Enhancing reading strategies through literature selection in EFL classrooms

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Abstract
This study presents a detailed examination of how to enhance reading strategies with selected literary genres using the library research method. In addition to library resources, the information collection process has been monitored through various academic publications, articles and books, the data obtained has been analysed and the results have been evaluated. Discovering the efficacy of authentic texts demonstrates that it enhances reading comprehension and fosters the abilities of learners. The study also identifies key strategies such as skimming, scanning, guessing, and distinguishing implied and literal meaning strategies. These techniques play a significant role in learners' capability of understanding authentic text. Drawing on theoretical frameworks, the study underscores the importance of integrating the strategies mentioned above into teaching reading to enrich deeper understanding and critical engagement with literature. As a result, using the selected strategies and literary sources can effectively equip EFL learners to understand the unknown parts of complex texts. Language acquisition and proficiency improvement in authentic text are facilitated by navigating.

Keywords: *authentic text; teaching reading; literature; teaching strategies*

INTRODUCTION

Throughout history, people have used languages to communicate and understand each other. As the world develops, the interaction between countries and the need for language increase, and people have started to search for a second language. Becoming bilingual or learning a second language besides mother tongue has brought about the need for language teaching to advance itself and improve new methods for many years. Due to the fact that social sciences have no boundaries, and the demand increases day by day, new arrangements are emerging. One of the most significant elements of these is teaching English.

As the number of people learning English has increased, teaching strategies and "how to" methods have emerged. This need, which appeared with the popularization of the language and the increase in its usage areas, necessitated various methods and countless strategies. With the industrial revolution in the late 19th and early 20th centuries, new and innovative methods like student-centred learning, visual learning, etc. have started to be used. In addition to the tactics used in the modern world, the issue of which skill will be

used, and which method will be more useful for the four skills in teaching English (reading, writing, speaking, and listening) is highly important. Teaching strategies are deliberate actions a teacher uses to achieve specific learning objectives in the classroom (Brown, 2014). The strategies used in teaching reading comprehension are quite essential. Students not only learn from the texts used but also acquire how to understand what they have learned in the target language without realizing it. Students who practice reading in a foreign language a lot are very good at improving themselves. Day et al. (1998), in their study titled "Extensive Reading", claimed that research shows that students who read a lot become better and more confident readers, write better, their listening and speaking skills improve, and their vocabulary enriches. Additionally, they develop positive attitudes towards learning new languages and their motivation increases. One of the methods used to provide the motivation that students need is to teach English through literature.

Teaching English through literature or literature-based instruction serves as a pedagogical strategy, demonstrably contributing to the development of reading comprehension skills. Furthermore, it fosters an understanding of language as a holistic system. Many educators believe that using literature in language instruction is a worthwhile and fascinating topic (Sage, 1987 as cited in Hişmanoğlu, 2005). This study by Sage concluded that the using of literature and authentic and literary texts is not a tool but goal. Literary texts are being considered as an authentic text (Hişmanoğlu, 2005). Authentic means original and not being touched. In this respect these kinds of texts can be used in language classrooms as an essential element in reading sessions. Critical discourse analysis is made possible by the layers of meaning and subtext that literary works frequently include (Brown, 2014). In addition to questioning underlying presumptions and critically analysing texts, students also learn to understand the social and cultural settings in which texts are produced and consumed. Students are encouraged to interact carefully with complicated issues in society and are encouraged to be engaged citizens via the use of this critical lens.

Literature provides authentic contexts for language learning, allowing ESL students to encounter English in meaningful and relevant settings. This helps them develop vocabulary, grammar, and language structures in context, which can lead to more effective language acquisition. Through discussions, reflections, and activities related to literature, students learn how to understand and interpret written texts more effectively. Under this light, the aim of the study is to suggest some key strategies for teachers, EFL instructors, and course book writers to use authentic text effectively while teaching reading through literature. One of them is skimming, which can help learners recognize the concept and comprehend the target text. Secondly, scanning also eases comprehension because authentic text will sometimes be complicated, and when a learner scans the text quickly and answers the pre-reading questions, confidence can be inevitable. Semantic mapping helps to solve the complexity of the authentic text and understand the general idea. Guessing and analysing vocabulary can be used for unknown words with the guided questions. Last but not least, the ability to distinguish literal and implied meaning is crucial for authentic texts in literature. Understanding implied meaning is important in literary texts because often literary texts are used in metaphorical meanings, and it is necessary to understand the difference between literal and implied meaning in order to comprehend the text. This study shows that it is estimated that in the courses that will be designed using these strategies and literary original texts, EFL students' reading, and comprehension abilities will improve, they will gain confidence by answering questions they understand, and the atmosphere in the classroom will be livelier.

LITERATURE REVIEW
Key concepts in reading
Authentic texts

In recent years, the increase in language teaching has brought about a search for different methods. The communication between the teacher's approach and the classroom practice is key to active teaching (Brown, 2014). One of the techniques that the instructor will use in accordance with the needs of the learner to keep the interaction active is the use of authentic texts. Before delving into the techniques and methods that are used in teaching reading, it is quite important to acknowledge the definition of the word. According to the Oxford Dictionary, the word "authentic" means "known to be real and what somebody claims it is and not a copy," "true and accurate," and "made to be exactly the same as the original." Being untouched and uninterrupted gives rise to the idea that it reflects its essence.

Basically, teaching English to EFL students can be considered in two ways: information transfer and being an instructor to the learners so that they can find their own way to learn the target language. According to the constructivist learning theory, a teacher should be a guide who helps learners construct their own competence. The constructivist approach to teaching English encourages students to actively participate in their own learning. Instead of being spoon-fed information, they construct knowledge through hands-on activities and real-life experiences. This approach recognizes that students learn best when they are actively engaged in the language and when they are able to make connections between their own experiences and the new language they are learning. In this approach, learners should train themselves with the motivation of their instructor to overcome the obstacles they face. Also, they can create their own inner criteria, and they bring about their own induction. In this perspective, authentic materials and texts gain attention and importance in teaching English.

Students actively participate in the learning process rather than passively receiving information. They are encouraged to participate in activities that require them to use English for communication, expression, and problem solving. Constructivism characterizes Jean Piaget's viewpoint since he was certain that learning is an ongoing process of self-construction. When the learner realizes that he or she does not obtain information directly but only by being directed to reach a conclusion, the information he or she acquires will find a more permanent place in the long-term memory. One of the most effective ways of applying constructivist theory is to provide learning by using authentic materials and texts and adding social and cultural awareness to the learners. Authentic materials can be used with an authentic approach in which students engage in activities that address real-world issues, work on challenges that are practical, and produce goods that have a purpose (Aytunga & Özge, 2008). As a consequence, it results in creativeness, knowledge, and skills that they can use outside of the classroom. Aytunga and Özge also stated that when lesson objectives are genuine, learners recognize the significance of what they are learning as the tasks reflect real-world situations. Undoubtedly, more efficiency is achieved in courses where the student is happy, enthusiastic, determined, and eager to work.

There are several benefits of using authentic text in teaching reading, such as contextual understanding, the variety of language, cultural understanding, and vocabulary acquisition. The first is that, with the help of authentic texts, learners can observe how words, phrases, and grammatical structures are employed in everyday contexts. This aids students in gaining a deeper comprehension of the language and its cultural quirks. Secondly, learners are exposed to a range of linguistic registers, dialects, and styles through authentic literature. Through this experience, students improve their reading skills to

comprehend and use English with a variety of speakers and circumstances. By exposing students to authentic text in literature, a broad variety of vocabulary terms and phrases are introduced in context. Learners come across words that are organically incorporated into relevant texts rather than isolated vocabulary lists, which improves retention and comprehension. The cultural norms, values, and viewpoints of English-speaking populations are frequently reflected in authentic works. Engaging with real literature provides learners with valuable insights into the language's related culture, which is crucial for both cultural competence and effective communication. Lastly, all the benefits mentioned above can help learners acquire languages easily.

Drama

Drama plays, which have been one of the most important cornerstones of English literature since ancient times, have an important place in literature. Drama, in English literature, is a manner of work that is written to perform a role on the stage in front of the audience. These are called plays, scripts, and similar works that are composed to enact showbiz characters and entertain the people. Drama comprises the dialogue, activities, and clashes of the script's characters. The reason for all these actions is to capture the audience's sympathy and engagement. David Lane stated that drama plays should be analysed because they have cultural, political, and social functions (İnan, 2017). A drama play reflects the events they have faced, the language they use, and the social structure where they live.

Plays have different key elements that are from the ancient period. These elements include plot, settings, characters, theme, stage, and dialogue. The plot consists of the events and actions that unfold throughout the play. A drama play should have five stages, as outlined in the basic structure conducted by Aristotle. The plot usually comprises an essay followed by an exposition, rising action, climax, falling action, and denouement. However, there are other points that are also crucial. The characters, or representatives, are individuals in a dramatic work who move the story forward through interaction and conflict. They may have specific personality traits, fourteen and ten motives, and relationships with each other.

It is important to note that every character in the plays has their own native language with a unique accent. At this point, it is important for the audience or reader to perceive the language as it is and to use English without touching its original form in the period in which it was experienced, in terms of language elements used in different types. For example, in the language used by Edward Bond, one of the most important names of 20th-century British drama, in his work "The Children" (2000), one can find lines written in the street dialect of the working class of the period. The word "yer" used instead of "your" offers an authentic perception to the reader-viewer. As seen in the example, the use of drama allows a student to see the language in its natural flow. Seeing and acquiring the language used authentically in the native language also helps to understand the language culturally. Thus, language learning becomes more effective with the use of drama texts.

English drama also offers a treasure trove for enhancing English reading skills. By delving into plays, students encounter rich vocabulary in context. Cracking the code of literature unlocks benefits that extend far beyond the classroom, preparing students to thrive in their future careers. For instance, in a scene from Romeo and Juliet where Juliet cries, "Wherefore art thou, Romeo?" (line 33). This dramatic line not only introduces the beautiful but archaic term "wherefore" but also portrays Juliet's emotional turmoil. Drama also boosts comprehension. As students follow the plot, analyse dialogue, and visualize characters' actions, they actively engage with the text, leading to a deeper understanding of the story. This makes reading less like a chore and more like an immersive experience. Using

drama play in teaching reading enriches learners understanding of the natural language. Applying drama to reading makes it easy to acknowledge the daily spoken English of learners. There are several benefits to this, such as improved comprehension, enhanced retention, strengthened communicative skills, transferable skills, and critical thinking.

Poetry

In literature, poetry has a high priority as a genre. Poetry is a kind of writing that is usually written in verse and uses figurative language—words or phrases that have meanings that differ from what is literally said—to give words or phrases numerous meanings. As a term, "poetry" is derived from the Greek word "poesis," which means "to make." It is important to use aesthetics, rhythmic features of language, and length. In early times, even dramas were in prose, like Beowulf, The Canterbury Tales, etc. Being the so-called ancestors of almost all literary genres, poetry has a very long history that dates to hunting-gathering periods. This ancient history of that genre makes its text valuable and beneficial to use in teaching English.

The types of poems that can be used in EFL classrooms can vary, such as pattern forms, classical poetry, pop-song scripts, and picture poems (Finch, 2003). In a brief description, classical poetry is the artistic form of poems with stanzas including four lines, and it can be used with rhymes, alliterations, or assonance. Picture poems are non-grammatical poems that can illustrate the target vocabulary with some visualizations. Lastly, pop-song scripts may not be seen as works of art because these are popular creative compositions written in English. Whereas the pop-song scripts are more admired for use in EFL classrooms, the classical pattern forms and picture poems are able to be more useful in some ways. The example of a picture poem below demonstrates that the words used and the meaning with a shape help learners understand the unknown words easily.

Using poetry in teaching English has some benefits and drawbacks. Poetry allows learners to play with language and helps to improve their creativeness. The unique language used in poems and its grammatical patterns and idioms from daily and artistic language open learners' minds to a better understanding. If a learner is learning English from a different culture, teaching reading with poems can also provide them with a cultural understanding. Interactions between cultures and learning new customs from a literary text teach both traditions in a particular language and the idioms and patterns they use. Trying to understand and having the intention to solve the language used in poems can also ensure the development of critical thinking skills. Students can strengthen their reading comprehension skills by reading and analysing poetry, and their writing and speaking skills can be strengthened by creating and discussing poetry.

Poetry's benefits for teaching reading are undeniable; however, with its various types, poetry may not be used in all levels and types of classrooms. The conventional perception of poetry as a highly refined mode of literary and linguistic expression inherently renders it inaccessible to all except the most proficient language learners (Finch, 2003). From this quotation, it can be understood that using poetry at beginner levels is not suitable. It is because of the complexity and difficulty of poems. Furthermore, limited applicability beclouds teachers' methods in the classroom. Teachers should pay attention to choosing the proper poem because the materials used for one skill might not awaken the other skill (Aytunga & Özge, 2008). Finch (2003) concluded that emphasizing the aesthetic qualities of words in the target language and encouraging their student-directed usage in both grammatical and nongrammatical contexts is proposed to enhance the meaningful and relevant expression of personal meanings. This approach complements the focus on specific aspects of structure and syntax. Poems can be authentic and valuable texts and be used in language classes. However, like in every text, one can be cautious about choosing the right poem for the suitable class. When this method is well utilized, the outcomes will be better.

Short stories and storytelling

Narrative deals in human or human-like intention and action and the vicissitudes and consequences that mark their course. It strives to put its timeless miracles into the particulars of experience and to locate the experience in time and place (Bruner, 1986). Storytelling has started with oral literature, and in time, people have penned the spoken stories in order not to disappear. Nowadays, there are many types of written stories in literature, such as urban legends, folk tales, and short stories. Generally, storytelling is considered a method used in writing and speaking, though written stories can be used in teaching reading. In communicative language teaching (CLT), storytelling has importance because using stories and teaching them ensures long-term learning. The main goal of using stories is to help language learners understand what to say and which words are suitable to say (Karlsson, 2012). This method can be used in the EFL classroom and has many pros.

One of the advantages of using stories as a reading text is that it gives learners motivation. Classic reading lessons bore learners because just reading the text aloud and answering questions has become old-fashioned. In the modern world, instructors have been trying to find new ways to create a motivated environment. According to Karlsson (2012), storytelling has played a crucial role in fostering language skills, particularly in speaking and listening, making significant contributions to language development. Teachers may use storytelling after delving into stories with students to enhance speaking skills. That's why it can be concluded that reading stories and telling them aloud to peers, in the in the classroom, or individually can also contribute to speaking and establishing active participation. Teachers can make pairs work to boost creativity and interaction between students.

On the other hand, the classroom level is a very important thing to consider. Depending on the students' skill level, the linguistic complexity of the stories can be a challenge. When the vocabulary or grammatical structures used in the stories are too complex for students to grasp, they may become frustrated and lose interest. Attention span is another important point. The teacher ought to know the attention span of the group he or she teaches. The length of the story and the number of questions is quite essential. In teaching reading to an adult group to maintain students' interest and attention, it's essential to provide a variety of activities that cater to different learning preferences and engage students in diverse ways (Brown, 2014). Instead of using long and complicated stories, give learners a story with enough length. However, using intangible things in these stories for adult learners is acceptable because the average age of adult learners tends to understand abstract things. Lastly, stories that showcase cultural contexts, references, and norms are often unfamiliar to EFL learners. This can prevent them from understanding and appreciating the story, making it difficult for them to connect with the material. The article titled "The Power of Storytelling in Teaching English to Young Learners" suggests that... for some cultures, stories are told as more of a chronicle of particular relationships that focus on the humour of the situation or sharing the feelings of another rather than as a sequence of events (Mutiarani & Izzah, 2015). Overall, although there are potential challenges to using storytelling in EFL classrooms, careful development, adaptation, and differentiation can help maximize the benefits of this approach for literacy instruction.

Artificial vs. authentic

In recent years, with the introduction of artificial intelligence (AI), teachers have started to create reading texts for their reading classes. Getting help from technology is quite normal and useful, but sometimes it is not rational to use artificial text in the classroom. Authentic texts and their meaning and usage have been discussed in the previous pages, yet it is better

to scrutinize the meaning of artificial ones. Authentic texts are written materials created by native speakers for real communication. There are some features of using authenticity in reading. The first is the richness and diversity of the language. Students are given authentic texts that exhibit the use of language, including idiomatic expressions, colloquialisms, and cultural references. Additionally, contextual significance must be considered. Authentic texts often reflect real contexts and situations, making them more interesting and relevant for students. The third aspect is the exposure to language differences. Students are exposed to a variety of writing styles, genres, and registers, which helps them develop a broader understanding of language use. Language authenticity is very important because it provides authentic language input that reflects real communication, which enhances students' language learning. and language skills.

Artificial texts are created by computer programs and algorithms such as GPT (generative pre-trained transformer). It is easy and quick to create a reading text from an AI with special features, for example, a text created with some particular words prepared with accuracy at the target level. This new technology is highly qualified, but would it be possible to be the same as the human brain? Balajthy (1985) claims that AI researchers encounter similar challenges as reading teachers when it comes to understanding the nuances of language. For instance, distinguishing between sentences like "The car was driven by the bank" and "The car was driven by the woman" requires more than just surface-level grammatical analysis. Computers must be programmed with sophisticated grammatical understanding and possess background knowledge to discern the different relationships among the nouns in these sentences.

Today's artificiality is more developed, surely. The human brain is unique, and even in the 21st century, there is no program that fosters teachers. However, it is not wrong to say that there are some benefits to using artificial text to teach reading in EFL classrooms. The use of artificial texts can lead to personalized learning experiences, as they can be tailored to suit students' interests, abilities, and learning goals. Another is to manage the complexity of the language. Teachers can adjust the parameters to create texts with simplified vocabulary, sentence structure, or content that meet students' needs. Immediate access is also another useful thing in EFL classrooms. Fictional text generation allows rapid creation of reading material, reducing the time and effort required to curate or adapt authentic texts.

Lack of authenticity can be a disadvantage of artificial texts, which can lack the richness, depth, and authenticity of authentic language use, which can limit students' exposure to real-world communication. Another point that can be considered is the limitation of variability. Although AI-generated texts can produce rich content, they can still exhibit patterns or biases inherent in training data, resulting in repetitive or predictable output. Artificial texts may not resonate as effectively with learners as authentic texts, which can weaken motivation and interest in reading.

Strategies used in reading
The purpose of reading
Reading is an important and essential part of the process of learning and teaching English. It has a variety of functions in the field of teaching and learning English as a second language (ESL) that go beyond simple language comprehension. It provides learners with exposure to a wide range of vocabulary, grammatical constructions, and linguistic conventions, which serves as a foundation for the development of language competency. Blanton et al. (1990) explain in their article titled "The Role of Purpose in Reading Instruction" that having a clearly defined purpose for reading is essential as it guides the reading process. "It significantly boosts comprehension and recall while also motivating students to engage with assigned material." (p. 488).

Through well-guided reading, ESL students develop their comprehension abilities as well as their understanding of the social and cultural settings that are inherent in English-speaking societies. Additionally, reading helps students develop critical thinking skills by honing their cognitive capabilities through the analysis, interpretation, and evaluation of written texts. ESL students develop a love of reading and improve their communication abilities by interacting with a variety of text types and literary genres. This lays the groundwork for clear and concise written and spoken articulation. In the end, reading provides learners of foreign languages with the trust and ability to succeed in their social, professional, and academic spheres, making it an essential part of their language acquisition process.

Skimming

Being one of the two vital strategies, skimming has a great role in reading. Extracting the essential information, recognizing important concepts, and comprehending the general organization of the text are the goals of skimming rather than going into great detail. Brown explains the benefits of skimming in detail: The benefit of skimming is that readers may anticipate the passage's goal, its major point or takeaway, and perhaps even some of its developing or supplementary ideas (p. 308). In this strategy, teachers ask the learners to skim the text in a limited amount of time.

When it comes to effectively handling vast volumes of reading content, such as academic articles, textbooks, or reports, skimming is very helpful. However, it is crucial to remember that, in comparison to more comprehensive reading techniques like scanning or focused reading, skimming could lose some depth of comprehension. Under this light, it can be said that authentic texts like drama, poetry, and stories could be used in reading courses. Because of this, skimming works well when combined with other reading strategies that are tailored to the individual objectives and aims of the reader. Learners will find it simpler to adjust and apply what they have learned to related contexts or circumstances (Aytunga & Özge, 2008). This quote implies that when students fully understand a subject, it will be simpler for them to apply and adapt that knowledge in related contexts. Fundamentally, having a thorough knowledge of a topic makes it easier to apply it practically in a variety of related contexts or situations.

Scanning

Scanning is a term in learning and teaching English that describes a technique in which the reader quickly checks and searches the text to find definite information without checking the dictionary or searching for any detail. It is like moving the eyes fast across the lines to find the required information and key words to get important dates, numbers, names, or facts. This technique is usually used for looking for specific information in a target text. The objective of this technique, as described by Brown (2014), is for learners to extract specific information from the text without necessarily reading the entire passage. This goal of scanning helps the learner grasp the main idea, and they can easily answer the related questions. Furthermore, answering the questions easily makes learners confident about the following questions.

Semantic mapping or clustering

This technique is significant, especially when teaching English through literary texts. Authentic texts chosen according to the level of the learners can often seem complex and difficult to the students. The reason for this is the metaphorical meanings contained in literary texts and idiomatic discourses, including everyday language. In this sense, the technique mentioned is a visual technique used to organize and represent information in a

text in a structured and meaningful way. According to Silberstein (1994), a semantic map is a method where learners illustrate their grasp of how concepts connect within a text through visual representations known as semantic (mental) maps. It aims to identify key concepts, ideas, or themes in the text and group them according to their semantic relationships. Thus, points that seem complex to learners gain a clearer and clearer meaning with this technique. They feel confident and prepared for the questions that will come.

Guessing

When EFL learners read, the guessing technique (inferencing or predicting) can be very helpful for understanding the text. There are several functions of using the guessing technique in reading. Firstly, it can help learners activate their prior knowledge for understanding the text accurately. The guessing method helps EFL learners improve their reading skills by guessing unknown words or sentences based on context. This skill also helps them become more confident readers, relying less on dictionaries and more on personal comprehension strategies. Haastrup (1991) highlighted the significance of guessing as a tactic when traditional resources (dictionaries or human assistance) are unavailable. Guessing involves interpreting the target word's immediate context, with or without relying on background knowledge, to infer its meaning.

It is important to use it in reading lessons where literary-authentic texts dominate. One of the reasons for this is that discussing unknown words and/or idioms with metaphorical meaning using the guessing method is beneficial for both the student, the teacher, and the classroom environment. If the guessing method is done through pair work, the instructor will also increase class relations.

Analysing Vocabulary

This technique has a close relationship with the previous technique, guessing. According to Brown (2014), if an expression is unfamiliar to them, it is the responsibility of the learner to accurately query it by analysing it in light of their prior knowledge. The teacher first introduces essential vocabulary that is necessary for comprehending the text to the learners before they start reading a literary work. Giving students examples of phrases, definitions, antonyms, and synonyms helps them understand the meaning of the terms in context. Especially in teaching an authentic text, teachers should encourage students to pay attention to how vocabulary words are used in the text (metaphorical or literal meaning) and to infer their meanings from the context. Also, discuss how the author's word choice contributes to the tone, mood, and themes of the text. As a result, learners can easily acknowledge the meaning of the words in authentic texts, and there will be no misunderstanding.

Distinguishing between literal and implied meaning

The difference between distinguishing between literal and implied meaning and the other previous strategies is that the other strategies can be used by almost all levels of EFL learners. However, a learner should have sophisticated top-down processing skills (Brown, 2014). Readers are required to meet particular requirements since not every language can be understood correctly by paying attention to its literal, syntactic surface structure. It is critical to use this skill when teaching authentic texts. It aims to interpret the literal or implied meaning clearly stated in a text and extract deeper meanings that are not explicitly stated. Teachers should model activities that support how to analyse passages from literary texts. Here, the teacher should guide the learners, facilitate the areas where they have difficulty, strengthen the students in terms of understanding and critical thinking, and support the students in this direction. Students can reach the author's purpose through careful reading, inference activities, and analysis with teacher support. In this way, he finds

hidden meanings and can thoughtfully evaluate literary and authentic texts. As a result, it contributes to advanced vocabulary development and reading skills.

Related Literature

Improving reading skills is one of the cornerstones of the education system. In recent years, various studies have been conducted on the use of English literature in teaching reading. In this section, an overview of some case studies examining the contribution of English literature to reading teaching is presented.,

Question-and-answer (Q&A) is a common technique used to enhance reading strategies in EFL classrooms. For example, Jiménez (2023) stated in his study that literature is considered a separate branch of art and therefore can be used in teaching English. Moreover, with a deeper analysis, he concludes that the English teacher should know the origins of the English language, considering its relationship with linguistics. For example, English literature and its sub-branches courses in the curriculum of the mentioned school are mentioned. In this case, some questions are asked, and answers are given. Moreover, it not only answers these questions but also gives recommendations to be used in future situations.

Besides the Q&A technique, there has been an ongoing discussion whether the structured reading influences learners' performances; Lestari and Anugerahwati (2022) investigated the effects of structured reading experience (SRE) and collaborative strategic reading (CSR) on students' performance in ELT reading comprehension courses and whether they are useful in the courses. The results obtained from the study conducted with 28 students showed that there was no significant difference in the performance of students educated with SRE and students educated with CSR. This lack of difference may be due to other factors such as the classroom environment, teachers' experience differences, and students' skill levels having a greater impact.

Another important issue is the effectiveness of literary texts in the acquisition of English as a foreign language, Zakarneh and Mahmoud (2021) state the effects of teaching English through literature. This study underlines that teaching fiction, drama, and classical works in English in foreign language classes is gaining importance again. It examines the impact of teaching English through literature and the contribution of this approach to the development of listening, writing, and speaking skills. Additionally, it is emphasized that literature affects the controlled writing practice and understanding of literary texts. This research aims to contribute to the field by highlighting the importance of literature in second language acquisition and emphasizing the importance of the integration of literature in teaching English as a second language.

Mentioning the strategies, it is evident that learners use metacognitive strategies to improve their reading skills as seen in the study of Nobles and Delacruz (2000). They address the effectiveness of making connections as a metacognitive teaching strategy to improve reading comprehension skills. But they also encountered some difficulties, though some connections have been made to enhance reading comprehension. They concluded that metacognitive teaching strategies can be time-consuming and require teachers to carefully implement the purpose of the lesson. It can also make it difficult to encourage students to read and learn independently. However, with appropriate guidance and support, it is possible for students to make the most of this strategy and achieve academic success.

Another study on metacognitive strategies has been conducted by Yaylı (2010) has done research about cognitive and metacognitive reading strategies in Turkey. This study focused on the cognitive and metacognitive reading techniques used by skilled and less

proficient readers in order to address the need for developing strategic readers in English Language Teaching (ELT) departments at universities in Turkey. The results revealed that skilled readers use these tactics more frequently and that both groups typically use comparable strategies, including citing coherent linkages. The conventional, teacher-centred approach to literacy and foreign language instruction in the Turkish EFL environment may be the cause of the minimal variation in method utilization. Therefore, it has been advised that learners should get specific instruction in cognitive reading methods to improve comprehension monitoring and assessment.

Another study examines an interesting question about the strategy use. When do the learners use the strategies more? Ozek and Civelek (2006) have conducted research on the topic of "A Study on the Use of Cognitive Reading Strategies by ELT Students". This study examines the reading techniques used by Dicle University English Language Teaching (ELT) students, with a particular emphasis on the pre-, while-, and post-reading stages. The findings show that while-reading techniques like contextual guessing and assimilation of prior information are more common than pre-reading procedures. Interestingly, post-reading techniques were seldom ever applied.

Fitrianti (2020) touches upon another point in contrast to the above-mentioned studies. His study examines the effects of team assistance on reading comprehension. Furthermore, it also seeks to ascertain the students' reactions to the utilization of this method. After conducting a well-organized research design, the research involved 72 students, divided into experimental and control groups. Data collection included pre-tests, post-tests, and closed-questionnaire responses. They concluded that team assistance works well when learners read and try to comprehend texts.

What is inevitable in reading skills is not only the strategies nor the type of the literary texts but is the motivation. Kassem and Alqahtani (2023) delves into exploring the relationships among reading motivation, reading strategy use and reading comprehension. They conducted research with 308 male and female participants in English preparation classes. Among all motivation and strategy factors examined, while-reading strategies, reading efficacy, and extrinsic motivation were found to significantly predict reading comprehension, with while-reading strategies emerging as the most influential predictor. These findings suggest important implications for reading instruction, and further research avenues are proposed. So, they concluded that motivations serve as a catalyst in improving the reading strategies.

Another issue is the discussion if strategy use in reading skills works or not. One of the studies done by Al-Kiyumi et. al. (2021) state the effects of instructions on metacognitive strategies. In this research, they tried to find the Omani EFL students metacognitive reading strategies and their behaviour toward them. In this experiment conducted in two separate classes, one class participates in the experiment with metacognitive reading strategies. The other class continues to use traditional management. As a result of the experiment, a significant difference emerged between the two classes. It was also revealed that the students in the experimental group showed positive results when using metacognitive strategies.

Koçer and Turgut (2006) examined cognitive and metacognitive reading strategies in their study. In an empirical research applied to English preparatory class students, it was aimed to reveal whether there is a difference between the students in understanding the reading passages. Teachers' opinions and approaches to teaching reading strategies were researched and compared with each other. 83 students and 4 faculty members participated

in this study. According to the study, there was no discernible difference in the reading comprehension pretest and post-test scores between the research and comparison group classrooms, nor in the way the Cognitive and Metacognitive Scales were used in practice.

When all these studies are examined, the importance of teaching strategies can be seen. Studies and results show that cognitive and metacognitive skills are very significant in terms of reading comprehension. In addition, studies revealing the relationship between reading and literature and its semantic benefits are also quite clear. As a result, it is understood that literature can be used to improve reading comprehension and enrich it with strategies.

CONCLUSION

As a result, the use of literature and authentic texts in EFL classes serves as a strong infrastructure to improve reading skills, improve learners' language proficiency, and make courses more productive. Analysing and guessing words and being able to distinguish between words implied by the author and words used literally can gain depth by researching and examining various literary texts. Educators and learners can use the strategies mentioned to help students understand the target texts and the cultural richness they contain. Through this study it can be acknowledged that many literary sources have highlighted the importance of using literary texts to enhance reading strategies. Using these strategies, EFL students are given the support to crawl and walk through the natural language used in original texts and the ambiguities contained within it. When used effectively and competently, students not only understand the language but also become good readers of English literature. In recent years, language education and the methods used in this field have become increasingly rich. While many studies continue to be carried out in this field, adopting a method in which the rich resources of English literature are evaluated in EFL classrooms continues to have an important place in raising culturally knowledgeable, versatile language students who are equipped for success in the globalizing world.

Recommendation

In this research, we explored techniques for teaching reading in EFL classrooms using authentic and literary texts as a way of improving reading ability. As per the results, literature has a significant impact on reinforcing learners' reading strategies. Here are some recommendations which could assist EFL instructors as well as those involved in designing syllabus make better use of such content areas: **Literature Selection and Variety**: It is important to carefully select literary texts used in EFL classrooms. A variety of literary works that engage students and address different cultural and historical contexts should be presented; **Teaching Active Reading Strategies**: Using literary texts, students should be provided with opportunities to teach and practice active reading strategies. Students should be provided with environments where they can develop their skills in analysing, discussing and interpreting texts; **Increasing Contextual and Cultural Understanding**: Highlighting the cultural and contextual elements contained in literature can help students understand real-world use of language. Students should be provided with opportunities to investigate the historical, social, and cultural contexts of texts; **Encouraging Student Participation**: Encouraging students to participate in class is a good strategy to improve the usage of literature in the classroom. Various tactics should be used to encourage engagement with the texts. These could be discussions, group discussions, or work on projects centred on the readings; **Integrating Literature with Language Skills**: It is important to use literature as a tool to integrate different aspects of language (reading, writing, listening, speaking). Different features of literary texts should be used to improve students' language skills.

These suggestions can be a starting point that can be used to guide teachers and curriculum developers who aim to strengthen reading strategies using literature in EFL classrooms. Future research may further evaluate the effectiveness of these recommendations and further guide practice in this area. Also, people in the following can benefit from this study: In this study, English teachers may find practical suggestions for themselves to strengthen students' reading skills for enhancing the use of literature in their classrooms. They can increase learner success by using the suggested strategies in classroom practices. There are tips for English curriculum developers to create richer and more effective program by considering the impact of literature on reading skills. Curriculum developers can create more effective learning materials by taking these suggestions into account. The motivation and guidance for educational researchers can be found in this study. These researchers can conduct new and innovative studies in the field, based on the findings and recommendations of the current study. This study may propose ideas to institutions that prepare English teacher training programs to prepare prospective teachers to effectively teach reading strategies using literature. Teacher education programs can increase teachers' competencies by integrating recommendations from this study into their training programs. The people mentioned can benefit from the study in different ways in line with the findings and suggestions. The results of this study may be valuable to anyone who wants to understand and apply the potential benefits of using literature in teaching English to improve reading strategies.

AUTHOR CONTRIBUTION

Author 1: investigation, draft preparation, conceptualization; **Author 2:** methodology, supervision

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