

Making Foreign Language Teaching Effective for Learners

Insights into the World of Teaching and
Learning at Schools of Foreign Languages

Editors: Sevinç HATİPOĞLU · Serhat KURT



Editors: Prof. Dr. Sevinç HATİPOĞLU - Dr. Serhat KURT

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INTRODUCTION

The ability to express oneself in a foreign language is far more than a mere practical tool—it opens new perspectives, broadens horizons, and fosters intercultural understanding. In an increasingly globalized world, multilingualism has become a key competence that facilitates access to education and professional opportunities while promoting participation in societal life. Foreign language instruction plays a pivotal role in this process, serving as a bridge between the world of language and learners' lived experiences.

The present volume, *Making Foreign Language Teaching Effective for Learners: Insights into Teaching and Learning at Schools of Foreign Languages*, offers a multifaceted exploration of foreign language instruction. It integrates well-founded scholarly insights with practice-oriented approaches and is directed at learners, educators, and researchers alike. Our aim is not only to convey theoretical foundations, but also to provide fresh insights and practical strategies for language teaching that address contemporary challenges and the evolving needs of learners.

The nine chapters of this volume offer a broad overview of the diverse aspects of foreign language instruction:

Alireza Sabzehparvar examines the theoretical foundations, historical development, and practical applications of Learning-Oriented Assessment (LOA) in various educational contexts. The chapter provides valuable insights into how LOA can contribute to fostering students' learning processes and challenging traditional examination models.

Alireza Navidmoghaddam Gavvani explores the role of literature in English as a Second Language (ESL) instruction, demonstrating how it can enhance not only language comprehension but also learners' intercultural awareness. The chapter serves as a valuable guide for educators seeking to integrate literature effectively into their teaching to support advanced learners in an engaging and communicative manner.

Büşra Aras examines English learners' attitudes towards different accents of English instructors from diverse cultural backgrounds. The findings reveal underlying hierarchies among accents and highlight the necessity of promoting awareness of World Englishes to support linguistic diversity and challenge stereotypes in English language teaching.

Fatma Tuğçehan Bingöl investigates the factors influencing second language acquisition from the perspective of students at a state university in Istanbul. The findings indicate that motivation, challenges, and learning strategies play a crucial role in the language acquisition process and offer valuable insights for educators aiming to better support students and integrate more effective learning strategies into their teaching.

Hatice Şanlı explores to what extent the use of Augmented Reality (AR) in L2 reading instruction can enhance students' reading competence and examines students'

attitudes toward AR applications in the classroom. The results indicate that the experimental group working with the AR application “Halo AR” achieved significant improvements in reading competence compared to the control group exposed to traditional instructional methods.

Kaveh Jalilzadeh, Fatemeh Mirzapour, and Peri Aslan investigate English instructors’ perceptions of technology use in their teaching, based on Davis’s (1989) Technology Acceptance Model (TAM). The findings reveal that perceived usefulness and ease of use are the primary factors influencing instructors’ attitudes toward technology, offering valuable insights into the practical implementation of technology in English as a Foreign Language (EFL) instruction.

Sebahat Çakırlı examines intermediate English learners’ perceptions of oral tasks as an alternative assessment method in online learning. The findings suggest that structured speaking tasks positively impact vocabulary acquisition, pronunciation, and fluency while underscoring the importance of supportive learning environments that foster both linguistic development and learners’ emotional well-being.

Serhat Kurt and Gizem Mutlu Gülbak analyze the various types of corrective feedback (CF) provided in two distinct English preparatory courses and their impact on the successful acquisition of linguistic competencies. The results show that recasts and metalinguistic explanations are particularly effective in improving grammatical structures, while pronunciation benefits most from recasts.

Şaziye Çıkrıkçı presents an extension of an eclectic project model implemented by the Department of Lifelong Learning at a state university in Istanbul. The project emphasizes the intersections between English language education, translation studies, project-based learning, and the key competences defined in the Common European Framework of Reference for Languages (CEFR), promoting a holistic perspective on lifelong language acquisition.

The themes in this volume illustrate the diversity and dynamism of foreign language teaching. The book’s title reflects our commitment to improve language instruction and adapting it to the evolving needs of learners and global society. As digital and interactive formats increasingly shape language learning, continuously innovating teaching methodologies is crucial.

Sincerely thank to all authors for their valuable contributions and to our colleagues who have contributed to this volume. Their dedication and expertise have made this book a significant resource for all those engaged in foreign language teaching and acquisition. May this volume serve not only as a scholarly work but also as a source of inspiration and a practical guide for those striving to enhance and advance foreign language education in a sustainable environment.

*The Editors,
Istanbul, April 2025*

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CHAPTER 1.

LITERARY TEXTS IN THE REALM OF LANGUAGE INSTRUCTION APPROACHES

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Abstract

Although literature is sometimes used in senior ESL classes, it is often overlooked, even though it could help us achieve important goals for many mature ESL students. This article looks at the different goals we can reach by using literature in ESL classes. It then examines how literature fits into modern ESL theory, which includes understanding how language is used (discourse analysis), considering the situation (context and contextualization), understanding background knowledge (schema theory), and being aware of different cultures (cross-cultural awareness). The aim is to explain why literature, instead of more common texts, might be better for ESL learning. Additionally, it discusses how contemporary theory recommends incorporating literature into classes to make them engaging and communicative for advanced students of all skill levels. The article also outlines a step-by-step approach to studying any literary text, where students build their understanding in stages, so they can tackle more difficult texts over time.

Keywords: literature, ESL instruction, goals, contemporary ESL theory, interactive learning

Introduction

English has superseded other languages as the dominant mode of communication both in the public and commercial sectors around the world. It is vital to improve your English language abilities in order to excel in these industries. The government and business enterprises have recognized the need for English competence. An analysis of English language teachers providing instruction reveals that while some have the necessary academic credentials in English, others exhibit only a foundational grasp of the language (Calafato & Hunstadbråten, 2024; Heggernes, 2021). The process of hiring and selecting suitable English instructors varies around the world, based on the needs and requirements of each educational institution. However, whether English is taught as a foreign language or as a second language, it is vital that pupils receive English language instruction.

Examining English language regulation from a historical perspective, it appears that the sociopolitical and economic roles of the English language have shifted throughout time in different countries. Spring (2007), for example, revealed that the English language has an entirely distinct place in the economy of the world in the twenty-first century than it experienced in the nineteenth century, when it was regarded as a cultural imperialist tool. English is being used as a way to participate in the global economy. In reality, rather than being enforced by outside forces, English is becoming a more widely used language to learn (Spring, 2007; Porto & Zembylas, 2020; Calafato & Hunstadbråten, 2024).

As the language of higher education, the judicial system, and diplomatic circles, English enjoys a high level of respect while being spoken by a relatively small portion of the population (Schmied, 2008; Matos & Melo-Pfeifer, 2020). In secondary education, the Education and Training Policy of 1995 states that the goals of language instruction are to promote the growth of linguistic competency and effective communication (Vavrus, 2002; Calafato & Simmonds, 2022). These objectives demonstrate the value of English as a discipline and a communication tool on a national and worldwide level. Language is a key factor in differentiating humans from other living animals. Its effectiveness in increasing intergroup communication is unique. An example is those with speech and hearing difficulties who find it challenging to integrate into society. Language, in addition to serving diverse communication functions, exhibits a wide range of cultural experiences, which are partially mirrored in literature. Low-proficiency English students typically dislike literary works in their studies because they find learning a new language via interacting with those texts difficult, confusing, and, in some cases, pointless. Even without such literary works, pupils struggle to follow the norms