their decision to use literary texts, whereas the teachers who only use the literary texts that are in the coursebook/workbook mostly gave one or two reasons on average. It is logical to assume that the literary texts in the coursebook/workbook are accompanied by specific tasks and intended learning outcomes, which explain why these texts were included in the coursebooks/workbooks. However, teachers who go beyond the coursebook/workbook to look for literary materials have had to actively think why they want to use these texts and what kinds of learning outcomes they want to achieve by using them. That, in turn, translates into them giving more elaborately articulated reasons for using literary texts in this questionnaire.

2.2.2. Teachers' choice of literary texts and affecting factors

As it was argued in the literature review, text selection is extremely important when using literary texts in EFL teaching (McKay 1982: 536; Carter and Long 1990: 141-144; Collie and Slater 1990: 8). Therefore, the respondents were also asked about their text selection process. They were given a list of genres to identify their choices – novels, short stories, poems, fairy tales/myths/legends, plays, biographies/autobiographies/memoirs, graphic novels/comics – and also asked to add other types if their selected texts were not among the listed options (Appendix 1, question 24). Respondents were allowed to mark as many options as they wished.

The most popular type of text appeared to be the short story – 19 out of 21 respondents said that they use it in their teaching. The second most used type of text was the novel – 17 out of 21 respondents reported that they use it in their teaching. More than half of the respondents – 11 out of 21 – use poems in their teaching. Fairy

tales/myths/legends were also used by almost half of the respondents – 10 out of 21 respondents. Seven respondents claimed that they use biographies, autobiographies or memoirs in their EFL classes, and six respondents said that they use plays. Graphic novels and comics were not a popular choice among the respondents – only one respondent uses those. One respondent added that they also use magazine articles and another commented that they allow the students to choose their own texts as well.

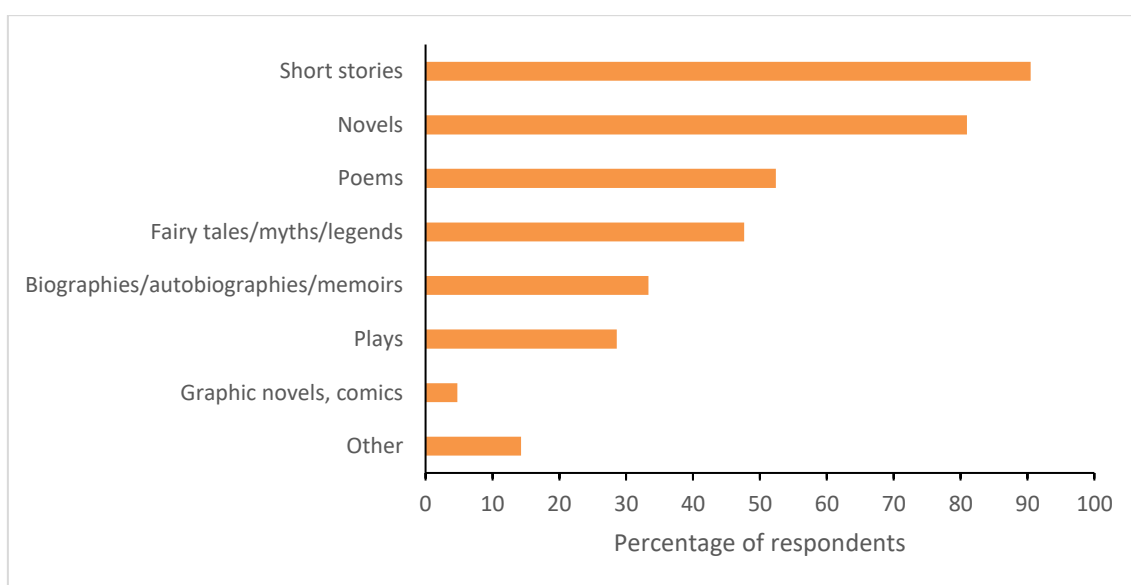


Figure 5. Respondents' (n=21) answers to the question: "What kinds of literary texts do you use? If the type of text is not among the options, feel free to add it under 'other'." Question type was multiple-choice.

On average, the vast majority of the respondents – 18 – named at least three different types of texts that they use. Only two respondents said that they use two different types of text and only one respondent reported using only one type of text. This shows that teachers are comfortable with and experienced in using different types of literary texts in their EFL classes.

Then, respondents were asked to assess how much certain factors affect their choice of literary texts. The factors and grading scale is included in Appendix 1 (question 25). In

the five-point grading scale, each answer was given a numerical value (Does not affect – 1; Affects minimally – 2; Affects somewhat – 3; Affects considerably – 4; Absolutely affects – 5), after which the average of each category was calculated. On average across all respondents, the most important factors affecting teachers' choice of text were “the thematic focus of the text” (average 3.6) and “the linguistic level of difficulty of the text” (average 3.6), closely followed by “students' preferences” (average 3.5) and “the existence of texts in the coursebook/workbook” (average 3.5). The least affecting factor by far was the “school administration's selection” (average 1.3), followed by “the existence of corresponding teaching materials” (average 2.5). The two groups of respondents – those who use literary texts in the coursebook/workbook and those who use literary texts both in and outside of the coursebook/workbook – were viewed separately in order to see if there were any notable differences between them. The results are presented in Figure 6.

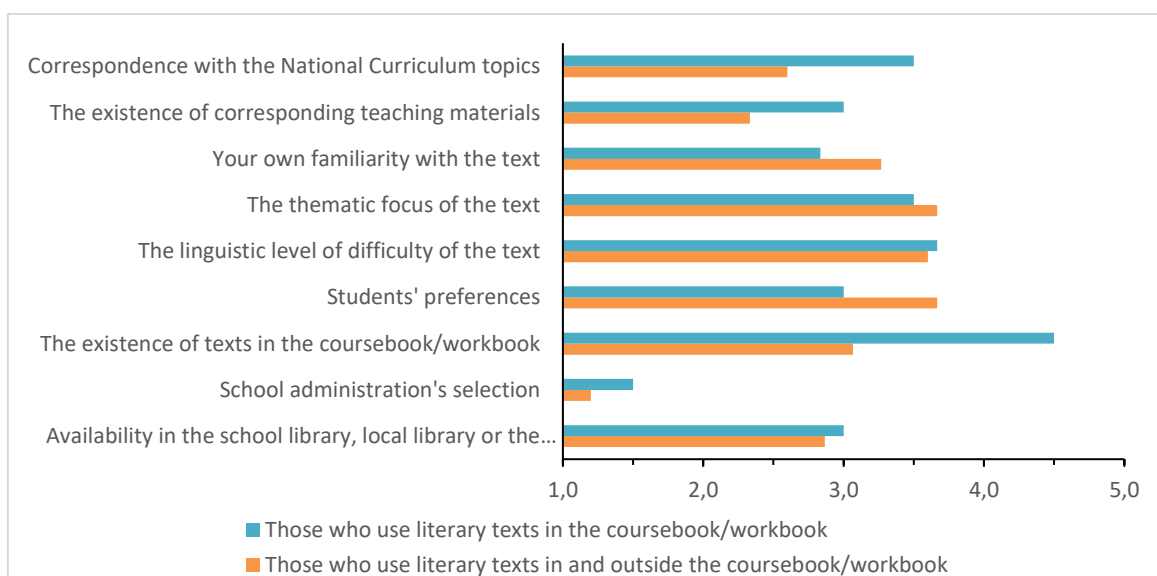


Figure 6. Answers to the question: “Which factor(s) affect your selection of text(s)?”. Each answer was given a numerical value (Does not affect – 1; Affects minimally – 2; Affects somewhat – 3; Affects considerably – 4; Absolutely affects – 5), after which the average of each category was calculated.

Overall, there were not many significant differences. “The linguistic level of

difficulty of the text”, “the thematic focus of the text” and “availability in the school library, local library or the internet” were the most evenly important factors to both groups of respondents. As expected, the biggest difference was the factor of the existence of texts in the coursebook/workbook. While the respondents who use literary texts in the coursebook/workbook said that it affects them either “considerably” (3 respondents) or “absolutely” (3 respondents), the responses from the teachers who use literary texts both in and outside the coursebook/workbook varied from “does not affect” to “affects considerably”.

In order to assess whether there really is a statistically significant difference between the two groups’ views of the factors affecting their choice of text, the Mann Whitney U test was conducted in the case of each factor separately, using the online Mann Whitney U test calculator (Statistics Kingdom, 2021). The Mann Whitney U test was used because it is the most suitable for comparing ordinal data from two independent groups (Laerd Statistics 2018), which is the case with this study. The only factor where there was a statistically significant difference in answers from the two groups of respondents was the factor of “the existence of texts in the coursebook/workbook” ($U=12$, $p=.009$) where the importance was greater for the respondents who use literary texts in the coursebook/workbook ($Mdn=4.5$) than for those who use literary texts both in and outside of the coursebook/workbook ($Mdn=3$).

Four respondents, all of whom chose the “Yes, I use literary texts both in and outside of the coursebook/workbook”, also added additional factors in the following question (Appendix 1, question 26). One respondent wrote: “Importance in literary history (the classics)” but did not specify how much it affects their decision. This implies that they consider the literary value of the texts they use, not just its linguistic value. Another respondent, on the contrary, focused solely on the linguistic value a text can provide: “I

pick the text according the purpose, i.e. can I use it to teach conditionals, or linking devices, or specific vocabulary. When I read something myself, and find a section I think I could use, I'll note it down and (possibly) turn it into a task.” The third respondent introduced the time factor: “Depends on the time that is available, it also affects the type of text I want to or can use. That 4”. Finally, one respondent reiterated the importance of availability in libraries but also mentioned the cost of the book for the school library as a factor: “Cost of the books also 4 the decision on what kind of books can actually be bought to the school's library. Availability of the books in the local municipality's library also considerably affects the decision of using a certain text.”

On the whole, it appears that teachers prefer using both short- and long-form fictional texts and poetry in their EFL classes, as short stories, novels and poems were mentioned as used text types by more than 50% of the respondents. Most teachers have experience with using several different text types in their EFL classes. As expected, the linguistic level of difficulty is one of the biggest affecting factors, as teachers are focused on using literary texts to aid in foreign language acquisition. At the same time, the thematic focus of the text was equally important, most likely because teachers want the literary texts they use to fit into the topics they discuss in their classes. The respondents were not affected by the school administration’s preferences when choosing texts, nor were they overly concerned with the existence of pre-existing teaching materials, which implies that they are able and willing to create their own teaching materials.

The popularity of the short story text type made the author of the thesis at hand realise that the question about the factors affecting teachers’ choice of texts should have also included the option of text length and available time. At the same time, the novel was the second most used text type, which implies that teachers’ use of short stories is not motivated only by their length but also by other considerations. Additionally, only one

respondent out of 21 added a comment about time being a factor in their choice of text.

2.2.3. Teachers' use of literary texts: how and for what purposes?

In order to gain a better understanding of how literary texts are used in the EFL classroom, teachers were asked how many texts they use on average in a month (Appendix 1, question 27). A month was chosen for the time unit in this question because a clear unit of time was needed in order to make the question as easily answerable as possible. A week would be too short a period and the length of terms differs from school to school. Therefore, a month was the most suitable unit of time. The results of the question were also viewed as two separate groups: those who use literary texts in the coursebook/workbook and those who use literary texts in and outside of the coursebook/workbook (Figure 7).

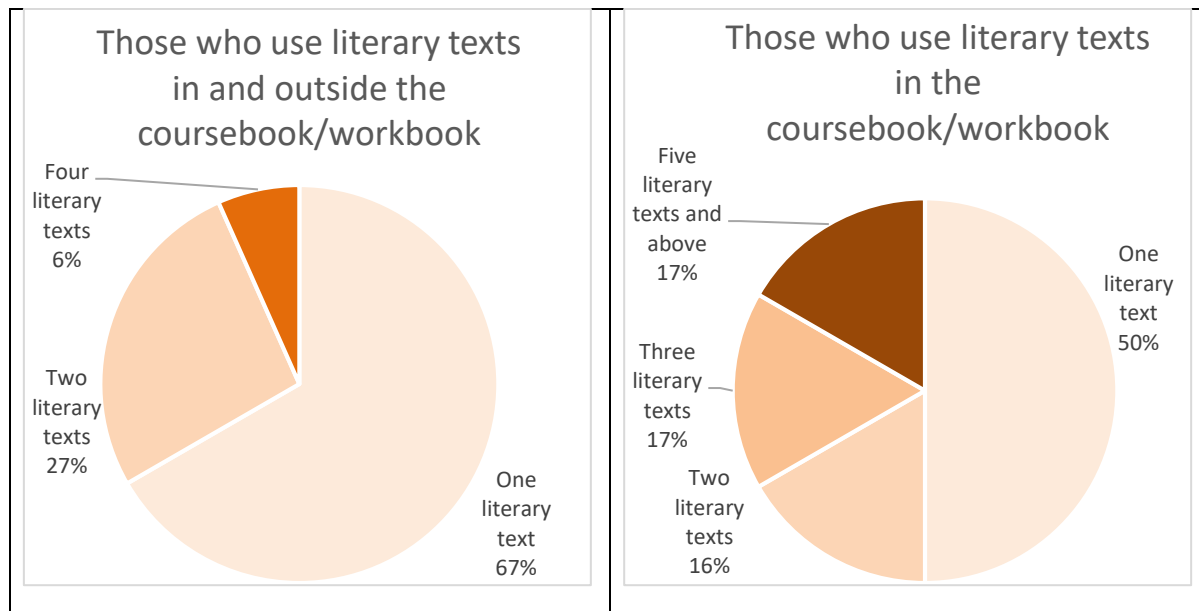


Figure 7. Respondents' (n=21) answers to the question: "On average, how many literary texts do you use in your EFL classes in a month?"

When looking at the respondents as two groups, we see that more than half of both groups use one literary text per month on average. Five respondents reported they use two

literary texts per month on average. Most of the respondents – four out of five – are those who use literary texts in and outside of the coursebook/workbook. One respondent, who only uses literary texts in the coursebook/workbook, said that they use three literary texts per the period. Another respondent who only uses literary texts in the coursebook/workbook also said that they use five or more literary texts per month on average. Finally, one respondent, who uses literary texts both in and outside of the coursebook/workbook, uses four literary texts per the period.

Since this is a small-scale study, the gathered data cannot be generalized to all the EFL teachers in Estonia. However, the vast majority of both the teachers who use literary texts in the coursebook/workbook and the teachers who use additional materials beyond those use 1-2 literary texts per month. This decision is affected by many factors, such as the length of the text, the time that can be dedicated to the text, other topics in the curriculum, approach to the text, etc.

To further understand what teachers do with literary texts, they were subsequently asked to describe the different types of tasks they assign when using literary texts (Appendix 1, question 28). The question was open-ended and respondents were allowed to write as much as they wanted or needed. The answers were then coded and categorised, which can be seen in Table 2.

Table 2. Categorisation of activities used when employing literary texts, as described by respondents (n=21). Activities where the purpose and form was not clear enough to categorise were combined in the last row – activities difficult to categorise.

Types of activities used with literary texts	Number of mentions by respondents
Vocabulary-related activities	12
Discussions	11
Reading comprehension activities	10
Text analysis	8
Acting out scenes	6
Reading	5
Writing tasks	4
Translation exercises	4
Creative tasks	4
Reciting texts	3
General language acquisition activities	2
Comparing text to its film adaptation	1
Honing story-telling skills	1
Activities included in the textbook	1
Activities difficult to categorise	11

Five respondents reported reading as a separate activity. While four stated “read” or “reading”, one also wrote “reading in class and at home”. That means that literary texts are not only assigned as home-reading but also as a separate in-class activity.

Vocabulary-related tasks were once again the most commonly mentioned – 12 respondents claimed that they use vocabulary tasks. While most of the answers concerning the vocabulary-related tasks were quite generally worded, for example “practicing new vocabulary” or “vocabulary exercises”, a couple of the respondents listed more specific task types: “find synonyms and antonyms” and “wordsearch related to the text”. However, aside from vocabulary-related tasks, the number of other language-focused tasks was low: only two respondents included activities that developed general language skills. One mentioned “linguistic work” in addition to discussion activities and another stated: “I normally elaborate my own worksheets to match the grammatic topics related to the textbooks.” An additional four respondents listed translation exercises as a separate activity: “translate”, “try to translate a paragraph into Estonian”, “translation”. Out of the

four, only one specified the direction of the translation – English into Estonian – while the other three did not. Even though translation exercises can help develop general language skills, it is interesting that while four teachers named the development of language skills as a reason for using literary texts in their EFL classroom and seven teachers named it as an intended learning outcome when using these texts, only two mentioned specific activities that develop language skills specifically, separate from developing vocabulary.

The second most mentioned type of activity was discussion of the literary text. 11 respondents reported it specifically. Almost all of the respondents just stated “discussion” or “discussing” but did not specify what their discussion tasks focus on. Only one respondent connected it to a more specific focus area “discuss/analyse topics”. None of the other respondents specified whether the discussions focused on language-related aspects, literary aspects or something else entirely.

However, apart from general discussion, eight respondents also named text analysis as a separate activity that they do with literary texts. Five of those eight respondents described their text analysis tasks in a general manner: “analysing the text”, “analyse topics” or “analyse”. However, three respondents described activities that could constitute literary analysis: “We read poems once a year and then we learn them by heart and analyse them in more detail”, “analysed a specific character” and “elements of stories”.

Interestingly, while only four respondents mentioned reading comprehension practice as a factor when asked what their reasons for using literature in their EFL teaching were and only three respondents included developing reading comprehension skills as intended learning outcomes when using literature, almost half of the respondents – 10 – named various reading comprehension tasks as the activities they do with literary texts in their EFL classes. Among the reported task types there were: “questions, ..., retelling”, “answering questions”, “true/false statements”, “comprehension questions”, “retelling”,

“summarise” and also “all the traditional methods of checking reading comprehension”. Even when teachers do not specifically set the development of reading comprehension skills as a separate learning outcome, they do include it quite steadily in their literature-related activities.

There were also quite a few tasks mentioned that develop learners’ speaking skills, along with many others. For example, three respondents stated that they have students read literary texts out loud: “we learn them by heart”, “learned poems by heart” and “reading out loud”. Another six respondents said that they use role plays and acting out certain scenes with literary texts: “re-enacting”, “perform a role play”, “we have acted out the plays and fairytales”.

Five respondents also named writing tasks as part of the activities that they do with literary texts. Two respondents specifically pointed out creative writing specifically: “creative writing”, “rewrite endings/sequels/POV”. However, other types of writing exercises were also mentioned, such as “journal writing” and “writing reviews”.

Four respondents described various creative tasks that they have their students do with literary texts, such as “drawing pictures” or finding alternative storylines for characters. Additionally, there were unique tasks that were mentioned only once, such as “comparing text to its film adaptation” or “honing story-telling skills”. Six respondents also included answers where the purpose and form of the activity remained unclear: “Kahoots”, “find in the text”, “matching activities”, etc. Each of these mentioned activities were counted separately and included in Table 2 under “Activities difficult to categorise”.

After indicating what kinds of activities teachers use with literary texts, they were asked how many different types of activities they do with one text on average (Appendix 1, question 29). This was asked to get a better understanding of how extensively teachers work with literary texts – how much time and effort is spent on one text.

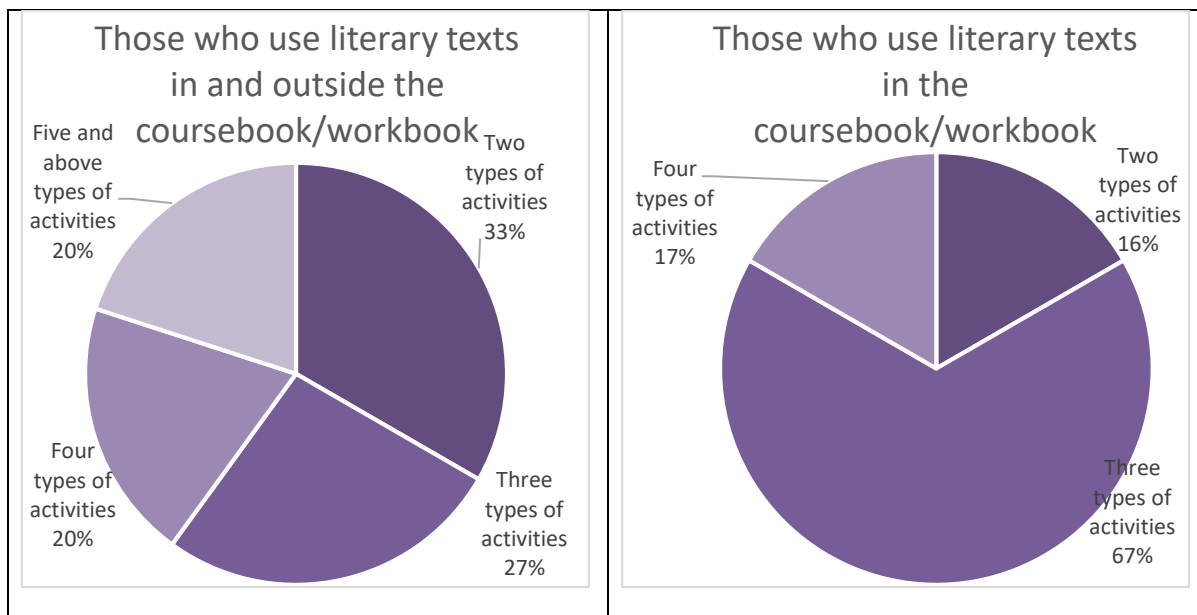


Figure 8. When using literary texts in your EFL classes, how many different types of activities (i.e. vocabulary exercises, reading comprehension questions, oral discussion, etc.) do you do with one text on average?

Almost half of the respondents – nine – do three different types of activities with one literary text on average. Six of the 21 respondents do two different types of activities with one text. Three respondents said that they do four different types of activities and another three respondents say they do five or more different types of activities with one literary text. No respondent said that they do only one activity per literary text, which was in line with all of the respondents naming at least two different types of activities in the previous question and most respondents listing at least three or four activities. There were also some differences between the teachers who use literary texts from coursebook/workbook and those teachers who use literary texts from both the coursebook/workbook and outside of them (see Figure 8).

After determining how many texts teachers use on average and how many different types of activities they do with these texts, teachers were asked to state the intended learning outcomes when using literary texts in their EFL teaching (Appendix 1, question

30). The question was open-ended and respondents were able to answer in as much detail as they wished. Their responses were coded and categorised, which can be seen in Table 3.

Table 3. Categorisation of intended learning outcomes when using literary texts in EFL classes, as described by respondents (n=21). Intended learning outcomes that were too difficult to categorise were combined under “Other”.

Intended learning outcomes	Number of mentions by respondents
Students expand their vocabulary	8
Students understand texts	8
Students improve their speaking skills	7
Students improve their general language skills	7
Students learn about other cultures	4
Students improve their writing skills	3
Students improve their reading comprehension skills	3
Students are introduced to literary texts	2
Other	4

While 12 respondents mentioned vocabulary as a reason for using literary texts in their EFL teaching and 12 respondents mentioned vocabulary-related tasks among the activities they do, the number of respondents who included expanding vocabulary as an intended learning outcome was slightly lower: eight.

Another seven respondents also included the development of general language skills among their intended learning outcomes. The respondents did not identify any specific language skills that they want to develop through the use of literary texts but they rather emphasised the overall development of language skills: “students will become more fluent in English”, “increased understanding of ... language”, “better and more complete acquisition of language skills”, “students are able to use the language patterns learnt while working with the text and apply them in various contexts”.

Eight respondents named understanding texts as an intended learning outcome. While six of the respondents focused on the general understanding of text –

“understanding texts”, “students ... notice the difference between different kinds of writing”, “increased understanding of text”, etc. –, two respondents stated that they included students’ understanding texts as literary texts among their intended outcomes: “can understand literary texts” and “analyse the characters and situations”. Another two respondents also reported introducing students to literary texts as their intended learning outcome, focusing also on the literary aspect: “contact with important works in English-speaking literature” and “they have been exposed to a literary text”.

Seven respondents included the improvement of speaking skills among their intended learning outcomes: “to make them think and be able to discuss what they read”, “gaining confidence in speaking”, “can talk about everyday topics and discuss general ideas”. The development of writing skills was mentioned considerably less – only three times but always in conjunction with speaking skills: “can express their ideas clearly and produce logical written and oral texts”, “understanding and ability to reproduce the text (orally or written)”, “To make them think and be able to discuss what they read (speculate, expressing opinion, agreeing / disagreeing). Also, they usually write something as well - so its useful for improving writing skills.” Similarly, the development of reading comprehension skills was also mentioned only three times, for example: “functional reading skills have improved”.

Since culture was cited as a reason for using literary texts six times in the beginning of the questionnaire, four respondents also stated that increased understanding of different cultures was an intended learning outcome for them: “understanding of target culture”, “learns cultural aspects related to the topic”, “increased understanding of culture”, “learning about other cultures”.

There were also a few intended learning outcomes that were too generally worded and could, therefore, not be categorised and are included under ‘Other’ in Table 3.

As a final question, respondents were asked whether they use literary texts in the EFL classroom to improve various skills and abilities in students, starting with listening and speaking skills and ending with overall personal development. The question can be seen in Appendix 1 (question 31). They were asked to respond to each item individually, with answers ranging from “No, never” to “Yes, very often”. Each answer was given a numerical value (No, never – 1; Yes, but rarely – 2; Yes, sometimes – 3; Yes, often – 4; Yes, very often – 5), after which the average of each category was calculated.

It appeared that the respondents use literary texts the most to develop students’ vocabulary (average 4.5), reading skills (average 4.4) and overall English proficiency (average 4.3). Literary texts were used the least to develop listening skills (average 2.4) and grammar (3.0). The results were also viewed separately in order to determine whether there were any significant differences between those who use literary texts in the coursebook/workbook and those who use literary texts both in and outside of the coursebook/workbook. The results are presented in Figure 9.

While it is clear that literary texts are employed to improve certain skills more than others in students, the Mann Whitney U test revealed that there was no statistically significant difference between those who use literary texts in the coursebook/workbook and those who use literary texts both in and outside of the coursebook/workbook when it comes to improving students’ abilities in any of the mentioned areas.

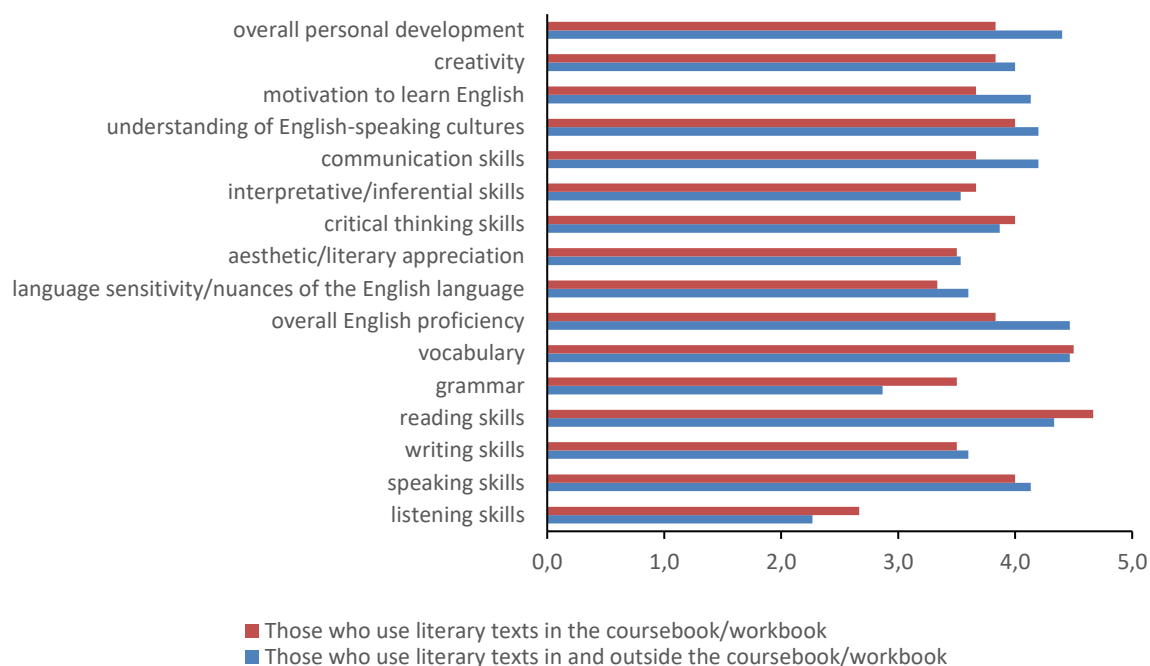


Figure 9. Answers to the question (Do you use literary texts in the EFL classroom to improve students’): . Each answer was given a numerical value (No, never – 1; Yes, but rarely – 2; Yes, sometimes – 3; Yes, often – 4; Yes, very often – 5), after which the average of each category was calculated.

Overall, it is revealed that literary texts are often used to develop certain language skills, such as vocabulary and reading skills, but used less frequently to develop others, such as listening skills and grammar. However, when we look at the skills that are not directly linked to foreign language acquisition but development of skills and competences that go beyond one specific subject, such as critical thinking skills, overall personal development or understanding of English-speaking cultures, literary texts are quite evenly and frequently used. This raises a question of whether literature cannot be used to teach listening skills or grammar as effectively as it is used to teach vocabulary, or whether its full potential is not being utilised. For example, literary texts are used quite frequently to teach reading skills, which implies that students are assigned to read text on paper or digitally. However, more and more novels, short stories and even plays are also available

as audio versions. Teachers could assign some texts as written texts and others as audio texts, which would improve students' listening skills.

In addition to analysing which skills are being focused on the most when teachers use literary texts in the EFL classroom, the author of this thesis was also interested to see whether there were any significant correlations between the intended learning outcomes ranked by respondents in question 31. The Pearson correlation analysis was performed on the results and the full results can be seen in Appendix 2. Here, all results were analysed together because there was no compelling reason to view the two groups separately. The most significant correlation was between teachers' use of literary texts in the EFL classroom to improve students' interpretative/inferential skills and critical thinking skills ($r=0.80, p<0.05$), between the improvement of students' aesthetic/literary appreciation and language sensitivity/nuances of the English language ($r=0.80, p<0.05$) and between the improvement of students' critical thinking and language sensitivity/nuances of the English language ($r=0.70, p<0.05$).

Additionally, there were some intended learning outcomes that were in significant correlation with several other factors. For example, the use of literary texts to improve students' overall personal development was in significant correlation with the use of texts to improve language sensitivity/nuances of the English language ($r=0.68, p<0.05$), communication skills ($r=0.68, p<0.05$), motivation to learn English ($r=0.67, p<0.05$), understanding of English-speaking cultures ($r=0.64, p<0.05$), aesthetic/literary appreciation ($r=0.55, p<0.05$), critical thinking skills ($r=0.46, p<0.05$), interpretative/inferential skills ($r=0.46, p<0.05$) and creativity ($r=0.45, p<0.05$). Teachers' use of literary texts in the EFL classroom to improve students' motivation to learn English was in significant correlation with their use of literary texts to improve students' overall personal development ($r=0.67, p<0.05$), vocabulary ($r=0.66, p<0.05$), creativity ($r=0.64,$

$p < 0.05$), aesthetic/literary appreciation ($r = 0.60$, $p < 0.05$), critical thinking skills ($r = 0.59$, $p < 0.05$), language sensitivity/nuances of the English language ($r = 0.58$, $p < 0.05$), understanding of English-speaking cultures ($r = 0.55$, $p < 0.05$), speaking skills ($r = 0.48$, $p < 0.05$), reading skills ($r = 0.47$, $p < 0.05$) and interpretative/inferential skills ($r = 0.46$, $p < 0.05$).

Additionally, the use of literary texts to improve students' critical thinking skills was in significant correlation with improving interpretative/inferential skills ($r = 0.88$, $p < 0.05$), aesthetic/literary appreciation ($r = 0.76$, $p < 0.05$), language sensitivity/nuances of the English language ($r = 0.70$, $p < 0.05$), writing skills ($r = 0.60$, $p < 0.05$), communication skills ($r = 0.57$, $p < 0.05$), speaking skills ($r = 0.47$, $p < 0.05$), creativity ($r = 0.46$, $p < 0.05$), overall personal development ($r = 0.46$, $p < 0.05$), understanding of English-speaking cultures ($r = 0.45$, $p < 0.05$) and motivation to learn English ($r = 0.45$, $p < 0.05$).

Overall, there appears to be considerable correlation between teachers' use of literary texts to improve various skills in students; however, there seems to be more correlation between the development of skills that are not specifically language skills but skills and competences that go beyond a single subject, such as critical thinking, literary appreciation or interpretative skills. At the same time, the correlation between the development of various language-specific skills is not insignificant.

While this study is quite small-scale, it still reveals interesting results. The respondents showed a strong interest in and considerable experience with using literary texts in their teaching. Texts are employed in a wide array of ways and for the achievement of a variety of learning outcomes. Activities used with literary texts range from simple vocabulary exercises to quite complex literary analysis. While some of the activities and intended learning outcomes have a clear language-focus, such as the improvement of vocabulary skills; the improvement of speaking, writing and reading

skills; and general language acquisition, other activities and learning outcomes discussed have either a literature focus – learning about other cultures, motivating students to read and introducing students to various literary texts – or fall somewhere between the two. For example, several respondents said that they have students discuss and analyse the texts they read; however, depending on how the discussion is organised, it can have either a language or literature focus, or even both simultaneously. Also, when the teachers listed the various reasons for using literature, the activities that they do with literary texts and the intended learning outcomes for these activities, most respondents gave answers that have both language and literature focuses, at least to some degree. All of this points to literature being a rewarding teaching tool in the EFL classroom that can be employed in a wide variety of ways that benefit students' learning and development.

CONCLUSION

This thesis was written with the purpose of investigating whether and how Estonian EFL teachers use literature in their teaching. As explained in the literature review, literary texts contribute significant value to the EFL classroom, from linguistic to literary to motivational factors. Naturally, there are potential pitfalls that may occur when the use of a literary text is not considered carefully. For example, while literature may be an excellent vehicle for introducing students to the cultures where English is spoken (McKay 1982: 529) and provide them with insights into the lives of people within those cultures (Collie and Slater 1990: 6), it must be remembered that no one text can encompass the entirety of a culture or a society. Moreover, literary texts may distort or subvert assumptions about a culture, which may be confusing and misleading to the readers who know very little or nothing about it. Similarly, literature can often be a great way to introduce students to new vocabulary and language in authentic use (McKay 1982: 529; Lengyel 1975: 61; Collie and Slater 1988: 7; Lazar 1993: 17); however, it can also contain language that is too difficult or grammatically deviant (Lazar 1994: 115-116; Lima 2005: 4) and thus pose a considerable challenge to the learners. This means that the inclusion of literary texts must be purposeful and carefully planned by the teacher in order to be beneficial to the learner.

The seeming contradiction sparked an interest in the author of this thesis to further investigate what the proven benefits and the most critical issues of the use of literature in the EFL classroom are. There is extensive scholarship on this topic from both teachers' and learners' perspectives from across the world; however, the issue has not been studied very thoroughly in the Estonian EFL teaching context. Further reading solidified the author's approach to the topic at hand: to investigate whether, why and how Estonian EFL teachers use literature in their teaching. Four research questions were posed: What factors affect

teachers' decision to either use or not use literary texts in the EFL classroom and how? What kinds of literary texts do teachers use in the EFL classroom and what factors affect their choice of literary texts? How do teachers use literary texts in the EFL classroom? For what purposes do teachers use literary texts in the EFL classroom?

After a thorough synthesis of previous research on the history of the use of literature in the EFL classroom, arguments in favour and against its use, ways of incorporating literature into EFL teaching and text selection, as well as the focus provided by the research questions, a survey was compiled (Appendix 1) and sent out to the members of the Estonian Association of Teachers of English. The sample consisted of 21 teachers, all of whom use literary texts in their EFL teaching. The respondents were asked about their reasons for using literary texts, their text selection processes, the activities they do with these texts and the learning outcomes they want to achieve by using these texts.

The survey provided interesting results. A strong majority of the respondents – 15 out of 21 – look beyond the coursebooks that they use and include additional literary texts in their EFL classrooms. Teachers' reasons for using literary texts are varied and multifaceted; however, certain commonalities emerged. The most prevalent reasons for using literary texts were vocabulary improvement, introducing students to different cultures, broadening students' horizons, introducing students to literature, and developing students' language and reading comprehension skills.

Teachers incorporate different types of texts into their teaching, from novels to short stories to poems. The use of biographies and autobiographies, plays and folklore is rarer but not non-existent. When asked about the factors that affect their choice of text, the most significant ones were the thematic focus of the text and the linguistic level of difficulty of the text, while the school administration's selection was the least influential factor for the respondents.

Literary texts are used quite frequently – one or two texts per month on average – and several activities accompany the reading of one text. The activities teachers use with literary texts are varied, ranging from simple vocabulary exercises to text analysis to creative tasks. Literary texts are used to improve a wide variety of skills and competences among students, such as vocabulary, reading skills, language sensitivity, critical thinking skills, and more. The results of the study show that teachers' employment of literary texts in the EFL classroom is not solely in the service of foreign language acquisition, but also developing students' world view, encouraging their engagement with literature, and facilitating their personal development.

The survey was compiled in a way that would have also embraced the EFL teachers who do not use literary texts in their teaching. However, there were no such respondents, which prompted the comparison of teachers who use literary texts in the coursebook/workbook and teachers who use literary texts both in and outside of the coursebook/workbook instead. There were not many significant differences between the two groups. The most notable differences were that the teachers who go beyond the coursebook/workbook have more reasons for using literary texts in their teaching and the reasons are more varied when it comes to the focuses of the activities. Additionally, for the teachers who use literary texts in the coursebook/workbook only, their choice of texts is most affected by the presence of texts in the coursebook/workbook, while the teachers who go beyond the coursebook/workbook are far less affected by it.

Nevertheless, this study is small in scale and does not accurately depict the perspectives of all the EFL teachers in Estonia. It does provide some insight into why literary texts are used, how they are chosen and what is being done with them in the EFL classroom; however, it is limited in scope. A more thorough and focused further investigation into the ways in which teachers use literary texts in their EFL teaching, by the

means of interviews for example, would result in a more in-depth understanding of the approaches that teachers take in their use of literature. Surveying Estonian students' perspectives on the benefits and problems of employing literary texts in the EFL classroom would provide invaluable insight into the topic from the other side of the teacher's desk. Further research could yield results that would help teachers improve the efficacy of their use of literary texts in the EFL teaching, if they already employ them, or give practical advice to the teachers who want to introduce literature into their EFL classroom for the first time.

The author of this thesis would like to extend her heartfelt thanks to the teachers who participated in the study.

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APPENDIX 1. COVER LETTER AND QUESTIONNAIRE

Kutse osaleda uuringus kirjanduse kasutamisest inglise keele tunnis / Invitation to take part in a survey on the use of literature in EFL classes

English below

Hea inglise keele õpetaja,
 minu nimi on Liisbet Eero ja olen Tartu Ülikooli võõrkeeleõpetaja eriala magistrant. Oma magistritöös uurin, kas, miks ja kuidas Eesti inglise keele õpetajad kasutavad kirjanduslikke tekste inglise keele kui võõrkeele õpetamisel. Küsimustik uurib inglise keelt võõrkeele ainena, mitte eraldi loodud kursuseid, näiteks Inglisekeelne kirjandus. Olen loonud elektroonilise küsimustiku Google Forms'is, et sel teemal informatsiooni koguda ning oleksin Teile väga tänulik, kui selle täidaksite. Teie vastused on uurimuse jaoks väga väärtuslikud. Küsimustik on täiesti anonüümne ning selle kaudu kogutud andmeid kasutatakse ainult selle magistritöö eesmärkidel. Küsimustik on ingliskeelne ning selle täitmisele kulub umbes 10-15 minutit.

Palun Teid vastata küsimustikule reedeks, 26. märtsiks 2021.

Link küsimustikule: <https://forms.gle/ULZJu6AXoGcaDvd56>

Küsimuste või probleemide korral palun võtke minuga ühendust aadressil: liisbet.eero@gmail.com

Täna Teid ette Teie aja ja panuse eest uurimistöösse!

Lugupidamisega,

Liisbet Eero

Dear teacher of English,

my name is Liisbet Eero and I am an MA student at the University of Tartu, studying to become a teacher of English. In my MA thesis, I am exploring whether, why and how English teachers in Estonia use literary texts in EFL teaching. The questionnaire focuses on English as a foreign language class, not on specially designed courses, such as Literature in English. In order to gather information on this topic, I have created an electronic survey on Google Forms and I would be very grateful if you could take the survey. Your responses are very valuable for the study. The survey is completely anonymous, and the data collected through it will only be used for the purposes of this MA thesis. The survey is in English and it will take approximately 10-15 minutes to complete.

Please answer the questionnaire by Friday, March 26, 2021.

The link to the questionnaire: <https://forms.gle/ULZJu6AXoGcaDvd56>

In the case of questions or problems, please contact me by e-mail: liisbet.eero@gmail.com

Thank you in advance for your time and contribution to research!

Kind regards,

Liisbet Eero

Using literature in EFL teaching**Background questions**

* Required

1. Which answer describes you? *

Mark only one oval.

- Female
- Male
- Prefer not to say

2. Which age group describes you? *

Mark only one oval.

- Under 21 years old
- 21-30 years old
- 31-40 years old
- 41-50 years old
- 51-60 years old
- 61-70 years old
- 71-80 years old
- 81 and over

3. How long have you worked as a teacher of English? *

Mark only one oval.

- Up to 5 years
- 6-10 years
- 11-25 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31-40 years
- 41-45 years
- 46-50 years
- 51-55 years
- 56-60 years
- 61 years and over

4. Have you received higher formal education to become a teacher of English?*

Mark only one oval.

- Yes
- No

5. If you answered 'no' to the previous question, what higher education degree do you have?

6. What is the main language of instruction in the school you teach at? *

Mark only one oval.

- Estonian
- Russian
- English
- Other: _____

7. What stage(s)/school system do you teach in? *

Check all that apply.

- Basic school stage I (grades 1-3)
- Basic school stage II (grades 4-6)
- Basic school stage III (grades 7-9)
- Upper secondary school stage (grades 10-12)
- Vocational school
- Other: _____

8. What curriculum do you teach? *

Check all that apply.

- Estonian National Curriculum
- International Baccalaureate
- Other: _____

Using literature in EFL teaching

9. Do you use literature in your EFL classes? *

Mark only one oval.

- No, I do not *Skip to question 10*
- Yes, I use literary texts in the coursebook/workbook *Skip to question 23*
- Yes, I use literary texts both in and outside the coursebook/workbook *Skip to question 23*

If you do not use literature in EFL teaching...

10. What are the reasons why you do not use literature in your EFL teaching? *

Skip to question 11

If you do not use literature in EFL teaching...

11. Have you ever used literature in EFL teaching before? *

Mark only one oval.

- No, never
- Yea, but very briefly
- Yes, quite significantly

12. If you have previously used literature in EFL teaching, why did you stop?

13. Would you be interested in using literature in your EFL classes? *

Mark only one oval.

- Yes
- No
- Maybe

14. If you were to use literature in your EFL classes, what kinds of texts would you use? If the type of text is not among the options, feel free to add it under 'other'. *

Check all that apply.

- Novels
- Short stories
- Poems
- Fairytales/myths/legends
- Plays
- Biographies/autobiographies/memoirs
- Graphic novels/comics
- Other: _____

15. Which factor(s) would affect your selection of text(s)? *

Mark only one oval per row

	Would not affect	Would minimally affect	Would affect somewhat	Would affect considerably	Would absolutely affect
Availability in the school, local library or the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administration's selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The existence of texts in the coursebook/workbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' preferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The linguistic level of difficulty of the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The thematic focus of the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own familiarity with the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The existence of corresponding teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correspondence with the National Curriculum topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. If there are any other factors that were not mentioned in the previous question, please add them here and specify how much they would affect your decision (Would not affect; Would affect minimally; Would affect somewhat; Would affect considerably; Would absolutely affect).

17. On average, how many literary texts would you use in your EFL classes in a month? *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5 and above

18. If you were to use literature in your EFL classes, what kinds of activities would you do with these texts? *

19. If you were to use literary texts in your EFL classes, how many different types of activities (i.e. vocabulary exercises, reading comprehension questions, oral discussions, etc.) would you do with one text on average? *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5 and above

20. If you were to use literature in your EFL classes, what would be the intended learning outcomes? *

21. Do you believe that the use of literary texts in EFL teaching can improve students':
*

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overall English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
language sensitivity/nuances of the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aesthetic/literary appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpretative/inferential skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of English-speaking cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivation to learn English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overall personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. If there is anything else besides the above options that the use of literary texts can improve in students, please add it here and specify the degree of your agreement (Agree; Strongly agree)

If you use literature in EFL teaching...

23. What are the reasons why you use literature in your EFL teaching? *

Skip to question 24

If you use literature in EFL teaching...

24. What kinds of literary texts do you use? If the type of text is not among the options, feel free to add it under 'other'. *

Check all that apply.

- Novels
- Short stories
- Poems
- Fairytale/myths/legends
- Plays
- Biographies/autobiographies/memoirs
- Graphic novels/comics
- Other: _____

25. Which factor(s) affect your selection of text(s)? *

Mark only one oval per row.

	Would not affect	Would minimally affect	Would affect somewhat	Would affect considerably	Would absolutely affect
Availability in the school, local library or the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administration's selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The existence of texts in the coursebook/workbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' preferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The linguistic level of difficulty of the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The thematic focus of the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own familiarity with the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The existence of corresponding teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correspondence with the National Curriculum topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. If there are any other factors that were not mentioned in the previous questions, please add them here and specify how much they affect your decision (Does not affect; Affects minimally; Affects somewhat; Affects considerably; Absolutely affects).

27. On average, how many literary texts do you use in your EFL classes in a month? *
Mark only one oval.

- 1
- 2
- 3
- 4
- 5 and above

28. When using literary texts in your EFL classes, what kinds of activities do you do with these texts? *

29. When using literary texts in your EFL classes, how many different types of activities (i.e. vocabulary exercises, reading comprehension questions, oral discussion, etc.) do you do with one text on average? *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5 and above

30. When using literature in your EFL classes, what are the intended learning outcomes? *

31. Do you use literary texts in the EFL classroom to improve students': *
Mark only one oval per row.

	No, never	Yes, but rarely	Yes, sometimes	Yes, often	Yes, very often
listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overall English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
language sensitivity/nuances of the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aesthetic/literary appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpretative/inferential skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of English-speaking cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivation to learn English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overall personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. If there is anything else besides the above options that you use literary texts in the ESL classroom to improve in students, please add it here and specify the degree (Yes but rarely; Yes, sometimes; Yes, often; Yes, very often).

APPENDIX 2. CORRELATION ANALYSIS

Correlation analysis of the results of the question “Do you use literary texts in the EFL classroom to improve students’:”

Do you use literary texts in the EFL classroom to improve students’:	listening skills	speaking skills	writing skills	reading skills	grammar	vocabulary	overall English proficiency	language sensitivity/nuances of the English language	aesthetic/literary appreciation	critical thinking skills	interpretative/inferential skills	communication skills	understanding of English-speaking cultures	motivation to learn English	creativity	overall personal development
listening skills	1,00*															
speaking skills	0,26	1,00*														
writing skills	0,03	0,66*	1,00*													
reading skills	0,41	0,58*	0,49*	1,00*												
grammar	0,04	0,30	0,31	0,45*	1,00*											
vocabulary	0,22	0,45*	0,22	0,66*	0,34	1,00*										
overall English proficiency	-0,18	0,46*	0,42	0,03	0,23	0,27	1,00*									
language sensitivity/nuances of the English language	-0,41	0,17	0,21	-0,11	0,02	0,27	0,39	1,00*								
aesthetic/literary appreciation	-0,30	0,31	0,51*	0,02	-0,07	0,11	0,30	0,80*	1,00*							
critical thinking skills	-0,24	0,47*	0,60*	0,11	0,31	0,25	0,43*	0,70*	0,76*	1,00*						
interpretative/inferential skills	-0,03	0,48*	0,67*	0,17	0,29	0,02	0,35	0,46*	0,64*	0,88*	1,00*					
communication skills	-0,03	0,49*	0,31	0,11	0,26	0,27	0,53*	0,32	0,24	0,57*	0,52*	1,00*				
understanding of English-speaking cultures	-0,31	0,05	0,27	0,20	0,16	0,37	0,27	0,56*	0,49*	0,53*	0,45*	0,50*	1,00*			
motivation to learn English	-0,07	0,48*	0,42	0,47*	0,10	0,66*	0,24	0,58*	0,60*	0,59*	0,45*	0,36	0,55*	1,00*		
creativity	0,09	0,30	0,48*	0,42	0,10	0,54*	0,42	0,36	0,31	0,49*	0,46*	0,45*	0,54*	0,64*	1,00*	
overall personal development	-0,37	0,24	0,22	-0,01	0,04	0,30	0,44*	0,68*	0,55*	0,64*	0,46*	0,68*	0,64*	0,67*	0,45*	1,00*

Strength of association:

Absolute Value of r	Strength of Association
$0.1 \leq r < 0.3$	Weak
$0.3 \leq r < 0.5$	Moderate
$0.5 \leq r \leq 1$	Strong

* - significant correlation

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Liisbet Eero

Teachers' Use of Literature in the Estonian EFL Classroom in Stages II and III of Basic School and Upper Secondary School: Reasons, Selection Processes and Approaches / Kirjanduse kasutamine inglise keele kui võõrkeele tunnis Eestis teise ja kolmanda põhikooli kooliastme ning gümnaasiumi inglise keele õpetajate seas: põhjused, valikud ja lähenemised

Magistritöö

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Lehekülgede arv: 81

Käesoleva magistritöö eesmärk on uurida kas, kui palju, kuidas ja mis eesmärkidel Eesti inglise keele õpetajad kasutavad kirjanduslikke tekste inglise keele õpetamisel. Vastuste leidmiseks koostati küsimustik, mis kombineeris valikvastustega ja avatud küsimusi, ning saadeti Eesti Inglise Keele Õpetajate Seltsi liikmetele. Uuringu valimiks osutus 21 vastajat, kes kasutavad kirjanduslikke tekste oma inglise keele tundides.

Töö sissejuhatuses defineeritakse kirjanduse mõiste, antakse ülevaade eelnevatest sarnastest uurimustest, arutletakse kirjanduse ja võõrkeele õppe omavahelise seose üle ning esitatakse uurimusküsimused. Kirjandusülevaate peatükk keskendub kirjanduse rollile inglise keele tunnis läbi ajaloo, kõige levinumatele argumentidele kirjanduse kasutamise poolt ja vastu, erinevatele kirjanduse kasutamise meetoditele ning faktoritele, mis mõjutavad tekstivalikut. Empiirilises osas kirjeldatakse küsimustiku koostamist, valimit ning analüüsitakse saadud tulemusi, kasutades nii kvantitatiivset kui ka kvalitatiivset analüüsi. Kokkuvõttes antakse ülevaade saadud tulemustest ja soovitusi edasisteks uurimusteks. Tööl on kaks lisa.

Kõik uuringus osalenud vastajad kasutavad mingil määral oma inglise keele tundides kirjanduslikke tekste. Kõige rohkem kasutatakse kirjandust sõnavara arendamise, lugemisoskuste, üleüldiste keeleoskuste ja kultuuriliste teadmiste arendamise nimel. Kõige vähem kasutatakse kirjandust grammatika ja kuulamisoskuste arendamiseks. Kirjandustekste kasutatakse üsnagi regulaarselt ning mitmeotstarbeliselt. Vastajad kasutavad kirjanduslike tekste nii võõrkeele oskuste arendamiseks kui ka õpilaste kirjandusliku silmaringi laiendamiseks. Kasutatavate kirjanduslike tekstide valik on lai kuid kõige populaarsemad on lühijutud, romaanid ja luule.

Märksõnad:

Näiteks: kirjandus, kirjanduslikud tekstid, inglise keel, inglise keele õpetamine, kirjandus keeleõppes, kirjandus inglise keele õppes, võõrkeeleõpe.

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Liisbet Eero

18.05.2021

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[Autori allkiri]
Liisbet Eero

18.05.2021

Lõputöö on lubatud kaitsmisele.

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Eva Rein

18.05.2021