



The use of short stories in English language teaching and its benefits on grammar learning

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Abstract

In foreign language teaching, teachers generally depend on course books but many of the course books that are used by Turkish Ministry of Education do not contain authentic materials. However, literary texts are also authentic materials and they can be used to teach English. This study is conducted at a private school in Kütahya, in order to highlight the effectiveness of the use of literary texts in English teaching. The study examines the use of Short Stories with beginner levels studying at Middle School. To do so, a sample of 57 Turkish students were selected. The research design is two-sided, both descriptive and experimental. The experimental part is conducted for 3 weeks and a grammar test was administered to search the grammar improvement of students. In the descriptive part, a belief questionnaire was administered towards the inclusion of short stories to English lessons. The data were analyzed using SPSS software. The results showed a positive difference in grammar scores and in the beliefs of students towards the literary texts. Therefore, the findings in general, seem to convince that the inclusion of short stories to language teaching can boost the students' grammar knowledge.

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1. Introduction

Being the new lingua franca of the era, English has gained much importance throughout the world. Teaching and learning it has become a key issue of the time. Many approaches, methods, techniques and materials were developed to teach English more effectively through the history of foreign language teaching. Some materials gained more importance while some lost importance in time. Literary texts in foreign language teaching are one of these materials whose place has usually changed.

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If literary texts are included in the teaching materials, the students do not have to read the boring passages from their course books, instead they will read authentic texts and benefit from the advantages of literature to enrich their cultural or linguistic knowledge. The students will see the examples of structures or words in their proper usages, by this way they will get the chance to see the situation in which a word or structure is used correctly. Nunan (1998: 105) says that authentic language shows how grammatical forms operate in the 'real world'. Students will encounter with many different events in literary texts and broaden their view of world. After some time, the students will learn to evaluate events and make comments. Moreover, while doing these, they will be improving their vocabulary, grammar and four basic skills. Uslu (1996: 46) asserts that, foreign language learners generally do not have opportunities to interact with the target language, literary texts, in that sense can create environments that enable exposure to the target language. With the inclusion of short stories, the teacher can use the time more efficiently, the students enjoy the lesson, their language improvement is reinforced and students can benefit from all the advantages of literature. As a result, the teaching of foreign language will be completed successfully.

1.1. Literature Review

Although many researchers, scientists, methodologists and language teachers accept the importance of literature in ELT, even today, there is not enough place for literary works such as poems, plays, novels or short stories in many of the current lesson plans or course books of Turkish Ministry of Education.

Tütüniş (1997: 21) puts it as "the set ELT syllabus for the secondary schools designed by the Turkish Ministry of Education does not give the teacher enough flexibility for learner-based classroom activities". There are usually artificial reading passages which have no literary merit and so can be boring for learners. Ghosn (1997: 14) argues that EFL texts were limited in content. Similar to this idea, Nunan (1998: 102) says that in textbooks, grammar is presented out of context and learners are given isolated sentences. Fojkar, Skela and Kovac (2013:22) agree that although the stories are one of the beneficial tools to be used in language classes, they are still underused. These deficiencies reduce the classroom dynamics. So, there is a need for a newly structured and literature integrated course book texts and lesson plans which have appropriate literary texts and accompanying activities for the topics of lessons. Katz (2002) agrees that the inclusion of literature into the foreign language textbooks is necessary for the communicative classroom. By this way, the teachers can use their time more effectively and the students enjoy the lesson. Teachers can use this opportunity to develop language skills (i.e. reading, writing, listening and

speaking) and language areas (i.e. grammar or vocabulary) with well planned activities about literary texts. And then, the attempt to include literature in ELT process works for teachers and students, as well.

But there are still suspicions about the inclusion of literary texts to FL classes. Firstly, many literary texts are considered too complicated to be included in lessons for learners at lower levels. And teachers concern about using deviant language with students when these students have not yet fully acquired the basic rules of English grammar, syntax, and word formation (Lazar, 1993). For Jordan (1997: 113), using authentic texts in classroom may pose some problems. McKay (1982) and Savvidou (2004) agree with Jordan in that case and they believe that literary texts are far from language conventions; that's why, they include some problems. Vincent (1986: 215) also argues that literary texts can create problems because learners might need to use dictionary for every sentence, if the text contains outdated vocabulary. McKay (1982: 529) states that teachers should be aiming grammar of the language, not literature because literature does not contribute to language learning as a result of its complexity.

Similarly, O'Brien (1999) believes that literature fails to make a significant contribution to the goal of teaching the grammar of the language since literature uses language in a complex and unique way and Richard (2001) notes authentic materials often contain unneeded words and complex structures.

Another objection against the use of literary texts in language classes is that with beginner levels even with very easy tasks, the use of authentic materials may de-motivate learners and also make them feel confused (Guariento & Morley, 2001: 348). Furthermore, to some people stories read "Just for Fun" might seem like a waste of time, because they argue that these texts do not contribute to the learners' academic goals.

However, the supporters of the inclusion of literature to maximize language learning disagreed with them. For one idea, teachers should be aiming to create conditions in which learning is possible (Chambers & Gregory, 2006: 44). Brumfit and Carter (1986) say teacher should apply to any source that enhances learning. These sources can be songs, magazines, newspapers, journals, reports, commercials, movies or literary works, as well. Kilickaya (2004: 4) also believes that in order to help language learning, authentic materials can be useful.

According to Van (2009: 7) literary texts are effective in promoting English language development in all four skills "through interaction, collaboration, peer teaching, and student independence." Literature is used in order to convey message just like language does. Literature is in fact, language in use. Sage (1987) also affirms that there are benefits in using literature in ESL context. Contrary to much received opinion, it is wrong to believe that literature and

language are different things. Being closely linked, they cannot be separated. Many support the idea that literature and language are closely linked, so the use of literary texts in language lessons can be helpful and these literary works should be included into the language teaching curricula.

Firstly, the study of literary works in target language gives students the pleasure of reading. Sage (1987: 48) says "A good story is a joy". For Northedge (2003: 174), stories are excellent vehicles in teaching. By this way the habit of reading is acquired and this helps to the improvement of all other academic fields or lessons.

Secondly, the integration of literary works improves the students' cultural awareness and understanding of the target language. This interaction with an authentic source is necessary for foreign language learners because most learners are not exposed to the target language input outside the classroom as native speakers are. Literary texts are more cheaply and easily accessible than many other cultural phenomena (Brumfit & Carter, 1986: 28). By this way their view of world is broaden.

Then, it stimulates students' creativity and imagination. Creativity is very helpful to success just like intelligence or aptitude. Hişmanoğlu (2005:62) agrees that literary texts are incentive to use creativity. While reading a literary work, students are captured by the story so they get curious about the flow of events, they want to learn more and imagine the sequences of events.

Fourthly, it shows many authentic examples of the use of language on the spot. Brumfit and Carter (1986: 110) state that "Literary texts often contain within them a number of different varieties of English. They can thus be extremely useful in sensitizing learners of English to linguistic variation" Carter (1986) claims that authentic literary texts help learner's knowledge of lexical and grammatical structure. Meek (1995: 6) also asserts that "stories teach children the verb tenses of the past and the future when they are intensely preoccupied with the present". Collie and Slater (1987) think that compared to the other language samples in the traditional textbooks the language is richer and has more variety of forms in short stories. They include the formation, function of sentences and structures. As literary language can draw on all available styles, it whets their appetites for more, says Cook (1986).

Literature is also motivating. West (1950: 48) wrote: "Few things are more encouraging to a child who knows some (say) 1,500 words of English than to pick up a book written within that vocabulary and find that he is actually able to read it and enjoy." Krashen (as cited in, Sivasubramaniam, 2006: 262) supports the idea with "...by providing interesting contexts for students to generate input, negotiate meaning and develop motivation, literature can become an efficient vehicle for language acquisition." And Lazar (1993: 25) states that the advantage

of using literary texts in all cases is that they offer a highly motivating context for practicing the requisite language area. Another benefit is that, while reading something, the learner is engaged in a process of making meanings, therefore literature is a good material in which making meanings through contextualization is best presented. Sage (1987) says that literature provides data in which lexical and grammatical items are contextualized and made memorable. Carter (1986) reveals authentic literary texts can create opportunities that reinforce knowledge of lexical and grammatical structure.

Finally, literary texts help to improve vocabulary, grammar, reading, listening, writing and even speaking (Khatib, Rezaei & Derakhshan, 2011: 202-203). By this way, literature helps learners to develop in many aspects.

Seeing all the advantages, benefits and ideas about the unity of literature and language, the teachers should include more literary texts in their lessons and applaud its re-emergence. However, the traditional course books and lesson plans do not contain enough literary texts and only focused on grammatical and syntactic knowledge, they generally include artificial reading passages, so there is a big deficiency for the inclusion of literary works to the course books. Taking this deficiency and research gap into account, the following research questions were stated:

1. What are the attitudes of 7th/ 8th grade of English learners towards using literature especially short stories?
2. Does the use of short stories improve language learners' grammar?

2. Method

2.1. Participant (subject) characteristics

The participants are the students of private supplementary Middle School, which offers supporting lessons for students at the weekends. The total number of participants is 57. These students are studying at 7th and 8th grades. 28 of them are in the 7th grade, and 29 of them are in the 8th grade. All of the students are at the age of 13 or 14. They have A1 proficiency in English language, and their purpose in learning English is to pass the SBS exam that is applied by Turkish Ministry of Education at the end of each grade. The students are placed in high schools according to their SBS exam scores. So, learning English grammar is vital for these students to get good scores and attend good high schools.

2.2. Sampling procedures

In this study 57 students were allocated into 2 groups as 23 are in control group and 34 are in experiment group. The first group was the control group in which the

students taught English with a traditional book and with a lesson plan that did not include literary texts. Upon some researches on the course books that are used in Turkish Middle Schools, it was found that the course books that were analyzed did not include literary texts or passages; they only included artificial reading passages that were composed for specific purposes of the lessons. The course books that were investigated are; "Spot On" by Turkish Ministry of Education, "My English" by Pacific Publishing and "7th- 8th Grade English" by Eksen Publishing, none included literary texts. The second group was the experimental group in which the students were taught English in a new way, with a lesson plan that included literary texts, short stories. The difference in students' grammar success and beliefs towards literary texts between groups was investigated. In order to search the participants' beliefs towards the use of literary texts in English lessons, a 10 item belief questionnaire was applied to all 57 participants. In order to reveal the participants' success in grammar, a grammar test was applied to all 57 participants. The difference in beliefs and grammar success between two groups and within the experimental group constitutes the aim of the study.

2.3. Measures and covariates

The instruments that are used in the teaching English through short stories process are a belief questionnaire, and a grammar test, short stories and three different lesson plans. The belief questionnaire and the grammar test are applied twice, at the beginning of the process and at the end of the process. In the same way, the results gathered from the first application and the second application of the grammar test are also compared in order to see the difference in students' grammar.

2.4. Research design

The study took 10 weeks in total, on the other hand the use of short stories in English teaching took 3 weeks with the inclusion of 3 different stories, one story for each week.

Data collection has two sides. In the descriptive part, the attitudes of students about the inclusion of literary texts was analyzed, so in this part a belief questionnaire was used as a pre-belief questionnaire and post-belief questionnaire. The answers to the belief questionnaire are collected as Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD). The value labels are 1,00 for strongly agree, 2,00 for agree, 3,00 for undecided, 4,00 for disagree and 5,00 for strongly disagree. The change in the attitudes of

experimental students towards the use of short stories was analyzed with Wilcoxon Signed Rank Test in SPSS.

The second part of the data analysis is experimental. In the experimental part, the change in grammar scores of students (both in the experimental group and cross-groups) was investigated. In order to compare the grammar scores, a grammar test was applied as pre-grammar test and post-grammar test. The answers for the grammar test was 1 point for every 50 grammar questions. For the comparison of these grammar scores between groups Mann-Whitney Test was used. On the other hand, for the comparison of grammar scores within the experiment group, Wilcoxon Signed Rank Test was used again.

In order to investigate the face validity of the belief questionnaire and grammar test, the instruments were presented to three English teachers who were working in another private school in Kütahya. In order to measure the internal consistency of the belief questionnaire, Cronbach Alpha was calculated. Cronbach Alpha is a value that must be between 0.5 and 0.9. If this value is less than 0.5, internal consistency is unacceptable. If Cronbach alpha is greater than 0.9, then internal consistency is excellent. In this study, it was found to be .725, which showed that the belief questionnaire had acceptable internal reliability.

3. Data collection and analysis

The data gathered in this research was analyzed using the Statistical Package to the Social Sciences (SPSS) version 23. In order to find answers to the research questions above, a belief questionnaire and a grammar test were prepared by the researcher. The instruments were conducted to 57 middle school students studying at 7th and 8th grades. Descriptive statistics, bar charts and percentages were used to summarize. The analysis includes grammar scores difference and beliefs difference. The difference in grammar scores was investigated both between the groups and within the experimental group by using pre-post scores. The following table shows the design of the research.

Table 3: *Comparative Experimental Design*

Group	Gram./Belief	Application	Gram./Belief	Result
Experimental	X _{1,1}	Use of Short Stories	X _{1,2}	Test result
Control	X _{2,1}		X _{2,2}	Test result

The data gathered for this study are non-parametric, so Wilcoxon Signed Rank Test and Mann-Whitney Test were administered.

In the data analysis, pre-test and post-test results of the experimental group are evaluated within the group; while the post grammar test results of the experimental group are compared to the post grammar test results of the control group as well.

For the analysis of the grammar scores, firstly the mean ranks were found by using descriptive frequency distribution statistics. Secondly, the difference in grammar scores between groups was found by Mann Whitney Test Scores are ranked from the highest to the lowest and the ranks are summed. The sum of ranks for each group are used to make comparison. Later, Asymptotic Significance Value was used to analyze if the difference in grammar scores was an accidental or positive difference. When p value is less than 0.05 the result is said to be statistically significant and a positive difference, which means there is 5% probability to occur by chance while 95% probability to occur as a positive difference.

After the analysis of grammar scores between groups, the difference in grammar scores within the experimental group was investigated by Wilcoxon Signed Rank Test. This test is the non-parametric alternative to paired samples t-test. Wilcoxon Signed Rank Test compares two results that are gathered before a process and after a process on the same participants or used when the same people are tested on more than one occasion. In this study Wilcoxon Signed Rank Test was used to compare the pre-grammar results with post-grammar results of the experimental group to see if the process had an effect on participants' grammar or not.

For the comparison of belief questionnaire answers within the experimental group, Wilcoxon Signed Rank Test was again to see if the process had an effect on participants' beliefs or not. In this analysis, the significance level was considered to be 0,05 again.

In this study, 57 students were chosen as sample. 57 students were allocated into 2 groups. The first group was the control group in which the students were taught English with a traditional book and with a lesson plan that did not include literary texts. The second group was the experimental group in which the students were taught English in a new way, with a lesson plan that included literary texts, short stories. The difference in students' grammar success and beliefs towards literary texts between groups was investigated. In order to search the participants' beliefs towards the use of literary texts in English lessons, a 10 item belief questionnaire was applied to all 57 participants. In order to reveal the participants' success in grammar, a grammar test was applied to all 57 participants. The difference in beliefs and grammar success between two groups and within the experimental group constitutes the aim of the study.

The data gathered in the research was analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. Descriptive statistics, bar charts and percentages were used to summarize, Wilcoxon Signed Rank Test and Mann-Whitney Test were used.

3.1. Data Analysis of Research Question 1

3.1.1. Wilcoxon Signed Rank Test for the Belief Questionnaire

Wilcoxon signed rank test is designed for use with repeated measures. In this section, the beliefs of students about the inclusion of short stories to English lessons were investigated. This analysis was administered to only the experimental group because only this group experienced the teaching process that includes short stories. The control group did not study through short stories; therefore, their ideas are not supposed to change. To investigate the experimental group students' beliefs about the use of short stories in English lessons, Wilcoxon Signed Rank Test was used. Table 4 shows the students' beliefs.

Table 4: *The Wilcoxon Signed Rank Test for the Belief Questionnaire*

Ranks	N	Mean Rank	Sum of Ranks
posttest mean scores	Negative Ranks	4 ^a	18.38
pretest mean scores	Positive Ranks	29 ^b	16.81
	Ties	1 ^c	
	Total	34	487.50

a. posttest mean scores < pretest mean scores

b. posttest mean scores > pretest mean scores

c. posttest mean scores = pretest mean scores

In this table, the answers of the students to the belief questionnaire were analyzed. This belief questionnaire included 10 items to measure the attitudes of students towards the inclusion of literary texts to English lessons. The answers were gathered as strongly agree, agree, undecided, disagree and strongly disagree. According to the table, 29 of the students marked "agree", which means they agreed that short stories should be included to English lessons; but 4 of the students also marked "disagree" and 1 student has not changed his/her idea at the end of the process. It can be said that the attitudes of the students towards literary texts changed significantly.

Table 5: *Test Statistics for the Wilcoxon Signed Rank Test*

Test Statistics^a

	Posttest mean scores – Pretest mean scores
Z	-3.703 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Test statistics table show the significance value, namely p value. According to the table 4.5 the significance level is $p = 0,00 < p = 0.05$. In that case, it can be said that the change in students' attitudes towards the use of short stories changed significantly, because 29 students agreed that they enjoyed the use of short stories in English lessons.

3.1.2. Data Analysis of Research Question 2

3.1.2.1. Descriptive Frequency Distribution Statistics

In order to measure the grammar success of participants, descriptive frequency distribution statistics was investigated. In this table, the mean ranks of students' grammar scores that were gathered before and after the process as pre and post-tests can be seen.

Table 6: Descriptive Statistics for Grammar Scores of Both Groups

	N	Minimum	Maximum	Mean	Std. Deviation
Pre gr	57	20	66	39,16	11,439
Post gr	57	26	86	54,77	10,154
Valid N (listwise)	57				

Based on this table, it can be seen that there is an increase in the mean rank scores. Before the teaching process by using short stories, the mean rank was $M=39,16$ but it increased to $M=54,77$ after the process. To conclude, it can be indicated that the scores of students in the research increased. But, so as to make a comparison between the minimum and maximum scores of each group, the descriptive frequency distribution statistics of each group should be investigated separately.

Table 7: Descriptive Statistics for Grammar Scores of the Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre gr	23	26	56	34,35	8,606

Post gr	23	26	64	48,09	7,920
Valid N (listwise)					

Table 8: *Descriptive Statistics for Grammar Scores of the Experimental Group*

	N	Minimum	Maximum	Mean	Std. Deviation
Pre gr	34	20	66	42,41	12,068
Post gr	34	44	86	59,29	8,997
Valid N (listwise)					

As it can be seen from tables 7 and 8, before the application of the process, the mean rank of the experimental group is higher than the control group's mean rank. In the second line, post grammar mean ranks are shown and the difference between mean rank of the experimental group and the control group became bigger. The students in the control group seem to have higher min. scores than the ones in the experimental group and to be more successful (min= 26>20) than the ones in the experimental group.

However, after the process the min. scores of the experimental group increased from 20 to 44 and surpassed the control group while the min. scores of the control group remained the same (min= 26=26). When looked at the max. scores it can be seen that both the experimental and the control group achieved higher scores (max= 86>66 for exp. group; max= 64>56 for control group) but considering that the experimental group's pre scores were lower and post scores were higher than the control group's, it can be stated that the students in the experimental group surpassed the ones in the control group in grammar success and their grammar achievement was more significant. The claim here is not underrating the grammar success of the control group; it is also normal for them to have higher scores than their pre-scores because they also continued to learn English with traditional course books. The claim is, although both groups had higher scores in the post grammar test, the grammar improvement of the experimental group was greater than the grammar improvement of the control group.

3.1.2.2. Mann-Whitney Test for the Grammar Test

In this study, Mann-Whitney U test was used to compare the mean ranks of the experimental and the control groups and to investigate the existence of correlation between these data. For this analysis, a grammar test (See the Appendix 3) was applied both before and after the teaching English through the

use of short stories process. Significance level was used to see if the difference between groups was accidental or positive difference.

Table 9: *Mean Scores of Both Groups*

Groups	N	Mean	Std. D.	T value	Sig.
Experimental	34	59,29	8,99	4,837	0,000
Control	23	48,08	7,91		

According to table 9, the mean scores of the experimental group is higher than the mean scores of the control group. This can be concluded as; the experimental group students' grammar achievement seems to have surpassed the control group students' grammar achievement.

Table gives us the asymptotic significance value as well. As it is stated before, so as to accept the difference as a significant difference, p value must be lower than 0, 05. When looked at table 4.29, it can be seen that p value is 0,000 which is less than 0, 05 (pre-process $p=0,009<0,05$; post-process $p=0,000<0,05$). This result reveals that the correlation between two variables is significant. That means there is a significant relation between the teaching English through the use of short stories process and the grammar success. To investigate this situation within the experimental group students' grammar success, Wilcoxon Signed Rank Test must be used.

Table 10: *Mann-Whitney Test for the Grammar Test*

	Group	N	Mean Rank	Sum of Ranks
Pre gr	experimental	34	33,74	1147,00
	control	23	22,00	506,00
	Total	57		
Post gr	experimental	34	36,87	1253,50
	control	23	17,37	399,50
	Total	57		

This table shows the findings for both the control and the experimental groups. According to the table, 34 students represent the experimental group and 23 students represent the control group. After the teaching process that includes short stories to English lessons the mean ranks of the experimental group seem to be higher than the mean ranks of the control group ($M=36,87>17,37$). Students in the experimental group appear to be more successful in their grammar proficiency

with the help of short story included lessons. This results imply that; literary texts might boost students' grammar learning abilities.

Table 11: Test Statistics for the Mann-Whitney and Wilcoxon Signed Rank Tests

	Pre gr	Post gr
Mann-Whitney U	230,000	123,500
Wilcoxon W	506,000	399,500
Z	-2,627	-4,365
Asymp. Sig. (2-tailed)	,009	,000

a. Grouping Variable: group

Test statistics table gives the significance value, in other words p value. The analysis of pre-grammar scores and post grammar scores indicates that p value is 0,000 less than 0.05 ($p=0.000 < 0.05$). This result can be interpreted as; there exists a statistically significant relation between the literature integrated English lessons and participants' grammar success.

3.1.2.3. Wilcoxon Signed Rank Test for Grammar Results of the Experimental Group

Wilcoxon Signed Rank Test investigates the significance of two groups' score differences by comparing two results that were gathered on two different occasions. The results specified below, includes pre-test and post-test results of the experimental group students who experienced language learning through short stories. This way of measuring was applied because the test results do not show normal distribution.

Table 12: Mean Ranks of Experimental Group

Measurement	N	Mean	Std. D.	T value	Sig.
Pre-test	34	42,41	12,06	-9,191	0,000
Post-test	34	59,29	8,99		

Table 13: The Wilcoxon Signed Rank Test for the Grammar Test of the Experimental Group

	N	Mean Rank	Sum of Ranks
post - pre			
Negative Ranks	0 ^a	,00	,00
Positive Ranks	34 ^b	17,50	595,00

Ties	0 ^c
Total	34

- a. post < pre
- b. post > pre
- c. post = pre

Table 14: *Test Statistics for the Wilcoxon Signed Ranks Test*

	posttest - pre test
Z	-4.730 ^b
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

It can be inferred from table 12, 13 and 14 that the post-test results are higher for all the 34 students in the experimental group and none of the students in this groups got lower scores than their first scores. Therefore, it can be said that teaching English through the use of short stories process was successful to teach grammar. However, to investigate the significance of this result, p value must be analyzed. Table 14 gives the test statistics for the grammar tests of the experimental group and gives the p value. This table investigates whether the difference between variables includes a positive correlation or not. The significance level is less than 0,05 which demonstrates that the relation between findings is statistically significant ($p = 0,000 < 0,05$). We can say that the teaching process with the use of short stories had an effect on students' grammar scores and in our study the difference is significant.

4. Results

This research is implemented at a private supplementary school in Kütahya, Turkey with the participation of 57 middle school students who have A1 level proficiency in English. The students are allocated into two groups as the experimental and the control groups. In the control group, English is taught by the traditional course book texts, however, in the experimental group the participants are taught by the use of 3 short stories during 3 weeks.

To indicate the difference in grammar scores between groups, Mann Whitney Test was applied. The result of this test showed that the experimental group's grammar results were higher than the control group's. Secondly, asymptotic significance value was used to analyze if the difference in grammar scores was accidental or positive. This value showed that there was a significant relation between the teaching through short stories and grammar success of students.

However, the analysis between groups was not enough to draw a conclusion about the effect of short stories, in order to see the before after effect of short stories, a comparison within the experimental group was needed. The difference in grammar scores of the experimental group was analyzed by Wilcoxon Signed Rank Test. This test showed that teaching process which included short stories had a positive effect in students' grammar knowledge, p value is less than ,05, so we can conclude that the relation is significant.

For the analysis of the belief questionnaire, a within-group analysis was needed again because expecting a change in the attitudes from a group which did not experience a teaching process with the use of short stories would not be suitable. The participants in the control group studied English with traditional course book texts so their ideas or beliefs about short stories are not probable to change. For this reason, only the experimental group answers to the belief questionnaire were investigated by Wilcoxon Signed Rank Test. Especially the agreement of participants to item 3 "Literary texts are enjoyable" increased, and the disagreement of participants to item 6 "Literary texts are long to be read." also increased. The significance value is less than 0.05 again so, this test showed that the attitudes of participants about the use of short stories changed significantly.

This study relates to the premise that short story included English classes can help to boost grammar knowledge of young learners and their ideas about literary texts might change positively.

3. Discussion and conclusion

Although some researchers disagreed with the use of literature claiming they are not motivating for every student (Grundy, 2004) or they are linguistically difficult (Flowerdew & Peacock, 2001); others make an agreement that literary works are amusing and motivational, and they attract students' attention (Pathan, 2012: 29), they engage the readers (Özkul, 2007), and they are important materials in ESP classes (Benavent & Penamaria, 2011: 93). Similarly, in our study the attitudes of the participants changed positively and their answers indicated that the students enjoy reading literary texts.

The results of this study coincide with the findings of another study conducted by Özkeçeci (1994) where almost half of the participants stated that the existence of literary texts has a positive effect in language teaching. Kim (2000) also evaluated the attitudes of Korean students in his study and after the teaching process and the belief of participants changed positively. Similarly, different studies revealed that literary texts built intrinsic motivation and the participants expressed that they enjoyed literary texts and short stories are the most enjoyed

literary genre (Özal, 2006; Hirvela & Boyle, 1988). In another study, it was found that, very young learners feel more motivated and more comfortable when short stories are included to English lessons (Tarakçıoğlu & Tunçarslan, 2014). Akbari and Razavi (2016) explored the attitudes of teachers towards using authentic materials in EFL classroom in Iran and their results also showed that the attitudes of participants is positive.

There are many studies on the usefulness of literary works or short stories in English teaching. In another study by Tasneen (2010), both teachers' and students' views on the use of literary texts in language classrooms were investigated and the results showed that 50% of the teachers and 98% of the students agreed that literature is a beneficial language learning source. In a similar study carried out by Khatib (2011), short stories were selected, because they are more practical and easier. Another study supported the idea that literary works have a positive role in language teaching, 85% of the students and 88% of the teachers in this study agreed on that (Özkeçeci, 1994). Similar to our findings, according to Kaya (2011), short stories enable contextualization and the integration of them into the teaching curriculum can help to improve skills (Kaplan, 2006). According to another study carried out by Lao and Krashen (2000), literature integrated lessons improved the participants' vocabulary and reading rate. Literary texts also present grammar, lexicon and culture (Gebenliler, 2006). Pardede (2011) claims that short stories are the most suitable genre to be used in language classes and they boost reading, writing, speaking and listening. In a study by Pourkalhor and Kohan (2013) the participants showed an improvement in reading skill after being taught through short stories. Ziya (2009: 21) says that "the interesting contexts provided by literary texts serve to illustrate the noticeability of lexical and syntactical features". From our study it can be said that the inclusion of literary texts, i.e. short stories to English lessons can help to teach grammar. Meek (1995) also claims stories teach children the tenses.

Likewise, in this study it was observed that teaching through short stories contributed to the grammar success of students. Besides, this study indicated English teachers or course book designers that, the inclusion of literary texts to the curriculums, course books or lessons, can maximize language learning. And there is a need for newly structured and designed language materials that include literary texts.

Note: This paper is derived from Şentürk's unpublished master's thesis.

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Appendix A. The Questionnaire

ANKET

Sevgili öğrenciler;

Bu anket öğrencilerin yabancı dilde edebi eserler kullanımı hakkındaki tutumlarını öğrenmeyi amaçlamaktadır. Anket sonuçları gizli kalacak ve başka amaçlar için kullanılmayacaktır. Katılımınızdan dolayı teşekkür ederim.

Seval ŞENTÜRK
İngilizce Öğretmeni

- 1- Yaş:
- 2- Sınıf: 6.Sınıf 7.Sınıf 8.Sınıf

THE QUESTIONNAIRE

Dear Students,

This questionnaire was developed with the purpose of analyzing the beliefs of students about the inclusion of literary texts in English lessons. All the answers will remain confidential and will not be used for any other purposes.

I kindly thank all of you for your attendance.

02.02.2011

SEVAL SENTURK
ENGLISH TEACHER

- 1- AGE:
- 2- CLASS: 6.Grade 7.Grade 8.Grade

	Kesinlikle katılıyor	Katılıyor	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. İngilizce edebi eserler okumaktan keyif alırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Seviyeme uygun kısa hikayeler işlenmesi ile İngilizce öğrenebilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. İngilizce edebi eserler İngilizce öğreniminde eğlencelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. İngilizce edebi eserler İngilizce öğrenimime yardımcıdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. İngilizce edebi eserler anlaşılması zordur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. İngilizce edebi eserler, okumak için çok uzundur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. İngilizce edebi eserlerde karışık dilbilgisi vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ders kitaplarımızdaki okuma parçaları İngilizce edebi eserlerden daha eğlencelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Ders kitaplarımdaki okuma parçalarını çalışmaktan keyif alırım	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Ders kitaplarındaki okuma parçaları çok sıkıcıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I like reading English literary texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can learn English through short stories that are appropriate for my level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. English literary texts are enjoyable in English learning class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Literary texts are helpful for my language learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Literary texts are difficult to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Literary texts are very long to be read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Literary texts have complex structure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The reading passages in our course books are more enjoyable than literary texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I like studying the reading passages in my course book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The reading passages in my course book are more boring than literary texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B. Grammar Test

STUDENT NAME:

CLASS:

1) Match the right answer for the questions.

How many books are there on the shelf?

How many eggs are there in the fridge?

How many skirts are there in your closet?

How much milk is there in the bottle?

How many teachers are there in Hasan's school?

a) There are 10 books on the shelf.

b) There are ten books on the table.

c) There are 8 eggs in the fridge.

d) There are 2 skirts in my closet.

e) There are 2 skirts in her closet.

f) There's a little milk in the bottle.

g) There are many milks in it.

2) Aylin: Does he teach you Math?

Selin: No, He us English.

- A) he doesn't / teach B) he don't / teach
C) he doesn't / teaches D) he don't / teaches

3) Can you drive a car?

- A) No, I can B) No, they can't C) Yes, I can D) Yes, I can't

4) I listening to pop music.

- A) don't liking B) likes C) like D) does like

5) Aylin: is Mr. Jones?

Selin: He is my uncle.

- A) Whose B) Who C) Where D) Why

Circle the right item.

6) I **will / am going to** pay 250 TL on January.

7) Be careful! The fireplace **is burning / burns** now.

8) We **visit / are visiting** different cities every summer.

9) The girl is very sad. She **has lost / lost** her keys.

10) It is still raining. The rain **hasn't / didn't** stop.

11) A new car is than an old car.

- A) more expensive B) cheaper C) expensive D) the most expensive

12) Children are playing in the garden by

- A) them B) ourselves C) their D) themselves

13) Mount Ağrı is than Mount Erciyes.

It is the mountain in Turkey.

- A) highest / highest B) higher / highest
C) high / higher D) highest / higher

14) Abraham doesn't wear his school uniform on Sundays.

- A) have to B) haven't to C) has to D) hasn't to

15) She would like a new dress.

- A) buy B) to buying C) buying D) to buy

16) We prefer to climbing.

- A) swam B) swimming C) to swim D) swim

17) Student: I open the door sir?

Teacher: Yes, please.

A) May B) Can C) Should D) Must

18) Burak has got a toothache.

A) He should go to bed. B) He should see a dentist.
C) He should go to the cinema. D) He should see a dentist.

19) Has she got a scissors to cut the paper?

A) Yes, he has B) Yes, he hasn't C) Yes, she has D) No, she has

20) Sarah a bad dream last night.

A) has B) have C) had D) having

21) your father read newspaper every day?

A) do B) don't C) does D) if

22) What is Melisa doing there!?

A) She is eating hamburger. B) He isn't there.
C) She isn't coming today. D) She are doing puzzle.

23) He is late. But he runs, he may catch the bus.

A) if B) when C) while D) for

24) How long has your mother been in the kitchen?

A) My mother has been in the kitchen since breakfast.
B) He has been there since 1983.
C) She hasn't been in the kitchen.
D) She has been in the living room for a long time.

25) What must you study if you want to be an engineer?

A) You should study history. B) He should study hard.
C) You must study Math. D) She must study more.

26) Victoria doesn't have money to buy that dress.

A) enough B) very C) too D) many

27) When my father came home, my mother the room.

A) is cleaning B) was cleaning C) cleaning D) were cleaning

28) The box is heavy. I can't carry it. The box is heavy to carry.

A) but B) enough C) too D) many

29) I failed in the exam, I didn't study.

A) but B) for C) because D) in case

30) We should wash our hands and brush our teethwe go to bed.

A) before B) when C) while D) in case

31) I have got my tickets for holiday. I travel by train.

A) am going to B) will C) is going to D) are going to

Circle the wrong adjectives or adverbs.

32) A true friend is honest / stingy.

33) The meal was very delicious / difficult.

34) She can solve these problems logically / logical.

35) The students are writing

A) loud B) very C) loudly D) quickly

36) The baby is sleeping in the living room.

A) You shouldn't eat fast food. B) You shouldn't study English.

C) You shouldn't wash your face. D) You shouldn't make noise.

37) The room is very hot. I open the windows.

A) will B) can C) am D) going to

38) When you called me, I eating pizza.

A) were B) are C) is D) was

39) The shoes were so I didn't buy them.

A) small B) too big C) good D) heavy

40) I would rather museums than do shopping.

A) visiting B) to visiting C) visit D) to visit

41) Were you at holiday in August?

A) No, I weren't B) No, I wasn't C) No, you weren't D) No, you wasn't

42) I have been waiting here20 minutes.

A) since B) in C) for D) at

43) Cinderella is beautiful the Prince falls in love with her.

A) so.....that B) such.....so C) such.....that D) so.....as

44) What time did Atatürk die on November 10, 1938?

A) He die at ten o'clock. B) He died at five to nine o'clock.

C) He die at twelve o'clock. D) He died at five past nine o'clock

45) I want a teacher because I like children.

A) to be B) to been C) to being D) being

46)someone is reliable; you can trust him easily.

A) but B) because C) if D) for

47) Now she but at 10 o'clock she watch T.V.

A) is studying / going B) will / is going to

C) are studying / will D) is studying / is going to

48) I think it is going to rain. Take an umbrella it rains.

A) if B) when C) while D) in case

49) Why don't you with us to the cinema?

A) come B) go C) coming D) going

50) Since 1998 John eight different jobs. He worked in banking sector and he been a teacher and he started his own company last year.

A) has had / had / had / was

B) has had / has / has / has

C) was / had / has / has

D) has had / has / was / has

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