

**MUNZUR ÜNİVERSİTESİ**

**EDEBİYAT FAKÜLTESİ**

**BATI DİLLERİ VE EDEBİYATLARI BÖLÜMÜ**

**EXPLORING THE POWER OF LITERARY WORKS AND GENRES**

**IN TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE**

**LİSANS BİTİRME TEZİ**

**197160020**

**ZEYNEP ASLI SUNGUR**

**TEZ DANIŞMANI**

**ÖĞR. GÖR. DR. ÖZGÜL ÖZÖNDER GÜÇLÜ**

**TUNCELİ 2024**



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**LİSANS BİTİRME TEZİ ONAYI**

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 Bölümü: Batı Dilleri ve Edebiyatları Bölümü İngiliz Dili ve Edebiyatı Anabilim Dalı

 Yukarıda bilgileri verilen Batı Dilleri ve Edebiyatları Bölümü öğrencisinin “EXPLORING THE POWER OF LITERARY WORKS AND GENRES IN TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE” başlıklı lisans bitirme tezi başarılı/başarısız bulunmuştur.

10/06/2024

Öğr. Ü. Dr. Abdulkadir HAMARAT

 **Batı Dilleri ve Edebiyatları Bölümü**

 **Bölüm Başkanı**

10/06/2024

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**Tez Danışmanı**

**MUNZUR ÜNİVERSİTESİ**

**EDEBİYAT FAKÜLTESİ LİSANS BİTİRME TEZİ**

**ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ**

 Bu tez içinde kullanılan bütün bilgi ve belgelerin etik kurallar ve akademik normlar çerçevesinde elde etiğimi ve sunduğumu, yararlanılan kaynaklara Munzur Üniversitesi Edebiyat Fakültesi Lisans Tezi Yazım Kılavuzu çerçevesinde atıfta bulunduğumu, tezimin kaynak gösterilen durumlar dışında bütünüyle özgün olduğunu, tezin Öğr. Gör. Dr. Özgül Özönder GÜÇLÜ danışmanlığında Munzur Üniversitesi Edebiyat Fakültesi Lisans Tezi Yazım Kılavuzuna uygun olarak tarafımdan üretilerek yazıldığını ifade ederim. Bu ifademin aksine bir durumun ortaya çıkması halinde her türlü yasal sorumluluğu üstlendiğimi hür irademle beyan ederim.

İmza

10/06/ 2024

Zeynep Aslı SUNGUR

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**ÖZ**

Bu çalışmanın amacı “İngilizce’nin Ek Bir Dil Olarak Öğretiminde Edebi Eserlerin ve Türlerin Gücünü Keşfetmek” konusundaki yazınına yeni bir yaklaşım sunabilmektir. Lisans tezi olarak hazırlanan bu çalışmanın dil eğitiminde edebi eserlerinin kullanımı alanına bir katkı sunması amaçlanmaktadır. Bahsedilen çalışma, Munzur Üniversitesi Batı Dilleri ve Edebiyatları Bölümü, İngiliz Dili ve Edebiyatı Anabilim Dalı Başkanlığı bünyesinde gerçekleştirilmiştir.

Bu çalışma, üç bölümden oluşmaktadır. Birinci bölümde, İngilizce’nin Ek Bir Dil Olarak Öğretimi hakkında genel bir bilgi verilmektedir. İkinci bölümde, edebi eserlerin ve türlerin İngilizce’nin Ek Bir Dil Olarak Öğretimi sırasında kullanımı konusu ele alınmıştır. Üçüncü bölümdeyse teknolojinin dil öğretimindeki önemi ve öğrenciler üzerindeki etkileri incelenmesi hedeflenmektedir.

**Anahtar Kelimeler:** dil öğretimi, edebi eserler, teknoloji kullanımı

**ABSTRACT**

The objective of this study is to provide a new approach to the literature on “Exploring the Power of Literary Works and Genres in Teaching English as an Additional Language.” This work, prepared as an undergraduate thesis, aims to contribute to the field of using literary works in language education. The mentioned study was conducted within the Department of Western Languages and Literatures, under the Chair of the Department of English Language and Literature at Munzur University.

The study consists of three sections. In the first section, general information about the teaching of English as an Additional Language is provided. The second section addresses the use of literary works during the teaching of English as an Additional Language. The third section aims to examine the importance of technology in language teaching and its effects on students.

**Key Words:** teaching an additional language, literary works, technology integration

**INTRODUCTION**

This study investigates the integration of literary works into the pedagogy of teaching English as an additional language, emphasizing the role of technology in enhancing language instruction. Divided into three main sections, the research delves into the following areas: The first chapter is about teaching English as an additional language. The first section provides an overview of the challenges and strategies associated with teaching English as an Additional Language. It explores the linguistic, cultural, and socio-economic factors influencing language acquisition and instructional approaches tailored to meet the diverse needs of English learners. The second section examines the utilization of literary works as a pedagogical tool in English Language teaching. It elucidates the benefits of integrating literature into language teaching, such as fostering critical thinking skills, enhancing language proficiency, and promoting cultural awareness. Drawing on theoretical frameworks and empirical evidence, this section underscores the importance of incorporating diverse literary genres and texts to engage English learners effectively. The third section explores the integration of technology into English classrooms and its potential advantages for students. It evaluates various technological tools and applications, including multimedia resources, online platforms, and language learning software to facilitate language acquisition and promote interactive learning experiences. Additionally, it discusses the role of technology in addressing the individualized learning needs of English learners and providing opportunities for personalized feedback and assessment. Overall, this study underscores the multifaceted approach to teaching English as an additional language, emphasizing the integration of literary works and technology to enhance language instruction and foster the academic success of English learners.

**CHAPTER I**

**TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE**

*The limits of my language are the limits of my world.'*

*‒Ludwig Wittgenstein*

In the 21st century, one of the most important types of knowledge is proficiency in English. The English language is extensively utilized in every aspect of our lives, owing to its widespread global usage. Especially in today's world, where borders are gradually disappearing, the importance of English has become indisputable with the benefits and opportunities that English proficiency provides to individuals (Crystal 3).

Since English is the second most spoken and learned language in the world, teaching and learning this language is very important (Graddol 2). Nowadays, the rapidly changing business world and global communication network around the world make teaching English as an additional language increasingly important (McKay and Hornberger 8). It has become an important tool in global communication and international cooperation. Therefore, the benefits of teaching and learning English as an additional language are very important in many aspects, such as developing effective communication skills in the global world, understanding different cultures and increasing international business opportunities. In today's globalizing world, language skills have become not only a means of communication, but also an essential element of international cooperation, knowledge sharing and culturally rich interactions (Pennycook 5).

In this context, teaching English as an additional language plays an important role in increasing individuals' ability to compete at the global level, providing them with a deeper understanding of different cultures, and helping them pursue a successful career internationally. Frank Smith stated that “One language sets you in a corridor for life. Two languages open every door along the way” (10).

English is now considered a world language, and research estimates that two and a half billion people around the world will have learned English by 2025. In this context, teaching English as an additional language is a subject worth examining from many perspectives for both educators and students. According to the Graphic I, which was created in 2023, English is taught 70% more than other languages. (Graphic I)

 **Spoken rate of English compared to other languages Graphic I**

****

According to the graphic provided above, it is evident that English predominates as the most frequently acquired additional language. As depicted in the chart generated in 2023, which has been quoted above, English emerged as the predominant choice for additional language instruction and preference, surpassing more than 50% of alternative languages. The prominence of English extends beyond mere linguistic utility, fostering social cohesion and enhancing communication and cultural exchange amidst the solitude characteristic of the 21st century (Krashen 36). There are activities such as reading, writing and speaking that must be done when learning a new language. Perhaps the most important of these, speaking, is an activity that brings people together and therefore strengthens social ties. However, it is imperative to possess adequate and appropriate communication skills to safeguard and enhance these social connections (Blommaert 94).

Practice is indispensable for refining communication abilities, thus, when acquiring English as an additional language, these skills undergo enhancement as well. As all of this unfolds, cultural exchange becomes inevitable. After English is acquired as an additional language rather than merely studied as an additional language, one cannot remain indifferent to its historical evolution, literary works, and various cultural facets originating from the country of its origin (Celce-Murcia et al. 7).

Additionally, English has become the global standard for communication and is extensively employed across various fields, ranging from business to education to science. English, ingrained within popular culture, permeates diverse domains, ranging from Hollywood movies to pop music, thereby augmenting its interplay with other languages (Celce-Murcia et al.8). Moreover, within the business realm, numerous multinational corporations have embraced English as their official language; thereby, expanding employment prospects for proficient English speakers. In the business world, numerous international companies have embraced English as their official language. Thus, they have expanded employment opportunities for English-speaking candidates.

Similarly, within the realms of science and technology, research findings and publications are frequently disseminated in English (Paltridge and Starfield 6) Moreover, the significance of English proficiency is underscored in sectors such as tourism, travel, and digital communication (Crystal 12). These various factors contribute to the preference for English over other languages and underscore its paramount importance in global communication.

In short, the importance of English in the 21st century is undeniable. With the blurring of borders due to globalization and people naturally becoming part of cultural interactions, English emerges as the key to effective communication. Its widespread use across various fields, from business to education to popular culture, underscores its vital significance (Paltridge and Starfield 7). Furthermore, the ability to speak English opens doors to international opportunities and encourages a deeper understanding of different cultures. As English becomes the keystone of global communication, teaching and learning English play a crucial role in competing globally and engaging in culturally rich interactions. With its widespread use and influence, English has transformed from being just a language to becoming a fundamental element for international cooperation, knowledge sharing, and global career success (Paltridge and Starfield 8). Therefore, learning and improving English proficiency is a fundamental necessity for successful participation in the modern world.

**1.1 Teaching Language in Turkey Through Culture**

In the initial section, the role of teaching English as an additional language has been examined in a broad context. A brief summary of the first part is that teaching English as an additional language involves providing education to individuals whose first language is not English.This requires understanding students' diverse backgrounds and language skills, adapting teaching methods accordingly, and creating an interactive and inclusive classroom environment. Lev Vygotsky highlight that “a human, being a social being, needs to communicate with those around them in order to integrate into social life” (Vygotsky 7). Although communication among people can be achieved through images, signs, gestures, and facial expressions, no tool can make this communication as effective as language. Therefore, a person needs language to be able to establish healthy communication with the society they live in or with a foreign society. Language, being a versatile system, has many definitions, but in its simplest form, it is a tool that enables communication among people (Celce-Murcia et al. 3). The use of language as a means of communication among people demonstrates that language has a social function, and it also fulfils the role of establishing a relationship between the language and culture of the society it belongs to (Demirel 2). Culture is a whole formed by the behaviours of people, the thought patterns and beliefs that influence these behaviours, traditions, language, and all material and spiritual accumulations. In short, it is the way of life of a society (Bölükbaş and Keskin 222). In order to avoid misunderstandings and achieve effective communication in an additional language, a person learning that language must learn not only the equivalents of concepts but also the culture of that language. As Demircan points out, a person learning an additional language must acquire the cultural data necessary for communication in the target language and develop communication skill (26). As language primarily serves as a means of communication, it is acquired and employed for this purpose. When considering real-life scenarios, communication is inseparable from its context, and since every context inherently incorporates cultural elements, communication and culture are intertwined (Hinkel 4). To succeed in learning an additional language, one must also possess an understanding of the culture associated with the language being studied. For example, being knowledgeable about the culture of the language being learned will help a person reading any passage in an additional language to understand the passage more easily and quickly (Tseng 2).

Cultural elements are integrated into lessons to enrich students' cultural awareness, while assessment and feedback processes monitor their progress (Celce-Murcia et al. 9). Technology is widely used, offering various resources for language learning. In essence, effective instruction in English as an additional language comprises linguistic, cultural, and individual differences, thereby facilitating students' acquisition of English and promoting their academic success. It is also crucial to note the significant impact of culture and traditions on language teaching (Celce-Murcia et al. 10).

An additional language teaching entails more than just grammar, vocabulary, and language skills. It also involves immersing students in the culture associated with the language being taught (Celce-Murcia et al. 11). The interplay between language and society means that true proficiency in an additional language requires not only linguistic competence but also an understanding of the societal norms and values that shape the language. This necessitates the incorporation of cultural education into language learning to enable students to think and engage with the language in a manner that aligns with the associated culture. As individuals engage in learning an additional language, they start a journey of cultural discovery as well (Celce-Murcia and et al. 12). Therefore, it is essential for language instruction to occur within an environment that effectively conveys, reflects, and preserves the cultural distinctions of the language being taught. While it may not be possible to convey every element of a culture within the constraints of language teaching, it is crucial to recognize that a primary objective of the additional language education is to convey an understanding of the culture associated with the language. In line with this objective, educational environments for an additional language instruction must be personalized to effectively integrate cultural elements (Celce-Murcia et al. 1). Creating a culturally enriched setting within the educational environment is essential for encouragement a deep and meaningful understanding of the language and its associated culture (Celce-Murcia et al. 13). This approach not only enhances language learning but also facilitates a comparative analysis of the learned language's culture with the students' own cultural background, thereby enriching the overall learning experience (Celce-Murcia et al. 13).

In Turkey, English as an additional language is an integral part of education at all levels, spanning from early schooling to university (Baykara-Krumme 2). This encompasses a focus on improving essential language skills such as grammar, vocabulary, listening, speaking, reading, and writing. Remarkably, at the university level, proficiency in English holds significant importance for global competitiveness, leading many educational institutions to offer preparatory classes or English courses to enhance students' academic capabilities (Baykara-Krumme 5). Despite these efforts, challenges such as large class sizes, teacher expertise, resource limitations, and restricted instructional hours persist (Baykara-Krumme 5). Nevertheless, recent initiatives have been undertaken to elevate the standard of English education and emphasize its fundamental role. Among the ongoing discourse on teaching English as an additional language in Turkey, there is a growing emphasis on prioritizing practical language application over exam-oriented learning, with a focus on integrating language education into daily life and the broader educational framework (Uzun 237). Despite the substantial duration of English instruction, there remains a prevalent belief that students often struggle to effectively grasp the language, leading to the formation of prejudices over time (Yıldırım et al. 176). Recommending a shift towards a more usage-oriented approach to language instruction is considered a potential preparation for this issue. Furthermore, there is a suggestion that the pursuit of English as an additional language in Turkey could offer a feasible alternative. Within the domain of language education, there is a highlighted need for personalized guidance to assist students in selecting languages based on their career trajectories, professional aspirations, and personal interests (Buckley 23). Moreover, enriching language education with cultural elements is underscored as an effective method for students to engage in comparative cultural analysis, emphasizing the significant role of cultural elements in language education and the inadequacy of teaching a language solely through grammar and vocabulary (Kramsch 2). The aforementioned assertation is underscored by one of the researchers in the subsequent passage:

"Language is a natural instrument that enables understanding among people, a living entity with its own laws that develops within the framework of these laws, a hidden treaty system laid down in unknown times, and a social institution woven into sounds" (Ergin 3).

The profound nature of language, as described by Ergin, serves as a cornerstone for the subsequent exploration of its global significance and role in education. Building upon Ergin's assertion that language is a multifaceted entity enabling understanding and social cohesion, this section delves into the worldwide importance of learning English, the opportunities it offers, and its role in linguistic competition. Furthermore, it addresses the impact of culture on language acquisition, the realities of learning an additional language in Turkey, and the influence of societal structures on language education. The emphasis in this section lies on the necessity of understanding students' diverse backgrounds and language abilities, adapting teaching methodologies accordingly, and fostering an interactive and inclusive classroom environment. It underscores that through integrating cultural elements into language education, students engage not only with the language itself but also with the cultural essence it embodies, thereby enriching their learning experience. It is noted that despite the pervasive role of English in Turkish education, challenges such as overcrowded classrooms, limited resources, and exam-oriented teaching methodologies persist. Recent initiatives acknowledging the necessity of preparing students for their careers and professional goals by prioritizing practical language application and personalized guidance have also been mentioned in the present section. The inadequacy of teaching a language solely through grammar and vocabulary, along with its increasing recognition, has been noted. The importance of enriching language education with cultural elements has also been emphasized in this part.

The following section will explore the practical implementation of teaching language through culture. It will examine particular strategies and methodologies aimed at smoothly incorporating cultural elements into language instruction through the employment of literary works.

**CHAPTER II**

**USING LITERARY WORKS TO TEACH FOUR MAIN ENGLISH SKILLS**

English is rapidly becoming a widely spread language around the world, and the number of people who know or are learning English is increasing in today’s world. English is crucial as an international language. It's a skill that students can use throughout their lives, not just during their school years. English is mostly seen as an educational subject in schools, but beyond being just a means of communication, it is also a carrier of cultural heritage. For this reason, literature plays an important role in teaching English as an additional language. Literature plays a key role in the development of cultural awareness and is an integral part of language (Lazar 2). If literature is separated from language, it becomes impossible to grasp and understand the cultural and emotional experiences embedded in language. Literature is shaped by the power of language and expresses human experiences while also preserving emotional ideas and cultural heritage. It allows people to express their feelings, thoughts, and imaginations, thus creating cultural heritage. Each literary work enriches the language further, demonstrating its flexibility and beauty. Literary works help us to better understand the essence and structure of language. In short, the relationship between literature and language forms a bridge that conveys humanity's cultural and emotional experiences (Lazar 19)

Literary works are artistic and creative pieces used to convey human emotions and thoughts. Societies have enriched their languages with various genres such as novels, stories, poems, and plays, shaping communication and language understanding throughout history. These works showcase the culture and periods to which the language belongs, allowing readers or viewers to connect with the language by establishing a thoughtful and emotional bond. This demonstrates that literary works possess timeless value by conveying the human experience and thought structures of different cultures and eras. Additionally, literary works contribute to the emotional, cultural, and intellectual development of society, offering different perspectives and aiding in both the development of the essence of language and societal progress (Carter and Long 4).

While teaching English literature to students, one of the primary goals is to enable them to understand and think from different perspectives while gaining knowledge about the world and languages. Every literary work is important, but poems, novels, stories, and plays are particularly suitable for language teaching. These forms of literature exhibit diverse writing styles and contain content that significantly aids language acquisition, such as cultural references. Learners become more integrated into the language they are learning and grasp it more quickly through these literary works. Parkinson and Reid Thomas discuss Sell's research, stating that literature helps students learn English better by exposing them to different cultures (86). Literature also provides insights into different times and societies. Povey further emphasizes that literature aids in developing all language skills by introducing new words and ideas. In conclusion, the impact of literature on language teaching is significant. It offers learners a more comprehensive education about culture and experience related to the language they are studying. (Povey 186)

Literature contributes in numerous ways to language teaching, offering several benefits that can be exemplified with a few key points (Collie and Slater 3) . Firstly, it provides students with content that is often absent from commercial textbooks. Language teaching through literary topics covers important themes and contexts, enabling students to better grasp the language. It presents students with broader and more diverse expression and teaching opportunities through examples not typically found in textbooks. Engaging with literature during lessons exposes students not only to the language but also to various cultural approaches, ideologies, experiences, and artistic forms, facilitating a deeper integration into the language. Additionally, by relating their own experiences to literary works such as texts and plays, students are prompted to contemplate language more deeply and establish connections with their own lives, fostering greater engagement during lessons (Duff and Maley 6). This enhances their understanding of both language and society. In essence, incorporating literary works into additional language learning enhances students' active participation and, alongside their development, enriches their language skills and cultural understanding (Smith 123).

 English is recognized as a universal language and is highly sought after worldwide (Crystal 2). It is widely acknowledged that language and literature are inseparable components of human culture. Across different regions, educators have crafted various definitions of literature. Some perceive literature as the articulation of emotions and thoughts in written form, while others view it as the manifestation of imagination through words (Culler 5). In contrast, Boas posits that literature involves interpreting one's experiences and translating them into literary works. He emphasizes that behind every book lies the author's endeavor to imbue life with meaning, create beauty, and express emotions and thoughts (Boas 10). These diverse definitions underscore the significance of literature and language. According to Boas, "literature is the record of experience interpreted by personality; behind every book which the race has preserved is a human being’s eager effort to give life meaning, to create beauty, to express vivid emotions and ideas, to make men aware of themselves and the life they lead" (Boas 11)

The use of literature cannot be denied while teaching English as an additional language. Integrating literature into language classes and incorporating literary works in education creates an interactive and engaging learning environment between teachers and students, as well as among students themselves. Teachers using literary works in class help students feel more connected to the subject and create a more motivating learning environment for language acquisition, making language learning more meaningful. Through literature, students may feel excited and encouraged to learn language with different usage patterns. Literary works might help students better understand both the structure of the language and the lifestyle and culture of the nation to which the language belongs. Using literary works can prevent the monotony of traditional language learning methods in classes Therefore, the use of literature not only contributes to students learning the language but also helps them understand the world and express themselves better in another language (Maley 3)

As evident, literature occupies a significant role in learning English as an additional language. Leveraging literature in language instruction can be examined under various categories, enhancing student engagement and fostering comprehensive language learning. These categories can be divided into reading, writing, listening, and speaking, each offering distinct benefits to students.

* 1. **Using Literature in Four Skills**

 **2.1.1 Improving Reading Skills through English Literature**

Reading comprehension is paramount in teaching English as an additional language for several reasons. Firstly, reading allows English learners to access academic resources, literature, and information in English, making it a primary objective in language learning. Proficient reading skills are essential across various educational areas and disciplines. Students rely on reading to access textbooks, articles, and other resources to acquire knowledge and information. The ability to comprehend complex theories, concepts, and ideas presented in academic texts is crucial for learners. Additionally, reading comprehension enables students to form well-informed perspectives, discern reliable sources from unreliable ones, and critically evaluate material. It enhances students' engagement with primary and secondary sources and facilitates drawing conclusions in disciplines such as science, social studies, and history (Richards and Schmidt 421)

 Enhancing the impact of reading skills in an English language classroom requires a multifaceted approach that encompasses effective instructional strategies, diverse materials, and a supportive learning environment (Coffey and Street 6). Incorporating authentic sources such as newspapers, magazines, and literature can elucidate reading assignments and increase student engagement. Pre-reading activities, such as activating prior knowledge and making predictions, better prepare students for the material and enhance their understanding.

Explicit instruction in reading methods, such as skimming, scanning, and summarizing, enables students to navigate texts more effectively (Ur 203). Providing framework support, such as vocabulary assistance and comprehension prompts, accommodates students with varying abilities. Active participation in discussions and group projects fosters critical thinking and deeper understanding.

Utilizing multimedia and interactive elements of technology can further enhance the reading experience. Establishing a reading culture in the classroom, including opportunities for peer recommendations and dedicated time for independent reading, can cultivate a lifelong love of reading. Assessments and feedback tailored to individual students promote self-reflection and provide valuable insights into their reading development (Richards and Rodgers 215).

Integrating reading skills with other language abilities, such as writing, speaking, and listening, ensures comprehensive language development. Ultimately, teachers play a crucial role in creating a welcoming and productive learning atmosphere where reading skills flourish by addressing individual needs and preferences (Smith 48).

 Literature is a powerful tool that helps students practice and improve their English reading skills. By reading plays, poems, and novels, children improve their vocabulary and experience many kinds of words and phrases. As they explore complicated topics and feelings and thoughts of characters, they develop their critical thinking skills. Their understanding of cultural contexts is improved by the practice of interpreting and analysing symbols and meanings by the use of novels and short stories. Students' personal points of view are also developed in class as they discuss books. By this method, students not only learn English but also develop a deeper love for reading and literature. (Richards and Renandya 175)

 Students learn about different ideas and cultures with the study of stories and poems. For example, reading in English from an Emily Dickinson poem can help kids learn how to think about meanings and emotions in language. By including activities like role-playing stories and group debates, teachers can make reading entertaining for students. These activities increase students' reading enjoyment as well as learning.

 Teachers can help children develop greater readers by teaching them skills like summarizing what they read, searching for specific details (scanning), and quickly recognizing important details (skimming) (Ur 203). Additionally, students can journal about the lessons they take away from stories. They will be able to improve their understanding of stories and learn to express themselves in English as a result. Not only can using literature in English classrooms help students become more fluent in the language, but it also adds joy and excitement to their education. Students can study English while exploring fresh ideas and cultures.

**2.1.2 Improving Listening Skills through English Literature**

Another skill that is as vital as reading in learning a language is listening. Active listening helps students understand words and phrases in a variety of contexts and helps them develop a deeper understanding of how language is used in daily life (Lightbown and Spada). Along with improving pronunciation accuracy, this practice also helps students become familiar with a variety of accents, which improves their communication skills. Learning a language can be more easily accomplished through listening, as learners are exposed to new vocabulary and are able to internalize grammar rules without formal study (Richards and Rodgers 78). Furthermore, listening helps students better understand other cultures and interact with others by exposing them to idiomatic phrases, social cues, and cultural variations. Thus, English language learners become more confident in their communication skills as their listening skills improve, which makes it possible for them to engage more fully in conversations and form deep connections in English-speaking environments (Cook 112).

English language learners' engagement with literature is greatly influenced by their listening abilities, which improve knowledge, make it easier to identify literary devices, and help them develop a stronger emotional bond with texts. With the help of effective listening, students can grasp poetry, spoken narratives, and other literary forms. They can also recognize and analyse literary devices like tone, symbolism, and metaphors. This understanding includes identifying accent, pace, and rhyme which all are necessary for understanding the emotional landscape of a piece of written work. Improving listening skills needs a combination of focused attention, reflective techniques, and regular practice. Start by giving the speaker your whole attention by nodding, keeping eye contact, and not interrupting. Reflective strategies guarantee that you understand the message, such as summarizing what you've heard and seeking clarification. It's important to practice frequently, so expose yourself to a variety of voices and accents by watching movies, podcasts, or audiobooks in their original tongue. Increase your ability to focus by practicing meditation, taking breaks when necessary, and making sure you get enough sleep so you can think clearly. To extend your perspective, participate in group discussions or have conversations with individuals from different backgrounds in order to engage with diverse voices.

 The listening abilities of English language learners can be significantly improved by including literature into their language studies. Learners are exposed to a rich variety of grammar, vocabulary, and pronunciation that differ across genres and styles using audiobooks, radio plays, and recorded readings of literary masterpieces. Students can learn the typical rhythm and pronunciation of a language by listening to literature read aloud. This serves as an example for their own speaking and listening exercises. Moreover, student's understanding of the language in its social and cultural context can be improved by the use of idiomatic phrases, cultural references, and a variety of speech styles found in literature. Through careful listening and critical analysis of these elements found in literary works, students can improve their understanding of spoken English, differentiate between different pronunciations, and react more fluently during discussions. Furthermore, conversations and exercises related to these listening tasks may improve understanding and encourage active listening, which will eventually result in increased confidence and English skill. (Lazar 67) Reading literature as part of language instruction can improve English language learners' listening comprehension significantly. Through the use of recorded readings, radio plays, and audiobooks, students are exposed to a variety of vocabulary, grammar, and pronunciation styles. Students who hear literature read aloud are better able to understand the language's natural rhythm and tone. For instance, Charles Dickens' Great Expectations introduces learners to older English and regional accents, while the audiobooks for Harry Potter introduce them to modern British English and a variety of accents. Comprehending material can be helped by conversational English in dramatic situations, such as those found in Agatha Christie's Hercules Poirot radio plays. By listening to poems by Maya Angelou, including "Still I Rise," students are exposed to cultural narratives. By actively engaging with these literary texts, learners improve their understanding of spoken English, recognize different accents, and respond more naturally in conversations, ultimately leading to greater confidence and proficiency. (Richards and Rodgers 188)

 **2.1.3 Improving Writing Skills through English Literature**

Writing skills cannot be ignored for being totally capable of English as an additional language learner. Students strengthen language structures and increase their vocabulary through writing assignments, which helps them remember words and phrases more effectively (Nunan 112). Writing also helps students develop their critical thinking and communication skills. This approach increases interest in literature because students frequently use texts as sources of information and inspiration. It also promotes cultural understanding by enabling students to discuss and examine various viewpoints as well as their own cultural identities (Rosen 2008). Writing promotes self-expression and creativity in various forms, like poetry or narrative, which makes learning exciting and fun. Teachers can evaluate their students' progress through writing assignments, giving insightful feedback that informs future classes. Learning English with a strong emphasis on writing gives students the abilities they need to succeed academically and professionally.

Writing abilities are essential for English language learners, especially when reading literature, as they build imagination, intellect, and insight. Writing about literary texts forces students to examine themes, characters, and narrative structures, which helps them recognize the subject significance more thoroughly. Writing also helps students develop their language skills because it requires them to use correct grammar, vocabulary, and sentence structure in order to express themselves clearly. English language learners can express themselves and relate to literary themes personally through creative writing, which enhances and personalizes the learning process (Robinson 15)

 Developing writing skills necessitates a multifaceted approach, encompassing consistent practice, learning from feedback, and experimenting with different writing styles. A strong foundation is established through extensive reading across various genres, which provides insight into how authors express ideas and construct sentences. Engaging in regular writing activities, such as essays, blogs, or journals, aids in finding one’s voice and building confidence. Versatility is achieved by practicing writing in diverse formats, including reports, analytical essays, and creative fiction. Constructive feedback from teachers, mentors, and peers is essential for improving one’s work. Attention to grammar, clarity, and coherence during the editing and revision process is crucial. Writing prompts can be utilized to overcome writer's block, while studying grammar rules and common writing styles enhances accuracy. Participation in writing groups can offer valuable feedback and discussion opportunities, and analysing the work of successful authors can provide inspiration and techniques. Experimentation with different genres and methods can result in exciting and rewarding outcomes. By incorporating these practices into a regular routine, gradual improvement in writing skills can be achieved, leading to greater confidence and proficiency.

 Teaching writing through literature includes a variety of methods for improving writing abilities. Students may explore story development, development of characters, and thematic complexity by using literature as a model for sentence form, vocabulary use, and expression across genres. For instance, reading "The Old Man and the Sea" by Ernest Hemingway can encourage students to write with simplicity and clarity. Narrative structure, character development, and thematic exploration are some of the techniques for using literature to teach writing that can be found in sources like Gillian Lazar's "Literature and Language Teaching," Richard Beach and Deborah Appleman's "Teaching Literature to Adolescents," and Janice Bland's edited collection "Using Literature in English Language Education." Using literary exposure, teachers can develop students' critical thinking, creativity, and cultural awareness through writing tasks utilizing the texts they have read. This will help students become skilled in writing logical essays, creative stories, and other types of writing with the help of helpful criticism and an examination of different literary devices. (Lazar 68)

* + 1. **Improving Speaking Skills through English Literature**

The primary purpose of language is to communicate effectively, and speaking activities empower students to express themselves with clarity and confidence. Proficiency in verbal English enables students to participate in conversations, articulate ideas, and present requests, thereby promoting interactions with others and increasing their confidence in everyday situations. Speaking English out loud strengthens pronunciation and fluency by allowing students to recognize the rhythm, stress, and intonation patterns that give speech its natural flow, enhancing their understandability to others (Harmer 56)

 Literature and speaking abilities have a strong connection, offering opportunities for both oral expression and in-depth literary awareness. Oral interpretation, such as dramatic readings or poetry recitations, requires precise articulation and pronunciation to bring literary works to life and reinforce comprehension. Literature-based productive group discussions enable the creation of communities, efficient dialogue, and shared learning. Moreover, successful public speaking is vital in both academic and professional contexts, particularly in fields like education and the arts where literature plays a major role (Richards & Schmidt 56)

 The students who learn English as their additional language must prioritize consistent practice, interactive learning, and constructive feedback to further develop their speaking abilities. One effective way that English language learners can improve their speaking skills is through the use of literature. Shakespearean plays such as ‘Macbeth’ or ‘Romeo and Juliet’, for example, provide rich language that can be performed to work on emotion and tone. Authors of short stories, such as Roald Dahl or Edgar Allan Poe, offer brief narratives that encourage story discussion and telling the story, so enhancing fluency. Reading exercises utilizing poetry by Emily Dickinson or Langston Hughes may focus on rhythm and sound patterns. In order to help student’s express ideas clearly, historical speeches (such as Martin Luther King Jr.'s "I Have a Dream") and essays by authors like George Orwell or Maya Angelou offer instances of formal language and strong arguments. Dialogues from books like ‘The Great Gatsby’ and ‘To Kill a Mockingbird’ give themselves to role-playing exercises that help students improve their conversational English. Children's books with simple writing, such as ‘Where the Wild Things Are’ and ‘Charlotte's Web’, provide interesting tales for conversation and aloud reading. Through regular practice, active instruction, and helpful feedback, these literary exercises improve students' ability to communicate abilities and expand their understanding of English literature. (Richards and Schmidt 258)

 Building confidence and fluency through regular speaking practice in various settings, including group activities, classroom discussions, and practice sessions with classmates, is beneficial. Classroom activities such as role-playing, debates, and presentations promote active participation and require fluent conversation from students. Technology also plays a crucial role in developing speaking skills, providing additional opportunities for personal interactions through virtual classrooms, online discussion forums, and language learning applications. Engaging EAL students with authentic English media, such as podcasts, TV series, and movies, clarifies natural speech patterns and common phrases. Providing honest feedback in a supportive setting allows students to learn from their mistakes without feeling judged. Speaking English outside the classroom encourages students to use the language in everyday contexts. Participating in public speaking events, such as speeches or presentations, further boosts students' confidence in using English in formal settings. Finally, a comprehensive environment for language practice can be achieved through study abroad or cultural exchange programs that offer language exposure. Staying motivated is possible by establishing clear objectives and monitoring progress. These strategies can help EAL students improve their speaking abilities, enhancing their fluency and communication skills. Including literary genres and individual literary works in EAL speaking exercises provides a variety of approaches to improve learners' expressive and fluency abilities. Students take part in role-playing exercises that involve fluent speech by using theater, poetry, and fiction as conversation openers. They get ideas from character interactions and topic discussions (Chuang 7). Literary-themed debates encourage critical thinking and clear idea expression, which develops analytical abilities and good communication (Lazar 112). Giving presentations on literary subjects encourages students to explain their views of characters, themes, or social and political concerns, which helps them to become proficient speakers in a systematic way (Byram 45). While reading literature from other cultures expands language skills and enables conversations on cultural differences, storytelling exercises using short stories enhance narrative fluency and expressive emotions (Kramsch 78). Literature provides significant relationships that motivate children to express themselves bravely by linking these activities to universal themes like love, conflict, and identity (Cunningham 92). In addition to improving learning a new language, these methods create a greater understanding of literature as a vehicle for developing communication skills in language learning.

 If all things are considered, the present section provides a detailed examination of the utilization of literary works, with a specific focus on deriving benefits from certain literary genres and works while teaching the four main skills: writing, reading, speaking, and listening. This subsection elucidates how literary works facilitate the learning of grammar, vocabulary expansion, and exploration of cultural topics. Furthermore, it explores how writing enhances both imagination and language proficiency simultaneously, while speaking provides opportunities for students to refine their writing and speaking abilities through literary analysis and discussion~~.~~ Using literary works and genres to teach English as an additional language improves students' reading and listening comprehension through a variety of techniques. Teaching students to a variety of literary genres, including theater, poetry, and fiction, improves their vocabulary, comprehension skills, and sense of cultural awareness. Reading comprehension improves when themes and characters in literature are examined because it encourages deeper involvement and critical thinking. By teaching students to various accents and natural speech patterns, audio versions of literary works—such as podcasts and audiobooks—support the development of listening skills. All things considered, including literature into language instruction allows for the use of real language, develops analytical abilities, and expands cultural awareness. This improves reading and listening comprehension while developing a love of literature in the classroom. In the subsequent section, the discussion will shift towards the integration of technology in English language instruction and its impact on additional language learning, particularly when combined with literature.

**CHAPTER III**

**THE USE OF TECHNOLOGY IN TEACHING ENGLISH WITH THE AID OF LITERARY WORKS OR GENRES**

**3.1. Technology-Enhanced English Literature Instruction: Fostering Deeper Understanding**

Over the past few decades, technology has experienced remarkable growth. It has fundamentally altered our lives and facilitated our advancement alongside it. Moreover, technology plays an increasingly significant role, ranging from enabling rapid communication between individuals worldwide to providing the means for comfortable and luxurious living (Smith 6)

 We now possess a deeper understanding of both the Earth and space, thanks to technology. The fact that every field has progressed due to technological advancements underscores the significance of technology across all aspects of our lives, including high-paying tech sectors. Technology has become essential in education, especially when teaching English, as a means of utilizing literary works and genres. Through the use of technology into literary analysis, teachers can provide students with active learning opportunities that improve their understanding and participation. Digital libraries and online archives, for example, give students access to an extensive selection of literary works from various cultures and times, allowing them to study books that might not be easily found in traditional classrooms. Additionally, technology makes it possible to teach literature using dynamic and audiovisual methods. Students can enjoy readings of great novels, plays, and poems in ways that fit with modern learning techniques through audio recordings, films, and interactive applications. By the analysis of themes, characters, and literary methods in a dynamic digital environment, these tools not only improve understanding but also encourage creativity and critical thinking in students. Technology also makes it easier for students to learn together when studying English literature. By online discussion panels, video conferences, and shared editing tools, students may have meaningful conversations with classmates and professionals worldwide about literary works. Their perspectives on literary analysis and interpretation are expanded, and their educational experience is enhanced by this international exchange of ideas. To put it simply, using literary works or genres to include technology into English lessons improves accessibility, comprehension, and engagement. It develops a better understanding of the cultural and historical value of literature while giving students the tools they need to navigate and understand complex texts in the digital age. (Blume 3)

 Especially when utilizing literary works as teaching aids, the use of technology has become crucial for improving the teaching and learning process in the area of English language education. A wide variety of modern technology tools, websites, programs, and products are available that greatly aid in the successful teaching of English literature as an additional language. Access to a wide range of literary works, criticism, and audiovisual content is made possible in large part by digital libraries and online resources. Classic literature can be readily accessed thanks to platforms like Project Gutenberg, Google Books, and Open Library, which provide free access to openly available texts. These tools increase the range of literary exploration in language learning environments by giving teachers and students more equal access to texts that they might not otherwise have because of financial limitations or physical limitations. (Lopez 58)

 By the use of technology, interactive learning platforms encourage students to actively interact with literary texts. Interactive summaries, character assessments, thematic searches, and study guides are available on websites like as SparkNotes, Shmoop, and LitCharts, which help reading and understanding of complex literary works. These platforms frequently include visual elements like information graphics, movies, and quizzes to accommodate a variety of learning styles and improve understanding of the complexity of the English language present in literature. Virtual classrooms and interactive resources allow students and teachers to have online as well as offline discussions, creating a lively setting in which to study literary texts. With the use of tools like Google Classroom, Microsoft Teams, and Canvas LMS, teachers can give readings, guide conversations in groups, and provide students immediate or flexible feedback on their literary perspectives. Through literary engagement, these technologies facilitate peer connection, collaborative learning, and the development of communication skills necessary for studying English as an additional language. (Bailey and Carter 47)

 Technologies like virtual reality (VR) and augmented reality (AR) provide immersive experiences that bring fictional worlds to life. Students can investigate the places, characters, and historical circumstances of literary works in a three-dimensional virtual space by using programs like Google Expeditions and AR-enabled mobile apps. AR and VR improve language learners' comprehension and cultural awareness by providing a visual and physical setting for stories, which helps make complex literary ideas more relatable and remembered. Students are able to creatively reimagine and share their knowledge of literary texts using the use of digital storytelling and multimedia projects. By the use of programs like Adobe Spark, Canva, and iMovie, students may create visual presentations, podcasts, films, and digital narratives that demonstrate their language ability and literary analysis abilities. Teachers can develop an increased respect for English literary expression while encouraging linguistic creativity and innovative thinking by integrating multimedia components with literary study. (Brown and Green 15)

 Personalized learning is made possible by adaptive learning technologies, which adjust activities and information to meet the needs and skill levels of each individual student. Adaptive techniques are used by platforms such as Duolingo and Rosetta Stone to provide interactive language exercises and literary readings that adjust in difficulty according to the performance of the learner. By allowing specific guidance in English language learning, these technologies help students interact with literary works at a level and speed that improves their language and comprehension development. (McCarthy 217)

 The educational landscape is enhanced by the use of modern technological applications and improvements in teaching English literature as an additional language, as they improve accessibility, engagement, and comprehension of literary texts. By the utilization of digital libraries, interactive platforms, immersive technologies, multimedia projects, and adaptive learning tools, educators can help students' growing of language proficiency and appreciation by providing a deeper understanding of the specifics of the English language found in a variety of literary genres. As technology develops further, it will continue to play a critical role in changing the way that English literature is conveyed and in developing language learners' creativity, curiosity, and cross-cultural understanding. (Anderson and Dron 80)

 Technology is fully integrated into our lives, and in this age, excluding technology from our lives would cause us to fall behind. Technology, present in every aspect of our lives, has also provided many benefits to education. It has enriched students in terms of both content and time. It has made education much more accessible and understandable. This section emphasizes the importance and use of technology. The next subsection will focus on the role of technology in education.

Integrating technology into language classrooms is vital. The effective use of technological tools such as tablets, smart boards, and projectors should be encouraged. Additionally, the pandemic that began on March 11, 2020, demonstrated the significant need for technology in education. (Bozkurt and Sharma 6) Although initially challenging to maintain smooth educational processes in online environments, it eventually facilitated the learning experience for both students and teachers. (Bao 113) Therefore, it is undeniable that technology is essential for both teaching and learning.

Educators must develop and evaluate online educational content~~.~~ Most students feel confident using online education when they have the necessary resources. It is crucial to recognize the benefits of technology in education, which include increased collaboration and communication, improved quality of education, and engaging lessons that inspire students' imagination and quest for knowledge. Technology is constantly developing and advancing because it offers significant benefits (Dhawan 5).

 Teachers can use websites, products, software, and other modern technology in a variety of effective ways to improve the way they teach English as an additional language (EAL) using literary works. Students can interact with materials from anywhere thanks to flexible access to a variety of literary texts offered by digital libraries and eBooks like Project Gutenberg and Google Books. For those who learn best by hearing, educational podcasts and audiobooks provide different ways to connect with the material. By providing summaries, character analysis, thematic searches, and visual assistance, interactive resources such as SparkNotes, Shmoop, and LitCharts help make difficult literary concepts more approachable. The participation of learners and comprehension are improved by immersive technology like Virtual Reality (VR) and Augmented Reality (AR) apps like Google Expeditions, which allow students to explore literary settings and historical contexts in three different perspectives. (Reinders and Wattana 5)

 Online discussion boards, forums, and shared editing tools made available by programs like Google Classroom, Microsoft Teams, and Canvas encourage sharing of knowledge by enabling students to discuss literary works and get immediate response. By visual presentations and digital narratives, digital storytelling and multimedia project tools like Adobe Spark, Canva, and iMovie foster creative expression and a greater comprehension of literature. Personalized learning experiences are provided by adaptive learning systems, such as Rosetta Stone and Duolingo, which modify the level of readings and language exercises according to each student's performance, allowing them to advance at their own speed (Keengwe and Maxfield 10).

 With the use of learning management systems (LMS) such as Moodle, Blackboard, and Edmodo, instructors can assign readings, lead conversations, and provide students right away or flexible feedback on their literary analyses. This allows for real-time feedback and evaluation. By using these technological tools into the classroom, literary texts become more accessible, engaging, and understandable. This leads to a deeper understanding of the cultural and historical significance of literature and gives students the tools they need to read and understand complex texts in the digital age (Alraimi and Ciganek 683)

 Technology has greatly advanced education, bringing it to a new level. The use of technology in education is highly beneficial not only for students but also for teachers. Teachers can enhance students' performance more effectively with technology. For example, instead of asking students to write and bring numerous notes in a notebook, teachers can integrate technology into lessons to make students more active in the classroom, easing difficulties.

Administrators should effectively integrate technology into the curriculum and prepare classrooms and materials suitable for its use. Using technology in education not only provides a resource from the teacher to the student but also allows students to use technology among themselves, both inside and outside the classroom, for better development. Students can record their activities, subject-related games, online lessons, thoughts, and ideas in an online education system, and teachers can give feedback on each of these. Technology offers students educational resources that they can access 24/7. Education can be conducted in a hybrid manner, both in the classroom and online. For both situations, teachers need to have sufficient knowledge.

Students are free to learn at their own pace. They can review lesson plan videos anytime they need to update their knowledge on important ideas discussed in class. Teachers can determine which students need more help and support by using data from these online activities to identify which students struggled with specific topics. Teachers can improve student support and interaction, provide learning opportunities, and reach new levels of productivity by using online resources. It also helps educators develop their teaching methods and adjust lessons to each student. Technology may help schools by reducing the cost of physical teaching materials, improving the quality of their educational programs, and saving teacher time.

It's possible that educators who aren't familiar with some of the technologies used in the classroom weren't exposed to them during their education or career planning. Teachers who want to make the change and develop the necessary skills to use technology in the classroom might benefit from professional development opportunities that improve their capabilities.

 There are many advantages for educators when they integrate new technical applications and literary works into the English as an Additional Language (EAL) program. Students can learn independently thanks to digital libraries and eBooks like Project Gutenberg and Google Books, which offer enormous literary collections that are always available. For EAL learners, interactive resources like SparkNotes, Shmoop, and LitCharts provide tools like interactive character analysis and summaries that make difficult literary themes accessible and interesting. With the use of multimedia programs like Adobe Spark and iMovie, students can produce digital stories and presentations that improve their language skills by creative thinking. For students who learn best by listening, educational podcasts and audiobooks offer different approaches to interacting with literature. Learning experiences are personalized by adaptive learning tools like Rosetta Stone and Duolingo, which serve a variety of learning demands by modifying exercises and readings according on each student's performance. In order to improve communication and cross-cultural understanding, learning management systems (LMS) such as Moodle, Blackboard, and Edmodo enable collaborative learning environments where students may participate in discussions, exchange document revisions, and get immediate feedback on literary analyses. Opportunities for professional development give teachers the know-how for effectively integrating technology into EAL instruction, enabling them to use digital tools to improve their teaching strategies and successfully help students' learning (Derakhshan and Daraei 82). Collectively, these tools and techniques improve the quality of education by giving students the linguistic skills they need to succeed in the digital age and by increasing the accessibility, interest, and comprehension of literary works.

 The reason that most individuals have not yet learned a widely spoken language like English is due to a few flaws. The four abilities that people studying English as an additional language need to improve are reading, writing, speaking, and listening. These are the general categories of English teaching. To master English completely, learners must use it in every aspect of our lives (Brown 12). Technology, which affects every part of our existence, provides a variety of tools and techniques for teaching English as an additional language that improve the educational process (Warschauer and Grimes 23)

By bringing about significant improvements, technological advancements have greatly enhanced the field of teaching English as an additional language. Technological devices and systems provide students with more flexible, personalized, and accessible options for learning outside of conventional classrooms (Chinnery 9). Students can work from anywhere at their own pace with interactive programs, online classes, and language learning applications .Additionally, technologies assess how well students are learning languages and offer specific lessons based on each student's needs. Students can practice their language skills in realistic scenarios, thanks to both augmented and virtual technologies, and online platforms give them the chance to communicate with others from all over the world. These developments in technology allow for more efficient, engaging, and student-cantered language instruction (Elola and Eskoz 25).

 Technology enhances the teaching of English through literature by combining digital and online learning with traditional classroom instruction. Teachers can use websites, apps, platforms, and other modern technology to enhance their teaching of English to EAL students using literature. Accessibility and participation are improved by using tools like Project Gutenberg (Project Gutenberg, n.d.), which provides free access to a variety of literary texts, interactive tools like Nearpod and Edpuzzle (Nearpod, n.d.; Edpuzzle, n.d.), which engage students with multimedia and interactive content, and adaptive learning platforms like Duolingo and Babbel (Duolingo, n.d.; Babbel, n.d.), which offer individualized language learning support. Global literary views are introduced to EAL learners using specially selected collections from World Literature Today (World Literature Today, n.d.; International Children's Digital Library, n.d.) and the International Children's Digital Library, and online learning and cultural exchange are made possible by platforms such as Google Classroom and Microsoft Teams (Google Classroom, n.d.; Microsoft Teams, n.d.). By the use of integrated technology, learning environments that are diverse and dynamic are created, enhancing proficiency in languages and an understanding of culture through literature.

 Technology plays a pivotal role in shaping English language learning, striking a balance between the benefits of online interaction and access to technologically advanced educational materials (Smith 123). While students benefit from the flexibility of learning at their own pace through online resources and applications, they also receive invaluable direct input from their teachers during in-person meetings. Incorporating digital resources into the classroom exposes students to the language more frequently and encourages them to engage in regular practice. Interactive games, movies, and simulations help maintain students' engagement and prevent boredom. The participation of learners continues to grow and monotony is avoided with the use of multimedia activities, videos, and simulations. These resources can be effectively integrated into online learning environments such as Quizlet or Kahoot! where interactive exercises and tests based on books can be made to improve vocabulary and comprehension (Kahoot! n.d.; Quizlet, n.d.). For example, students can interact with literature by using educational games like Word Mover by ReadWriteThink or interactive storytelling apps like Storybird, which let users create original stories or change words in pre-existing texts to better understand the subtleties of the English language (Storybird, n.d.; Word Mover, n.d.). In addition to keeping students motivated, these immersive and engaging learning opportunities help them develop a stronger bond with the language and literary works they are studying.

Furthermore, technology allows teachers to monitor students' progress in real-time and tailor their lessons to meet the individual needs of each student. This personalized approach not only increases student motivation but also enhances the effectiveness of the language learning process (Johnson 321)

 Every learner approaches language learning uniquely, with preferences for speaking, writing, listening, and reading. Traditional educational environments often rely on direct communication between teachers and students, limiting opportunities for student-cantered learning and providing fewer resources to accommodate diverse learning styles. Conversely, technology-driven language learning methods, such as digitally created classrooms, interactive programs, online resources, and applications, offer greater flexibility and adaptability to meet the diverse needs of students. This fosters a more conducive learning environment, enabling students to effectively engage with the language and improve their proficiency. By integrating literary works into these platforms, English as an Additional Language (EAL) teachers can greatly enhance their students' educational experience. While programs like Nearpod or Edpuzzle can engage students with challenging assignments based on literary works, platforms like Google Classroom or Microsoft Teams can facilitate discussions on literary themes and characters. Furthermore, a multitude of literary classics in several languages are freely accessible through websites such as Project Gutenberg, which enables educators to customize reading materials based on the language proficiency and cultural preferences of their students. This method not only helps EAL learners become more proficient in the language, but it also helps them develop a greater appreciation for literature and cultural variety.

 By incorporating literary works or genres into online learning environments like Google Classroom or Microsoft Teams, teachers can involve their students in conversations and activities that delve into the subtleties of language, cultural contexts, and textual themes. Through literary analysis and creative projects, interactive exercises that improve comprehension and language abilities can be made possible by tools such as Nearpod or Edpuzzle. Additionally, because websites like Project Gutenberg include books in several languages, facilitating students' investigation of other linguistic styles and cultural views, access to a varied range of literary resources aids in language acquisition (Project Gutenberg, n.d.). By utilizing technology in this way, language learners enhance their comprehension and appreciation of literature as a medium of international communication and expression in addition to their language skills.

**CONCLUSION**

The widespread use of English and the opportunities it provides in the 21st century underscore its significance as an additional language to teach. English serves as a vital tool for efficient communication, international interaction, and global connectivity. By integrating cultural elements into language learning, English transcends its role as merely a communication tool, becoming a bridge across diverse societies and fostering global relationships. This approach enhances students' language comprehension and cultivates their interest in the language. Despite challenges in countries like Turkey, such as large class sizes and limited resources, ongoing efforts to enhance English teaching prioritize logical usage and cultural awareness. Teachers can better support English learning and prepare students for global competition by acknowledging the diverse cultural backgrounds of their students and creating a welcoming classroom environment. Technology plays a crucial role in these efforts by providing a diverse range of resources for a dynamic educational experience. It is imperative that these areas remain top priorities to improve the quality of English education and ensure that students are equipped for future employment opportunities and global prospects.

Cultural awareness is essential for students' growth. Literature, with its diverse themes and complexities, can significantly enhance the four key language skills: speaking, writing, listening, and reading. Through literary works, students can explore various cultures and historical periods while developing a strong grasp of vocabulary and language structure. Literature also enhances students' ability to express themselves, fosters creativity, and promotes critical thinking, all of which contribute to a comprehensive and engaging language learning experience. The COVID-19 pandemic underscored the critical importance of integrating technology into educational settings, enabling online learning and ensuring continuity in education. Technology enables personalized, adaptable, and interactive learning methods that support diverse learning styles and enhance language proficiency and intercultural communication skills, particularly for English language learners.

 Technology has revolutionized our lives, bringing comfort, communication, and access to information. Its widespread influence underscores its importance in the modern world and highlights how technological advancements continuously shape our relationships, problem-solving abilities, and overall development. In education, technology not only conserves resources but also enhances accessibility, performance, and engagement in the learning process. There are several benefits of using literary works and genres to teach English as an additional language (EAL) with technological advancements. Literary content becomes more approachable, captivating, and useful for language learning. Without any considering location or budget, a wide range of literary works are accessible through digital libraries and e-books, which also frequently include interactive features like audio narrations, embedded dictionaries, and remarks that aid EAL learners in understanding difficult texts and developing their vocabulary and pronunciation. (Murray and Christison 7)

 Audiobooks and literary podcasts provide learners with native speakers, which improves pronunciation and listening abilities; multimedia platforms combine text, audio, and visual aspects to help with comprehension through imagery. With the help of gaming parts, interactive storytelling platforms such as Twine and Storybird encourage creativity and linguistic proficiency. Online classes with knowledgeable professors are available through platforms like Coursera and edX. Virtual classrooms enable in-the-moment engagement, discussion, and feedback all of which are critical components of language learning. Literary passages and exercises are built into language learning apps like Duolingo and Babbel, which provide focused practice in reading, writing, speaking, and listening. Enhanced components are also included to encourage learners through challenges and rewards. (Warschauer 2)

 EAL learners can participate in groups on social media and blogs to discuss literature, exchange ideas, and get feedback. This helps them develop their language and critical thinking skills, and creating content further improves their confidence and writing abilities. By enabling text analysis through tools like Voyant Tools, students can investigate word frequency, patterns, and themes in literature. Additionally, virtual reality (VR) can transport students into the locations of literary works, offering a more profound comprehension of context and cultural background. Therefore, using technology to teach EAL through literary works improves language competency overall, increases accessibility, triggers engagement, and protects resources. It also makes literary studies more effective, individualized, and inclusive for EAL learners (Godwin 8).

 A vast variety of texts are available through digital libraries and e-books, and interactive elements like audio narrations and annotations improve vocabulary and comprehension. Multimedia systems improve visual learning, literary podcasts and audiobooks enhance listening and pronunciation, and interactive narrative platforms encourage creativity and language ability. The use of technology in EAL training is essential and very successful.

Overall, integrating technology into the classroom promises to create a more efficient, adaptable, and inclusive learning environment, better preparing students for future opportunities and challenges. Consequently, it is difficult to envision education in this century, or any other, without technology. Thus, it is essential to provide teachers and students with adequate access to technology in the education system. Proper education on the technical tools used in the classroom is crucial for both teachers and students. The integration of technology in teaching is advantageous, and it is inseparable from these two critical components.

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